

**A Study of the Corporate Coaching Culture Cultivation
Approach in Meeting Change Management Needs for
Organisations in China**

A project submitted to Middlesex University in partial fulfilment of the requirements

for the degree of Doctor of Professional Studies

(Management Development)

Catherine Ng

Middlesex University

April 2020

Abstract

In the past forty years of economic development, China has grown to become the second-largest economy in the world. To sustain this position, it has encouraged investment in industrial infrastructure and technology, requiring organisations to continuously adapt and transform. Cultivating a coaching culture is an effective solution to meeting their change management needs in talent agility, but there is only limited academic research on cultivating a coaching culture in China. With the increasing demand and a corresponding need for a more theoretical framework for effective implementation of a coaching culture, the Corporate Coaching Culture Cultivation (CCCC) approach developed by the researcher, based on her extensive experience in China, is studied in this project to determine how best to foster a coaching culture in this country.

With the literature review providing rich information on a coaching culture and related areas, the original CCCC approach has been revised, gaining an enhanced theoretical framework to include factors like organisational development, types of organisational change, organisational culture, national culture and stage of coaching culture development that impact on the systemic cultivation of a coaching culture. The research is a qualitative multiple case-study, informed by my pragmatic work-based research philosophy. Thirty-eight questionnaires and 10 in-depth semi-structured interviews were used to collect data from four executives from two Private Domestic Enterprises, four executives from two Multinational Corporations and two experienced corporate coaches.

The within-case and cross-case thematic analysis of the data from the four corporate cases reveals that the type of corporate ownership affects the speed and rhythm of nurturing a coaching culture in these organisations. Informed by the research, the CCCC approach with its enhanced theoretical framework has evolved further, with a classification of the significance of success factors, a more customer-focused sequence of implementation steps, a paradoxical paradigm for cross-cultural challenges and a set of newly developed checklists for diagnosis and assessment. The revised approach is intended to provide a structured, fit-for-purpose and adaptive framework, as well as a roadmap to guide organisations and their coaching consultants to co-create a coaching culture to cultivate agile leaders in China.

Acknowledgements

My greatest gratitude goes to my late mother who, through her unconditional love, taught me to 'walk my talk', to be kind to others and to be courageous in facing challenges. My sincere thanks also go to my family: to Mandy, my elder sister, and Gary, my younger brother, for their constant backing and trust in my competence to complete this study.

I would like to sincerely thank all those who have contributed to this project: those who were involved in the project, those who agreed to be interviewed for this research and those who offered their support, advice and encouragement along the journey.

I am grateful to Middlesex University for supporting me to finish this project after a long deferral due to my health and unexpected challenges to my company's operation in China. This goes especially to Dr Kate Maguire, who supported me in all the administrative arrangements to ensure that I was on the right track within the University system; and to Dr Pauline Armsby, my supervisor, who always stayed with me by giving authentic feedback, prompt replies, critical wisdom, clear guidance and timely reminders. I am also very grateful for all her help and empowerment along the way. Also, to my two specialist supervisors, Mr Raymond Fok at the beginning and Professor Carol Costley towards the end, who provided me with advice, feedback and different perspectives. They enriched my learning experience and prompted new ideas with their to-the-point insights.

Special thanks are due to Dr David Clutterbuck, who granted me the use of the coaching culture questionnaires, and Professor Kim Cameron, who allowed me to use the Organizational Culture Assessment Instrument (OCAI) for research purposes. These assessment tools helped me to obtain invaluable findings from the corporate interviewees to answer the research questions and propositions.

I had the wonderful experience, as a researcher, of interviewing eight executives from four organisations in China and two experienced corporate coaches. Their enlightening insights stimulated my mindset and helped me to see 'out of the box'.

Gratitude also goes to my team members at my company, Enrichment Consulting & Coaching Institute: Frances, Linda, Candy, Ella, Roy, Amy, Lily, Xiao Lin, Xiao Zi, Zi Wei, Zhi Jie, Hu Shuang, Monica, Eva, Lucy and Iris, who were so supportive of my research by keeping the operation going smoothly at the company over the past two years. I

would also like to express my gratitude to my loyal, helpful graduates, Helen Huang, Adou, Daniel Huang, Lingling Zhu, Kelly Lou, Shirley Wei, Rita Ou Yang, Maggie Bai, Jane Huang, Eric Ji, Haiwen Qu and Jason Liu, who have always supported me by giving advice and taking action to keep the coaching platform of my company energetic and positive so that I could concentrate on completing the research.

I also have my cheerleading team, which includes my business partner, House He, a post-doctorate graduate who shared his experience, and Patricia Mathews, my personal coach, who always reminded me of my vision and the mission of the research and supported me to move forward to the goal of the completion. I should particularly like to acknowledge the Research Director of my company, Nicholas Wai, who has been most helpful in asking critical questions and stimulating new ideas in the revision of my Corporate Coaching Culture Cultivation (CCCC) approach during this doctoral study. Thanks are given for leading the research team and giving timely research assistance.

Finally, I should like to conclude by mentioning my great appreciation of the researchers who have come before me. They have stimulated my thinking about cultivating a coaching culture and how to integrate that body of knowledge into my approach to better serve organisations in China. I hope that my work will likewise expand the literature and imagination of researchers and practitioners on this subject. I look forward to implementing the revised CCCC approach in China and continuing learning about coaching cultures and related areas.

Table of Contents

Abstract	iii
Acknowledgements	iv
Table of Contents	i
List of Tables	vi
List of Figures	viii
List of Acronyms	xi
Chapter 1: Context	1
1.1 Introduction	1
1.2 Development of China – External Challenges	2
1.2.1 Political and economic perspectives of PEST	2
1.2.2 Social perspective of PEST	5
1.2.3 Technological perspective of PEST	6
1.3 Circumstances Promoting the Development of Coaching – Internal Challenges.....	7
1.3.1 Mobility of important talents	7
1.3.2 Increasing cultural and generational diversity	9
1.3.3 Changing in organisational structure and skills required	11
1.3.4 Disruptive leadership.....	12
1.4 How Coaching Helps to Manage These Issues	13
1.4.1 Supports continuous learning	13
1.4.2 Caters for adult learning.....	14
1.4.3 Promotes greater self-awareness	15
1.4.4 Supportive partner	16
1.5 The Need for Research	17
1.5.1 Development of the coaching industry in the West.....	17
1.5.2 Development of the coaching industry in China	18
1.5.3 My experience in coaching culture cultivation in China.....	26
1.5.4 Structure of the CCCC approach in China.....	33
1.5.5. Motivation for the research project on the CCCC approach in China.....	37
1.6 Purpose, Aim, Objectives and Outcomes of the Research Project	40
1.7 Focus, Scale and Scope.....	44

1.8 Structure of the Research Project	45
1.9 Conclusion	47
Chapter 2: Literature Review	48
2.1 Introduction.....	48
2.2 Characteristics of Chinese Corporate Enterprises.....	49
2.2.1 Private domestic enterprises.....	50
2.2.2 Multinational corporates.....	51
2.3 Organisational Development.....	52
2.3.1 Phases of organisational growth	53
2.3.2 Types of organisational change	56
2.4 Definition of Coaching	61
2.5 Organisational Culture.....	63
2.5.1 Definition of organisational culture	63
2.5.2 Types of organisational culture	64
2.6 Coaching Culture	69
2.6.1 Definition of coaching culture	69
2.6.2 Benefits of coaching culture.....	71
2.6.3 Stages and readiness of coaching culture	74
2.7 Cross-cultural Differences	78
2.7.1 Hofstede’s six-dimension (6-D) model	78
2.7.2 My perspective on cultural differences between MNCs and PDEs under 6-D model	84
2.7.3 Chinese values: Paradoxes and yin–yang	85
2.8 Literature Reviews Supporting the CCCC Approach.....	91
2.8.1 Eight critical success factors.....	92
2.8.2 Eight steps for cultivation.....	99
2.9 Conclusion	106
Chapter 3: Methodology.....	108
3.1 Introduction.....	108
3.2 Research Objectives	109
3.3 Research Philosophies.....	110
3.3.1. Ontological and epistemological perspectives.....	110
3.3.2 My choice of research philosophies	111

3.4 Research Approach: Deductive or Inductive	112
3.5 Research Methodology: Qualitative Research	113
3.6 Research Strategies: Case-study Approach	118
3.7 Research Choice: Multiple Case Study	119
3.7.1 Selection of cases	122
3.7.2 Time horizon	126
3.8 Data Collection Methods	126
3.8.1 Survey	127
3.8.2 Interviews	129
3.8.3 Secondary resources	134
3.9 Data Analysis Methods	134
3.9.1 Thematic analysis	136
3.9.2 Data coding	137
3.10 Ethical Considerations	138
3.10.1 Dealing with participants	138
3.10.2 Dealing with myself	141
3.11 Conclusion	144
Chapter 4: Project Activities	145
4.1 Introduction	145
4.2 Survey	145
4.2.1 Pilot survey	145
4.2.2 The full survey	147
4.3 Semi-structured Interviews	148
4.3.1 Preparation for the interview	148
4.3.2 Pilot interview	150
4.3.3 Actual interviews	151
4.4 Analysis Process	153
4.5 Conclusion	156
Chapter 5: Findings of the Survey and Interviews	157
5.1 Introduction	157
5.2. Research Question 1: Characteristics of PDEs and MNCs in China	158
5.2.1 General characteristics of PDEs and MNCs	158
5.2.2 External and internal challenges	164

5.2.3 Phase of organisational growth.....	169
5.2.4 Organisational change	171
5.2.5 Organisational culture	173
5.2.6 Cross-cultural orientation.....	179
5.3 Research Question 2: Benefits of coaching culture, readiness, success factors and steps of building up coaching culture	188
5.3.1 Benefits of a coaching culture	188
5.3.2 Readiness and stage of coaching culture development.....	191
5.3.3 Critical success factors.....	199
5.3.4 Steps for introducing a coaching culture.....	205
5.4 Research Question 3: The best way to apply CCCC approach.....	209
5.5 Research Question 4: Enhancement of the CCCC approach	211
5.6 Conclusion	215
Chapter 6: Discussion, Implications, Limitations and Future Research, Self-Reflection and Conclusion.....	216
6.1 Introduction.....	216
6.2 Discussion	216
6.2.1 Impact of ownership of organisations in China.....	216
6.2.2 The growing demand for a coaching culture in China.....	217
6.2.3 Systemic approach with a theoretical framework	219
6.2.4 Significance of success factors.....	221
6.2.5 Additional steps and new structure of steps for the CCCC approach	222
6.2.6 Checklists for client intake diagnosis and timely review	225
6.2.7 The need to hold paradoxical views to cope with cross-cultural challenges in China	226
6.2.8 Higher demand for corporate coaches.....	227
6.3 Implications for various stakeholders	229
6.4 Limitations and future research	232
6.5 Self-reflection	235
6.6 Conclusion	240
References.....	242
Appendix 2.1 Definitions of coaching from Vesso (2016) and others.....	262
Appendix 2.2 Definitions of organisational culture from Clutterbuck et al. (2016).....	263

Appendix 2.3 Organisational culture assessment instrument	264
Appendix 2.4 Definitions of coaching culture, from Vesso (2016) and Clutterbuck et al. (2016)	266
Appendix 2.5 Coaching readiness survey	267
Appendix 2.6 Coaching culture development stage survey	268
Appendix 3.1 Case backgrounds.....	270
Appendix 3.2 Survey questions	275
Appendix 3.3 Interview guide.....	291
Appendix 3.4 Standard operating procedures (SOP) for semi-structured interviews	294
Appendix 3.5 Interview questions for corporate interviewees.....	301
Appendix 3.6 Interview questions for expert coaches.....	305
Appendix 3.7 Note to Interviewees.....	308
Appendix 3.8 Participant information sheet	312
Appendix 3.9 Consent form.....	319
Appendix 4.1 Improvements to questionnaire after conducting pilot	323
Appendix 4.2 Example of theme analysis of interview transcript.....	327
Appendix 4.3 Approval for use of OCAI, CRS and CCDS questionnaires	338
Appendix 5.1 Summary of questionnaire results	342
Appendix 5.2 Selected interview quotes grouped under various themes.....	345
Appendix 5.3 OCAI comparison profiles of the eight corporate interviewees	350
Appendix 6.1 Checklist for intake.....	356
Appendix 6.2 Checklist for mid-programme review	358
Appendix 6.3 Checklist for end of programme review.....	359

List of Tables

Table 1.1 Volume of academic research on coaching and the coaching culture.....	38
Table 2.1 Organisational practices in the five phases of organisational growth (From: Greiner, 1998)	54
Table 2.2 Phases of organisational growth and related appropriate coaching intervention (From: Bowen-Nielsen, 2018)	56
Table 2.3 Kotter’s 8 steps of organizational change (From: Kotter, 1996).....	57
Table 2.4 Prochaska and DiClemente’s (1984) Transtheoretical Model of Individual Change (TTM) (From: Stober, 2008).....	59
Table 2.5 Matching the critical success factors of the CCCC approach to the drivers and barriers to coaching, as per Clutterbuck, Megginson & Bajer (2016).....	77
Table 2.6 My view on cross-cultural dimensions of PDEs and MNCs in China compared with benchmark data from Hofstede’s (2010) research	85
Table 2.7 Faure and Fang’s (2008) paradoxical Chinese values	86
Table 2.8 Comparison of advantages of internal coaches (ICOs) and external coaches (ECOs) (From: Schalk & Landeta, 2017)	97
Table 2.9 Coach characteristics and effectiveness (From: McDermott, Levenson & Newton, 2007)	98
Table 3.1 Major differences between deductive and inductive approaches to research	114
Table 3.2 Tracy’s 8 ‘big tent’ criteria for excellent qualitative research (From: Tracy, 2010).	117
Table 3.3 Propositions and research questions	122
Table 3.4 Background of the four corporate enterprises selected as study cases	124
Table 3.5 Background of interviewees.....	129
Table 4.1 Theories and concepts used in the survey	146
Table 4.2 Research questions and corresponding survey questions	146
Table 4.3 Research questions and corresponding interview questions	149
Table 4.4 Planned interview schedule	152
Table 4.5 Actual interview schedule	152
Table 5.1 Summary of characteristics of PDEs and MNCs, based on the inputs of 10 interviewees.....	159
Table 5.2 Background of the four corporate enterprise selected as study cases (replicated from Table 3.5).....	160
Table 5.3 Organisational cultures of interviewees’ companies	174
Table 5.4 Inputs from four interviewees from PDEs in comparison to Hofstede et al.’s (2010) China data about PDEs.....	179

Table 5.5 Inputs from four interviewees from MNCs in comparison to Hofstede et al.'s (2010) China data	181
Table 5.6 Coach A's view of PDEs and MNCs in China, compared with Hofstede's model ...	183
Table 5.7 Coach B's view of PDEs and MNCs in China compared with Hofstede's model	183
Table 5.8 Coaches A and B's and my view of PDEs in China compared to Hofstede's model	184
Table 5.9 Coach A and B's and my own view of MNCs in China compared with Hofstede's model	185
Table 5.10 Coaching culture development stage and culture readiness of interviewees' companies.....	195
Table 5.11 Coaching culture development stage and culture readiness scores of Interviewees' companies, compared to actual stage and readiness according to interview content.....	198
Table 5.12 Important critical success factors according to the eight interviewees.....	200
Table 5.13 Sequence of CCCC steps according to the eight interviewees.....	206
Table 5.14 The CCCC steps to make sustainable the maintenance of a coaching culture, according to the eight interviewees	209
Table 5.15 A summary checklist of data from all data sources for the four cases	214

List of Figures

Figure 1.1 China’s GDP 1978–2017 (From http://www.globaltimes.cn/content/1103708.shtml).....	4
Figure 1.2 China’s Consumer Price Index 1970–2030 (From: Priyadarshini, 2016).....	4
Figure 1.3 Private investment in artificial intelligence by United States and China (Source: https://telecoms.com/493663/is-chinas-ai-industry-much-ado-about-nothing/)6	6
Figure 1.4 Outflow and return of Chinese students 1990–2013. Source: Ministry of Education, China’s Annual Book of Statistics, various years.....	11
Figure 1.5 Five trademarks of agile organisations. Source: Bughin et al. (2018) <i>Skill Shift – Automation and the Future of the Workforce</i> , McKinsey Global Institute.	12
Figure 1.6 CDCA Coaching Process model	19
Figure 1.7 LDQF Coaching Competencies model	19
Figure 1.8 DATC model	20
Figure 1.9 Comparison of numbers of ACCs of PCP graduates in Shanghai, Beijing & Guangdong area.....	23
Figure 1.10 Five-year comparison of the three levels of ICF-accredited coaches – global	24
Figure 1.11 Five-year comparison of the three levels of ICF-accredited coaches – Greater China	24
Figure 1.12 Five-year comparison of the three levels of ICF-accredited coaches – four areas of Greater China	25
Figure 1.13 Five-year comparison of the three levels of ICF-accredited coaches – Mainland China	25
Figure 1.14 CCCC critical success factors in linear approach.....	35
Figure 1.15 CCCC 8-steps in linear approach.....	35
Figure 1.16 CCCC critical success factors	36
Figure 1.17 CCCC 8-steps in systemic approach	36
Figure 1.18 Structure of the research project	45
Figure 2.1 How organisations grow as they age (From: Greiner, 1998)	53
Figure 2.2 Five phases of organisational growth (From: Greiner, 1998)	54
Figure 2.3 Competing values framework (Cameron & Quinn, 2006)	65
Figure 2.4 Space for coaching for each type of organisational culture (From: Kolodziejczak, 2015)	68
Figure 2.5 Most important indicators of coaching impact observed (From: ‘Building a Coaching Culture’, 2014)	72

Figure 2.6 How coaching is used to address organisations’ goals and strategies (From: Filipkowski et al., 2019).....	73
Figure 2.7 Benefits companies sought and gained from providing coaching assignments to employees (From: APAC, 2020).....	74
Figure 2.8 Stages of coaching culture development (From: Clutterbuck et al., 2016).....	75
Figure 2.9 Hofstede’s 6-D comparison of China and United States (From: https://www.hofstede-insights.com/country-comparison/china,the-usa/).....	79
Figure 2.10 Supportive climate dimensions (From: Clutterbuck et al., 2016).....	93
Figure 2.11 10-stage approach to coaching culture cultivation (From: Jones & Gorell 2018).....	100
Figure 3.1 Research methodology ‘onion’ (from: Cavana et al., 2001).....	108
Figure 3.2 Methodology development stages.....	109
Figure 3.3 Theoretical framework of the eight propositions of the research questions.....	110
Figure 3.4 Key philosophical paradigms in research methods (From: Al-Saadi, 2014).....	110
Figure 3.5 Inductive and deductive processes (From: Al-Saadi, 2014).....	113
Figure 3.6 Main types of case-study design (From: Gray, 2018).....	120
Figure 3.7 Replication through use of multiple cases (From: Flick, 2009).....	121
Figure 3.8 Multiple case-study method (Yin, 2009).....	126
Figure 3.9 Flowchart of the qualitative analysis process (From: Bazeley & Jackson, 2013)..	135
Figure 4.1 The three-level analysis process.....	155
Figure 5.1 Characteristics of PDEs and MNCs, based on the input from 10 interviewees....	159
Figure 5.2 Industry distribution of survey participants.....	161
Figure 5.3 Number of employees of survey participants’ companies.....	161
Figure 5.4 Years that survey participants’ companies have been established in China.....	162
Figure 5.5 Phase of organisational growth of respondent companies.....	170
Figure 5.6 Type of change of 38 respondent companies in the survey.....	173
Figure 5.7 Survey results of eight interviewees on the benefits of cultivating a coaching culture.....	190
Figure 5.8 Benefits of cultivating a coaching culture, according to survey respondents.....	190
Figure 5.9 Willingness of respondent companies to adopt a coaching culture.....	193
Figure 5.10 Readiness of respondent companies to adopt coaching culture.....	193
Figure 5.11 Whether respondent companies plan to adopt a coaching culture.....	194
Figure 5.12 Stages of coaching culture development of the respondent companies.....	199
Figure 5.13 CCCC approach’s success factors, supporting whether readiness is equal to or greater than 6 (Question 18 in the survey).....	205

Figure 5.14 Important implementation steps vital to sustaining a coaching culture, from Question 20 in the survey	208
Figure 6.1 Theoretical framework of the CCCC approach.....	220
Figure 6.2 Critical primary and secondary success factors.....	222
Figure 6.3 The revised steps of the CCCC approach	224

List of Acronyms

Acronyms	Meaning
6-D	Six Dimensions
ACC	Associate Certified Coach
AI	Artificial Intelligence
AIoT	Artificial Intelligence & Internet of Things
APAC	Asia Pacific Alliance of Coaches
App	Application
B2B	Business to Business
B2C	Business to Consumer
BPS	British Psychological Society
CCCC	Corporate Coaching Culture Cultivation
CCCP	Certified Corporate Coach Program
CCDS	Coaching Culture Development Stage
CCE	Continuing Coach Education
CCLD	Corporate Coach and Leadership Development Program
CDCA	Connection, Discovery, Choice, Action
CEOs	Chief Executive Officer
COO	Chief Operating Officer
CRS	Coaching Readiness Survey
DATC	Dialectical Approach of Team Coaching
ECO	External coach
EMCC	European Mentoring and Coaching Council
FVs	foreign-invested firms
GDP	Gross Domestic Product
GROW	Goal, Reality, Options, Wayforward
HCI	Human Capital Institute
HKU ICB	Hong Kong University Institute of China Business
HR	Human Resources
HRBP	Human Resources Business Partner
ICARE	Inspire, Create, Aware, Result, Empower
ICF	International Coaching Federation
ICO	Internal coach
IoT	Internet of Things
IPA	Interpretative Phenomenological Analysis
JVs	Joint Ventures
L&D	Learning and Development
LDQF	Listening, Distinction, Questioning, Feedback and Feedforward
MCC	Master Certified Coaches
MNCs	Multinational Companies
OCAI	Organisational Culture Assessment Instrument
OD	Organisation development
OKR	Objectives and Key Results
PCC	Professional Certified Coach
PCP	Professional Coach Program
PDEs	Private Domestic Enterprises
PDI	Power Distance Index
PEST	Politics, Economics, Social, Technology
PhD	Doctor of Philosophy
PIS	Participant Information Sheet
SOE	State-owned Enterprises
SOP	Standard Operating Procedures
TA	Thematic Analysis
TTM	Transtheoretical Model
VUCA	Volatile, Uncertain, Complex and Ambiguous

Chapter 1: Context

1.1 Introduction

This chapter summarises my experience of promoting coaching leadership and a coaching culture in China. This supports the finding of an evident need for a practical, empirically based, systematic approach to cultivating a coaching culture in corporate organisations and for dealing with the complexity and speed of change in China. I am passionate about lifting employee engagement and corporate performance by introducing a coaching culture in people-oriented enterprises in China. This chapter serves to clarify why I chose this topic for my DProf research project. The project focuses on the success factors and steps in applying the coaching culture approach that I have developed, the Corporate Coaching Culture Cultivation (CCCC) approach, based on 25 years of personal experience in China. I wanted to study how to apply it, taking an academic perspective to enrich myself and to enhance the approach, as well as to support organisations through giving them a well-structured framework to cultivate a coaching culture.

As an experienced practitioner, my purpose is to share my original approach, which has been proven by experience over the years. My purpose in conducting and writing this research project is to support organisations to cultivate a coaching culture in China with further interested parties, including both local and overseas coaches and senior executives. I believe strongly that coaching culture can facilitate talents in facing and adapting to continuous management changes with an agile mindset. Due to the limited amount of research about coaching culture cultivation in organisations in China, which is an emerging coaching market in the global coaching industry, I think my project can contribute to arousing interest, awareness and comprehension in scholars and practitioners, as well as corporate executives, of the benefits and process of a structured implantation of coaching culture in China.

This chapter will explain the development of the research topic from a macro to micro perspective, starting with the external and internal challenges in China that create the need for coaching, followed by the development of the coaching industry in China and my substantial experience in cultivating a coaching culture in this country, discussed in stages. It was during the third stage that the CCCC approach was developed in 2016 to support organisations in cultivating a coaching culture and to meet growing demand in two major enterprises types, private domestic enterprises (PDEs) and multinational corporates (MNCs) in China. This approach is reviewed and enhanced through this research on an academic basis. The research purpose, aim, objectives, outcomes, scope, scale and structure are then discussed at the end.

1.2 Development of China – External Challenges

During the past 25 years, I have witnessed massive transformational change in Mainland China in the political, economic, social, technological and even cultural fields, as well as the growth and development of coaching. China's 'open-door' policy since 1978, globalisation, foreign-direct investment and the internet have exposed China, for the first time in its history, to unprecedented global knowledge transfer, information sharing and cultural learning (Faure & Fang, 2008). This complex economic and societal change in China is creating a growing need and context for a coaching culture. Below, I explain this by means of PEST analysis (Political, Economic, Sociological, Technological) to assess the key external factors of the development and culture of organisations (Armstrong, 2009)

1.2.1 Political and economic perspectives of PEST

Mainland China became a closed country, with only minimal connection with the outside world, after the establishment of the People's Republic of China under the Communist Party of China in 1949 ('Mao Zedong', 2019). China then experienced the Cultural Revolution from 1966 to 1976 ('Cultural Revolution', 2019), which brought

about massive disruption to culture and society. Deng Xiaoping became the 'paramount leader' in 1978 and adopted capitalism under communism under the slogan 'Socialism with Chinese characteristics', reopening the country to the world ('Deng Xiaoping', 2018). Under this new policy and with active investment from abroad the Chinese economy grew dramatically, but corruption appeared ('China's Anti-Corruption Campaign', 2018). When President Xi came to power in early 2013, he was determined to crack down on corruption, and it was rumoured that in the first 18 months one corrupt official was caught every day ('Visualizing China's Anti-Corruption Campaign' 2018).

After forty years of rapid economic growth under an open-market policy, China's Gross Domestic Product (GDP) growth has reached 10%, on average, per year (a minimum of about 4% to a maximum of almost 15% (Fang, Garnaut & Song, 2018)), making it the second-largest economic power in the world, just after the United States ('China's economy ranking 1978–2017', 2018), and about 100 of its enterprises were listed on the Fortune Global 500 in 2018 ('Complete List of the 120 Chinese Companies on the 2018 Global Fortune 500 List', 2018).

In fostering economic reform, China has adopted and emphasised the importance of meritocracy and open competition (Fang, 2014), which have stimulated managers to gradually change their definition of success to professional competence (*neng li* 能力) rather than the older ways of relationships (*guan xi* 关系) and money (corruption) (Faure & Fang, 2008). Consequently, today's business culture relies increasingly on a mixture of *guan xi*, personal favours (*ren qing* 人情) and a high degree of professionalism (Fang, 2014). Those who grew up under the old ways need to learn and adapt to the new ways to enhance their competence and professionalism (Faure & Fang, 2008).

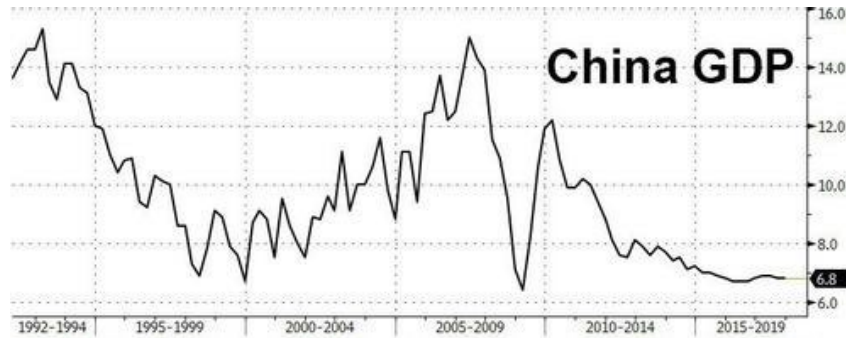
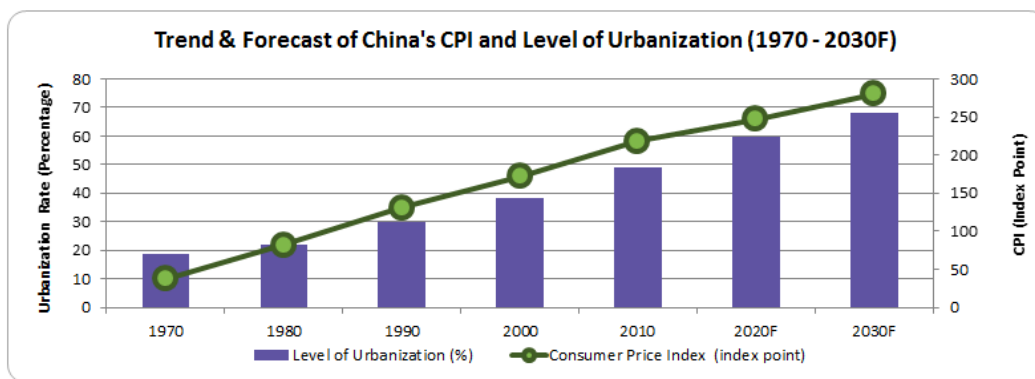


Figure 1.1 China’s GDP 1978–2017 (From: <http://www.globaltimes.cn/content/1103708.shtml>)



Source: Inflation Data Fig 3.1: Indicator of the growing urbanization and Consumer Price Index (CPI) (1970– 2030E)

Figure 1.2 China’s Consumer Price Index 1970–2030 (From: Priyadarshini, 2016)

Economic growth in China has slowed down since 2010 (Durdan, 2018) (see Figure 1.1), yet the cost of living is still increasing (Priyadarshini, 2016), as seen in Figure 1.2, bringing about a need for internal restructuring. E-commerce and the internet have accelerated the pace of change, and almost 30% of consumption is now via e-commerce (‘E-commerce share of total retail sales in China from 2014 to 2019’, 2019), especially among the younger generation (Enskog, 2015). The internet has also hastened the impact of globalisation (Woetzel et al., 2014), with a greater international focus on China and many multinationals (MNCs) setting up outposts in China, as well as Mainland Chinese companies investing overseas.

1.2.2 Social perspective of PEST

From a social perspective, the improved economic situation has lifted 800 million people out of poverty (Wong, 2018) and created a 400 million-strong middle class (Zhou, 2018). Since 1979, the one-child birth-control policy had suppressed extension of the family trees of the traditionally family-oriented Chinese people, leading many to over-focus on the care of their only child. This created demand for better and higher education for the next generation, and the number of university graduates has increased from 114 million per year in 2001 to around 800 million in 2018 (s.askci.com).

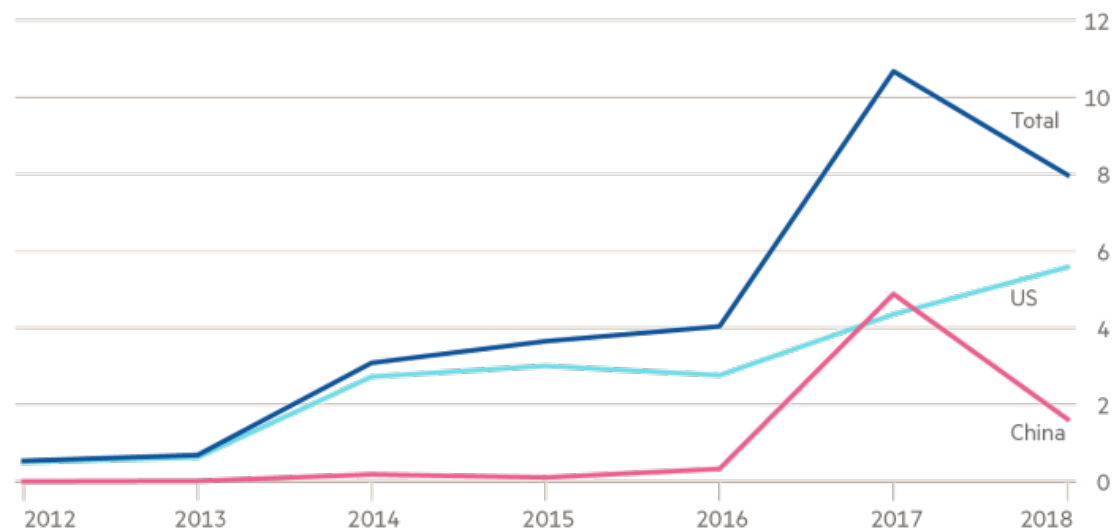
The generation born since 1980s has been brought up in a very different economic and social context from those before them (O'Hara-Devereaux, 2013; Tang, Wang & Zhang, 2017). China's rapid development, increasing competition, increasing respect for professionalism and the rush towards mobile technology and the internet have fostered self-expression, freedom and quality of life in Chinese society (Inglehart & Welzel, 2005; Leung, 2006; Faure & Fang, 2008). In my interactions with the younger generation, who have higher educational levels and have experienced global exposure and a better social-economic position, I see them leapfrogging over Maslow's more foundational needs of physiological and safety (Maslow, 1987) to strive for self-actualisation much earlier in their lives, while still wanting their social needs for belonging, love and self-esteem to be met. They take their personal interests and their individual needs as priorities.

From my observations, a costly lifestyle, a high-stress environment and tension between the more modern Western values and Chinese traditional cultural values can easily create internal emotions of anxiety and fear in people, affecting their well-being and performance at work and in society. The first nationwide study of China's mental health suggests that mental disorders have become more common across China in the past thirty years, and 16.6% of adults are affected by some form of mental illness compared with 1.1% reported by a survey in 1982 (Caixin, 2019; Huang et al., 2019).

1.2.3 Technological perspective of PEST

China AI investment wilts

Private investment in AI by country (\$bn)



All full years except 2018 (H1 only)
Source: ABI
© FT

Figure 1.3 Private investment in artificial intelligence by United States and China (Source: <https://telecoms.com/493663/is-chinas-ai-industry-much-ado-about-nothing/>)

The United States has long been seen as the global leader in innovation, including artificial intelligence (AI) ('CBS All English Interview with Lee Kai Fu: 40% of All the Current Jobs in the World Will be Replaced by AI', 2018) and China has been regarded more as a technology follower. However, China may soon take the lead in AI, according to Kai-Fu Lee, former president of Google China and AI expert ('Is China the Next AI Superpower?', 2018). In his view, the United States is still far ahead on the research side, but China is now taking the lead in implementation and value creation by using AI in all kinds of applications and industries. China as a nation has also put in place a plan to lead the world in AI by 2030 (Diamandis, 2018) and has considerable governmental support and sponsorship of AI development. Its vast data pool and massive market, as well as the presence of hard-working and ambitious entrepreneurs,

could enable it to overtake the United States soon. In July 2019, China founded the Sci-Tech Innovation Board (STAR Market) to help start-up technology companies to raise funds and, by the end of 2019, already had 70 local technology companies (Yang, 2020).

With unmanned supermarkets, couriers, hotel and restaurants (Yao, 2019) as well as internet banking, online shopping and factory automation being commonplace in Mainland China now, the McKinsey Global Institute anticipates that by 2023 a large-scale layoff will take place in China as routine work is gradually superseded by AI (Bughin et al., 2018). People need to research and rebuild their competence and position in society, as well as in the workplace.

The rapid PEST changes in China prepared the ground for the tremendous growth in demand for coaching, as people face considerable changes in all areas with VUCA (Volatile, Uncertain, Complex and Ambiguous) (Bennis & Nanus, 1985) impacts. They need to adapt themselves to survive and grow during these changes.

1.3 Circumstances Promoting the Development of Coaching – Internal Challenges

1.3.1 Mobility of important talents

Since reopening its doors in 1978, China has seen its Private Domestic Enterprises (PDEs) flourish, and many have entered the labour-intensive manufacturing sector, supporting China as the ‘world’s factory’. However, the traditional career view is ‘Valuing (being an) Official (on academic merit) over Commerce’ (Ng, 2013). This has been deeply instilled in people, and first-generation businessmen were thus mainly those with a modest educational background who had had no opportunity to secure an official position (Ng, 2013). They lacked commercial experience and knowledge of contemporary management, and many adopted the ‘totalitarian’ style of management often found in the military and absolute monarchy, as in China’s past, treating their

employees from poor villages in inland areas as mere tools of production. Sherman and Freas (2004) describe how labourers were referred to as 'hands', a status scarcely superior to that of horses or oxen, which unfortunately was an apt description of the situation in the early 1980s in the early stages of the open-door policy.

By the mid-1980s, China became an attractive market for foreign-direct investment and an outpost for multinational companies (MNCs) (Brantingham & Nosal, 2013). At first, many MNCs felt that the only way to build leadership teams with the necessary experience (Brantingham & Nosal, 2013) was to hire expatriates, then realised that they needed local professionals' insights into the unique nuances of Chinese culture and business practice if they were to sustain their success in this complex market. They began recruiting local executives to entry-level and middle-management roles, then trained and developed them as senior leaders. For this reason, potential workers who had had higher education tended to regard MNCs as their first choice of employer. At this time, the more industrious founders of PDEs understood their weaknesses, and many took courses in Western management at institutions like China Europe International Business School, founded in 1994, and then integrated what they learned with Eastern wisdom to manage their companies better.

As PDEs have grown rapidly in both scale and ambition over the last forty years, more and more young talented workers and even mature executives have started to join PDEs, seeing the rapid development potential and greater sense of worth in their career. While MNCs in China used to be favoured due to their brand power and perceived career openings, they now face hurdles that make Chinese-headquartered companies appear more attractive (BGRS, 2019). From my observation and frequent interaction with those executives, high-potential talents and senior executives with global experience and overseas education value the opportunities to participate in strategic planning and key decision-making that are not available at MNCs, where these high-level activities are still undertaken overseas. As reported by some 35- to 45-year-old executive coachees from MNCs, who have global exposure and are

aggressive in managing their career, they are now more open to working in PDEs. They believe that they will be more able to build something that they can take pride in and enrich their career in a more all-round fashion.

According to China Leadership Report – Insights for Talent Seekers (Bain & Co, 2018), 40% of leaders in local enterprises in its 2016 report had a background in MNCs, compared to less than one-third from PDEs. The report suggests that for leaders who have moved from MNCs, the key concerns are adapting to the new working culture as well as bringing value to the PDEs. On the other hand, human resources experts in PDEs said that their important considerations are how to retain talents from MNCs and help them to make the transition.

1.3.2 Increasing cultural and generational diversity

In terms of population mix, although the main ethnicity in China is *Han*, which accounts for 91.6% of the total population of Mainland China ('World Factbook – China', 2019), more than 56 races are officially recognised and each has its own culture. Given this history and tradition, Chinese people have developed the ability to manage paradoxes, and society is like an 'oxymoron melting pot' (Faure & Fang, 2008). Thus, even with the same PEST background, the different cultures have their own values and needs.

China's 'open-door' policy brought globalisation and more foreign-direct investment, increasing interaction with foreign knowledge, information and cultures, creating further cultural learning and cultural change (Faure & Fang, 2008). These days, Chinese executives are 'no longer mentally programmed purely with Chinese values but increasingly with a dynamic portfolio of cultural values selected from the ocean of culture of the entire world given the situation, context and time' (Fang, 2010). According to Fang (2010),

The integration with the global economy does drive a fundamental value change in China. However, by 'value change' it does not mean that China's old value

system is being replaced by a new value system but rather that paradoxical value orientations co-exist more and more visibly in today's Chinese society. Chinese culture is often discussed in terms of traditional value orientations such as guanxi, importance of face, thrift, family and group orientation, aversion to law, respect for etiquette, age and hierarchy, long-term orientation and traditional creeds. Today, while these old value orientations still remain valid and in many cases powerful as well in the same Chinese society, respectively: professionalism, self-expression and directness, materialism and ostentatious consumption, individuation, respect for legal practices, respect for simplicity, creativity and competence, short-term orientation and modern approaches. These new value orientations co-exist with the old value orientations.

With such complexity and diversity, people have learned to hold multiple and even paradoxical cultural values and practices, as represented by the metaphor of yin–yang (阴阳) (Fang, 2010).

In addition to great cultural complexity, the current workforce has at least five generations, each with its own needs and work/leadership style. How best to communicate with and lead those born in the 1980s, 1990s and even 2000s, the fresh recruits in the job market, is a popular topic for senior, mature executives born in the 1960s and 1970s. The Millennials (the generation born between 1980 and 2000), more than any other generation, are looking for meaning and personal growth in their work, and organisations are challenged to keep them engaged (Haas, 2018).

More and more well-educated graduates from overseas, many of whom are second-generation Chinese from the emerging middle class, choose to come back to the homeland to develop their career as China's rapid economic development offers them opportunities to make something of themselves. Figure 1.4 shows the trend of the outflow and return of Chinese students from 1990 to 2013. Their mindset is a mix of East and West.

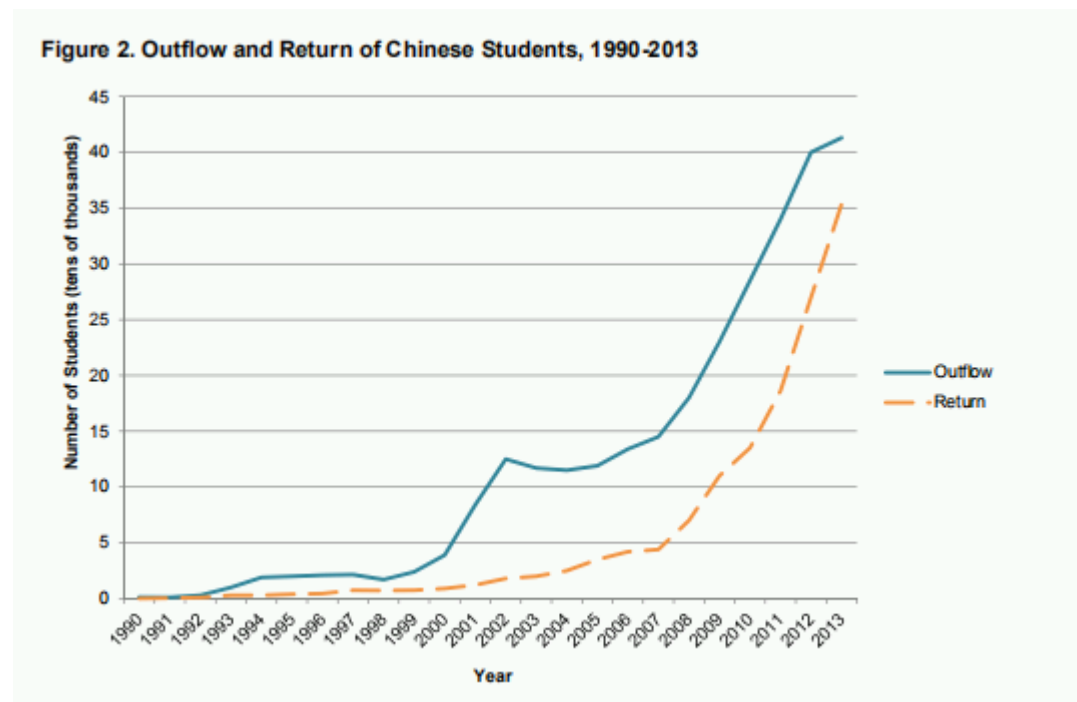


Figure 1.4 Outflow and return of Chinese students 1990–2013. Source: Ministry of Education, China’s Annual Book of Statistics, various years

Thus, whether in local enterprises or MNCs, members of organisations nowadays come from many cultural and geographical backgrounds. In working together, such great cultural and generational differences can easily create conflict. Leaders in enterprises thus need to be adaptive and to train people to be compassionate about diversity.

1.3.3 Changing in organisational structure and skills required

Besides the complexity of the labour force, as described above, enterprises face a challenge with the impending transition as China positions itself to be the leader now in AI, not the ‘world’s factory’. According to the McKinsey Global Institute report, *Skill Shift – Automation and the Future of the Workforce, 2018*, ‘over the next 10 to 15 years, the adoption of AI technologies will transform the workplace, as people increasingly interact with ever smarter machines’ (Bughin et al., 2018). It states that, ‘as occupations are transformed by the rise of AI technologies, the requirements for workers will also change markedly’. It anticipates that ‘social and emotional skills will be at a premium, as some caring professions in healthcare and other occupations

requiring human interaction continue to employ people, and as creativity, problem-solving, and people leadership grow in importance'. Agility has become a core management topic in recent years, as companies have sought to shift from 'mechanical' to 'organic' organisations (Bughin et al., 2018).

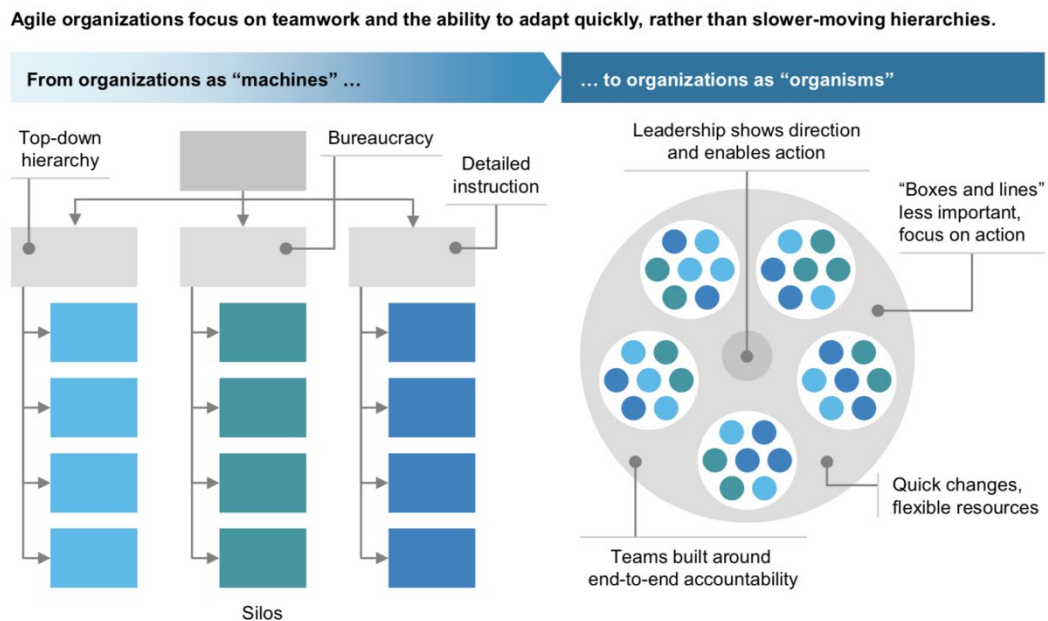


Figure 1.5 Five trademarks of agile organisations. Source: Bughin et al. (2018) *Skill Shift – Automation and the Future of the Workforce*, McKinsey Global Institute.

The characteristics of an agile organisation are that it is team-, action- and result-oriented, requiring people to be adaptive, resilient and agile. It includes a reduced hierarchical structure, with teams as its basic building blocks, having end-to-end accountability and blurred boundaries between the parts of the organisation for quick change and flexible resources (Bughin et al., 2018).

1.3.4 Disruptive leadership

As companies redesign work to harness new technologies, they often find that they require a more flexible workforce (Bughin et al., 2018). Although Bughin et al.'s (2018) report is about the impact of automation on the United States and 14 Western European countries, from my observations local enterprises and MNCs in China have

anticipated these changes and started to rethink their corporate structure and approaches to work by becoming more able to react to the changes. At the same time, they are addressing these skill shifts mentioned and redesigning jobs to stay competitive, emphasising continuous learning and shifting to more cross-functional and team-based work in their day-to-day operations. As such, leadership and human resources also need to be disrupted if they are to adapt.

In response to the tremendous and rapid PEST changes in Mainland China, from my perspective both local enterprises and MNCs have a great need for an upgrade in thinking and methods in human resources management. If they are to build the workforce for the future and adapt to the agile corporate structure that features less hierarchy and more collaborative team networks, they need to move from dehumanisation to re-humanisation. In my understanding and experience in China, to meet these needs is not easy, as such changes require a corporate culture of transparency, directness and honest communication, whereas in China the business culture revolves around subtlety and avoidance of confrontation and direct problem-solving (Brantingham & Nosal, 2013). Moreover, technology and advancements in science mean that the rate of change is increasing faster than the capacity to absorb it (Gorell, 2018). How can we enhance our ability to absorb the changes so that we can catch up with or even create the increasing rate of change?

Coaching, a people-oriented discipline, can help. It focuses on people's self-management, stressing self-awareness towards changes and cultural differences. Self-awareness is the starting point of leadership (Hougaard, Carter & Afton, 2018).

1.4 How Coaching Helps to Manage These Issues

1.4.1 Supports continuous learning

In the above two sections, I have used macro insights from PEST to inform the broader micro trends. With the evolving organisational structure and greater cultural and

generational diversity in the working place, individual well-educated workers are expected to possess soft skills. These include being agile, adaptive, entrepreneurial, creative and able to work with AI and other resources to enhance productivity and hence organisational goals through continuous learning. In Haas's view (2018), soft skills are often the hardest to address, unlike where

systems and processes are nicely rational, and we can address the issues with our intellect that we are comfortable with through years of school and academic training. In dealing with people, it becomes less comfortable. It becomes unpredictable, messy, emotional and confrontational and our own beliefs, ideas and emotions start to get in the way. It is not easy, but it is imperative.

More and more corporate enterprises in China now understand that, to navigate the change, offering continuous learning or lifelong learning opportunities for employees is a top priority. Corporate universities and training departments are being set up to offer various types of training in skills and knowledge related to work for all levels of talent. At the same time, more employees in China, especially those from the educated middle class, now recognise the rapidly changing skills requirement and organisational structures as their major challenge and thus are building a 'learning economy' that encourages their continuous development of people skills to keep pace with innovation. From my observations, it is now common to learn knowledge and skills through online and mobile apps daily, with new terms like 'knowledge anxiety' and 'fragmented reading' entering the language. People are proud to relate how many books they read a week, a month or a year. Capturing knowledge is not an issue to conceal in China, now.

1.4.2 Caters for adult learning

Many people in China have forgotten the real meaning of adult education. Kegan (1994) states that it is not informational but transformational, and proposes a useful human adult developmental framework for the transformation of consciousness, from levels 1 to 5. This can be used to understand and address the needs of Chinese managers

and others in our rapidly changing times (Woo, 2015). A real and sustainable systemic transformation can only happen through discovering, challenging and changing mental models (Clutterbuck, Megginson & Bajer, 2016). The development of deep insights to help leaders to discover their authenticity and develop mental flexibility and resilience is crucial today, but very difficult to ‘train’ into an individual (Merrick, 2016). Nowadays, information is all too easily accessed through the internet, yet the journey to transform our mindset and consciousness to adapt to the changing world should be the focus, and this takes time and patience.

1.4.3 Promotes greater self-awareness

My experience has taught me that learning about ourselves is as important as learning knowledge. In my book, *Dialectical Approach of Team Coaching (DATC)*, I suggest that double-loop learning is more important than single-loop. We are constantly learning things that others know and we do not, such as knowledge and experiences, but we often neglect to learn about ourselves. Determining whether things are possible or impossible lies within ourselves. I tell my students and clients that I read only a single well-chosen book a year. This is so I can take sufficient time to digest its content, integrate what I have learned with the knowledge already in my mind and my values and emotion, and thus live out the book and so adapt to the changing world.

This is quite unlike the eight years when I was working in an MNC, where I was invited to attend many internal and external skill-based training programmes and courses to enhance my leadership and management knowledge. Even when I paid for my part-time MBA myself, I still focused on the knowledge rather than on knowing myself – classic single-loop learning – until I ‘found’ coaching after graduating in 1995. This was new to Asia at that time. During a year of continuous experiential courses and theory learning from a coaching programme, I learned deeply about myself and my consciousness evolved from Level 3 to Level 4 (per Kegan (1994)) – from concern about traditionalism to concern about who I am and the meaning of my life, with the courage

to face the uncomfortable truth of myself and others' perception about me. My mentor at the MNC that I worked for told me, 'Beating the competition is relatively easy, but bettering yourself requires a never-ending commitment'.

How does coaching impact on people? In my coaching experience, confusion, anxiety, fear and stress are common emotions in China these days. People ask themselves: 'How can I support my family?', 'How do I achieve career progress in this changing environment?' and 'How will I compete in the workplace?' An even deeper question is 'What is the meaning of life?' If they are not able to manage themselves well, they may suffer from psychological and physiological problems. The changing environment in multiple aspects of life in China creates many issues for coaching in communication, conflict and emotional management. Coaches can help people to find answers to these three key concerns: 'How to face changes that are uncertain?'; 'How to make effective choices?'; and 'How to walk the talk?' The first nationwide study of China's mental health notes that 'rapid social change is likely to bring about a general increase in psychological pressure and stress' (Ma & Ren, 2019; Huang et al., 2019). From my practicum, coaching may be the means to prevent depression, especially for the middle classes in China, burdened as they are by rising costs, debt and worry about the future.

1.4.4 Supportive partner

Executives in China are well able to find ways to solve their problems by means of internet searches, but they lack the adaptivity to deal with the complexity and speed of change. They are young to take up a senior position, at between 35 and 45 years, five to ten years earlier than those in the West, according to Woo (2015). Around 700 executives are on my International Coach Federation (ICF)-accredited coaching programme, the Professional Coach Program (PCP), in four major cities in Mainland China, and 62% are between 31 and 40 and 20% between 41 and 45, and 43% have a degree and 41% a master's degree. Heifetz et al. (2009) suggests that seeing life as a

leadership lab enables you to try things out, make mistakes, strengthen your skills and take pleasure in the journey, as well as the fruits of your labour. He suggests finding partners to share the dangers and the exposure. A coach would be such a partner to accompany young executives in developing agility, helping them to gain crucial insights and having conversations that unite them, with a view to achieving better decisions and, consequently, better results (Clutterbuck, Megginson & Bajer, 2016).

1.5 The Need for Research

1.5.1 Development of the coaching industry in the West

Hawkins (2012) gives a clear picture of the development of coaching in the past thirty years in the West:

Thirty years ago, coaching was predominantly a remedial activity for executives who were either not performing or needed to address a difficult aspect of their personality.... This may be somewhat a caricature, but the pattern is one that many coaches and HR departments recognise and one that still exists in a few organisations... Twenty years ago, coaching became more focused on developing executives with potential, and 'having a coach' was a mark of progress and no longer associated with having a problem.... Ten years ago, the activity of coaching gradually started to be resourced in-house, with coaching being carried out by trained internal coaches, with more of the development conversations occurring between the employee and their line manager. At the same time, coaching has moved from focusing on individual development to also include the team, the wider organisation, and the organisation's stakeholders. (Hawkins, 2012)

Hawkins (2012) describes the development of the coaching industry in the West as evolving from remedy to development, from the individual to the organisation, from personal growth to organisational culture, and from assistance from external coaches to internalisation through in-house coaches. More senior executives are benefiting from executive coaching programmes in their transition either into or upwards within an organisation, or from the development of the capability of those with high potential, or from enhancement of interaction in a team (Coutu & Kauffman, 2009). Accordingly,

they want more people in their organisation to taste the benefits, to develop themselves as coaches, to have high degree of self-awareness and to enhance team development. Thus, a demand for a coaching culture has emerged.

China has taken forty years to become a global economic leader, jumping over the same hurdles as many other countries. From my experience and observation, the development of the coaching industry in China has been as fast as in the West, if not faster. When I talked in 2017 to the ICF chapter president in Washington DC about what coaches in China had learned from development of coaching in the United States, she said that, just as the country had leapfrogged from telecommunication to internet, in China the coaching industry would do the same. I will elaborate further.

1.5.2 Development of the coaching industry in China

With its enormous population and expanding economy, China represents a staggering number of potential business opportunities for coaching (Ng, 2009). It is one of the fastest growing countries in the world, economically, and also one of the oldest civilisations with a splendid culture (Fang, 2014). The history of coaching in China can be traced to the mid-1990s. The term was unfamiliar to most Chinese enterprises when it was first introduced into Mainland China (Ng, 2009). Coaching came into being in the Western culture, whereas Chinese enterprises had their own traditional culture and historical background that were quite different (Ng, 2009).

Integrated approach of original coaching models

My background is as a Hong Kong-born Chinese person; that is, a mixture of East and West, and a pioneer in promoting coaching in China. I find many concepts in Chinese traditional culture, such as being people-oriented (以人为本) (Wong & Leung, 2007), focusing on one's potential and future (看人之大) (Wong & Leung, 2007), self-improvement through learning from others (三人行必有我师) (Zhu, 2004) and examining oneself critically (吾日三省吾身) (Zhu, 2004) to be in harmony with

Western-origin practice of coaching, despite notable differences (Ng, 2001). Therefore, according to Ng (2009), there is a right way to integrate and use Chinese traditional culture effectively, on the basis of a good understanding of the cultural differences between China and the West. In my experience, coaching is an art and science that integrates Eastern and Western philosophy. I love using quotes from Confucius, Chinese proverbs and mottos to promote coaching in Mainland China and have received great acceptance, which has made my journey in China easier and gained respect.



Figure 1.6 CDCA Coaching Process model

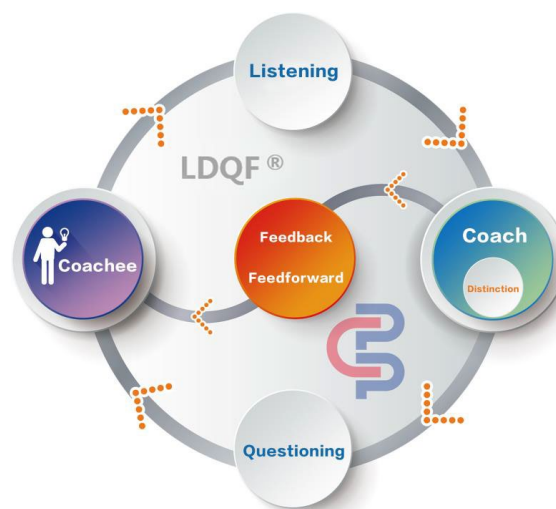


Figure 1.7 LDQF Coaching Competencies model

Based on my understanding and experience in China, to better serve this unique and fast-changing population I integrated the ‘GROW’ model (Goal, Reality, Options, Way forward), popularised by the late Sir John Whitmore (2009), into my CDCA model (Connection, Discovery, Choice, Action), as shown in Figure 1.6. My CDCA model is aligned to the collectivism of Chinese people, based on Hofstede’s Six-Dimension model (discussed in Chapter 2), seeing the coach and coachee as a team to achieve more in self-awareness and achieve win-win. My CDCA® coaching model diagram incorporates the dualism of ancient Chinese philosophy, an ‘interaction and harmony of yin and yang’ in differentiating the coaching process, together with communication, interaction and interdependence between coaches and coachees. The coach and coachee are strongly linked to the target. The coach discovers the potential,

interferences and blind spots of the coachee, and connects them. The coachee then makes his/her choice and takes action.

In China, nowadays, people receive a great deal of information and opportunities daily and want to know how to make better choices. I further developed my coaching competences: Listening, Distinction, Questioning, Feedback and Feedforward (LDQF) in Figure 1.7, under the philosophy of yin–yang, to show the interdependence between a coach and a coachee. In the introduction to my co-written book, *Dialectical Approach of Team Coaching* (DATC), I talk about the *Tao* of the team and its 16 principles. These integrate Confucian philosophy and Western team-management concepts. My original coaching models helps me to handle the cultural shock, conflicts and questions about the effectiveness of coaching from individuals, teams and organisations.



Figure 1.8 DATC model

My definition of coaching

In consolidating my 25 years of coaching experience, as well as developing original coaching steps, competences and principles of team coaching as discussed above, I have come to embrace a personal definition of coaching. For me, coaching is a strategic, directional conversation with warmth that enhances clients' self-awareness, helps

them to discover their blind spots, blocks and potentials, and enables them to make choices for themselves and their team to achieve goals that add value. This definition was derived by making my coaching philosophy practical, which includes the abovementioned original coaching models that I have developed. It has enabled me to manage the coaching process strategically and to explain in practical terms to coachees and stakeholders who doubt the effectiveness of the coaching concepts the rationale behind the process. In my experience of coaching executives in Mainland China, whether individually or as a team, conducting a coaching conversation with a clear connection to the business goals is highly valued. This recalls the Chinese proverb, 'Be practical and realistic' (实事求是). Despite their concern not to lose face, Chinese coachees will authentically share with coaches their own inner voice, with 'warmth', as long as they perceive sufficient trustworthiness by means of a similarly warm approach from coaches.

My definition of coaching is in line with Confucius' wisdom: 'Cultivating self, regulating family, governing state, and maintaining tranquillity and happiness for all' ('修身 齐家 治国 平天下') (Zhu, 2004). To me, this translates as working on personal mastery and self-awareness to find balance and to satisfy individual and team needs, both comprehensively and creatively. Though China's traditional valued system is based on Confucianism's emphases on hard work, respect for authority and respect and care for family and elders, the post-1980 generation is individualistic, creative and actively engaged in the pursuit of self-achievement (Tang, Wang & Zhang, 2017). Young executives have to find a balance between others' expectations and their own dreams, while mature executives have to understand, accept and respect that the individualistic mindset of the young key workforce does not affect their potential development in the team. These are the popular topics in China, which I coach using my definition of coaching.

Between setting up my company in 2008 and 2013, my development of coaching models and a definition adapted to the Chinese culture and philosophy helped me to

perceive the uniqueness of the coaching market in China. Moreover, it gave me a strong foundation and the confidence to devise the CCCC approach in 2016.

Accredited coaching programme in the Chinese language

The increasing acceptance of coaching in China is attracting coach training companies from the West to deliver classes in major Chinese cities. Due to the differences in culture, language and context from developed countries, especially at a spiritual level, most foreign programmes have not been entirely successful in catering to the needs of the Chinese people, who demand a more pragmatic approach for concrete results. Some prefer to enrol on an ICF-accredited programme, delivered in their native language, which integrates the wisdom of East and West in a corporate context. My company's Chinese-language PCP coach training programme, the ICF-accredited Accredited Coach Training Program, involving 275 training hours over a year of structured learning, stresses 'being honest with yourself', as in the motto of the philosopher in the Ming Dynasty, Wang Yang Ming. The programme's Chinese philosophy and Chinese language mainly attract entrepreneurs and senior executives of local enterprises and MNCs. Its framework was designed under my original coaching models, CDCA, LDQF and DATC, to train team coaches. Once it found its edge, PCP became one of the most popular coaching programmes in China after its commencement in May 2013.

To date, my company has trained around 700 coaches in three coastal cities, Shanghai, Beijing and Shenzhen, and one inland city, Chengdu. They have been from the well-educated, knowledgeable population of the 'golden age' in their careers (84% have a degree or higher education level, 82% are between 31 and 45, and 60% at the position of senior managers or above). Most were born under the one-child policy and belong to the 1970s and 1980s generation, with the 1990s increasing gradually. They are fast learners and want to advance in their careers, becoming the best and most influential group in their workplace via coaching leadership. Besides becoming leaders as coaches

in their workplace, some apply to be accredited coaches with ICF, the largest non-profit professional coaching association, at one of three levels: ACC, PCC and MCC (Associate, Professional and Master Certified Coach). Currently, 88 ACC and one PCC have been nurtured through PCP during the past six years, as shown in Figure 1.9. More will follow soon.

In the early years of executive coaching, there was little discussion or focus on accreditation and academic degrees (Abel, Ray & Nair, 2016). According to McDermott, Levenson and Newton (2007), neither certification as a coach nor a degree in psychology is perceived as important in a successful coach as leadership and general business experience, which rate higher. However, in reference to the Global Executive Coaching Survey 2016 by Abel, Ray and Nair (2016), a recent survey of corporate users of coaching shows a new emphasis on formal awards, especially from recognised organisations such as the ICF. My company has built up its own ICF-accredited and well-trained coach pool to serve personal and corporate clients with the same coaching philosophies and skill sets. The majority work as part-time coaches while holding a full-time job, accepting paid coaching jobs on the side in preparation for a second or diversified career.

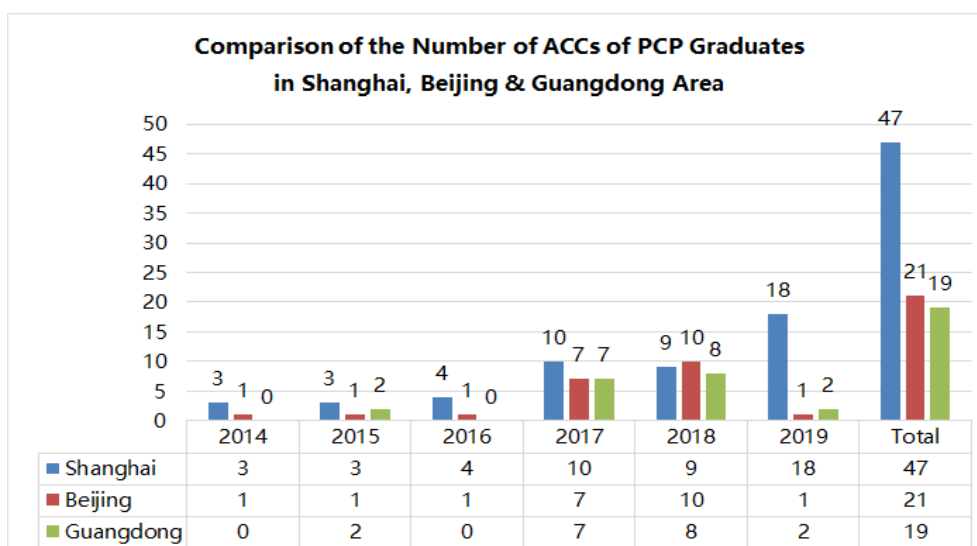


Figure 1.9 Comparison of numbers of ACCs of PCP graduates in Shanghai, Beijing & Guangdong area

Supply of accredited coaches in China

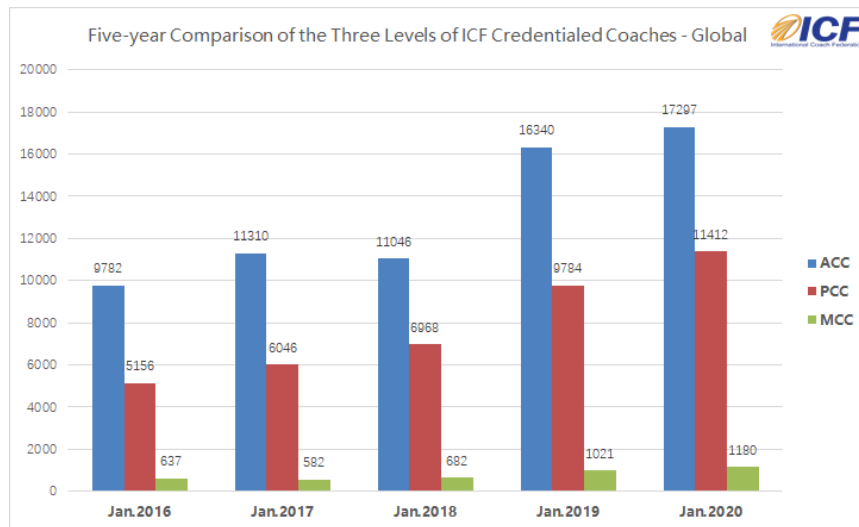


Figure 1.10 Five-year comparison of the three levels of ICF-accredited coaches – global

From the ICF website, www.coachfederation.com, while the overall numbers of ACC, PCC and MCC across the world nearly doubled from 15,575 to 29,889 in the five-year period to January 2020 (as seen in Figure 1.10), the number of accredited coaches in Mainland China grew even faster, from 245 to 608, while Hong Kong increased from 75 to 215 and Taiwan from 107 to 159, as seen in Figures 1. 11 and 1.12. In Mainland China, in Figure 1.13, the ACC growth rate was 1.6 times, PCC 6.4 times and MCC three times.

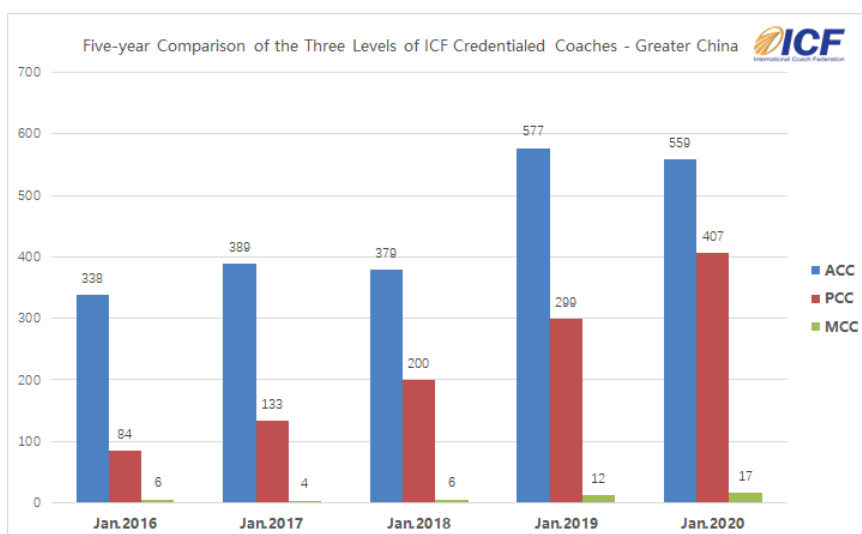


Figure 1.11 Five-year comparison of the three levels of ICF-accredited coaches – Greater China

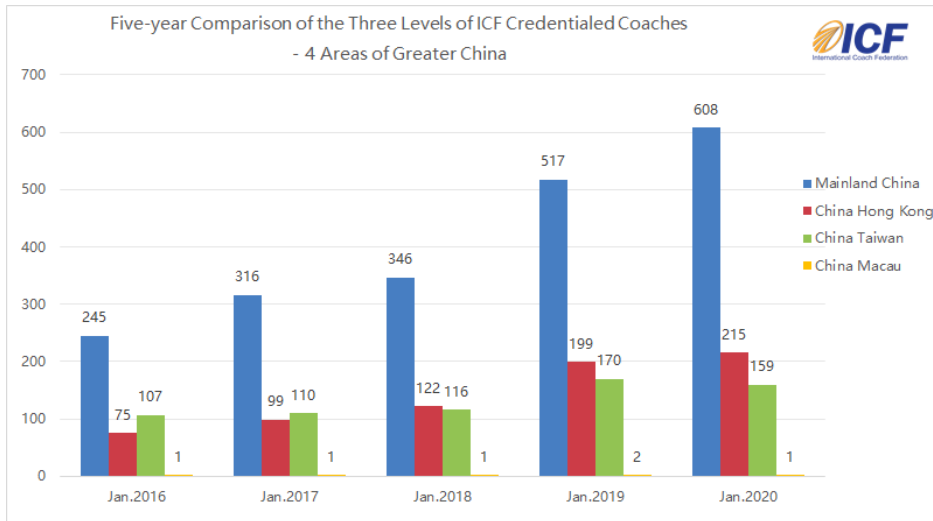


Figure 1.12 Five-year comparison of the three levels of ICF-accredited coaches – four areas of Greater China

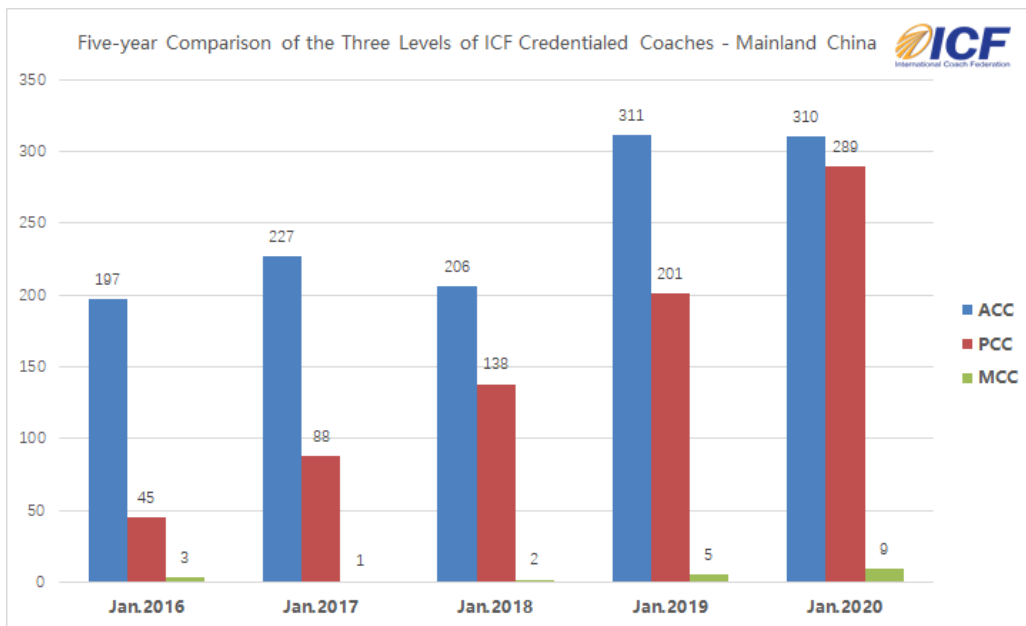


Figure 1.13 Five-year comparison of the three levels of ICF-accredited coaches – Mainland China

At the moment, there are only around 608 ICF-accredited coaches (310 ACCs, 289 PCCs and 9 MCCs, as of January 2020) to serve this huge market of 1.4 billion people in China. This points to a wide gap between supply and demand for executive coaching and coaching culture implementation. Through the continuous efforts of overseas and local coach training companies in China, via online and offline programmes and social media marketing to educate the market over the past 25 years, it is now more mature

and well developed. More and more people know what coaching is, together with its importance in leadership and talent development in being agile and adaptive to the changes. They will choose the coaching approach and models that best fit them and their organisations.

1.5.3 My experience in coaching culture cultivation in China

The term ‘coaching culture’ has been used with increased frequency in the past 15 years (Clutterbuck, Megginson & Bajer, 2016). In China, like in the West, demand for bringing coaching into the corporate setting appeared around 1998, when I received my first enquiry from a 36-year-old entrepreneur running a manufacturing enterprise in Zhong Shan, a small city in the south of Mainland China. He had attended a public coaching leadership programme in Hong Kong and needed support to implement the recommendations of a well-known management consultancy.

I have grown alongside the coaching industry in China from 1998 to 2018, providing coaching leadership programmes for 41 corporate clients (11 MNCs, 25 PDEs, one State-owned enterprise (SOE) and four foreign–local joint ventures (JVs)). In my view, the active application of coaching leadership to talent development in MNCs has whetted the appetite of PDEs and SOEs to understand the nature and effectiveness of coaching. Most HR staff and CEOs of PDEs and SOEs have heard about coaching from their networks in MNCs. Thus, from my years of experience and observation in China, the practice of coaching in MNCs has led the way for coaching in PDEs, SOEs and JVs. According to the 5th Coaching Survey organised by the Asia Pacific Alliance of Coaches (APAC) in 2019, MNCs and PDEs accounted for the largest proportion of respondents in Mainland China, with MNCs constituting a total of 57% of the sample, followed by PDEs at 38%, SOEs at 3% and non-for-profit organisations at 2% (APAC, 2019), mirroring the proportions of the corporate clients that I have served.

I started my entrepreneurship journey in 1996, and the experience helped me to understand the needs of PDEs in organisational development and talent development,

demonstrating how coaching can help the growth of a PDE. Due to my educational and cultural background in Hong Kong, a place with a global culture, and my working background in MNCs for around 10 years, it was also easy for me to understand the needs of MNCs and capture the business opportunities of MNCs for executive coaching and coach training workshops. I have handled only one case from an SOE, as I am a person who likes to get things done through professionalism rather than *guanxi* (relationships), which is favoured in SOEs. Thus, I am not actively developing the coaching business with SOEs.

Through success and failure, those 41 corporate cases taught me a great deal about cultivating a coaching culture. Upon reflection, I can divide my experience into three stages, with huge insights into this work in recent years. In 2016, I started to think about the development of my own approach in this area, besides the CDCA, LDQF, DATC in my PCP, which is more of an individual application of coaching.

Stage 1 business-oriented

From 1998 to 2007, I was the vice-president of the corporate coaching division in a Hong Kong-based coaching training company, and I had business development responsibilities. At the time, to me, corporate coaching training or coaching culture cultivation were just products to sell to corporate clients and I was very business-driven. At this stage, I analysed that the success of securing 15 corporate deals, including 10 PDEs, two MNCs, two JVs and one SOE, could be attributed to three factors: the commitment of champions; an alignment to the goals that they expected; and continuous review and adjustment during the process.

At the time, many PDEs were in survival mode, with a highly market-driven culture, and were willing to take risks to try out this new concept of coaching leadership to achieve business performance and become competitive. MNCs were still finding ways to survive in the face of uncertainty before and after the China's accession to the World Trade Organization in 2001. Coaching was gradually becoming accepted in the West

and its offices in China offered coaching workshops to staff as an opportunity to learn something new, but only on a short-term or ad hoc basis. SOEs started major restructuring, with massive layoffs (Walder, 2000). I supported one SOE in Guangzhou through a series of coaching workshops to reduce its internal resistance to change.

Due to the lack of expertise in this new area on the one hand and experienced and qualified corporate coaches on the other, at this initial stage of development of the coaching industry in China I took on many roles to fully serve my clients, as the account manager, the head coach of the coach team and also the executive coach for senior management. It was easy for me to lose my focus and neutrality in these multiple roles. With a strong desire to meet the business targets of my business development position at the time, I did not carry out sufficient analysis and diagnosis at the preparation stage but jumped to the execution step to meet clients' expectations on performance indicators. This resulted in problems during the implementation process, such as participants not understanding what the coaching was about and strong resistance from key persons, resulting in many adjustments being needed.

Performance coaching was my key selling point to meet PDEs' urgent need for survival at that moment. Grant and Hartley (2013) state that 'performance coaching is about improving performance over a specific period of time, which tends to focus on the way the coachee sets goals and overcomes obstacles and helping the coachee evaluate and monitor their performance as they work towards their goals' (Grant & Hartley, 2013).

My service was on a short-term basis, as these organisations were in the 'Nascent' stage of coaching culture development, according to Clutterbuck, Megginson and Bajer (2016), to be discussed further in Chapter 2. At this stage, an organisation shows little or no commitment to creating a coaching culture (Clutterbuck, Megginson & Bajer, 2016). Without any continuous support system and maintenance of other critical success factors (to be discussed in Chapter 2) in place, some important cases had failed, and chances were missed.

Stage 2 Development-oriented

After the closure of that Hong Kong-based coaching company in November 2007, I started my own in January 2008. Without the large overheads of a larger company or the pressure to achieve short-term business targets, I was able to slow my pace to review the past, rethink my next steps and develop my own coaching philosophy and model. I concluded that the failure of my ex-employer was due to over-aggressiveness, and I had lost myself by focusing just on business results and forgetting the other important elements in serving my corporate clients effectively in the long term.

From 2008 to 2015, I still mostly served PDEs – I had a total of 15 clients and four MNCs. Those in the manufacturing sector had shifted from survival mode to focusing on the development of quality and people, while those in the service sector, the rising stars in China, now knew that their people were their competitive edge. MNCs continued their expansion in this emerging market, with local talents becoming more mature and asking for coaching for their staff to achieve results, thus through developing others instead of doing it on their own.

Based on my learning in the initial stage, I shifted my focus and style from assertive and quick execution to making a detailed diagnosis of the client organisation, holding lengthy conversations with the founders or CEOs or the HR director and operational heads about their culture, future development, talent development and employees' benefits. I took care to find out if the champions or sponsors of the projects had experience of being coached and to establish their perception of its value. I insisted that the influential partners learned coaching in my ICF-accredited coaching programme, PCP, or were coached by either me or my qualified corporate coaches before offering corporate coaching programmes. Moreover, I would pay attention to the willingness and commitment of the employees, whose resistance would negatively affect the programme's progress, in my experience, as mentioned above. Chinese executives would often suppress their voice due to the need to save others' 'face' and

opt to follow the decisions of their superior or the company without any real alignment. Thus, promoting coaching to ensure sufficient understanding of its value to them, personally, was crucial before the implementation of coaching services in the organisation. Hence, it took longer to go through the steps of mutual understanding, integration and promotion in the preparation period, but the execution went more smoothly with fewer adjustments and better results, and my relationship with the clients was now longer term.

Developmental coaching was emphasised at this stage. This takes a broader, strategic approach, often dealing with issues of personal and professional development and focusing on enhancing emotional competencies or working more effectively with team members (Grant & Hartley, 2013). Developmental coaching focuses not just on improving the performance of the coachee in their current role but on helping them to develop the capabilities and capacities that they will need to progress in future roles (Hawkins, 2012). I told my corporate clients that performance would be improved when the capable managers developed themselves first, then others, by being coached or learning coaching competencies and concepts in the workshops. As the Chinese philosopher, Sun Tzu, said, 'Know yourself and know your enemy, (you can) fight a hundred battles and win a hundred victories'. Hence, the number of unsuccessful cases reduced because of my added caution in client selection and patience in educating them.

Stage 3 Culture-oriented

Since 2016, I have witnessed an increase in maturity in how clients in China manage their HR functions, in their awareness of coaching and its values for organisational development, in the education level of their employees and in their demand for agile talents to meet the fast development of internet and AI. Due to its success in nurturing ICF-accredited professional coaches through PCP since 2013 and its maturity in professional coaching, my company's brand standing was recognised in Shanghai,

Beijing and Shenzhen, the three main coastal regions in China. I was frequently invited by fast-growing technology PDE companies based in Beijing to support the enhancement of leadership among their high-potential talents to adapt to fast changes and lead innovation and creativity.

In the beginning, MNCs' coaching culture system in China had to follow that of their headquarters, without any say in the matter, but China is a highly complex and fast-changing market with unique cultural elements (Brantingham & Nosal, 2013). With the increasing complexity of the workforce in China and the adoption of an agile organisational structure in China, some MNCs have since been given more authority. They may now find local providers for Chinese external coaches, coaching leadership trainers who have become mature and qualified and set up a local coaching culture system with internal coaches and structure for talent development.

In mid-2016 I led a study trip of PCP students and graduates to Google's headquarters in Silicon Valley, California, to learn how the company was able to fuse coaching into its fabric. The authentic sharing by Google's then head of internal coaching, Rebecca Cotton, opened my eyes to a successful case that had developed an enabling structure for cultivating a coaching culture since 2004 via external and internal coaches and technology, serving Google employees around the world. I was fully enlightened and enriched by the future cultivation of a coaching culture in China. After returning to China, I developed the CCCC approach, with success factors and steps based on my rich experience in corporate coaching. This evolved over the next two stages and the continual enquiries from corporate enterprises about how to implement a coaching culture.

From 2016 to 2018, I have served six PDEs and five MNCs, including some previous clients from Stage 2 in a longer-term relationship, in accordance with the CCCC approach. I acted as their trusted advisor (Maister & Galford, 2000) and was able to secure customer commitment to allow me enough time, budget and people to nurture

and support its four stages of coaching culture development: Nascent, Tactical, Strategic and Embedded (Clutterbuck, Megginson & Bajer, 2016), discussed in Chapter 2. I would discuss with both existing and future clients how the final goal was the 'Embedded' stage, where 'people at all levels are engaged in coaching, both formal and informal, with colleagues both within the same function and across function and level' (Clutterbuck, Megginson & Bajer, 2016). I would introduce my CCCC approach and first let them comprehend the critical success factors and steps. At this stage, 'Slow first and fast later' is my stance in discussion with clients. This is unlike in my initial stage, when I used 'performance achievement' to gain entry yet attracted only ad hoc and short-term business. This developed in Stage 2 when I had more courage to say 'No' if the corporate enterprise's readiness was insufficient upon assessment under the CCCC approach, and I had more patience to wait for an appropriate client.

In facing the VUCA challenges in China, my observation, performance and developmental coaching were not enough, and I had to educate my clients to adopt transformational coaching, which seeks to transform how they think, feel and behave. This affects the wider system, including shifting the meaning scheme, working on multiple levels at the same time, creating a shift in the room, involving four levels (facts, behaviours, feelings, assumptions and values) of engagement (Hawkins, 2012). After the transformation of those four levels at an individual level, I believe that development and performance arise at a team and organisation level. Transformational coaching with 'insight, awareness, and good intention, to embody learning and change' (Hawkins, 2012) contribute to leadership development in this changing environment.

In conclusion of this review of my past twenty years of creating the CCCC approach, my nine years at Stage 1 were about selling products; my seven years at Stage 2 were about individual development and preparation to step into Stage 3; and my three years at Stage 3 were about cultivating a corporate coaching culture. In Stage 1, I ran coaching workshops and external coaches to support clients to achieve their

performance goals. At Stage 2, I was patient about analysing the corporate background and development before promoting coaching programmes and bringing external coaches into the corporate enterprises. At Stage 3, I worked closely with champions, HR, internal coaches and employees of corporate enterprises, as well as external coaches, to build up a sustainable coaching ecosystem. I discovered that a partnership, with long-term commitment, is the key to cultivating a coaching culture.

1.5.4 Structure of the CCCC approach in China

The CCCC approach has two parts: critical success factors; and steps for cultivating a coaching culture. These evolved from my experience of more than forty corporate cases in China from 1998 to 2018 – twenty years of successes and failures. I came up with six essential factors that were either absent or present in those cases yet, on reflection, should be seriously considered if a coaching culture is to be successfully cultivated: alignment with organisational development; integration with organisational culture; commitment from champions; internal support systems and resources; employee willingness and commitment; and timely review and adjustment.

While writing the proposal for this project, I read the work of Walker-Fraser (2011), who emphasised that the success of coaching is influenced by understanding the organisational dynamics, knowledge of coaches' skills and a repertoire of techniques. Her findings were helpful in reviewing my critical success factors and alerting me to a missing factor – the quality of coaches. The willingness and commitment of external and internal coaches are vital to the successful cultivation of a coaching culture, as their presence affects the quality of coaching enormously. Thus, I increased the success factors in the CCCC approach from six to eight. They became:

1. Alignment with Organisational Development
2. Integration with Organisational Culture
3. Commitment from Champions

4. Internal Support Systems and Resources
5. Employee Willingness and Commitment
6. External Coach Maturity and Commitment
7. Internal Coach Maturity and Commitment
8. Timely Review and Adjustment.

These days, many organisations in China face transformational changes. Organisational transformation is required when there are significant changes to the competitive, technological, social or legal environment (Armstrong, 2009). Kotter's eight-step model (published in 1995), to be discussed in more detail in Chapter 2, showed organisations how to transform. With many of my clients facing transformational changes in China, Kotter's work provided the framework and inspiration to design the steps under the CCCC approach in 2016. Integrated with my experience in the field, the eight steps are: Mutual Understanding, Integration, Promotion, Execution, Adjustment, Evaluation, Acknowledgement and Maintenance.

In his more recent article in 2012, 'Accelerate', Kotter refined his change model from 1995 with eight accelerators to adapt to our fast-changing world. Kotter (2012) states that the three main differences between the original steps and the eight 'accelerators' of the new strategy system are that:

1. The old steps are often used in rigid, finite and sequential ways, affecting or responding to episodic change, whereas the accelerators are concurrent and always at work.
2. The old steps are usually driven by a small, powerful core group, whereas the accelerators pull in as many people as possible from throughout the organisation to form a 'volunteer army'.
3. The old steps are designed to function within a traditional hierarchy, whereas the accelerators require the flexibility and agility of a network.

Kotter’s idea about organisational change has thus evolved from a linear to a systematic approach. His writing in 2012 provoked me to revisit my CCCC approach, which was linear, prescribing the implementation of coaching culture, step-by-step, with each success factor acting independently, as in Figures 1.14 and 1.15. After thinking more deeply, I envisioned that in the fast-moving operational context of China, those eight factors and eight steps under the CCCC approach should be more like Kotter’s accelerators, all moving at the same time, influencing each other, as shown in Figures 1.16 and 1.17. This systemic approach emphasises long-term investment in talent development, performance sustainability and enhancement via a coaching leadership and coaching culture.

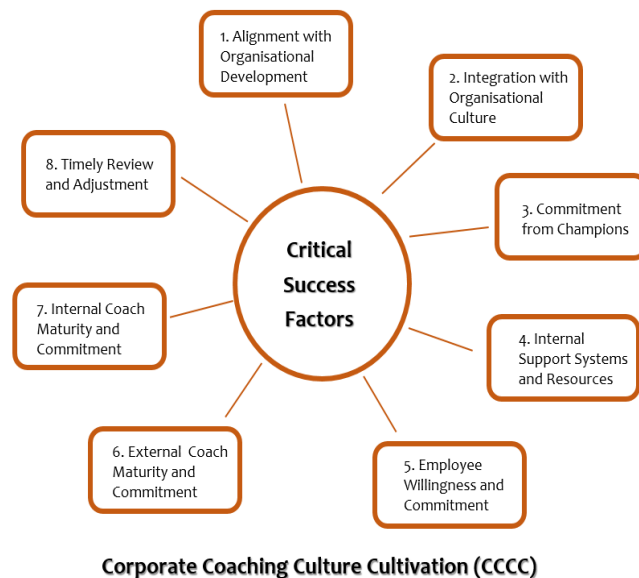


Figure 1.14 CCCC critical success factors in linear approach

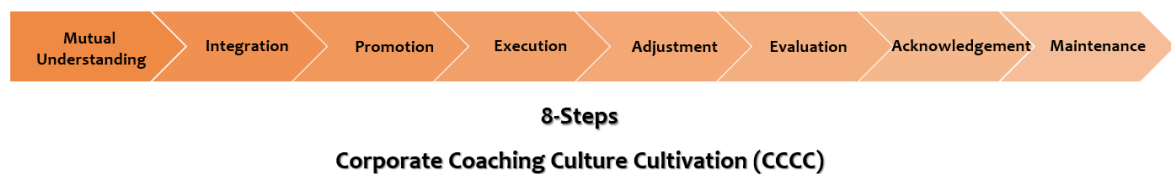


Figure 1.15 CCCC 8-steps in linear approach



Figure 1.16 CCCC critical success factors

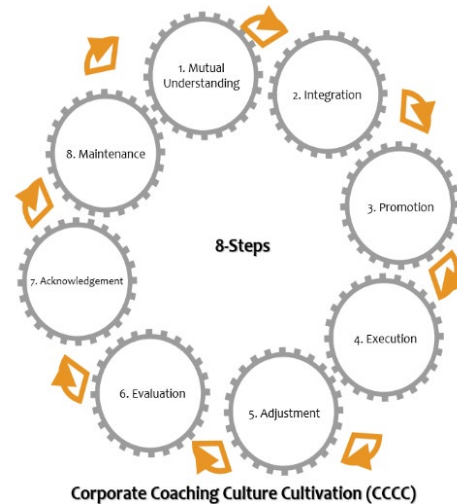


Figure 1.17 CCCC 8-steps in systematic approach

My insight is that Chinese leaders need to shift from a linear way of thinking about managing and developing people to a systemic approach, based on the realisation that there are many important factors contributing to any situation or problem and that these are usually interlinked (Clutterbuck, Megginson & Bajer, 2016). Instead of just zooming in, a systemic thinker zooms both in and out, looking at both the individual and the context (Clutterbuck, Megginson & Bajer, 2016). Clutterbuck, Megginson and Bajer (2016) state:

there are at least three levels to be considered in the context of developing a coaching culture: the individual, the team and the organisation, and each of these levels consists of internal and external systems that are interacting with each other, resulting in numerous feedback loops. Understanding these sub-systems allow those responsible at each of the three levels to make choices and to develop structures, processes and behaviours which support the coaching culture. (Clutterbuck, Megginson & Bajer, 2016)

Due to the complexity of the PEST challenges in China, all three levels are closely interrelated and interactive. However, under the strong influence of Confucian teaching on managing oneself and one's environment – 'cultivating self, regulating family, governing state and maintaining tranquillity and happiness for all' (Zhu & Xu, 2007) – Chinese leaders tend to think linearly, moving from self to family, to the state

and to the world. In my opinion, in view of the complexity of the Chinese society as described in this chapter, it is necessary to adopt an integrated, paradox-embracing approach to support cultivating coaching culture in China. This uses a systemic approach to manage the relationship of all elements and adopting a linear approach to change ourselves first, before influencing others. Thus, in Chapter 2, I will conduct a literature review of those key elements such as organisational development, types of organisational culture and cross-cultural differences. This aims to assess the appropriateness of the corporate enterprises better in the application of the CCCC approach at the organisational level of PDEs and MNCs, based on my 25 years of experience in promoting a coaching culture in China.

1.5.5. Motivation for the research project on the CCCC approach in China

In my understanding, coaching in China has been, and is still, in the 'adolescent' phase, growing fast in business volume without adequate maturity, like the United States in 2009. A lack of entry barriers leaves the profession vulnerable to being discredited by charlatans (Coutu & Kauffman, 2009). Wanting to uphold the integrity of the industry, I always take action by reporting to the ICF Asia to winnow out unethical practice, such as misleading claims about fast-track credentials or the use of others' original ideas without permission. However, there are further problems in the chaotic coaching industry in China, such as non-accredited coach training programmes and programmes that purport to be about coaching but are actually more like brainwashing. Although ICF's presence in China has increased in the last two years, from three chapters to seven, the chapters are at an early stage and thus do not yet lead this enormous market. Coutu and Kauffman (2009) state that more emphasis needs to be put on rigour in both practice and research into effectiveness. In the West, some experienced coaches are willing to spend time studying the application and effectiveness of coaching from another angle, from an academic perspective, in a PhD or doctoral dissertation. Their efforts help to increase awareness of the values of coaching,

positioning coaching and creating its positive image across the world, as well as promoting a personal brand.

When searching for research on coaching on the Emerald or PsychInfo databases, respectable numbers of sources were returned, as in Table 1.1, mostly on executive coaching, one-to-one coaching and the effectiveness of coaching. Those about a coaching culture are scarcer, especially on PsychInfo. When ‘China’ was added to the keyword search, the numbers quickly fell, and it seems that in PDEs and MNCs in China it is a relatively new topic that is underexplored in the literature.

Search key words	Emerald	PsychInfo
Coaching	17,000	12,120
Coaching + Culture	11,000	136
Coaching + China	2,000	6
Coaching + Culture + China	2,000	730
Coaching + Culture + China + Private Domestic Enterprises	218	1,515
Coaching + Culture + China + Multinational Enterprises	367	1,815

Table 1.1 Volume of academic research on coaching and the coaching culture

In the absence of academic research on models of coaching and a coaching culture that can accommodate the unique cultural and developmental needs of the PDEs and MNCs that I have served since 1998, I feel that I should attempt to enhance the credibility of corporate coaching culture in this relatively new area. The 5th Coaching Survey organised by APAC (2019) remarked that coaching is a young industry, and 72% of respondents from organisations in Mainland China said they had used coaching for less than three years. Nevertheless, one of the opportunities emerging from this survey is working with companies in Mainland China to build internal capability for coaching, or to cultivate a coaching culture, leveraging various coaching modalities and tools. Due to my seniority in the China market, I have become a role model for local practitioners, and I hope that more will adopt my practice and educate the market in a positive and proven direction. As a pioneer in executive coaching and designer of corporate coaching programmes, acting as a coaching industry insider

since 1995, I feel strongly my obligation to contribute time, energy and resources to create something different in the market now that, with the support of staff and graduates of PCP, my company is running smoothly.

I have drawn inspiration from case studies of nominees and winners of the ICF International Prism Award, which recognises organisations that demonstrate that professional coaching pays off, as the epitome of what professional coaching can accomplish in organisations of all sizes and in all sectors ('Creating a Coaching Culture for Better Talent', 2017). I hope that one day my company will be able to nurture successful corporate cases from Mainland China worthy of nomination under my original coaching culture approach, CCCC. That would indeed be a milestone in the development of the approach for my company and the coaching industry here. To make this dream come true, I need to polish the approach through the application and academic study.

In writing the project proposal and preparing for the panel interview about my proposal, I discovered CCCC's inadequacies. I believe that upon completion of the project, the in-depth qualitative research via the case-study approach will enrich CCCC so that I can nurture quality cases fit for nomination for the ICF International Prism Award. As an insider (executive coach for the CEO or entrepreneurs), an outsider (as a researcher) and an 'alongsider' (as head coach of coaching team for external coaches or supervisor of internal coaches of corporate enterprises), through the context of this project the CCCC approach derived from my personal experience in China will be tested, reviewed and amended both theoretically and practically. The overarching research issue will be a legitimate learning process, while the expansion of my vision and the project will be part of the talent development at my company and coaching platform in China.

1.6 Purpose, Aim, Objectives and Outcomes of the Research Project

Project title:

A study of the Corporate Coaching Culture Cultivation Approach in meeting change management needs for organisations in China

Purpose:

To arouse interest, awareness and comprehension in scholars, practitioners and corporate executives about the benefits and process of structured cultivation of coaching culture to better manage changes and achieve success in the emerging coaching market of China. At the same time, to raise my academic awareness of coaching culture and develop the CCCC approach from evidence-based inputs.

Aim:

To determine how best to cultivate a coaching culture approach in China in a selection of PDEs and Multinational Corporations to meet their change management needs. This approach has been named the CCCC approach.

Objectives:

1. To examine the cultural and commercial characteristics of two major types of corporations operating in China, namely PDEs and Multinational Corporations, and their changing management needs.
2. To study the use of coaching in supporting organisational and employee development and the necessary factors and steps in developing organisational coaching cultures in PDEs and Multinational Corporations operating in China.

3. To analyse the applicability of the CCCC approach to PDEs and Multinational Corporations with respect to their management, external coaches and internal coaches, and organisational and employee development.
4. Based on the case-study approach to PDEs and Multinational Corporations operating in China, to discover improvement suggestions for the CCCC approach.

Research questions:

- RQ1: What are the cultural and commercial characteristics of two major types of corporations, Private Domestic Enterprises and Multinational Corporations, operating in China and their changing management needs?
- RQ2: How does coaching support organisational development and employee development at Private Domestic Enterprises (PDEs) and Multinational Corporations (MNCs) operating in China? What are the necessary factors and steps in developing organisation and coaching cultures in PDEs and MNCs operating in China?
- RQ3: What is the best way to apply the CCCC approach in developing coaching culture for Private Domestic Enterprises and Multinational Corporations to meet their changing management needs in China?
- RQ4: How can the CCCC approach be enhanced to make it more applicable to cultivating a coaching culture in Private Domestic Enterprises and Multinational Corporations operating in China?

My research questions concern the 'what' and 'how' of the understanding of human practice in an organisational context. They are not about universal nature but what is 'real' and true' in time, place and context. My questions are highly focused on my CCCC approach and met with the topic, purpose, aims and objectives. The basic proposition

of this approach is that to cultivate a coaching culture successfully it is necessary to observe eight success factors and follow eight steps.

Outcomes:

1. A more applicable approach to cultivating a coaching culture in China

The approach was first introduced in 2016 to facilitate a large-scale programme to cultivate a coaching culture in PDEs and MNCs. Through this research, it is hoped that the approach can be tested, verified and studied to perfect it and make it more applicable to clients and the coaching market in both China and beyond, with rich theoretical and empirical support.

2. Self-development and increased organisational maturity

Through the research project, I will broaden my research abilities and gain greater mastery of programme evaluation methodology in coaching leaders in corporate culture, change models, corporate coaching knowledge and a more global mindset in the coaching industry, as well as generating areas for improvement in structured study. The enhancement of my research ability will lead to the development and refinement of several models in future. The more I learn, the more I can contribute to the company in terms of new training ideas, with greater effectiveness in executive coaching and accountability in programme design for corporate clients. The research team in my company will learn much alongside me, and it will enrich its capabilities with a global business-coaching perspective.

3. Enhancement of participants' structural thinking (e.g. corporate clients and corporate coaches) and their understanding of how better to implement a coaching culture on their platforms

During the process, all participants will be trained not only in understanding the approach but also in enhancing the structural thinking necessary in cultivating a

coaching culture. They will critically verify the various models informing the cultivation of a coaching culture and read relevant academic research articles to prepare to analyse the data and observations from the interviews. Besides myself, I believe that the participants will see an enhancement in their structural and logical thinking.

4. Dissemination and a greater reach of knowledge and experience will lead to greater willingness and more buy-in to organisations' implementation of coaching leadership

Through publication of the research findings on the effectiveness of the approach, especially empirical evidence on what works and what would make it work, it is hoped that corporate clients will gain a greater awareness of the importance of their willingness and buy-in to making a programme successful, and thereby become more committed.

5. Dissemination of research findings

A collaborative presentation of the findings will be arranged for participating corporate clients, corporate coaches and the researcher. Conference presentations in China and other countries and academic articles in journals and practitioner-oriented publications on corporate coaching and change management are expected as a result of the study and the learning that accompanies it. Through such public sharing, I hope to enrich the understanding of the coaching market in China and build the reputation of Chinese coaches in the global market.

6. Enrichment of course content

Teaching sessions/materials will be developed for use on the certified corporate coach curriculum and offered to HR and CEOs who want to introduce a coaching culture into their companies. Moreover, materials will be made available to

corporate coaches in China to learn how to assess potential clients and run coaching leadership and culture programmes effectively in corporate organisations.

7. Development of practical guidelines

A user-friendly guide for corporate coaches and corporate clients will be published to help in the setup, design, operation and assessment of the coaching leadership and culture programme in organisations, as needed.

8. Collaboration with friends and competitors to develop knowledge about the field

I hope that my efforts to study my original coaching model and active dissemination afterwards will arouse the more passionate practitioners to join in an academic study journey and enhance the industry's professionalism and healthy development.

1.7 Focus, Scale and Scope

Focus:

There are several types of organisations in China. As stated above, PDEs and MNCs are in the majority and are ones that I have sufficient experience in working with, as discussed in the above three stages of development of coaching culture cultivation in China. As such I will be focusing on organisations of these two types of ownership in my study of enhancing the CCCC approach. In addition, I will be documenting the new awareness and learning that I gain from working on this project.

Scale:

As coaching and coaching culture are still relatively new in China, where more education is still needed in the market, it is not easy to gather a large sample for

research. Therefore, for this exploratory study, a small-scale study will be more workable and achievable.

Scope:

From my perspective, corporate culture greatly influences the implementation of corporate strategies. As such, I thus decided to invite as interviewees corporate decision-makers who are experienced in both aspects as well as in coaching, who would be able to contribute their value and relevant insights to achieve the purpose, aims, and objectives of the project.

1.8 Structure of the Research Project

This research thesis follows a well-established structure, shown in Figure 1.18. A summary of each of the six chapters is as follows:

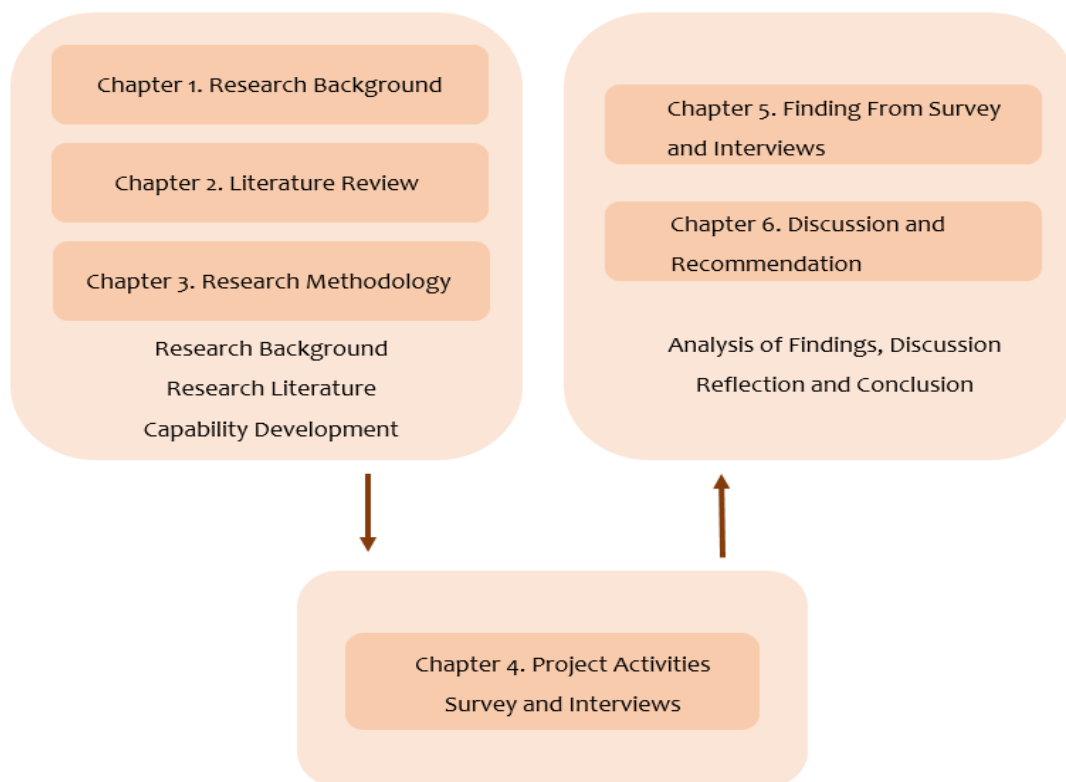


Figure 1.18 Structure of the research project

Chapter 1 discusses the background of the external and internal challenges that China is facing, and how the competences and capabilities of its people need to change to meet these challenges and 'dance with the environment'. Recognising the value of coaching in supporting people to adapt to the changing environment, the cultivation of coaching is adapted from the individual to the organisational level, from improving leadership skills to cultivating a higher-level culture. My personal experience in serving corporate coaching clients is then discussed in three stages, followed by the development of the CCCC approach.

Chapter 2 builds upon the first chapter and reviews the existing relevant literature on the research topic. It begins by exploring the characteristics of PDEs and MNCs, giving definitions of coaching, coaching culture and organisational culture. The exploration includes several of the phases of organisational growth, types of organisational culture, cross-cultural management and organisational changes, which are all closely related to the application of the CCCC approach. Finally, this chapter addresses the literature relating to the success factors and steps of the CCCC approach.

Chapter 3 studies the research philosophy and methodology employed in this study. The chapter begins by outlining the ontological and epistemological considerations underpinning this study. The nature of an insider–researcher is explored and the implications for the research design and research processes developed. The choice and rationale for the methods employed are considered. Ethical considerations are further discussed. The appropriateness of the qualitative, multi-case approach and use of a survey and in-depth interviews for primary data collection in this study is justified.

Chapter 4 describes the main activities undertaken in the survey and in-depth, semi-structured interviews. It details the activities in line with the research questions and ethical considerations.

Chapter 5 presents an analysis of the main findings from the in-depth semi-structured interviews, which explore the interviewees' survey responses in greater depth. This is

presented thematically, in alignment with the research questions and scope and the literature presented in Chapter 2. Those findings provide input to the discussion and conclusion in Chapter 6.

The final chapter, Chapter 6, seeks to bring closure for the reader by offering a synthesis of this study's contributions to professional practice. The contributions to knowledge and practice are then presented and discussed. The chapter concludes with the limitations inherent in the study and suggested directions for future research, my self-reflection and, finally, the overall conclusions.

1.9 Conclusion

It is valuable to undertake this research project to support the increasing interest in the development of coaching culture and to arouse the awareness of more people in the development of coaching culture in China. The current number of research articles in this area is few and the need to cultivate a coaching culture at PDEs and MNCs is increasing in response to the fast-paced development. Although drawing on only a small sample case study, I hope that my original CCCC approach will be examined and enhanced through this project to become more applicable to my PDE and MNC corporate clients. It will assess its appropriateness and readiness to decide how to introduce a coaching culture effectively, to review the process of implementation with a clear direction and to reflect the results of a coaching culture in a framework. In addition, I believe that undertaking this research project will enhance my understanding of coaching culture cultivation from an academic perspective, so I can develop the CCCC approach to serve organisations in China better.

Chapter 2: Literature Review

2. 1 Introduction

My purpose in undertaking this research is to explore the applicability and learn something new about my CCCC approach to cultivate coaching culture in two types of organisations in China, MNCs and PDEs. In doing so, it is important to conduct a thorough literature review of the research in the field and study the themes that emerge. In reviewing the literature about coaching culture, I came across a statement by Clutterbuck et al. (2016): ‘the form and shape coaching culture eventually will take depends on a myriad of factors, including wider organisational and national culture, business strategy, the industry it belongs to, the products and services it offers, its competition and the markets it operates in.’ Their perspective expanded, as well as confirmed, some of my views, by not just focusing on the success factors and implementation steps of the CCCC approach that I proposed but going beyond, looking into the factors determining the availability of the factors and steps in order to apply the CCCC approach better. Therefore, based on my 25 years of experience as a practitioner in cultivating coaching culture in China, the strategic mindset I have developed from my MBA study since 1995 and 25 years of entrepreneurship, I set out to investigate the factors among the myriad of factors in the literature that I believe would have an impact on my research topic as well as the CCCC approach based on my perspective and experience.

Those factors I have chosen for the study include types of ownership of corporate enterprises, external challenges via PEST analysis, internal challenges of human factors issues, organisational structure, generational and diversity culture and leadership, organisational development phase, organisational change strategies, organisational culture, and national cultures. These considerations add complexity, as well as clarity, to the application of the CCCC approach.

Thus, starting with the characteristics of PDEs and MNCs in China, the key themes to be reviewed in this chapter include the definitions of coaching, organisational culture, and coaching culture, organisational development, phase of organisational growth, corporate change strategies and cross-culture dynamics. Research was conducted on various electronic databases, which resulted in book chapters and journal articles pertaining to the above themes, from major publications including *Coaching: An International Journal of Theory, Research and Practice*, *Harvard Business Review*, *Academy of Management Review*, *Asia Pacific Journal of Management*, and *International Journal of Evidence-Based Coaching and Mentoring*. This was with the aim of enhancing the validity and reliability of my findings by searching for literature on coaching and coaching culture from several countries and cultures to ensure that my perspectives are diversified. Building on this foundation, the focus will then turn to the critical success factors and steps of my original CCCC approach. In my perspective, all those themes are useful in informing the direction of the upcoming chapters of this project.

2.2 Characteristics of Chinese Corporate Enterprises

Economic and market reforms in China have changed the corporate, thus the employment, landscape. Firms are now generally of three distinct types of ownership: SOEs; PDEs; and foreign-invested firms (FVs) (Tsui, Wang & Xin, 2006). According to Tsui, Wang and Xin (2006), China is witnessing unprecedented growth in private domestic firms, along with a continuing influx of foreign-invested and managed firms. Together, these non-state sector firms (i.e. private domestic and foreign-invested firms) produce nearly 70% of China's total GDP in 2017 (60% private domestic and 9.7% foreign-invested) (Zhang, 2019). With the dramatic increase in privately owned enterprises (including township enterprise) throughout China, Tsui, Wang and Xin (2006) suggest that the ownership structure of the firm is an antecedent of its culture and may result in a corresponding corporate governance, leadership style, human resource management system and even organisational culture.

2.2.1 Private domestic enterprises

Since 1997, the Chinese government has focused on developing a new corporate ownership structure as a key component of the reform of 'public sector' enterprises (Child, 2000). In PDEs, owners or managers have autonomy to control and restructure their firms (Hsu, 1991). These enterprises have the right to organise their own production and they assume responsibility for their own profit and loss, operation system and management (Luo, 1999; Tsang, 1994). Thus, Tsui, Wang and Xin's (2006) research anticipates that the culture of these private firms is more externally focused, as the market determines their success and there should be greater emphasis on external adaptation values than in SOEs. Tsui, Wang and Xin (2006) state that, due to survival pressures and management systems in these new PDEs, which are less developed, private firms put less emphasis on internal integration values, especially compared to foreign-invested firms. Many PDEs were previously family-owned, and managing the transition to a professional firm has been a major challenge (Tsang, 1994). Professionalism, along with entrepreneurship, is emerging as a meaningful cultural value for these firms (Tsui, Wang & Xin, 2006).

In my understanding, based on Greiner's (1998) five phases of organisational growth model (which will be reviewed later in this chapter), the first priority of private firms is survival. They focus their attention on the market in terms of making and selling, thus their degree of external adaptation is relatively high. Only as these firms grow do they turn their focus to internal integration. Hofstede et al. (2010) suggest that China has a highly collectivist culture, where people act in the interests of the group, and not necessarily their own. From my own observations, most private firms start with the full support of family members or old friends, who have strong commitments and spirit of sacrifice but sometimes lack professional competence for the job or industry. In the second phase of growth, PDEs know that they cannot depend on family members or friends to develop the company further, and they start to search for professional management by recruiting well-trained talent from MNCs. Common coaching issues

for a founder of a PDE include both how to support the continuous learning of family members or 'companions in battle' to face the changing environment, and how to support the new professional managers from MNCs to adapt to the unstructured environment of a PDE.

2.2.2 Multinational corporates

The foreign-invested firms face a highly uncertain environment in China in a variety of areas (Tsui, Wang & Xin, 2006). These firms not only have to compete in relatively unknown terrain; they also face changing institutional rules and ambiguous regulations (Child, 2000). Furthermore, they manage a workforce that differs from that in their home country in many ways, including language, education, custom and tradition (Tsui, Wang & Xin, 2006). Local and expatriate managers also differ in their experiences and perspectives in managing business and in their relationships, both inside and outside the firm (Tsui, Wang & Xin, 2006). There is the added challenge of internal integration for smooth coordination and cooperation within these foreign firms. Therefore, Tsui, Wang and Xin (2006) propose that there is likely to be greater attention to both external adaptation and internal integration by foreign-invested firms compared with SOEs and a greater emphasis on internal integration than in PDEs.

Currently, MNCs are reducing their reliance on traditional expatriates and are increasingly seeking highly skilled local talents to fill critical roles (BGRS, 2019). In my experience, while cost is undoubtedly a concern, this is also due to the increasing maturity of local talents in terms of global exposure, language and capabilities under the influence of continuous learning in society, with the help of the internet and technology. On the other hand, for top Chinese talent, the glamour and status once associated with employment at a multinational firm are beginning to lose their sparkle (Vorhauser-Smith, 2012). Vorhauser-Smith (2012) states that both local private firms and the once-sluggish SOEs are stepping up to the mark and competing for the country's best. To defend against the loss of well-trained executives to SOEs and PDEs

in a talent war, MNCs in China are actively bringing new concepts of people development, promoting employment engagement and building up employer branding. Coaching has become one of interventions imported to sustain talent in China.

2.3 Organisational Development

According to Hawkins (2012), 'a good coaching strategy stands on the foundational pillar of the organisation's mission, business strategy and organisational development plan, and not just based on the wave of HR departments' own enthusiasm for coaching and the support of one or two key sponsors'. Hawkins further argues that 'without clear business linkages, these initiatives by HR or their consultants will struggle to be sustained, and even if they do keep going, will fail to deliver the business benefit'. I agree with this view, and it is indirectly confirmed by my analysis of handling 41 corporate cases over the past 25 years in China, as discussed in Chapter 1, where most of my early failures were due to the lack of close, deep integration with the organisations' missions, business strategies, development or leadership and talent strategies and my narrow focus on achieving my business goals and the short-term performance goals of the clients.

Research by Fahy (2007) into executive coaching and organisational change suggests that 'combining integrative executive coaching with a systemic approach to Organisation Development (OD) is a powerful, whole-system intervention strategy that rapidly appears to accelerate the organisational learning and change process' (Fahy, 2007, p.144). OD is about taking systematic steps to improve organisational capability (Armstrong, 2009) and needs people to support those steps, including change management, to achieve the desired results through planned activities. When an organisation grows and develops, crises inevitably arise. The 'Greiner curve' in Greiner's growth model is a useful way to anticipate problems before they arise and

to meet them with a prepared solution. Thus, several types of changes are required, along with the growth of the organisation.

2.3.1 Phases of organisational growth

Greiner (1998) suggests that during its life span an organisation will alternate between evolution and revolution to 'dance with the external and internal environment'. Figure 2.1, 'How companies grow', shows how these five elements – an organisation's age and size, its stages of evolution and revolution, and the growth rate – interact to shape its development (Greiner, 1998). While the evolutionary periods tend to be relatively short in fast-growing industries, they are much longer in mature or slow-growing industries.

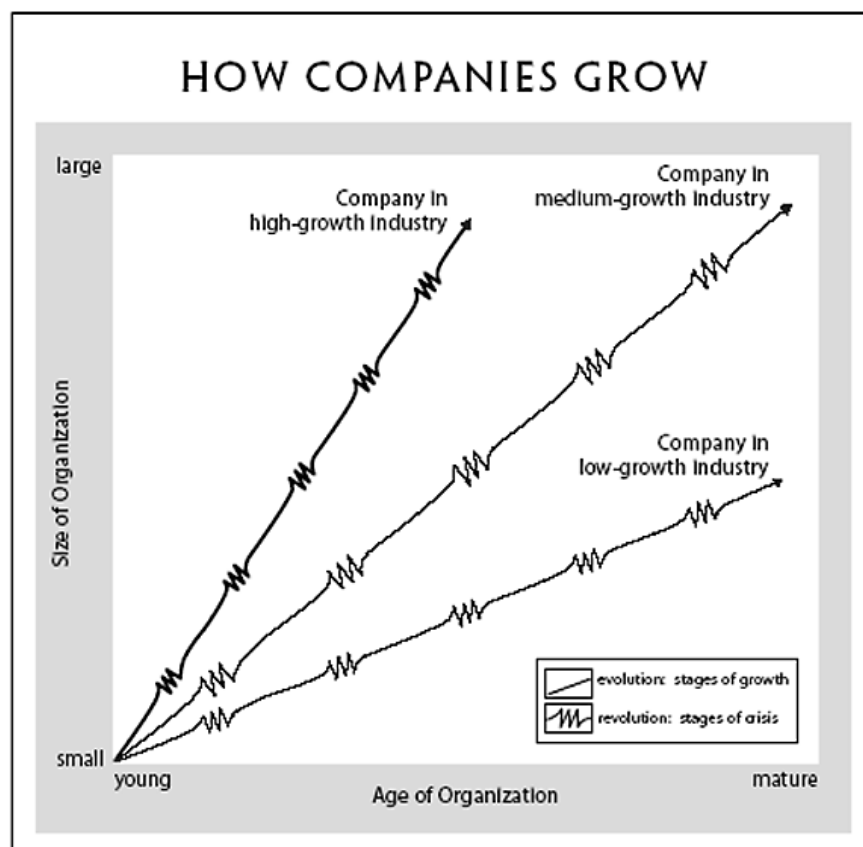


Figure 2.1 How organisations grow as they age (From: Greiner, 1998)

Greiner (1998) suggests that the corresponding management styles of the five phases of growth for any organisation are creativity, direction, delegation, coordination and collaboration, in line with those five elements in Table 2.1, and that five specific management actions characterise each growth phase. These are also the solutions that end each preceding revolutionary period, as shown in Figure 2.2.

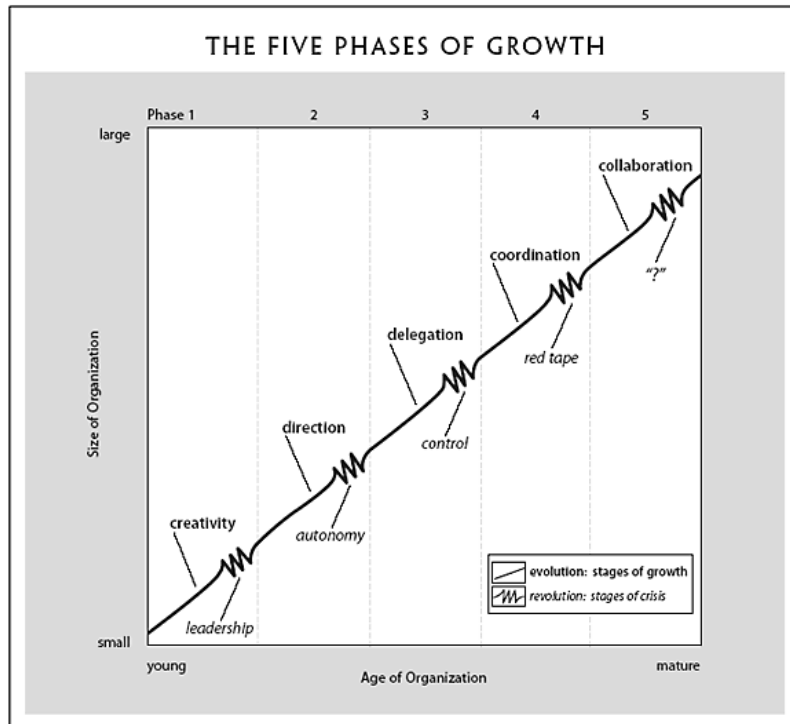


Figure 2.2 Five phases of organisational growth (From: Greiner, 1998)

CATEGORY	PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
Management Focus	Make and sell	Efficiency of operations	Expansion of market	Consolidation of organization	Problem solving and innovation
Organizational Structure	Informal	Centralized and functional	Decentralized and geographical	Line staff and product groups	Matrix of teams
Top-Management Style	Individualistic and entrepreneurial	Directive	Delegative	Watchdog	Participative
Control System	Market results	Standards and cost centers	Reports and profit centers	Plans and investment centers	Mutual goal setting
Management Reward Emphasis	Ownership	Salary and merit increases	Individual bonus	Profit sharing and stock options	Team bonus

Table 2.1 Organisational practices in the five phases of organisational growth (From: Greiner, 1998)

Greiner (1998) states that each phase is at the same time a result of the previous phase and the cause of the next. Each has its own crisis to bring to each revolutionary period, after a stage of evolutionary growth: for instance, a crisis of leadership in Phase 1; a crisis of autonomy in Phase 2; a crisis of control in Phase 3; and a crisis in red tape in Phase 4 (Greiner, 1998). As in Greiner (1998), the crisis in Phase 5 centres on the psychological saturation of employees, who become emotionally and physically exhausted by the intensity of the teamwork and pressure for innovative solutions.

According to Greiner (1998), evolution is not an automatic affair; it is a contest for survival. So, the top-management team needs self-awareness and great interpersonal skills in persuading others that change is needed. He stresses that actions in the past determine much of what will happen to a company in future. Top management should be aware of this and help teammates to evaluate company problems with a historical understanding, instead of pinning the blame on current developments and planning the structures to sort out the next phase of growth. Without the awareness of the likely changes in the growth phase, of the reluctance to embrace changes and of the resistance to learn themselves and the external situations, senior executives themselves will suffer and become the key problem in leading the changes, then their staff suffer and their organisations also. Thus, as Greiner (1998) maintains, the greatest resistance to change appears at the top, because revolution often means that the units under each senior executive are either eliminated or transformed. If senior executives reject their own transformation or prepare their self-disruption in advance, new chief executives – recruited from the outside – will arrive, and its senior managers will frequently leave the company. Thus, most of the projects I have done involve cultivating a coaching culture to support OD have started with an executive coaching service for senior executives.

But awareness is not enough. Greiner (1998) advises that leaders at the top should be ready to work with the flow of the tide rather than against it; yet they should be cautious, because it is tempting to skip phases out of impatience. Each phase produces

certain strengths and learning experiences in the organisation that are essential to success in a subsequent phase (Greiner, 1998). Therefore, in my eyes, each stage has a need for coaching. The top management must dismantle the current structure and adopt a new leadership style in order to move forward. The United Kingdom's Bowen-Nielsen (2018) proposes the coaching direction for the business owner and top management at each stage of growth, as shown in Table 2.2.

Stages of Growth and Coaching Interventions					
Phase	Stage 1 Growth through Creativity	Stage 2 Growth through Direction	Stage 3 Growth through Delegation	Stage 4 Growth through Co-ordination	Stage 5 Growth through Collaboration
Coaching Interventions	Prioritisation and Effectiveness	Cascading decision making and sharing the load	Delegation and team building	Managing activity through people	Larger scale management of teams and groups

Table 2.2 Phases of organisational growth and related appropriate coaching intervention (From: Bowen-Nielsen, 2018)

The five elements that affect OD and organisational practice in the five phases are a good perspective from which to analyse an organisation's appropriateness in cultivating a coaching culture, under the CCCC approach, and the kind of coaching to meet its need for talent development and organisational change at that phase.

2.3.2 Types of organisational change

Change, it is often said, is the only constant in an organisation. It cannot be allowed to just happen and needs to be managed (Armstrong, 2009). Armstrong (2009) suggests that there are three types: strategic; operational; and transformation:

- Strategic change is concerned with broad, long-term and organisation-wide issues.
- Operational change relates to new systems, procedures, structures or technology that have an immediate effect on working arrangements in part of the organisation.

- Transformational change takes place when there are fundamental and comprehensive changes in structures, processes and behaviours that have a dramatic effect on how the organisation functions.

Kotter (1996) outlines eight necessary steps for leaders to make transformational change successful (see Table 2.3).

Kotter's 8 Steps to Organizational Change	
1	Establish a Sense of Urgency: for leaders to commit to lead organizational change, there must be some recognition that change is needed and important.
2	Create a Guiding Coalition: a group of organizational leaders must buy in and commit to the change process, and represent the key stakeholders in terms of position power, credibility, expertise, and leadership.
3	Develop a Vision and Strategy for the Specific Change: a shared vision for exactly what the change will look like and a strategy for how to get there must be developed that can inspire organizational members.
4	Communicate the Change Vision and Strategic Plan: in order to utilize the vision and strategy, they must be communicated effectively throughout the organization.
5	Empower Individuals for Action: leaders must facilitate organizational members' abilities and engagement in the change initiative. This may require specific training and requires management styles, which clear the path for individuals and support their taking action.
6	Generate Short-term Wins: building in visible, unambiguous, related successes to support and reinforce the attainability and momentum for change.
7	Consolidate Gains and Produce More Change: leaders need to continue to monitor and support the change effort with further wins to help continue to drive change and prevent relapse back into old patterns.
8	Anchor the New Change in the Culture: as positive change happens, leaders must explicitly tie the change to 'who we are'.

Table 2.3 Kotter's 8 steps of organizational change (From: Kotter, 1996)

To survive in the changing environment in China, whether a PDE or an MNC, an organisation needs its employees to keep up with the types of changes, know how to embrace them and even welcome change as an opportunity. In my opinion, the changes in China over the past thirty years have mainly been strategic or operational, such as going global or cost-saving process re-engineering. These are mainly progressive, modest adjustments, under the same overall pattern of management, and take time to evolve. However, in the most recent decade, due to exponential growth in many industries and especially due to AI aspects, which are developing extremely quickly in Mainland China, organisational changes are more

transformational. Both strategic and operational changes are being implemented at once to adapt to the fast development of technology and find new ways to meet customer needs. The basic goal is to make fundamental changes to how the business is operated to cope with China's continuously changing and challenging market environment. One PDE, headquartered in Beijing and listed on the Hong Kong Stock Exchange only in July 2018, has already initiated four rounds of organisational change – strategic, operational, operational and transformational – within just seven months, from September 2018 to March 2019. It has transformed itself from a smartphone manufacturer to an internet service provider, with numerous new departments focusing on AI, big data and cloud computing.

From another angle, Carter (2015) proposes another three types of changes that impact on the workplace and individuals during our working life:

1. At the organisational level, 'change arises from product/service innovation or improvement; market conditions; restructuring; mergers and acquisitions; leadership; and business strategy.'
2. At the team level, 'change arises from new products/services; increasing or decreasing customer demand; turnover of colleagues/team members; and new team leaders and ways of working together.'
3. At the individual level, 'change results from promotion; job role/responsibility; location; culture; and different hours/pattern of work.'

Carter (2015) states that

managing the various types of change may require separate approaches but, fundamentally, change leaders need to ensure that they support their organisations and staff throughout, otherwise the anticipated benefits may not be realised. When facing these types of changes or in implementing the strategies to be used in each phase of a corporation's growth, to adapt and lead the changes

the top managers have to face both their own development and that of their teammates.

As we can see, organisational change requires a great deal from leaders. They need to understand clearly the need for change, otherwise they cannot inspire others around them to join in, make it a priority, take action or ultimately sustain that change over time (Stober, 2008). Stober (2008) states that, like organisational change, change at an individual level involves tasks or steps to enact and maintain change. Prochaska and DiClemente's (1984) Transtheoretical Model of Change (TTM) is a well-supported account of the stages that individuals move through in making significant change at their level (see Table 2.4).

Coaching is a process that can be instrumental in helping clients to move through these six stages towards both defining and reaching their goals (Stober, 2008).

The Transtheoretical Model of Individual Change	
1	Precontemplation: the individual is not at this stage aware of or contemplating the need for change.
2	Contemplation: the individual has begun to think about the potential need for making change but have not committed to nor made change.
3	Preparation: the individual has increased his/her commitment to change, his/her intention to make change in the near term, and may have begun making small changes.
4	Action: the individual has begun engaging in new behaviors but have not yet cemented these changes over time as yet.
5	Maintenance: the individual has been consistently acting on the change made over a period of time.
6	Relapse: many change efforts result in periods of relapse where the individual falls back into old behavior patterns.

Table 2.4 Prochaska and DiClemente's (1984) Transtheoretical Model of Individual Change (TTM)
(From: Stober, 2008)

In general, people resist change as it is an uncomfortable process to move from coping with the known (for better or worse) toward the unknown, and maintaining the status quo is often either their unconscious or even conscious choice (Stober, 2008). Change is seen as a threat to familiar patterns of behaviour, as well as to status and financial rewards (Armstrong, 2009). Armstrong (2009) suggests that resisting change stems

from fear, whether economic or symbolic or about competence, and the threat to status and interpersonal relationships.

Transformational change, which occurs frequently in China's technology companies and those most connected to the AI movement in China, brings a high level of fear and threat. The disruption caused by movement to the unknown and uncertainty creates much discomfort. Traditional Chinese culture emphasises interpersonal harmony, and being decent and polite is highly rated, resulting in a strong 'face' culture and a gentle and tactful communication manner (Ng, 2013). As a Chinese proverb tells us, 'Don't wash your dirty linen in public'. Moreover, as most organisational development and change start from the top and come downwards under the predominantly paternal leadership style in PDEs and from headquarters in MNCs, Chinese executives are usually superficially obedient and have a habit of not allowing their opinions to be heard. I come across many experienced senior Chinese executives who suppress their emotions and negative thoughts when facing continuous, rapid change, and they are often swept into a revolution without being able to propose constructive solutions (Greiner, 1998).

What can be done to help organisations and their people to overcome these challenges and successfully implement change in China? Based on my experience as a consultant and executive and team coach, it comes down to really understanding the rationale behind and the desired outcomes of clients' organisational development and organisational change initiatives and how a coaching culture can facilitate their success. This is why I persist in convincing my corporate clients in China that any change programmes need to build in a mechanism to support their members to 'acquire the willingness, skills, and ability' to become aware of, accept and manage their insecurities and increase their motivation to change.

In my opinion, having an effective coaching culture really supports individuals' and teams' readiness for change, enabling authentic behaviour in executives and

employees, with the growth mindset required for the OD and organisational change efforts. To face the transformational changes in China, learning programmes need to go beyond coach training and become coach education (Fatien & Otter, 2015). According to Fatien and Otter (2015), coach education features transformative learning that includes attention to shifts in development, mindset, values and intelligences (Mezirow, 2000) to address the complexity and sophistication that McCarthy and Milner (2013) describe.

2.4 Definition of Coaching

Before attempting to define coaching cultures, it is important to recognise that there is currently no agreed definition of coaching (Gormley & van Nieuwerburgh, 2014). There are diverse definitions.

Two prominent coaching professional bodies, European Mentoring and Coaching Council (EMCC) and ICF have their own definitions of Coaching. According to EMCC:

Coaching & Mentoring is a professionally guided process that inspires clients to maximize their personal and professional potential. It is a structured, purposeful and transformational process, helping clients to see and test alternative ways for improvement of competence, decision-making and enhancement of quality of life. Coach & Mentor and client work together in a partnering relationship on strictly confidential terms. In this relationship, clients are experts on the content & decision-making level; the coach & mentor is an expert in professionally guiding the process.

ICF defines coaching as ‘partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential’. Both stress the partnering relationship between the coach and client and value coaching as a process to maximise the personal and professional potential of the client. I think the differences in their definitions stem from the history and culture of these two non-profit organisations.

According to Brock (2014), after the 1950s coaching was fostered by society's increasingly global nature and complexity, from modern to postmodern. With reference to the work of Vesso (2016), in Appendix 2.1 I have summarised the definitions of coaching by key scholars and coaches from different countries. Coaching is a discipline that is in constant development and evolution. Appendix 1.1 lists the various definitions of coaching, from simple to sophisticated, from those focusing on external issues like goals, strategies and performance to internal ones like self-awareness, confidence and potential. Filipkowski, Heverin and Ruth (2016) point out that the coach's responsibility is to 'discover, clarify, and align with what the client wants to achieve; encourage client self-discovery; elicit client-generated solutions and strategies; and hold the client responsible and accountable' (Filipkowski, Heverin & Ruth, 2016). According to Whitmore (2009), the basis of 'coaching is to improve team performance, not imposing but increasing individual and collective awareness and responsibility'. Its overriding aim is to develop organisational potential through the development of individual employees and whole teams (Kolodziejczak, 2015).

Hicks and McCracken (2011) see coaching as a collaborative process designed to help people to alter their perceptions and behavioural patterns in a way that increases their effectiveness and ability to adapt and accept change as a challenge rather than as an obstacle. I support this point of view on the value of coaching in facing change, as this is why coaching has become more popular and important in the changing environment in China. My own definition of coaching, in section 1.5.2, focuses on this partnership between the coach and the coachee to achieve personal and team goals through a self-awareness that is appropriate to China, where traditional culture stresses the importance of the collective. This collective culture is discussed more in section 2.7. Among the wide range of definitions of coaching in Appendix 2.1, only three of the 24 mention teams, groups or organisations. This indicates many authors in the West perceive coaching to concern mostly the individual.

2.5 Organisational Culture

2.5.1 Definition of organisational culture

Clutterbuck, Megginson and Bajer (2016) suggest that the term 'organisational culture' was popularised in the early 1980s and summarise various definitions from several authors, as presented in Appendix 1.2.

All the definitions mention that the essence of organisational culture is the values, underlying beliefs and assumptions that identify the 'correct way' to behave, which are learned and shared by members of groups as they strive to achieve its goals and fulfil its purpose (Evans, 2011). When the people's mental system is aligned, the other things are easy.

Every company has its own unique culture – a shared set of beliefs and assumptions adopted by its members over time that lead to consistent patterns of meaning and behaviour (Clutterbuck, Megginson & Bajer, 2016). Organisational culture varies between firms with contrasting ownership cultures (Tsui, Wang & Xin, 2006). Chatman and Jehn (1994) find that a firm's cultural values relate to its level of industry technology and growth. Organisational culture is 'holistic, historically determined, and socially constructed, and it involves beliefs and behaviours; it exists at a variety of levels and manifests itself in a wide range of features of organisational life' (Detert et al., 2000). As a social construct, culture resides in the minds of participants in a social system (Ross, 2004). Thus, organisational culture is related to diversified, integrated elements, uniquely a source of competitive advantage for firms (Barney, 1986; Kotter & Heskett, 1992; Schein, 1992). Organisational culture has long been regarded as a critical means by which firms integrate internal processes and adapt to external environmental conditions (Denison & Mishara, 1995; Schein, 1990).

For an organisation to be successful, every time it embarks on significant change to its strategy it must attend to how to change its culture to deliver the new strategy. As

Peter Drucker so dramatically expressed, 'Culture will eat our strategy for breakfast' (Hawkins, 2012). Thus, organisational culture cannot be overlooked. Clutterbuck, Megginson and Bajer (2016) state that it can be transformed to an extent that allows a coaching culture to take root and flourish. However, this is a complex task and there are various forces at play (Clutterbuck, Megginson & Bajer (2016). In the following sections, I review the literature on the forces that I perceive an organisation will experience in the complexity of cultural transformation to support the cultivation of a coaching culture. First, this looks at the culture of an organisation – its type and forces such as OD and culture differences – and the characteristics of PDEs and MNCs are discussed later.

2.5.2 Types of organisational culture

Cameron and Quinn developed the two-dimensional competing values framework from research conducted on the major indicators of effective organisations (Cameron & Quinn, 2006). One dimension differentiates the effectiveness criteria that emphasise flexibility, discretion and dynamism from those that emphasise stability, order and control. The second differentiates the effectiveness criteria that emphasise an internal orientation, integration and unity from those that emphasise an external orientation, differentiation and rivalry (Cameron & Quinn, 2006). Figure 2.3 illustrates the relationships between these two dimensions, forming quadrants that represent the types of organisational culture or core values: clan; adhocracy; market; and hierarchy. These correspond to key management theories about organisational success, approaches to organisational quality, leadership roles and management skills (Cameron & Quinn, 2006).

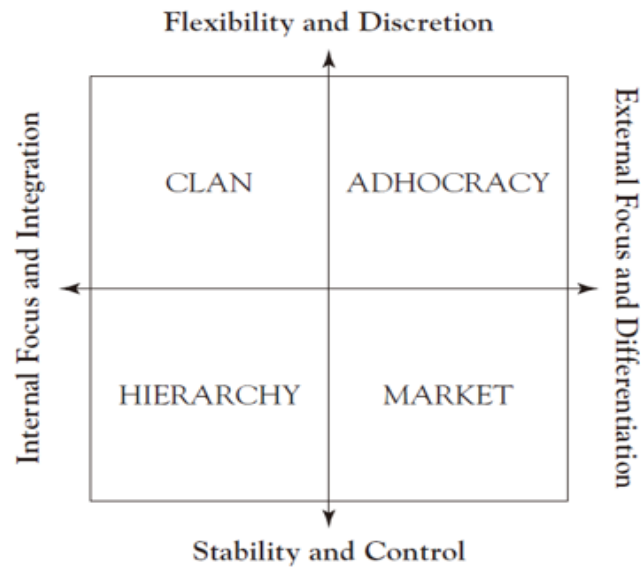


Figure 2.3 Competing values framework (Cameron & Quinn, 2006)

Four organisational culture types

First, I give a brief explanation of the four culture types:

The 'adhocracy' culture

An 'adhocracy' culture 'focuses on external positioning with a high degree of flexibility and individuality... a dynamic, entrepreneurial, and creative place to work'. People here take risks, led by leaders who are innovators and risk-takers with a commitment to experimentation and innovation holding the organisation together. The organisation encourages individual initiative and freedom, with a long-term emphasis on growth and acquiring new resources, where success means gaining unique and new products or services (Cameron & Quinn, 2006).

The clan culture

The clan culture 'focuses on internal maintenance with flexibility, concern for people, and sensitivity to customers... a very friendly place to work where people share a lot of themselves'. The organisation is like an extended family, where leaders act as

mentors or parent figures. It puts a premium on teamwork, participation and consensus, and the organisation is held together by loyalty or tradition and commitment is high, emphasising the long-term benefits of human resource development. It attaches great importance to cohesion and morale, where success is defined in terms of sensitivity to customers and concern for people (Cameron & Quinn, 2006).

The market culture

The market culture 'focuses on external positioning with a need for stability and control... a results-oriented organisation'. Concerned with getting the job done, people are competitive and goal-oriented while leaders are tough and demanding. The emphasis is on winning, reputation and success are common concerns, and the long-term focus is on competitive actions and achievement of measurable goals and targets. Success is defined in terms of market share and penetration and competitive pricing and market leadership are important (Cameron & Quinn, 2006).

The hierarchy culture

The hierarchy culture 'focuses on internal maintenance with a need for stability and control... very formalized and structured'. With procedures governing what people do, leaders pride themselves on being good, efficiency-minded coordinators and organisers. It is concerned with secure employment and predictability and maintaining a smooth-running organisation, and formal rules and policies hold the organisation together, with long-term concern for stability and performance with efficient, smooth operation. Success is defined in terms of dependable delivery, smooth scheduling and low cost (Cameron & Quinn, 2006).

According to Cameron and Quinn (2006), all four culture types are valuable and necessary and none is better or worse than the others. The functions of these dominant cultures are to help an organisation to become more consistent and stable,

as well as to adapt and be flexible in facing the rapidly changing environment. Almost all organisations develop a dominant type of organisational culture, and the stages of organisational life cycle have various dominant culture types.

In the early stages, adhocracy tends to be dominant, as it is characterised by entrepreneurship. This is followed by a clan culture that emphasises family and belonging. The shift to a hierarchy culture occurs when the organisation grows and faces potential crisis, but this is eventually superseded by the market culture, shifting from impersonality and formal control inside the organisation to a customer orientation and competition outside the organisation. In mature organisations, sub-units or segments develop in each of these four culture types.

Cameron and Quinn (2006) created the OCAI to diagnose an organisation's culture by assessing six key dimensions of organisational culture. (Please see the OCAI questionnaire in Appendix 1.3, used before interviewing the eight senior executives from four organisations in China.) The OCAI is an instrument that allows organisations to find their dominant orientation among these four culture types (Cameron & Quinn, 2006). Besides identifying the current type, the participants choose their preferred organisation culture five years hence. The results are most helpful in identifying the gap between the current and preferred, finding out why the gap occurs, determining ways to change the culture and focusing on which cultural units are to be changed.

Conditions of coaching for four types of organisational culture

Kolodziejczak (2015) suggests that an organisation's culture type may be suitable for coaching to various extents. In my experience, it creates the space and atmosphere for coaching, and these impact on the coaching outcome. What kind of culture type is most suitable? How does it influence the possibility of implementing coaching? Kolodziejczak (2015) studied these questions and Figure 2.4 provides a graphic representation of the space of coaching for the culture types.

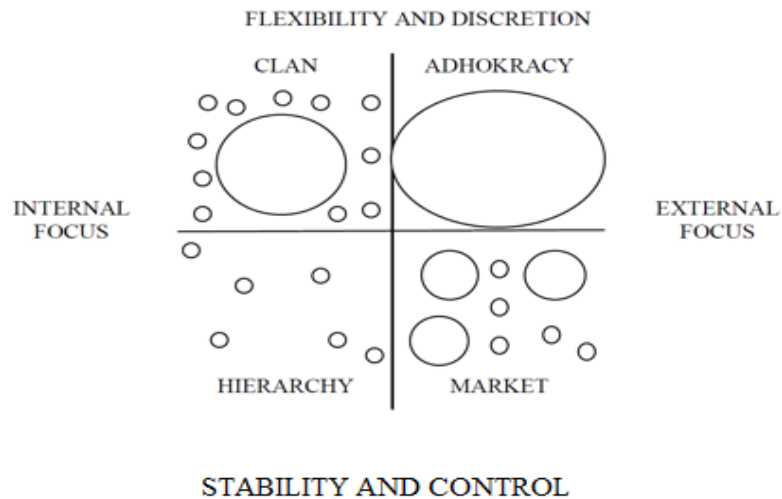


Figure 2.4 Space for coaching for each type of organisational culture (From: Kolodziejczak, 2015)

According to Kolodziejczak (2015), for carrying out the process of coaching the adhocracy culture is the perfect type, as its communication style is equal, free and open and the employees of such organisations tend to be highly qualified and disciplined. The willingness of employees to be coached and to coach others in such a cultural atmosphere tends to be highest here. The second-most favourable type is clan, which offers trust, as such firms have a strong leader whom employees follow. A market-culture organisation provides varying space for the use of coaching, and this will be useful in some issues and topics. However, in my experience, leaders in a market-culture type tend to expect quick results from coaching their subordinates and will put it aside when facing important market changes. Lastly, the hierarchy-culture type tends to be issue-focused, not people-oriented, thus has many of the barriers and resistances often mentioned in change theories. Nevertheless, with support from top management, coaching can still be introduced in a few narrow areas in an organisation with a hierarchy culture, creating the phenomenon of slow 'defrost' to change (Clarke, 1997).

The work of Kolodziejczak (2015) discussed above gives valuable insights into the relationship between coaching and the types of organisational culture set out by

Cameron and Quinn (2006). It is helpful in analysing the OCAI results of interviewees in my research, as well as diagnosing the appropriateness of PDEs and MNCs cultivating a coaching culture.

2.6 Coaching Culture

2.6.1 Definition of coaching culture

In the field of organisational behaviour, the term 'culture' has become common only in the past twenty years or so (Jones & Gorell, 2018). I integrate the work of Vesso (2016) and Clutterbuck, Megginson and Bajer (2016) on definitions of coaching culture from various countries from 2003 to 2015, and summarise their work in Appendix 1.4.

After digesting the various definitions in Table 2.3 to capture the essence of a coaching culture, I find that I agree with the statement by Clutterbuck, Megginson and Bajer (2016) whereby a coaching culture is one in which the principles, beliefs and mindsets behind people's behaviour in the workplace are deeply rooted in the discipline of coaching. A strong coaching culture appears when people internalise the underlying principles of coaching, such as attentiveness, curiosity, openness and trust (Clutterbuck et al., 2016). The discipline of coaching is like the Chinese wisdom *Dao* (道). What is *Dao*? It is from Confucianism, prescribing the being and behaviour of a great person. Myself, I perceive that coaching also involves honest conversations with warmth, within and across teams, in alignment with my definition of coaching mentioned in section 1.5.2. I agree with Vesso's statement (2016) that a coaching culture is a type of organisational culture where the coaching mindset, communication and leadership style is dominant throughout the organisation and is supported by the organisational policy. From my point of view, this definition is specific and pragmatic in its description of coaching culture in an organisation, since a coaching culture is not a panacea but the foundation for the condition whereby all

types of management issues are tackled through conversations. In summary, I like this recent definition of coaching culture from Milner, Milner and McCarthy (2020):

the consistent use of multiple types of coaching across and at all levels of an organization, using a formalized process that includes provision of appropriate training and resources, involvement of top management, clear communication of the benefits of coaching, and alignment with organizational values such as ownership, empowerment, collaboration, respect, innovation, and learning.

To me, this gives a more specific and comprehensive perspective on coaching culture, with a focus on the client and the alignment of organisational values.

There is considerable evidence to prove the effectiveness of coaching for individuals to manage complexity, but to get the buy-in of people at all levels in an organisation, to value it, depends on its leaders and managers to demonstrate a coaching philosophy (Evans, 2011). Creating a coaching culture requires them to believe that coaching is important in developing people and achieving their organisation's goals. They need to demonstrate this in their approach to strategising, planning, problem-solving and other management practices (Blessing White, 2009; Clutterbuck & Megginson, 2005). Why do executives believe in coaching? It is because they have the shared values that coaching promotes. Thus, a sustainable culture change requires that leaders' values and beliefs are congruent with the organisation's 'aspired to' culture or its cultural context (Evans, 2011). As I discuss in my book, *Dialectical Approach of Team Coaching*, the leaders' influence and impact on an organisation should be thought of as the roots of a tree, invisible under the ground, and as 'multiplying or dividing' rather than just 'adding or subtracting'. Thus, when starting to introduce a coaching culture into an organisation, we need to start from the top, by offering executive coaching and/or team coaching for senior staff in a safe environment where leaders can try new ways of managing, make mistakes, receive constructive and developmental feedback and learn without fear of censure (Evans, 2011). The change and growth in leaders are just the beginning of a culture change process yet the most critical.

In my experience, before the introduction of coaching culture to an organisation it will have its own values and culture. These can be observed in how the leaders manage and interact with others. As the designer of the introduction of a coaching culture into organisations, I need to understand the gap between the existing and the desired culture and see how a coaching culture and coaching can narrow the gap, not just creating the culture and bringing a model management method independently, as the integration is imperative. In my view, when the coaching culture is fully recognised and embedded in an organisation's culture, coaching will become a part of the shared assumptions, beliefs and values that create its rich cultural landscape.

2.6.2 Benefits of coaching culture

According to ICF research in collaboration with the Human Capital Institute (HCI) published in 2014, more and more organisations have recognised the value of building a culture of coaching that offers employees at all levels the opportunity to improve their skills, enhance their values and reach their professional goals, and Singapore's Bawany concurs (2015). In 2016, ICF and HCI conducted another survey and asked respondents to report the most important indicators of coaching impact in their organisations. Improved team functioning (57%), increased employee engagement (56%) and increased productivity (51%) were cited by more than half of the respondents (Figure 2.5 below).

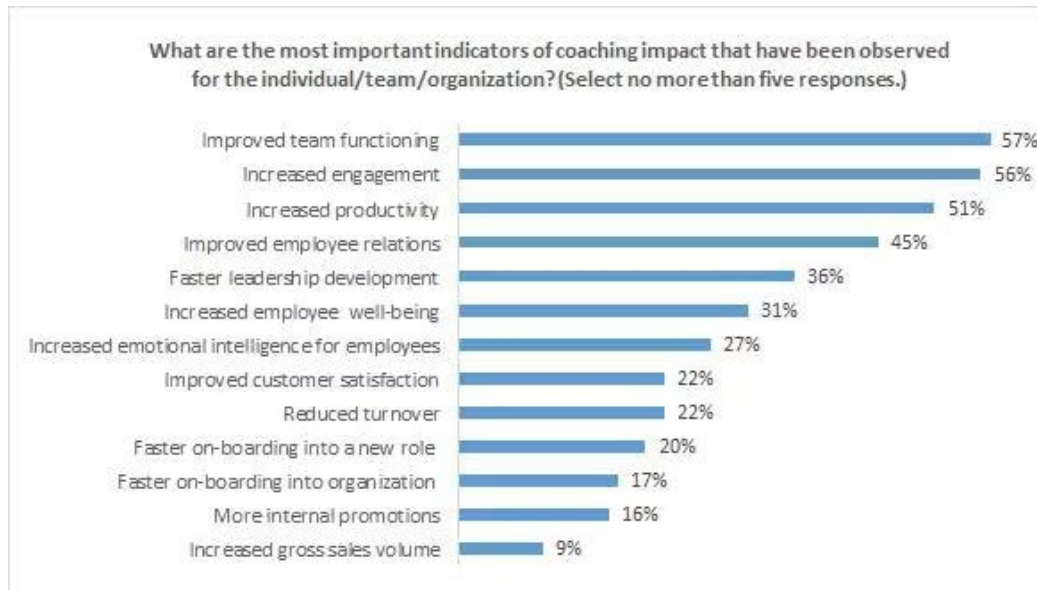


Figure 2.5 Most important indicators of coaching impact observed (From: 'Building a Coaching Culture', 2014)

In yet another survey five years later in 2019, when ICF and HCI asked how coaching activities are used to address organisations' goals and strategies the top-three cited purposes were leadership development (55%), talent development (51%) and performance management conversations (49%) (see Figure 2.6 below). These three consecutive surveys by ICF and HCI show the benefits of coaching culture for individuals, teams and organisations.

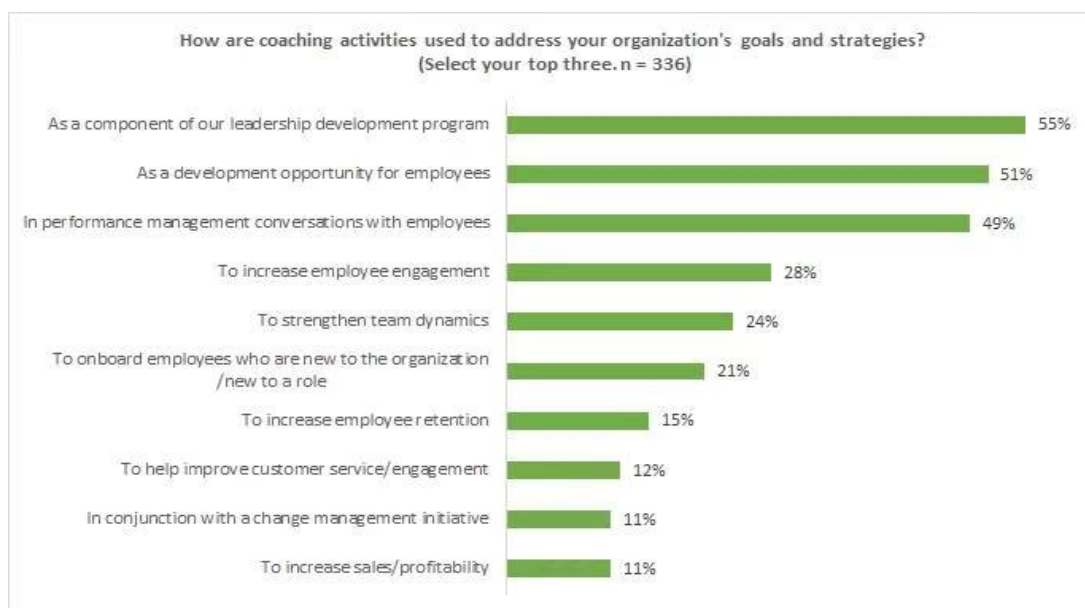


Figure 2.6 How coaching is used to address organisations' goals and strategies (From: Filipkowski et al., 2019)

From my observations, in today's fast-moving, competitive world organisations in China and beyond have become more dynamic and fluid when facing the many challenges, such as new technology, digital strategies and more demanding customers. Under complex adaptive system theory, an organisation can be treated as a system made up of autonomous systems able to adapt and evolve within a changing environment (Clutterbuck, Megginson & Bajer, 2016). Complexity scientists suggest that living systems (including all types of organisations) migrate to a state of dynamic stability called the 'edge of chaos'. Individuals and organisations 'on the edge' are flexible enough to evolve and reinvent themselves yet stable enough to stay true to their essence (Clutterbuck, Megginson & Bajer, 2016). The description of the status of 'on the edge' is like the spirit of the Chinese proverb: 'Never forget why you started, so your mission can be accomplished' (不忘初心, 方得始终). According to Clutterbuck, Megginson and Bajer (2016), a coaching culture and its possible visible manifestations, such as constructive challenge, creative exploration, openness to new ideas and focus on continuous growth and development, can support an organisation to strike the right balance and stay 'on the edge'.

According to the APAC 2019 survey's China country report (APAC, 2020), as shown in Figure 2.7, the top-three benefits that companies in China seek and receive through providing coaching assignments to employees are: increased job engagement; enhanced leadership; and improved team collaboration. The top-three benefits not sought but received are: increased confidence; increased well-being; and increased job engagement. The topmost benefit sought but not received is successful goal attainment. It seems that invisible manifestations are the key benefits of coaching in organisations, in line with my review in Chapter 1 emphasising the importance of transformational coaching in facing VUCA challenges in China, not just performance and developmental coaching. Performance attainment appears when people are more confident in facing all changes, and more engaged in the teams and organisation.

This finding is in line with my definition of coaching in section 1.5.2, where coaching conversations can help coachees to identify their blind spots and internal interference. Moreover, it allows them to recognise available possibilities so that they can attain effectively their personal goals, as well as their team goals.

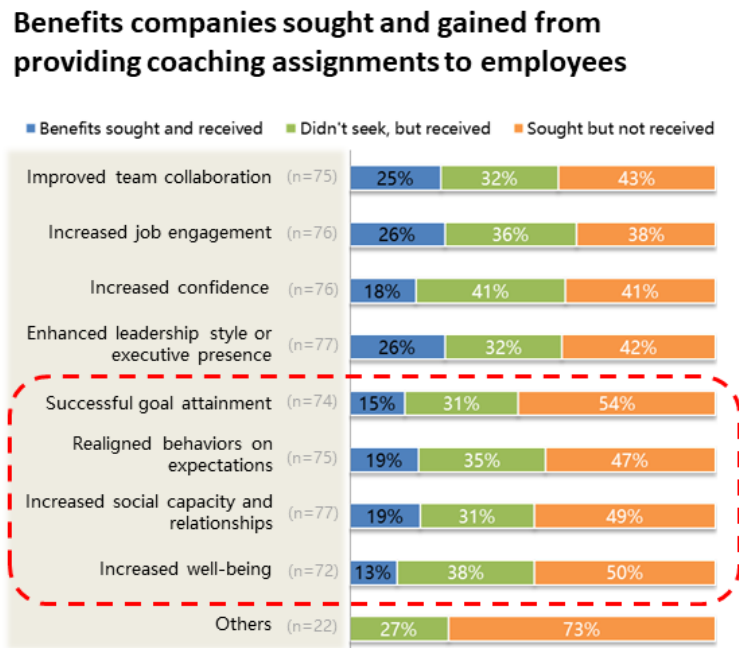


Figure 2.7 Benefits companies sought and gained from providing coaching assignments to employees (From: APAC, 2020)

2.6.3 Stages and readiness of coaching culture

Though the benefits of a coaching culture are significant, it cannot attain a mature stage overnight. Clutterbuck and Megginson (2005) identify four distinct stages of coaching culture – nascent, tactical, strategic and embedded – as illustrated in Figure 2.7.

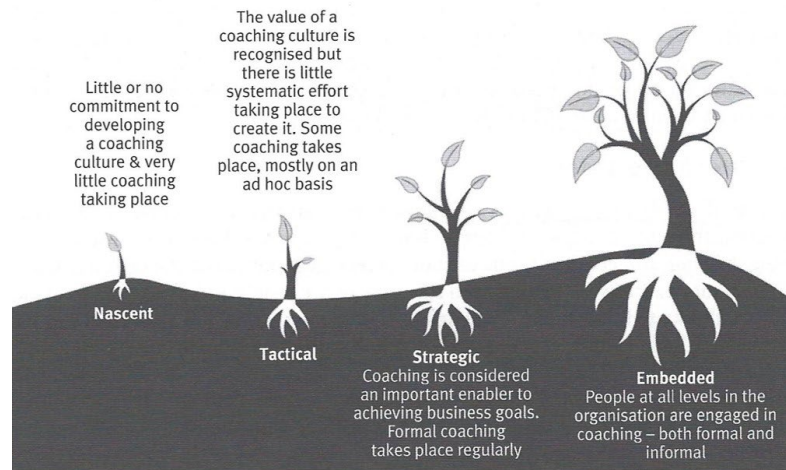


Figure 2.8 Stages of coaching culture development (From: Clutterbuck et al., 2016)

At each stage, my experience is that the attitudes to coaching are quite different among top management, HR, the coaching service and employees. They can be summarised as below:

At the Nascent stage, top managers present poor role models and coaching behaviours tend to be abandoned in the face of more urgent, if less important, demands on managers' time. Any executive coaching provided is uncoordinated and typically the result of severe performance problems with a few individuals or a status boost of senior managers incapable of (or unwilling to engage in) self-development. People tend to avoid tackling difficult behavioural or ethical issues out of embarrassment, ineptitude, fear, or a combination of all three. (Clutterbuck & Megginson, 2005)

At the Tactical stage, top management sees the issue as primarily one for HR. There are systems in place to train coaches and/or mentors and there are numerous discrete HR systems such as succession planning and appraisal and the coaching process are at best tenuous. There is a broad understanding among individual contributors and managers of the potential benefits of coaching, but the commitment to coaching behaviours as integral to management style is low. People recognise the need to tackle difficult behavioural or ethical issues but will only do so in environments where they feel very safe. (Clutterbuck & Megginson, 2005)

At the Strategic stage, there has been considerable effort expended to educate managers and employees in the value of coaching and to give people the

competence (and, therefore, confidence) to coach in a variety of situation.... Top management has accepted the need to demonstrate good practice and most, if not all, set an example by coaching others. They spend time getting across to employees how coaching behaviours support the key business drivers.... There are plans to integrate coaching and mentoring with the wider portfolio of HR systems and, at a mechanical level, these largely work. People are willing to confront difficult behavioural or ethical issues on an ad hoc basis and there are good role models for doing so with both resolution and compassion. (Clutterbuck & Megginson, 2005)

At the Embedded stage, people at all levels are engaged in coaching, both formal and informal... some senior executives are mentored by more junior people and there is widespread use of 360 feedback at all levels to provide insights into areas where the individual can benefit from coaching help.... Coaching and mentoring are so seamlessly built into the structure of HR systems that they occur automatically. The skills of learning dialogue are sufficiently widespread that people can raise difficult or controversial issues, knowing that their motivations will be respected and that colleagues will set it as an opportunity to improve either personally or organisationally, or both. (Clutterbuck & Megginson, 2005)

At these stages, it seems that the types of coaching services that are applied are different, like executive coaching, team coaching, coaching training, internal coach development and coaching supervision. However, Clutterbuck et al. (2005) do not give much detail in this area. I will discuss this further in Chapters 5 and 6, through my actual experiences.

The Coaching Readiness Survey (CRS) by Clutterbuck and Megginson (2005) (in Appendix 1.5) lists the necessary elements of a coaching culture strategy, going forward. This survey has 24 items in six constructs. They are strongly related to the factors and steps of the CCCC approach. The Coaching Culture Development Stage (CCDS) questionnaire in Appendix 1.6 is a diagnostic tool to assess which level of coaching culture development an organisation is at, and is based on 12 potential drivers for and barriers to the desired culture change (Clutterbuck, Megginson & Bajer, 2016) in Table 2.8. In my analysis, these are another way to talk about the critical success factors in cultivating a coaching culture. They cover all but two success factors

of the CCCC approach, ‘alignment with organisational development’ and ‘timely review and adjustment’. Nevertheless, the questionnaires are useful to understand the readiness and appropriateness of an organisation for devising coaching culture strategies. I am delighted to find academic support from the West for my CCCC approach, derived as it is from my experience in China. I will incorporate these two questionnaires in my in-depth interviews to highlight the progress of interviewees’ companies towards a coaching culture, based on the four development stages of coaching culture, to suggest which of its success factors are available.

Drivers	Barriers	Critical 8 Success Factors
Coaching is well integrated with other HR systems, such as talent and performance management.	Coaching is not integrated with other HR systems.	4. Internal Support Systems and Resources
There are strong coaching champions among senior executives.	Senior executives haven't bought into coaching.	3. Commitment from Champions
There is a well-established and high-quality pool of internal and external coaches.	Well-qualified internal or external coaches are not readily available.	6. Willingness and commitment of External Coaches ; 7. Willingness and commitment of internal Coaches
Coaching is considered as something desirable, or even as a reward.	Coaching is seen as a remedial activity to correct poor performance.	4. Internal Support Systems and Resources ; 2. Integration with Organisational Culture
There is a good understanding of what coaching is and how it works	People are not clear on what coaching is or how it works.	2. Integration with Organisational Culture
There are resources available to develop coaching skills among internal coaches and managers and leaders.	Resources are scarce or unknown.	4. Internal Support Systems and Resources
People are willing to try new ways of working and relating with others.	People are set in their ways of working and operating in the work environment.	5. Employee Willingness and Commitment
There is a climate of trust and people generally feel that they can have open conversations.	People mistrust each other or the management.	2. Integration with Organisational Culture
People understand the potential benefits of coaching.	People are not clear on the benefits of coaching.	5. Employee Willingness and Commitment
People are encouraged to take initiative.	Taking initiative is limited and leadership style is highly controlling.	2. Integration with Organisational Culture
Diversity and constructive challenge are valued.	People put unanimity and harmony above innovation or excellence.	2. Integration with Organisational Culture
There is a widely held expectation that people will continuously grow and develop.	Growth and development are not perceived to be a top priority.	2. Integration with Organisational Culture

Table 2.5 Matching the critical success factors of the CCCC approach to the drivers and barriers to coaching, as per Clutterbuck, Megginson & Bajer (2016)

2.7 Cross-cultural Differences

2.7.1 Hofstede's six-dimension (6-D) model

In my experience, the organisational culture of an MNC inevitably incorporates the culture of its country of origin, created over time through the interaction of people and their environment (Clutterbuck, Megginson & Bajer, 2016), including its head office leadership and management culture. Thus, in studying the characteristics of PDEs and MNCs, it is important to investigate the cultural influences. One prominent model, first published in 1980, is by Geert Hofstede. This researched the global differences in national culture categorised by six independent dimensions. One practical application of this model is to demonstrate the relative positions of the United States and other parts of the world, allowing the comparison of countries and the identification of cultural variations (Hofstede & Bond, 1988).

According to Minkov and Hofstede (2011), Hofstede's cross-cultural dimensions were constructed to address the basic problems that all societies deal with. His model started with only four dimensions: Power distance; Individualism; Masculinity; and Uncertainty avoidance. Based on the evolution and continual research and revision the model, two further dimensions were added: Long-term orientation, as a result of his collaboration with Michael Bond; and Indulgence and restraint, from his collaboration with Michel Minkov (Minkov & Hofstede, 2011).

According to the Hofstede Insights website (<https://www.hofstede-insights.com>), the definitions of these six dimensions, as illustrated in Figure 2.8, are determined by comparing China (not including Hong Kong) and the United States (the model's benchmark for its cultural dimensions and from whence most management models originate). This shows the specific culture on which the six dimensions are implicitly grounded (Hofstede, 2001), according to the model.



Figure 2.9 Hofstede's 6-D comparison of China and United States (From: <https://www.hofstede-insights.com/country-comparison/china,the-usa/>)

Power distance:

This is extent to which the less powerful members of institutions and organisations within a country expect and accept that power is distributed unequally. At 80, China sits in the higher rankings of the Power Distance Index (PDI), showing a society that believes that inequalities are acceptable among people, as in the Confucius teaching of *wu lun* (五伦), which governs the relationship between ruler/subject, older brother/younger brother, husband/wife, older friend/ younger friend, the stability of society is based on unequal relationships (Hofstede & Bond, 1988). This contrasts with that of the United States, at just 40, half China's rank, indicating that Americans think that they are more able to influence other people's ideas and behaviours (<https://www.hofstede-insights.com/country-comparison/china,the-usa/>).

Individualism:

This is the degree of interdependence that society maintains among its members. With a score of 20, China is a highly collectivist culture where people act in the interests of the group, not necessarily their own. According to Hofstede and Bond (1988), in China

the family is the prototype of all social organisations and a person is not primarily an individual but a member of their family. Children should learn to restrain themselves and to overcome their individuality to maintain harmony in the family (Hofstede & Bond, 1988).

On the other hand, the United States has a fairly low PDI score of 40, in combination with one of the most individualist (91) cultures in the world, reflecting that American society is loose knit and that people look after only themselves and their immediate families, and do not expect to rely (too much) on the authorities for support (<https://www.hofstede-insights.com/country-comparison/china,the-usa/>).

Masculinity:

This is what motivates people to want to be the best (masculine) or to link to what you do (feminine). At 66, China is a fairly masculine society – success-oriented and driven (<https://www.hofstede-insights.com/country-comparison/china,the-usa/>). The need to ensure success can be exemplified by the fact that many Chinese will sacrifice family and leisure for work (<https://www.hofstede-insights.com/country-comparison/china,the-usa/>). In this highly collectivist society, the strong drive for success is for the good of the family, in alignment with the Chinese idiom: ‘Bring glory to one’s ancestors’ (*guang zong yao zu* 光宗耀祖). The score of the United States for masculinity is also quite high, at 62, and this can be seen in the typical American behavioural pattern, explained by the combination of strong masculinity and the most individualist drive in the world (<https://www.hofstede-insights.com/country-comparison/china,the-usa/>).

Uncertainty avoidance:

This is the extent to which members of a culture feel threatened by ambiguous or unknown situations and have created beliefs and institutions that try to avoid these. At 30, China has a low score for uncertainty avoidance. The Chinese are comfortable with ambiguity, adaptable and entrepreneurial. Adherence to laws and rules may be

flexible, to suit the actual situation. Pragmatism is a fact of life (<https://www.hofstede-insights.com/country-comparison/china,the-usa/>). The famous Buddhism book, *Buddhist Scripture of Impermanence*, helps Chinese people to understand that impermanence is the law of life, a pattern of nature. The United States also scores below average, at 46, showing that Americans tend to be tolerant of ideas or opinions in anyone and allow freedom of expression; but they are not as tolerant as the Chinese.

Long-term orientation:

This is how all societies maintain links with their past while dealing with the challenges of the present and future. China scores 87 in this dimension, which means that it has a highly pragmatic culture. People adapt traditions easily to changed conditions and have a strong propensity to save and invest, with thriftiness and perseverance in achieving results. The statement from *Guan Zhong* (管仲), a famous politician in the Spring-Autumn period (771–416 BC), reads: ‘It takes ten years to grow trees, but a hundred to rear people’ (十年树木 百年树人). This is in alignment with the high score by China. The United States, with a low score of 26 in this dimension, reflects how Americans are normative yet very practical, prone to analysing new information to check whether it is true, yet at the same time have a ‘can do’ mentality (<https://www.hofstede-insights.com/country-comparison/china,the-usa/>). Based on my experience of working in American companies, they measure their business performance on a short-term basis, with profit and loss statements being issued on a quarterly. This drives individuals to strive for quick results in the workplace.

Indulgence:

This is the extent to which people try to control their desires and impulses. China is a restrained society, as can be seen in its low score of 24 for this dimension (<https://www.hofstede-insights.com/country-comparison/china,the-usa/>). In contrast to indulgent societies, restrained societies do not put much emphasis on leisure time and control the gratification of their desires. People with this orientation have the

perception that their actions are restrained by social norms and feel that indulging themselves is somehow wrong. Thrift is treated as a virtue in Chinese society. Virtue regarding one's tasks in life consists of trying to acquire skills and education, working hard, not spending more than necessary, being patient and persevering (Hofstede & Bond, 1988). America is an indulgent society, with the spirit of 'work hard and play hard'. It has waged a war against drugs and is still actively doing so, yet drug addiction in the United States is higher than in many other wealthy countries (<https://www.hofstede-insights.com/country-comparison/china,the-usa/>).

In my coaching experience, Inequality and collectivism are common in the Chinese, who suppress their individuality to maintain harmony in the family (Hofstede & Bond, 1988). According to Hofstede and Bond (1988):

Harmony is found in the maintenance of an individual's 'face,' meaning one's dignity, self-respect, and prestige. The use of our own word 'face' in this sense was actually derived from the Chinese: losing one's dignity, in the Chinese tradition, is equivalent to losing one's eyes, nose, and mouth. Social relations should be conducted in such a way that everybody's face is maintained and paying respect to someone else is called 'giving face'.

When I was young, I was told that shame in the family should not be made public (*jai chou bu ke wai yang* 家丑不可外扬). It is vital to protect family members' face – and our own. A Chinese saying, 'In wine, there is truth' (*jiu ho utu zhen yan* 酒后吐真言), tells us that it is not easy to hear the innermost thoughts of a Chinese person unless they feel safe and trusting, whether due to courage or them letting down their guard after a drink. An effective coaching conversation requires an equal relationship between the coachee and the coach, who then empowers the coachee to take the risk of expressing his or her thoughts and facing up to challenges. This supports the coachee to create a win-win result in their team and organisation through honest feedback and feedforward, not just focusing on personal success. For this to happen, a coach needs to have the courage to put down his/her 'face' to give direct feedback, while the coachee must be willing to receive honest feedback for personal

improvement, regardless of his or her own 'face'. Thus, in my experience of coaching in China, the 'face' issue is always an area to be broken through for the coachee and the coach.

The above discussion presents comparative insights into the cross-cultural differences between China and the United States, according to the value system of Hofstede's six dimensions. According to Minkov and Hofstede (2011), Hofstede's dimensions of national culture were constructed at a national level, underpinned by variables that correlate across nations, not across individuals or organisation. Hofstede (2001) mentioned:

Cultural differences reside mostly in values and less in practices... (while) at the organisational level, cultural differences reside mostly in practices and less in values... Values are acquired in one's early youth, mainly in family and in the neighbourhood and later at school. Organisational practices are learned through socialisation at the workplace, which most people enter as adults, with the bulk of their values firmly in place.

Organisational culture is not just about the values of the staff members but a combination of factors, including the phase of organisational growth to be discussed and OCAI, as mentioned above. However, values cannot be ignored in organisational culture, and in my coaching model people's values, choices and behaviours are interrelated. Bem's (1970) psychological research reveals that beliefs follow behaviours and that 'one of the most effective ways to 'change the hearts and minds of men' is to change their behaviour. The relationship between values (beliefs, norms) on one side and behaviours and artefacts (symbols, heroes and rituals) on the other should be understood as a dynamic. Each side can influence and be influenced by the other (Fang, 2010). Because of the growing need to manage diversity in a globally interconnected world, business in some cases is leading the way in learning to value differences and to create inclusive mindsets that reflect the perspectives of its diverse employees, customers and other stakeholders in society (Clutterbuck, Megginson & Bajer, 2016).

2.7.2 My perspective on cultural differences between MNCs and PDEs under 6-D model

Hofstede's 6-D model triggered me to think about the cultural characteristics of PDEs and MNCs and to compare Chinese national tendencies with those of the two types of corporate enterprises (refer to Table 2.9 below). It provides another angle on assessing the appropriateness of organisations in implementing a coaching culture. The tendencies in those six dimensions are based on my own observation, my working experience and interaction with PDEs and MNCs in China through business and intellectual exchanges with the entrepreneurs of PDEs and senior executives of PDEs and MNCs whom I have met over the years in China. Even with their rapid economic development and openness to Western culture, the tendencies of PDEs in most dimensions lie close to the benchmark for China's data, apart from one: long-term orientation. PDEs, especially new start-ups, are noted for their 'short-term orientation' when facing the fierce and changing market in China. This orientation of Chinese people in business, their 'weak understanding of planning' (Lang, 1998) and their inability to forecast mean that leaders and managers appear less than capable in thinking about the long-range future of their company (Faure & Fang, 2008).

In my perspective, regarding the tendencies of MNCs in China, three dimensions are the same as the benchmarked US data and three are different, in Hofstede's scheme. The MNCs that I have worked with to cultivate a coaching culture in China are mainly from France and Germany, and they position coaching as a developmental competence and treasure collaboration and cooperation, not just performance achievement, power and competitiveness, like the MNCs from the United States. Thus, I believe that people development at MNCs is strong on long-term orientation and less so on masculinity. Based on the benchmark of Germany and France's data from Hofstede et al. (2010) below, these two European countries with which I am familiar have higher score for uncertainty avoidance. Germany's is 56, and France even higher

at 86, probably because Western thinking is more analytical while Eastern thinking is more synthetic (Hofstede & Bond, 1988).

Hofstede Cross Culture Dimensions and inputs from Catherine Ng				
Dimensions	Tendencies	China	PDEs(China)	MNCs(China)
Power Distance	Equality			√
	Inequality	√	√	
Uncertainty Avoidance	Risk tolerant	√	√	
	Risk intolerant			√
Individualism	Collectivistic	√	√	
	Individualistic			√
Masculinity	Collaboration and co-operation			√
	Power and Competivness	√	√	
Long Term Orientation	Tradition & short term		√	
	Future & long term	√		√
Indulgence	Normative repression	√	√	
	Free satisfaction			√
		https://www.hofstede-insights.com/country-comparison/china/		

Table 2.6 My view on cross-cultural dimensions of PDEs and MNCs in China compared with benchmark data from Hofstede’s (2010) research

From my perspective, in Hofstede’s 6-D model there is an obvious dichotomy between PDEs and MNCs in this comparison, where PDEs are closer to the typical Chinese culture, like Hofstede et al.’s (2010) China data, while MNCs are more aligned to Western culture. I shall compare my perspectives with that of the experienced corporate coaches, which may be helpful in assessing how the CCCC approach will best support the MNCs and PDEs in cultivating coaching culture to.

2.7.3 Chinese values: Paradoxes and yin–yang

Based on the above discussion of Hofstede’s 6-D model, inequality and face are two key challenges in promoting a coaching culture in China. However, China’s recent decades of economic development have shifted contemporary Chinese values from the ‘either/or’ concept used by Hofstede to a more paradoxical orientation (Fang & Faure, 2011). As seen in Chapter 1’s discussion on cultural diversity, paradoxical thinking has actually always been present in Chinese culture, because traditionally it

has been a complex product of three often-contradictory value systems: Confucianism, Taoism and Buddhism. Today, globalisation makes Chinese culture’s current dynamics even more paradoxical (Faure & Fang, 2008). China has embraced modernity and foreign cultures, and it is integrating into the world economy at a rate exceeding all expectations (Faure & Fang, 2008). Thus, unlike Hofstede’s polarised and static vision (Fang & Faure, 2011), both inequality and equality, collectivism and individualism co-exist in today’s Chinese culture. This adds a level of complexity to the cultivation of a coaching culture in this country.

Faure and Fang (2008) adopt the yin–yang analogy and dialectical thinking to propose eight pairs of paradoxes – contradictory value orientations – co-existing in China today (see Table 2.10). These are foundational to an understanding of the dynamics of current Chinese culture with reference to business and society at large.

Paradoxical Chinese Values

1. <i>Guanxi</i>	VS Professionalism
2. Importance of face	VS Self-expression and directness
3. Thrift	VS Materialism and ostentatious consumption
4. Family and group orientation	VS Individuation
5. Aversion to law	VS Respect for legal practices
6. Respect for etiquette, age and hierarchy	VS Respect for simplicity, creativity and competence
7. Long-term orientation	VS Short-term orientation
8. Traditional creeds	VS Modern approaches

Table 2.7 Faure and Fang’s (2008) paradoxical Chinese values

Guanxi vs Professionalism

Today, due to China’s economic reform and the higher education level of the younger generations, *guanxi* must be balanced with the professional competence that has become increasingly important in Chinese business life (Faure & Fang, 2008).

Importance of face vs Self-expression and directness

'Face' is a universal concern, yet is particularly salient to Chinese culture (Bond, 1991), resulting in a style of communication that is traditionally indirect (Faure & Fang, 2008). According to Faure and Fang (2008), China's new rapid development, increasing competition, increasing respect for professionalism and rush towards mobile technology and the internet have together fostered self-expression in society. The younger generation uses social media and tends to disclose much more about themselves than previous generations would. To some extent, today's Chinese managers are more assertive and direct in their communication than they used to be. Face-saving has not vanished, but it is no longer an absolute priority (Faure & Fang, 2008).

Thrift vs Materialism and ostentatious consumption

Thrift has been always been a core Chinese value (Bond & Hofstede, 1989). However, the continuous economic growth, enhanced standard of living and multiplicity of consumer products affordable for a larger proportion of the Chinese population have led to an attempt to fulfil two seemingly antagonistic purposes, a concern for saving and also for spending on well-being, leisure and enjoyment (Faure & Fang, 2008). Faure and Fang (2008) propose that acceding to some degree of material comfort provides a psychological compensation for the stress induced by the new economy and the extremely competitive climate.

Family and group orientation vs Individuation

Traditionally, family is the basic unit of Chinese society (Tu, 1984). Today, however, the privatisation of SOEs, development of JVs and wholly foreign-owned enterprises have led to an emerging style of management based on individual performance, while the proliferation of small businesses that rely on a very small number of people brings personal responsibility to the foreground (Faure & Fang, 2008). More people take their

own personal interest and their individual needs more and more into consideration and make them their priority (Faure & Fang, 2008). Faure and Fang (2008) suggest that the new trend puts the emphasis paradoxically on both personal pursuit (*ge ren zhu yi*, 个人主义) and dedication to the organisation and society (*feng xian*, 奉献).

Aversion to law vs Respect for legal practices

Chinese society has traditionally been governed by the rule of man rather than the rule of law: leadership is demonstrated through moral example rather than by legal penalties (Faure & Fang, 2008). Nevertheless, today, large Chinese enterprises resort to legal experts to secure important commercial contracts and take the Western approach in negotiations, where lawyers play an essential role in writing the contract, as a binding written document is now more acceptable (Faure & Fang, 2008).

Respect for etiquette, age and hierarchy vs Respect for simplicity, creativity and competence

Although respect for age and hierarchy is a hallmark of traditional Chinese culture (Fang, 1999), seniority is now being challenged, with growing interest in efficiency, especially in economic activities (Faure & Fang, 2008). As Faure and Fang (2008) maintain, the rising economic status of young family members is a challenge to the supreme authority of their fathers. In internet companies, having a leader younger than the team has become commonplace as competence, merit and performance play an increasing role in professional life in China (Faure & Fang, 2008). However, even though women are now gradually tending to take on a position more in line with their ability than hitherto (Faure & Fang, 2008), in social life and even more in the family, seniority and respect for customs remain the norm.

Long-term orientation vs Short-term orientation

Based on Hofstede et al.'s (2010) benchmark data, China is oriented to the long term. However, the rapid change in Chinese society is making people, at least in urban regions, more short-term and results-oriented than they used to be (Faure & Fang, 2008).

Traditional creeds vs Modern approaches

The Chinese are characterised as 'extremely superstitious' yet 'not religious' (Fang, 1999). As China's successful transformation rests on foreign-direct investments, new technology and professional management, people are putting more trust and confidence in the effectiveness of these modern scientific approaches (Faure & Fang, 2008). On the other hand, fortune-tellers, astrology and feng shui are back in business in Chinese society, fulfilling the function of anxiety reduction for people in difficult times (Faure & Fang, 2008).

In both a business and social context, I understand these eight pairs of paradoxes of Faure and Fang (2008) as an extension to six dimensions of Hofstede's model: uncertainty avoidance; individualism; a long-term orientation; indulgence; and power distance, split into face and respect for etiquette, age and hierarchy; and two new perspectives, transforming them from either/or to both-and, from bipolarisation to co-existence: *guanxi*; and traditional creeds. In addition to the eight pairs of paradoxes, Fang and Faure (2011) propose paradoxes regarding the entrenched five-point model of Chinese communication characteristics (Gao et al., 1996; Gao & Ting-Toomey, 1998), pairing them with reference to the impact of the changing institutional and cultural context in China on Chinese communication characteristics. These five pairs are:

- Implicit communication (含蓄 *han xu*) vs Explicit communication
- Listening-centred communication (听话 *ting hua*) vs Speaking-centred communication

- Polite communication (客气 *ke qi*) vs Impolite communication
- Insider-oriented communication (自己人 *zi ji ren*) vs Outsider-oriented communication
- Face-directed communication (面子 *mian zi*) vs Face-undirected communication.

These are a further expansion of the eight pairs of paradoxical values under yin–yang at the behavioural level. They help leaders and external coaches to be more aware of the paradoxical communication patterns in China. This can foster cultural learning and change with an agility and openness brought about by the generational differences and significant change in culture, now China is undisputedly one of the most competitive marketplaces as well as one of the oldest civilisations in the world (Fang, 2014).

As per Fang (2014), the change in culture occurs not in terms of old values being supplanted by new but by contradictory values co-existing more visibly in today's Chinese society. In other words, 'in terms of the thinking process, modern Chinese society remains anchored to the classical Yin–Yang approach' (Faure & Fang, 2008). To me, Faure and Fang's study opens up another way to understand modern Chinese culture through indigenous knowledge of yin–yang. By coincidence, as mentioned in Chapter 1, the diagrams in my original coaching steps, CDCA, and coaching competences, LDQF, are presented as a yin–yang approach, enhancing the acceptance of the coaching concept across China.

Various models and dimensions each have their merits, depending on what a researcher seeks to explain (Minkov & Hofstede, 2011). In the data collection process via interviews, I will explore Hofstede's model, my proposition under this model, as discussed above, and the yin–yang perspective to form an integrated approach to understanding the cultural differences between PDEs and MNCs in China. This will help

us to understand better how best to support organisations to cultivate a coaching culture that is sensitive to the cross-cultural perspective.

2.8 Literature Reviews Supporting the CCCC Approach

According to Walker-Fraser (2011), the factors influencing the success of a coaching intervention include:

1. A strategic plan that incorporates all coaching approaches in a corporate leadership model
2. Sharing of organisational information and identification of emergent systemic trends, through regular coach-mentor meetings
3. Involving business leaders, as well as HR, in determining measure for ROI
4. Coaching supervision, to ensure quality
5. Targeting spending on coaching in areas where the return will be high.

Walker-Fraser (2011) emphasises understanding organisational systems dynamics, coaches' skills and experience, and having a wide repertoire of coaching techniques. Her findings are helpful in reviewing my proposed six critical successful factors, which already cover organisational systems dynamics elements such as OD and organisational culture. They also reveal two missing factors: the quality of the external and the internal coaches. Both need to be added. The following literature that I reviewed supports the inclusion and long-term application in professional practice of the factors and steps under the CCCC approach, which was originally developed wholly from my personal experience.

2.8.1 Eight critical success factors

Alignment with organisational development

The coach needs to understand the short- and long-term development direction of the organisation to support its talent development strategically, through coaching leadership training or coaching services. Unless the development of a coaching culture is aligned to its strategic needs, the project will end up a 'white elephant' (Clutterbuck et al., 2016). Moreover, it is not necessarily the case that cultivating a coaching culture is the right strategy for all organisations at that point in time. Collectively, organisational readiness, timing, pace and scale of the introduction and its relevance to business needs need to be considered.

Integration with organisational culture

What type of organisational culture is appropriate for cultivating a coaching culture? Carter (2015) suggests that a coaching-friendly organisational culture is one where relationships, learning and innovation are valued and where employees feel able to talk openly with colleagues and about their challenges and mistakes. In a supportive organisational culture, employees are much more able and likely to transfer the learning from their coaching workshops to make it part of their daily managerial work.

Clutterbuck, Megginson and Bajer (2016) further elaborate that a strongly supportive climate for coaching will encourage employees to experiment, take the initiative and treat mistakes and failures as opportunities for learning and growth, which are vital for change in an organisation. They propose four coaching-culture supportive climate dimensions and their key indicators (Figure 2.10). I like the metaphor of a tree to represent a coaching culture, with four indicators of supportive climate to support its growth. This concept mirrors the Chinese proverb: 'It takes ten years to grow a tree, but a hundred to rear people' (十年树木, 百年树人). In my view, those four indicators

are closely aligned to the principles of coaching mentioned by Clutterbuck, Megginson and Bajer (2016): attentiveness; curiosity; openness; and trust.

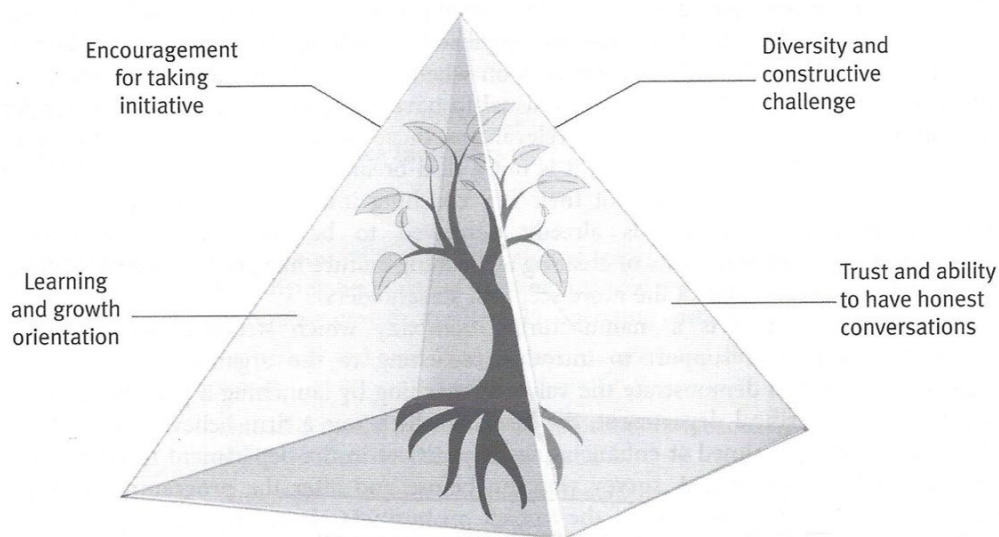


Figure 2.10 Supportive climate dimensions (From: Clutterbuck et al., 2016)

These indicators are also in line with Kolodziejczak's (2015) suggestion that the adhocracy type of culture is the perfect one for coaching, with its atmosphere of mutual acceptance and the right to make mistakes, within limits.

I agree with Clutterbuck, Megginson and Bajer (2016) that the relevance of a coaching culture to an organisation's ability to deliver results, in addition to its compatibility with its cultural climate, is a key factor in deciding whether to invest in cultivating a coaching culture. Thus, alignment to OD, integration with organisational culture and the champions' perception of the positive impact of a coaching culture on the business are the three determinants of the appropriateness to introduce it. They affect the estimated expected returns on investment, as well as the appropriate course of action – to invest or not to invest.

Commitment from champions

Organisational culture and design are shaped by the actions, decision-making and attentions of senior leaders (Schein, 2010). Changing an organisation's culture is a

difficult endeavour, of course, requiring a great deal of commitment and dedication on the part of management to make it work (Cameron & Quinn, 2006). Clutterbuck et al. (2016) describe a champion as a role model who 'walks the talk' in promoting coaching – using coaching skills frequently, speaking of the business benefits of coaching and nurturing coaching through being sensitive to on-the-ground challenges and progress in implementation.

Clutterbuck et al. (2016) agree and suggest that, in addition to senior leadership, the HR department needs to be a champion, protector and upholder of the coaching culture development programme. It should do so through creating a compelling business case for a coaching culture, promoting coaching to the organisation's stakeholders, protecting the programme from sudden economic situation and changes in management trends and ensuring the quality of coaching initiatives, despite personal agendas and a limited budget. Most importantly, the HR department should be seen to be comprised of in-house experts able to marshal support for the programme from key stakeholders (Grant & Hartley, 2013).

In traditional Chinese society, the hierarchy and people's status were of considerable importance (Ng, 2013). Commitment from the top still plays an influential role in the success of the cultivation of a coaching culture. The mindset of the founders of PDEs, CEO and heads of human resources of China-region MNCs, as well as their business leaders, is important in understanding the nature of coaching if a long-term coaching culture is to be developed internally, otherwise coaching will be treated merely as an ad hoc prescription to solve issues with talent, team and people.

Internal support systems and resources

When putting together a coaching culture strategy, it is important to look at the existing HR strategy, systems and initiatives (Clutterbuck, Megginson & Bajer, 2016). Supporting infrastructure, such as professional supervision and a profession pathway for those who wish to gain coaching qualifications beyond the basic level, and a

database of practical guidance are necessary for both internal coaches and managers/leaders who use coaching skills. Rewards and recognition should be considered for employee growth under coaching and for undertaking internal coaching besides their own jobs. Clutterbuck, Megginson and Bajer (2016) maintain that cultivating a coaching culture requires a robust and well-targeted marketing and communication campaign. Nowadays, technology has become significant in cultivating a coaching culture in large corporate enterprises. Google's coaching team members work with its internal data scientists to create statistically valid experiments about the influence of coaching sessions on internal mobility, retention and attrition for specific populations in the company (Abel, Ray & Nair, 2016).

In terms of resources, the two key resources are time and money. In line with Milner, Milner and McCarthy (2020), it is not only about having time to coach but also the investment in time and money for ongoing training on how to coach, coaching supervision conducted by external coaches and peer coaching with colleagues. When these key resources are in place, the organisation is signalling its commitment with regard to the development of a coaching culture (Milner, Milner & McCarthy, 2020).

Employees' commitment and willingness

Grant and Hartley (2013) state that 'fostering an interest in the programme is preferable to compelling attendance. A key strategy here is to develop enthusiastic and influential early adopters in the initial stages of the programme's roll-out and to have them carry a positive message to the wider workforce' (Grant & Hartley, 2013).

Stober (2008) states that organisational change requires a great deal from leaders: 'Once they have the need for change clear for themselves, they will have to be able to inspire others around them to join in the process, make it a priority, take actions and ultimately sustain that change over time until it is no longer change but rather "how we do things here"' (Stober, 2008). Once the leaders are willing to be coached and taste the benefits of coaching through changing themselves, their willingness and

commitment to spend time to influence others through coaching dialogues are higher. For Milner, Milner and McCarthy (2020), to establish coaching in a horizontal as well as a vertical manner throughout the organisation it is crucial for all involved, including the coaches, the coachees, their managers and the sponsors, to be willing to engage in the process. In my experience a coaching culture is impossible to establish without willingness or proactive engagement.

External and internal coach maturity and commitment

The discussion of external and internal coaches is combined, as they are both about the quality of coaches. Based on the survey ‘Building strong coaching cultures for the future’ by Filipkowski, Heverin and Ruth (2019), the definitions of internal coach (ICO) and external coach (ECO) are as follows:

Internal coach: a professional coach practitioner employed within an organisation who has specific coaching responsibilities identified in their job description. **External coach:** a professional coach practitioner who is either self-employed or in partnership with other professional coaches to form a coaching business.

According to Schalk and Landeta (2017), whether to opt for ICOs, ECOs or both depends on the objectives to be achieved, the capacity of the organisation and an awareness of the characteristics of the two types. An analysis of the advantages of internal and external coaching is shown in Table 2.11.

IC: advantages	EC: advantages
Cost effective	Does not require any in-house resources or additional staff
Faster initial progress	More credibility, because of experience ECOs' relationship with coaches is 'cleaner'
More likely to be able to observe the coachee	Trust
Knowledge of the company, of its culture	Confidentiality
Accessibility	Objectivity
Credibility	Breadth of experience (from other companies)
Better logistics for a wide-scale initiative	Better trained
Retention of the executives	Coaching is often their only job, so more focused
Application of coaching skills	Fewer conflicts of interest
Better impact	Valid for executives at any hierarchical level
Continuity	

Table 2.8 Comparison of advantages of internal coaches (ICOs) and external coaches (ECOs) (From: Schalk & Landeta, 2017)

In addition to the advantages, we need to be concerned with the quality of ICOs and ECOs. McDermott, Levenson and Newton (2007) propose nine coach characteristics of effectiveness (Table 2.12). In terms of their importance, I find those characteristics are mostly about *Shu* (術) – technical competences such as general business experience, business experience in the coachee’s industry and business experience in coachee’s company. In China, coachees, HR and champions are also concern with *Tao* (道) – the coach’s internal quality and attitude or ‘being’. Thus I would argue that to be a good coach, whether external or internal, one needs to be person-oriented, vision-oriented, goal-oriented, able to ‘walk the talk’, maintain continuous learning and focus on being professional.

Coach Characteristics and Effectiveness	
"Based on your organization's experience what is the impact of each of the following coach characteristics on the effectiveness of a coaching engagement ?"	
Scale:	
1 = Big Negative Impact	
2 = Negative Impact	
3 = Slight Negative Impact	
4 = No Impact	
5 = Slight Positive Impact	
6 = Positive Impact	
7 = Big Positive Impact	
1. General business experience	6.1
2. Business experience in our industry	5.6
3. Business experience in our company	5.4
4. A degree in psychology	4.8
5. Professional certification as a coach	4.7
6. Prior experience coaching in our industry	5.4
7. Prior experience coaching in our organization	5.8
8. Prior leadership experience	6.2
9. Unique 'subject matter expertise'	5.2

Table 2.9 Coach characteristics and effectiveness (From: McDermott, Levenson & Newton, 2007)

According to Hawkins (2012), at the heart of effective coaching is the coaching relationship, and the most important coaching tool that any coach has is him or herself. While basic coaching training can inspire and motivate and early supervision and supported practice can lay the foundations for good practice, without attention to personal and professional development it is only too easy for coaching practice to slide into uncreative patterns, limited responses and stuck relationships (Hawkins, 2012). Hawkins (2012) states that to sustain a coaching culture it is essential to attend constantly to the quality of the coaching at all levels and from all forms of supplier (internal, external and line management).

In China, we face various cultures in the many types of organisations, such as SOEs, PDEs, MNCs and JVs. Organisations in the diverse provinces will have various cultures. Thus, to achieve effective communication with the top management and the HR staff, an open mindset and great agility are necessary in coaches.

Continuous review and adjustment

Hawkins (2012) suggests that any coaching strategy needs to be continuously reviewed and evaluated in the light of both what is learned from implementing the strategy and the constant change in the wider organisation and its environment. The strategy needs to be adaptive, flexible and always developing, evolving through discovering what happens in action. In my experience, once coaching is introduced to an organisation, the coach team and the senior management need to be in regular communication to evaluate progress and make timely adjustments, rather than marching blindly ahead. The coaching team, the sponsors and the stakeholders must be willing to listen to feedback from each other and be sensitive to its development. Agility, authentic communication and cooperation between the two sides are crucial to the focus on how to do better.

2.8.2 Eight steps for cultivation

In my experience, discussing the delivery of tailor-made or ad hoc coaching training workshops with corporate clients is akin to being in the position of a service provider. By contrast, in talking about the cultivation of coaching culture, it is necessary to be more like a long-term business partner who is interdependent and interconnected, so that the two parties totally responsible for the results are aligned in advance. The development of a corporate coach is gradual and evolving, like in the Chinese proverb: 'Slow work yields fine products' (慢工出细活). In order to find the right corporate client to accept this pace, I need to be patient about explaining the success factors (above) and the eight steps (below) that involve a longer lead time.

Wilson (2011) proposes a 10-point plan as the basis for any organisation to acquire a coaching culture: vision and purpose; organisational health check; identifying the stakeholders; getting buy-in; where to start; what to measure; implement pilots; evaluation and forward planning; implement next phase; maintain the momentum. Jones and Gorell (2018) offer a 10-stage approach in Figure 2.11, with five directions: empathise; define; create; experiment; and learn. These scholars' ideas have both similarities to and differences from my eight steps in the CCCC approach. From my perspective, their approach focuses more on the coaching aspect in serving the corporate, while my approach focuses more on the integration of coaching and the organisational context, partnering the firm at each step to introduce the coaching culture gradually and thus make the aligned dream come about. I will elaborate each step, originally derived from my experience, to show the support from the literature.

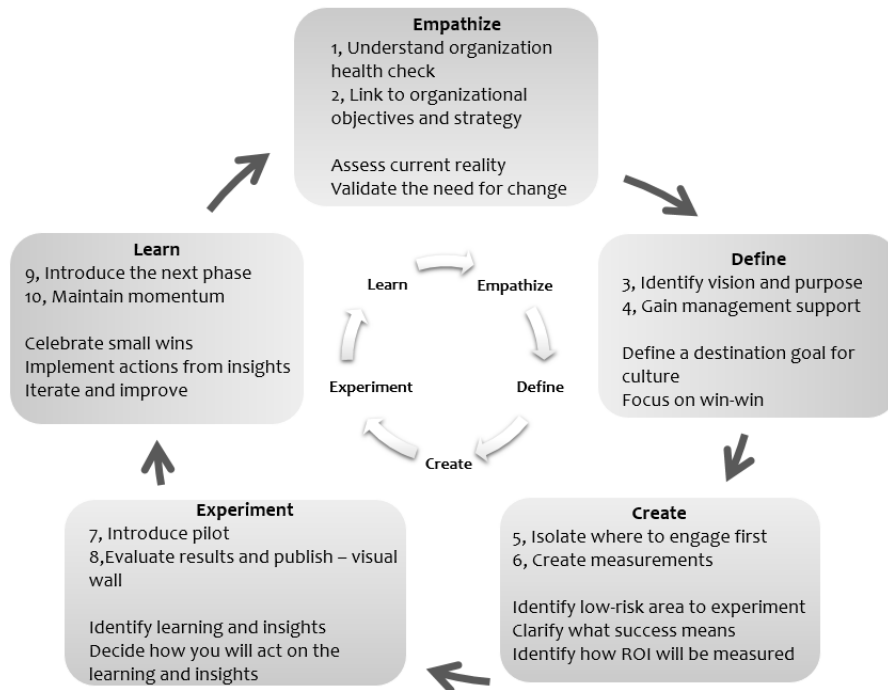


Figure 2.11 10-stage approach to coaching culture cultivation (From: Jones & Gorell 2018)

The following eight steps are about supporting the healthy development of the business partnership in cultivating a coaching culture.

1. Mutual understanding

To build mutual understanding among the coaching consultancy company, the coaching team and the organisation, it is necessary to have agreement on the coaching culture vision, mission, goals, expected benefits or outcomes to be achieved, programme content and framework and how to measure or evaluate success (Clutterbuck et al., 2016; Hawkins, 2012; Pullen & Crane, 2011). This should be followed by setting out the coaching culture implementation plan that will eventually achieve the result (Clutterbuck et al., 2016). Both sides need to agree on workable talent development goals (Hawkins, 2012). The programme content and coaching framework must be clearly discussed in advance to address the kinds of coaching challenges faced by managers in the contemporary workplace (Clutterbuck et al., 2016; Hawkins, 2012; Walker-Fraser, 2011). In my experience, this first step is crucial, as it

sets up the whole context of the coaching culture cultivation programme. All related parties need to be highly involved, not just the top leaders of the corporate and the coaching consultancy company. This should include external coaches, as their understanding, commitment and alignment as frontline service providers are significant in pushing forward the whole process of coaching culture cultivation in a company.

2. Integration

The organisational strategies, tactics, performance evaluation and learning and development structure need to be integrated with coaching-style training and the executive coaching programme (Clutterbuck et al., 2016; Hawkins, 2012; Pullen & Crane, 2011; Walker-Fraser, 2011). After authentic communication and alignment with the top level of the corporate about coaching culture, it is necessary to ensure that coaching culture is congruent with and does not work against the existing organisational culture in order to minimise any trigger for resistance of change. This includes business strategies, organisational changes, talent development policies and structure, including the assessment tools used. The service provider as well as the coaching team therefore need to design a tailor-made programme and action plan that have considered all potential obstacles and included pragmatic and realistic activities that are strongly related to actual work issues.

Furnham (2005) states that popular management media have done coaching a disservice by spreading the idea that it is a cure-all – the latest ‘magic bullet’ in management consultancy. In China, a similar situation has been caused by distorted market promotion. I share with my corporate clients the view that coaching culture is all-powerful only if it is well integrated into the organisation’s systems and culture.

3. Promotion and communication

Organisational culture is intangible, yet it determines the behaviour and outcomes of a tangible organisation, so it needs to be communicated and understood. When introducing a coaching culture into an organisation, it needs to be communicated and accepted, spreading the idea that the organisation values the nurture of talent. This enables personnel to understand why it is promoting a coaching culture, its values, purpose and expected outcomes, thereby preventing any misunderstanding that could jeopardise its implementation and continuation (Clutterbuck et al., 2016).

For promotion and communication, videos, book recommendations, leaflets, posters and online classes in coaching and coaching culture are used. Coaching salons and briefing sessions are held for middle managers to understand the values and benefits of a coaching culture. To enable alignment and acceptance of coaching leadership from influential leaders in the organisation, an executive coaching programme is usually just one element in this step. What is also needed is a mindset that is open to change, able to disrupt earlier behaviour when supported by evidence of the benefits of coaching and early indications of the successful attainment of milestones in the cultivation of a coaching culture.

4. Execution

The goals agreed by the organisation and the coaching team need to be aligned to the organisation's operation and the status of its personnel, the budget and the industry's development, enhancing both the willingness to change and awareness (Clutterbuck et al., 2016; Hawkins, 2012; Lawrence, 2015; Walker-Fraser, 2011; Wilson, 2011). Grant and Hartley (2013) state that 'entire coaching engagements tend to fall into one of three types: skills coaching, focusing on developing a specific skill set; performance coaching, involving improving performance over a specific period; and developmental coaching, taking a broader strategic approach, often dealing with issues of personal and professional development. To be better prepared for the diverse challenges of

varying workplace coaching conversations, we argue that participants need to be trained in all three approaches' (Grant & Hartley, 2013). In China, I would add one more type: transformational coaching, as mentioned in Chapter 1. This is to meet the needs of organisations in China. During the implementation period, the coaching team supports participants by matching the organisation's coaching approach to the issues being addressed (Clutterbuck et al., 2016; Hawkins, 2012). To be adaptive to the fast pace of the development in China, those four types of coaching mentioned above are used accordingly to support the talents in the organisations to be agile and resilient.

According to Clutterbuck and Turner (2018), a more effective approach to the creation of a coaching culture is to pilot with a unit or team, and educate the whole team about coaching and allow them to work together in creating a localised coaching culture. Then, it is important to allow the process time, so the team members can embrace several ways of thinking and not just the coaching tools being taught. Most importantly, the coaching training process has to relate to the real issues that the team faces and to deal with day-to-day work.

Therefore, the third step, 'promotion and communication', is significant for cultivating a coaching culture in China. These initial three steps of the CCCC approach are preparation for the fourth step of 'execution'. The process of coaching culture cultivation is a long-term process, as in the Chinese proverb: 'First slow then quick' (先慢后快). These three steps are important in building up a solid foundation for the next five steps. The failure of some corporate cases discussed in Chapter 1 were due to a lack of serious attention to these initial steps. In the execution step, various types of coaching and a wide range of coaching activities, like executive coaching, manager as coach, internal coaching, peer coaching, team coaching, group coaching and incorporating coaching in leadership development programme (Underhill, 2018), should be closely related to daily management issues, real issues that organisations in China are facing, as China is a fairly masculine society, as per Hofstede's 6-D model.

5. Adjustment

To yield better outcomes, the methods and direction that coaches use should be adjusted to any changes in the situation. There needs to be regular and timely communication with the organisation to understand participants' growth (Clutterbuck et al., 2016). Support from internal figures can make a huge difference, and their voices and comments on continuous improvement are vital (Clutterbuck et al., 2016; Hawkins, 2012). Adjustments may include amendments to the coaching direction of some participants, to the service provided by members of the coaching team to the participants and to training schedules, due to organisational change. The coaching team and HR department must have highly adaptive abilities to collaborate in order to retain the vision of the programme while focusing on success (Clutterbuck et al., 2016).

6. Evaluation

It is necessary to choose an appropriate evaluation method and the tools to measure both the development of talent and the effectiveness of introducing the coaching culture, as well as allowing everyone to see their improvement in attitude and well-being (Clutterbuck et al., 2016; Hawkins, 2012; Lawrence, 2015; Walker-Fraser, 2011; Wilson, 2011). Evaluation helps the ongoing adjustment. Effective evaluation is about honest feedback in 360 degrees, about support from the top, from the HR department, from the coaching team and from the participants themselves, finding the successes and gaps for improvement (Clutterbuck et al., 2016; Hawkins, 2012; Knights & Poppleton, 2008; Walker-Fraser, 2011). The eight key successful factors for cultivating a coaching culture are used in the evaluation of success.

7. Acknowledgement

Acknowledging the changes and improvements that the participants have achieved encourages further change. The coaching team and the organisation need to agree how to encourage participants most effectively (Clutterbuck et al., 2016). People have

only so much patience, so in our fast-paced world the proof must come quickly. To ensure success, the best short-term wins are those that are obvious, unambiguous and clearly related to the vision (Kotter, 2012). The coaching team and HR team may share participants' success stories or make daily or random acknowledgements in social media. They can organise programme celebrations to confirm the growth and the leadership actions that benefit the organisation (Clutterbuck et al., 2016).

8. Maintenance

Relapse is one aspect of the change process that is often overlooked or sidestepped (Stober, 2008; Clutterbuck et al., 2016, p.115). Supportive developmental processes make a significant difference in terms of improving the coaching outcomes (Grant, 2008; Olivero, Bane & Kopelman, 1997), and the lack of such support can easily derail an entire coaching leadership development programme (Grant & Harley, 2013). Providing ongoing support through group 'coach-the-coach' supervision sessions in the months following the initial programme is an important means of embedding the skills (Grant & Hartley, 2013). Moreover, it helps in owning the programme's intellectual property, developing the organisation's own accredited internal programme facilitators and having further ICF-accredited internal coaches maintaining a continuous coaching culture effectively (Clutterbuck et al., 2016; Hawkins, 2012; Knights & Poppleton, 2008; Pullen & Crane, 2011). Moving from being dependent on external coaches through developing internal coaches and establishing an in-house coaching skill system appropriate to the organisation and the industry will help to entrench the coaching culture (Clutterbuck et al., 2016; Hawkins, 2012; Lawrence, 2015).

Although this is the last step in the CCCC approach, it is actually the first step in the bigger scheme of coaching culture cultivation, the step that tests the commitment of the organisations in acknowledging that coaching is to become a culture. The organisations need to invest in coaching supervision for their internal coaches to

maintain the quality of coaching, encouraging and sponsoring potential internal coaches to attend the accredited coach training programmes, encouraging the applying of coaching skills in daily management conversations and promoting the values of coaching in the maintenance step.

2.9 Conclusion

As stated in Chapter 1, in China academic research on cultivating a coaching culture is fairly limited, so this literature review was conducted on topics in areas that are closely related to the research questions. The focused literature review, with many articles and journals coming from *Coaching: An International Journal of Theory, Research and Practice*, *Harvard Business Review*, *Academy of Management Review*, *Asia Pacific Journal of Management*, and *International Journal of Evidence-Based Coaching and Mentoring*, revealed relevant studies on the experience, insights and approaches by many coaches and scholars in the West. The barriers to and drivers in creating a coaching culture and four stages of development listed by Clutterbuck, Megginson and Bajer (2016) confirm the relevance of my eight critical success factors, which have been distilled from my experience in China, and serve to enrich my perspectives in assessing and reviewing these success factors. The work of Wilson (2011) and Jones and Gorell (2018) on the steps in creating a coaching culture have helped me to position my eight steps of the CCCC approach from the angle of a trusted advisor, not just from that of an experienced coaching practitioner.

My own definition of coaching takes as its focus the team. My CCCC approach is constructed on this foundation in order to cater for the needs of the market in China. Together with the coaching models mentioned in section 1.5.2, it is applied in an organisational context, paying attention to organisational development and culture to address compatibility and integration. In this regard, Cameron and Quinn's (2006) OCAI model, Griener's (1998) Phases of Organisational Growth model, Kotter's (1995)

Eight-Step Change Model and Prochaska and DiClemente's (1984) Transtheoretical Model of Change were considered and reviewed.

With the modern concept of coaching and coaching culture emerging from the United Kingdom and the United States in the 1980s (Brock, 2014), and the culture in MNCs is also from overseas, their transplantation to China, a country with five thousand years of cultural tradition, involves learning from academic studies of national cultures. The literature review of cross-cultural differences includes Hofstede et al.'s (2010) six-dimension model, Faure and Fang's (2008) paradoxes and yin–yang to provide new perspectives on the application of my CCCC approach to China's PDEs and MNCs. The cultivation of a culture is still a relatively new angle in the West, and very few have focused on this area to incorporate cross-cultural dynamics into coaching. I believe that my research here has an edge and will contribute and enrich this field both academically and practically.

The exploration of literature for my experienced-based CCCC approach helped me to zoom in and out of the various aspects of the model. It contributed to it becoming better grounded and supported its construction by providing a framework of systematic and integrated perspectives and fundamental knowledge to move on to the next steps of the activities in answering the research questions of this study.

Chapter 3: Methodology

3.1 Introduction

In this chapter, I describe in more detail the exploratory route by which I moved towards certainty about the project’s methodology. After going through problem identification and project opportunity in Chapter 1 and a literature review in Chapter 2, I became committed to using the multi-case approach with cross-case analysis. The research methodology ‘onion’ in Figure 3.1 is a clear way to understand and present the research methodology layer by layer, from macro to micro. I follow this path to explain my choice of research method and data collection. Lastly, the ethical considerations as a practitioner and a researcher are presented to ensure that ethical practice is observed at each step of the research process.

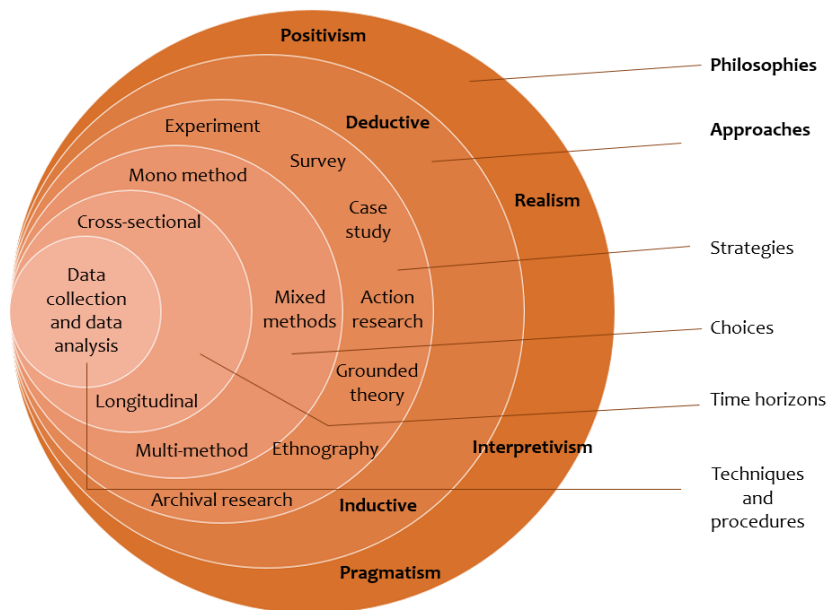


Figure 3.1 Research methodology ‘onion’ (from: Cavana et al., 2001)

3.2 Research Objectives

This study's research topic, aims and objectives have arisen from real problems that require a solution in the emerging coaching market in China: how to best cultivate a coaching culture in an organisation in a structured way using my original CCCC approach. More and more corporate enterprises in China realise that, in their quest for talent, coaching is highly relevant to talent development in the new context of agility, entrepreneurship and self-organisation.

To achieve the research aim: 'To determine how best to cultivate CCCC approach in China in a selection of PDEs and Multinational Corporations to meet their changing management needs', the following stages of methodology development were followed.

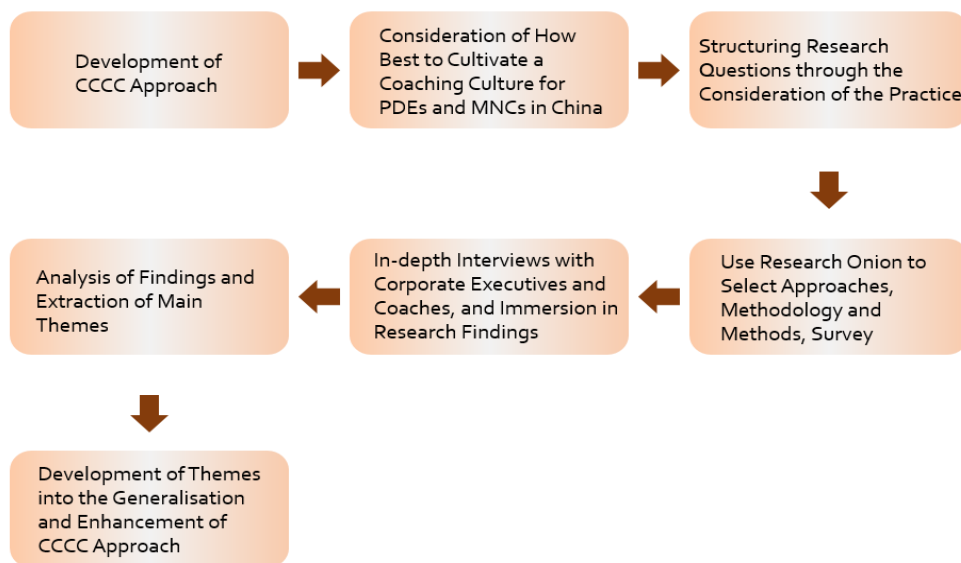


Figure 3.2 Methodology development stages

The theoretical framework in Figure 3.3 showcases the logic of the relationships between the factors identified in the literature review, integrated with the two elements of the CCCC approach. It would be used as the foundation for data collection and analysis to achieve the research topic, aim and objectives.

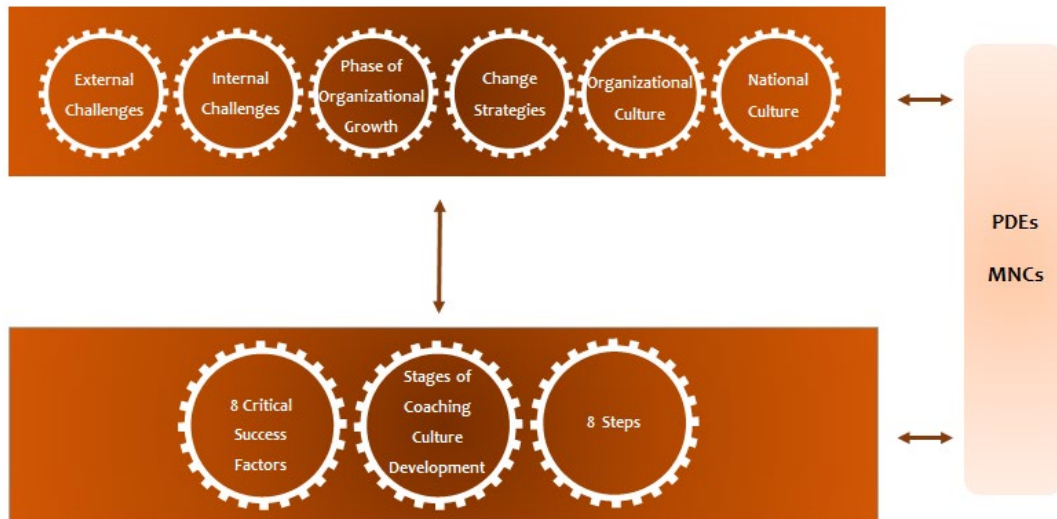


Figure 3.3 Theoretical framework of the eight propositions of the research questions

3.3 Research Philosophies

3.3.1. Ontological and epistemological perspectives

The research methodology ‘onion’ in Figure 3.1 has guided my research methodology choices, and Saunders, Lewis and Thornhill (2009) state that questions of method are secondary to the question of paradigm, which is about defining the basic belief system or world view that guides an investigation, in ontologically and epistemologically terms. And according to Gray (2018), while ontology is about understanding *what is*, epistemology is about understanding *what it means to know*. Al-Saadi (2014) depicts the differences between the two in Figure 3.4.

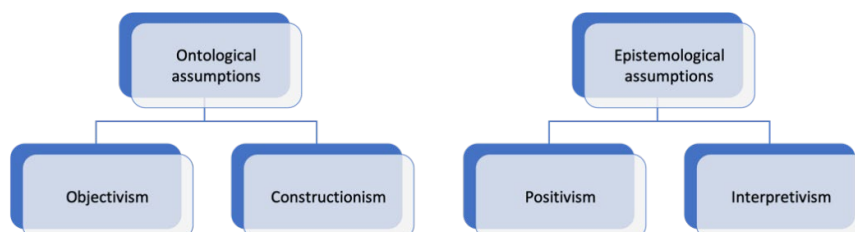


Figure 3.4 Key philosophical paradigms in research methods (From: Al-Saadi, 2014)

Referring to Figure 3.4, my understanding is that if I think knowledge is hard, objective and tangible, as in the tradition of objectivism and positivism, I am taking an observer role and adopting the methods of natural science, such as testing, measuring, and so on. If, on the other hand, I regard knowledge as personal, subjective and unique, as in the tradition of constructionism and interpretivism, I should instead use methods involving findings that are more influenced by the perspectives and values of the subjects (Al-Saadi, 2014).

3.3.2 My choice of research philosophies

Based on my life and social experience, I believe that the world is changing, not static. I have experienced the growth of China from a developing country to the world's second-largest economy in forty years of transformation. My CCCC approach is not the law, and I think that my approach will continuously evolve, along with that of the organisations and society across China, which are always changing and developing. The world is too complex to be reduced to a set of observable 'laws' (Gray, 2018).

As an experienced coach, I have my own coaching philosophies and believe that everyone is unique and uses their own perceptions to make choices in their life, career and relationships. In view of the nature of knowledge, my stand is that it is personal, subjective and unique. Our ways of seeing things are based on our own perceptions, beliefs that are accumulated from our life experience and how we interpret these experiences. As such, our knowledge of the world and social phenomena, for instance my research topic, is based on our understanding arising from our reflection on and interpretation of events rather than on our sense and careful observation, as advocated by the positivist view (Al-Saadi, 2014).

My CCCC approach and the research topics are a part of the social sciences, related to organisational culture, national culture and employee development of PDEs and MNCs in China through coaching culture, with direct experience of people in a specific context, therefore it is highly subjective rather than objective. Thus, I would say that

constructionism and interpretivism approach comprise my research philosophy. However, as discussed in Chapter 1, my original coaching models integrate West and East, as in the yin–yang diagram. My integrated approach stems from my lecturer, Jeffrey A. Kottler, who taught my first class of a master’s counselling course in 2003. He told us about the integrative approach in conducting therapy, finding the right theory and ways to serve your clients. As he said (2002), there are many ways in which one might undertake the task of integrating the various theories into a workable system. His words and works opened my mind and, from that moment, I adopted an integrative approach, trying to see things as a whole, including the development of my own coaching infrastructure. Thus, continuing my integrative practice, I tend to be pragmatic in research philosophy. Creswell (2007) states about pragmatism:

Knowledge claims arise out of actions, situations, and consequences. rather than antecedent conditions. There is a concern with applications – ‘what works’ - and solutions to problems. Instead of methods being important, the problem is most important, and researchers use all approaches to understand the problem. (Patton, 1990, in Creswell, 2007)

Pragmatists focus less on whether a proposition fits a particular ontology than on whether it suits the purpose and is capable of creating action (Rorty, 1998). While paradigms can remain separate in pragmatist research, they can also be mixed or combined into another research design (Gray, 2018). Therefore, I am open to several research methods in my project, to remain objective and neutral between the roles of a practitioner and a researcher in collecting comprehensive data and perspectives of the participants in order to fit my views and my research. Pragmatism aligns best with my beliefs and my expected ways to complete this research.

3.4 Research Approach: Deductive or Inductive

The second layer of the research methodology ‘onion’ concerns choosing between the deductive or inductive research approach and collecting data to test an existing theory

or generate one from the data collected (Al-Saadi, 2014). As in Figure 3.5, these approaches are not mutually exclusive but interrelated (Gray, 2018).

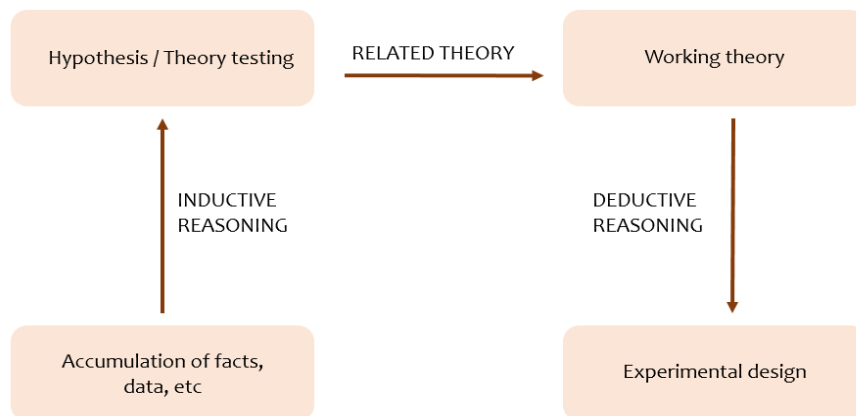


Figure 3.5 Inductive and deductive processes (From: Al-Saadi, 2014)

Since 2016, I have formulated the CCCC approach inductively, based on my past 25 years of coaching with corporate clients in China. This approach builds on my accumulated experiences and subjective intuition and their continuous application in China, through the trust that the corporate clients have in me and my rich experience. Based on this foundation, I now plan to conduct deductive research to polish the approach and thus increase its chances of success.

3.5 Research Methodology: Qualitative Research

The third layer in the research methodology ‘onion’ (Figure 3.1) is about research strategies, closely related to the sixth layer involving the choice between qualitative or quantitative data analysis. As Gray (2018) and Braun and Clarke (2013) suggest, the qualitative or quantitative concept should be considered as not just a method but a methodology. A methodology provides a framework for making a series of decisions, including how participants are selected, what methods of data collection and analysis are appropriate, who can or should conduct the research and the role of the

researcher (Braun & Clarke, 2013). I considered it preferable to make the choice between qualitative and quantitative research at this time.

As ‘deduction’ was chosen in the second layer, referring to Saunders, Lewis and Thornhill’s (2009) summary of the major differences between deduction and induction in Table 3.1. It would seem that the quantitative approach is more suited to my project as my research approach is deductive, in investigating a theory (the CCCC approach) with propositions.

Deduction emphasises	Induction emphasises
<ul style="list-style-type: none"> • scientific principles • moving from theory to data • the need to explain causal relationships between variables • the collection of quantitative data • the application of controls to ensure validity of data • the operationalisation of concepts to ensure clarity of definition • a highly structured approach • researcher independence of what is being researched • the necessity to select samples of sufficient size in order to generalise conclusions 	<ul style="list-style-type: none"> • gaining an understanding of the meanings humans attach to events • a close understanding of the research context • the collection of qualitative data • a more flexible structure to permit changes of research emphasis as the research progresses • a realisation that the researcher is part of the research process • less concern with the need to generalise

Table 3.1 Major differences between deductive and inductive approaches to research

However, based on my research questions and my choice of pragmatism as my philosophy and personal preference, the research should lean towards a qualitative paradigm, even though my research approach is deductive. As a practitioner as well as a researcher, to be discussed further in the Ethics section below, I do not think I can completely separate myself from being the practitioner for the corporate enterprises that I will be studying, having been their training facilitator, consultant and coach. I believe that my personal interpretation of the data on the perspectives of the research participants, my reflections on my actions and observations in the field, and my feelings will enhance the applicability of the CCCC approach in supporting the emerging coaching industry in China. Hence, the views and feelings of the researcher

(including critical self-reflections) themselves will become part of the research data (Gray, 2018).

My intention is not to investigate a theory, with hypotheses to be proven or refuted to make meaning from the data that I analyse, as I do not believe that there is only a single 'right' answer in dynamic social sciences and human relationship issues. My research scope is about the complex dynamics of those interrelated variables in the propositions in China's changing communities. I do believe, however, that what the research participants see and understand reflects their identities and experiences of the coaching culture in their organisation in facing the changing environment that are important for the research aim, objectives and research questions. I have been told many valuable stories about participants' journeys in cultivating a coaching culture in PDEs and MNCs. In qualitative research, the data analyses produced are like stories – they are both partial and subjective (Braun & Clarke, 2013).

As the concept of coaching is still relatively new to China and most people are still learning what coaching is and its effectiveness, there are a very few champions in PDEs or MNCs who are interested in cultivating a coaching culture. Thus, it is impossible to obtain a large-scale sample for quantitative research, and these research questions require a deep understanding of coaching culture and organisational practices. My project is about gaining an understanding of the meaning that humans attach to events (Saunders, Lewis & Thornhill, 2009). Thus, I conclude that qualitative research matches my philosophy better in the research paradigm, with pragmatism tending towards constructionism and interpretivism with respect to the essence of the research questions. This research choice will determine the overarching plan for collection, measurement and analysis of data (Gray, 2018).

Tracy (2010) has developed an eight-point conceptualisation of qualitative quality to provide a common language of excellence for qualitative research and a useful pedagogical compass. These eight quality criteria are: (i) a worthy topic; (ii) thorough

and rich rigour; (iii) sincerity and transparency; (iv) credibility; (v) resonance; (vi) significant contribution; (vii) ethical; and (viii) meaningful coherence (Tracy, 2010, p. 839). I review my research against those eight criteria and conclude that my research meets these criteria, as illustrated in Table 3.2. Along the research journey, I will continuously remind myself of excellence in qualitative research.

	Criteria for Quality	Means and Practices to Achieve	How Satisfied in this Research
1	Worthy topic	<ul style="list-style-type: none"> - Relevant - Timely - Significant - Interesting 	<ul style="list-style-type: none"> - topic grew out of own experience - growing importance in VUCA world - not too much research done on topic in China
2	Rich rigour	<ul style="list-style-type: none"> uses sufficient, abundant, appropriate, and complex - theoretical constructs - data and time in the field - sample(s) - context(s) - data collection and analysis processes 	<ul style="list-style-type: none"> - research backed up by rich literature review - data to be collected by survey and deep interviews - research not just on 1 case but 4 cases that could be compared to get richer interpretation - pilot survey and interview to be done - interview to be thoroughly documented, transcribed, coded, and analysed
3	Sincerity	<ul style="list-style-type: none"> - self-reflexivity about researcher biases - transparency about methods and challenges 	<ul style="list-style-type: none"> - honest reflection done throughout research process and will be documented in last chapter - research process to be thoroughly documented with challenges discussed
4	Credibility	<ul style="list-style-type: none"> - thick description, concrete detail, explicit tacit knowledge, showing rather than telling - triangulation - multivocality - member reflections 	<ul style="list-style-type: none"> - research process to be thoroughly documented with intention to show rather than tell - interview to be conducted with 2 PDEs and 2 MNCs for comparison and contrast - data not confirming with expected results will be treated with equal status as those that do - data analysis and interpretation to be shared with interviewee for reflection and comment
5	Resonance	<ul style="list-style-type: none"> influences or moves readers by - aesthetic, evocative representation - naturalistic generalisations transferrable findings 	<ul style="list-style-type: none"> - interviewee views are honoured and to be presented in easily understandable and easy to look at way - generalisable conclusions to be drawn that will shed light on CCCC implementation in different context
6	Significant contribution	<ul style="list-style-type: none"> - conceptually/theoretically - practically - morally - methodologically - heuristically 	<ul style="list-style-type: none"> - research focus on contributing to the knowledge base and practice of this not so well research area
7	Ethical	<ul style="list-style-type: none"> - procedural - situational and culturally specific - relational - exiting 	<ul style="list-style-type: none"> - follow Middlesex ethical guideline - respect cultural and situational ethical requirements - consideration to be given to how best present research that will be respectful to participants
8	Meaningful coherence	<ul style="list-style-type: none"> - achieves what it purports to be about - uses methods and procedures that fit its stated goals - meaningfully interconnects literature, research questions, findings, and interpretations with each other 	<ul style="list-style-type: none"> - care applied to choosing most appropriate research methods for the research questions and informed by literature review and information and data gathered along the way

Table 3.2 Tracy's eight 'big tent' criteria for excellent qualitative research (From: Tracy, 2010)

3.6 Research Strategies: Case-study Approach

Gray (2018) states that in qualitative research, the strategies and data collection methods tend to be highly flexible, often in combination within a single research design. Faced with a wide variety of choices, I referred to my research questions and preferences in examining the types of qualitative methodologies before settling on the case-study approach, which I think is the most appropriate.

One of the methodologies that I considered yet did not choose is ethnography, which seeks to understand social process through overt participant observation. As an experienced executive coach as well as a practitioner–researcher, I prefer deep engagement with participants to achieve authentic accounts of how they construct their social reality (Gray, 2018). Grounded theory was not chosen because, in this methodology, theories are not applied to the subject being studied but emerge from or are discovered in the empirical data themselves. My research is about how best to apply the CCCC approach to organisations in China and is based on 25 years of coaching. It is not about building a theory from scratch. Phenomenology, likewise, was rejected because it seeks to understand the world from a participant’s point of view only, and the researcher has to ‘blank out’ their own preconceptions (Gray, 2018), whereas I think the researcher’s interpretation is crucial to a social science study.

One methodology that I seriously considered yet rejected is action research. This emphasises promoting change within organisations, and involves cyclical processes of planning, taking action, observing and reflecting. In my project proposal, I originally planned to study the CCCC approach via the development of a coaching culture in a single organisation in Beijing. I had worked with it since 2017 to develop a coaching culture and thought that action research would be a good fit. Unfortunately, my proposal was not approved in time for me to carry out any pre- or post-assessment of the leadership and performance of the participants in this company’s coaching programme.

How to best apply this approach to the two main types of organisations, PDEs and MNCs, was of great interest to me during the extensive literature review and study of the stages of my personal experience of cultivating corporate coaching in China. As a coach, I love understanding individuals, yet at the same time I am an entrepreneur with a strategic mindset, also an MBA graduate whose dissertation is on strategy management, so I chose the case-study approach, using the organisation as the unit of analysis in keeping with my role and thinking habits. Case studies involve in-depth, contextual analyses of matters relating to similar situations in other organisations, where the nature and definition of the problem happen to be the same as experienced in the current situation (Sekaran & Bougie, 2009). I think that, through in-depth communication with the chosen organisations about coaching culture cultivation, the research questions would be answered with sufficient evidence.

3.7 Research Choice: Multiple Case Study

Stake (2006) identifies three types of case study: intrinsic; instrumental; and multiple, or collective. Based on my research questions, I decided to study more than one case to provide richer data in investigating how to cultivate coaching culture in two key types of organisations in China. A multiple or collective case study will allow the researcher to analyse within each setting and across settings (Baxter & Jack, 2008). Yin (2009) similarly proposes four types of case-study design, as represented in Figure 3.6, each of which is considered on the basis of particular sets of conditions. Type 1: Single-case study, holistic, is applicable to a unique or extreme case, or a revelatory case (Gray, 2018). Type 2: Single case, embedded, is where there are several units of analysis within a single case (Gray, 2018). Neither is suited to my research questions, which concern two types of organisations, and this involved more than one case study. Moreover, another drawback of a single-case design is its inability to provide a generalisable conclusion (Zainal, 2007). Type 3: Multiple case, holistic, is appropriate for my research as I want to study several cases to replicate and compare the findings of one data collection method across a number of cases (Gray, 2018). Type 4: Multiple

case, embedded, has the potential to produce a compelling argument yet is not appropriate for this project, as it is extremely time consuming, highly complex and expensive to conduct in addressing more than one unit of analysis across several organisations in China.

	Single case designs	Multiple case designs
Holistic (Single unit of analysis)	Type 1 Single/holistic	Type 3 Multiple/holistic
Embedded (Multiple units of analysis)	Type 2 Single/embedded	Type 4 Multiple/embedded

Figure 3.6 Main types of case-study design (From: Gray, 2018)

Figure 3.7 below is an example of replicating the findings of one experiment over many instances to lend compelling support to an initial set of propositions (Gray, 2018). I wanted to see if the CCCC approach can be generalised across China and even beyond. In summary, I decided to pursue a multi-case approach, given that I was interested in cross-case analysis of the differences and similarities between MNCs and PDEs in coaching culture development under the CCCC approach and the between-case analysis among both MNCs and PDEs in China.

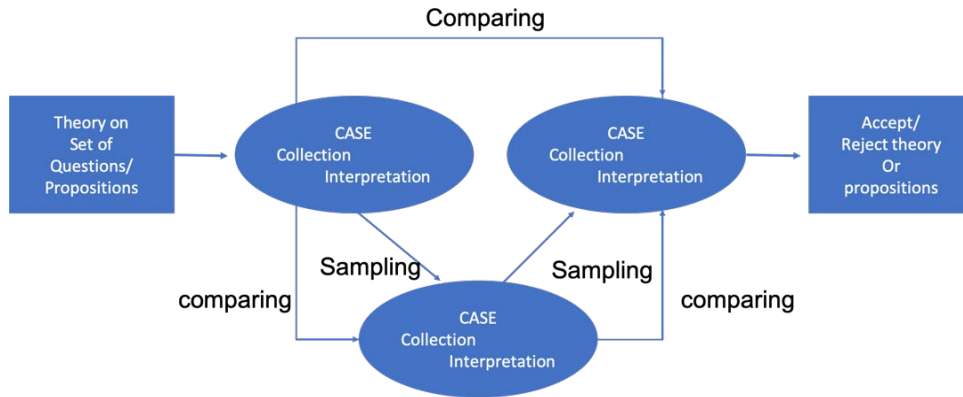


Figure 3.7 Replication through use of multiple cases (From: Flick, 2009)

Regarding an initial set of propositions, Gray (2018) mentions that a case study that includes specific propositions can increase the likelihood that the research can impose limits on the study's scope and increase the feasibility of completing it (Baxter & Jack, 2008). Each proposition serves to focus the data collection, determine its direction and scope and, together, the propositions form the foundation for a conceptual structure or framework (Miles & Huberman, 1994; Stake, 1995). (Please see Table 3.3, with the corresponding research questions.)

Research Questions	Propositions
RQ1: What are the cultural and commercial characteristics of two major types of corporations, Private Domestic Enterprises and Multinational corporations, operating in China and their changing management needs?	<ol style="list-style-type: none"> 1. PDEs and MNCs have different cultural and commercial characteristics 2. The different cultural and commercial characteristics of PDEs and MNCs give rise to different management needs in facing their respective external and internal challenges 3. National culture contributes to the organisational culture of PDEs and MNCs
RQ2: How does coaching support organisation development and employee development at Private Domestic Enterprises and Multinational corporations operating in China? What are the necessary factors and steps in developing organisation and coaching cultures at Private Domestic Enterprises and Multinational corporations operating in China?	<ol style="list-style-type: none"> 4. Coaching culture would help to meet the management needs 5. It is necessary to have those 8 success factors in place and follow the 8 steps in order to cultivate coaching culture successfully in PDEs and MNCs
RQ3: What is the best way to apply the CCCC approach in developing coaching culture for Private Domestic Enterprises and Multinational Corporations to meet their changing management needs in China?	<ol style="list-style-type: none"> 6. The availability of the success factors determines the stage of coaching culture development in PDEs and MNCs 7. There is a best way to apply the CCCC approach based on the availability of the success factors
RQ4: How can the CCCC approach be enhanced to make it more applicable in cultivating coaching culture for Private Domestic Enterprises and Multinational Corporations operating in China?	<ol style="list-style-type: none"> 8. CCCC Approach can be further improved for future application

Table 3.3 Propositions and research questions

3.7.1 Selection of cases

In selecting cases for this research, I considered several factors. First, while there is no ideal number of cases, Eisenhardt (1989) suggests that having between four and ten cases usually works well. According to Gray (2002), with fewer it is often difficult to generate theories with much complexity, and the empirical underpinning is likely to be unconvincing unless there are several sub-cases in each: as such, the minimum number of cases to investigate in my multi-case case study should be four.

Secondly, according to Braun and Clarke (2013), there are several types of sampling: convenience sampling, which targets subjects accessible to the researcher; friendship

pyramiding, where the sample is built up through the networks of the researcher and other participants; theoretical sampling, where participants are selected to elaborate the developing theory (Coyne, 1997; Marshall, 1996); and purposive sampling, which selects cases that can provide information-rich data (Patton, 2002). I intend to integrate theoretical and purposive sampling to select appropriate participants to answer my research questions and facilitate within-case and cross-case analysis.

Thirdly, Baxter and Jack (2008) suggest that, for multi-case case study, the basis for selecting cases for comparison can be either similarity or contrast, each producing data worthy of comparison. In selecting my cases for study, I aimed to recruit corporate enterprises with similar backgrounds to facilitate the comparison.

Fourthly, according to Sekaran and Bougie (2009), finding the same type of problem in a comparable setting is difficult due to the reluctance of companies to reveal their problems. I planned to source the case candidates from my pool of existing long-term and committed corporate clients, built by being selective since 2016, for the third stage of cultivating a coaching culture in China.

Based on the above four considerations, I came up with the following five criteria for selecting interviewees for the research:

1. They understand and have experience of introducing coaching and cultivating a coaching culture. They are capable of identifying what the critical success factors are and why those factors are important. They also understand what steps are necessary for coaching culture cultivation. I see them as partners in enhancing the CCCC approach.
2. They are willing to be interviewed and are involved in making decisions about cultivating a coaching culture
3. Their corporates are of similar backgrounds in terms of their industry, size, age and number of years of operation in China

4. They have a high level of trust in me and my company
5. They and their organisations have a shared vision of talent development.

Based on the research questions and the above criteria, I was able to select two pairs of four corporate clients for study: Company A and B, two PDEs in the technology sector and founded less than 10 years ago, with over 1,000 staff; and Company C and D, two MNCs, both of which are manufacturing conglomerates founded more than a century ago (one French in origin and one German), which entered the China market longer than 20 years ago, also with more than 1,000 staff worldwide. This similarity of background of the two pairs facilitates strong within-case and cross-case analysis. Please see the brief background of those four cases in Table 3.5 below. The details of each case are shown in Appendix 3.1.

No.	Company	Type of Company	Industry	Country of HQ	No. of Staff	Years of Establishment	Years in China	The year starting coaching service
1	A	PDE	Information Technology	China	>1000	5-10 years	5-10 years	2016
2	B	PDE	Information Technology	China	>1000	5-10 years	5-10 years	2015
3	C	MNC	Manufacturing Conglomerates	Germany	>1000	>100	20-50 years	2015
4	D	MNC	Manufacturing Conglomerates	France	>1000	>100	20-50 years	2015

Table 3.4 Background of the four corporate enterprises selected as study cases

My company and I have served these firms since 2015 via our public PCP programme and corporate services, including coaching leadership workshops, one-to-one executive coaching service and team coaching. They have experienced the journey of coaching leadership and acknowledge its value, and now intend to introduce a coaching culture. They were willing to support the study, participating as interviewees, as they regard their experience in the introduction and application of coaching leadership and coaching culture as valuable to share.

Gray (2018) reminds us to consider using a case study only when certain that we can gain the levels and intensity of access needed to the case-study persons or site. As I have developed deep connections with these companies, gaining the trust of senior executives and their human resources and training departments, I was able to ask direct questions and be given honest answers about my research topics. With two PDEs and two MNCs, comparing and contrasting within and across the corporate types are helpful in answering those research questions and provide rich comparison results. Moreover, the two PDEs are representative of the growing industry of AI and internet in China, while the two MNCs are established manufacturers undergoing the transformation of the world's factory that is China. According to the 5th Coaching Survey organised by APAC in 2019, most participating organisations in Mainland China are from the manufacturing (23%), technology (14%) and e-commerce (3%) sectors. I predict that these four cases will require their talents to become disruptive leaders, as mentioned in Chapter 1, and project that they will be major players in cultivating a coaching culture in China. I hope that the findings from these four cases will produce significant insights into these organisations in their respective industries in China.

Yin (2009) states that, after adopting a particularly theoretical position, the research can proceed through a series of case studies, allowing cross-case comparisons. Yin (2009) suggests that the research should progress in stages (see Figure 3.8). With the CCCC approach, I selected four cases and the next step was to design data collection tools and protocol. Before interviewing the executives of those four cases, I intended to conduct a pilot case with an organisation that meets the above criteria yet started cultivating a coaching culture only in 2017, later than the selected cases, and with only 200 staff. This will be discussed further in Chapter 4. The pilot study was planned to establish the theoretical boundaries, data gathering protocol and tools for the remaining cases, helping to confirm or reject the initial theory by cross-case data analysis across the main studies (Gray, 2018).

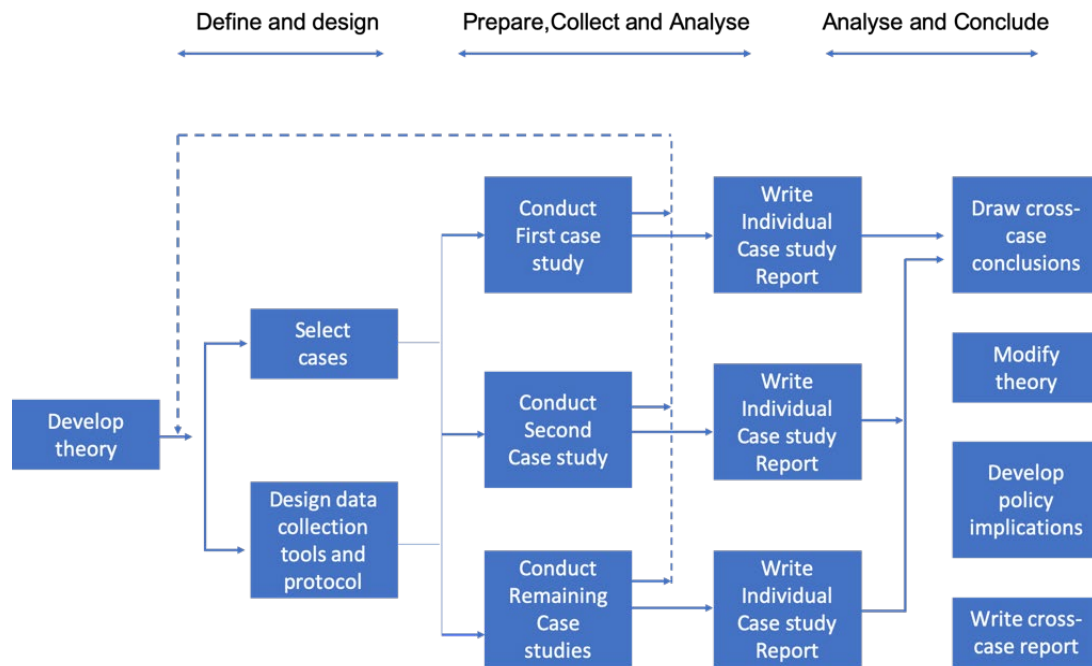


Figure 3.8 Multiple case-study method (Yin, 2009)

3.7.2 Time horizon

I estimated that it would take three months from the design stage to collecting data to meet the project deadline and to allow for problems of interviewee availability and my busy work schedule. As data collection of the project was to be at just one point in time, this study is classified as a cross-sectional study, not a longitudinal study over a period.

3.8 Data Collection Methods

Regarding the last layer of the research 'onion', data collection and data analysis, Braun and Clarke (2013) list a family of methods of data collection for qualitative research: interactive data collection methods; participant-generated textual data; and secondary sources. Continuing my preference for pragmatism, I first conducted a survey, then in-depth interviews, followed by secondary sources, in order to be well rounded regarding answering research questions on this frontier topic in China.

3.8.1 Survey

To draft better quality and impactful questions in the semi-structured interviews, a survey was conducted before interviewing to collect data from a wider pool of participants. These participants were invited from among my students and alumni contacts to access a wider range of views on my research questions. Survey data tend to be highly focused on the topic, and the method produces a greater standardisation of responses as all participants are asked the same questions in the same way (Braun & Clarke, 2013). This same survey is to be completed also by the eight interviewees as pre-interview preparation. The data from the preliminary survey, conducted before the interviews, will provide a useful baseline understanding of PDEs and MNCs for these survey questions and help to prepare probing questions to ask during interviews.

The scale of the advance survey was planned to be relatively small, with only 30 responses to be collected due to time and resource constraints. As the cultivation of a coaching culture is still a new concept in China, it was not easy to find participants with the required understanding and more than 60 hours of coach training who valued the application of coaching in the organisational context and were at director level or above, thus had sufficient understanding of corporate strategies, organisational changes and employee development. The survey participants are from among the student pools of my company's coaching programme, PCP and the Corporate Coach and Leadership Development Program (CCLD) of the Institution of China Business at the University of Hong Kong. I aimed to receive at least 15 questionnaires from participants working in PDEs and another 15 from those working in MNCs. Not counting the eight participants to be interviewed, I needed to find another 22 participants who met those selection criteria. I believed that this was achievable, based on past experience of conducting similar surveys and the total numbers in PCP and CCLD, of which the required participants make up only around 3%.

Gray (2018) states that questionnaires will reflect the designer's view of the world, no matter how objective a researcher tries to be. I did my best to make sure that the questionnaire covered the research issues specified. The questionnaire is in Appendix 2.2 and the relationship between questions in the survey and research questions will be discussed in Chapter 4. I adopted a variety of types of questions, including open, closed, list, scale and ranking questions, to add interest and thus increase the questionnaire response rate (Gray, 2018). I also highlighted the key themes of the questionnaire at its beginning, and arranged the questions to start with those that deal directly with the theme, leaving the list of personal questions about age, gender, rank to the end (Gray, 2018; Dillman, 2007). The sequence of the questions is the same as that of my research questions.

Gray (2018) points out that the only way to discover if a survey 'works' is to pilot it. As my survey scale is small, I invited four PCP graduates who meet the above criteria as participants to complete the survey as a pilot study – two from MNCs and two from PDEs – to obtain diverse views and to use their responses for further improvement. At the same time, I asked them to comment on the clarity of the instructions, the wording and order of the questions, and their type, design and layout. I welcomed all types of comments on perfecting the questionnaire. Their voices helped me to identify errors, weaknesses and ambiguities.

To distribute the survey, I used an online app like a Chinese version of Survey Monkey. The participants were given a link to the survey and completed it online on a computer or mobile phone. Online surveys are common in China and very suitable for the 30 busy professionals, who travel across China and are adept at using the internet to do their daily work. To eliminate any concerns over the security of information and confidentiality, I used my company account to conduct the survey with this app and asked my research assistant to manage the data collection without revealing the identity of the survey submissions to me.

3.8.2 Interviews

Interactive data collection methods include interviews and focus groups. I chose to use only interviews, because the questions I had to ask are sensitive and confidential thus were inappropriate to share with strangers or even others in the same firm, as in a focus group setting. Moreover, interviews can be more direct and revealing in talking about experiences and perspectives on the challenges, strategies, organisational changes and employee development, as well as experiences and views on critical successful factors and the steps of introducing a coaching culture.

I planned to interview two key persons at each organisation, totalling eight interviewees, because they needed to be senior executives who are aware of the importance of the corporate and coaching culture and have experience and insights in the subject matter – a relatively fledging management topic, in China. Besides the two hours for the interview, they needed to be willing to spend time in pre-interview preparation, which is not easy in the extremely fast pace of Mainland China. The selection of the interviewees was therefore based on their personal willingness, degree of participation and decision-power in coaching culture implementation, as well as their level of trust in me and my company. Even with the difficulties in finding appropriate interviewees, I hoped to secure two participants from each organisation so their answers to the same question could be compared, expanded or refuted. Also, two from each firm seemed achievable. The background of the eight qualified interviewees A1, A2, B1, B2, C1, C2, D1 and D2 is shown in Table 3.5.

	Title	Location	Title	Location
A	VP	Beijing	Academy GM	Beijing
B	CEO	Beijing	HR VP	Beijing
C	CEO	Beijing	Operation Director	Beijing
D	Learning & Development Director	Shanghai	HR Director	Shenyang

Table 3.5 Background of interviewees

The four corporate enterprises selected had approached my company in 2015 and 2016, when my concept of the coaching culture and structural development of coaching leadership in organisations had matured from focusing on short-term business results to building long-term partnerships. I supported them to cultivate a coaching culture using my CCCC approach without in-depth communication, and I had always focused on the executive aspect of our coaching services. I was now interested as a researcher in an academic context, not as their trusted advisor or service provider in a business context, wanting to learn about their views on their company strategies and their needs regarding organisational and employee development, and what they think about the appropriateness of the CCCC approach.

The interviews were semi-structured to explore interviewees' survey responses in greater depth in asking follow-up questions to probe further and clarify their responses. As part of a case-study strategy to gather data, semi-structured interviews not only reveal the 'what' and the 'how' but emphasise exploration of the 'why' (Saunders, Lewis & Thornhill, 2009). As I adopted an interpretivist epistemology and am concerned with understanding the meanings that the interviewees ascribe to various phenomena, semi-structured interviews help by digging out their underlying thoughts about the research questions and propositions, and find the best way to apply the CCCC approach in China.

In the words of US sociologists Rubin and Rubin (1995), the ideal qualitative interview is 'on target while hanging loose'. Participants are given the opportunity to discuss issues that are important to them and that the researcher has not anticipated and are not on the interview guide, so the researcher needs to be flexible (Gray, 2018). I believe that my coaching skills in asking open-ended questions in non-standardised conversations helped the participants to respond in their own words. An Interview Guide (Appendix 3.3) and SOP for Semi-structured Interviews (Appendix 3.4) were prepared in advance for participants, myself, the second interviewer and research assistant. The interviewees were invited to complete a pre-interview survey (see

Appendix 3.2; three sets of questionnaires in Appendix 2.2 on various types of organisational culture; and Appendixes 2.5 and 2.6 about readiness for a coaching culture and stages of coaching culture development).

The interviews were planned in conjunction with the survey, to follow up any issues that it raised. Due to my choice of a case-study approach, the primary source of data for this project was the interviews, and the interviewees provided insights from their rich experience of cultivating a coaching culture. Their survey responses helped me to prepare for the interviews, in terms of what questions to ask, also by comparing their survey responses to those of other respondents. In addition to questions based on the survey results, I asked about the results of three additional questionnaires and posed several open questions about cultural issues. These last are most appropriate in a face-to-face context, because they are strongly related to individual experience and assumptions. These structured, open questions, asked only in the interviews, include: 'As a (PDE or MNC), how do you think your company is different from a (PDE/MNC)?'; 'How is your company managing cultural and generational differences?' and 'How has Chinese culture influenced your company's culture, based on Hofstede's Cultural Dimensions Model?' (Please refer to Appendix 3.5 for the interview questions for corporate interviewees.) So, in the interviews, I explored in greater depth the thoughts behind the survey responses by the eight corporate interviewees and pursued unanticipated issues that arose, asking spontaneous and unplanned questions. The order of questions varied according to the conversational flow.

In addition to interviewing key people at the four selected organisations on the client side, I needed input from the coach side. This was to obtain another angle on reviewing my CCCC approach and insights into the challenges and opportunities in promoting coaching culture in organisations to stimulate my perception and mindset regarding helping the organisations in China to cultivate a coaching culture. Thus, I arranged two interviews with two experienced executive coaches at PCC level, one from the United States and one from Taiwan and working in Shanghai. The coach in

the United States had helped her high-technology company to implement a coaching culture from 2004 to 2018, while the coach from Taiwan worked as a senior HR specialist and had run a recruitment company in China before becoming a full-time executive coach, working with coaching institutes to bring coaching to organisations. Both have expertise in implementing coaching culture in organisations, but not in cultivating a coaching culture in collaboration with my company. I wanted to hear objective voices about the CCCC approach, based on their experience. The set of questions for the two coaches is in Appendix 3.6.

I planned to interview these coaches after conducting the eight interviews with executives in the corporate enterprises, as I hoped that the data collected from the four corporate cases would raise questions for me to ask the experienced coaches. Of course, I needed to book appointments with the interviewees before deciding on the sequence of the interviews. Nevertheless, the questions I planned to ask in the interviews with the executives and coaches were to be different, as the executives are insiders and the coaches are outsiders. The two sets of questions for eight corporate executives and two coaches are attached in Appendix 3.5 and 3.6, respectively.

I prefer face-to-face to online interviewing, as careful observations of not just the words but the body language help to uncover information on how an interview is progressing (Gray, 2018). Gray (2018) states that observation of a respondent's body language is vital to detect important clues about the respondent's concentration level, motivation to continue with the interview and whether she or he is at ease. When I detected negative signs through listening and observing, I changed the sequencing of questions, bringing up easier or less controversial ones or asking the meaning and reasons for those signs, giving the respondent the choice of whether to reply or not.

During interviewing, self-observation (reflection) is just as important. Self-understanding helps us to make our questioning and probing more sensitive (Gray, 2018). I used my coaching practice experience during the interviews. If I felt that I was

too dominant in the conversation, I sometimes made a conscious effort to hold back and give space to the respondent. As I frequently travel around China delivering coach training and executive coaching service, I could match the interviewees' available time to my schedule and conduct my face-to-face interviews as a top priority. In other cases, I used an online communication tool with the benefit of video and audio. Such calls were used with both the human resources director of Company D in Shenyang in the northern part of China and the experienced coach in the United States.

In order to ensure that my relationship during the interviews with the executives of my corporate clients remained that of a neutral researcher and did not revert to being the executive coach or the coaching project designer or coach trainer of their company, the checklist of Dos and Don'ts of conducting interviews by Arksey and Knight (1999) was very helpful. It reminded me what I should and should not do. To keep patient, open, compassionate, curious, neutral to all answers from the interviewees or all questions asking was imperative, otherwise I would be collecting the data that I wanted and not what could help me to broaden my perspectives on my research topic and questions and away from my intention of the interviews.

After requesting them to read the interview guidelines in Appendix 3.3, I invited the Research Director of my company, who is an ACC, to be my co-interviewer and asked my research assistant to undertake the administrative work. They were known to most of the interviewees already or were introduced beforehand, and joined in only via online technology, which was unintrusive for the interviewees. As lead interviewer, I managed the pace and direction of the interview while the other took notes, made records, kept time, reminded me of the context and focus and asked any questions that I had omitted. The research assistant managed the recording of the interviews as well as the transcription. At the end of the interviews, we compared thoughts and observations to ensure that nothing had been missed (Gray, 2018). The interview recording was transcribed and sent to the interviewees for their confirmation and approval.

3.8.3 Secondary resources

Secondary sources of data cover any material, whether in printed, electronic or broadcast media formats (Gray, 2018). According to Gray (2018), they tend to be easy to access as well as relatively quick and inexpensive, and can sidestep ethical concerns because the researcher does not directly interact with participants to generate such data. Due to their trust in me, the eight interviewees had already shared documents in the public realm to support my project in helping to understand their company culture and challenges more. As the four cases are well-known, influential corporate enterprises, I easily found secondary data about them and their sector, such as the company history, manufacturing digitalisation, digital safety, AI, and so on, on the internet and in business journals. For this reason, I needed to focus only on the content related to my research topic, like organisational development, leadership development, organisational culture and cross-culture.

3.9 Data Analysis Methods

With the adoption of the case-study approach, the focus of the data was primarily on the interviews, supplemented by data from the survey and secondary resources. These data are analysed with reference to the four research questions and their related propositions, following the suggestion by Gray (2018) for qualitative data analysis: analytic induction, coding, secondary data analysis and the reflexivity of the researcher. With analytic induction, I could identify patterns within and across the cases to shed light on the propositions of the research question. Bazeley and Jackson (2013) suggest the structure shown in Figure 3.9 to code the transcripts of the interviews. This guided me in handling the data with clear direction. Through description, comparison and relation of the data, which will be covered in more detail in the next two sections, 3.9.1 and 3.9.2, I was able to develop a convincing analytical account of the data, describing the phenomena, presenting the arguments, demonstrating the connections, testing the theory and raising the contentions, defence and extension (Bazeley & Jackson,

2013; Gray, 2018). At the same time, I could come up with my personal, honest and open reflection on how the research processes impacted on and changed my perspectives on the data analysis.

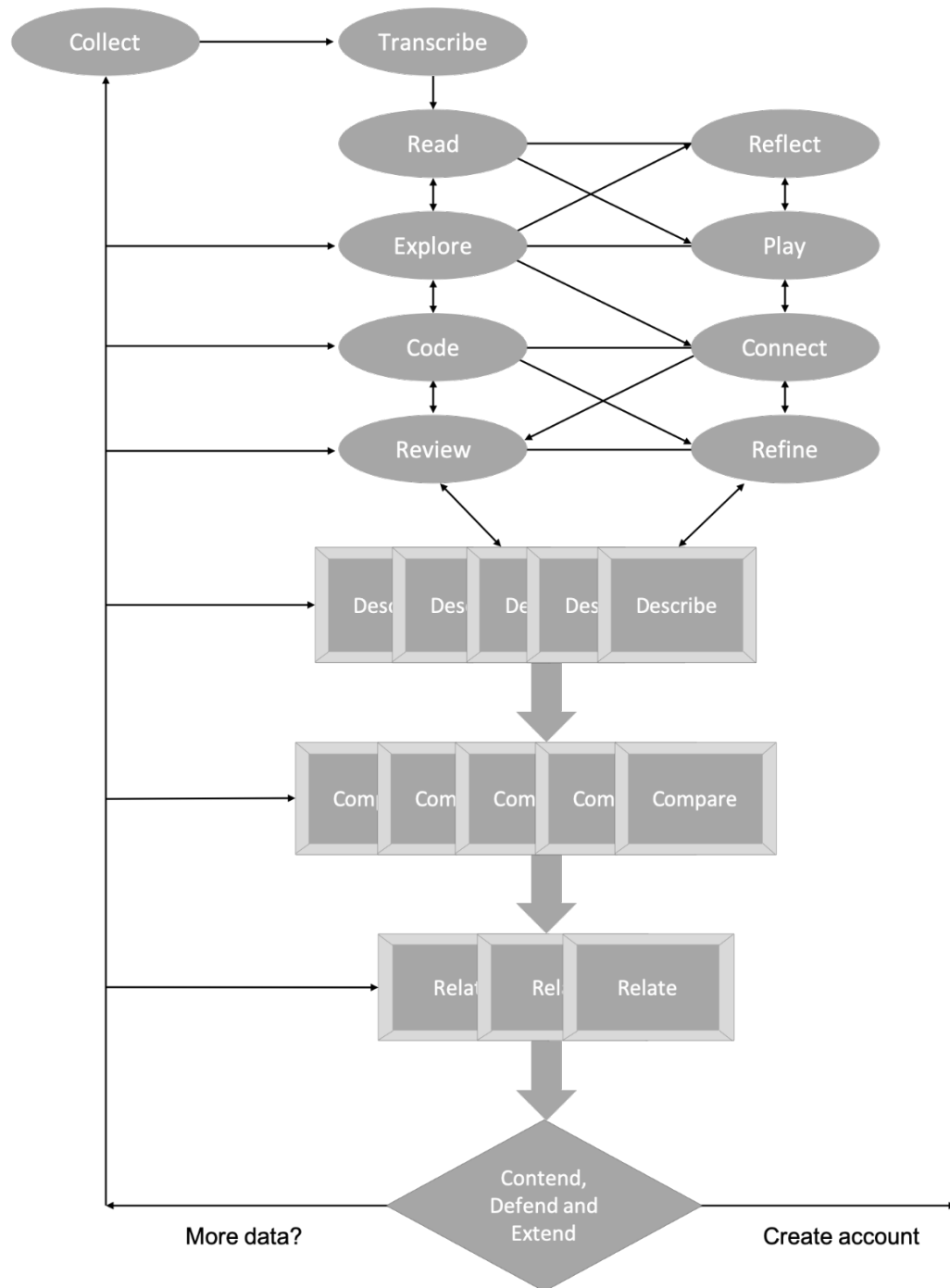


Figure 3.9 Flowchart of the qualitative analysis process (From: Bazeley & Jackson, 2013)

3.9.1 Thematic analysis

Of the various thematic analysis approaches that Braun and Clarke (2006) suggest, I chose thematic analysis (TA) over interpretative phenomenological analysis, which focuses on how people think of their personal experience; grounded theory, which focuses on building theory from data; and pattern-based discourse analysis, which is concerned with patterns in language use. TA is a method of identifying and analysing patterns (themes) within qualitative data (Braun & Clarke, 2006; Fereday & Muir-Cochrane, 2006), and I opted to use it to develop a detailed descriptive account of the coaching culture phenomenon in China and understand the factors and the effects of the particular meanings or representations expressed about my CCCC approach within and across the selected four cases.

The six phases of TA identified by Braun and Clarke (2006) are:

- Phase 1: Familiarise yourself with the data
- Phase 2: Generate initial codes
- Phase 3: Search for themes
- Phase 4: Review themes
- Phase 5: Define and name the themes
- Phase 6: Produce the report.

I read through the transcripts of the interviewees at least five times to become familiar with the data and mark my interpretation and feelings. I decided to use the elements in the theoretical framework in the above diagram (Figure 3.3) and the eight propositions as my themes to perform the coding. I reviewed and sorted the transcripts on the basis of the selected themes, which gave me a clear picture of how to move on in the analysis. I chose to write Chapter 5 about the findings and

preliminary analysis using the sequence of the research questions to list more easily the themes that I found. To answer each research question, I focused on the findings of the interviews for more in-depth information from questions prompted by the findings of the survey.

3.9.2 Data coding

Braun and Clarke (2013) remind researchers that, in qualitative research, it is not essential to have collected all the data before starting the analysis. Thus, as the data collection progressed, after I had collected part of the data I started reviewing it with an analytic eye, searching for possible patterns, and then refined or reoriented subsequent data collection (Braun & Clarke, 2013). Braun and Clarke (2013) state:

Coding is an organic and evolving process. As your coding progresses and you start to understand the shape and texture of your data a bit more, you will likely modify existing codes and incorporate new material. Once you have finished the first coding of the dataset, it is worth revisiting the whole thing, as your codes will probably have developed during coding.

Thus, I needed to keep an open mind and open eyes throughout the whole process of data collection and analysis to adapt to the changing and evolving journey, welcome any unexpected insights that emerged and, if necessary, verify with the interviewees to ensure that my understanding was correct and objective. I considered using NVivo, a software program assisting in the coding of qualitative data from questionnaires, interview transcripts and secondary data sources. However, there were only 10 interviews, which is a relatively small sample size for this software, and it is more applicable to and effective for large samples. I thus decided to devote my limited time to conducting a thorough analysis by myself.

3.10 Ethical Considerations

Clearly, conducting interactive interviews and an online survey involves a deep engagement with human subjects on human issues, so ethical considerations including informed consent, individual autonomy, non-maleficence, confidentiality and integrity are important (Middlesex University Ethics Committee, 2014). Braun and Clarke (2013) state that ethics covers our relationships with participants, with academic communities and with the wider world in which we conduct research, as well as our research practice. Thus, as a practitioner and a researcher, if I did not handle the ethical issues and process well, both my personal and business relationships were at risk.

Walliman (2011) states that working with human participants in research always raises ethical issues about how they are treated. He suggests that there are two aspects of ethical issues in research:

1. The individual values of the researcher, relating to honesty, frankness and personal integrity.
2. The researcher's treatment of other people involved in the research, relating to informed consent, confidentiality, anonymity and courtesy.

These two aspects are about dealing with both the researcher and others. The ethical considerations suggested by the British Psychological Society's (BPS) (2018) Code of Ethics and Conduct of four principles (respect, competence, responsibility and integrity), as well as the BPS Code of Human Research Ethics (BPS, 2014), were great guidance in ethical aspects.

3.10.1 Dealing with participants

While one should avoid putting people in difficult positions because of previous relationships, Walliman (2011) adds that neither should one raise unrealistic

expectations in order to ingratiate oneself. Costley et al. (2010) suggest that, in conducting both semi-structured interviews and surveys, participants should be informed of the aims, objectives and outcomes of the study and what is to be done with the information that they provide. I have close relationships with six of the interviewees who are PCP students, while another two, B1 and C1, are coachees in my executive coaching service. I believe that their participation is due to our common vision, in contributing to the coaching industry in China and beyond. I wanted to be told honest, enlightening insights during the interviews, not superficial answers to maintain our harmonious relationship. Therefore, before starting our interview conversations, I reminded the interviewees of their responsibilities to themselves in deciding whether to participate in reading and accepting the information, including the Briefing on the Interview Process in Appendix 3.7, the Participant Information Sheet in Appendix 3.8 and the Consent Form in Appendix 3.9, which they had received about the research. Only when I had received the signed consent form from each interviewee, two days before the interview was to commence, did I prepare the interview. Also, at the beginning of each interview I strived to be honest by giving them a verbal briefing on the objectives, aims and outcomes of the research, as well as my expectations of their involvement, to minimise their concerns about any hidden agenda (Holian & Coghlan, 2012). In the survey, I inserted into the first paragraph about the mission of the project the contact details of my research assistant and doctorate supervisor, for any enquiries. The first question is about the participant giving voluntary informed consent.

Regarding the principle of respect, I emphasised the anonymous and confidential use of the information that the participants offered and the insights that I derived. Participants were free to change their minds and withdraw from the project at the start, or at any time throughout, and they also had the right to rescind any information that had been supplied until the stage agreed on the consent form. As the flexibility of qualitative research design meant that questions and focus might change during the research process, the samples used and the kinds of question asked might have had

to change and, thus, ethical consent may have had to be renegotiated on an ongoing basis (Gray, 2018). Mason (2002) agrees that, for qualitative research, the issue of informed consent needs to be revisited regularly. I needed constantly to monitor the informed consent in a fluid process (Gray, 2018) and maintain close communication with the participants about any changes related to them. Interviewees could also refuse to answer any specific question and ask for the recording device to be turned off at any stage, or for the deletion of all or part of the recording after its completion. At the end of the project, any personal information was to be destroyed. For the dissemination of research findings afterwards, I advised participants that I would invite them to join in as speakers or guests to share their contribution and learning and to secure the approval of participants for any information that I disclose, to fulfil the undertaking of confidentiality.

In terms of the principle of responsibility that covers the general concept of 'doing no harm' (Braun & Clarke, 2013), this complements the previous principle about protecting the research participants in minimising and informing them of risk, as well as their right to withdraw and the standard debriefing after taking part. Moreover, the reactions of participants to the way in which I collected data during the interviews, including embarrassment, stress, discomfort, pain and harm (Saunders, Lewis & Thornhill, 2009), should be seriously considered with high sensitivity. Debriefing is a step that is easily overlooked, so I included it in the SOP for semi-structured interviews (Appendix 2.4). Upon finishing the data collection, I asked participants if they had any questions, providing details of sources of support, giving the transcript summary to the participants for their approval prior to the final write-up and offering them a brief summary of the research (Braun & Clarke, 2013).

While I am good at coaching, I am a novice at research interviewing. I had to study how to conduct effective interviews and learn the differences between a coaching conversation and a research interview, using the BPS Code of Conduct (2018) to prepare myself well. I invited the Research Director of my company to act as the

second interviewer, to act as a mirror for me to ensure that the interview conversation was on the right track and not falling into a coaching dialogue or casual communication, and was keeping to time to allow all questions that needed to be covered to be asked.

Costley et al. (2010) observe that a practitioner–researcher has insider knowledge and a certain level of trust with the relevant people taking part in the project, who are thus more willing to answer questions and requests. As B1 and B2, C1 and C2 are supervisor and subordinates, I had to keep all conversation content confidential and not influence their relationship or give them false expectations about transmitting their voices to each other. At the same time, at the start and end of the interview conversation, I reminded them that I would not share any information they had shared with me to their supervisor or subordinate. To uphold my role as a neutral researcher as well as an experienced ICF-accredited MCC, I followed the Code of Conduct of Middlesex University as a researcher as well as that of ICF as an ethical coach.

3.10.2 Dealing with myself

In a practitioner–research project such as this, there are both benefits and challenges that involve delicate ethical considerations from the outset. There are three dimensions to be addressed, namely pre-understanding, role duality and organisational politics (Coghlan, 2007; Holian & Coghlan, 2012).

Pre-understanding refers to prior knowledge, insights and experience in the subject matter and the context of research that, on the one hand, would benefit it through familiarity and closeness yet, on the other, may introduce bias that might affect data analysis and interpretation (Coghlan, 2007; Holian & Coghlan, 2012). As an expert in the coaching industry in China, I have beliefs about which behaviours to observe, which to ignore and how the information is interpreted. I have detailed knowledge of the coaching context. I must therefore articulate my own position with an open mindset and allow others to reflect on alternative constructions. With an ethical mindset, I tried my best not to let my depth of knowledge and experience in coaching

block me from learning new, alternative perspectives. I wanted to keep a high degree of objectivity by writing a journal for self-reflection at least once a week by reading the checklist of Dos and Don'ts of conducting interviews (Arksey & Knight, 1999) in Table 3.8 before the interviews, even though subjectivity is unavoidable.

Costley et al. (2010) note that a researcher has the final (and powerful) authority of interpreting and writing up findings using their own constructions. To minimise this power imbalance, I needed to do my best and to call on the second interviewer and my instructors on this project to verify or contest my account. Walliman (2011) states that if the researcher can see any reason for the possibility of bias in any aspect of the research, it should be acknowledged and explained. Thus, throughout the entire journey I had to be honest with myself and face up to dogmatism to encourage myself to be humble and accept that I was wrong.

With regards to role duality, I am involved not just as a researcher but as the creator of the CCCC approach, the project director of the coaching programme of those four cases, its designer, the account manager for these clients, the owner of the consultancy contracted to deliver the coaching services, a trainer delivering the coaching workshops, the executive coach to the senior executive of these four companies, the mentor coach of corporate coaches serving those clients and also a teacher in HKU ICB. With these multiple hats on my head, 10 in fact, it was especially important for me to adhere to *phronesis*, Aristotle's notion of practical wisdom: the ability to make thoughtful decisions when faced with anticipated and unanticipated ethical issues (Gray, 2009).

What made my role even more complicated than that of a general practitioner–researcher is that, as the business owner, I held roles concerned with ensuring the success of the coaching and leadership development projects in these corporate enterprises and, as a researcher, the success of the research project, which demands searching questions that might affect the project's completion and the business

relationship with the client. I needed to ground myself, as well as the participants, in my varying roles at different times and to perform according to whatever that role demanded at that point. I invited them to stop me, to remind me if they felt that I was 'putting on the wrong hat' in front of them and created space for myself to listen and ask questions with the mindset of a researcher and no other role.

The third consideration regarding organisational politics concerns the effect of political forces within the organisation that could negatively impact on the research effort, such as blocking access or slowing down change (Coghlan, 2007). This would be imperative if I was an insider–researcher in the organisation. Nevertheless, as a researcher from the outside I still needed to be sensitive to the power dynamics between interviewees from the same organisation. I believe that my coaching competences and the mirror support of the second interviewer helped me to increase this awareness.

Costley et al. (2010, p.34) observe that a researcher may need to clarify the matter of ownership of their project with the organisation and consider what constraints or opportunities their position as an insider–researcher in the workplace impose upon or offer them and who will benefit from the project's development. The completion of the project would clearly help me, the team, the company and the industry to enhance the reliability of the application of coaching leadership and culture for Chinese corporate organisations. I informed the participants and my colleagues that the ownership of the project was to be half the company's and half my own, and that the company would act as the sponsor for this project in financial aspects such as the salaries of the research team and their travelling costs for interviews and expenses to attend coaching conferences, with formal agreements signed with the company.

Though coaching is a relatively new and emerging professional area, I have been well-trained to be sensitive to ethical issues, having been a practitioner for 25 years and abiding by ICF's comprehensive code of conduct for accredited coaches. I have a strong sense of the principle of competence, which includes awareness of professional ethics,

standards of ethical decision-making and limits of competence, all of which relate to being an ethical researcher (Braun & Clarke, 2013). However, every small act and its possible impact on others should be carefully considered as each part of the research project develops, bearing in mind that ethical issues can become quite complicated, with no clear-cut solutions. This is because, in the realm of human relations, not all decisions are clear cut. It is therefore important that I continuously consulted others, especially the advisor and consultant appointed to this project.

3.11 Conclusion

After the opportunities and problems in cultivating a coaching culture in China had been properly defined, the literature review provided rich information and knowledge in a 360-degree fashion to review the CCCC approach. The research process under the research 'onion' model (Saunders, Lewis & Thornhill, 2008) helped me to explore the issue, giving a helicopter perspective to find the appropriate approaches, methodology and methods appropriate for the research aim, objectives and research questions effectively. Firstly, with a clear understanding of my ontological and epistemological perspectives, and the nature of the research aim and objectives, the qualitative, multi-case, cross-sectional, case-study approach was chosen. With the limited availability of literature on cultivating coaching culture in China, a survey was administered to support the in-depth interviews. In order to identify within- and across-case patterns from the interview results of the selected two PDEs and two MNCs, TA was adopted as the qualitative data analysis method. With the appropriate research approach and ethical consideration, the project activities were undertaken as reported in Chapter 4.

Chapter 4: Project Activities

4.1 Introduction

Having arrived at a clear research methodology, the next task in the project was to choose the data collection methods. The following sections describe the activities relating to the survey and the semi-structured interviews.

4.2 Survey

4.2.1 Pilot survey

As stated by Braun and Clarke (2013), the only way to find out if a survey works is to pilot it. Therefore, before sending out the actual survey, I invited four PCP students working in human resources, two in European MNCs and two in PDEs, to help to pilot the survey and give feedback. They have both learned and practised coaching leadership for almost two years and two have started promoting coaching in their companies. Their feedback dealt with the clarity of the survey's instructions, its wording and the order of the questions, as well as its design and layout. After receiving their feedback and analysing the results of the first pilot test, I identified several areas for improvement as explained in Appendix 4.1 that saw five new questions being added, four questions changed from single to multiple choices and four questions rewritten more clearly.

In my questionnaire I used the six theories and concepts mentioned in Chapter 1 and 2, as shown in Table 4.1, based on my research questions in Table 4.2.

Seq	Reference	Theories and Concepts
1	Greiner (1998)	Organisational Practices in the Five Phases of Organisational Growth
2	Armstrong (2009)	Types of Organisational Change
3	Cameron & Quinn (2006)	Types of Organisational Culture based on Competing Values Framework
4	Clutterbuck, et al. (2016)	Development Stages of Coaching Culture
5	Filipkowski, et al. (2016)	Benefits of Adopting Coaching Culture

Table 4.1 Theories and concepts used in the survey

	Research Questions	Corresponding Survey Questions
RQ1:	What are the cultural and commercial characteristics of two major types of corporations, Private Domestic Enterprises and Multinational corporations, operating in China and their changing management needs?	5, 6, 10, 11
RQ2:	How does coaching support organisation development and employee development at Private Domestic Enterprises and Multinational corporations operating in China? What are the necessary factors and steps in developing organisation and coaching cultures at Private Domestic Enterprises and Multinational corporations operating in China?	9, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23
RQ3:	What is the best way to apply the CCCC approach in developing coaching culture for Private Domestic Enterprises and Multinational Corporations to meet their changing management needs in China?	7,8, 9, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
RQ4:	How can the CCCC approach be enhanced to make it more applicable in cultivating coaching culture for Private Domestic Enterprises and Multinational Corporations operating in China?	21, 22, 23, 24

Table 4.2 Research questions and corresponding survey questions

In designing the survey, I kept in mind the need to keep it short to avoid ‘question fatigue’ in the participants and stayed within the recommended maximum number of about 30 questions (Braun & Clarke, 2013). In amending the questions, I followed the following guidelines from Braun and Clarke (2013):

- Are the questions and answers related to my research questions?’
- What are the benefits of asking those questions and knowing those answers?
- Is it worth complicating things further?
- Are the questions asked for fixing the data?

The pilot helped me to gain a better understanding and clarity about the research questions and the kinds of data that I wanted to collect. It was a valuable process to enhance my analytical, critical thinking.

4.2.2 The full survey

After several rounds of amendments, I arrived at the final draft of the survey and sent it out on 13 and 14 July 2019. I sent it at the weekend because professionals find it easier to find free time to complete a survey then.

To ensure that I would receive at least 30 valid, anonymous completed surveys, on 13 July 2019 I sent out the questionnaire to 45 PCP and CCLD students via WeChat, a commonly used social media platform in Mainland China. I sent it to those whom I thought would meet the four selection criteria: with more than 10 years of work experience; a position at director level or above; working in an MNC or PDE; and having learned coaching for 60 hours or more. I stated that the survey was to be completed within 24 hours, by 14 July. By the deadline, 35 survey replies had been received. However, five were ineligible, as two were from below director level and three worked in a JV.

After a brief review of the received data, it occurred to me that two demographic questions had not been asked yet should have been:

1. While the number of years of working experience had been used as a selection criterion, this was not actually asked as a question in the survey. This information, in addition to the participant's years of experience in their current organisation, would inform their understanding of corporate culture and its importance to management.
2. The gender of the participants, which might be important during analysis.

I therefore asked my research assistant to email those eligible survey participants who had provided their email address to ask for information on these two questions. They all replied promptly.

In addition to the 30 completed surveys received, I sent the survey to the eight corporate interviewees for completion before their scheduled interview. Thus, in total, 38 surveys were collected: 17 from PDEs; and 21 from MNCs. On reflection, designing, conducting and reviewing the survey served as warm-up to the in-depth semi-structured interviews, giving me a general feel for the answers to questions and making me think about how to obtain further and deeper insights and data for my research questions during the interviews.

4.3 Semi-structured Interviews

4.3.1 Preparation for the interview

I scheduled the 10 interviews in August 2019 to fit my training schedule and the availability of both the interviewees and my second researcher, and made sure that I could fly to Shanghai or Beijing for those that were to be face-to-face interviews. As I was running a business full time while conducting this project, I had to block out time in advance as, with the time to prepare myself thoroughly, each interview could take up to three hours online and five hours face-to-face, including pre-interview preparation and post-interview reviews. Also, while I had much experience in conducting effective conversations as an experienced corporate coach, I had never conducted research interviews for doctorate research. I thus had first to ground myself with some breathing exercises to clear my mind to be 'a blank page' and face the interviews with genuine curiosity. I then prepared myself by studying the relationships between the four research questions and the interview questions (Table 4.3) to ensure that I had a structured mindset for the conversation and would not stray from the purpose and intention of the interview.

Research Questions	Corresponding Interview Questions for Corporate Interviewees	Corresponding Interview Questions for Experienced Coaches Interviewees
1	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4
2	8, 9, 10	5, 6, 7
3	11, 12, 13, 16	8, 9, 10
4	14, 15, 17	11, 12

Table 4.3 Research questions and corresponding interview questions

In addition, I researched and studied articles related to research strategies and qualitative interviewing, including the checklist of Dos and Don'ts of conducting interviews by Arksey and Knight (1999), and created three guidance documents:

1. Standard Operating Procedures (SOP) in Appendix 3.4

This was prepared to better ground myself, the second interviewer and the research assistant on what we had do before, during and after each interview.

2. Interview Guide in Appendix 3.3

This was to remind myself and the second interviewer of our roles during the interview, especially to guard against slipping into the role of a corporate coach, as well as the confidentiality requirements.

3. Notes to Interviewees in Appendix 3.7

These notes helped the interviewees to become familiar with the interview process and remain psychologically safe.

I also distributed three sets of questionnaires to the eight corporate interviewees to complete as pre-interview preparation, namely OCAI (Appendix 2.3), CRS (Appendix 2.5) and CCDS (Appendix 2.6), obtaining written permission from their authors for their use (Appendix 4.3).

To prepare the interviewees, I sent them the research framework shown in Figure 3.2 in addition to the Notes to Interviewees. This was to support further their understanding of the flow and logic of the interview questions and the sets of questionnaires and give an overall picture of how they are linked together as a research project.

My second interviewer was based in Hong Kong, for family reasons, yet participated in all interviews through Zoom although unable to be present in person. This was less intrusive than his physical presence. As four of the ten interviewees did not know the second researcher, I had asked him to send his profile to interviewees to read beforehand to ensure that they felt respected and to create psychological safety. I planned a preparation and grounding call before each interview with my second researcher for at least 15 minutes to review the answers to the interviewees' completed surveys and questionnaires and to discuss the interview direction. During the interviews, I planned to introduce him to the interviewees first, and to stop and ask if he had anything to ask or add at both the middle and end of the interview. After each interview, I planned to review with him for at least 30 minutes by inviting him to share his feedback first to obtain his neutral input for continuous improvement and for his insights into the research questions. To ensure that the code of conduct was adhered to, I asked both the second interviewer and the research assistant to sign the confidentiality agreement in the Interview Guide in Appendix 3.3.

4.3.2 Pilot interview

Similar to piloting the survey, I conducted a pilot interview with a PCP graduate who had participated in the pilot survey to test the questions and process. She worked at an MNC that had started to cultivate coaching culture in 2019 through a one-to-one coaching service for middle-level managers. Two discoveries were made. The first was the need to extend the time allowed from 1.5 to 2 hours, as the pilot interview took 1.75 hours to ask all the prepared questions and elicit content-rich replies. The second

discovery was how easily I slipped unconsciously into coaching mode. This arose near the end of her interview, when the pilot interviewee shared her concerns about internal challenges. I found that I switched into a corporate coach and forgot that I was a researcher, but my second interviewer stopped me by reminding me smartly that the time was up.

Thus, the pilot interview was a necessary and valuable rehearsal. It helped me to practise how to: conduct the interview; manage the time; focus on the interview questions; review the results of the four questionnaires (survey, CCDS, CRS and OCAI) ask questions related to the research questions; ask follow-up questions; prevent myself from asking coaching questions, turning the interview into a coaching session or going off-track in the conversation; and work closely with the second interviewer.

4.3.3 Actual interviews

Even with such preparation, rehearsal and guiding documents, there were unexpected adjustments at the actual interviews, such as switching from a face-to-face to an online session due to a misunderstanding by one interviewee, a delay to the start time due my late arrival due to traffic, an unexpected change of date and time due to a diary clash, and the experienced coach in the United States dropping out due to her confidentiality contract, but who fortunately was quickly replaced by another coach.

In summary, 10 formal interviews (seven face-to-face and three online) were conducted from 1 to 14 August 2019. They were conducted successfully, despite challenges mentioned above. The interview team did its best to adapt to the changes. Through timely and continuous review, the collaboration was smooth and effective (see Tables 4.4 and 4.5, reflecting the plan and the actual situation).

Planned Interview Schedule																	
序号	Date	Time	Location of Interviewee	Company	Nature of Interview	Interviewee's Position	Gender	Interviewer I	Mode	Interviewer II	Mode	Duration	Consent Form	Survey	OCAI	CRS	CCDS
1	7/23	16:00-17:30	SH	E	Pilot interview	Head of HR & Admin	Female	Catherine	zoom	Nick	zoom	1.5	Y	Y	Y	Y	Y
2	8/1	15:00-16:30	ShenYang	D1	Formal interview	HRD	Male	Catherine	zoom	Nick	zoom	1.5	Y	Y	Y	Y	Y
3	8/2	10:00-12:00	SH	D2	Formal interview	Learning & Development Director	Male	Catherine	Face to Face	Nick	zoom	2	Y	Y	Y	Y	Y
4	8/7	9:30-11:30	BJ	C1	Formal interview	CEO	Male	Catherine	Face to Face	Nick	zoom	2	Y	Y	Y	Y	Y
5	8/8	14:00-16:00	BJ	C2	Formal interview	Director	Female	Catherine	Face to Face	Nick	zoom	2		Y		Y	Y
6	8/9	10:00-12:00	BJ	A1	Formal interview	Leader Academy GM	Female	Catherine	Face to Face	Nick	zoom	2		Y		Y	Y
7	8/9	16:00-18:00	BJ	A2	Formal interview	GM	Male	Catherine	Face to Face	Nick	zoom	2	Y	Y	Y	Y	Y
8	8/13	10: 00-12:00	BJ	B2	Formal interview	Learning & Development Director	Female	Catherine	Face to Face	Nick	zoom	2					
9	8/13	15:00-17:00	BJ	B1	Formal interview	HRVP	Female	Catherine	Face to Face	Nick	zoom	2		Y		Y	Y
10	8/14	16:30-18:30	SH	F1	Formal interview	PCC	Female	Catherine	Face to Face	Nick	zoom	2					
11	8/16			F2	Formal interview	PCC	Female	Catherine	zoom	Nick	zoom	2					

Table 4.4 Planned interview schedule

Actual Interview Schedule																	
序号	Date	Time	Location of Interviewee	Company	Nature of Interview	Interviewee's Position	Gender	Interviewer I	Mode	Interviewer II	Mode	Duration	Consent Form	Survey	OCAI	CRS	CCDS
1	7/23	16:00-17:30	SH	E	Pilot interview	Head of HR & Admin	Female	Catherine	zoom	Nick	zoom	1.5	Y	Y	Y	Y	Y
2	8/1	15:00-16:30	ShenYang	D1	Formal interview	HRD	Male	Catherine	zoom	Nick	zoom	1.5	Y	Y	Y	Y	Y
3	8/2	10:00-12:00	SH	D2	Formal interview	Learning & Development Director	Male	Catherine	Face to Face	Nick	zoom	2	Y	Y	Y	Y	Y
4	8/7	9:30-11:30	BJ	C2	Formal interview	Director	Female	Catherine	Face to Face	Nick	zoom	2	Y	Y	Y	Y	Y
5	8/7	16:30-17:15; 17:50-19:00	BJ	C1	Formal interview	CEO	Male	Catherine	Face to Face	Nick	zoom	2	Y	Y	Y	Y	Y
6	8/8	20:30-22:30	BJ	B1	Formal interview	CEO	Male	Catherine	Face to Face	Nick	zoom	2	Y	Y	Y	Y	Y
7	8/9	10:00-12:00	BJ	A1	Formal interview	Leader Academy GM	Female	Catherine	Face to Face	Nick	zoom	2	Y	Y	Y	Y	Y
8	8/9	16:00-18:00	BJ	A2	Formal interview	GM	Male	Catherine	zoom	Nick	zoom	2	Y	Y	Y	Y	Y
9	8/13	15:00-17:00	BJ	B2	Formal interview	HRVP	Female	Catherine	Face to Face	Nick	zoom	2	Y	Y	Y	Y	Y
10	8/14	16:30-18:30	SH	F	Formal interview	PCC	Female	Catherine	Face to Face	Nick	zoom	2	Y				

Table 4.5 Actual interview schedule

To ensure high-quality conversations, I allowed sufficient time in my diary in August 2019 to conduct the interviews, giving them higher priority than company work. I followed my interview plan strictly when probing for deeper insights from the eight interviewees, asking questions based on the results of their surveys as well as cultural perspectives. I was guided by two experienced coaches' experience of working with PDEs and MNCs in cultivating a coaching culture and by their perspectives on the cross-cultural differences between PDEs and MNCs, under Hofstede et al.'s (2010) model.

I really appreciated the authentic sharing by the 10 interviewees. Their valuable data are analysed by theme in Chapter 5. They did not just answer but gave insights beyond the questions, such as how the education system in China is creating a linear and simple mindset in the younger generation, the relationship between Buddhism and coaching, and the future development of the coaching industry in China. These enriched my perspectives and pointed to future areas of study.

All interviews were recorded on Zoom and immediately transcribed for analysis. Through the case-study approach, I intended the interviews to be my primary source of data, with the survey results playing a secondary supporting role to the findings of the interviews. With regards to ethical aspects, all 10 interviewees were requested to sign the informed consent form (refer to Appendix 2.9) before the conversations started. They were then asked to reconfirm their consent at the end of the interview and after reviewing their transcript. The Code of Conduct of Middlesex University, for researchers, and the Code of Ethics from BPS (2018), concerning respect, responsibility, competence and integrity, were both rigorously observed.

4.4 Analysis Process

Following Bazeley and Jackson's (2013) qualitative analysis process (Figure 3.9) and Braun and Clarke's (2006) six phases of TA, I started the analysis process by transferring the raw questionnaire results of the 38 questionnaire respondents into an Excel table arranged in the sequence of the questions, based on Research Questions 1 and 2 (as

in Appendix 5.1). I then sorted them into two groups of data in another Excel table, one for the 17 respondents from PDEs and the other the 21 from MNCs. I reviewed the two groups at least three times to become familiar with them and look for patterns within their group and compare across the group, as guided by the preliminary themes from Research Questions 1 and 2. The first level of understanding came from counting the respondents for each of the factors, as asked in the questionnaire in the two tables. For example, for phase of organisational growth in Question 6, I tallied the number of respondents in PDEs and in MNCs who selected the same phase and looked at the majority statistics first.

Within the 38 sets of responses, four of the 17 respondents from PDEs selected Phase 2 and five Phase 3, while for MNCs six selected Phase 2 and eight Phase 3. Thus, 53% of the PDEs and 66% of the MNCs are in Phases 2 and 3. This pattern prompted me to analyse the relationships and rationales behind this pattern. Referring to my past experience and the availability of data, I discovered that the industry and the number of years of being established in China affect the phase of organisational growth. I found that most of these nine PDEs were in the internet sector and have been established for five to ten years, while most of these 14 MNCs were industrial companies established in China for longer than a decade.

In summary, in addition to adopting the six phases of thematic analysis by Braun and Clarke (2006), I devised and followed a three-level analysis process as in Figure 4.1. The first is about becoming familiar with the data, scanning them through thematic eyes. The second is about identifying patterns through comparison within and across cases. The third level is about understanding the relationship of the patterns and drawing interpretations. As a feedback loop, I presented these patterns and interpretations to the interviewees for them to confirm or discuss further and thus obtain a more precise understanding, enabling the analysis to be more objective.

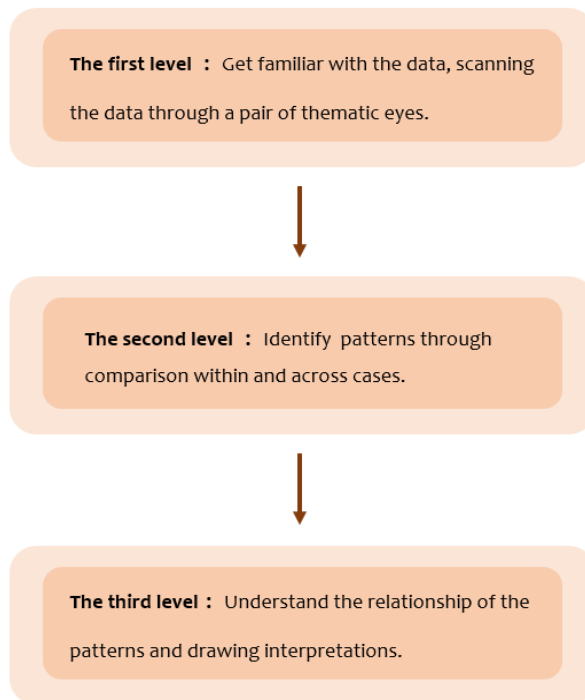


Figure 4.1 The three-level analysis process

I did the same sorting of the questionnaire results for the eight corporate interviewees in a third Excel table and found patterns that provided hints and directions in searching for themes in the interview transcripts. After sorting the data with a preliminary understanding of the answers to Research Questions 1 and 2, I read through the transcripts of those 10 interviewees one by one at least five times, then tried to draw the relationships with and the rationale for their answers to the main questionnaire and to the additional questionnaires on organisational culture, readiness of coaching culture and stage of coaching culture development from their responses in the interview transcripts. I also highlighted in the transcripts their views on Research Questions 3 and 4 on their new perspectives towards the CCCC approach. (Please see an example of how I have identified the themes related to the research questions from the transcript of the interviewee D2 in Appendix 4.2.)

As the interview was conducted in Mandarin, the transcript was first produced in Chinese. Then the first level of analysis process involved scanning the transcript, with 15 quotes selected according to the themes relating to Research Questions 1 and 2. I

then read through the quotes again and highlighted sentences that alluded to the themes in the research questions. The themes and quotes of the 10 interviewees were thus selected and, together with their questionnaire responses, were used as the basis of the findings to be discussed on Chapter 5. Similar to the analysis of the questionnaire, I adopted this three-level analysis process to study those transcripts and draw the findings accordingly.

4.5 Conclusion

Due to thorough preparation of all related pre-interview surveys and interview procedures and prompt data collection, from the pilot survey to the actual survey and from the pilot interview to the actual interviews, on the whole the process was well structured. The high level of trust and cooperation within and between the research team, the survey respondents and the interviewees helped to produce the remarkable data and insights that are analysed and discussed in Chapters 5 and 6.

Chapter 5: Findings of the Survey and Interviews

5.1 Introduction

My data analysis will focus primarily on the data gathered from the 10 interviewees, comprising eight corporate executives and two experienced corporate coaches, supported by the survey of 38 participants including the eight corporate executive interviewees. It will seek to answer the four research questions and their respective propositions. I discuss the findings for Research Questions 1 and 2 first, then Research Questions 3 and 4 later, as their answers depend on the findings of Research Questions 1 and 2. The results will be presented in this chapter with the interview findings first and the survey findings second, and will include a preliminary analysis. A deeper discussion to connect the preliminary analysis to the literature reviewed will be presented in Chapter 6.

In presenting the results of this qualitative research, the data from the interviewees and the survey will be collated in the form of graphs, based on my understanding of the data, in line with the themes from the research questions and propositions. According to Tukey (1997), 'pictures give people a better sense of what numbers mean than statistical results or sophisticated mathematical techniques'. I have thus created a set of bar and pie charts, as well as tables to explore the various relationships and comparisons. I identified further thematic patterns in the data by analysing the graphs derived from the survey results, the summary of questionnaire results (Appendix 5.1), representative quotes from the transcripts of the 10 interviewees based on the research questions (examples of some of these quotes can be found in Appendix 5.2). The tables in these two Appendixes have been helpful to me in analysing the findings.

5.2. Research Question 1: Characteristics of PDEs and MNCs in China

Research Question 1:

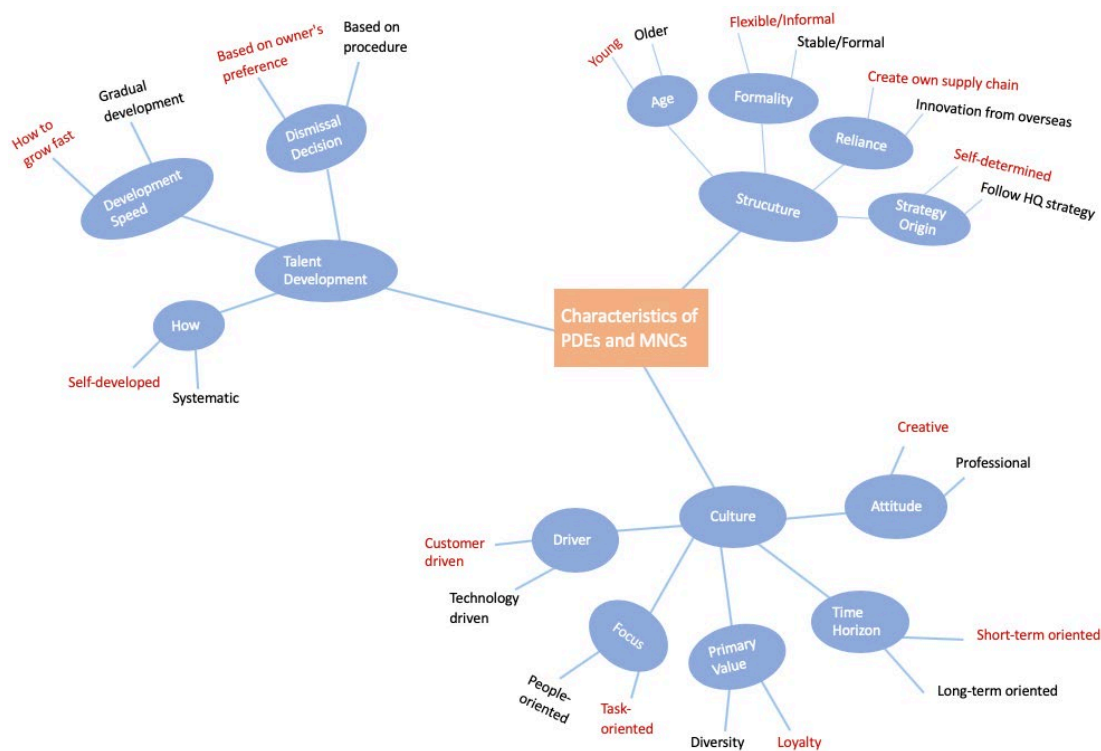
What are the cultural and commercial characteristics of the two major types of corporates, Private Domestic Enterprises (PDEs) and Multinational Corporations (MNCs), operating in China and their changing management needs?

Propositions:

1. PDEs and MNCs have different cultural and commercial characteristics. (P1)
2. The different cultural and commercial characteristics of PDEs and MNCs give rise to different management needs in facing their respective external and internal challenges. (P2)
3. National culture contributes to the organisational culture of PDEs and MNCs. (P3)

5.2.1 General characteristics of PDEs and MNCs

On reviewing the data from the 10 interviews (eight from organisations and two independent coaches), my general views of the cultural and commercial characteristics of PDEs and MNCs could be categorised into three primary areas, as seen in Figure 5.1 and Table 5.1: structure; culture; and talent development. These background characteristics are strongly related to the functions of coaching and the critical success factors of cultivating a coaching culture. As a first angle from which to analyse the data, this section serves as a foundation for later analysis regarding external and internal challenges, the phase of organisational development, change strategies, organisational culture and cross-cultural orientations in verifying the three propositions associated with this research question.



Remarks: PDEs MNCs

Figure 5.1 Characteristics of PDEs and MNCs, based on the input from 10 interviewees

Characteristics		
	PDEs	MNCs
Structure		
Age	Young	Older
Formality	Flexible/Informal	Stable/Formal
Reliance	Create own supply chain	Innovation from overseas
Strategy Origin	Self-determined	Follow HQ strategy
Culture		
Attitude	Creative	Professional
Time Horizon	Short-term oriented	Long-term oriented
Primary Value	Loyalty	Diversity
Focus	Task-oriented	People-oriented
Driver	Customer driven	Technology driven
Talent Development		
How	Self-developed	Systematic
Development Speed	How to grow fast	Gradual development
Dismissal Decision	Based on owner's preference	Based on procedure

Table 5.1 Summary of characteristics of PDEs and MNCs, based on the inputs of 10 interviewees

No.	Company	Type of Company	Industry	Country of HQ	No. of Staff	Years of Establishment	Years in China	The year starting coaching service
1	A	PDE	Information Technology	China	>1000	5-10 years	5-10 years	2016
2	B	PDE	Information Technology	China	>1000	5-10 years	5-10 years	2015
3	C	MNC	Manufacturing Conglomerates	Germany	>1000	>100	20-50 years	2015
4	D	MNC	Manufacturing Conglomerates	France	>1000	>100	20-50 years	2015

Table 5.2 Background of the four corporate enterprise selected as study cases (replicated from Table 3.5)

The background of the four organisations interviewed, as shown in Table 5.2, is that the two PDEs are both young (established for only 5 to 10 years), have more than 1,000 staff and are in the internet sector, whereas the two MNCs are both older (established more than a century ago and in China for 20 to 50 years), have more than 1,000 staff and are manufacturing conglomerates. This resembles the characteristics described by the 38 survey participants (of which the corporate interviewees are part): 17 with a PDE background and 21 with an MNC background. Here, the dominant sectors for PDEs and MNCs are respectively the internet (53% of PDEs) and manufacturing (43% of MNCs) (Figure 5.2). The majority of both have more than 1,000 staff (47% of PDEs and 62% of MNCs) (Figure 5.3), and most PDEs have been established for five to 10 years in China (41%), while most MNCs have been in China for 20 to 50 years (62%) (Figure 5.4).

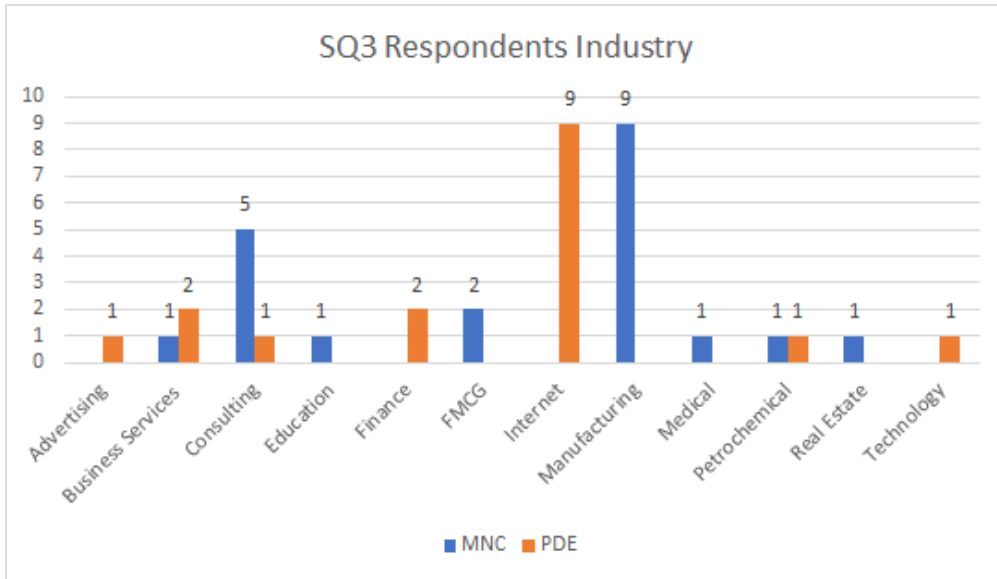


Figure 5.2 Industry distribution of survey participants

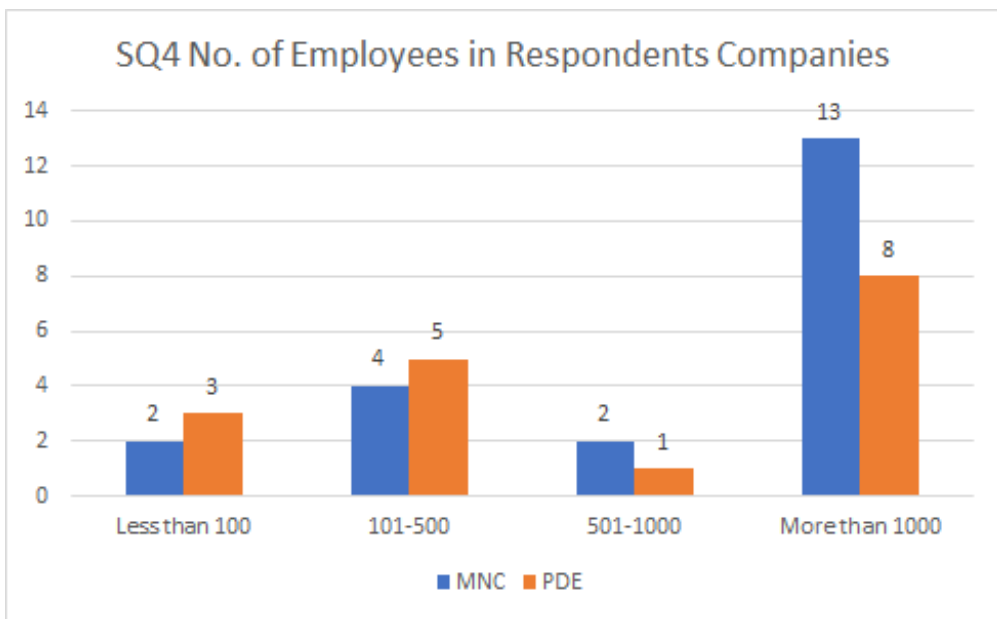


Figure 5.3 Number of employees of survey participants' companies

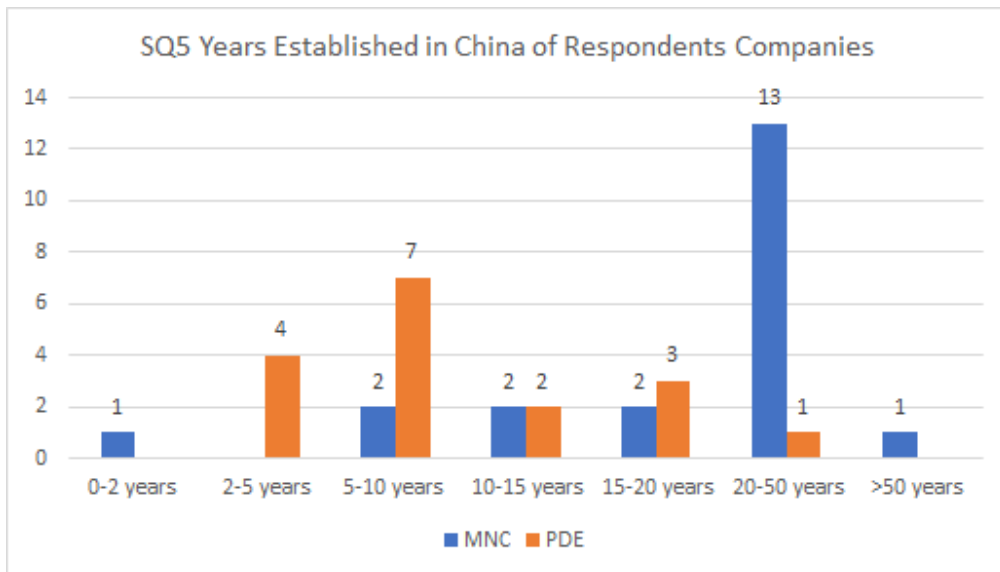


Figure 5.4 Years that survey participants' companies have been established in China

During the interviews, I probed into the background of the organisations, revealing that the two PDEs are younger in terms of both staff's and organisational age than the two MNCs. Interviewees A1 and B1 from the two PDEs remarked that the average age of their staff is between 27 and 29, while D1 from an MNC reported that staff in the Shenyang factory averaged 38 and in the whole China operation was 35, according to D2. In terms of organisational age, the PDE Company A was launched just seven years ago and already has 13,000 staff, while Company B started in 2014 with 300 staff and has grown to 7,000 in 2019. As for the MNCs, the MNC Company D was founded 130 years ago and has a global staff of 110,000, while the operation in China is now 30 years old.

In terms of staff characteristics, when asked 'How do you think your company is different from a PDE or MNC?', Interviewee A1, who was educated overseas and has worked in MNCs but now works for Company A, regards executives from MNCs as similar. They have a highly structured management style and concern for people, freedom and fairness, yet at times are too 'professional' and not innovative enough. By contrast, those from PDEs are highly flexible and expect to advance faster. Interviewee B2, who joined Company B in 2016, thinks that MNCs in China are very

structured and have to follow directions from headquarters, but PDEs are their own headquarters and are responsible for all policies, strategies and tactics, and also for building up their own business models and structures through learning from their own mistakes and breakthroughs.

Interviewee C2, who had not worked in PDEs before but interacts actively with them, mentioned that the dismissal of staff in PDEs is up to the CEO or the owner and is thus a very simple process but, in MNCs, it is difficult to fire people as varied evidence has to be given. In her experience, in MNCs middle management is accountable for not only its business results but its leadership in coaching and employee engagement, while the leaders in PDEs are expected to produce results above all else. D2 agreed with C2 about talent development, remarking that PDEs are more concerned with immediate short-term results and are willing to pay a higher salary for results from the start, while MNCs are more concerned with staff's longer-term career development. D2 also noted that PDEs are more concerned with loyalty than MNCs, who value diversity more. In terms of the management system, D2 stated that MNCs are stricter on risk control regarding the global market, while PDEs have greater flexibility and do not need to adhere strictly to standard operating procedures.

Among the experienced coach interviewees, Coach A had more experience in working with MNCs than PDEs, and her recent failure with a PDE had helped her to be aware of their differences with respect to developing coaching. She remarked that that MNCs are familiar with coaching, as they already have coaching programmes at headquarters and simply transfer them to China when needed, recruiting local coaches who are native speakers, thus it is easier to work with coachees as they have a global mindset and good self-awareness. By contrast, PDEs are less persistent in applying coaching and are easily disrupted by the changing environment in China, holding survival and business-related matters as their chief priority. Thus, according to Coach A, the results of coaching programmes are less promising in PDEs than MNCs, who always put talent development in a central position and will not deviate, no matter what happens

externally. Coach A's comments reflect the contrasting perspective of PDEs and MNCs on talent development and culture in the time horizon. Coach B stated that MNCs rely on organisational design to manage, while PDEs rely on the personal charisma of their founders.

In conclusion, it seems that in the cases studied the PDEs and MNCs being interviewed have quite different characteristics in terms of ownership, structure, culture and talent development. These will probably translate to different management needs, and this will be further discussed below.

5.2.2 External and internal challenges

External challenges

The external challenges faced by PDEs and MNCs in China were discussed using the PEST (political, economic, social, and technological) framework outlined in Chapter 1. From the survey responses and interviews, political and economic concerns were their key challenges. The interviewees from both the PDEs, Companies A and B, remarked that they were under pressure to fulfil government requirements, as the nature of Company A's business is essentially a public service closely supervised by the government, while 40% of Company B's business comes from government, which has tightened its budget as the economy has slowed. As stated in Chapter 1, the China market differs from most others as the Chinese government plays an active role in the conduct of businesses. Many MNCs, including Companies C and D, have set up special units to deal with government relationships (Faure & Fang, 2007). In the survey, five PDE and three MNCs mentioned government policies as a challenge.

On the other hand, although the trade war between China and the United States has dominated the news recently, this was mentioned as a challenge in the survey by only one MNC and by none of the PDEs. Company D, an MNC that is an export manufacturer, had been affected by the higher tariffs imposed by the United States and had handed

orders over to its US factories for local production. However, because B1's business is about internet safety, rather than being a challenge the trade war actually presented increased business opportunities.

As with economic challenges, the interviewees of Company C and D faced a changing environment in China, including slowed economic growth, increasing demands by customers and fierce competition within and between sectors. D2 stated that his company faced diversified challenges in many aspects:

D2: One is macroeconomically... also is the change in technology... so we need to redefine our product, another is sales channel in e-commerce... then about people... customer has higher expectations.

These views were echoed by all 38 participants in the survey, who cited as their main economic challenges fierce market competition, changing market structures and conditions, China's economic slowdown, recession, and price competition and transparency.

With regards to the social challenges, the interviewees acknowledged the differences between the generations in terms of their expectations for career development. Software engineers comprise the key workforce at Companies A and B. A1 described how most software engineers treat programming as a path to self-actualisation and proving their values, including individualism. The main concern for Companies A and B was to support those talented staff with a technical mindset to develop a business mindset as a manager or leader. To meet the strong need for self-actualisation among the younger generation in China, including in talented staff, the headquarters of Company D had introduced a leadership model focusing on empowerment and simplification.

In the survey, four participants from MNCs mentioned a shortage of quality labour and the changing population structure, while only one PDE participant mentioned the talent war with bigger-platform competitors. Finally, related to technology, the PDE

Interviewee B2 commented that the tremendous opportunities in the digital world in China represent a challenge for internet companies. For him, a concern is whether the company can quickly turn the opportunities into market capabilities. In the survey, only one participant, from an MNC, stated that 'technology' was a challenge. This highlights that survey respondents and interviewees from both PDEs and MNCs may be sensitive to political and economic aspects yet neglect the importance of social and technological challenges when facing the changing environment in China.

Internal challenges

All the corporate interviewees cited staffing as one of their significant internal challenges and the need to enhance their agility and efficiency in adapting to their external challenges. A1 remarked that an internet company's only resource is people, while B2 described the 'brains' of its people as the company's resources. All four interviewees from these two PDEs were concerned to enhance their organisation's capabilities and thought that the mindset development of their staff would help its survival and competitiveness.

A2: Externally, we have to face severe competition and survive, internally we have to... bringing mindset of everyone from competition to fully customer value creation focused.

B1: The realisation of organisational power... including instilling vision into everyone's mind, and translate into behaviours in every tactic, strategy and battle... in a flat organisation... this is our challenge.

A2 stated that internet companies are concerned with their human resources only at the level of *Shu* (technical aspects, such as empowerment and the benefit system), not *Dao* (beings and culture). B1 told me that the company provided share options and promotions and kept reminding staff of its impending listing on the stock market to retain its key talented staff. B2 shared that there was a gap between the leadership capabilities of the company's executives and its managers, and how it was unable to

catch up with the demands arising from the growth in the business. She saw that while business grew very fast, the staff changed only slowly.

The interviewees from the two MNCs were concerned to be more human-centred, and team collaboration, empowerment and the realisation of potential were their internal challenges. D2 and C1 also acknowledged the challenge of their relations with headquarters in relation to reaction speed in the changing market in China. C1 mentioned the high demand for people to capture markets and understand clients quickly, and how the organisational structure and management needed to adapt to the demand but were faced with the risk-averse business model dictated by headquarters, which was exactly the opposite of what was needed.

In Chapter 1, the mobility of vital talented staff was mentioned as an internal challenge for organisations in China. During the interviews, the eight corporate interviewees were asked if many of their staff had moved from PDEs to MNCs, or vice versa, and how such 'migrants' adapted to the new working context. All said that they did not have such statistics ready to hand. D1 reported that the company selected people on the basis of their competences, future development potential at the company and the requirements of the position. D2 said that the cultural adaptation issue would be assessed during recruitment and that, in general, around 1% of staff had moved from PDEs to work in new internet commerce in recent years, in line with the change of strategy, from business to business (B to B) only, to both business to business (B to B), and business to customer (B to C), also focusing in local rapid growth of internet consumption. Interviewee B2 suggested that staff from MNCs who wished to join PDEs should be under 40 years, for easy adaptation and a growth mindset. It seems that this challenge was not comprehensively addressed by these four cases.

Overall, 64% of survey respondents from PDEs (11 out of 17) and 71% of the respondents from MNCs (15 of 21) mentioned internal challenges relating to human factors. Their focus was, however, quite different. The PDEs focused more on the

operational aspects and MNCs the developmental aspects. Some 11 of the 17 PDE survey respondents cited human factor issues, such as poor competence of staff, immaturity, difficulties in retaining staff, internal conflicts and friction, internal integration due to rapid growth and operational efficiency. Those respondents from MNCs, by contrast, cited as their internal challenges issues of employee engagement and empowerment, collaboration, talent development, employee well-being and recruitment and retention of the younger generation. This last one was especially about those born in 1990s, who increasingly make up the backbone of the workforce, prioritising their pursuit of self-actualisation. These human factor challenges facing MNCs are strongly related to humans' inner aspects, which correspond to the coaching context of social changes under PEST analysis, as mentioned in Chapter 1.

In addition, some survey respondents from PDEs mentioned the need to handle the shareholders. Respondents from MNCs mentioned the unstable atmosphere brought about by changes both at headquarters and the China region, and conflicts between them regarding the pace of development and the style of management being too conservative, affecting the speed of response to local changes.

With regards to non-human factors, the survey found that PDEs are concerned with innovation, internal integration due to rapid growth and mergers, and operational efficiency. The MNCs similarly are concerned at their ageing products and the lack of innovation and diversification of business, an inappropriate organisational structure and insufficient understanding of customers and markets. It seems that non-human challenges are about internal integration for PDEs and external adaptation for MNCs.

In summary, interviewees and survey participants from both PDEs and MNCs cited human factors as key internal challenges, but from dissimilar angles. PDEs were more concerned with operational aspects and MNCs developmental aspects. At top-management level there are differences in the complexities of internal challenges between MNCs and PDEs. PDEs face challenges with the shareholder relationship and

MNCs with balancing the relationship between headquarters and regional office in China. Thus, I think that the organisational ownership structure creates contrasting internal challenges for PDEs and MNCs.

5.2.3 Phase of organisational growth

Participants in the survey were asked in which of the five phases of organisational growth their company was, as per Greiner (1998). This will be discussed further in the section on the interviews, giving the corporate interviewees' reasons for their choice. Seven of the eight corporate interviewees thought that their companies were in Phase 3. The two PDEs remarked that their companies' management focus was market expansion, as they were in new industries that still had plenty of room to grow and develop, and they manage by 'delegation' and empower their staff by stock options, in addition to bonuses, especially for the high-calibre talented staff in charge of high-technology areas. In high-tech companies, brains are the only assets and, as projects take at least three to five years to develop, staff motivation has to match the time horizon.

For the two MNCs, both interviewees from Company C stated that it was in Phase 3 and that it was moving from a traditional product-driven company to an IoT-focused, technology-supported company. D1 and D2 differed in opinion: D1 picked Phase 3, based on top management's empowerment style, while D2 picked Phase 5, based on the emphasis on rewards through team bonus. The differing views may be because D1 is based in the factory in Shenyang, serving the changing needs of customers via manufacturing products daily under the just-in-time philosophy, while D2 is from China's head office in Shanghai and works closely with headquarters in France and has different functions and factories from China. D2's key work is to empower people to focus on goals shared by both headquarters in France and China and encourage them to be more innovative.

As shown in Figure 5.5, 53% of the PDEs and 66% of the MNCs participating in the survey are in Phases 2 and 3. Most of these PDEs in the internet sector have been established for five to ten years, while most of these MNCs are in diversified industries and have been established in China for more than a decade. There were also several respondent companies in Phase 5: four PDEs and five MNCs, to be exact. Most have more than 1,000 staff and have been in China for more than a decade. The MNCs are in either manufacturing or management consultancy and, in my experience, these sectors should be classified as low to medium growth, where their technology and talent development needs time and experience to evolve. The PDEs are either in media advertising or the internet sectors, which have grown quickly and reached Phase 5 in a short time.

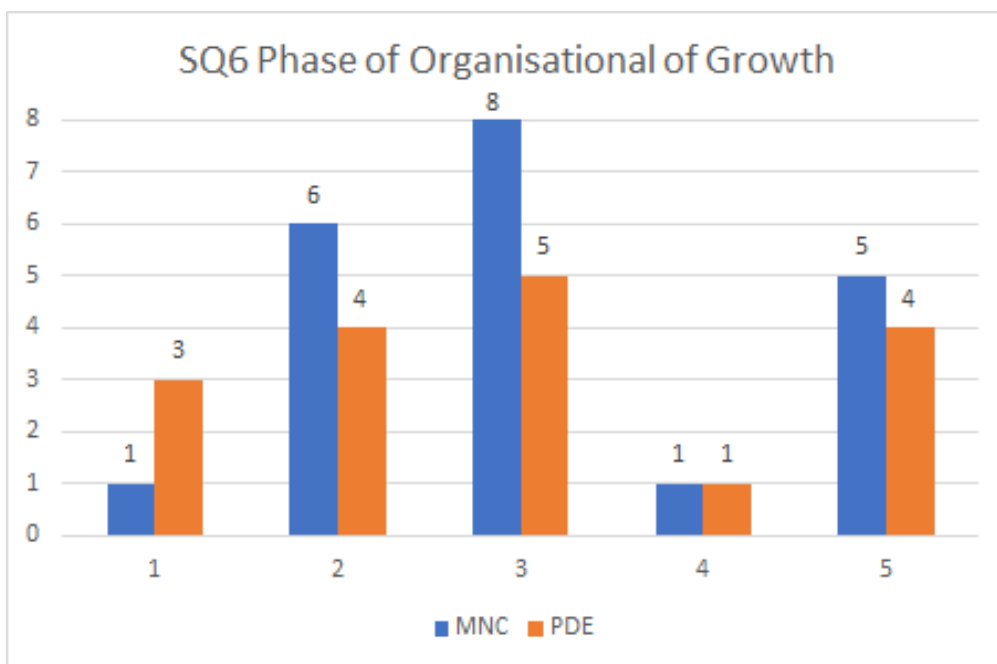


Figure 5.5 Phase of organisational growth of respondent companies

In conclusion, from the perspective of Greiner's phase of organisational growth model (1998), it was evident that the rapidly growing internet sector has enabled a group of PDEs to catch up with MNCs very quickly in terms of size and organisational practice. Despite their long history in China, MNCs need to adapt to the changing environment by keeping their management style at Phase 2 or 3. In Chapter 2, it was mentioned

that at various phases of organisational growth the coaching direction will be different. Thus, understanding in which phase a corporate enterprise is can help to determine the appropriate coaching topics for coachees during the cultivation of a coaching culture. Moreover, the phase of organisational growth has an impact on the organisational culture which, in turn, determines if there is a supportive climate to nurture a coaching culture.

5.2.4 Organisational change

In response to the survey's Question 8, 'How is your company responding to these challenges?' (facing external and internal challenges), PDE Company A responded 'strategic change' and PDE Company B 'operational change', while both MNC respondents, from Companies C and D, stated 'transformational change'. A2 mentioned that Company A implements strategic change only regarding its vision, switching from being the leading technology company to serving the betterment of others with no alteration to its direction. B2 mentioned that, in terms of strategy, for Company B there is no such thing as transformational as, from the very beginning, it has constantly changed its operation to adapt to the market. B1 remarked on its three stages of operational change:

B1: To us, all operational changes come from the change in the market and the environment.

Based on the above, it seems those two PDEs were still young and busy consolidating to achieve better external adaptation. By contrast, the two well-established MNCs, Companies C and D, were implementing transformational change for large-scale internal integration to improve external adaptation to achieve continuous growth. They were changing from having a formal and stable structure to one that is more informal and flexible in order to enhance their focus on customers, shifting from technology-led and product-oriented to customer-oriented strategy. According to C1, Company C's headquarters has reduced in size by making its core business units

independent and delegating more, becoming a 'speedboat' to react better to change. C2 stated that Company C's start-up unit encompasses transformational changes in its market strategy, operational positioning, SOPs and staffing with yearly changes in a holistic manner.

I was told during the interview that Company D's four business units had been product based but that, since 2017, their number was increased to 14 and they are now customer based. D1 remarked that since then the company has undergone dramatic changes, starting with its people perspective, and that it has become very people-oriented:

Previously, we focused on enhancing the abilities of the employees for maximizing the productivity. But now, we believe people have the potential to do things well and people want achievements.

In the survey responses regarding types of organisational change, the 38 respondents adopted various ways to tackle change. The PDE respondents tended to cite enhancing investment and business diversity, customer focus, rule compliance, attraction of talented staff, the implementation of objectives and key results, organisational restructure and the adoption of new recruitment channels. Besides these changes, the MNC respondents would consider human factor solutions such as coaching, culture and values, and agility.

In Chapters 1 and 2, I stated that, in seeking for excellence in a digital and changing world, corporate enterprises succeed in transformational change by having leaders with a transformational mindset, who are always thinking differently about the future and with a commitment to achieving that future (Deloitte, 2017; Armstrong, 2019). In response to Question 9 in the survey, 'Is your company implementing any of the following changes at the moment and if yes, what kind(s)?', only two participants, from a PDE company and an MNC respectively, reported that their company currently had no change strategies in place. Otherwise, as shown in Figure 5.6, at 42% of responses transformational change was the commonest change type: this was reported at four

PDEs and at 12 MNCs. Most MNCs (57%) were implementing transformational change, while PDEs were adopting all three types of change evenly: six reported operational change, five strategic change and five transformational change. These survey findings match those from the interviews.

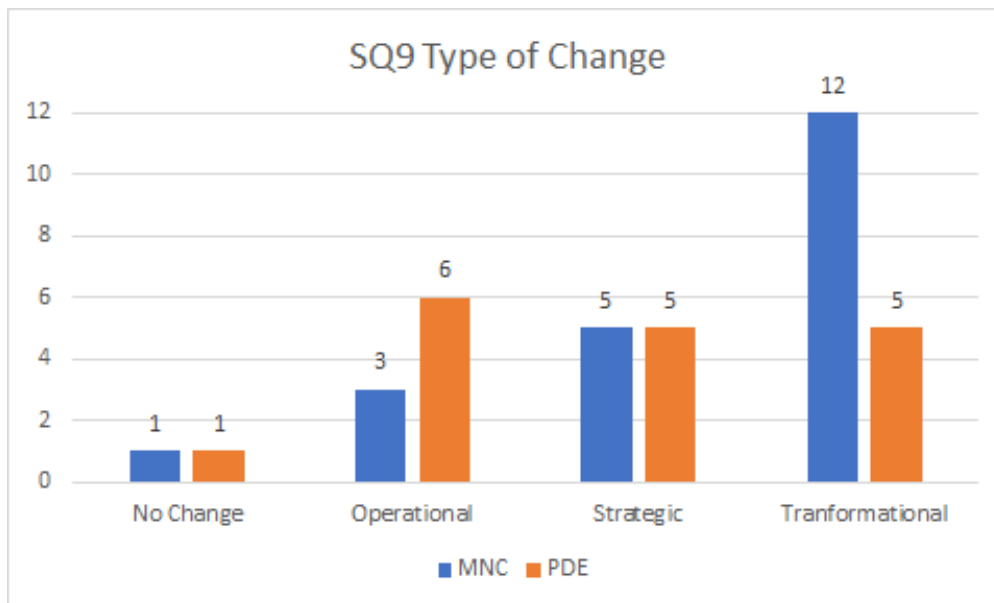


Figure 5.6 Type of change of 38 respondent companies in the survey

In conclusion, transformational change is the dominant type of change among the surveyed MNCs in China, as they adapt themselves in all areas to the changing market in China, while the PDEs surveyed are evenly split.

5.2.5 Organisational culture

As suggested by Kolodziejczak (2015), the culture of an organisation helps to determine the appropriate recipient, type and scope of coaching. Thus, organisational culture should be seriously considered when applying the CCCC approach. When asked for their definition of organisational culture, the eight corporate interviewees said that it relates to the vision, mission and values that guide the business operation and principles of decision-making. The survey respondents replied that organisational culture, as an invisible value, guides the attitude and behaviour of the people and the

strategies and directions of their organisation. Some respondents used metaphors, such as air or soul, to describe the importance of culture to the organisation, regardless of whether they were from a PDE or an MNC. From this, it would seem that the understanding of the interviewees and survey respondents regarding organisational culture reminds me of Clutterbuck et al.'s (2016) metaphor of a tree and the importance of its climate to describe cultivating a coaching culture, which I reviewed in Chapter 2.

In order to obtain a better idea of the type of organisational culture of their respective organisations, a week before their scheduled interview all the interviewees were asked to complete Cameron and Quinn's (2006) OCAI instrument, in addition to answering Q11 in the survey. Table 5.3 summarises the responses by the eight interviewees to both the survey and the OCAI instrument. It seems that 'market' and 'adhocracy' are the dominant types of culture in PDEs, while 'clan' is dominant in MNCs.

Interviewee	SQ11 organisation culture	OCAI organisation culture current	OCAI organisation culture preferred
A1	market	market	adhocracy
A2	adhocracy	market	clan
B1	adhocracy	market	market
B2	adhocracy	adhocracy	adhocracy
C1	clan	clan	clan
C2	clan	clan	adhocracy
D1	market	clan	clan
D2	market	clan	clan

Table 5.3 Organisational cultures of interviewees' companies

To analyse the findings of the OCAI instrument, I compared all eight individual corporate interviewees' responses (A1, A2, B1, B2, C1, C2, D1 and D2) regarding their current and preferred culture to those of others at that company (Companies A, B, C or D), to those of the same type of company (PDE or MNC) and across both PDEs and MNCs, as presented in the 22 profile maps in Appendix 5.3.

Company A and B are both Beijing-based, fast-growing internet companies with more than 1,000 staff, established for less than a decade and in Phase 3 of organisational growth. It is not surprising to find that both A1 and A2 see their organisation's current dominant culture as 'market', while B1 and B2 see theirs as 'market' and 'adhocracy' (Profiles 1 to 4). B2 summed up their choice of current culture, based on the market environment that they are facing:

B2: To catch market opportunities... need to be flexible and face the market.

Nevertheless, regarding their preferred culture, the four corporate executives from the fast-growing internet sector opted for 'clan' over 'market' (both A1 and A2), and less 'adhocracy' (both B1 and B2). These preferences show these two PDE companies' awareness of the increased importance of human capital and internal integration, not just external adaptation. Reviewing Profiles 1 to 4, the preferred pattern of A1, A2 and B1 was balanced regarding the four types of culture, while B2 showed a more extreme preference for 'adhocracy'.

In terms of the within-company comparison, Profile 5 shows that although A1 and A2 view their current organisational culture quite differently, they are aligned in their preferred culture combination, in Profile 6. While A2 is more frontline and A1 more back office, both have worked in MNCs before and understand the importance of talent development for personal growth and internal over external financial motivation. During their interviews, both told me that they hoped that their top-management team would pay more attention to increasing the self-awareness of its talented staff.

From Profile 7 and 8, it is obvious that B1 and B2, the CEO and the Human Resources Business Partner (HRBP) respectively, view their organisational culture quite differently, both current and preferred. It seems that their role has an impact on their perspective of organisational culture. In the interview, B2 repeatedly mentioned how HR needed to react faster, to let frontline colleagues catch up with the growing market and to adopt the 'adhocracy' type as both the current dominant and preferred culture, while B1 chose 'market' as both the current dominant and preferred culture.

Comparing companies of the same type of ownership on the basis of the average scores of the two interviewees at the same company, Company A's dominant culture is 'market' while that of B is 'adhocracy', with Profile 9 showing quite different shapes. Comparing their preferred culture in Profile 10, however, the two companies have a more balanced shape, where Company A's dominant preferred cultures are 'clan' and 'market', focusing on both internal and external forces, while those of Company B are 'adhocracy' and 'market', focusing on external forces. From these findings about the expectations of organisational culture, it is understandable why the two interviewees of Company B in Question 24 preferred not to opt for a coaching culture and the two at Company A did. This will be discussed further in the section on Research Question 2 later in this chapter.

Of the MNC interviewees, all four selected 'clan' as their company's dominant current culture, as in Profiles 11 to 14. C1, being a leader who emphasised team relationship, rated the intimacy of the consultancy team at Company C higher than others in this sector. However, in facing keen market competition and a change of position by the organisation to become more internet-focused, as mentioned above, he believed that there was a need to be more results-oriented. With regards to the preference for culture, C1 expected the proportion of 'market' to increase relative to 'clan' culture, while C2 wanted more 'adhocracy', as seen in Profiles 11 and 12. When comparing C1 and C2 in Profiles 15 and 16, both acknowledged that 'clan' is their company's current dominant culture, and it remained C1's preference while C2 preferred 'adhocracy' to

dominate. Thus, C1 and C2 had similar perceptions of the current organisational culture but contrasting views on their preferred culture.

In Company D, D1 worked at the Shenyang factory, while D2 was at the China head office in Shanghai. Although they both viewed 'clan' as dominant currently, they disagreed over their view of the second-most dominant culture, as seen in Profiles 17 and 18. D1 regarded 'adhocracy' as the second-most dominant culture currently, while D2 regarded it as 'market', as shown in Profile 17. D1 and D2 both expected the proportion of 'clan' to increase. As discussed, Company D is most concerned about people and believes in lifelong employment, as stated by D2:

When hiring... not for a current role, but for the company... emphasising alignment with company values.

Regarding their preferred culture, D1 chose less 'adhocracy' and more 'hierarchy', while D2 wanted the opposite, as seen in Profile 18. This can be partly explained by their different positions within Company D.

Viewing Companies C and D together in Profile 19, Company C has the stronger current 'clan' culture, yet Company D has the stronger preferred 'clan' culture, as in Profile 20.

The contrasting patterns of Profile 21 and 22 when comparing the two PDEs to the two MNCs demonstrate similar differences, on average, to those discussed above regarding culture. The PDEs seem more task-oriented and the MNCs more people-oriented. Some observations are that the two MNCs have a stronger 'clan' culture than the two PDEs, in both the current and preferred state, even though the two PDEs wished to increase the proportion of 'clan' culture in their preferred state. Similarly, the two PDEs had a stronger 'adhocracy' and 'market' culture than the two MNCs in terms of current culture, remaining so for their preferred state even though the two MNCs increased their preference for 'adhocracy'. While the two MNCs wanted to move away from 'hierarchy', the two PDEs planned to embrace it.

This cross-case analysis echoes the discussion in Chapter 2 on the difference between PDEs and MNCs, finding that MNCs are more concerned with internal integration and PDEs more with external adaptation. It also finds that, in the China market, MNCs tend to become more flexible, while still people-oriented, and that PDEs tend to become more structural and people-oriented, while still market-driven. Relating to the stages of organisational growth, it seems that the faster-growing PDEs tend to be either 'market' or 'adhocracy' oriented while the slower-growing MNCs tend to be 'clan' oriented. There is certainly a great deal that they can learn from each other.

From the findings of the interviews, the two MNCs were still concerned with people's growth and development and maintaining the 'clan' as dominant, while increasing their focus on 'market' to stay competitive. The two PDEs nevertheless increased their attention to the importance of human capital and started developing a greater preference for a 'clan' culture in their organisation.

The survey findings are similar to those of the interviews, where most (94%) of the PDEs are either 'market' or 'adhocracy' types. Although the MNCs are more diverse, they still account for 62%. Thus, from the results of both the interviews and the survey, 'market' and 'adhocracy' are the prevailing cultural types of these participating companies in the changing market environment in China, where most are in Phase 3 of organisational growth and are chasing both market share and growth.

Thus, with reference to Kolodziejczak (2015) in Chapter 2, the potential for coaching in PDEs and MNCs in China would seem to be considerable, as both the 'adhocracy' and 'clan' cultures offer a space favourable to coaching. Moreover, the preference for a 'clan' culture among the PDEs and MNCs surveyed in China is good news for the application of the CCCC approach, as in such organisations it is more able to create trust, emphasising the long-term benefits of human resource development (Cameron & Quinn, 2006) and offering a supportive climate for a coaching culture, like a seed falling on fertile soil (Clutterbuck, Megginson & Bajer, 2016).

5.2.6 Cross-cultural orientation

Another aspect of organisational culture that can impact on the success of cultivating coaching is the influence of Chinese culture on the organisational culture of PDEs and MNCs. Questions about this area were not asked in the survey, only in interviews, since I believed that this subjective, conceptual topic is more appropriate for face-to-face interactive communication where I could ask deeper questions. I used my perspectives mentioned in Chapter 2 about cultural differences between PDEs and MNCs under Hofstede’s Six-Dimension (6-D) model as reference for my interviews with the two experienced corporate coaches below.

During the interviews with the eight corporate executives, I asked ‘How has Chinese culture influenced your company culture?’ with reference to Hofstede’s cross-cultural model. A summary of the findings about the two PDEs is presented in Table 5.4 and about the two MNCs in Table 5.5. This shows the interviewees’ view of their company compared to Hofstede et al.’s (2010) benchmark data for China. Please note that due to teething problems in the first interview, the question was not asked of D1, and some parts were omitted from the interviews of A1, B1 and C1.

Dimensions	Tendencies	China	A1 p.38	A2 p.17	B1 p.14-17	B2 p.13-15
Power Distance	Equality			√		√
	Inequality	√				
Uncertainty Avoidance	Risk tolerant	√		√	√	√
	Risk intolerant					
Individualism	Collectivistic	√			√	mixed
	Individualistic		√	√		
Masculinity	Collaboration & cooperation					√
	Power & competitiveness	√	√	√	√	
Long Term Orientation	Tradition & short term		√	√		
	Future & long term	√			√	√
Indulgence	Normative repression	√		√		mixed
	Free satisfaction		√		√	
		https://www.hofstede-insights.com/country-comparison/china/	moving from free to more restrained	internet culture	loyalty	internet culture

Table 5.4 Inputs from four interviewees from PDEs in comparison to Hofstede et al.’s (2010) China data about PDEs

The responses in Table 5.4 by the four interviewees from PDEs are varied, even within the same company, so it was not easy to find a consistent pattern. A1 and A2 had the same views on three dimensions, 'individualism', 'masculinity' and 'time orientation', while B1 and B2 shared only two dimensions, 'uncertainty avoidance' and 'time orientation'. In comparison with the China data of Hofstede et al. (2010), just one dimension, 'masculinity', was shared by the three PDE interviewees, A1, A2 and B1, in that PDEs in China are more oriented to 'power and competitiveness'.

From the comparison in Table 5.4, just one interviewee, B1, had views of his company's values that matched four of five of Hofstede et al.'s (2010) dimensions (the unmatched dimension was omitted from the interview). This was the closest match, although the respondent mentioned that his perspective was based more on sector (internet security) characteristics than strictly on the national cultural perspective, as to him the sector's culture overrides the national culture:

B1: You act first and deal with problems when it arise... cannot predict what will happen in the fast-changing market... the company is relatively liberal... you don't limit them but to empower and motivate.

B1 also remarked that he made use of Chinese culture in terms of loyalty, collectivism, low-profile and long-term attributes to fit his internet security firm to manage his people. According to B2, the dimensions of 'individualistic-collectivistic' and 'indulgence-restrained' are 'both/and', which aligns to Faure and Fang's (2008) paradoxical paradigm, rather than 'either/or', as proposed by Hofstede's cross-cultural model. B2 also mentioned how the nature of the sector affected Company B culture:

B2: Not as collectivist as Japanese companies... also not like the individualistic internet companies, we are more in the middle... culture at Chinese internet companies are really not like traditional Chinese enterprises.

From Table 5.5 below on the views of the three MNCs interviewees on Hofstede's six cultural dimensions, similar to PDEs' views in Table 5.4 it was difficult to find a consistent pattern. C1 and C2 from the same company viewed the six cultural

dimensions differently, sharing just two dimensions: ‘individualism’ and ‘time orientation’. Both thought that their company tended to be focused on the short-term, collectivistic and risk-tolerant. Company C is an internal start-up within a well-established MNC’s new consulting business in China, AIoT (Artificial Intelligence & Internet of Things) with a ‘clan’ culture. Thus, it is understandable that C1 and C2 perceive their company to be more focused on short-term survival and more risk-tolerant to adapt to China’s changing market and customer needs.

On the other hand, on only one dimension, ‘individualism’, did the three interviewees from MNCs agree with Hofstede’s China data, viewing their company as more ‘collectivistic’, matching the traditional view of Chinese culture. This is unlike Hofstede et al.’s (2010) benchmark data on Germany and France regarding this orientation, which both score highly for individualism. C1 and C2 chose ‘clan’ culture as the dominant culture under the OCAI model and D2 stated that Company D is inherently a family business from France, thus rewards staff with long-term employment and loyalty. Thus, collectivism is more valued than individualism at the two MNCs.

D2 states that he did not find that Chinese culture greatly influences his company, as it recruits people who match the company’s culture in order to avoid culture conflict. Moreover, as D2 said, to respect diversity is part of its culture, even though, from a global perspective, Company D wants consistency in its organisational culture.

Dimensions	Tendencies	China	C1	C2	D1	D2
			p.16-23	p.16-18	-	p.16
Power Distance	Equality		√			√
	Inequality	√		√		
Uncertainty Avoidance	Risk tolerant	√	√	√		
	Risk intolerant		√			√
Individualism	Collectivistic	√	√	√		√
	Individualistic					
Masculinity	Collaboration & cooperation		√			√
	Power & competitiveness	√		√		
Long Term Orientation	Tradition & short term		√	√		
	Future & long term	√				√
Indulgence	Normative repression	√		not much difference		
	Free satisfaction					√
		https://www.hofstede-insights.com/country-comparison/china/	China not strong in predictability and reliability		(did not touch on during interview)	(digested from conversation rather than asked specifically)

Table 5.5 Inputs from four interviewees from MNCs, compared to Hofstede et al.’s (2010) China data

In Chapter 2 we discussed the high power inequality in China and the suppression of personal needs to sustain harmony and save face, as prescribed in Confucianism. This is known as the 'golden mean' (中庸), a dialectical and harmonious way of thinking and working. This was mentioned by two interviewees. A2 said that, due to the 'golden mean' (中庸), avoiding conflict is common in Company A. C1 believes in the 'golden mean', as he regards nothing to be absolute. While the West tends to see things in a more scientific and factual, black and white basis, the 'golden mean' helps the Chinese to be more flexible. Thus, he suggested that both risk-tolerant and risk-intolerant co-exist in Company C. C1 adopted a paradoxical paradigm similar to that of Faure and Fang (2008) to face both the strong 'risk-avoidance' preference in German culture (65 in Hofstede et al. (2010)) and China's smaller degree of 'risk-avoidance' (30 in Hofstede et al.'s data (2010)).

After analysing the findings from the client's view of the two PDEs and two MNCs compared to Hofstede et al.'s (2010) benchmark data for China, I analysed the coaches' views. The experienced Chinese corporate coaches, Coach A and Coach B, shared their perspectives with me during interviews.

During the interviews with Coach A and Coach B, we discussed the differences between PDEs and MNCs based on Hofstede's cross-cultural model. Based on their understanding and experience of these two types of entities and the Hofstede model, their perspectives are listed in Tables 5.6 and 5.7. Coach B used her understanding of MNCs in Germany, not China, as she had no clear connection to MNCs in China.

Hofstede Cross Culture Dimensions and inputs from Coach A, the interviewee from Taiwan, staying in Shanghai, China				
Dimensions	Tendencies	China	PDEs(China)	MNCs(China)
Power Distance	Equality			√
	Inequality	√	√	
Uncertainty Avoidance	Risk tolerant	√	√	
	Risk intolerant			√
Individualism	Collectivistic	√		√
	Individualistic		√	
Masculinity	Collaboration and co-operation			√
	Power and Competivness	√	√	√
Long Term Orientation	Tradition & short term			
	Future & long term	√	√	√
Indulgence	Normative repression	√	√	
	Free satisfaction			√
		https://www.hofstede-insights.com/country-comparison/china/		

Table 5.6 Coach A’s view of PDEs and MNCs in China, compared with Hofstede’s model

Hofstede Cross Culture Dimensions and inputs from Coach B ,interviewee from Germany.				
Dimensions	Tendencies	China	PDEs(China)	MNCs(Germany)
Power Distance	Equality			√
	Inequality	√	√	
Uncertainty Avoidance	Risk tolerant	√	√	
	Risk intolerant			√
Individualism	Collectivistic	√	√	
	Individualistic			√
Masculinity	Collaboration and co-operation		√	
	Power and Competivness	√		√
Long Term Orientation	Tradition & short term			
	Future & long term	√	√	√
Indulgence	Normative repression	√	√	√
	Free satisfaction			
		https://www.hofstede-insights.com/country-comparison/china/		

Table 5.7 Coach B’s view of PDEs and MNCs in China compared with Hofstede’s model

Regarding the views of Coaches A and B on PDEs on the six dimensions of Hofstede et al. (2010), I find I agree with both on the five dimensions that match Hofstede et al.’s (2010) benchmark data for China. The three of us are in agreement that PDEs are more closely identified with Chinese culture. As in Table 5.8, the three of us differed from Hofstede’s data in only one dimension, yet in a different one. Coach A felt that PDEs in China are more ‘individualistic’, whereas Coach B felt that they are more ‘feminine’ in

terms of the relationship between a leader and the staff, while I thought they are more ‘short-term oriented’.

Comparing Coach A and B’s perspectives and mine on PDEs, as shown in Table 5.8, we share three views: PDEs tend to be more ‘inequal’ in ‘power distance’; more ‘risk-tolerant’ in ‘uncertainty avoidance’; and more ‘normatively repressed’ in ‘indulgence vs restraint’.

Camparison Among 3 coaches on Hofstefe Cross Culture Dimensions about PDEs (China)					
Dimensions	Tendencies	China	PDEs(China) Coach A	PDEs(China) Coach B	PDEs(China) Catherine
Power Distance	Equality				
	Inequality	√	√	√	√
Uncertainty Avoidance	Risk tolerant	√	√	√	√
	Risk intolerant				
Individualism	Collectivistic	√		√	√
	Individualistic		√		
Masculinity	Collaboration and co-operation			√	
	Power and Competivness	√	√		√
Long Term Orientation	Tradition & short term				√
	Future & long term	√	√	√	
Indulgence	Normative repression	√	√	√	√
	Free satisfaction				
		https://www.hofstede-insights.com/country-comparison/china/			

Table 5.8 Coaches A and B’s and my view of PDEs in China compared to Hofstede’s model

In terms of MNCs, Coach A identified four, Coach B three, and I myself five dimensions inconsistent with Hofstede’s benchmarks, as seen in Table 5.9. Coach A found a paradoxical paradigm in ‘masculinity’ towards MNCs, whereby they are concerned for the feelings of staff when facing competition. All three of us have similar views on ‘power distance’, ‘uncertainty avoidance’ and ‘time perspective’. We see MNCs as more ‘equal’, ‘risk-intolerant’ and ‘future and long-term oriented’. Thus, in our view, half the dimensions were different and half the same.

Comparison Among 3 coaches on Hofstede Cross Culture Dimensions about MNCs					
Dimensions	Tendencies	China	MNCs(China) Coach A	MNCs(Germany) Coach B	MNCs(China) Catherine
Power Distance	Equality		√	√	√
	Inequality	√			
Uncertainty Avoidance	Risk tolerant	√			
	Risk intolerant		√	√	√
Individualism	Collectivistic	√	√		
	Individualistic			√	√
Masculinity	Collaboration and co-operation		√		√
	Power and Competitiveness	√	√	√	
Long Term Orientation	Tradition & short term				
	Future & long term	√	√	√	√
Indulgence	Normative repression	√		√	
	Free satisfaction		√		√
		https://www.hofstede-insights.com/country-comparison/china/			

Table 5.9 Coach A and B's and my own view of MNCs in China compared with Hofstede's model

We three professional coaches have similar assumptions about the two cultural orientations of 'power distance' and 'uncertainty avoidance' in PDEs and MNCs. We are in alignment over the 'power distance' orientation, in that PDEs are less and MNCs more 'equal'; also in that, in 'uncertainty orientation', PDEs tend to be more risk-tolerant and MNCs less so. Coaching conversations require an equal partnership between the coach and coachee, and our topics are how to enhance coaches' awareness of individual changes, as in the TTM framework mentioned in Chapter 2. I think that because of our coaching experiences, where we are concerned about partnering clients and how best to face changes, the three of us are highly sensitive to these two orientations. This is also behind our agreement about the differences between PDEs and MNCs regarding these orientations.

From the above findings, the alignment in how we see PDEs and MNCs is easily identified in coaches, based on Hofstede et al.'s cross-cultural model and data (2010). From the client's side, it seems more difficult, as the responses were more diverse. There is no good match between the six orientations of the eight corporate interviewees and the three coaches' perspectives in PDEs and MNCs, nor among themselves. Coach A, Coach B and I felt that MNCs tend to be 'equal' in 'power distance', yet C2 stated that Company C showed 'inequality' in this orientation. We

three coaches thought that PDEs were more 'unequal', while A2 and B2 stated that their companies were more 'equal'. I felt that PDEs tended to be short-term and A1 and A2 from Company A agreed, yet B1 and B2 from Company B claimed that it tended to be long-term, due to the nature of the sector. Thus, the findings on the organisational culture of PDEs and MNCs under Hofstede's 6-D model were diverse in the various combinations. I feel that Faure and Fang's (2008) paradoxical paradigm is more appropriate to contemporary China; that is, not polarised to the 'either/or' mode due to the complexity of the environment, the industry and organisations themselves. According to the interviewees, the proposition whereby 'national culture contributes to the organisational culture of PDEs and MNCs' (P3) is worth considering, yet the paradoxical paradigm may be more applicable to the China market.

In summary, I have reviewed the interview and survey data according to six different perspectives: the organisational characteristics of PDEs and MNCs participants; their external and internal challenges; phase of organisational growth; type of organisational change; organisational culture under OCAI; and cross-cultural dimensions under the Hofstede's model in understanding the cultural and commercial characteristics of the two PDEs and two MNCs that I interviewed. Their varying characteristics give rise to different management needs, including in talent development, which I perceive as follows:

1. While the two PDEs were young and thus focused on operational and strategic changes, the two MNCs, which had a long history, adopted transformational change to meet their challenges and required their leaders to use disruptive leadership with high self-awareness.
2. The two PDEs hoped to develop a more 'clan' culture, while the two MNCs wanted to become more 'market' or 'adhocracy' oriented. This means that the two PDEs planned to pay more attention to internal integration and the two MNCs to external adaptation.

3. The two PDEs in the fast-growing internet sector had developed into large organisations but not paid enough attention to developing the maturity of their young leaders in facing VUCA and leading others.

4. The two MNCs continued to be more concerned with the personal development of their staff than the PDEs, caring more about the transformation of the mindset and self-awareness of their talented staff, especially that of the young staff who increasingly comprise their workforce, who prioritise self-actualisation as well as their remuneration and benefits.

5. The two PDEs and two MNCs did not pay enough attention to the co-existence of paradoxical Chinese traditional values and Western values.

From my perspective, the management needs were likely to be met through developing people in these four cases by thinking and doing differently. A1 remarked that at internet companies people need to disrupt themselves every day, while B1 stated that as technology keeps on updating, his staff have to keep learning continuously. The four interviewees of MNC Companies C and D expected their staff to be agile and adaptive in reacting to the external changing market in China and beyond. Their views on talent development support my expectations, as mentioned in Chapter 1. These concern how coaching can help organisations to manage their management needs arising from their external and internal challenges.

From my observations, cultivating a coaching culture can help the leaders of these PDEs and MNCs in China to find effective and innovative ways to meet all their management needs and take action to achieve the expected business results. The findings of Research Question 2 will present the choices and implementation of coaching culture of these four cases.

5.3 Research Question 2: Benefits of coaching culture, readiness, success factors and steps of building up coaching culture

Research Question 2:

How does coaching support organisational development and employee development at Private Domestic Enterprises (PDEs) and Multinational Corporations (MNCs) operating in China? What are the necessary factors and steps in developing organisation and coaching cultures at PDEs and MNCs operating in China?

Propositions:

4. A coaching culture would help to meet the management needs of PDEs and MNCs. (P4)

5. It is necessary to have the eight success factors in place and follow the eight steps in order to cultivate a coaching culture successfully in PDEs and MNCs. (P5)

6. The availability of the success factors determines the stage of coaching culture development in PDEs and MNCs. (P6)

Having gained a better understanding of the characteristics of the PDEs and MNCs from the six perspectives above and possible management needs, we turn to the interviews and survey results. These describe the thoughts of the participants on the strategic value of coaching in organisational and employee development and how to develop a coaching culture. This answers Research Question 2 and its three propositions.

5.3.1 Benefits of a coaching culture

As in Chapter 1, in the new and complex environment in China all organisations need to develop a culture that empowers their staff to challenge their thinking and disrupt

themselves (Korn Ferry, 2019). This is in line with the statement about disruptive leadership in the internal challenges of corporate enterprises. I believe that a coaching culture does help to create self-disruptive leaders for the future who are in great demand. In regard to the definition of the coaching culture, the answers of the eight corporate interviewees and survey participants are closely related to ‘people-oriented’, ‘potential exploration’ and ‘coaching mindset integrated into daily life and work life to improve productivity and efficiency’. These are in alignment with the literature review in Chapter 2. The survey respondents had had at least 60 hours of professional coaching training and the interviewees were either sponsors or participants of in-house coaching leadership programmes. Thus, it is reasonable to assume that they have a clear understanding of the definition of a coaching culture.

All eight interviewees acknowledged the benefits of coaching and valued a corporate coaching culture, according to their responses to survey Question 16 in Figure 5.7: ‘What change would you like to see as a result of adopting a coaching culture?’ Some 11 benefits of cultivating a coaching culture (Filipkowski, Heverin & Ruth, 2016) were listed. Two popular responses were ‘faster leadership development’ by seven of the eight interviewees and ‘improved team functioning’ by five of the eight. Similarly, according to the findings from the survey shown in Figure 5.8, two top benefits, ‘faster leadership development’ and ‘improved team functioning’, were selected by 17 respondents from MNCs and 13 from PDEs. From these results, it would seem that ‘fast’ is what corporate enterprises in China are looking for, and teamwork is emphasised in order to produce more. From Figures 5.7 and 5.8, PDEs are more concerned with ‘increased productivity’ than MNCs.

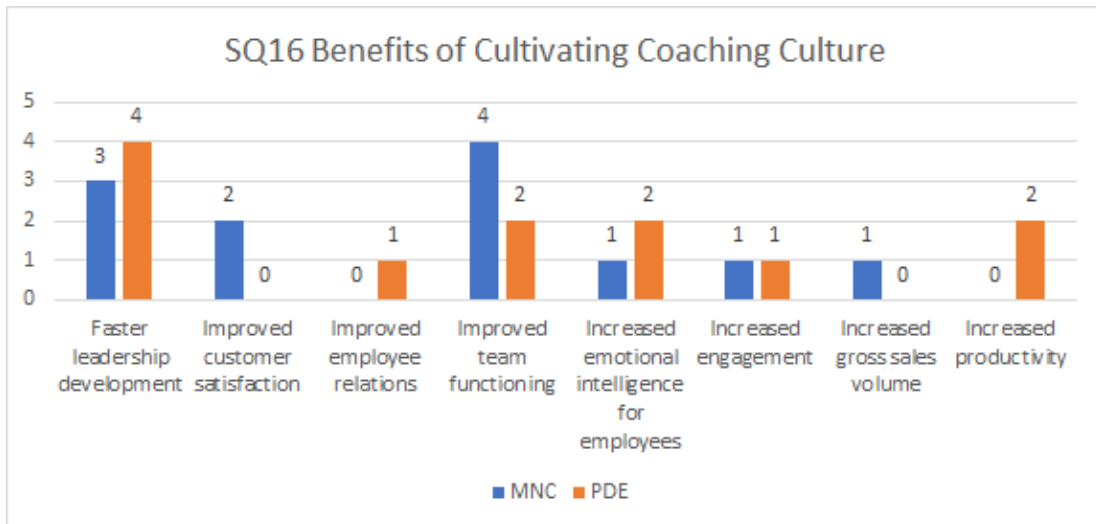


Figure 5.7 Survey results of eight interviewees on the benefits of cultivating a coaching culture

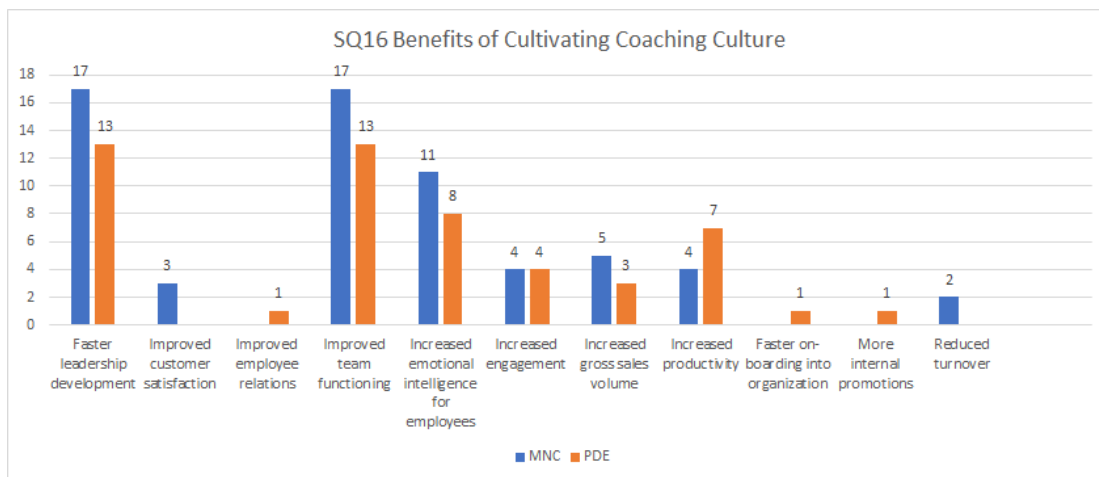


Figure 5.8 Benefits of cultivating a coaching culture, according to survey respondents

During my interviews with the eight executives, the two areas relating to the benefits of coaching and coaching culture that were most mentioned were enhancing self-awareness and strengthening leadership, both important for organisational development and employee development in China’s changing environment. A2 and B1 said that changing mindsets was one of the internal challenges that the company was facing and that, as a prerequisite, employees needed strong self-awareness. Only with high self-awareness would they be able to shift their mindset to match the organisation’s development.

C2 and D2 believed that faster leadership development and improved team functioning would bring about 'increased productivity' and 'increased gross sales volume', according to their responses to Question 16 in the survey. It seems that PDEs expect concrete outcomes as a direct result, while MNCs treat business outcomes from coaching as an indirect result. Notable quotes from the interviews of C2 and D2 on the benefits of a coaching culture are:

C2: 'With regards to talent development... first we need self-awareness... so can best release my potential.... Coaching can help the area in self-awareness... with the team coaching of our sales team, we built greater trust, and increased the dynamics in every person, enabling them to make their own decision, enabling our team to perform better.

D2: Before everyone sees that we are all under pressure, and there are many conflicts... through team coaching sessions, with understanding each other, connection is easier, and you feel greater intimacy when sitting together.

A coaching culture is about three levels of awareness: the individual; the team; and the organisation (Clutterbuck et al., 2016). The responses by both the survey participants and the interviewees attest to this. Thus, the proposition whereby a coaching culture would help to meet management needs (P4) has been tested and found to be valid. Acknowledging the benefits of coaching, would the two PDEs and two MNCs invest time and money in cultivating a coaching culture? This will be investigated further in the coming sections.

5.3.2 Readiness and stage of coaching culture development

Three questions were asked of the survey participants about their level of willingness, readiness and plans to adopt a coaching culture. The readiness score for both A1 and A2 was low at 4 (out of 10), while willingness was higher at 5 and 6, and both thought that their company planned to adopt a coaching culture. B1 and B2 said that there was no plan at their company to adopt a coaching culture, even though their willingness and readiness scores were medium, at 6 and 5 respectively. These results contrast with

those for the MNCs, where the interviewees from both Company C and D scored willingness and readiness higher than 6 and said that their companies had plans in place to adopt a coaching culture.

The corresponding survey results are in line with those of the interviewees. As in Figures 5.9, 5.10 and 5.11, the MNCs (66%) seemed to have greater willingness (a rating of 6 or above) than the PDEs (59%) to adopt a coaching culture, as well as a greater readiness (a rating of 6 or above) (MNCs 48% vs PDEs 24%). Some 76% of the MNC respondents stated that their company had plans to adopt a coaching culture, compared to only 41% of the PDEs. When looking at those three factors in the survey together, whether they are PDEs or MNCs it seems that those planning to adopt a coaching culture had greater willingness and readiness. If both the willingness and readiness scores were below 6, the respondents were more likely to have no plans to adopt a coaching culture. The exceptions were the two interviewees from Company A, who scored those two areas lower but still planned to adopt a coaching culture, while B1, who is the CEO of Company B, scored these two aspects 6 yet still selected the response of no plan to adopt. With no absolute formulae in these choices, the in-depth interviews with the eight executives helped me to understand better the rationale behind their choice of a plan or no plan and the types of service that would be suitable if they did decide to invest in cultivating a coaching culture.

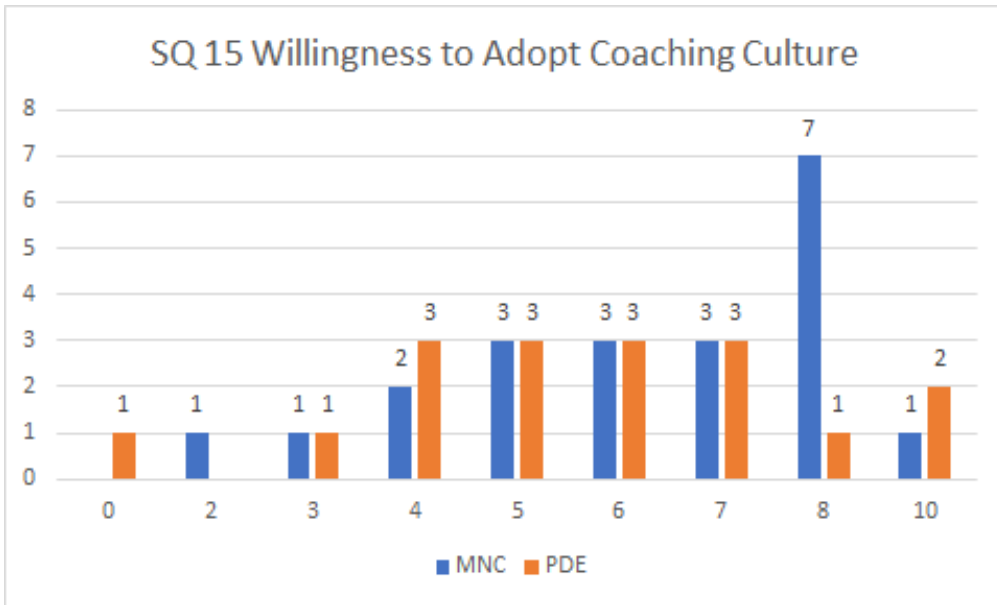


Figure 5.9 Willingness of respondent companies to adopt a coaching culture

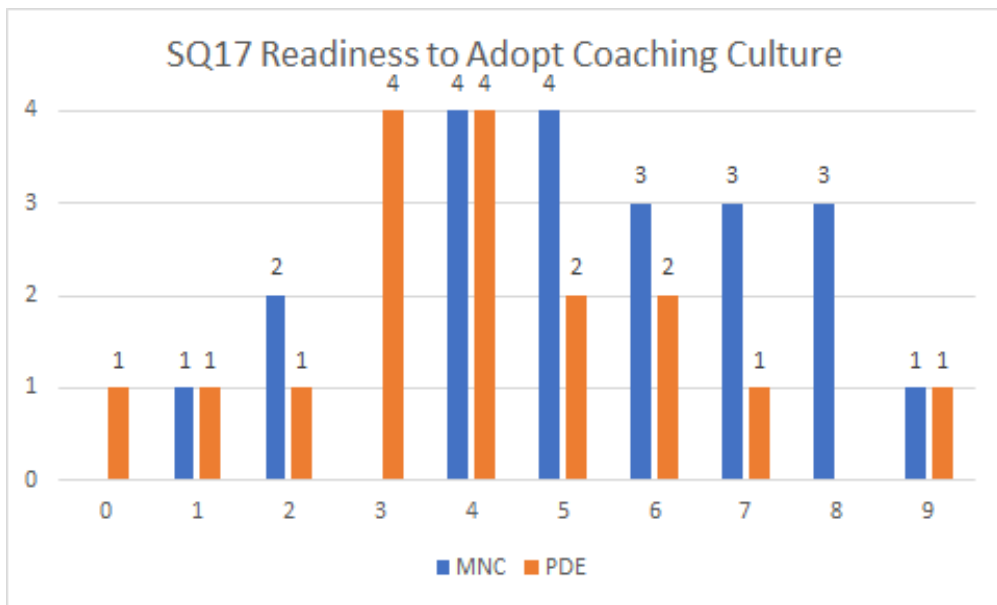


Figure 5.10 Readiness of respondent companies to adopt coaching culture

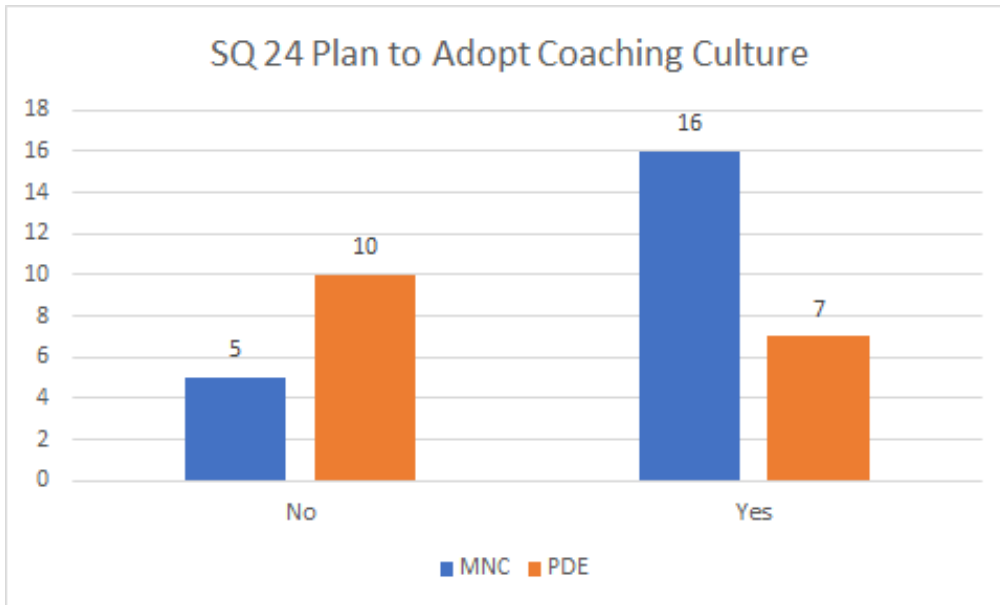


Figure 5.11 Whether respondent companies plan to adopt a coaching culture

In Chapter 2, Clutterbuck et al.'s (2016) concept of stages of coaching culture development was shown to be strongly related to the types of coaching service that an organisation requires and the critical success factors of the CCCC approach. Therefore, in preparation for the interviews, I asked the eight corporate interviewees to complete two culture diagnostic questionnaires designed for coaching culture audits (Clutterbuck & Megginson, 2016), CRS (in Appendix 2.5) and CCDS (in Appendix 2.6), and to assess the stage of coaching culture development at their organisation and their readiness for and trust in such development.

The results of the overall mean score for each interviewee in CCDS and CRS are summarised in Table 5.10. From the CCDS results, the current coaching culture development stage of both PDEs is 'Tactical', while the MNC Company C is at the 'Strategic' stage and Company D is at 'Embedded'. In the CRS results, Company D is also at the 'Embedded' stage, while the responses by A1, B1, B2, C1 and C2 indicate the 'Strategic' stage and A2 the 'Embedded' stage.

Sequence	CCDS	0-1 = Nascent 1-2 = Tactical 2-3 = Strategic 3-4 = Embedded	CRS	0-1 = Nascent 1-2 = Tactical 2-3 = Strategic 3-4 = Embedded
A1	1.42	Tactical	2.71	Strategic
A2	1.67	Tactical	3.38	Embedded
B1	1.38	Tactical	2.63	Strategic
B2	1.67	Tactical	2.58	Strategic
C1	2.71	Strategic	2.96	Strategic
C2	2.92	Strategic	2.83	Strategic
D1	3.29	Embedded	3.88	Embedded
D2	3.29	Embedded	3.67	Embedded

Table 5.10 Coaching culture development stage and culture readiness of interviewees' companies

According to Table 5.10, A2 scored CRS 3.38 since he valued coaching in organisations, and so assigned a high score to those questions in CRS; but this does not mean that Company A was ready for a larger-scale coaching culture, which is confirmed by his much lower CCDS score. In parallel, A1 thought that Company A had reached only the 'Tactical' and not 'Strategic' stage in its coaching culture development, even though the mean score for CRS was 2.71, as shown in Table 5.10. During the interview, A1 acknowledged the great progress made through coaching in the past three years and how the company now focused more on people, not relying on higher salaries and benefits but on being more caring about staff's feelings, even though it was not yet looking at how best to develop staff. A1 remarked that although my company's coaching had been proactively 'sowing seeds', coaching had not become a trend due to the lack of strong awareness of its importance among senior management and because the time was not right. Thus, she concluded:

our company now says it cares about people, and it needs coaching... but with the huge pressure to grow next year, there will not be time.... I think they need coaching, but not coaching culture... at least can self-coach.

The two interviewees of Company B acknowledged that their company should be in the 'Tactical' stage, according to CCDS. Although their leadership team had undergone a systematic coaching programme in 2016 by my company, afterwards there had been

no continued development in this area. During the interview, B1 told me that he did not feel comfortable in revealing his true thoughts and feelings to the professional coach, who is a stranger to him. He maintained that coaching was an advanced management capability and thus unsuitable for leaders in the internet sector who have a technical background, as they first require basic leadership skills. He disclosed the thoughts of the founder, of which I had been unaware:

the founder thought he's an expert already, and being an ex-government official... he believes in the management way of the (Communist) party, as well as that management system of Huawei which emphasizes the collective spirit, but with coaching more about focusing on the individual... I think there is conflict.

The founder of Company B is deeply entrenched in Chinese culture and not highly receptive to coaching. Without his support and that of the CEO (B1), the senior team has resisted being coached and the core team has focused on handling operational matters for survival and market expansion rather than developing leaders through coaching. Thus, on a limited basis, B2 chose to send her key HR staff to my company's public classes to learn coaching skills and knowledge and to support her teammates to use coaching methodology for staff development. She had kept up her connection with coaching and my company, including by agreeing to be interviewed.

The two MNCs, from Company C and D, had adopted coaching faster than the two PDEs, since their headquarters in Europe had already developed a coaching culture and so the interviewees were familiar with the concepts, and embedding a coaching culture is in progress in their China offices. Their mean scores in CCDS and CRS in Table 5.10 were higher than those of the two PDEs. Based on these scores, while Company C is supposed to be in the 'Strategic' stage and Company D in the 'Embedded' stage, during the interviews I was told by C1 and D1 that Company C was probably still at the 'Tactical' and Company D at the 'Strategic' stage, on the way to the 'Embedded' stage. Company C had no demand for an internal coach development programme, while Company D had started offering this in 2019. C1 stated that his team had just been

reformed after corporate restructuring and its focus was now on resolving short-term issues rather than long-term strategic issues, thus its willingness for self-reflection, self-awareness and self-disruption was only at about 30% to 40%. The executive coaching programme for the six core team members had been suspended in 2019 due to the resistance of four members, even though two team coaching workshops had been well received.

D1 told me that the HR team in Company D's factory had completed the professional learning for coaching at an external coaching institute but that the process had not started for everyone in the factory. He thus thought that the factory was close to the 'Strategic' and not at the 'Embedded' stage yet, even though the current and past factory general managers had wholeheartedly supported coaching leadership. However, I expect that Company D will be the first of these companies interviewed to reach the 'Embedded' stage as, since 2015, the company has introduced executive coaching, training workshops, HR staff learning in ICF-accredited coach training programme and supervision of internal coaches. In addition, D2 told me that the company offered solid support from headquarters and that the global CEO recently spoke in China about his coaching philosophy in exploring people's potential:

Our global CEO visited China three weeks ago and gave a two-hour 'town hall' meeting. He stressed, 'As a leader we need to have the belief that there's energy within each our of staff and you are not there to create it for him/her... but to provide opportunities to release it.'

Based on the conversations with the interviewees about their CCDS and CRS scores, it was natural for me to ask them follow-up questions regarding Question 24 in the survey: 'Does your company have plans to introduce a coaching culture?' Only Company B had no plans to cultivate a coaching culture at that time, while Company A, C and D did. Besides having plans, A2, D1 and D2 mentioned the actions that they were to take. A2 suggested that my company should continue its current work in delivering coaching leadership workshops in the leadership programmes in the various

business units of Company A. A1 had arranged for trained executives to act as part-time internal coaches to help others within the company, while D1 and D2 said that they would invite external coaches to support executive coaching and to train, as well as supervise, the company's internal certified coaches.

In accounting for the gap between the revised CCDS score and CRS score after the interview analysis, as in Table 5.11, the CRS scores reflect how much the interviewees value a coaching culture while the CCDS scores reflect the actual development stage. Understanding the gap in terms of much-needed catch up, I think that these two questionnaires are appropriate to be added as diagnostic tools to assess organisations' current stage of coaching culture and to help me to ask more and listen more about the interpretation of the results of CCDS and CRS.

Sequence	CCDS	0-1 = Nascent 1-2 = Tactical 2-3 = Strategic 3-4 = Embedded	CRS	0-1 = Nascent 1-2 = Tactical 2-3 = Strategic 3-4 = Embedded	Actual
A1	1.42	Tactical	2.71	Strategic	Tactical
A2	1.67	Tactical	3.38	Embedded	Tactical
B1	1.38	Tactical	2.63	Strategic	Tactical
B2	1.67	Tactical	2.58	Strategic	Tactical
C1	2.71	Strategic	2.96	Strategic	Tactical
C2	2.92	Strategic	2.83	Strategic	Tactical
D1	3.29	Embedded	3.88	Embedded	Strategic
D2	3.29	Embedded	3.67	Embedded	Strategic

Table 5.11 Coaching culture development stage and culture readiness scores of Interviewees' companies, compared to actual stage and readiness according to interview content

In summary, based on the findings relating to the interviewees' choices in face-to-face conversation, the two PDEs are in the 'Tactical' stage, while one MNC is in the 'Tactical' and the other is in the 'Strategic' stage. This is in line with the survey results in Figure 5.12, showing most of the participating PDEs in the 'Nascent' stage (53%) and most of the MNCs in the 'Tactical' stage (62%). It shows that the MNCs are more mature regarding cultivating a coaching culture and the PDEs are in only the early stages. With regard to maturity, only four MNCs and one PDE are at the 'Strategic' stage.

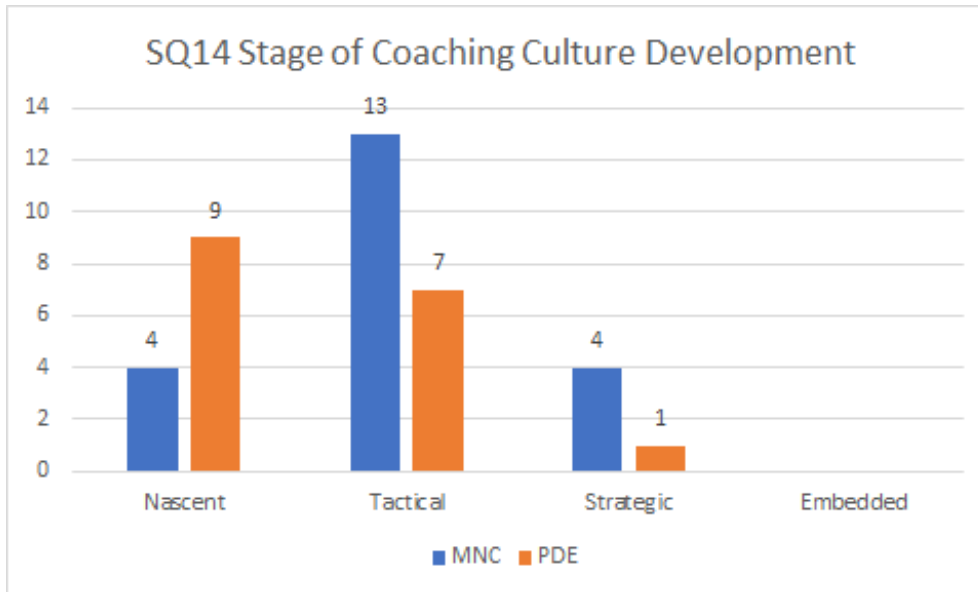


Figure 5.12 Stages of coaching culture development of the respondent companies

In conclusion, though the interviewees and survey results acknowledge the value of coaching and coaching culture, they view their companies' progress towards full 'Embedded' coaching culture differently due to gaps in some success factors, such as champions' support, willingness of the employees and the phase of organisational development, which will be discussed further in the coming section. The MNCs have greater willingness, readiness and intention to adopt a coaching culture and their stage of coaching culture development, at either the 'Tactical' or 'Strategic' stage, on average is higher than that of the PDEs.

5.3.3 Critical success factors

The above section revealed that the stage of coaching culture development and coaching readiness is closely related to some success factors of the CCCC approach. This was further discussed with the interviewees, as summarised in Table 5.12.

Inputs from 8 interviewees on 8 successful factors of CCCC								
	Alignment with Organisational Development	Integration with Organisational Culture	Commitment from Champions	Internal Support, Systems, and Resources	Employees' Commitment and Willingness	External Coach Maturity and Commitment	Internal Coach Maturity and Commitment	Timely Review and Adjustment
A1	x	x	x	x				
A2	x	x	x	x	x			
B1		x	x		x	x		
B2	x		x		x			
C1			x		x	x		
C2	x	x	x		x	x		x
D1	x	x	x	x		x	x	
D2	x	x	x	x		x	x	
Total	6	6	8	4	5	5	2	1

Table 5.12 Important critical success factors according to the eight interviewees

B1 and B2 stated in response to Question 24 of the survey that they had no plans to adopt a coaching culture. Linking this to their choice of important critical success factors, it seems that five success factors are lacking, hindering their forward progression to the next stage.

First, as success factors, B1 had chosen 'Integration with organisational culture', 'Commitment from champions' and 'Maturity and commitment of external coaches'. During the interview, B1 emphasised that 'Integration with organisational culture' was crucial. He mentioned that the company undertakes business-to-business (B2B) internet safety, emphasises market expansion (a characteristic of Phase 3 of organisational growth) and shares the characteristic of PDEs in China whereby it is more 'collective' in how it secures business and survives in the market. For these reasons, he stated, his company is quite unlike Google, which has a more 'individualistic' culture. That culture, he believed, is more appropriate for coaching; Google encourages people to have innovative ideas and does not need to be overly concerned with sales and survival.

B1 made this comparison since B2 had used Google as an example of coaching culture to encourage him, the CEO and the founder to accept coaching in 2016 after going on a study trip organised by my company to Google's headquarters. Company B's coaching programme, comprising training workshops and executive coaching, lasted for only one year and was suspended at end of 2017. As explained by B1, he and the

founder thought that a coaching culture was unsuited to their collective organisational culture and their sector's culture. His lack of faith in coaching was probably due to an unsatisfactory experience of being coached, due to the immaturity of the external coach at that time.

B2 had picked 'Alignment with organisational development', 'Commitment from Champions', and 'Employees' commitment and willingness' as the absent critical success factors. In the interview, her explanation of her company's decision to discontinue cultivating a coaching culture accorded with her choice of critical success factors:

Because we currently have too many things... and to build awareness (of coaching) in them, I feel that if they do not feel pain (to change), it is useless for me to push too hard, so I would rather do other stuff.

This explains why Company B is stalled at the 'Tactical' stage of coaching culture development. By reflecting on the interviews with B1 and B2, I gained a better understanding of the five absent critical success factors behind the suspension of the company's coaching programme at the end of 2017. I find it both reasonable and acceptable that its two senior executives chose not to actively promote coaching culture further.

With regards to the other PDE, Company A, A1 had chosen 'Alignment with organisational development', 'Integration of organisational culture', 'Internal support' and 'Commitment from champions' as the missing success factors. A2 chose these same four, and added another: 'Employees' commitment and willingness'. In the session explaining why Company A was in the 'Tactical' stage of developing a coaching culture, A1 explicitly stated that at the current stage of the company's development, business results were more important than a coaching culture. A1 and A2 were both most concerned about getting support from senior executives, and hoped that they could be coached and made more aware of the value of coaching and a coaching

culture. It is thus understandable why Company A is at only the 'Tactical' stage and what support is needed for them to move forward.

In summary, both PDEs highlighted the five success factors important to them, four of which they had in common – 'Alignment with organisational development', 'Integration of organisational culture', 'Commitment from champions' and 'Employees' commitment and willingness' – and one different. For Company A, this was 'Internal support' and for Company B it was 'Maturity of external coaches'.

C1, the key leader to influence the culture and stage of coaching culture, selected 'Commitment from champions', 'Employees' commitment and willingness' and 'External coach maturity and commitment' as the important success factors. C2 chose two further success factors, 'Alignment with organisational development' and 'Integration of organisational culture'. C2 stated that she was most concerned with the maturity and commitment of external coaches, as her colleagues were all highly educated specialists and to buy into coaching needed to have great trust in the professionalism of the external coaches, and currently were resisting it. Thus, C1 and C2 acknowledged 'Employees' commitment and willingness' as one of the success factors when facing resistance to coaching from key staff, and had chosen to be patient, in line with the company's 'clan' culture. C2 was still actively practising and finding opportunities to introduce more coaching elements into her team management, and even this company was still in the 'Tactical' stage.

Company D, on the other hand, was in the 'Strategic' stage of coaching culture development, working hard towards the 'Embedded' stage with strong support from headquarters. As their critical success factors, during the interviews both D1 and D2 were concerned about the quality of internal and external coaches. They thought that the professionalism of internal coaches was not yet satisfactory, thus the support and supervision of external coaches are important. This is understandable, as the coaching

industry in China is still new and only in recent years have internal HR and learning development staff accepted and learned coaching:

D1: Our HR teammates have attended training... and practised... but (their) level is still very low... thus to have sustainable development in coaching culture... we need to... have continuous personal development of internal coaches, and enrol in the support of external coaching resources.

D2: (Firstly), it must align with (overall) strategy... or it cannot be implemented in the long term.... Secondly... if coaching has been aligned with corporate strategy... as organisational culture is there to support corporate strategy... (thirdly) 'Maturity and commitment of external coaches' is very important.... I feel there are limitations for internal coaches, and we trust external coaches more.

The three most selected critical success factors are shown in Table 5.12: 'Commitment from champions', by all eight of the interviewees; 'Alignment with organisational development', by six; and 'Integration with organisational culture', by six. These three factors seem to drive the decision to invest in cultivating a coaching culture, whether the company is a PDE or MNC, as suggested by Clutterbuck et al. (2016). 'Alignment with organisational development' is about the relevance of coaching culture to business development and performance. 'Integration of organisational culture' is about the availability of a supportive culture to cultivate a coaching culture. Organisations' champions review coaching's relevance to the business and the availability of a supportive climate when making the decision to invest or not in cultivating a coaching culture. Thus, it is reasonable that these three success factors should be the ones most selected. In my experience, regarding them as the primary success factors is critical in supporting an organisation to develop from zero to the 'Nascent' stage.

When organisations want to work towards the more advanced stages from the 'Nascent' stage, another three success factors are needed – 'Internal support', 'Employees' commitment and willingness' and 'External coach maturity and commitment'. When moving up a stage, more people and resources are involved in

developing the coaching culture. As shown in Table 5.12, these three are regarded as secondary significant success factors, selected by four or five of the eight corporate interviewees. Only D1 and D2 of Company D were also concerned with 'Internal coach maturity and commitment'; as the only organisation in the 'Strategic' stage, planning to advance to the 'Embedded' stage would require internal coaches to spread coaching to every level of staff. Only the factor of 'Timely review and adjustment' was regarded as a factor with which to be concerned by C2, based on her past experience of working with my company to bring a coaching culture to her Company C. Hence, the other five success factors were seen as secondary in supporting an organisation to progress beyond the 'Nascent' stage.

The eight critical success factors of the CCCC approach can be classified as 'primary' and 'secondary', based on their significance, corresponding to the stages of coaching culture development proposed by Clutterbuck et al. (2016). From the survey results in Figure 5.13, the top three critical success factors for those PDEs whose readiness was scored 6 or above are 'Integration with organisational culture', 'Alignment with organisational development' and 'Commitment from champions'. The other five factors were infrequently selected, yet the respondents from MNCs mostly chose 'Maturity and commitment of external coaches', followed evenly by the other seven. This is in alignment with the trend seen in these four cases in Table 5.12, whereby those from MNCs were concerned equally with the eight critical factors, while those from PDEs focused more on the three primary factors.

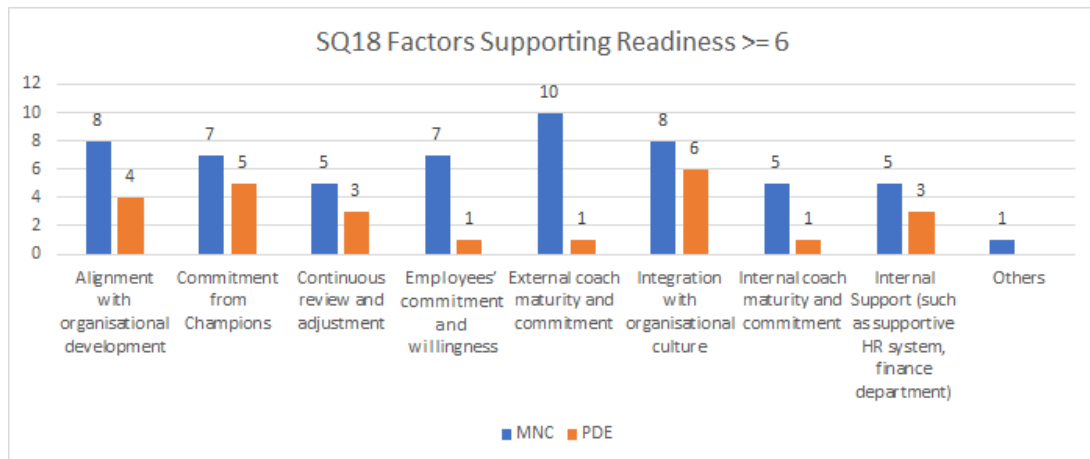


Figure 5.13 CCCC approach's success factors, supporting whether readiness is equal to or greater than 6 (Question 18 in the survey)

In conclusion, the data bear out the view that, in the eyes of the PDEs and MNCs involved, eight critical success factors support the development of a coaching culture. Consequently, these factors determine its stage in a company, in line with my propositions P5 and P6.

5.3.4 Steps for introducing a coaching culture

With regards to the interviewees' response to questions on the implementation steps of the CCCC approach in Chapter 1, as in Table 5.13 below, four interviewees (C2, D1 and D2 from MNCs, and A2 from PDEs) thought that eight steps were required, while the other four chose two, three or five. Of the first four, only C2 chose the original sequence; the other three opted for an alternative sequence. This mirrors the general survey's findings, whereby only one PDE and three MNCs (11%) selected the original sequence and seven PDEs (41%) and 11 MNCs (52%) opted for different order. The remaining respondents did not pick all eight steps.

Sequence of CCCC Steps from 8 Interviewees								
	Mutual Understanding	Integration	Promotion and Communication	Execution	Adjustment	Evaluation	Acknowledgement	Maintenance
A1		1	2					
A2	1	8	2	3	4	5	6	7
B1	3	2	1					
B2		1	2					
C1	1		2	3			5	4
C2	1	2	3	4	5	6	7	8
D1	2	1	3	4	5	6	7	8
D2	8	2	1	3	4	5	6	7

Table 5.13 Sequence of CCCC steps according to the eight interviewees

During the interviews I was seeking a deeper understanding of the interviewees' sequence choices, especially those who had positioned what I regarded as the starting steps towards the end of the sequence: A2 had assigned 'Integration' as the last step, and D2 put 'Mutual understanding' last. Their explanations gave me some new angles on understanding 'Integration' and 'Mutual understanding' from the client's perspective. A2 noted:

'Integration' means... everyone feels that (coaching) is useful, so it will become the daily behaviour model... and a habit, starting from deliberate practice to become a habit.

A2 regarded 'Integration' as the final step, to be taken after a coaching culture had been integrated into the habits of all staff in the organisation. This is unlike my own view, which is that it is a prerequisite for cultivating a coaching culture. D2, on the other hand, gave me an 'A-ha!' moment as I discovered a blind spot in my CCCC approach. He viewed as inherently internal to the organisation all the steps apart from 'Mutual understanding', which he felt was external. Moreover, he thought that the steps should form a loop, starting from and ending with 'Promotion and communication'. D2 remarked:

before doing anything you need to let others know... so 'Promotion' should be there, then this needs to be related to 'Organisational strategy'... otherwise this is not implementable... as this is something long-term, then back to promotion... to

inspire more people to join in.... I answer this question through the change management lens... how to garner more support internally, more widely accepted.

It seems that I had overlooked the importance of 'Promotion and communication'. In the survey responses, one-third of those from MNCs picked 'Promotion and communication' as the first step, while for the six respondents (38%) from PDEs it was their last.

I was curious to learn the reasons behind such a clear difference. In my CCCC model, I had placed 'Promotion and communication' as the third step in the working process, based on my experience of introducing a coaching culture. However, referring to these survey results and the inputs from D1, there is a clear difference between these PDEs' and MNCs' preferences for the order of the steps to take in cultivating a coaching culture. Looking at this from a cross-cultural perspective from my own experience and observation, the PDEs' preference in China may be due to them being more risk-intolerant of new management concepts during forty years of fast development, as well as lacking adequate experience in organisational culture cultivation, including coaching culture. They may need first to become well acquainted with their service provider and see successful cases of benchmarking for reassurance, and promote a coaching culture only after seeing concrete results from smaller-scale programmes. By contrast, MNCs' culture of equality, rich past experience in organisational culture and leadership development in line with their long history of company growth and larger company size requires an alignment of the staff first, before promoting new ideas. In addition, when the respondents were asked in the survey which steps were indispensable in sustaining a coaching culture, the factor of 'Promotion and communication' was emphasised more by MNCs than PDEs, as shown in Figure 5.14.

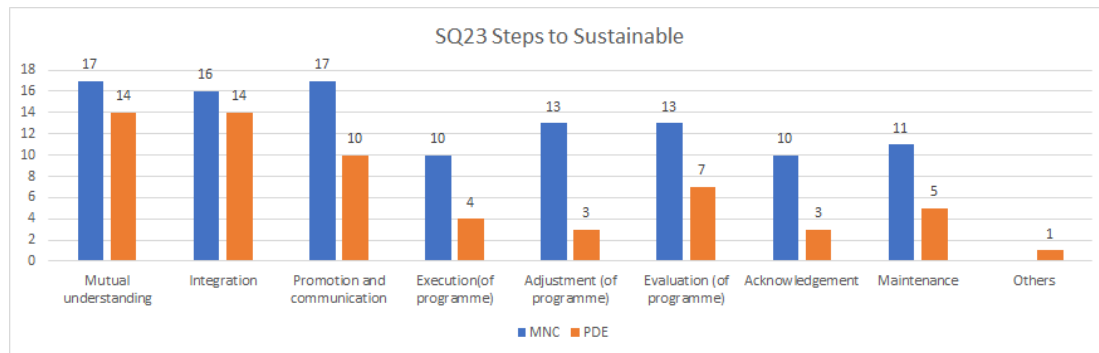


Figure 5.14 Important implementation steps vital to sustaining a coaching culture, from Question 20 in the survey

During the interview, C2 provided new insights into Step 2, ‘Mutual understanding’ (between consultant and organisation) and Step 6, ‘Evaluation’. According to C2, ‘Mutual understanding’ is not just about knowing each other but about the pain that corporate enterprises undergo, while ‘Evaluation’ is not just about evaluating participants’ performance ‘before’ and ‘after’ the coaching culture cultivation programme but about the value that they realise in spending time learning coaching and conducting conversations. Incidentally, ‘the values of time’ in coaching conversations are used by Google to measure the time’s effectiveness:

I think there needs to be pain to be resolved in the beginning, which will make it easier to (use coaching) to resolve... and after getting results from trying, with great experience you will continue, and influence others.

Besides the insights from C2, one respondent from the MNCs in the survey suggested adding a further step: ‘Alignment of the structure of coaching services and programmes before the implementation starts’. I think that is a worthwhile addition to round out the eight-step approach.

Asked which steps are indispensable, the interview participants responded that preparation is important before the implementation process starts, as shown in Table 5.14. The three most frequently selected steps were the original first three, similar to the survey results in Table 5.13 above: ‘Mutual understanding’; ‘Integration’; and ‘Promotion and communication’. Another finding was that it was the interviewees

from the MNCs who considered that further steps were needed for CCCC to be sustainable, not those from PDEs. Based on the findings of the above sessions, MNCs are maybe in at a more mature stage of coaching culture development than PDEs, so have more experience and consider the issues in greater detail.

CCCC Steps to be Sustainable from 8 Interviewees								
	Mutual Understanding	Integration	Promotion and Communication	Execution	Adjustment	Evaluation	Acknowledgement	Maintenance
A1	√	√	√					
A2	√	√	√				√	
B1	√	√	√					
B2	√							
C1	√			√				√
C2	√	√	√	√	√	√	√	√
D1	√	√	√	√	√	√	√	√
D2	√	√	√					√
Total	8	6	6	3	2	2	3	4

Table 5.14 The CCCC steps to make sustainable the maintenance of a coaching culture, according to the eight interviewees

In conclusion, the findings from both the interviews and survey bore out the steps that I had proposed. Moreover, they prompted me to see more clearly that my eight-step approach had been designed more from the perspective of the coaching service provider, with ‘Mutual understanding’ as the first step, and that the thoughts of the interviewees from the corporate insiders were quite different. Also, establishing the dissimilar preferences of those from the PDEs and MNCs for the different sequence at the start and end of ‘Promotion and communication’ gave me a new angle on this step. All these new ideas prompted me to consider how to enhance the CCCC approach.

5.4 Research Question 3: The best way to apply CCCC approach

Research Question 3:

What is the best way to apply the CCCC approach in developing coaching culture for Private Domestic Enterprises and Multinational Corporations to meet their changing management needs in China?

Proposition:

7. There is a best way to apply the CCCC approach, based on the availability of the success factors (P.7)

A goal for this research project is to find the best way to apply the CCCC approach to cultivate a coaching culture at PDEs and MNCs to meet their changing management needs in China. Through analysing the interviews and the survey under small size, I think that there may probably be no 'best' way, due to the complexity and paradoxes of the external environment under PEST and the internal cultural dynamics of the particular organisation. It seems that, according to the dimensions of Hofstede's 6-D model, a consistent pattern for the PDEs and MNCs cannot be established. Every enterprise is unique in terms of its growth phase, organisational culture, industry nature and impact of external and internal challenges.

In trying to analyse the relationship between the type of organisational change with the phase of organisational growth, the age of the company, the type of industry, and the type of organisational culture of those eight corporate interviewees and 38 respondents of the survey, I was not able to discover a linear pattern. My initial deduction is that every company makes its decisions based on its understanding of the market, the industry environment and its own organisational culture. When I act as a corporate coach, I always have to remind myself that everyone is unique. After this research project, I would say every corporate enterprise is also unique. A coaching conversation is an art, and cultivating a coaching culture is an art, too.

Nevertheless, what I found is that there may indeed be a better way to apply the CCCC approach under the theoretical framework mentioned in Chapter 3, Figure 3.2, distilled from understanding the rationale behind the success factors and step choices. The interviews and survey revealed which factors and steps are of primary or secondary significance, respectively, to the PDEs and MNCs, according to their phase of organisational development, organisational culture, cross-cultural orientation,

change strategy, readiness to develop a coaching culture and the CCDS. Through the research and subsequent analysis, I found the CCDS concepts and questionnaires helpful in identifying which success factors are present and which absent, and which steps should be carried out. This was first from the angle of the client, and what kinds of coaching services should be implemented at a particular point in time. I have a clearer picture why those four corporate cases have reached their particular stage of coaching culture development, which would move on and which would pause. My perspective towards the CCCC approach has moved forward from the original, from a linear understanding to more systemic and interactive perspective, from just concerning about the applicability of success factors and steps to understanding the rationale behind the availability of the success factors and steps. I discuss further in Chapter 6 how to shift from the better to the best way to apply the CCCC approach, with the cooperation of the PDEs and the MNCs.

5.5 Research Question 4: Enhancement of the CCCC approach

Research Question 4:

How can the CCCC approach be enhanced to make it more applicable to cultivating a coaching culture for Private Domestic Enterprises and Multinational Corporations operating in China?

Proposition:

8. The CCCC approach can be further improved for future application (P8)

The CCCC approach has gone through several incarnations since this project started. This arose first at the proposal stage, when 'Willingness and commitment of the coaches' was the seventh success factor. During the literature review, I decided to split this newly added factor into 'External coach maturity and commitment' and 'Internal coach maturity and commitment', as the two types of coach should be considered

differently in cultivating a coaching culture. Next, 'willingness' was changed to 'maturity', as I felt that the coaches' quality should be stressed, not just their attitudinal aspects. The results analysis reaffirmed my decision to split this factor, as MNCs in China afford their internal and external coaches a contrasting significance. As the coaching industry is still developing, there is strong demand for external coaches who can help the growth of their internal coaches when the companies move from the 'Strategic' to the 'Embedded' stage of coaching culture development.

I now see more clearly the relationship between the external coaches' success factor and the types of coaching services required at various stages of developing a coaching culture. MNCs tend to use one-to-one executive coaching services mainly for valuable senior talented staff, so are more concerned with the maturity and commitment of external coaches. This finding shows that this enhancement of the CCCC's critical success factors was both necessary and in the right direction.

In response to Question 22 in the survey about the steps necessary in cultivating a coaching culture, a respondent from an MNC suggested adding a further step, 'Structure of coaching services', to take place after 'Promotion and communication' and before 'Execution'. Based on more than a decade of consulting experience, C2 suggested adding 'Pain exploration' as a first step, before 'Mutual understanding'. I think that it is worth considering these two additional steps, as they represent my blind spots and are a voice from the clients' side, consequently they are paid further attention in Chapter 6.

As mentioned in the previous section, D2 enlightened me that the original sequence of the steps in my CCCC approach was designed from the perspective of the experienced coaching service provider more than that of the client, which is quite different. Where I had put 'Mutual understanding' as the first step, D2 put this last. He suggested that Steps 2 to 8 are more internal to the client, while Step 1 is more external. This shocked me, but it helped me to reflect on those steps from another

angle. His suggestion alerted me to my habit of thinking from the point of view of my own interest, not the other side. Also, while I had put 'Integration' as the second and 'Promotion and communication' as the third steps, some respondents from the MNCs made them their first step. Hence, the attitude of the PDEs and the MNCs in this survey towards the steps are dissimilar at various stages of developing a coaching culture in companies with contrasting organisational cultures and characteristics, depending on the various types of ownership. It seems that the sequence of the steps may need to be adjusted to the client's characteristics. Thus, the research helped me to consider matters from the perspective of the client and not just the supplier side.

By using the various models covered in the literature review to ask different questions in the survey and interviews, many new discoveries have been made. These include the relationship between the stage of cultivating a coaching culture, discussed by Clutterbuck, Megginson and Bajer (2016), and the critical success factors and steps of the CCCC approach, and cross-culture orientation under Hofstede et al.'s 6-D model (2010) regarding the cultural differences between PDEs and MNCs. The application of the CCCC approach has thus been enriched and enhanced with wider and deeper perspectives on cultivating a coaching culture in PDEs and MNCs. In considering these insights through analysis of the data from the four cases, I have completed the checklist in Table 5.15. This not only gave me an overall picture of those four organisations but eased the within-case and across-case comparisons, helping me to understand their characteristics and to project their needs in talent development and coaching culture cultivation. Thus, through my experience of case study through this project, I devised a checklist for diagnosing perspective clients who intend to cultivate a coaching culture to identify easily the availability and significance of their critical success factors and steps. This new idea is discussed more in Chapter 6. I now see the CCCC approach in a new framework, with additional dimensions such as external and internal challenges, organisational development, organisational culture, change strategies, Chinese culture, CCDS and entities of the corporates. As well as supporting my proposition P8, this new idea contributes to perfecting my CCCC approach.

Case study analysis								
Type of organization	PDEs				MNCs			
Company Name	A1	A2	B1	B2	C1	C2	D1	D2
Industry	Information Technology		Information Technology		Manufacturing Conglomerates		Manufacturing Conglomerates	
Country of HQ	China		China		Germany		France	
No. of Staff	> 1000		> 1000		> 1000		> 1000	
Years of Establishment	5-10 years		5-10 years		> 100		> 100	
Years in China	5-10 years		5-10 years		20-50 years		20-50 years	
Phrase of Organizational Growth	3	3	3	3	3	3	3	5
Organizational Change	Strategic	Strategic	Operational	Operational	Transformational	Transformational	Transformational	Transformational
Organizational Culture (Current)	Market	Market	Market	Adhocracy	Clan	Clan	Clan	Clan
Organizational Culture (Preferred)	Adhocracy	Clan	Market	Adhocracy	Clan	Adhocracy	Clan	Clan
Cross Culture Differences								
Power Distance	Equality		√		√	√		√
	Inequality						√	
Uncertainty Avoidance	Risk tolerant		√	√	√	√		
	Risk intolerant					√		√
Individualism	Collectivistic			√	mixed	√	√	√
	Individualistic	√	√					
Masculinity	Collaboration & cooperation			√	√			√
	Power & competitiveness	√	√	√		√		
Long Term Orientation	Tradition & short term	√	√		√	√		
	Future & long term			√	√			√
Indulgence	Normative repression		√		mixed		not much difference	
	Free satisfaction	√		√				
Benefits of Coaching								
Faster Leadership Development	√	√	√	√	√	√	√	
Improved customer satisfaction							√	√
improved employee relations			√					
Improved team functioning		√	√		√	√	√	√
Increased Emotional Intelligence for employees		√		√	√			
Increased engagement	√					√		
Increased Gross Sales Volume								√
Increased productivity	√			√				
Coaching Culture Development Stage	Tactical	Tactical	Tactical	Tactical	Tactical	Tactical	Strategic	Strategic
Plan to adopt coaching culture	Yes	Yes	No	No	Yes	Yes	Yes	Yes

Table 5.15 A summary checklist of data from all data sources for the four cases

5.6 Conclusion

The findings from the survey and interviews provided many insights into the differences between these MNCs and PDEs in their cultivation of a coaching culture, answering the research questions and verifying the propositions. These have confirmed my trust in the application of the CCCC approach, enhanced by the addition of a checklist for diagnosing the characteristics and preferences of companies intending to adopt a coaching culture in China. Moreover, it was very helpful for me in refining the CCCC approach; helping more coaches and corporate enterprises to assess the potential of developing a coaching culture, the stage of coaching culture development and availability of critical success factors; and deciding which steps should be taken and how to adjust these on a timely basis. My interpretation of the findings is discussed further in Chapter 6.

Chapter 6: Discussion, Implications, Limitations and Future Research, Self-Reflection and Conclusion

6.1 Introduction

After the last chapter's in-depth analysis of the interview and survey findings, in this chapter these are discussed in an integrated manner, with reference to the project's purpose, aim, research questions, propositions and expected outcomes. These discussions are based on my interpretations. They draw together my learning from the literature review in Chapter 2 and that from the interview and survey findings in Chapter 5. The discussion, with recommendations, will contribute to a revision of the CCCC approach for more effective application in China in future, as the concept of coaching culture becomes more widely understood. I hope the various stakeholders within organisations, including sponsors, human resources in charge, internal coaches, leaders and managers, and practitioners including external coaches, coaching service providers, coach training providers and professional coaching bodies, can take advantage of the discussion and recommendations to achieve greater success in coaching culture cultivation. This will be followed by the conclusion of the whole project, my self-reflection and the limitations.

6.2 Discussion

6.2.1 Impact of ownership of organisations in China

Schein (1992) remarked that organisational culture implies 'a pattern of basic assumptions – invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration', as mentioned in Chapter 2. Seven of the eight interviewees in the four cases thought that their companies, in facing a changing environment with enormous business opportunities, are in Phase 3 of organisational growth, which is supposedly focused on market

expansion. The interviews with the executives of the four cases revealed varying focuses. The two PDEs, with a shorter history, in alignment with their phase of organisational growth stressed meeting customer needs, capturing a market share and maintaining their market position. By contrast, the two MNCs, with a longer history, emphasised people's potential and team collaboration when facing external and internal challenges. This reflects their dissimilar beliefs and focus. According to the OCAI analysis of organisational culture, the two PDEs' dominant culture was either 'market' or 'adhocracy', while the two MNCs' was 'clan'. Thus, my findings confirm the research by Tsui, Wang and Xin (2006) that was mentioned in Chapter 2. This found that the organisational culture of such private domestic firms is externally focused as the market determines their success, in contrast to SOEs, which do not, while MNCs pay greater attention to internal integration issues than to private domestic firms.

Based on the findings of the case study, due to differences between the PDEs and MNCs in mindset and assumptions, the speed at which the champions and employees of these two types of organisations accept coaching and a coaching culture is dissimilar. Judging from Company A's fluctuating progress in cultivating a coaching culture and Company B's abrupt suspension of coaching, as well as Coach A's comments, PDEs in China seem to deviate more easily from their plan for a coaching culture in the face of external challenges, even though, from my perspective, these could actually enhance their ability to withstand crisis. MNCs, including the two interviewed in this research, seem more persistent in cultivating a coaching culture in similar circumstances. Hence, the type of ownership of an organisation can greatly affect the speed and rhythm of its cultivation of a coaching culture, including its application of the CCCC approach.

6.2.2 The growing demand for a coaching culture in China

Hawkins (2012) describes the development of the coaching industry in the West as evolving from remedy to development, from the individual to the organisation, from personal growth to organisational culture and from assistance from external coaches

to internalisation through in-house coaches. The fifth Coaching Survey organised by APAC (2019) remarked that coaching is a young industry, and 72% of organisational respondents from Mainland China said they had used coaching for less than three years. The progression from introducing coaching concepts to cultivating a coaching culture in China takes time. From my observations, MNCs' practice in developing a coaching culture in China seem to be leading the way, due to their headquarters' support and a mature coaching culture in the company. As stated in Chapter 1, by progressing from the coaching concept to a coaching culture, MNCs seem to play a more dominant role in disseminating this idea across China. Based on the interviews of these four cases, the two MNCs are continuing to cultivate a coaching culture, while one PDE intends to continue and one has already stopped. Of these four cases, only the MNC Company D in China has reached the 'Strategic' stage, developing internal coaches and moving towards the 'Embedded' stage.

As I stated in Chapter 5 regarding the preferred culture under OCAI, according to the findings the two MNCs interviewed wanted to become more flexible while continuing to be people-oriented, while the two PDEs interviewed wanted to become more structured and people-oriented yet remain market-driven. There is certainly much that they can learn from each other. The two PDEs were still young and were focused more on operational and strategic changes, while the two MNCs, with a longer history, had adopted transformational change to face their challenges, requiring their leaders to use disruptive leadership with strong self-awareness. The sudden appearance of the new coronavirus has pushed many PDEs towards transformational change. Under the impact of the COVID-19 virus, Company A is preparing to put its coaching leadership training online instead of requiring attendance in person at workshops as has been its practice for the past three years and, with the support of their newly trained internal coaches, it is now developing its talented staff outside of China. This is a major step for Company A in moving from the 'Tactical' to the 'Strategic' stage. As Coach A said in interview, once they acknowledge the value of a coaching culture, PDEs will learn fast.

All the changes that the PDEs and MNCs are facing in China are about a shift in the mindset of their staff regarding the basic assumption that coaching and coaching culture can help. It is predicted that while MNCs will continue as the leaders in this area for the present, more PDEs will actively participate in cultivating a coaching culture in China, catching up rapidly due to their fast learning.

6.2.3 Systemic approach with a theoretical framework

The CCCC approach started as a linear model, without the factors mentioned by Clutterbuck et al. (2016). These authors remarked:

the form and shape coaching culture eventually will take depends on a myriad of factors, including wider organisational and national culture, business strategy, the industry it belongs to, the products and services it offers, its competition and the markets it operates in.

Therefore, based on my 25 years of experience as a practitioner with a strategic mindset developed from my MBA study and entrepreneurship in cultivating a coaching culture in China, I set out to investigate the factors that I believe would have an impact, including the type of ownership of the corporate enterprise, the external challenges by PEST analysis, internal challenges of human factors issues, the organisational structure, the generational and diversity culture and leadership, the organisational development phase, change strategies, organisational culture and national cultures. These considerations add complexity, as well as clarity, to the application of the CCCC approach.

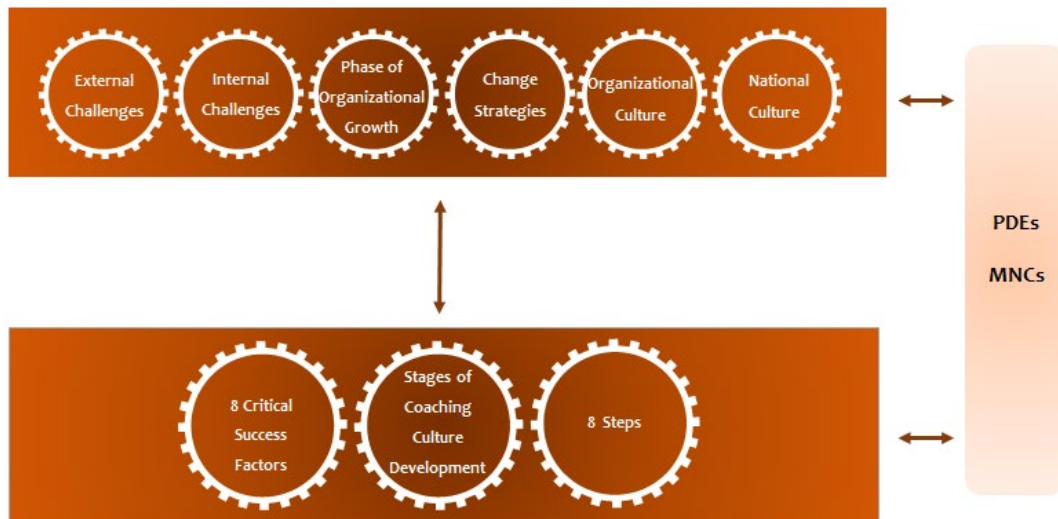


Figure 6.1 Theoretical framework of the CCCC approach

The theoretical framework mentioned in Figure 6.1 in Chapter 3 was used to guide the data collection and theme analysis. The questions in the survey and interviews concern those factors within this framework. The factors were used as themes for analysis, in line with the research questions in Chapter 5. These highlighted the systemic nature of the current CCCC approach. The framework provides a comprehensive view to facilitate diagnosis at the PDEs and MNCs, not based simply on the presence of success factors and implementation of the steps in the original CCCC approach, which now seems inadequate. Learning from the interview findings and the factors of the framework analysis, it is now understandable why Company B paused in cultivating its coaching culture in 2017 and why Companies A, C and D are set to continue.

The findings from the case studies were then analysed alongside the literature reviewed in Chapter 2. This literature includes studies by: Kolodziejczak (2015), who suggests that the organisational culture determines the scope of the coaching service; Bowen-Nielsen (2018), who proposes that the coaching direction is determined by the business owners and top management at each stage of organisational growth; and Clutterbuck et al. (2005), who remark that the structure of the coaching services should differ at the various stages of coaching culture development. These studies

have given support to the interrelatedness and contribution of the various factors in cultivating a coaching culture and expanded the steps of the CCCC approach by revealing my blind spots on the scope, direction and structure of cultivating a coaching culture. A further factor concerning the 'Scope, direction and structure of coaching services' can now be added as an additional step. All three elements set up the appropriate context, so it will be positioned before 'Execution'. This addition makes the steps more rounded and detailed, enhancing the success of building a coaching culture.

6.2.4 Significance of success factors

According to Hawkins (2012), 'a good coaching strategy stands on the foundational pillar of the organisation's mission, business strategy and organisational development plan, and not just based on the wave of HR departments' own enthusiasm for coaching and the support of one or two key sponsors'. Hawkins (2012) further argues that 'without clear business linkages, these initiatives by HR or their consultants will struggle to be sustained, and even if they do keep going, will fail to deliver the business benefit'. This is confirmed by the findings of both the interviews and the survey, whereby 'alignment with organisational development' is highly significant, especially for the PDEs, and is considered one of three primary success factors of the CCCC approach.

In my original CCCC approach, the eight success factors were not classified according to their significance but were treated as equally important. From the research, the significance of each success factor has been more established, and it is different for the PDEs and MNCs, varying also by the stage of coaching culture development. The first three success factors, 'Alignment with organisational development', 'Integration with organisational culture' and 'Commitment from champions' have been found to be highly important as they relate to the decision on whether to invest or not in cultivating a coaching culture, which depends on its relevance to the support and

business climate (Clutterbuck et al., 2016). Thus, these first three success factors are termed the ‘primary success factors’, while the remaining five are regarded as the ‘secondary success factors’. (Please see Figure 6.2.)



Figure 6.2 Critical primary and secondary success factors

From my experience and the findings of the in-depth interviews, the presence of the three primary success factors provides a solid foundation. The chance of success increases greatly in combination with timely and objective review and adjustment, based on the checklist to be discussed later and the presence of the secondary success factors.

6.2.5 Additional steps and new structure of steps for the CCCC approach

During the study’s investigation of the eight steps of the CCCC approach, D2 reflected that these steps were more put together from the perspective of the vendor than that of the customer. According to D2, from the customer’s viewpoint, especially MNCs, ‘Promotion and communication’ is a vital part of the loop in cultivating a coaching culture. I had not been aware of this before. From the findings of the survey, some respondents from MNCs had positioned this factor earlier in the sequence. One survey

respondent suggested that the structure of coaching services should be included as an additional step, in line with the discussion in section 6.2.3 above. One interviewee, B2, an experienced management consultant, reminded me of the importance of revealing the client's 'pain points', not just the management needs, otherwise they would not be motivated to integrate coaching into their organisational culture. These three insights had also been overlooked. The feedback reminded me of my painful experience at Stage 1, described in Chapter 1, when I was too business-oriented about cultivating a coaching culture and did not think greatly about the client's side.

In developing the CCCC approach in 2016, I had constructed the sequence of steps from only my own point of view. I used it to explain to potential customers what my company would do without considering the client's perspective. From the original design of the CCCC approach, I was more of a product vendor rather than a trusted partner. In cultivating a coaching culture, the commitment from the organisation is more important than that from the vendor, as the issue is cultural change in the organisation itself to match its organisational development. Both the external consultant and the client need to work as business partners to understand each other, as well as to provide support, to create a win-win situation.

With these new insights, I developed a revised sequence of steps with two loops, as shown in Figure 6.3. This puts the corporate loop inside and the vendor loop outside to reflect the primary and secondary relationships in the cooperation, from the 'Nascent' to the 'Embedded' stage of developing a coaching culture. These newly revised steps put the client and vendor together in a way similar to my coaching models, CDCA and LDQF, in yin–yang, in recognition of the co-existence of coachee and coach.



Figure 6.3 The revised steps of the CCCC approach

Furthermore, as shown in Figure 6.3, two further steps were added: first, ‘Scope, direction and structure’, as discussed in section 6.2.3 above, and second, using the term ‘gap’ rather than ‘pain’, better to match the concept of coaching, narrowing the distance between the current and expected status. The step ‘Promotion and communication’ has been simplified to ‘Promotion’, as the term encompasses communication. This step remains third in the sequence yet is repeated as the tenth step. Coaching and coaching culture are new concepts in China, and continuous ‘promotion’ signifies educating and arousing as well as confirming awareness of the changes and meeting the needs of the organisations. As with any organisational change, cultivating a coaching culture requires a robust and well-targeted marketing and communication campaign to create an understanding and acceptance of coaching and its benefits (Clutterbuck et al., 2016). However, from the findings of the survey

and interviews, PDEs may prefer the step of 'Promotion' to be the final step, after concrete results are seen. Thus, I think that the sequence of steps of the CCCC approach can be flexible and tailored to the needs and organisational culture of each corporate enterprise.

6.2.6 Checklists for client intake diagnosis and timely review

Informed by the above four areas of discussion, the CCCC approach success factors and steps have been enriched with various interrelated elements. I found the concepts and tools of PEST, OCAI, CCDS, Phase of organisational growth and Hofstede's 6-D model helpful in assessing the appropriateness and readiness of PDEs and MNCs to adopt coaching culture and, in turn, the significance of those success factors to the PDEs' and MNCs' stage of coaching culture development. As an outcome of the research, I have developed a checklist (Appendix 6.1) to help to diagnose a potential corporate client's suitability. This works by collecting data through communicating with the champions, sponsors and internal supporters, such as HR or Learning and Development (L&D), and through administering the questionnaires used in this study. This is helpful for trusted advisors in their consultative approach to assessing corporate clients, to decide whether to partner them in planning the next steps to cultivate a coaching culture or to pause the idea until the necessary success factors are present and the timing appears right.

The steps are not discussed during preparation but at the middle and end, using the checklists in Appendixes 6.2 and 6.3. The middle one in the step 'Continuous review and adjustment' is used during the process, and the end one is for review. After the completion of coaching culture cultivation project, the steps are evaluated. By helping them to stay on course, these checklists support both the consultant and client to cultivate a coaching culture more effectively.

Although the study has lent the CCCC approach more elements for consideration and more tools to be adopted in its application, I conclude that there is no best way.

Mistakes and hurdles are inevitable in the face of the complexity and uniqueness of the organisations in the VUCA context in China. The use of these checklists represents an approach to the 'best way'. As organisational culture is neither context-free, situation-free nor time-free, so the application of the CCCC in an organisation should be situation-specific, context-specific and time-specific (Fang, 2009). Thus, a great deal can be learned about the success of cultivating a coaching culture from the Chinese proverb: 'The right opportunity comes when let things happen at the right time, in the right circumstances, and with the right company' (天时 地利 人和).

6.2.7 The need to hold paradoxical views to cope with cross-cultural challenges in China

Eight propositions under the four research questions, all apart from Propositions 3 and 7, were supported by the findings of the survey and interviews. Proposition 3: 'National culture contributes to the organisational culture of PDEs and MNCs' was worth considering, yet the paradoxical paradigm suggested by Fang (2011) seems more applicable to the contemporary China market; that is, not polarised as in Hofstede et al.'s (2010) 'either/or' model. This relates to the issue of whether a PDE or an MNC faces multicultural generational differences within its organisation between the Chinese traditional values of the old generation and the Western mindset of the younger generation. PDEs also face the issue of staff with a Western mindset who have either 'migrated' from MNCs or are overseas returnees, while MNCs in China face cultural differences between at least two nations – China and their home country.

National culture adds to the complexity of an organisation's culture and cannot be ignored in China, a country with 5,000 years of history and deeply traditional values that affect the acceptance of a coaching culture from the West. For example, whereas the coaching approach in the West, such as in the United Kingdom, leans more towards individualism, as per Hofstede (Tulpa & Bresser, 2013), in China the culture is more collective, as in Hofstede et al.'s (2010) benchmark. Therefore, national culture affects

organisational culture in China, which influences whether there is a supportive climate for cultivating a coaching culture (Clutterbuck et al., 2016).

As stated by Aramian (2009), 'because of the growing need to manage diversity in a globally interconnected world, business is in some cases leading the way'. It may be to the fore in learning to value difference and creating an inclusive mindset that reflects the perspectives of its diverse employees, customers and other stakeholders in society. Thus, cross-cultural coaching has become one of the hottest trends in coaching, especially in view of the fact that coaching takes place in a cross-, multi- or inter-cultural context (Clutterbuck et al., 2016).

A cross-cultural perspective is necessary in the CCCC approach, holding paradoxical views. In this study, national culture has been incorporated as a factor in the theoretical framework of the CCCC approach. In-depth further studies on its impact on cultivating a coaching culture in China, as well as cross-cultural coaching, such as the value of cultural sensitivity and development of competence of cultural sensitivity (Couch & Rose, 2020), are highly recommended due to their increasing importance.

6.2.8 Higher demand for corporate coaches

According to the research findings, when moving to the 'Strategic' and 'Embedded' stages of developing a coaching culture, corporate enterprises rely on external coaches to guide their internal coaches through coaching supervision. Those MNCs willing to invest in executive coaching service for development, as well for the retention of their talented staff, regard the quality of the external coach as a critical success factor.

As trusted advisors, my team and I need to learn much about our clients through the theoretical framework of the CCCC approach. We need to support the champions in choosing to invest in cultivating a coaching culture, to select the appropriate plan and service, and to review and adjust constantly. At the same time, in addition to solid professional coaching experience, skills and tools, including an ICF qualification, the

external corporate coaches need to know about and be sensitive to these factors in order to work with us to serve the PDEs and MNCs best. Meanwhile, the internal coaches need to have a macro perspective to understand their own organisation's situation so that they can support its development by unlocking its talented staff's potential through coaching conversations. In both external and internal coaches, sufficient competence is now an 'must', as business in contemporary China is now more concerned with professional competence (*neng li*, 能力) than relationships (*guanxi*, 关系) (Fang, 2014).

Thus, in 2018, a two-day Certified Corporate Coach Programme (CCCP) based on the CCCC approach was developed. The CCCP comprises 24 hours of continuing coaching education to educate HR, CEO and senior executives in how to assess their organisation's suitability for cultivating a coaching culture and developing it through external and/or internal corporate coaches. The programme is also suitable for professional coaches who want to develop themselves as external corporate coaches or trusted advisors, working with potential corporate clients.

Given the increased complexity and clarity of the CCCC approach proposed here, the content and duration of this CCCP programme now needed to be enriched. Hence, the programme was changed from two to four days. Two further modules were incorporated: 'Cultivating a Coaching Culture' and 'What it Takes to Be a Corporate Coach'. This upgrade of the curriculum is to support the anticipated increase in demand for cultivating a coaching culture, as predicted by the external challenges, through PEST analysis and by the internal challenges discussed in Chapter 1.

In conclusion, eight areas have been discussed and some recommendations made. The differences between the PDEs and MNCs interviewed suggest that they have a contrasting speed and rhythm when cultivating a coaching culture in China. There is much opportunity for them to learn from each other to enable continuous growth in

this changing market. MNCs' persistent promotion of a coaching culture to develop their talented staff in China encourages PDEs to follow or even overtake them.

To better serve the growing demand for cultivating a coaching culture in China, the CCCC approach has evolved. It now has a theoretical framework incorporating all aspects related to the success factors and implementation steps: the classification of the significance of success factors; a revised sequence of implementation steps with greater customer focus; and newly developed checklists for diagnosis and assessment. What must also be considered are a paradoxical paradigm imbued with cultural sensitivity and competences to cope with cross-cultural challenges in China, and the continuous professional development of external and internal corporate coaches to support both PDEs' and MNCs' cultivation of a coaching culture.

6.3 Implications for various stakeholders

The purpose of this project is to arouse interest, awareness and comprehension of scholars, practitioners and corporate executives of the benefits and process of a structured cultivation of coaching culture to better manage change and achieve success in the emerging coaching market of China. The above discussions and recommendations contribute to this purpose.

The insight gained from ownership of the organisations helps sponsors and human resources within an organisation and coaching service providers to increase their sensitivity, acceptance and agility in response to the possible obstacles and disruptions during the process of coaching culture cultivation. So if, when supporting a PDE to build up a coaching culture, the coaching activities are suspended due to external adaptation issues, rather than being shocked the organisation will quickly find a solution. And if, when training corporate coaches, coach training providers include this element in the curriculum, it would raise external coaches' awareness of the impact on coaching culture cultivation that is due to organisation type.

A common pitfall that coaches fall into is to trivialise or dismiss cultural differences in the belief that, because we are all human, we are all the same (Clutterbuck et al., 2016). To avoid a similar misconception in corporate coaching in assuming that all organisations have the same problems in their dealings with human beings, I stress to my students that every organisation is unique. This is due to many interlocking factors, especially those stemming from the organisation's ownership. There is a small but growing literature on coaching culture that explores the organisation-wide deployment of coaching practices (Milner, Milner & McCarthy, 2020). From my practical experience and the preliminary findings about the various types of organisations in relation to the study of coaching culture cultivation, this area should prove interesting and worthy of further targeted study by academic scholars and researcher-practitioners.

From recent observations, there is an increasing number of overseas and local coaching service providers actively promoting corporate coaching services and training workshops in coaching leadership or manager as coach, supporting my prediction of growing demand for coaching culture cultivation in China. As can be seen from the above discussions on the framework, success factors, steps and checklists of the approach that has evolved, CCCC offers new insights for service providers, including my own company, to support more organisations, especially the fast-growing PDEs. It uses a more systemic approach, with a structured framework for building a coaching culture for the long-term development of agile talents as well as sustainable growth of companies in China. This programme is not just selling existing coaching services, aiming to convince clients that the service is a solution to all problems or 'quick fix'.

If a new culture is imposed on employees in a top-down manner (Hodgkinson, 2000) with no consideration of their possible reservations, there is likely to be resistance to change among these employees (Deetz et al., 2000). Looking at the elements mentioned in the updated CCCC approach, reiteration and consistency are important

over a longer time period for several reasons, such as the alignment to organisational culture and employees' self-disruption.

At the same time, sponsors and human resources of organisations should think and plan ahead with the macro view, as provided by the updated CCCC approach, and know how to collaborate with their chosen coaching service providers during the process of coaching culture cultivation. When both parties have a thorough mutual understanding, it enables a more tailor-made plan and more patience in first making sure of the availability of the three primary critical success factors, rather than over-optimistic expectations of immediate results. I expect that, with better understanding and application of the enhanced CCCC approach, the rate of success in building a coaching culture in China will increase further.

Facing cross-cultural challenges in China, external and internal coaches and organisational leaders and managers are invited to look into holding paradoxical views during coaching conversations with individuals or teams to enhance engagement, trust and compassion in coachees as well as in staff. As the organisations move through the stages of coaching culture development, coaches and leaders need to maintain continuous learning about the coaching culture, those key elements in the theoretical framework of the evolved CCCC approach and the various coaching competences in team, group, and peer supervision for preparing the consistent use of all types of coaching across and at all levels of organisations (Milner, Milner & McCarthy, 2020). To sustain competitiveness and meet the emerging needs in coaching culture cultivation in MNCs and PDEs in China, coaching service providers and the coach training providers should pay attention to raising the standards of external coaches and provide comprehensive training to develop internal coaches, organisational leaders and managers with coaching skills, competences, and cultural sensitivity. All of them are in line with the Chinese proverb: 'Opportunities are only available for those who are ready.'

Finally, I hope my recommendations from the findings of this small-scale study will attract the attention of professional bodies such as ICF, EMCC and APAC to the growing development of coaching culture in China. Their research reports, conferences, seminars and other activities will lend a wider perspective to analyse and guide this emerging coaching market.

The various stakeholders in coaching culture cultivation have their own needs and approach to these discussions and recommendations. I hope that they are able to benefit from them and add value to their own ability to serve the growing coaching market in China.

6.4 Limitations and future research

This study has provided me with valuable insights into how to cultivate a coaching culture in China better to meet PDEs' and MNCs' changing management needs. The relatively small sample size is an obvious limitation to generalisation, as is the nature of the case and its participant selection. The four corporate cases were chosen for their experience in promoting coaching, and they, the 38 survey respondents and the two corporate coaches were all from my personal extended network, since time and resources were limited. The four cases are from just two sectors in China, internet and manufacturing, and both are relatively large, with over 1,000 staff. Thus, they cannot represent PDEs and MNCs in other sectors in China or of larger or smaller size that may intend to cultivate a coaching culture. In addition, with regards to the interviewees, A1, A2, B1, B2 and D2 are senior executives of Company A, B and D and provided their perspectives from the corporate level, while C1 and C2 are the senior executives of the consulting unit of Company C and their views are from a subsidiary level. This should have been taken into consideration in the data analysis.

In terms of providing rich data, although the two experienced corporate coaches are proficient in executive coaching, they are not highly experienced in cultivating a coaching culture. Therefore, further research should include a sample of corporate

enterprises and participants unfamiliar with the concept of coaching or a coaching culture, enabling a more objective assessment of the generalisability of this study's results. Nevertheless, as a coaching culture is a relatively new research topic in China and even in Asia, in studying the revised CCCC approach and its application it is fully warranted to have sought the cooperation of coaching companies and coaches beyond this area with extensive experience of a decade or more of cultivating a coaching culture.

Due my limited experience of conducting research interviews, some questions on the cross-cultural differences between PDEs and MNCs in China, under Hofstede et al.'s 6-D model, were not asked of some participants. This rendered the interview results incomplete. Nevertheless, this study has convinced me that the cross-cultural perspective of cultivating a coaching culture is important and worthy of further study, especially in China, a country of competing cultures. Learning from Milner, Milner and McCarthy (2020), future studies could further compare and contrast organisational coaching culture across national cultures to determine whether the updated CCCC approach can be applied to several cultures, and if those elements of the enhanced CCCC approach are dissimilar in contrasting cultures.

Although sector culture was mentioned repeatedly by Interviewee B1, it was not incorporated into my theoretical framework for the CCCC approach. Clutterbuck et al. (2016) mention that the sector to which a corporate enterprise belongs influences the form and the shape that the coaching culture will take. I think that this is worth further study.

I adopted a case-study approach to collect data through survey and interviews in a cross-sectional manner. Although the study expanded my understanding of the phenomena and found data to support my research questions, it did not cover the impact of the application of the CCCC approach. Thus, action research in a longitudinal study regarding the application of the enriched CCCC approach could be considered.

This would locate either a PDE or MNC in China to cultivate a coaching culture on the basis of the updated CCCC approach. It would assess employees' development and business performance before and after the coaching culture intervention to evaluate its effects.

The study allowed me to find interrelated relationships between some elements and the success factors and steps of the CCCC approach that previously I had not paid enough attention to. Future studies could be designed to capture in a more in-depth fashion each success factor and step of the CCCC approach. Another aspect is how PDEs and MNCs in China could learn from each other through coaching, and the impact of coaching supervision for the internal coaches by the external coaches within organisations in China at the 'Strategic' or 'Embedded' stage of developing a coaching culture. Many research topics could be employed to support the development of coaching and a coaching culture in China on an evidence basis.

The limitations discussed above point to multiple opportunities for future research. These topics motivate me to continue as a practitioner–researcher, enriching both myself and my company's research team to contribute continuously to the coaching industry in China and beyond. My next research is to undertake action research in a longitudinal study of a PDE or MNC to assess the effectiveness of the revised CCCC approach, with a pre- and post-intervention study. This would remove my regret at not adopting this research method in this current study due to insufficient understanding and preparation and further update the CCCC approach with a richer evidence basis to enhance its applicability.

I do hope this research prompts more experienced coaches or academic scholars in China to take an interest in studying coaching culture and coaching culture cultivation in various types of organisations. With greater academic research on coaching culture in China, more organisations and executive coaches would benefit and become more

able to cultivate coaching culture in a structured and informed manner, so further successful cases of management changes can be achieved.

6.5 Self-reflection

Looking back on all the work-related learning that I have undertaken since completing my first degree in 1985, I discovered that I had enrolled myself onto either short- or long-term study programmes whenever I felt inadequate or unconfident. I was a mediocre bachelor's student, compared to the outstanding students at the University of Hong Kong, which I consider the best in Hong Kong. I never dreamed that one day I would be a doctorate graduate here, as I have never been an academic person. I enrolled in the Doctorate in Professional Studies at a desperate time as a 'rookie' entrepreneur, and pursuing this doctorate degree has been the most demanding learning experience of my life.

After finishing the Review of Learning under DPS 4520 in May 2010 with RAL5 claims for 120 credits, which was approved in May 2011, I suspended writing the project proposal due to health problems and company issues. In fact, I was in the 'fear zone', fearing the impossibility of completing this doctorate. What finally drove me to face the challenge of writing the project proposal was the final call for deferral by the University in January 2017 and the death of my mother in late February 2017.

After approval of my proposal in July 2018, even in setting myself the vision of having the doctorate certificate as a last gift for my deceased mother I have frequently been back in the 'fear zone' when facing deadlines and bottlenecks and losing my confidence. I have this chance to write the self-reflection only because of the support of many people. I must thank my instructor, Pauline Armsby, who has always given me clear suggestions and authentic feedback when I was lost or have handed in substandard work. Pauline never 'sold me out'. My two professional consultants, Carol Costley and Raymond Fok, have given me advice from their professional perspective that, to me, acted as a beacon in the dark. I also have my 'cheerleading' team, which

includes my business partner, House He, a post-doctorate graduate; my personal coach in the United States, Pat Matthews; my Research Director, Nicholas Wai; and my staff, my clients and my family members. All have supported me to adapt gradually to the self-learning and self-discovery journey as a researcher–practitioner, helping me to get myself out of my comfort zone, from ‘fear zone’ to ‘learning zone’, and now reaching the ‘growth zone’ with confidence and capabilities to complete the research project.

Working hard on the path to business and professional success in China, the fast pace of business and company demands have often pushed me to the limit and left little time for self-reflection and self-development in growing my expertise in coaching. By researching and writing this project, reviewing the literature, conducting the survey and interviews, analysing the data, receiving authentic feedback and guidance from the instructors and applying what I have learned to serve my corporate clients, I have not only met the standards of the University but become a continuously self-reflective, self-evolving researcher–practitioner. Throughout the journey, I have been honest with myself when facing my dogmatism due to my rich experience in China. I have always reminded myself to be humble, to accept when I was wrong or inadequate upon receiving honest feedback from the instructor, the consultants and the 10 interviewees. This has been a valuable gift to me, enhancing my coachability, which helps me to be a better executive coach and coach trainer as well as an entrepreneur.

I am a pragmatic, action-oriented and application-based practitioner in coaching leadership and coaching culture. Thus, my stance in the past has been that research is vacuous and impractical, and I was resistant to becoming a researcher–practitioner. I am like a coin: on one side arrogant and on the other feeling inferior in respect of academic research. However, by going through the whole journey, from writing the proposal to finishing the project, I have realised that research is essential for me, as it provides the evidence and theoretical framework that render the application and the actions convincing, expanding both the depth and width of the application to become more effective. The research base makes my experience and intuition more easily

transferrable to colleagues and other corporate coaches. Moreover, the project writing has helped to develop my abilities in logical, strategic and critical thinking. I find that my mindset and underlying logic have unconsciously become more structural and sensitive to the essence of the issues when I coach others or make strategic decisions for my company. I foresee that the enhancement of my research ability and knowledge will lead to the development and refinement of various coaching models in future. It will open the door to a new learning world with a variety of topics for further study to enrich my professionalism and serve others better in China, educate the market and support the development of coaching in China.

In my journey to become more a researcher–practitioner than a practitioner, I have experienced many ups and downs. When I encountered mental blocks in searching for the appropriate theories during the literature review stage or drawing insights during the TA stage, I would feel frustrated and irritable and let loose my emotions on others. But when I experienced breakthroughs in mindset or analysis, or found the models that align and explain with my propositions, I felt contented, excited and confident. I can still remember that when I discovered the models like the stages of coaching culture development by Clutterbuck et al. (2016) and the paradoxical paradigm suggested by Fang (2011), it brought me a great emotional upsurge. Such experience was like the Chinese proverb: ‘Being regretful for only meeting now but not earlier’ (相逢恨晚).

I also had this feeling when I found that the analysis of the OCAI results of the eight corporate executives with the 22 profiles matched the research finding about PDEs and MNCs by Tsui, Wang and Xin (2006), which felt like the dawn of a new era. By contrast, when I encountered articles that contain misinformed views about the status of coaching and coaching culture in China, I would tell myself that I needed to do something to clear them away. I love Meyer’s (2006) article, ‘Asian management research needs more self-confidence’, which gave me the motivation to speak up, while the article ‘Chinese management research needs self-confidence but not over-

confidence' by Li and Ma (2018) reminds me to be humble and to use an integrated approach to conduct my research work.

In terms of business, the project writing has given me the opportunity to verify the application of my new CCCC approach in an organisational context, after the success that I have enjoyed in applying my coaching models, DATC in team coaching and CDCA and LDQF in the individual learning process of coaching leadership. The two-year journey of writing up the research project has led me to a deeper understanding of my original CCCC approach. It has provided insights into the characteristics of PDEs and MNCs and how to better understand the needs of my major corporate clients in partnering to build a coaching culture.

In the past, I have served my corporate clients without this diagnostic lens, relying only on my experience and intuition. My sensitivity has now increased, with greater compassion, a new theoretical framework, diagnostic checklists and various assessment tools to help me to work with PDEs' and MNCs' differing speeds and rhythms in promoting a coaching culture. I find that my relationships with my corporate clients have improved, and I am more patient due to my firm belief that every corporate enterprise is unique. I believe that, with the support of the revised CCCC approach, there will be further successful instances of cultivating a coaching culture in PDEs and MNCs in China.

Another important discovery has been with regard to the cross-cultural factors in the CCCC approach. Despite speaking more than 10 times by invitation of the University of Hong Kong on cross-cultural differences according to Hofstede et al.'s 6-D model (2010), I have always treated this issue as independent from coaching and a coaching culture. Although I have written a book chapter, 'Coaching in China' in *Diversity in Coaching* (Passmore, 2013), elaborating on enhancing the Western approach to coaching with Chinese Confucian wisdom, I have not incorporated cross-cultural considerations into the CCCC approach. While reviewing the literature on national

cultures and cross-cultural differences, several concepts familiar to Chinese culture came to mind. I was easily able to pull these out and add them to my writing, echoing the Chinese proverb: 'Opportunities are only for the prepared mind' (机会只留给有准备的人). This integration opened my mind and eyes to viewing my CCCC approach from a wider perspective. It encouraged my continuous learning and research of new concepts and knowledge in preparation for the future.

I have been inspired to pursue something larger than myself and my company, which is to share my revised CCCC approach with my clients and other practitioners in the sector in China and beyond, so that they could avoid the detours that I have encountered in the rapid, transformational China market. I plan to share my insights, knowledge and experience from this project in my CCCP talks in various cities in China and articles in business and coaching journals. My goal is to support the continuous development of the coaching sector in China, as well as my personal development, and to help those outside of China to understand its coaching market and its development, minimising misunderstandings about its nature and characteristics and increasing exchange and dialogue.

Finally, I am grateful for the unexpected confinement forced upon me by the efforts to combat the COVID-19 virus. This has halted most business activities across China since Chinese New Year 2020, affording me the opportunity to focus wholly on writing to a tight deadline. It has been a meaningful and enlightening journey to perfect myself so that I can serve my company and my clients better through an evidence-based and academically supported CCCC approach in China. Though this learning has not been uneventful, due to the long delay in the middle, it has become a great experience to remind myself, my coaches and my corporate clients that anything is possible when you believe in yourself.

6.6 Conclusion

It has taken me almost three years to arrive at this point of completing my professional doctorate research. It has taken a case-study approach to cultivating a coaching culture through the CCCC approach in China, examining a selection of PDEs and MNCs in meeting their changing management needs. I have shared the valuable learning in the discussions, recommendations and limitations and self-reflection on what I would do better in future, using the revised CCCC approach.

I here summarise my major findings about myself, coaching in China and coaching across the world:

1. As a practitioner–researcher, as well as the creator of the CCCC approach, I undertook this project to explore my own practice from various perspectives, comprehensive literature review, interviews and survey with target groups. The findings are enlightening, supporting its enrichment through a theoretical framework and systemic approach. The depth and width of my self-awareness have been expanded, as well as giving an increased perspective on all types of management and leadership issues. With this experience, I am now able to always bring myself to review the whole picture on the balcony instead of remaining engaged in my practice on the dance floor, as in the past.
2. As the concept of coaching culture is still in its infancy in China and has been the subject of very little empirical research, the findings and the revised CCCC approach will contribute in a meaningful way to the development of the coaching sector in this country, preparing for its growth while minimising the mistakes and failures that I made before. The CCCC approach has been revised with an enhanced theoretical framework, a classification of the significance of the success factors, a more customer-focused sequence of implementation steps, a paradoxical paradigm for cross-cultural challenges and a set of newly developed checklists for diagnosis and assessment. The revised CCCC approach

provides a structured, fit-for-purpose and adaptive framework, as well as a roadmap to guide organisations and their coaching consultants to co-create a coaching culture to cultivate agile leaders in China. I believe that success in cultivating a coaching culture in most business enterprises in China will enhance their leadership capabilities and competitiveness in facing the VUCA challenges in China as the economic centre moves to the East.

3. 'The research in the West is much more focused on business coaching, compared to the East, where there is a preponderance of studies on coaching in other fields such as nursing' (Han et al., 2016). Without sufficient evidence-based research into the development of coaching in China, such misunderstandings will continue. The findings of this project and the revised CCCC approach will help more people outside of China to understand the development and application of coaching and a coaching culture in the business and organisational context in China and empower more practitioners and scholars here to participate to educate the world together.

I hope that this project will help more people, including practitioners in the coaching sector, to understand that patience is required. Patience is needed in diagnosing the management needs of organisations under various types of ownership, comprehending Chinese traditional values and the characteristics of China's political, economic, social and technological circumstances. Without an adequate academic and evidence-based framework, coaching leadership will remain limited.

References

- '40 years after reform and opening-up: China's GDP 1978–2017' (2018) *Global Times*. Available at: <http://www.globaltimes.cn/content/1103708.shtml> (Accessed: 14 January 2019).
- Abel, A. L., Ray, R. L. & Nair, S. (2016) *Global Executive Coaching Survey 2016*. New York: Conference Board.
- Abu Mansor, N. N., Syafiqah Abd Rahim, Mohamed, A. & Idris, N. (2012) 'Determinates of coaching culture development: A case study.' *Procedia-Social and Behavioral Sciences*, 40, 485–489.
- Addison, R., Haig, C. & Kearny, L. (2009) *The Art and Science of Improving Organisations*. San Francisco: Wiley.
- Al-Saadi, H. (2014) 'Demystifying ontology and epistemology in research methods.' Unpublished PhD paper. Available at: https://www.academia.edu/26531411/Demystifying_Ontology_and_Epistemology_in_research_methods (Accessed: 5 May 2019).
- Argyris, C. (1990) *Overcoming Organizational Defences*. Boston, MA: Allyn and Bacon.
- Arksey, H. & Knight, P. (1999) *Interviewing for Social Scientists*. London: Sage.
- Aramian, C. W. (2009) 'Doing business in a multicultural world: Challenges and opportunities.' Available at: https://d306pr3pise04h.cloudfront.net/docs/news_events%2F9.1_news_archives%2F2009_04_07%2FDBMW_Final_Web.pdf (Accessed: 21 April 2020).
- Armstrong, M. (2009) *Armstrong's Handbook of Human Resource Management Practice*, 11th edn. London: Kogan Page.
- Asia Pacific Alliance of Coaches (2019) *5th Coaching Survey – An Asia Coaching Benchmark, 2019*. Singapore: Asia Pacific Alliance of Coaches.
- Asia Pacific Alliance of Coaches (2020) *5th Coaching Survey – An Asia Coaching Benchmark, 2019: Geography Report – China*. Singapore: Asia Pacific Alliance of Coaches.
- Avolio, B. J. & Gardner, W. L. (2005) 'Authentic leadership development: Getting to the root of positive forms of leadership'. *Leadership Quarterly*, 16(3), 315–338.
- Bain & Company. (2018) *2018 China Leadership Report: Updated insights for talent seekers*. Available at: https://www.bain.com/contentassets/c3fedf1629f645a4bf1af18576e54ac5/bain_report_2018_china_leadership_report.pdf (Accessed: 31 January 2019).
- Barner, R. & Higgins, J. (2007) 'Understanding implicit model that guide the coaching process'. *Journal of Management Development*, 26(2), 148–158.

- Barney, J. B. (1986) 'Organizational culture: Can it be a source of sustained competitive advantage?' *Academy of Management Review*, 11, 656–665.
- Barrett, R. (2010) 'The seven levels of team consciousness.' Available at: <https://www.valuescentre.com/sites/default/files/uploads/2010-07-06/The%207%20Levels%20of%20Team%20Consciousness.pdf> (Accessed: 1 January 2019).
- Barton, D. (2019) 'Chinese labor capacity in the post-industrial era (厉兵秣马，砥砺前行：后工业革命时代的中国劳动力)' Available at: <https://www.mckinsey.com.cn/%e5%8e%89%e5%85%b5%e7%a7%a3%e9%a9%ac%ef%bc%8c%e7%a0%a5%e7%a0%ba%e5%89%8d%e8%a> (Accessed:29 January 2019).
- Bass, B. M. & Avolio, B. J. (2000) *Multifactor Leadership Questionnaire*. Redwood City, CA: Mind Garden.
- Bawany, S. (2015) 'Creating a coaching culture.' *Leadership Excellence Essentials*, 32(2), p.43.
- Baxter, P. & Jack, S. (2008) 'Qualitative case study methodology: Study design and implementation for novice researchers.' *Qualitative Report*, 13(4), 544–559.
- Bazeley, P. & Jackson, K. (2013) *Qualitative Data Analysis with NVivo, 2nd edn*. London: Sage.
- Beer, M. & Spector, B. (1993) 'Organizational diagnosis: Its role in organizational learning.' *Journal of Counselling & Development*, 71(6), 642–650.
- Bem, D. J. (1970) *Beliefs, Attitudes, and Human Affairs*. Belmont, CA: Brooks/Cole.
- Bennett, J. & Bush, M. W. (2014) *Coaching for Change*. New York: Routledge.
- Bennis, W. & Nanus, B. (1985) 'Leaders: The strategies for taking charge.' *Human Resource Management*, 24(4), 503–508.
- Bergstrom, A., Blumenthal, D. & Crothers, S. (2002) 'Why internal branding matters: The case of Saab.' *Journal of Communication Management*, 5(2/3), 133–142. doi:10.1057/Palgrave.crr.1540170
- BGRS (2019) 'China talent mobility insights.' Available at: <https://www.bgrs.com/insights-articles/china-talent-mobility-insights/> (Accessed: 4 April 2019.)
- Björkstén, J. & Hägglund, A. (2010) *How to Manage a Successful Business in China*, Singapore: World Scientific.
- Blackman, A., Carter, A. & Hay, R. (2014) 'Coaching for effectiveness: Initial findings from an international survey.' In D. Megginson & P. Lindvall (eds), *European Mentoring and Coaching Research Conference*. European Mentoring & Coaching Council, France.

- BlessingWhite (2009) *The Coaching Conundrum: 2009 Global Executive Summary*. Princeton, NJ: BlessingWhite, Inc.
- Bond, M. H. (1991) *Beyond the Chinese Face: Insights from psychology*. Hong Kong: Oxford University Press.
- Bond, M. H. & Hofstede, G. (1989) 'The cash value of Confucian values.' *Human Systems Management*, 8, 195–200.
- Bowen-Nielsen, J. (2018) 'See where you are in the six stages of business growth.' Available at: <https://www.quivermanagement.com/2018/06/07/coaching-through-expansion-see-where-you-are-in-the-6-stages-of-growth/> (Accessed: 24 January 2020).
- Brantingham, L. & Nosal, D. (2013) 'Surviving the talent war in China: How companies can escape the closing cost gap'. Available at: <https://www.ngs-global.com/images/downloads/ChinaWhitePaperNGSFinalRS.pdf> (Accessed: 5 April 2019).
- Braun, V. & Clarke, V. (2013) *Successful Qualitative Research – A practical guide for beginners*. London: Sage.
- British Psychological Society (2014) *Code of Human Research Ethics*. Leicester: British Psychological Society.
- Brock, V. G. (2014) *Sourcebook of Coaching History* (2nd edn). Scotts Valley, CA: CreateSpace Independent Publishing Platform.
- Bryman, A. (2008) *Social Research Methods*. Oxford: Oxford University Press.
- Bughin, J., Hazan, E., Lund, S., Dahlstrom, P., Wiesinger, A. & Subramaniam, A. (2018) *Skill Shift – Automation and the future of the workforce*. New York: McKinsey Global Institute.
- 'Building a coaching culture' (2014), International Coach Federation and Human Capital Institute, Available at: <https://coachfederation.org/research/building-a-coaching-culture> (Accessed: 17 April 2017).
- Bunge, M. (1993) 'Realism and antirealism in social science.' *Theory and Decision*, 35: 207–235.
- Cameron, K. S. & Quinn, R. E. (2006) *Diagnosing and Changing Organizational Culture*. San Francisco, CA: Jossey-Bass.
- Campbell, I. & Dealtry, R. (2003) 'The new generation of corporate universities – co-creating sustainable enterprise and business development solutions.' *Journal of Workplace Learning*, 15(7/8), 368–381.
- Carter, A. (2015) 'Leveraging coaching for organisational change.' *HR in a Disordered World: IES Perspectives on HR 2015*, Available at: <https://www.employment-studies.co.uk/system/files/resources/files/mp106.pdf> (Accessed: 29 June 2017).

- Cavana, R. Y., Delahaye, B. L. & Sekaran, U. (2001) *Applied Business Research – Qualitative and quantitative methods*. Milton, QLD: John Wiley & Sons Australia.
- 'CBS All English Interview with Lee Kai Fu: 40% of all the current jobs in the world will be replaced by AI (全英文专访李开复: 全世界 40%的现有工作将被 AI 取代)' (2018). Available at: <https://mp.weixin.qq.com/s/SQnpBu4ahikLw0ROuCJEuA> (Accessed: 26 January 2019).
- CEIBS (2018) *China's Digital Revolution*. Available at: <http://www.ceibs.edu/new-papers-columns/china-digital-revolution> (Accessed: 25 June 2018).
- Chan, J. & Burgess, J. (2015) 'Coaching the coaches: A development program in a Hong Kong organization.' *Human Resource Management International Digest*, 23(6), 30–33.
- Chapman-Clark, M. (2015) 'Coaching for compassionate resilience through creative methods: The case for autoethnography.' In L. Hall (ed.), *Coaching in Times of Crisis and Transformation – How to help individuals and organizations flourish*. London: Kogan Page.
- Chatman, J. A. & Jehn, K. A. (1994) 'Assessing the relationship between industry characteristics and organization culture: How different can you be?' *Academy of Management Journal*, 37, 522–553.
- Chen, C. C. (1995) 'New trends in rewards allocation preferences: A Sino–U.S. comparison.' *Academy of Management Journal*, 38, 408–424.
- Chidiac, M. A. (2013) 'Creating a coaching culture: relational field coaching.' *Development and Learning in Organizations*, 27(3), 11–13.
- Child, J. (1990) 'The character of Chinese enterprise management'. In S. Stewart & A. Carver (eds), *Advances in Chinese Industrial Studies*, vol. 1, 137–152. Greenwich, CT: JAI Press.
- Child, J. (2000) 'Management and organizations in China: Key trends and issues.' In J. T. Li, A. S. Tsui & E. Weldon (eds), *Management and Organizations in the Chinese Context*, 33–62. London: Macmillan.
- 'China wakes up to its mental-health problems' (2017) *Economist*. Available at: <https://www.economist.com/china/2017/01/28/china-wakes-up-to-its-mental-health-problems> (Accessed: 14 January 2019).
- 'China's economy ranking 1978–2017' (2018) *Global Times*. Available at: <http://www.globaltimes.cn/content/1106965.shtml> (Accessed: 14 January 2019).
- Choi, Y. J. (2010) *East and West: Understanding the rise of China*. Bloomington, IN: iUniverse.
- Clutterbuck, D. & Megginson, D. (2005) *Making Coaching Work: Creating a coaching culture*. London: Chartered Institute of Personnel and Development.

- Clutterbuck, D., Megginson, D. & Bajer, A. (2016) *Building and Sustaining a Coaching Culture*. London: Chartered Institute of Personnel and Development.
- Clutterbuck, D. & Turner, T. (2018) 'A brief history of coaching and mentoring.' In A. Blackman, D. Kon & D. Clutterbuck (eds), *Coaching and Mentoring in the Asia Pacific*, pp.3–22. Abingdon: Routledge.
- Coghlan, D. (2007) 'Insider action research: Opportunities and challenges.' *Management Research News*, 30(5), 335–343.
- Coghlan, D., Shani, A. B., Roth, J. & Sloyan, R. M. (2014) 'Executive development through insider action research: Voices of insider action researchers.' *Journal of Management Development*, 33(10), 991–1003.
- Cohen, L., Manion, L. & Morrison, K. (2007) *Research Methods in Education*. London: Routledge.
- 'Complete List of the 120 Chinese companies on the 2018 Global Fortune 500 List' (2018) Fortune China website. Available at: http://www.fortunechina.com/fortune500/c/2018-07/19/content_311045.htm (Accessed: 10 January 2019).
- Costley, C., Elliott, G. & Gibbs, P. (2010) *Doing Work Based Research – Approaches to enquiry for insider-researchers*. London: Sage.
- Couch, S. & Rose, S. (2020) 'Coaching culturally different members of international business teams – the role of cultural intelligence.' *International Coaching Psychology Review*, 15(1), 59–80.
- Coultas, C. W., Bedwell, W. L., Burke, C. S. & Salas, E. (2011) 'Values sensitive coaching: The Delta approach to coaching culturally diverse executives.' *Consulting Psychology Journal: Practice and Research*, 63(3), 149–161.
- Coutu, D. & Kauffman, C. (2008) 'The realities of executive coaching.' *HBR Research Report*, January. Available at: <http://strengthswise.com/wp-content/uploads/hbrstudyofexecutivecoaching.pdf>
- Coutu, D. & Kauffman, C. (2009) 'What can coaches do for you?' *Harvard Business Review*, January, 26–32. Available at: <https://hbr.org/2009/01/what-can-coaches-do-for-you>
- Coyne, I. T. (1997) 'Sampling in qualitative research. Purposeful and theoretical sampling; merging or clear boundaries?' *Journal of Advanced Nursing*, 26(3), 623–630.
- Crane, T. (2005) 'Creating a coaching culture – Today's most potent organizational change process for creating a "high-performance" culture.' *Business Coaching Worldwide*, 1(1). Available at: http://www.wabccoaches.com/bcw/2005_v1_i1/feature.html (Accessed: 12 January 2019).
- 'Creating a coaching culture for better talent' (2017) Available at: <https://coachfederation.org/blog/index.php/7469/> (Accessed: 17 April 2017).

- Creswell, J. W. (2007) *Qualitative Inquiry and Research Design: Choosing among five approaches*, 2nd edn. Thousand Oaks, CA: Sage.
- Crotty, M. (1998) *The Foundations of Social Research: Meaning and perspective in the research process*. London: Sage.
- Crowe, M., Inder, M. & Porter, R. (2015) 'Conducting qualitative research in mental health: Thematic and content analyses.' *Australian & New Zealand Journal of Psychiatry*, 49(7), 616–623.
- 'Cultural revolution' (2019) *Wikipedia*. Available at: https://en.wikipedia.org/wiki/Cultural_Revolution (Accessed: 19 January 2019)
- Dawson, C. (2007) *A Practical Guide to Research Methods – A user-friendly manual for mastering research techniques and projects*, 3rd edn. Oxford: How To Books.
- DDI, The Conference Board & EY (2018) 'Global Leadership Forecast 2018 – 25 research insights to fuel your people strategy.' Available at: <https://www.ddichina.cn/glf2018> (Accessed: 14 January 2019).
- Deetz, S, Tracy, S. & Simpson, J. (2000) *Leading Organizations Through Transition: Communication and cultural change*. Thousand Oaks, CA.: Sage.
- de Haas, R. (2018) 'Why creating a coaching culture in your procurement organization is an absolute must to become a strong business partner in a VUCA world.' Available at: <https://www.linkedin.com/pulse/why-creating-coaching-culture-your-procurement-must-de-haas-acc/> (Accessed: 28 January 2019).
- Delić, A. & Bećirović, S. (2016) 'Socratic method as an approach to teaching. *European Researcher, Series A*, 111(10), 511–517.
- 'Deng Xiaoping' (2018) *Wikipedia*. Available at: https://en.wikipedia.org/wiki/Deng_Xiaoping (Accessed: 14 January 2019).
- Denham-Vaughan, S. & Chidiac, M. A. (2013) 'SOS: A relational orientation towards social inclusion.' *Mental Health and Social Inclusion*, 17(2), 100–107.
- Denison, D. R. & Mishra, A. H. (1995) 'Toward a theory of organizational culture and effectiveness.' *Organization Science*, 6, 204–223.
- Detert, J. R., Schroeder, R. G. & Mauriel, J. J. (2000) 'A framework for linking culture and improvement initiatives in organizations.' *Academy of Management Review*, 25, 850–863.
- Diamondis, P. H. (2018) 'China is quickly becoming an AI superpower.' Available at: <https://singularityhub.com/2018/08/29/china-ai-superpower/#sm.0000j6g1xw6fceaasho2gr6qxeatn>. (Accessed: 26 January 2019).
- Dillman, D. A. (2007) *Mail and Internet Surveys: The tailored design method*, 2nd edn. Chichester: John Wiley.

- DiMaggio, P. & Powell, W. (1983) 'The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields.' *American Sociological Review*, 48, 147–160.
- Ding, D. Z., Goodall, K. & Warner, M. (2000) 'The end of the "iron rice-bowl": Whither Chinese human resource management?' *International Journal of Human Resource Management*, 11, 217–236.
- Durden, T. (2018) 'China confirms further economic slowdown: Highlights from 2018 Government work report.' *Zero Hedge*. Available at: <https://www.zerohedge.com/news/2018-03-04/china-confirms-further-economic-slowdown-highlights-2018-government-work-report>
- 'E-commerce share of total retail sales in China from 2014 to 2019' (2019) *Statista*. Available at: <https://www.statista.com/statistics/379087/e-commerce-share-of-retail-sales-in-china/> (Accessed: 14 January 2019).
- Eisenhardt, K. M. (1989) 'Building theories from case study research.' *Academy of Management Review*, 14(4), 532–550.
- Enskog, D. (2015) 'Chinese youth behind country's e-commerce boom.' *Credit Suisse*. Available at: <https://www.credit-suisse.com/corporate/en/articles/news-and-expertise/chinese-youth-behind-countrys-e-commerce-boom-201511.html> (Accessed: 14 January 2019).
- Ethics Committee of the British Psychological Society (2018) *Code of Ethics and Conduct*. Leicester: British Psychological Society.
- Evans, N. (2011) 'The argument against coaching cultures.' *International Journal of Coaching in Organizations™*, 8(2), 35–48.
- Fahy, T. P. (2007) 'Executive coaching as an accelerator for whole system organizational change.' Doctoral dissertation, Benedictine University. UMI ProQuest Digital Dissertation No. 32589754.
- Fang, C., Garnaut, R. & Song, L. G. (2018) *China's 40 Years of Reform and Development: 1978–2018*. Acton, ACT: ANU Press.
- Fang, T. (2010) 'Asian management research needs more self-confidence: Reflection on Hofstede (2007) and beyond.' *Asia Pacific Journal of Management*, 27(1), 155–170.
- Fang, T. (2014) 'Understanding Chinese culture and communication: The yin yang approach.' In B. Gehrke. & M.-T. Claes (eds), *Global Leadership Practices*, 171–187. London: Palgrave Macmillan.
- Fang, T. & Faure, G. O. (2011) 'Chinese communication characteristics: A yin yang perspective.' *International Journal of Intercultural Relations*, 35(3), 320–333.
- Farnsworth, J. & Boon, B. (2010) 'Analysing group dynamics within the focus group.' *Qualitative Research*, 10, 605–624.

- Fatien, P. & Otter, K. (2015) 'Wearing multiple hats? Challenges for managers-as-coaches and their organizations.' *International Leadership Journal*, 7(3), 24–35.
- Faure, G. O. & Fang, T. (2008) 'Changing Chinese values: Keeping up with paradoxes.' *International Business Review*, 17, 194–207.
- Fereday, J. & Muir-Cochrane, E. (2006) 'Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development.' *International Journal of Qualitative Methods*, 5, 80–92.
- Fernandez, J. A., Xu, B., Zhou, D. S., Puyuelo, M. J. & Dai, Y. W. (2018) *2018 China Business Survey*. China Europe International Business School.
- Filipkowski, J., Heverin, A. & Ruth, M. (2016) 'Building a coaching culture with managers and leaders.' International Coach Federation and Human Capital Institute. Available at: <https://coachfederation.org/research/building-a-coaching-culture> (Accessed: 17 April 2017).
- Filipkowski, J., Heverin, A. & Ruth, M. (2018) 'Building a coaching cultures for change management.' International Coach Federation and Human Capital Institute. Available at: <https://coachfederation.org/research/building-a-coaching-culture> (Accessed: 16 June 2019).
- Filipkowski, J., Heverin, A. & Ruth, M. (2019) 'Building strong coaching cultures for the future.' International Coach Federation and Human Capital Institute. Available at: <https://coachfederation.org/research/building-a-coaching-culture> (Accessed: 16 January 2020).
- Filipkowski, J. & Ruth, M. (2015) *Building a Coaching Culture for Increased Employee Engagement*. Cincinnati, OH: Human Capital Institute.
- Flick, U. (2009) *An Introduction to Qualitative Research*, 4th edn. London: Sage.
- Flyvbjerg, B. (2006) 'Five misunderstandings about case-study research.' *Qualitative Inquiry*, 12(2), 219–245.
- Frank, B. (2010) *The Global Business Guide for the Successful Use of Coaching in Organizations*. Cologne: Frank Bresser.
- Frisch, H. F. (2001) 'The emerging role of the internal coach.' *Consulting Psychology Journal: Practice and Research*, 53(4), 240–250.
- Furnham, A. (2005) *The Incompetent Manager*. London: Wiley.
- Gao, G. & Ting-Toomey, S. (1998) *Communicating Effectively with the Chinese*. Thousand Oaks, CA: Sage.
- Gao, G., Ting-Toomey, S. & Gudykunst, W. B. (1996) 'Chinese communication process.' In M. H Bond (ed.), *The Handbook of Chinese Psychology*, 280–293. Hong Kong: Oxford University Press.
- Garnaut, R., Song, L. G. & Fang, C. (2018) *China's 40 Years of Reform and Development 1978–2018*, Acton, ACT: ANU Press.

- Goleman, D. (2000) 'Leadership that gets results.' *Harvard Business Review*, March–April, 70–90.
- Gorell, R. (2018) 'How can a coaching culture help your organization succeed in a VUCA world?' Available at: <https://www.koganpage.com/article/how-a-coaching-culture-help-your-organization-succeed> (Accessed: 28 January 2019).
- Gormley, H. & van Nieuwerburgh, C. (2014) 'Developing coaching culture: A review of the literature.' *Coaching: An International Journal of Theory, Research and Practice*, 7(2), 90–101.
- Grant, A. M. (2007) 'Past, present and future: The evolution of professional coaching and coaching psychology.' In S. Palmer & A. Whybrow (eds), *Handbook of Coaching Psychology: A guide for practitioners*, pp.23–39. London: Routledge.
- Grant, A. M. (2008) 'Personal life coaching for coaches-in-training enhances goal attainment, insight and learning.' *Coaching: An International Journal of Theory, Research and Practice*, 1(1), 54–70.
- Grant, A. M. (2010) 'It takes time: A stages of change perspective on the adoption of workplace coaching skills.' *Journal of Change Management*, 10(1), 61–77.
- Grant, A. M. & Hartley, M. (2013) 'Developing the leader as coach: Insights, strategies and tips for embedding coaching skills in the workplace.' *Coaching: An International Journal of Theory, Research and Practice*, 6(2), 102–115.
- Gray, D. E. (2009) *Doing Research in the Real World*. 2nd edn. London: Sage.
- Gray, D. E. (2018) *Doing Research in the Real World*, 4th edn. London: Sage.
- Greiner, L. E. (1998) 'Evolution and revolution as organizations grow.' *Harvard Business Review*, 76(3), 55–68.
- Hagen, S. M. (2012) 'Managerial coaching: A review of the literature.' *Performance Improvement Quality Library*, 24(4), 17–39.
- Hallowell, N. J. & Gregory, S. (2005) *Reflections on Research: The realities of doing research in the social sciences*. Berkshire: Open University Press.
- Hawkins, P. (2008) 'The coaching profession: Some of the key challenges.' *Coaching: An International Journal of Theory, Research and Practice*, 1(1), 28–38.
- Hawkins, P. (2012) *Creating a Coaching Culture – Developing a coaching strategy for your organisation*. Maidenhead: Open University Press.
- Heifetz, R., Grashow, A. & Linsky, M. (2009) *The Practice of Adaptive Leadership*. Boston: Harvard Business Press.
- Hicks, R. & McCracken, J. (2011) 'Coaching as a leadership style.' *Physician Executive*, 37(5), 70–72.
- Hodgkinson, M. (2000) 'Managerial perceptions of barriers to becoming a "learning organization".' *Learning Organization*, 7(3), 156–166.

- Hofstede, G. (1993) 'Cultural constraints in management theories.' *Academy of Management Executives*, 7(1), 81–94.
- Hofstede, G. (2001) *Cultural Consequences: Comparing values, behaviors, institutions, and organizations across nations*. Thousand Oaks, CA: Sage.
- Hofstede, G. & Bond, M. H. (1988) 'The Confucius connection: From cultural roots to economic growth.' *Organizational Dynamics*, 16(4), 5–21.
- Holian, R. & Coghlan, D. (2013) 'Ethical issues and role duality in insider action research: Challenges for action research degree programmes.' *Systemic Practice and Action Research*, 26(5), 399–415.
- Hofstede, G., Hofstede, G. J. & Minkov, M. (2010) *Cultures and Organizations: Software of the mind*, 3rd edn. New York: McGraw-Hill.
- Hofstede, G. & Minkov, M. (2010) 'Long- versus short-term orientation: New perspectives.' *Asia Pacific Business Review*, 16(4), 493–504.
- Holian, R. (1999) 'Doing action research in my own organisation: Ethical dilemmas, hopes and triumphs'. *Action Research International*, available at: <http://www.aral.com.au/ari/p-rholian99.html>
- Hougaard, R., Carter, J. & Afton, M. (2018) 'Self-awareness can help leaders more than an MBA can'. Available at: <https://hbr.org/2018/01/self-awareness-can-help-leaders-more-than-an-mba-can>. (Accessed: 23 November 2018).
- Hsu, C.Y. (1991) 'Applying Confucian ethics to international relations.' *Ethics & International Affairs*, 5(1), 15–31.
- Hsu, R. C. (1991) *Economic Theories in China*. Cambridge: Cambridge University Press.
- Hu, H. C. (1944) 'The Chinese concepts of face.' *American Anthropologist*, 46(1), 45–64.
- Huang, Y. Q. & others (2019) 'Prevalence of mental disorders in China: A cross-sectional epidemiological study' *Lancet Psychiatry*, 6, 211–224. Available at: [http://dx.doi.org/10.1016/S2215-0366\(18\)30511-X](http://dx.doi.org/10.1016/S2215-0366(18)30511-X) (Accessed: 6 April 2019).
- Hughes, B. (2009) 'Introduction of a coaching culture into an organization.' BA (Hons) dissertation, National College of Ireland, Dublin.
- Inglehart, R. & Welzel, C. (2005) *Modernization, Cultural Change, and Democracy: The human development sequence*. New York: Cambridge University Press.
- 'Interviewing for research – Asking the questions' (2015) East Midlands Oral History Archive, Centre for Urban History, University of Leicester, Available at: <https://www.le.ac.uk/emoha/howtointerview/wordpdf/questions.pdf> (Accessed: 28 May 2019).
- 'Is China the Next AI Superpower?' (2018) Available at: <http://knowledge.wharton.upenn.edu/article/ai-china-vs-us/> (Accessed: 25 October 2018).

- Jaw, B. S., Ling, Y. H., Wang, Y. P. & Chang, W. C. (2007) 'The impact of culture on Chinese employees' work values.' *Personnel Review*, 36(1), 128–144.
- Jones, G. & Gorell, R. (2018) *How to Create a Coaching Culture: A practical introduction*. London: Kogan Page.
- Kegan, R. (1982) *In Over Our Heads: The mental demands of modern life*. Cambridge, MA: Harvard University Press.
- Kegan, R. (2000) 'What "form" transforms? A constructive development approach to transformative learning' in J. Mezirow & Associates (eds), *Learning as Transformation: Critical perspectives on a theory in progress*. San Francisco: Jossey-Bass.
- Kim Hung Tam (2016) 'An analysis of the relationships between organizational culture and effectiveness: A case study of commercial real estate enterprise in Guangzhou, China.' Available at: <https://nova.newcastle.edu.au/vital/access/services/Download/uon:23548/ATTACHMENT01>
- King, S. B. & Wright, M. (2007) 'Building internal change management capability at constellation energy.' *Organization Development Journal*, 25(2), 57–62.
- Knights, A. & Poppleton, A. (2008) *Developing Coaching Capability in Organisations*. London: Chartered Institute of Personnel and Development.
- Kolo, P., Strack, R., Cavat, P., Torres, R., & Bhalla, V. (2013) 'Corporate universities – an engine for human capital.' Boston Consulting Group, Available at: http://image-src.bcg.com/Images/Corporate_Universities_Jul_2013_tcm9-95435.pdf (Accessed: 12 December 2018).
- Kolodziejczak, M. (2015) 'Coaching across organizational culture.' *Procedia Economic and Finance*, 23, 329–334.
- Kotter, J. P. (1995) 'Leading change: Why transformation efforts fail.' *Harvard Business Review*, May.
- Kotter, J. P. (1996) *Leading Change*. Boston: Harvard Business School Press.
- Kotter, J. P. (2012) 'Accelerate: Competitive strategy'. *Harvard Business Review*, November.
- Kotter, J. P. & Heskett, J. L. (1992) *Corporate Culture and Performance*. New York: Free Press.
- Kottler, Jeffrey A. (2002) *Theories in Counselling and Therapy*. Boston: Allyn & Bacon.
- Kumar, M. R. (2013) 'Insider action research: Premises and promises.' *Journal of Organizational Change*, 26(1), 169–189.
- Laloux, F. (2014) *Reinventing Organizations – A Guide to Creating Organizations Inspired by the Next Stage of Human Consciousness*. Brussels: Nelson Parker.

- Lam, P. (2016) 'Chinese culture and coaching in Hong Kong.' *International Journal of Evidence Based Coaching and Mentoring*, 14(1), 57–73.
- Lang, N. S. (1998) *Intercultural Management in China*. Wiesbaden: DUV.
- Lawrence, P. (2015) 'Building a coaching culture in a small Australian multinational organisation.' *Coaching: An International Journal of Theory, Research and Practice*, 8(1), 53–60.
- Leung, W. C. J. (2006) 'The development of a learning organisation in Hong Kong: From design to implementation – the case of McDonald's Restaurants (H.K. Limited).' DProf thesis, Middlesex University, London.
- Li, J. Y., Tsui, A. S. & Weldon, E. (eds) (2000) *Management and Organizations in the Chinese Context*. London: Macmillan.
- Li, X. & Ma, L. (2018) 'Chinese management research needs self-confidence but not over-confidence.' *Asia Pacific Journal of Management*, February, 1–18.
- Lin, Y. T. (1939) *My Country and My People*. London: William Heinemann.
- Loseke, D. R. (2013) *Methodological Thinking – Basic principles of social research design*. Thousand Oaks, CA: Sage.
- Lucas, L. (2018) 'China's artificial intelligence ambitions hit hurdles.' Available at: <https://www.ft.com/content/8620933a-e0c5-11e8-a6e5-792428919cee> (Accessed: 27 December 2018).
- Luk, V. W. M. & Chiu, R. K. (1998) 'Reward systems for local staff in China.' In Selmer, J. (ed.), *International Management in China: Cross-culture issues*, pp.137–151. London: Routledge.
- Luo, Y. (1999) 'Environment-strategy-performance relations in small businesses in China: A case of township and village enterprises in southern China.' *Journal of Small Business Management*, 37(1), 37–52.
- Ma, D. M. & Ren Q. Y. (2019) 'Depression and anxiety on the rise in China, study shows.' *Caixin*, Available at: <https://www.sixthtone.com/news/1003598/depression-and-anxiety-on-the-rise-in-china%2C-study-shows> (Accessed: 6 April 2019).
- Maister, D. H., Green, C. H. & Galford, R. M. (2000) *The Trusted Advisor*. New York: Free Press.
- Manyika, J., Lund, S., Chui, M., Bughin, J., Woetzel, J., Batra, P., Ko, R. & Sanghvi, S. (2017) 'Jobs lost, job gained: Workforce transitions in a time of automation.' McKinsey Global Institute, Available at: <https://www.mckinsey.com/~media/mckinsey/featured%20insights/Future%20of%20Organizations/What%20the%20future%20of%20work%20will%20mean%20for%20jobs%20skills%20and%20wages/MGI-Jobs-Lost-Jobs-Gained-Report-December-6-2017.ashx> (Accessed: 15 January 2019).

- 'Mao Zedong' (2019) *Wikipedia*. Available at: https://en.wikipedia.org/wiki/Mao_Zedong (Accessed: 14 January 2019).
- Marshall, M. N. (1996) 'Sampling for qualitative research.' *Family Practice*, 13(6), 522–526.
- 'Maslow's eight basic needs and the eight stage developmental model' (2007). Available at: <https://the-mouse-trap.com/2007/12/14/maslows-eight-basic-needs-and-the-eight-stage-developmental-model/> (Accessed: 14 December 2007)
- Maslow, A. H. (1987) *Motivation and Personality*, 3rd edn. New York: Harper & Row.
- Mason, J. (2002) *Qualitative Researching*, 2nd edn. London: Sage.
- McCarthy, G. & Ahrens, J. (2011) 'Challenges of the coaching manager.' Available at: <https://ro.uow.edu.au/gsbpapers/251/> (Accessed: 29 January 2017).
- McCarthy, G. & Milner, J. (2013) 'Managerial coaching: Challenges, opportunities and training.' *Journal of Management Development*, 32(7), 768–779.
- McComb, C. (2012) 'Developing coaching culture: Are your coaching relationships healthy?' *Industrial and Commercial Training*, 44(4), 232–235.
- McCormick, H. (2007) 'Made to measure?' *Personnel Today*, May, 26–27.
- McDermott, M., Levenson, A. & Newton, S. (2007) 'What coaching can and cannot do for your organization.' *Human Resource Planning*, 30(2), 30–37.
- McLeod, S. (2018) 'Maslow's hierarchy of needs.' Available at: <https://www.simplypsychology.org/maslow.html> (Accessed: 6 January 2019).
- McNiff, J. & Whitehead, J. (2011) *All You Need to Know about Action Research*. London: Sage.
- Meggison, D. & Clutterbuck, D. (2006) 'Creating a coaching culture.' *Industrial & Commercial Training*, 38(5), 232–237.
- Merrick, L. (2016) 'Mentoring in a VUCA world – “Future proofing” your people' Available at: <https://www.coachmentoring.co.uk/blog/2016/05/mentoring-in-a-vuca-world/> (Accessed: 28 January 2019).
- Meyer, K. E. (2006) 'Asian management research needs more self-confidence.' *Asia Pacific Journal of Management*, 23(2), 119–137.
- Mezirow, J. (2000) 'Learning to think like an adult: Core concepts of transformation theory' in Mezirow & Associates (ed.), *Learning as Transformation: Critical perspectives on a theory in progress*, pp.3–34. San Francisco: Jossey-Bass.
- Middlesex University Ethics Committee (2014) *Middlesex University Research Ethics Review Framework*. London: Middlesex University.
- Mike, B. & Slocum Jr, J. W. (2003) 'Slice of reality: Changing culture at Pizza Hut and Yum! Brands, Inc.' *Organizational Dynamics*, 32(4), 319–330.

- Miles, M. B. & Huberman, A. M. (1994) *Qualitative Data Analysis*, 2nd edn. Thousand Oaks, CA: Sage.
- Miller, P. A. (2008) 'Take a few key steps to ensure executive coaching works.' Available at: <https://www.shrm.org/resourcesandtools/hr-topics/organizational-and-employee-development/pages/ensureexecutivecoachingworks.aspx> (Accessed: 20 December 2017).
- Milner, J., Milner, T. & McCarthy, G. (2020) 'A coaching culture definition: An industry-based perspective from managers as coaches.' *Journal of Applied Behavioral Science*, 56(2), 237–254.
- Minkov, M. & Hofstede, G. (2011) 'The evolution of Hofstede's doctrine.' *Cross Cultural Management: An International Journal*, 18(1), 10–20.
- Morrison M. (2018) 'China's economic rise: History, trends, challenges, and implications for the United States.' Available at: <https://fas.org/sgp/crs/row/RL33534.pdf> (Accessed: 21 January 2019).
- 'Moving from vendor to trusted advisor.' TAS Group, Available at: <https://www.thedynamicsale.com/wp-content/uploads/2014/06/The-TAS-Group-White-Paper-Moving-from-Vendor-to-Trusted-Advisor.pdf> (Accessed: 27 February 2020).
- Nelson, C. (2013) 'Company culture in building a strong and stable workforce in China.' *China Business Review*, Available at: <https://www.chinabusinessreview.com/company-culture-in-building-a-strong-and-stable-workforce-in-china/> (Accessed: 21 March 2019)
- Ng, C. (2013) 'Coaching in China.' In J. Passmore (ed.), *Diversity in Coaching: Working with gender, culture, race and age*, 2nd edn, pp.99–109. London: Kogan Page.
- Ng, I. C. & Hempel, P. S. (2017) 'Organisational culture and the implementation of Six Sigma in Southern China.' *Total Quality Management & Business Excellence*, 31(1), 82–98.
- Ni, Y. L. (2019) 'From quantity to quality: The path to survival for Chinese corporates in the future 10 years (从量到质: 中国企业未来 10 年生存之道).' Available at: <https://www.mckinsey.com.cn/%e4%bb%8e%e9%87%8f%e5%88%b0%e8%b4%a8%ef%bc%9a%e4%b8%ad%e5%9b%bd%e4%bc%81%e4%b> (Accessed: 29 January 2019).
- O'Hara-Devereaux, M. (2013) 'China's five generations: Diverging lifestyles.' *Global Foresight*. Available at: <https://global-foresight.net/chinas-5-generations-diverging-lifestyles/> (Accessed: 16 July 2019).
- Olivero, G., Bane, K. & Kopelman, R. E. (1997) 'Executive coaching as a transfer of training tool: Effects on productivity in a public agency.' *Public Personnel Management*, 26, 461–469.

- Passmore, J. & Fillery-Travis, A. (2011) 'A critical review of executive coaching research: A decade of progress and what's to come.' *Coaching: An International Journal of Theory, Research and Practice*, 4(2), 70–88.
- Patton, M. Q. (1990) *Qualitative Evaluation and Research Methods*, 2nd edn. Thousand Oaks, CA: Sage.
- Patton, M. Q. (2002) *Two Decades of Developments in Qualitative Inquiry: A personal, experiential perspective*. Thousand Oaks, CA: Sage.
- 'PEST analysis' (2019) *Wikipedia*. Available at: https://en.wikipedia.org/wiki/PEST_analysis (Accessed: 14 January 2019).
- Peterson, B. David (2011) 'Executive coaching: A critical review and recommendations for advancing the practice.' *APA Handbook of Industrial and Organizational Psychology*, 18(2), 527–566.
- Priyadarshini, S. (2016) 'Lifting of China's one-child policy ban to cheer up the diaper and tissue market.' Available at: <https://www.beroeinc.com/article/china-one-child-policy-ban/> (Accessed: 14 January 2019).
- Prochaska, J. O. & DiClemente, C. C. (1984) *The Transtheoretical Approach: Towards a systematic eclectic framework*. Homewood, IL: Dow Jones Irwin.
- Pullen, B. & Crane, E. (2011) 'Creating a coaching culture in a global organization.' *International Journal of Coaching in Organizations™*, 8(2), 6–19.
- Qiao, J. X. J., (2009) 'Corporate universities in China: Processes, issues and challenges.' *Journal of Workplace Learning*, 21(2), 166–174.
- Ralston, D. A., Egri, C. P., Stewart, S., Terpstra, R. H. & Yu, K. C. (1999) 'Doing business in the 21st century with the new generation of Chinese managers: A study of generational shifts in work values in China.' *Journal of International Business Studies*, 30(2), 415–427.
- Rekalde, I., Landeta, J. & Albizu, E. (2015) 'Determining factors in the effectiveness of executive coaching as a management development tool.' *Management Decision*, 53(8), 1677–1697.
- Richards, K. (2003) *Qualitative Inquiry in TESOL*. Basingstoke: Palgrave Macmillan.
- Rorty, R. (1998) *Truth and Progress*. Cambridge: Cambridge University Press.
- Rosinski, P. (2003) *Coaching Across Culture: New tools for leveraging national, corporate & professional difference*. London: Nicholas Brealey.
- Ross, N. (2004) *Culture and Cognition: Implications for theory and method*. Thousand Oaks, CA: Sage.
- Rubin, H. J. & Rubin, I. S. (1995) *Qualitative Interviewing: The art of hearing data*, 2nd edn. London: Sage.

- Saunders, M., Lewis, P. & Thornhill, A. (2009) *Research Methods for Business Students*, 5th edn. Harlow: Pearson Education.
- Schalk, M. & Landeta, J. (2017) 'Internal versus external executive coaching.' *Coaching: An International Journal of Theory, Research and Practice*, 10(2), 140–156.
- Schein, E. H. (1990) 'Organizational culture.' *American Psychologist*, 25(2), 109–119.
- Schein, E. H. (1992) *Organizational Culture and Leadership*, 2nd edn. San Francisco: Jossey-Bass.
- Schein, E. H. (2010) *Organizational Culture and Leadership*. San Francisco: Jossey-Bass.
- Sekaran, U. & Bougie, R. (2009) *Research Methods for Business – A skill-building approach*, 5th edn. South Gate: John Wiley & Sons.
- Sham, C. (2007) 'An exploratory study of corporate universities in China.' *Journal of Workplace Learning*, 19(4), 257–264.
- Shen, X. J. (2010) 'Executive leadership in China: An investigation into the leadership styles of Chinese executives working for American ventures in Mainland China.' PhD thesis, Nottingham Trent University, Nottingham.
- Sherman, S. & Freas, A. (2004) 'The Wild West of executive coaching.' Available at: <https://hbr.org/2004/11/the-wild-west-of-executive-coaching5/15> (Accessed: 15 November 2004).
- 'Some strategies for developing interview guides' (2019) Available at: https://sociology.fas.harvard.edu/files/sociology/files/interview_strategies.pdf (Accessed: 28 May 2019).
- Sparrow, S. (2008) 'Coaching ROI: Measure for measuring's sake.' *Personnel Today*, Available at: <https://www.personneltoday.com/hr/coaching-roi-measure-for-measurings-sake/>, (Accessed: 12 April 2020).
- Stake, R. E. (1995) *The Art of Case Study Research*. Thousand Oaks, CA: Sage.
- Stake, R. E. (2006) *Multiple Case Study Analysis*. New York: Guildford Press.
- Stober, R. D. (2008) 'Making it stick: Coaching as a tool for organizational change.' *Coaching: An International Journal of Theory, Research and Practice*, 1(1), 71–80.
- 'Strategies for qualitative interviews' (2013) Department of Sociology, Harvard University. Available at: https://sociology.fas.harvard.edu/files/sociology/files/interview_strategies.pdf, (Accessed: 28 May 2019).
- Tang, N. Y., Wang, Y. M. & Zhang, K. L. (2017) 'Values of Chinese generation cohorts: Do they matter in the workplace?' *Organizational Behavior and Human Decision Processes*, 143, 8–22.
- Thomson, P. & William, M. (eds) (2010) *The Routledge Doctoral Student's Companion*. Abingdon: Routledge.

- Tracy, S. J. (2010) 'Qualitative quality: Eight "big-tent" criteria for excellent qualitative research.' *Qualitative Inquiry*, 16(10), 837–851.
- Truijen, K. J. P. & van Woerkom, M. (2008) 'The pitfalls of collegial coaching. An analysis of collegial coaching in medical education and its influence on stimulating reflection and performance of novice clinical teachers.' *Journal of Workplace Learning*, 20(5), 316–326.
- Tsang, E. W. K. (1994) 'Threats and opportunities faced by private businesses in China.' *Journal of Business Venturing*, 9(6), 451–468.
- Tsui, A. S., Wang, H. & Xin, K. R. (2006) 'Organisational culture in China: An analysis of culture dimensions and culture types.' *Management and Organization Review*, 2(3), 345–376.
- Tu, W. M. (1984) *Confucian Ethics Today: The Singapore challenge*. Singapore: Federal Publications.
- Tukey, R. (1997) 'More honest foundations for data analysis.' *Journal of Statistical Planning and Inference*, 57(1), 21–28.
- Tulpa, K. & Bresser, F. (2013) 'Coaching in Europe.' In J. Passmore (ed.), *Diversity in Coaching*, pp.15–34. London: Kogan Page.
- Underhill, B. O. (2019) 'Centralizing coaching provision' in J. Passmore, B. O. Underhill & M. Goldsmith (eds), *Mastering Executive Coaching*, pp.178–193. Abingdon: Routledge.
- UK Research Integrity Office (2009) *Code of Practice for Research – Promoting good practice and preventing misconduct*. London: UK Research Integrity Office.
- van Nieuwerburgh, C. & Passmore, J. (2012) 'Creating coaching cultures for learning.' in C. van Nieuwerburgh (ed.), *Coaching in Education: Getting better results for students, educators, and parents*, pp.153–172. London: Karnac Books.
- Vesso, S. (2016) 'Developing coaching culture through coaching-based leadership style.' PhD thesis, Estonian Business School, Tallinn.
- 'Visualizing China's Anti-Corruption Campaign' (2018) *China File*. Available at: <http://www.chinafile.com/infographics/visualizing-chinas-anti-corruption-campaign> (Accessed: 14 January 2019).
- Vorhauser-Smith, S. (2012) 'Intro China: Talent management essentials in a land of paradox.' Pageup People Research, Available at: <https://www.pageuppeople.com/wp-content/uploads/2012/06/Into-China-Talent-Management-Essentials.pdf> (Accessed: 13 April 2020).
- Walder, A. G. (2000) 'China's transitional economy.' In J. T. Li, A. S. Tsui & E. Weldon (eds), *Management and Organizations in the Chinese Context*, pp.63–83. London: Macmillan.
- Walker-Fraser, A. (2011) 'An HR perspective on executive coaching for organisational

- learning.' *International Journal of Evidence Based Coaching and Mentoring*, 9(2), 67–79.
- Walliman, N. (2011) *Research Methods – The basics*. London: Routledge.
- Wellington, J. (2000) *Educational Research: Contemporary issues and practical approaches*. London: Continuum.
- Whitmore, J. (2003) *Coaching for Performance: Growing people, performance and purpose*. Boston: Nicholas Brealey.
- Whitmore, J. (2009) *Coaching for Performance: Growing people, performance and purpose*, 4th edn. London: Nicholas Brealey.
- Wilson, C. (2011) 'Developing a coaching culture.' *Industrial and Commercial Training*, 43(7), 407–414.
- Woetzel, J., Seong, J., Wang, K. W., Manyika, J. & Wong, W. (2017) 'China's digital economy: A leading global force.' McKinsey Global Institute, Available at: <https://www.mckinsey.com/~media/McKinsey/Featured%20Insights/China/Chinas%20digital%20economy%20A%20leading%20global%20force/MGI-Chinas-digital-economy-A-leading-global-force.ashx> (Accessed: 27 December 2018).
- Wong, E. & Leung, L. (2007) *The Power of Ren, China's Coaching Phenomenon*. Singapore: Wiley.
- Wong, P. (2018) 'China's four-decade route to the world's no. 1 economy.' *South China Morning Post*. Available at: <https://www.scmp.com/news/china/article/2139778/chinas-four-decade-route-worlds-no-1-economy> (Accessed: 19 January 2019).
- Woo, M. J. (2015) 'Human developmental and cultural perspectives on coaching mid-career executives in China.' *Advances in Global Leadership*, 6, 315–331.
- Woodward, I., Vongswasdi, P. & More, E. (2015) 'Generational diversity at work: A systematic review of the research.' INSEAD Working Paper No. 2015/48/OB. Available at: <https://ssrn.com/abstract=2630650> (Accessed: 7 April 2020).
- World Bank (2019) 'The changing nature of work.' World Bank, Available at: <http://documents.worldbank.org/curated/en/816281518818814423/pdf/2019-WDR-Report.pdf> (Accessed: 20 January 2019).
- 'World Factbook – China' (2019) Available at: <https://www.cia.gov/library/publications/the-world-factbook/attachments/summaries/CH-summary.pdf> (Accessed: 9 March 2020).
- 'Xi Jinping' (2019) *Wikipedia*. Available at: https://en.wikipedia.org/wiki/Xi_Jinping (Accessed: 14 January 2019).

- Yang, K. (2020) '2019, They earned it (他们赚翻了)' Chinese commerce strategy (华商韬略). Available at: <https://mp.weixin.qq.com/s/EjQvpBTiTmwuRuQfTRQDmA> (Accessed: 12 January 2020).
- Yang, N., Chen, C. C., Choi, J. & Zou, Y. (2000) 'Sources of work - family conflict: A Sino - U.S. comparison of the effects of work and family demands.' *Academy of Management Journal*, 43(1), 113–123.
- Yao, C.J. (2019) 'HaiDiLao hotpot formally announce, say goodbye to waiter (海底捞正式宣布, 消灭服务员, 跟 waiter 说再见!)' *Chinese Entrepreneur Learning Net (中国企业家学习网)*. Available at: <https://mp.weixin.qq.com/s/W72fHejOixJN4MdLBSp1hA> (Accessed: 14 January 2019).
- Yi, L. & Mazourine, C. (2015) 'Diversity and inclusion in the Chinese workplace.' *Constellations International*. Available at: <http://www.constellations-international.com/wp-content/uploads/2016/07/Diversity-and-Inclusion-in-Chinese-Workplace.pdf> (Accessed: 11 April 2020).
- Yin, R. K. (2009) *Case Study Research: Design and methods*, 4th edn. Thousand Oaks, CA: Sage.
- Yun, Z. Xu (2015) *China: A changing complex community*. Guilin: Guangxi Normal University Press.
- Zanial, Z. (2007) 'Case study as a research method.' *Jurnal Kemanusiaan*, 5(1), 1–6.
- Zhang, C. L. (2019) 'How much do state-owned enterprises contribute to China's GDP and Employment?' *World Bank*. Available at: <http://documents.worldbank.org/curated/en/449701565248091726/pdf/How-Much-Do-State-Owned-Enterprises-Contribute-to-China-s-GDP-and-Employment.pdf> (Accessed: 9 April 2020).
- Zhang, Z. X. (2007) 'Barriers to organizational harmony: Mismatch between the values of leaders and employees.' *Peking University Business Review*, 1, 24–29.
- Zhou, X. (2018) 'The question mark hanging over China's 400 million-strong middle class.' *South China Morning Post*. Available at: <https://www.scmp.com/economy/china-economy/article/2168177/question-mark-hanging-over-chinas-400-million-strong-middle> (Accessed: 26 January 2019).
- Zhu, X. (2004) *Variorum of the Four Books (with Remarks by Chen Shuguo)*. Hunan, China: Yuelu Publishing House.
- Zhu, X. Y. & Xu, S. X. (2007) *Introduction to Chinese and Western Cultures*. Beijing: China Light Industry Press.

Zhu, Y. (2012) 'China's changing workplace: Dynamism, diversity and disparity.' *Asia Pacific Business Review*, 19(1), 142–143.

Appendix 2.1 Definitions of coaching from Vesso (2016) and others

Definitions of Coaching		
Authors	Cultural Background	Definitions
Locke & Latham, 1990	US	Coaching also may enhance an individual's motivation to improve or take personal initiative. It may allay goal ambiguity and stimulate a process of "spontaneous goal-setting" by clarifying performance expectations
Kinlaw, 1999	US	Successful coaching is mutual, predictable and leads to commitment, superior performance and positive relationships
Gallwey, 2002	US	Coaching is the art of creating an environment, through conversation and a way of being that facilitates the process by which a person can move toward desired goals in a fulfilling manner.
Bonfield, 2003	UK	Coaching is a collaborative relationship between a coach and a coachee to support the client in identifying, clarifying, and exploring ways to solve issues
Downey, 2003	UK	The art of facilitating the performance, learning and development of another.
Ellinger, et al., 2003	US	Coaching activities include helping employees set specific goals, providing constructive feedback on specific tasks, offering resources and suggestions to adopt new techniques, and helping employees understand the broader goals of the organization
Starr, 2003	UK	A conversation, or series of conversations, one person has with another.
Whitmore, 2003	UK	Coaching involves 'unlocking a person's potential to maximize their own performance. It is helping to learn rather than teaching.'
Sue-Chan & Latham, 2004	Canada	Coaches help coachees to develop problem-solving approaches and implement strategies to improve performance
Alexander & Renshaw, 2005	UK	Coaching is an enabling process to increase performance, development and fulfilment.
Berg, 2006	Norway	Coaching is the process of challenging and supporting a person or a team to develop ways of thinking, ways of being and ways of learning. The purpose is to achieve personal and/or organizational goals
Grant, 2006	Australia	Coaching is an enhancement of life experience, work performance and well-being for individuals, groups and organizations that do not have clinically significant mental health issues or abnormal levels of distress.
Heslin, et al., 2006	Australia	Coaching may affect individual performance through three mechanisms: the acquisition of job related knowledge and skills, the enhancement of motivation and effort, and the process of social learning
Berg & Karlsen, 2007	Norway	Coaching is a tool that can develop self-confidence and contribute to actions that create results. Coaching is about helping other people to succeed.
Grant, 2007	Australia	Provides a more detailed definition, suggesting that 'coaching is a robust and challenging intervention, is results-driven, delivers tangible added-value, is typically a short-term or intermittent engagement and enables the attainment of high standards or goals'.
Bennet, et al., 2009	US	Emphasizing action, accountability and personal responsibility, coaching support provides leaders with a safe environment for learning how to creatively manage change and conflict, improve communication, strengthen self-confidence, retool skills, and foster multicultural relationships in a positive, constructive way
Wilson, 2010	UK	Coaching helps coachees develop their self-awareness, their choices and decisions; deepen the self-confidence since they are encouraged to exercise, make mistakes and experience; focus on finding solutions rather than on problems; and search and discover new prospects that encourage them to act and change.
Segers, 2011	Belgium	Coaching is an intensive and systematic facilitation of individuals or groups by using a wide variety of behavioural techniques and methods to help them attain self-congruent goals or conscious self-change and self-development in order to improve their professional performance, personal well-being and, consequently, to improve the effectiveness of their organization
Moen, et al., 2012	Norway	Coaching is a conversation technique, learning and developmental process to promote the resource base of another person
van Nieuwerburgh & Passmore, 2012	UK	Coaching is an intervention that can help people to achieve their goals or improve performance through structured conversations
Wujee, 2013	Poland	Coaching includes attitudes towards developing the potential of the person and the environment they develop in, striving for the achievement of goals, finding solutions, improvement in efficiency; support for development of coachees that is consistent with the values they believe in; partnership relations between coach and coachees; emphasizing that this is a process of support; being based on the conversation with feedback to coachees, caring for the coachees to find solutions by themselves; supporting coachees in overcoming internal limitations, emphasising short-term interventions
Brock, 2014	US	Coaching is called forth to support people in dealing with the consequences of globality and hyper-complexity and in living together successfully despite their differences.
Jones, et al., 2014	UK	Coaching is a conversation where the coach acts as the facilitator to the coachee, so that they learn, gain insight and take action toward a specific and agreed outcome. Implicit in the term coaching is the notion of empowerment - that coachees take responsibility for their own learning and are ready, willing and able to take action to make progress
Randak-Jeziarska, 2015	Poland	Coaching is a method which, with the help of an expert, allows for the realization of problems and working through all that prevents a person from changes, and, based on our own resources, plan and take actions that allow for the achievement of the set goal. Coaching can be viewed as a partnership relation based on mutual trust between a properly prepared coach and a coachee where, through conversation, asking questions by the coach, receiving the feedback and helping remove internal barriers, coachees are motivated for determination of the goal they aim to achieve and to achieve the goal based on their own values and resources

Appendix 2.2 Definitions of organisational culture from Clutterbuck et al. (2016)

Definitions of organisational culture	
Authors	Definitions
Hofstede, 1980	The collective programming of the mind that distinguish the member of one organization from another. This included shared beliefs, value and practices that distinguished one organization to another.
Ouchi, 1981	The organisational culture consists of a set of symbols, ceremonies and myths that communicate the underlying values and beliefs of the organisation to its employees.'
Martin & Siehl, 1983	Glue that holds together an organisation through shared patterns of meaning. There component systems: context or core values, forms (process of communication, e.g. jargon), strategies to reinforce content (e.g. rewards, training programmes).
Uttal, 1983	Shared values and beliefs that interact with an organization's structures and control systems to produce behavioral norms.
Denison, 1990	Refers to culture as 'the underlying values, beliefs and principles that serve as a foundation for an organisation's management system as well as the set of management practices and behaviours that both exemplify and reinforce those basic principles.'
Schein, 1992	Organisational culture implies 'a pattern of basic assumptions - invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration - that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems.'
Trompenaars, 1993	Culture is the way in which a group of people solves problems and reconciles dilemmas.'
Taylor, 2005	Culture is created from the messages that are received about how people are expected to behave in the organization. '
Ven den Berg & Wilderom, 2004	Shared perceptions of organisational work practices within organisational units that may differ from other organisational units.'
Wagner, 2010	an informal, shared way of perceiving life and membership in the organisation that binds members together and influences what they think about themselves and their work.'
Hawkins, 2012	Culture resides in the habituated ways of connecting that an organisation repeats. Culture resides not just inside the organisations, but more importantly in the relationship patterns with all the key stakeholders.'

Appendix 2.3 Organisational culture assessment instrument

Instructions for Organizational Culture Assessment Instrument (OCAI)

(Cameron, K S & Quinn, R E (2006) Diagnosing and Changing Organizational Culture, 2nd ed, San Francisco: Jossey-Bass.)

The purpose of the Organizational Culture Assessment Instrument (OCAI) is to produce a picture of the fundamental assumptions on which your organization operates and the values that characterize it. There are no right or wrong answers for these items, just as there is no right or wrong culture. Every organization will most likely be described by a different set of responses. Therefore, be as accurate as you can in responding to the items so that your resulting cultural diagnosis will be as precise as possible.

You are asked to rate your "organization" in the items and for this particular study please consider your overall organization.

The OCAI consists of six items and each item has four alternatives. Divide 100 points among these four alternatives, depending on the extent to which each alternative is similar to your own organization. Give a higher number of points to the alternative that is most similar to your organization. For example, on item 1, if you think alternative A is very similar to your organization, alternatives B and C are somewhat similar, and alternative D is hardly similar at all, you might give 55 points to A, 20 points each to B and C, and 5 points to D. Just be sure that your total equals 100 for each item.

Note that the left-hand response column for the instrument is labeled "Now." These responses mean that you are rating your organization as it is currently. Complete that rating first. When you have finished, think of your organization as you think it should be in five years in order to be spectacularly successful. Complete the instrument again, this time responding to the items as if your organization had achieved extraordinary success. Write these responses in the "Preferred" column. Your responses will thus produce two independent ratings of your organization's culture—one as it currently exists and one as you wish it to be in five years.

Name: _____
 Company: _____
 Position: _____
 Contact number: _____
 Email: _____

1. Dominant Characteristics	Now	Preferred
A The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.		
B The organization is a very dynamic and entre-preneurial place. People are willing to stick their necks out and take risks.		
C The organization is very results-oriented. A major concern is with getting the job done. People are very competitive and achievement-oriented.		
D The organization is a very controlled and structured place. Formal procedures generally govern what people do.		
Total	0 -100	0 -100
2. Organizational Leadership	Now	Preferred
A The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing.		
B The leadership in the organization is generally considered to exemplify entrepreneurship, innovation, or risk taking.		
C The leadership in the organization is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.		
D The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.		
Total	0 -100	0 -100
3. Management of Employees	Now	Preferred
A The management style in the organization is characterized by teamwork, consensus, and participation.		
B The management style in the organization is characterized by individual risk taking, innovation, freedom, and uniqueness.		
C The management style in the organization is characterized by hard-driving competitiveness, high demands, and achievement.		
D The management style in the organization is characterized by security of employment, conformity, predictability, and stability in relationships.		
Total	0	0

	-100	-100
4. Organization Glue	Now	Preferred
A The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high.		
B The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge.		
C The glue that holds the organization together is the emphasis on achievement and goal accomplishment.		
D The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important.		
Total	0	0
	-100	-100
5. Strategic Emphases	Now	Preferred
A The organization emphasizes human development. High trust, openness, and participation persist.		
B The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.		
C The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.		
D The organization emphasizes permanence and stability. Efficiency, control, and smooth operations are important.		
Total	0	0
	-100	-100
6. Criteria of Success	Now	Preferred
A The organization defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.		
B The organization defines success on the basis of having the most unique or newest products. It is a product leader and innovator.		
C The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.		
D The organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling, and low-cost production are critical.		
Total	0	0
	-100	-100

"Now" Scores
0 1A
0 2A
0 3A
0 4A
0 5A
0 6A
0 Sum (total of A Responses)
0 Average (sum divided by 6)

"Preferred" Scores
0 1A
0 2A
0 3A
0 4A
0 5A
0 6A
0 Sum (total of A Responses)
0 Average (sum divided by 6)

"Now" Scores
0 1B
0 2B
0 3B
0 4B
0 5B
0 6B
0 Sum (total of A Responses)
0 Average (sum divided by 6)

"Preferred" Scores
0 1B
0 2B
0 3B
0 4B
0 5B
0 6B
0 Sum (total of A Responses)
0 Average (sum divided by 6)

"Now" Scores
0 1C
0 2C
0 3C
0 4C
0 5C
0 6C
0 Sum (total of A Responses)
0 Average (sum divided by 6)

"Preferred" Scores
0 1C
0 2C
0 3C
0 4C
0 5C
0 6C
0 Sum (total of A Responses)
0 Average (sum divided by 6)

"Now" Scores
0 1D
0 2D
0 3D
0 4D
0 5D
0 6D
0 Sum (total of A Responses)
0 Average (sum divided by 6)

"Preferred" Scores
0 1D
0 2D
0 3D
0 4D
0 5D
0 6D
0 Sum (total of A Responses)
0 Average (sum divided by 6)

Appendix 2.4 Definitions of coaching culture, from Vesso (2016) and Clutterbuck et al. (2016)

Definitions of Coaching Culture		
Author	Cultural Background	Definitions
Hart, 2003	US	An organisational setting in which not only formal coaching occurs, but also, most or a large segment of individuals in the organisation practice coaching behaviours as a means of relating to, influencing and supporting each other.
Hardingham, 2004	UK	A culture where people coach each other all the time as a natural part of meetings, reviews and one-to-one discussions of all kinds
Clutterbuck & Megginson, 2005	UK	Coaching is the predominant style of managing and working together, and where a commitment to grow the organization is embedded in a parallel commitment to grow the people in the organization.
Crane, 2005	US	In a coaching culture, it is common practice to involve everybody affected by the change in the decision to make the change, and certainly in the implementation planning. The seven characteristics of a coaching culture - leaders are positive role models, every member is focused on customer feedback, coaching flows in all directions - up, down, and laterally, teams become passionate and energized, learning occurs more effective decisions are made, and change moves faster, HR systems are aligned and fully integrated, the organization has a common coaching practice and language.
Hart, 2005	US	A coaching culture is a paradigm for organizational cultures in which coaching takes place on a formal and informal basis and has been ingrained into the fabric of organizational life.
Crane, 2007	US	As coaching practices succeed, the subordinates also begin to coach their associates. In this way, a culture eventually develops. When coaching becomes a widespread practice within an organization, a culture of coaching will develop. Coaching cultures have developed as a means of engaging entire organizations in the transformative coaching process.
Lindbom, 2007	US	A culture of coaching is one in which the regular review of performance and just-in-feedback is expected. The culture of coaching also sets the expectation for feedback - positive or for improvement - that is specific, behavioural and results-based. This type of culture is self-reinforcing as it leads to improved performance, which encourages employees to seek more feedback and managers to see the value in coaching as the key requirement of their job. A culture of coaching requires commitment, consistency and dedication from leadership.
Figlar, et al., 2007	US	Building the coaching culture within the organization requires the involvement of a high percentage of employees. An organization has to weigh the benefits and costs of hiring external coaches as distinct from developing their own cadre of internal coaches or using some combination of internal and external resources.
Kets de Vries, 2008	The Netherlands	A coaching culture contributes to a sense of mutual ownership, better networking, more effective leadership practices and higher commitment, creating better results across the organization. Not surprisingly, companies with a successful coaching culture report significantly reduced staff turnover, increased productivity, and greater job satisfaction. A coaching culture promotes more open communication, is transparent, and builds trust and mutual respect. When executives are able to work together to improve their performance, by finding more creative ways to deal with their professional environment, a positive kind of contagion infects the organization and this contagion can spread hope and enthusiasm as the coaching culture replaces a former toxic or moribund environment.
Blessing White, 2009	US	A coaching culture is 'built on organizational and leadership beliefs practices that reflect coaching as a strategic business driver and critical talent management tool.'
Leonard-Gross, 2010	UK	The pursuit of a coaching culture can have benefits; with widespread quality, coaching an organization can learn new things more quickly and adapt to change more effectively, which is particularly desirable in the current economic climate.
Keddy & Johnson, 2011	UK	Supporting each other's development and quality of thinking is at the forefront...everyone who wants to be coached and when it is appropriate and practical, is offered coaching.
Segers, et al., 2011	Belgium	Interesting to note that the prevalence of who is acting as coach and the extent to which the different coaches (i.e. external, internal, line manager, and self) work together in organizations might depend on the maturity of the coaching culture of the organizations.
Hawkins, 2012	UK	A coaching culture exists in an organisation when a coaching approach is a key aspect of how the leaders, managers, and staff engage and develop all their people and engage their stakeholders ways that create increased individual, team, and organisational performance and shared value for all stakeholders.'
Mukherjee, 2012	India	It is argued that to promote a coaching culture within organizations, the managers need to use more of an inquiry and questioning approach to help their subordinates to learn to think for themselves rather than a telling and directing approach.
Wood, 2012	New Zealand	Creating a coaching culture involves transitioning managers away from providing directional solutions and towards empowering others to find their own solutions. This moves the manager-subordinate relationship away from one of paternalism, towards one of mutual respect and collaboration.
Chidiac, 2013	UK	It would seem that in some organizations, the emergence of coaching as a specialism is leading to less emphasis being placed on the benefits of creating and maintaining a coaching culture and stance. Not only is the latter more cost effective than hiring external coaches, but recent research from the Institute of Leadership and Management has shown the direct benefits of coaching to organizations. Maximizing these benefits means creating a coaching culture that permeates throughout the organization and develops internal coaching capability at all levels.
Clutterbuck, 2013	UK	Coaching culture is something that happens (or is created) at an organizational level. In recent years, however, practical experience and interviews with hundreds of HR practitioners have convinced me that the fulcrum for achieving a coaching culture is, in reality, at the level of the team. The focus of coaching needs to be on issues the team feels are truly relevant and current. Coaching at the team level can be either individual (focused on a specific learning need or issue) or collective (based on an issue important to the team as a whole). It seems that the mixture of these provides the most fertile ground for the growth of a coaching culture within the team.
Jones & Gorell, 2014	UK	...people are empowered and where coaching happens at every level...it adds to the bottom line performance. It is the recognised tool that touches every part of the employee life-cycle.
Bawany, 2015	Singapore	Fundamentally, a coaching culture is an organizational development model that provides the structure that defines how the organization's members can best interact with their working environment and how the best results are obtained and measured. Introducing coaching competencies into an organization is a very powerful strategy to create an adaptive workplace culture committed to the on-going process of development and learning. Companies that have developed a coaching culture report significantly reduced staff turnover, increased productivity, greater happiness and satisfaction at work.

Appendix 2.5 Coaching readiness survey

Coaching Readiness Survey		
Source: Clutterbuck & Megginson (2005) <i>Making Coaching Work - Creating a Coaching Culture</i> , CIPD.		
<p>1. This questionnaire is used to collect data from interviewees in the Corporate Coaching Culture Cultivation (CCCC) in China research to better understand the present situation and needs of the participating corporates.</p> <p>2. All data collected will be kept confidential according to the Code of Conduct of Middlesex University and the International Coach Federation.</p> <p>3. Summary results will be shared with the interviewee on conclusion of the research.</p> <p>For each of the statement, please assign a score of 1, 2, 3 or 4 according to how much you agree with the statement (Very Disagree = 1, Very Agree = 4)</p>		
1. Coaching linked to business drivers.	1.1 Integrate coaching into strategy, measures and processes	
	1.2 Integrate coaching and high performance.	
	1.3 Coaching has a core business driver to justify it.	
	1.4 Coaching becomes the way of doing business.	
2. Being a coachee is encouraged and supported.	2.1 Encourage and trigger being a coachee.	
	2.2 You can challenge your boss to coach.	
	2.3 Extensive training for both coach and coachee.	
	2.4 External coaches used to give coaches experience of being coached.	
3. Provide coach training.	3.1 Integrate coach training for all.	
	3.2 Coaches receive feedback on their use of coaching.	
	3.3 After their training coaches are followed up.	
	3.4 Coaches are accredited, certificated or licensed.	
4. Reward and recognise coaching.	4.1 Reward and recognise coaching.	
	4.2 Coaching is promoted as an investment in excellence.	
	4.3 Top team are coaching role models (who seek and use feedback).	
	4.4 Dedicated coaching leader.	
5. Systemic perspective.	5.1 Assume people are competent.	
	5.2 Organic, not process driven.	
	5.3 Initiatives decentralised.	
	5.4 Constructive confrontation.	
6. The move to coaching is managed.	6.1 Senior group manages move to coaching.	
	6.2 Line takes responsibility for coaching culture.	
	6.3 Integrate coaching and culture change.	
	6.4 Coach supports delegation and empowerment.	

Appendix 2.6 Coaching culture development stage survey

Coaching Culture Development Stage questionnaire			
Source: Clutterbuck, Megginson & Bajer (2016) <i>Building and Sustaining a Coaching Culture</i> , CIPD.			
<p>1. This questionnaire is used to collect data from interviewees in the Corporate Coaching Culture Cultivation (CCCC) in China research to better understand the present situation and needs of the participating corporates.</p> <p>2. All data collected will be kept confidential according to the Code of Conduct of Middlesex University and the International Coach Federation.</p> <p>3. Summary results will be shared with the interviewee on conclusion of the research.</p>			
From the four choices in each question, please pick the one that best describe the current situation at your organisation.			
A	B	C	D
<input type="checkbox"/> 1A Coaching happens without reference to strategy and process.	<input type="checkbox"/> 1B Coaching is referred to in strategy documents.	<input type="checkbox"/> 1C Managers are measured on the effects of their coaching.	<input type="checkbox"/> 1D Key organisation performance measures include coaching outputs.
<input type="checkbox"/> 2A Coaching is used to correct poor performers.	<input type="checkbox"/> 2B Coaching is used to contribute to performance of all.	<input type="checkbox"/> 2C Coaching is used as the main driver of performance.	<input type="checkbox"/> 2D Coaching is the way of performance-managing individuals, teams and the organisation.
<input type="checkbox"/> 3A A coach is seen as 'nice to have'.	<input type="checkbox"/> 3B Coaching is compatible with core business drivers.	<input type="checkbox"/> 3C Core business drivers are articulated and coaching is the means of delivering them.	<input type="checkbox"/> 3D The more urgent/important/mission-critical a project, the more coaching is used.
<input type="checkbox"/> 4A Coaching is a specialist activity separate from normal managing.	<input type="checkbox"/> 4B Coaching is used by bosses one-to-one to improve performance.	<input type="checkbox"/> 4C Coaching is widely used as a way of working in teams and projects.	<input type="checkbox"/> 4D Coaching is used in all settings from shop floor to boardroom.
<input type="checkbox"/> 5A People are coached only if their boss is keen on it.	<input type="checkbox"/> 5B Coachees are coached as part of performance management process.	<input type="checkbox"/> 5C From induction to retirement, people expect to be coached.	<input type="checkbox"/> 5D Staff seek coaching internally and from customers/suppliers/outside benchmarks.
<input type="checkbox"/> 6A Staff accept it if their bosses can't or won't coach.	<input type="checkbox"/> 6B Staff frequently ask for coaching.	<input type="checkbox"/> 6C The right to be coached is accepted throughout the organisation.	<input type="checkbox"/> 6D Coachees will coach their coaches in coaching if they need it.
<input type="checkbox"/> 7A Learning to be coached comes from being lucky to have a coaching boss.	<input type="checkbox"/> 7B Training of coachees has as much attention as coach training.	<input type="checkbox"/> 7C The coachees' drive to learn and perform stimulates coaching.	<input type="checkbox"/> 7D Coaching is seen as one of many alliances to be managed by coachees.

(continued)

<input type="checkbox"/> 8A External coaches used as the stage before outplacement.	<input type="checkbox"/> 8B External coaches widely available to support a range of development issues.	<input type="checkbox"/> 8C External coaches support supervision/development of senior managers as coaches.	<input type="checkbox"/> 8D External coaches work with internal leaders to steer coachee-led development agenda.
<input type="checkbox"/> 9A Managers do a range of coach training or none at all.	<input type="checkbox"/> 9B Coach training is widely available.	<input type="checkbox"/> 9C Different coach training offerings are integrated.	<input type="checkbox"/> 9D Coach training pervades development opportunities and agenda.
<input type="checkbox"/> 10A Coaching is a private concern, not noticed or commented upon.	<input type="checkbox"/> 10B Coaches get feedback from staff on whether they coach.	<input type="checkbox"/> 10C Coaches get ongoing feedback from coachees on how they coach.	<input type="checkbox"/> 10D All managers get 360-degree feedback on how they coach.
<input type="checkbox"/> 11A Once trained, coaches are left to their own devices.	<input type="checkbox"/> 11B Coaches get follow-up support from tutors after training.	<input type="checkbox"/> 11C Coaches get feedback between and after training workshops from peers, coachees and tutors.	<input type="checkbox"/> 11D Coaches have on-going supervision of their practice from peers and tutors.
<input type="checkbox"/> 12A The organisation does not recognise or certificate coaches.	<input type="checkbox"/> 12B Coaches are recognised for their contribution to the performance of others.	<input type="checkbox"/> 12C Coaches have opportunities to deepen their learning through certification.	<input type="checkbox"/> 12D Accreditation widely used as part of CPD of coaches.
<input type="checkbox"/> 13A Knowledge is used as a source of power.	<input type="checkbox"/> 13B Knowledge-sharing is common, from experienced staff to new colleagues.	<input type="checkbox"/> 13C Knowledge-sharing is used, recognised and valued.	<input type="checkbox"/> 13D Knowledge-sharing upward and between peers is a way of life.
<input type="checkbox"/> 14A Having a coach is seen as a fashion accessory.	<input type="checkbox"/> 14B Coaching helps to improve performance.	<input type="checkbox"/> 14C High-performing team members coach one another.	<input type="checkbox"/> 14D Coaching is widely used to develop a high-performing organisation.
<input type="checkbox"/> 19A There are several different initiatives on coaching that are not connected.	<input type="checkbox"/> 19B Coaching initiatives have their own life and are linked to each other.	<input type="checkbox"/> 19C Coaching is used to develop an enquiring stance towards organisation agendas.	<input type="checkbox"/> 19D Autonomy and co-operation equally valued in widespread coaching between divisions/functions.
<input type="checkbox"/> 20A Coaches are often blunt and abrasive.	<input type="checkbox"/> 20B Coaches are often candid and forthright.	<input type="checkbox"/> 20C Mutual dialogue about tough issues - coach and coachee open to learning.	<input type="checkbox"/> 20D Organisation blind spots and weaknesses addressed in coaching relationships.
<input type="checkbox"/> 21A Coaching is an HR/development initiative.	<input type="checkbox"/> 21B Senior group endorse the move to coaching.	<input type="checkbox"/> 21C Senior group demonstrate the use of coaching in achieving goals.	<input type="checkbox"/> 21D Senior group integrate development of organisation with use of coaching style.
<input type="checkbox"/> 22A Some individuals are enthusiastic about being a coach.	<input type="checkbox"/> 22B Line managers lead coaching initiative in their own areas.	<input type="checkbox"/> 22C Line managers take responsibility for coaching throughout the organisation.	<input type="checkbox"/> 22D Coaching is used to manage projects and in a wide range of meetings.
<input type="checkbox"/> 23A Coaches are conscious of the need for culture change.	<input type="checkbox"/> 23B Coaches use coaching to advocate culture change.	<input type="checkbox"/> 23C Coaches make the link between management style, coaching and culture.	<input type="checkbox"/> 23D Coaches live the link between management style, coaching and culture.
<input type="checkbox"/> 24A Coaches encourage coachees to take responsibility.	<input type="checkbox"/> 24B Coaches provide or create opportunities for coachees to perform.	<input type="checkbox"/> 24C Coachees and coaches actively manage mutual support & challenge between them.	<input type="checkbox"/> 24D Coachees take responsibility for their own performance accountably and in a no-blame way.

Appendix 3.1 Case backgrounds

Company A

Headquartered in Beijing, Company A is currently the largest transportation hailing platform in China, offering a full range of app-based transportation options for 550 million users. It was founded in the early 2010s by the current CEO who has a background in a well-known local internet platform. He was joined soon by an outstanding lady who is currently the chief operations officer, after 12 years at a global investment bank. The company grew rapidly through both organic growth in volume and services offered, as well as merger and acquisitions, the most significant being merging with its largest domestic competitor in the mid-2010s and acquiring of the operation of an overseas competitor in 2016. It has also invested in similar companies overseas in Brazil, South East Asia and the United States. Company A seemed unstoppable until two unfortunate fatal incidents by users of one of its fastest growing services, and the company had to suspend that operation to review and reform its safety standards and oversight.

With the rapid development and increase in the number of the staff to 15,000, Company A set up an Academy in 2015 to develop staff capabilities and talent in and coaching has been one of key skills for development. Another initiative has been a special programme for career development and personal growth programme, including two coaching workshops for female professionals in 2017, whose success in the first cohort led to the development of internal coaches to support the second cohort. Though the first internal coach programme was successful, with the trained internal coaches able to empower their teammates with coaching skills on a daily basis which was especially impactful during the critical moments in mid-2018, the incident nevertheless led to the suspension of the second internal coach programme. Despite this, the Female Leadership Program is still continuing.

Company B

Company B is a one of the largest internet security providers in China serving customers in both the public and private sectors. It was founded originally in the mid-2010s within an existing technology company and became a separately operated company two years later. Following a split of its shareholders the company became an independent in April 2019, with one of its original shareholders becoming the chairman and CEO. The company has experienced strong growth with over 90% consecutive compound annual growth. Headquartered in Beijing, it currently has more than 7,000 employees. The company's mission is to 'make the internet safer, make the world better' and become the world's number one internet security company.

The founder of Company B, who was previously a high-ranking government official in Beijing, is the co-founder of a listed B to C internet company, who finds potential in the growing market of B to B internet security from the fast development of the internet, Internet of Things (IoT) and AI in China. In 2015, after acquiring a string of small or developing internet security companies and recruiting excellent internet technical talents with entrepreneurship spirit from the original company, the founder recognised the importance of having a loyal HRBP to manage the most valuable assets of internet company - the knowledge people. The head of HR started learning coaching in 2015 in the PCP programme and after going on a study tour with the author to Silicon Valley in April 2016 visiting the likes of Intel and Google, further recognised the effectiveness of coaching culture for high-technology companies. Based on her over 20 years of HR expertise and the knowledge of coaching, she suggested to the founder that coaching leadership and process management should be the foundation of the new leaders as well as the shareholders of Company B for their start-up to be successful.

Company B thus commissioned the author's company in 2016 to run a coaching skills training programme with five modules as well as executive coaching services for those

shareholders who were willing to be coached. The satisfaction level of the bimonthly training modules was high, but not the executive coaching services, which were suspended. The head of HR still acknowledges the impacts of the coaching programme and sponsored her core teammates to join my PCP course to learn and develop her in-house coaching team to support the high-potential young executives.

Company C

Company C is a multinational conglomerate founded more than 150 years ago and is now headquartered in Berlin and Munich, Germany. Its businesses span from power generation technology, industrial and building automation, medical technology, transportation and lighting, employing 379,000 people in 190 countries with 285 production and manufacturing facilities worldwide. Company C has started doing business in China over 100 years ago. With leading technologies, complete portfolio, global network, financial solutions and flexible service models, it collaborates with Chinese companies in fields including infrastructure, power, oil and gas and chemicals, as well as industry. China is now its second-largest overseas market, employing 33,000 people and generating almost 10% of its worldwide revenue.

Company C's management consulting unit was founded in the mid-1990s in Germany to provide in-house consulting. Company C's consulting China – operation management was founded in the mid-2000s and grew to having four branches in Beijing, Shanghai, Qingdao and Guangzhou with 51 team members and 500 projects completed by late 2010s. It provides comprehensive methods and expertise, continuously improving the efficiency and quality of operation in manufacturing industry. This consulting unit in China services in-house clients 100% in the very beginning but gradually opened to act as the external consultants for those Chinese manufacturing companies stepping into the global stage and demanding higher operational management level.

To face the changing needs in the world, Company C created the IoT services unit in the late 2010s, which brought together its existing consulting, solutions and implementation and development services to offer an end-to-end digital transformation solution (strategy to design to implementation) to support customers in successfully reinventing their businesses and drive sustainable growth in a digital world. Company C's consulting unit China has since been restructured to be part of IoT, providing IoT integration services and related digital transformation consulting in China.

Company C's headquarter promotes coaching skills as one of the managerial competencies via coaching workshops and has delivered this workshop for managerial staff in China. A key member of the management consulting unit of Company C China, C2, participated in PCP in 2017 and on her recommendation, the head of her unit agreed to be coached one-on-one by the author, which then led to three team coaching sessions of the core team of the consulting unit of Company C from 2018 to 2019, and subsequently the core team members including the head became willing to accept one-on-one executive coaching services since 2019 and is continuing.

Company D

Company D is a global tyre and mobility services provider with operations in 171 countries employing 114,070 people, including 69 production and seven research and development facilities in 18 countries worldwide. It was founded more than 100 years ago in France and is currently the second-largest tyre manufacturer in the world with 14% of the global market share.

To meet future challenges, Company D launched a global reorganisation project in 2017 to improve customer satisfaction, empower the teams, simplify operating modes and digitalise the group. Under the plan, global operations would be organised into 10 regions with greater operational responsibilities in sales development and customer relationship management. There would be 14 business lines grouped around different

customer segment instead of four business units in product-oriented, and eight operational divisions providing expertise and support for the 10 regions and the 14 business lines.

Company D entered the China market in late 1980s, 100 years after its founding, and currently has nine companies, two manufacturing (Shenyang and Shanghai), and one R&D (Shanghai) facilities employing 6,800 staff.

To support the business and operational development in China, Company D regularly brings in expatriates from Europe and the United States, who will be matched by me to an external coach for one-to-one executive coaching programmes that last for one year or even longer focusing on coaching leadership and long-term development. The superiors of the coachees are actively involved during the process of the executive coaching and their support provides significant attention to the development of the author's coachees. With success as one of the external coaches, the company's L&D director recommended his HR colleagues to join PCP and, after noticing the growth of those HR colleagues after joining PCP, he decided to learn coaching via PCP too in late 2018. Several people from the HR department of the largest factory of Company D in Shenyang also attended PCP in 2018. In response to the new direction in corporate culture from the headquarters of Company D, which focuses on Inspire, Create trust, Aware, Result and Empower (ICARE), the factory in Shenyang developed a structured coaching programme with workshops, team coaching and one-to-one coaching for managerial staff in 2019, with the support of trained HR partners, using the coaching skills gained from the external accredited coaching training by PCP and others, instead of independent coaching workshops in 2017 by external trainers and 2018 by internal trainers.

Appendix 3.2 Survey questions

A Study into Cultivating Corporate Coaching Culture Approach in China

中国企业教练文化培养方法的研究

Coach Catherine Ng, MCC, is conducting a research to better understand how coaching culture can best be cultivated in companies in China as part of her Doctor of Professional Studies dissertation at Middlesex University, UK. Your voluntary participation in this survey will help us improve in introducing and maintaining corporate coaching culture in China in the future. Please answer the following 38 questions according to your understanding of your organisation. It would take about 15–20 minutes.

吴咏怡教练，MCC，正在英国米德尔塞克斯大学(Middlesex University)攻读专业研究博士学位。进行的论文研究是如何更好地在中国企业发展教练文化。您的自愿参与本问卷调查将有助我们在未来更好地引进和支持中国企业的教练文化的发展。请根据您对贵公司的了解，回答以下 38 个问题。

Adhering to the code of conduct as prescribed by the Middlesex University and the International Coach Federation, please be assured that the data collected will be kept anonymously and confidentially, and will only be used by the research team in connection with this research project and not for any other commercial purposes. Only summary (not individual) and anonymous data will be included in the final report and published. If you have any questions regarding the study, or would like to withdraw after completion of the survey, please contact my team member Sarah at sarah@enrichment.org.cn at any time. You can also contact my doctorate supervisor Ms Pauline Armsby of Middlesex University at P.Armsby@mdx.ac.uk if you have any questions or concerns relating to the code of conduct of this study.

请您放心，我们的研究是遵从米德尔塞克斯大学及国际教练联合会的行为准则的规定，收集的所有数据将做匿名和保密处理，并只用于与本研究有关的项目，不涉

及其它任何商业目的。只有摘要(不是个人)和匿名数据会在最终报告中并且对外发表。如果您对这项研究有任何疑问,或者想在调查完成后退出,请随时与我的团队成员 Sarah 联系,地址是 sarah@ enrichment.org.cn。

Deadline for completion of the survey is 14/7/2019. Thank you once again for your participation.

问卷调查的截止日期是 2019 年 7 月 14 日。再次感谢您的参与。

1. I understand the purpose of this survey, that the data I provide will be kept anonymously and confidentially, that I have right to withdraw at any time. I consent to participate voluntarily:

我明白本次问卷调查的目的,我提供的资料将被匿名和保密处理,及我有权利在任何时候退出。我同意自愿参与这次研究:

Yes 是

No 否

2. Type of Company (pick 1) 您所属企业的类型是:(单选)

private domestic 民企

stated-owned 国企

multinational 跨国企业

joint venture 合资企业

3. What industry is your company in? 您所属企业的属于哪一个行业?

-
4. No. of employees in China (pick 1) 您所属企业在中国的员工人数是:(单选):

- less than 100 少于 100 人
- 101–500 101–500 人
- 501–1000 501–1000 人
- more than 1000 多于 1000 人

5. How many years has your company been established in China? (pick 1) 您所属企业在中国成立了多少年? (单选)

- 0–2 年
- 2–5 年
- 5–10 年
- 10–15 年
- 15–20 年
- 20–50 年
- >50 年

6. To the best of your knowledge, which phases of growth best describe your company? 您认为哪个企业发展阶段的描述最接近您所属企业的情况? (单选)

ORGANIZATIONAL PRACTICES IN THE FIVE PHASES OF GROWTH

CATEGORY	PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
Management Focus	Make and sell	Efficiency of operations	Expansion of market	Consolidation of organization	Problem solving and innovation
Organizational Structure	Informal	Centralized and functional	Decentralized and geographical	Line staff and product groups	Matrix of teams
Top-Management Style	Individualistic and entrepreneurial	Directive	Delegative	Watchdog	Participative
Control System	Market results	Standards and cost centers	Reports and profit centers	Plans and investment centers	Mutual goal setting
Management Reward Emphasis	Ownership	Salary and merit increases	Individual bonus	Profit sharing and stock options	Team bonus

五个企业发展阶段的不同特色

类别	阶段 1	阶段 2	阶段 3	阶段 4	阶段 5
管理焦点	制造及销售	运营效率	扩张市场	机构整固	解决问题和创新
组织架构	非正式的架构	集中及功能架构	非集中及地域架构	<u>在线员工及</u> 产品架构	矩阵团队
高层管理风格	个人化和创业形的	指令式的	授权式的	监管式的	参与式的
管理系统	市场结果导向	标准及成本中心	报告及利润中心	计划和投资中心	共同目标设定
管理奖励机制	股权	薪水和绩效奖励	个人奖金制	利润共享和优先认股权	团队奖金

- Phase 1 阶段 1
- Phase 2 阶段 1
- Phase 3 阶段 3
- Phase 4 阶段 4
- Phase 5 阶段 5

(Greiner, L E (1998) 'Evolution and Revolution as Organizations Grow', *Harvard Business Review*, May–June 1998, p.4–11.)

7. What macro or external and micro or internal challenges are your company facing right now? 您所属企业现在正面临什么的宏观或外来和微观或内部的挑战?

宏 观 或 外 来 :

微 观 或 内 部 :

8. How is your company responding to these challenges? 您所属企业如何应对这些挑战的?

9. Is your company implementing any of the following changes at the moment? If yes, what kind(s) of change (the most major one(s)) is/are your company implementing (pick all that apply)? 您所属企业正在进行变革吗? 如果是, 您所属企业正在进行的怎样的变革(最主要的)? (多选)

- 没有正在进行变革
- Operational change (new systems, procedures, structure or technology that have immediate effect on working arrangements) 运营方面改革(例如新的系统、流程、架构和技术这些会直接影响工作的安排的变化)
- Strategic change (broad, long-term and organisational-wide changes in strategic vision and scope, as well as purpose and mission of the organisation) 战略性改革(企业层面宏观的、长期的战略愿景、范围、目标方面变革)

- Transformational change (fundamental and comprehensive changes in structure, process and behaviours) 转型变革（架构、流程和运营方面根本的、全面的变革）
- Others 其它:_____

(Armstrong, M. *Armstrong's Handbook of Human Resource Management Practice*, 11th ed., 2009)

10. According to your personal understanding, how would you define 'organisational culture' (not about what is the culture of your organisation like)? 根据您的理解，您对 '企业文化'的定义是（不是关于您所属企业的企业文化）？

11. Which of the following best describe your organisation's culture (pick 1)? 您认为以下哪一项最能描述您所属企业的企业文化？（单选）

- Clan (extended family, mentoring, nurturing, participation) 部落式的（大家庭，指导，培养，参与）
- Adhocracy (dynamic, entrepreneurial, risk-taking, values innovation) 灵活的（充满活力、企业家精神、敢于冒险、重视创新）
- Market (results-oriented, gets the job done, values competition, achievement) 市场驱动的（结果导向的，注重完成工作，重视竞争，成就感）
- Hierarchy (structure, control, coordination, efficiency, stability) 阶级性的（结构、控制、协调、效率、稳定性）

(Quinn, K S & Cameron, R E, *Diagnosing and Changing Organisational Culture Based on Competing Values Framework*, 2006)

12. According to your personal understanding , how would you define 'coaching culture'? 根据您的理解, 您对' 教练文化'的定义是?

13. Types of coaching that has been introduced at your company (pick all that apply). 您所属企业引进过的教练项目有? (多选)

- one-to-one executive coaching 一对一高管教练
- coaching skills training 教练技术培训
- team coaching 团队教练
- internal coach development programme 发展内部教练
- none of the above 以上均无
- Others 其它: _____

14. Which of the following best describe the degree of coaching culture development at your organisation (pick 1)? 您认为以下哪一项能最好的形容您所属企业的教练文化发展程度? (单选)

- Nascent (little or no commitment to developing a coaching culture and very little coaching taking place) 初期的(很少或者没有发展教练式文化的决心, 很少进行教练对话)
- Tactical (value of coaching culture is recognised but little system effort taking place to create it. Some coaching takes place, mostly on an ad hoc basis) 战术阶段(教练文化的价值得到认可, 但很少进行系统化的创建工作。有进行一些教练, 但只在特殊需要时使用)

- Strategic (coaching is considered an important enabler to achieving business goals. Formal coaching takes place regularly) 战略阶段（教练被认为是实现业务目标的重要推动方法。定期进行正式的教练）
- Embedded (people at all levels in the organisation are engaged in coaching – both formal and informal) 嵌入阶段（企业所有级别的人员都参加正式和非正式的教练）

(Clutterbuck et al., *Building and Sustaining a Coaching Culture*, 2016)

15. To give it a quantitative estimate, what is the degree of willingness of your company to adopt a coaching culture? 您所属企业对引入教练文化的意愿度，如用 1 到 10 分去量化，你估计会是多少分？

Least willing 0 _____ 5 _____ 10 most willing

16. What change would you like to see as a result of adopting a coaching culture (pick 3)? 通过引入教练文化您期望看到您所属企业有什么的变化？（选择 3 项）

- Improved team functioning 提高团队运作
- Increased engagement 加强链接
- Increased productivity 提高生产力
- Improved employee relations 提升雇员关系
- Faster leadership development 加快领导力发展
- Increased employee well-being 增加员工健康
- Increased emotional intelligence for employees 增强员工情绪智慧
- Improved customer satisfaction 提高客户满意度
- Reduced turnover 降低员工流动

- Faster on-boarding into a new role 加快入职新的角色
- Faster on-boarding into organisation 加快融入组织
- More internal promotions 更多内部晋升
- Increased gross sales volume 提升销售总额
- Others 其它:_____

(ICF & HCI, Building a Coaching Culture with Managers and Leaders, 2016)

17. To give it a quantitative estimate, what is the degree of readiness of your company in adopting a coaching culture? 您所属企业对引入教练文化的准备度，如用 1 到 10 分去量化，你估计会是多少分？

Least ready 0 _____ 5 _____ 10 most

18. If 6 or more in Q17, what are the supporting factors? (pick all that apply) (not compulsory) 如 Q17 打分 6 分或以上，哪些因素支持这个分数？（勾选适用的所有选项）（非必答题）

- Alignment with organisational development 配合企业发展
- Integration with organisational culture 与企业文化融合
- Commitment from champions 有影响力人士的投入和支持
- Internal Support (such as supportive HR system, finance department) 内部支持（包括人力资源系统，财务部门的支持）
- Employees' commitment and willingness 员工承诺和意愿
- External coach maturity and commitment 外部教练的成熟度和承诺
- Internal coach maturity and commitment 内部教练的成熟度和承诺

Continuous review and adjustment 持续检讨和调整

Others 其它:_____

19. If 6 or more in Q17, what would help to make it a 9 or 10? (not compulsory)

如 Q17 打分 6 分或以上，可以做些什么使得分数提升导 9 分或 10 分？（非必答题）

20. If 5 or less in Q17, what factors are not ready in cultivating a coaching culture?
(pick all that apply) (not compulsory)

如 Q17 打分 5 分或以下，哪些影响教练文化的因素尚未准备好？（勾选适用的所有选项）（非必答题）

Alignment with organisational development 配合企业发展

Integration with organisational culture 与企业文化融合

Commitment from champions 有影响力人士的投入和支持

Internal Support (such as supportive HR system, finance department) 内部支持（包括人力资源系统，财务部门的支持）

Employees' commitment and willingness 员工承诺和意愿

External coach maturity and commitment 外部教练的成熟度和承诺

Internal coach maturity and commitment 内部教练的成熟度和承诺

Continuous review and adjustment 持续检讨和调整

Others 其它:_____

21. What other factors are also necessary? 除此之外，还有哪些因素是重要的？

22. If your company is to cultivate or is cultivating a coaching culture, what in your opinion are the necessary steps and how should these steps be implemented in terms of sequence (assign sequence to those steps you consider necessary – 1 for first, then 2, 3 etc)? (sequencing question)

假如（或假设）您所属企业计划或者正在培养教练文化，您认为有哪些是必要的步骤？这些步骤应按怎样的次序实行？（把必要的步骤排序，从1到2到3，如此类推）（排序题）

- Mutual understanding (between consultant and organisation) 双方相互理解（咨询公司和企业之间）
- Integration (with organisational strategies, tactics, performance evaluation, and learning and development structure) 融合（与企业战略，战术，考评制度和学习发展架构）
- Promotion and communication (within organisation) 宣传和沟通（企业内部）
- Execution (of programme) 计划执行
- Adjustment (of the programme) 计划调整
- Evaluation (of the programme) 计划评估
- Acknowledgement (of efforts and contributions from participants and stakeholders) 嘉许（参加者和利益相关者的努力和贡献）
- Maintenance 持续
- Others 其它: _____
- Not Applicable 不适用

23. Which step(s) if not followed will render coaching culture not sustainable (pick all that apply)? 不遵循哪些步骤会导致教练文化不可持续? (勾选适用的所有选项)

- Mutual understanding (between consultant and organisation) 双方相互理解 (咨询公司和企业之间)
- Integration (with organisational strategies, tactics, performance evaluation, and learning and development structure) 融合 (与企业战略, 战术, 考评制度和学习发展架构)
- Promotion and communication (within organisation) 宣传和沟通 (企业内部)
- Execution (of programme) 计划执行
- Adjustment (of programme) 计划调整
- Evaluation (of programme) 计划评估
- Acknowledgement (of efforts and contributions from participants and stakeholders) 嘉许 (参加者和利益相关者的努力和贡献)
- Maintenance 持续
- Others 其它: _____

24. Does your company have plans to introduce a coaching culture? If yes, how? 您所属企业有没有计划去引进教练文化? 如果有, 会怎样引进?

- 有计划, 会: _____
- 没有计划

25. Have you ever received coaching training? 您有否参加过教练培训?

- Yes, more than 60 hours 有, 超过 60 小时
- Yes, less than 60 hours 有, 少于 60 小时
- No 没有

26. Which coach training organisation have you learned coaching from (pick all that apply)? 您是从哪个教练机构学教练技术的? (多选)

- Enrichment 拓思 (PCP 或 企业培训)
- HKU Space 港大 (CCLD)
- Others 其他 _____

27. Have you been coached before as a coachee? 您有否有被教练过的经验?

- Yes 有
- No 没有

28. If you answered yes to Q27, was it in one-to-one coaching or team coaching? (pick all that apply) 如您第 27 题的答案是‘有’, 您参加过的是一对一教练还是团队教练? (多选)

- One-to-one coaching 一对一教练
- Team coaching 团队教练
- Not applicable 不适用

29. Have you coached others before as a coach? 您有否教练过他人?

- Yes 有
- No 没有

30. If you answered yes to Q29, was it externally at other companies, internally in your own company, or for an individual personal client? (pick all that apply) 如您第 29 题的答案是‘有’, 您教练的是外部公司, 自己公司内部, 还是自己个人的客户? (多选)

- External company 外部公司
- Internal company 公司内部
- Individual personal 个人客户
- Not applicable 不适用

31. What is your functional role at your company (pick all that apply)? 您在您所属企业的主要工作范围是? (多选)

- Strategy 战略方面的
- Organisational Development 组织发展方面的
- Marketing 市场方面的
- Finance 财务方面的
- Human Resources 人力资源方面的
- Learning and Development 学习和发展方面的
- Others 其它: _____

32. What is your gender? 您的性别:

33. How long have you been with your company? (pick 1) 您在您所属企业已多少年? (单选)

- 0-2 年
- 2-5 年
- 5-10 年
- 10-15 年
- 15-20 年
- >20 年

34. How long have you been working (pick 1) 您已工作了多少年? (单选)

- 0-2 年
- 2-5 年
- 5-10 年
- 10-15 年
- 15-20 年
- >20 年

35. What is your seniority at your company (pick all that apply)? 您在您所属企业的职位是? (多选)

- Chairman/President 董事长/总裁
- CXO 首席 XX 官
- Director 总监
- VP 副总裁
- Executive 主管

Team Leader 团队领导

Others 其它: _____

36. Finally, are there any aspects of corporate coaching culture you would like to add that have not been asked? 最后，有没有任何关于企业教练文化的意见是我们没有问但您希望提出来的？

37. Would you like to receive a summary of the survey results? 您希望收到调查结果的摘要吗？

Yes 想

No 不想

38. If you would like to receive a summary of the survey results, please provide us with your email address: 如您希望收到调查结果的摘要，您的邮箱地址是：

Thank you very much for completing this survey. If you have any questions regarding the study, or would like to withdraw after completion of the survey, please contact my team member Sarah at sarah@enrichment.org.cn at any time.

非常感谢您完成这份问卷调查。如果您对这项研究有任何疑问，或者想在调查完成后退出，请随时与我的团队成员 Sarah 联系，地址是 sarah@enrichment.org.cn。

Appendix 3.3 Interview guide

Thank you for agreeing to be an interviewer of this Doctor of Professional Studies (Middlesex University UK) study into the Corporate Coaching Culture Cultivation (CCCC) approach. Please read the interview guide carefully before you start interviewing and follow the guidelines herein when interviewing your subject.

If you have any question, please take it up with your co-ordinator and sign at the bottom if you agree to abide by these guidelines.

Background:

Catherine Ng is conducting a research into the appropriateness and applicability of the Corporate Coaching Culture Cultivation approach for corporate enterprises in China as part of her Doctor of Professional Studies dissertation at the Middlesex University. With an aim to answer the research questions (please see Appendix) and improve on the existing approach, semi-structured interviews are being conducted with corporate enterprises who have implemented the approach.

You will be given a set of interview questions to be asked and, depending on the answers by the interviewee, you can ask follow-up questions to go deeper so as to get a clearer understanding of the research subject. The data collected will be carefully transcribed and analysed and form the basis for a multiple case study.

Preparing yourself:

- To help your interviewee to be at ease and open to answer your questions, please prepare yourself to be trustworthy, personable and professional.

- Review the case-background and also results from the pre-interview questionnaire.

- Arrive at least 30 mins early to the interview location and do some centring exercise to help you settle in and adjust your being.
- Make sure seating is comfortable and allow appropriate space between yourself and interviewee. Better at an angle rather than directly facing each other.
- Dress appropriately.

Before the interview:

- make appointment with interviewee 2 weeks ahead of time and ask interviewee to complete pre-interview questionnaire
- reconfirm time and location 1 week before appointment
- check that you have all materials prepared and packed 1 day before appointment
- rest well

During the interview:

- Build rapport to gain respect and trust
- Smile and be relaxed
- Ask the questions exactly as written
- Repeat a question if asked

- Accept that the interviewee can refuse to answer a question without irritation
- Remember you are not there to coach or consult or advise
- Be as non-directive as possible
- Management time (within 60 mins) and pace well
- Mindful of your tone of voice to be as objective and neutral as possible
- Use your coaching skills
- Allow space and time for interviewee to contemplate and answer
- Ask one question at a time

Ethics and confidentiality:

- Principle is not for the interviewee to suffer any harm
- Follow the Code of Ethics as prescribed by the Middlesex University with regards to conducting human subject interviews, as well as those of ICF
- Interviewee has to give informed consent
 - give Participant Sheet regarding their rights and Consent Form to sign
 - can withdraw from participation during or any time after the interview
- The content of the interview has to be kept confidential. Please use a code instead of the name of the interviewee in your notes, keep computer file under password protection and written notes under lock and key.

Appendix 3.4 Standard operating procedures (SOP) for semi-structured interviews

Interview preparation

Pre-interview organisation includes:

1. With preference for face-to-face interviews, main interviewer schedule appointments with interviewees with reference to the interviewee location and her and the interview team's available time. Only if a face-to-face interview is not possible that an online video interview be arranged
2. Determine and agree on roles and responsibilities between main and second interviewers and that of support staff
3. Staff learn to use IFLYREC app for producing first transcription and arrange for editors to improve the transcription
4. Staff set up interview control log using name codes rather than interviewee names to record interview processes progress
5. Interviewer team test Zoom set up for recording and playback
6. Interview team conduct pilot interview to test the interview questions and review questions accordingly

Pre-interview communication will include:

1. After main interviewer have invited interviewee and scheduled appointment, interviewer will set up dedicated WeChat group
2. Staff send Participant Information Sheet (PIS) to interviewee for review, which explains the purpose of the interview, length of interview, recording and transcribing arrangement, confidentiality and following of Code of Ethics of

Middlesex University and ICF and interviewee's right to withdraw at any time during or after the interview, and Consent Form to sign

3. Staff set up Zoom link for recording and send details to interviewee
4. Staff send following pre-interview questionnaires for completion ahead of interview:
 - a. CCCC Approach Research Questionnaire (online)
 - b. OCAI Organisational Culture Assessment Instrument (Excel form)
 - c. Coaching Readiness Survey (CRS) (online)
 - d. Coaching Culture Development Stage questionnaire (CCDS) (online)
5. Staff update interview control log
6. Staff make sure interviewee complete the four questionnaires by due date and process results to be sent the interviewers at least 2 days ahead of respective scheduled interview
7. Second interviewer incorporate details in questionnaire results in interview questions
8. Staff remind interviewee of interview time the day before the interview and send results of the four questionnaires to the interviewee
9. Second interviewer send interviewee version of interview questions on the day of the interview
10. Staff remind all 10 mins before scheduled interview and start Zoom connection 5 mins before meeting

Interviewer's pre-interview preparation:

1. Study interview questions and results of the four questionnaires
2. Bring hardcopies of interview questions and questionnaire reports if face-to-face interview
3. Arrive at meeting venue 30 mins before schedule if face-to-face interview
4. Interviewers hold 15 mins pre-interview grounding meeting over WeChat at least 30 mins before scheduled interview
5. Centring self for 10 mins before scheduled interview
6. Testing Zoom connection and audio and video set up 5 mins before scheduled interview

During the interview:

1. Staff start recording as main interviewer introduce background of interview, reconfirming agreement and possibility to withdraw at any time.
2. Main interviewer introduces purpose of the interview, how the interview will be conducted, how long it will be and stresses that the content of the interview will be kept confidential and conducted under the Code of Ethics of Middlesex University and ICF.
3. Ask if any questions before starting.
4. Start the interview and ask the semi-structured questions.
5. Take notes of keywords and any interesting observations of body language and facial expressions, interruptions and distractions.

6. Use a conversational style with a focus on the agreed upon subjects, listening well and remain non-judgemental.
7. Allow space and time for interviewee to contemplate and answer before asking the next question.
8. Build connection and rapport with interviewee while remaining objective.
9. Follow the interview list while order of questions can be changed based on the flow of the interview.
10. Can paraphrase, clarify, ask additional questions, or probe.
11. Remember, we are not there to coach or consult or advise.
12. Ask second interviewer if anything to add or ask additional questions.
13. Manage time.
14. Thank the interviewee when finished.
15. Mention again that the interview content will be transcribed and written up as anonymous interview report interview within 7 days, which will be sent to interviewee for review and feedback. Before final dissertation is completed in early 2020, interviewee will also be sent a summary of the analysis result for review and feedback.
16. Request permission to follow-up issues by telephone/face-to-face/ email.

Interview reminders

Background / opening of the interview

Thank you agreeing to be interviewed for the research into the cultivation of coaching culture in organisations in China.

I, Catherine Ng, MCC, is pursuing a Doctor of Professional Studies at Middlesex University of UK. The purpose of the research is to examine the appropriateness and applicability of the Corporate Coaching Culture Cultivation (CCCC) approach in developing a coaching culture in two types of corporations in China to meet their changing management needs in China. Your voluntary participation will help us improve in introducing and maintaining corporate coaching culture in China in the future.

You will be asked a series of questions related to the research questions and the answers you have provided in the four questionnaires we have sent you. Please take time and care to answer them as best as you can and ask any questions if unclear. Please be assured that the interview is conducted with reference to the Code of Conduct of Middlesex University and also ICF and your answers will be kept anonymous and confidential, and will only be used by the research team in connection with this research project and not for any other commercial purposes. Only summary (not individual) and anonymous data will be included in the final report and published. You can withdraw anytime during or after the interview.

Documents sent to the interviewee

1. Participant Information Sheet (PIS)
2. Consent form (to be signed and sent back)
3. CCCC approach research questionnaire (online)

4. OCAI Organisational Culture Assessment Instrument (Excel form)
5. Coaching Readiness Survey (CRS) (online)
6. Coaching Culture Development Stage questionnaire (CCDS) (online)
7. A note to the interviewee to introduce the purpose and rundown of the interview

During the interview

Face-to-Face

1. Ensure booking of a quiet space for interview at the interviewee premises with good internet connection
2. Double confirm location and ensure ample travel time
3. Be flexible with last minute changes
4. Mindful of Zoom connection and sound quality and check in periodically
5. Manage own and interviewee energy level

Internet interview

1. Ensure interviewee is able to secure a quiet space for interview with good internet connection
2. Be flexible with last minute changes
3. Extra aware of engagement and energy level of interviewee
4. Ensure interviewee have interview questions and the four questionnaire reports on hand.

After the interview

1. As soon as possible, main and second interviewers debrief for 30 mins, discussing key themes, notable quotes, impressions and feelings, and reflections and learning from the interview
2. Staff download audio recording from Zoom and process first transcript using IFLYREC App
3. After initial checking and editing, staff send audio file and transcript to one of the editors for second editing
4. After editing, edited transcript sent to second interviewer for further correction
5. Second interviewer send edited transcript to interviewee for review and confirmation within 7 days of interviewee
6. After ok from interviewee, second interviewer starts keyword analysis and discuss with main interviewer of findings and coding
7. Staff update interview control log.

Appendix 3.5 Interview questions for corporate interviewees

Interviewer reminders:

1. Study survey results and incorporate into interview questions as appropriate
2. Make sure start recording on Zoom
3. Introduce self and project background. Emphasise confidentiality and right to withdraw at any time. Confirm informed consent

Interview questions:

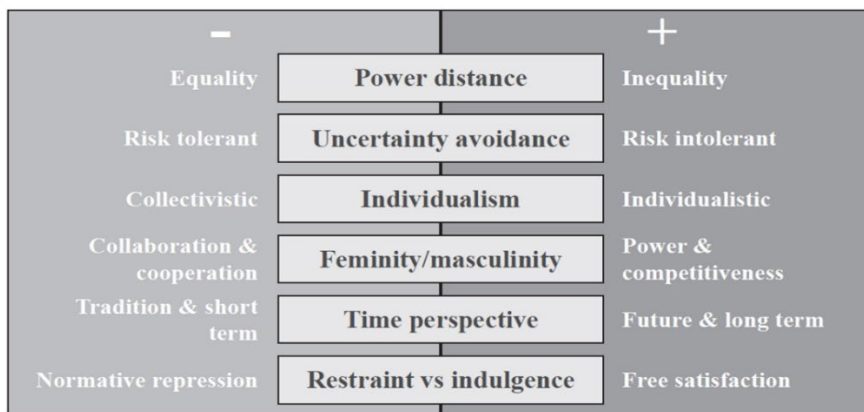
RQ1: What are the cultural and commercial characteristics of two major types of corporations, Private Domestic Enterprises and Multinational Corporations, operating in China and their changing management needs?

- a. As a (private domestic enterprise/multinational) how do you think your company is different from a (private domestic enterprise/multinational)?
- b. You indicated in the survey that your company is at (Stage 1/2/3/4/5) of corporate development, can you tell me more about how it reflect in your company culture in terms of, management focus and style, organisational structure, control and reward emphasis, and skills required to succeed at your company?
- c. You indicated your company is a (clan/adhocracy/market/hierarchy) culture in the survey, but (clan/adhocracy/market/hierarchy) in the OCAI. Can you tell me more about how this comes about in your company in terms of cultural characteristics?
- d. Can you tell me more about the external or macro challenges your company are facing? How does the company need to adapt to overcome

these challenges? How does your leadership and talent development need to change?

- e. How are politics/economic/social/technological changes in your environment affecting your company in the next 2–5 years? How does your company need to prepare? How could coaching help?
- f. How is your company managing cultural and generational differences?
- g. How has Chinese culture influenced your company culture?

Figure 1. Hofstede’s Cultural Dimensions Model



Source: Hofstede, (online).

RQ2: How does coaching support organisation development and employee development at Private Domestic Enterprises (PDEs) and Multinational Corporations (MNCs) operating in China? What are the necessary factors and steps in developing organisation and coaching cultures at PDEs and MNCs operating in China?

- h. You indicated that (Improved team functioning 提高团队运作 / Increased engagement 加强链接 / Increased productivity 提高生产力 / Improved employee relations 提升雇员关系 / Faster leadership development 加快领导力发展 / Increased employee well-being 增加员工健康 / Increased emotional intelligence for employees 增强员工情绪智慧 / Improved customer satisfaction 提高客户满意度 / Reduced turnover 降低员工流动 / Faster on-boarding into a new role 加快入职新的角色 / Faster on-

boarding into organisation 加快融入组织 / More internal promotions 更多内部晋升 / Increased gross sales volume 提升销售总额 / Others 其它) are the important benefits for cultivating a coaching culture. How would/ has coaching culture help in these given your organisational culture?

- i. With regards to the organisation culture you have described above, what have been some of the steps your company has employed in creating it?
- j. With regards to introducing the different types of coaching in your organisation, what processes has your organisation used?

RQ3: What is the best way to apply the CCCC approach in developing coaching culture for Private Domestic Enterprises and Multinational Corporations to meet their changing management needs in China?

- k. Regarding your organisational culture discussed earlier, how appropriate is it for cultivating a coaching culture? What is aligned and what is not?
- l. In your opinion, how applicable is cultivating a coaching culture help your company meet organisational and employee development needs in China? How would it support transformational change? What important cultural consideration is needed for China?
- m. You indicated that (Alignment with organisational development 配合企业发展 / Integration with organisational culture 与企业文化融合 / Commitment from Champions 有影响力人士的投入和支持 / Internal Support (such as supportive HR system, finance department) 内部支持 (包括人力资源系统, 财务部门的支持) / Employees' commitment and willingness 员工承诺和意愿 / External coach maturity and commitment 外部教练的成熟度和承诺 / Internal coach maturity and commitment 内部教练的成熟度和承诺 / Continuous review and adjustment 持续检讨和调整 / Others 其它) are the important success factors for cultivating a

coaching culture. Why have you picked these and how are they important for cultivating coaching culture in your organisation?

- n. With regards to the order of the steps of in cultivating a coaching culture, could you tell me more about the reasons and logic behind your answer? How should each step be implemented? What sub-details need to be considered?

RQ4: How can the CCCC approach be enhanced to make it more applicable in cultivating coaching culture for Private Domestic Enterprises and Multinational Corporations operating in China?

- o. With regards to the success factors in cultivate a coaching culture, you mentioned that _____ should be added. Could you say a bit more the reason?
- p. Any other additional success factors should be considered to make it more appropriate for your company culture and more applicable to the transformational change your company is implementing?
- q. With regards to the steps in cultivating a coaching culture, you have added _____. Could you say a bit more the reason?
- r. Any other additional steps should be considered to make it more appropriate for your company culture and more applicable to the transformational change your company is implementing?

Clean-up question

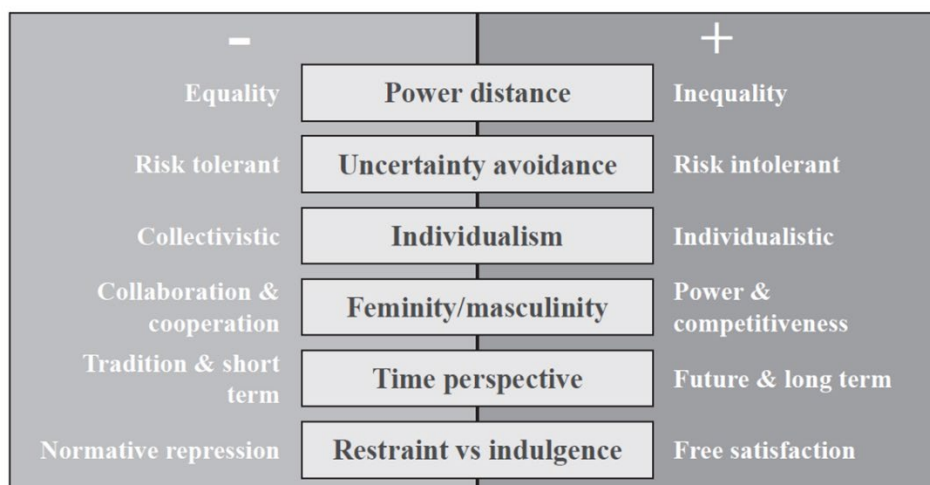
- s. How was the interview?
- t. Are there anything you would like to add?

Appendix 3.6 Interview questions for expert coaches

RQ1

1. In your experience, what are the major differences between a private domestic enterprise and a multinational enterprise?
2. What external or macro challenges do you see the PDEs/MNCs are facing and how do each need to adapt to overcome these challenges? How does their leadership and talent development need to change?
3. How do you see these two types of company managing cultural and generational differences?
4. What has been your experience in working with these two types of organisations in China?
5. How has Chinese culture influenced the culture of these two types of company?
6. In terms of Hofstede's Cultural Dimensions model, how would you rate China compared with Germany?

Figure 1. Hofstede's Cultural Dimensions Model



Source: Hofstede, (online).

RQ2

7. What have you seen as some of the important benefits for companies to cultivate a coaching culture? How would/has coaching culture help?
8. With regard to introducing different types of coaching in an organisation, what processes have you seen being used?
9. Can you share a successful and an unsuccessful case of coaching culture cultivation and the reason for the success/failure?

RQ3 & 4

10. Regarding the CCCC (Corporate Coaching Culture Cultivation) approach, in terms of the success factors and the implementation steps, could you give me some feedbacks as to their cultural appropriateness and applicability for transformational change?

(CCCC approach consists of eight critical success factors: alignment with organisational development; integration with organisational culture; commitment from champions; internal support (such as supportive hr system, finance department); employees' commitment and willingness/ external coach maturity and commitment; internal coach maturity and commitment; continuous review and adjustment; and eight implementation steps – mutual understanding (between consultant and organisation); integration (with organisational strategies, tactics, performance evaluation, and learning and development structure); promotion and communication (within organisation); execution (of programme); adjustment (of programme)/ evaluation (of programme)/acknowledgement (of efforts and contributions from participants and stakeholders); maintenance).

11. Do you see anything missing in the approach?
12. How can the CCCC approach be improved?

Clean-up questions:

13. How was the interview?

14. Are there anything you would like to add?

Appendix 3.7 Note to Interviewees

Thank you agreeing to be interviewed for the research into the cultivation of coaching culture in organisations in China.

Coach Catherine Ng, MCC, is pursuing her Doctor of Professional Studies at Middlesex University of UK. The purpose of the research is to examine the appropriateness and applicability of the Corporate Coaching Culture Cultivation (CCCC) approach in developing a coaching culture in two types of corporations in China to meet their changing management needs in China. Your voluntary participation will help us improve in introducing and maintaining corporate coaching culture in China in the future.

Before the interview, we hope you can take some time to read the Participant Information Sheet and complete the four questionnaires based on the best knowledge of your company in order to make the interview more effective:

1. Participant Information Sheet (PIS)
2. Consent form (please sign and send back)
3. CCCC approach research questionnaire (online)
4. OCAI Organisational Culture Assessment Instrument (Excel form)
5. Coaching Readiness Survey (CRS) (online)
6. Coaching Culture Development Stage questionnaire (CCDS) (online)

Adhering to the code of conduct as prescribed by the Middlesex University and the International Coach Federation, please be assured that the data collected will be kept anonymously and confidentially, and will only be used by the research team in connection with this research project and not for any other commercial purposes. Only

summary (not individual) and anonymous data will be included in the final report and published.

If you have any questions regarding the study or would like to withdraw after completion of the survey, please contact my team member Nick at nicholas.wai@enrichment.org.cn at any time. You can also contact my doctorate supervisor Dr Pauline Armsby of Middlesex University at P.Armsby@mdx.ac.uk if you have any questions or concerns relating to the code of conduct of this study.

Thank you again for your participation.

Interview rundown:

Interview Guide			
No.	Agenda	Remarks	Person in charge
1	Setting up interview appointment	2 hours	Catherine Ng
2	Set up interview WeChat group		Catherine Ng
3	<p>Complete the following documents:</p> <ol style="list-style-type: none"> 1. Participant Information Sheet (pdf) 2. Consent form (please send back to admin staff after signing it) 3. CCCC approach research questionnaire (online) 4. OCAI Organisational Culture Assessment Instrument (Excel) (please send back to admin staff after completion) 5. Coaching Readiness Survey (CRS) (online) 6. Coaching Culture Development Stage 	<p>Those items that need to be collected should be completed one week in advance if sent out in time (or latest no later than 2 days in advance)</p> <p>4 questionnaires (questionnaires 3–6) results send to interviewee at least 1 day before interview</p>	Interviewees

	questionnaire (CCDS) (online)		
4	Set up Zoom link and publish on interview WeChat group. Ask interviewee to pre-download Zoom app on computer or phone		Admin Staff
5	One day before the interview, admin staff to remind interviewers and interviewee to study the questionnaire results and collect the interviewee consent form		Admin Staff
6	Test Zoom system 15 minutes before the interview		Admin Staff
7	The interviewers will interview you at the agreed time and the process will be recorded		
8	Interview to be transcribed into anonymous interview report within 7 days of the interview		Catherine Ng
9	If for any reason you would like to opt out of the research, before the final doctorate paper is published (expected 1 st quarter of 2020), please contact us immediately		Interviewees

Appendix 3.8 Participant information sheet



MIDDLESEX UNIVERSITY

PARTICIPANT SHEET (PIS)

Participant ID Code:

1. Study title

A Study of the Corporate Coaching Culture Cultivation Approach in China

2. Invitation paragraph

You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

Thank you for reading this.

3. What is the purpose of the study?

This study aims to examine the appropriateness and applicability of the Corporate Coaching Culture Cultivation (CCCC) approach in developing a coaching culture for two types of corporations to meet their changing management needs in China.

4. Why have I been chosen?

It is important that we have access to participants who have experienced the introduction of coaching culture cultivation in their organisations, and you have indicated that you are interested in taking part in this study.

5. Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part, you are still free to withdraw at any time and without giving a reason. If you do decide to withdraw from the study then please inform the researcher as soon as possible, and they will facilitate your withdrawal. If, for any reason, you wish to withdraw your data please contact the researcher within six months of your participation. After this data it may not be possible to withdraw your individual data as the results may have already been published. However, as all data are anonymised, your individual data will not be identifiable in any way. A decision to withdraw at any time, or a decision not to take part, will not affect your place on team or employment status in any way.

6. What will I have to do?

There will be two parts of participation, where firstly, you will be asked to complete an online questionnaire, and secondly, you will be contacted by one of our interviewers to arrange an interview with you which will last for about an hour. It will be recorded and transcribed but kept anonymous. Normally one interview is enough, but we may need to contact you again if we need any clarification. The project will start around October 2018 until about January 2020.

Please note that in order to ensure quality assurance and equity this project may be selected for audit by a designated member of the committee. This means that the designated member can request to see signed consent forms. However, if this is the

case your signed consent form will only be accessed by the designated auditor or member of the audit team.

7. Will I have to provide any bodily samples (i.e. blood/saliva/urine)?

No

8. What are the possible disadvantages and risks of taking part?

There is no known risk in participating in this project.

Appropriate risk assessments for all procedures have been conducted and will be followed throughout the duration of the study.

9. What are the possible benefits of taking part?

We hope that participating in the study will help you and your organisation in better a cultivating corporate coaching culture. However, this cannot be guaranteed. The information we get from this study may help us to improve on the way coaching culture is being introduced in an organisation and help you coach and lead better.

10. Will my taking part in this study be kept confidential?

The research team has put a number of procedures in place to protect the confidentiality of participants. All data will only be accessible by the research team including specially trained interviewers. You will be allocated a participant code that will always be used to identify any data you provide. Your name or other personal details will not be associated with your data, for example, the consent form that you sign will be kept separate from your data. All paper records will be stored in a locked filing cabinet, accessible only to the research team, and all electronic data will be stored on a password protected computer. All information you provide will be treated in accordance with the UK Data Protection Act.

11. What will happen to the results of the research study?

The results of the research study will be used as part of a doctoral dissertation. The results may also be presented at conferences or in journal articles. However, the data will only be used by members of the research team and at no point will your personal information or data be revealed.

12. Who has reviewed the study?

The study has received full ethical clearance from the Research Ethics Committee that reviewed the study. The committee is the IWBL committee.

13. Contact for further information

If you require further information, have any questions or would like to withdraw your data then please contact:

Ms Catherine Ng, SN681@live.mdx.ac.uk

Dr Pauline Armsby, +44 (0)20 8411 6581, p.armsby@mdx.ac.uk

Thank you for taking part in this study. You should keep this Participant Information Sheet as it contains your participant code, important information and the research teams contact details.

米德尔塞克斯大学

研究参与者信息表

参与者编号：

1. 研究名称

中国企业教练文化培养方法的研究

2. 邀请参与

我们想邀请您参与一项研究。在您做决定前，请先了解研究的目的是和程序，这很重要。请您花时间仔细阅读以下信息，如果您愿意，也可以与他人讨论。如果您有任何不清楚的地方，或者您希望了解更多信息，请与我们联系。请您考虑后再决定是否参与。

感谢您的阅读。

3. 本研究的目的是什么？

本研究的目的是查考企业教练文化培养（CCCC）方法对在中国的两类企业发展教练文化，去满足这些企业在转变中的管理要求的适当性和适用性。

4. 为什么选择了我？

我们希望能邀请到有引进企业教练文化培养经验的参与者，及您已表现有参与本研究的兴趣。

5. 我必须参与吗？

是否参与由您本人决定。如果您决定参与，这份信息表将由您保管，您还需签署一份同意书。参与后您仍可以在任何时间无需任何理由退出本研究。如果您决定退出本研究，请尽早告知研究者，以便为您安排。如果您出于任何原因希望撤回您的数据，请在参与本研究的一个月内联系研究者。六个月后由于研究结果可能

已经发布,您的个人数据可能无法再撤回。本研究的所有数据均会隐去个人信息。在任何情况下,您的个人数据都无法披露您的个人身份。如果您决定不参与本研究,或者在任何时间退出本研究,都不会影响您的团队身份或者就业状况。

6. 我需要做什么?

您的参与将会有两部分。您会首先被邀请填写一份网上的问卷,然后,我们的访谈员将与您联系,安排一场一到一个小时的面谈。与您的面谈过程将被录音、转为文字,所有材料均会隐去个人信息。一般只需安排一场面谈,但如果我们需要更多说明,可能会与您再次联系。本项目从 2018 年 10 月左右开始,2020 年 1 月左右结束。

请注意,为了满足质量保证和公平的需要,本项目可能会由一位研究伦理委员会指定成员选中审查。该指定成员有权要求查看已经签署的同意书。在此情况下,您签署的同意书仅会被指定审查人或者审查团队的成员查看。

7. 我需要提供任何身体样本吗(例如:血液/唾液/尿液)?

不需要。

8. 参与本研究可能的损失和风险是什么?

参与本项目无已知风险。

所有程序都已经过恰当的风险评估,风险评估将持续至研究结束。

9. 参与本研究可能的益处是什么?

我们希望参与本研究能帮助您和您的组织更好地培养企业教练文化,但我们无法保证一定能实现。我们从本研究获取的信息将帮助我们不断改进,更好地在组织中培养教练文化,帮助您提升教练和领导能力。

10. 我参与本研究会被保密吗?

研究团队已经设置了多个保密程序，保护参与者的隐私。所有数据仅研究团队以及专业的访谈员可以查看。您会分到一个参与者编号，该编号将用来标记您提供的任何数据。您的姓名或者其他个人信息不会与您的数据有任何联系，例如，您签署的同意书将与您的数据分开存放。所有纸质材料都将存放在上锁的档案柜中，只有研究团队可以查看，所有电子数据都将存放在一台启用密码保护的计算机中。我们在使用您提供的所有数据时，均会遵循《英国数据保护法》。

11. 本研究的结果会用来做什么？

本研究的结果将用于一篇博士论文的撰写，本研究的结果可能会在会议或者期刊文章中披露。但是，本研究的所有数据仅会被研究团队成员使用，您的个人信息或者数据绝对不会被泄露。

12. 本研究由谁审查？

本研究已由在职进修学院研究伦理委员会审查，获得伦理审查批准。

13. 获知信息的相关联系方式

如果您想了解更多信息、有任何疑问、想要撤回您的数据，请联系：

吴咏怡女士（Ms Catherine Ng），SN681@live.mdx.ac.uk

Dr Pauline Armsby，+44 (0)20 8411 6581，p.armsby@mdx.ac.uk

感谢您参与本研究。这份参与者信息表留有您的参与者编号、相关重要信息、研究团队联系方式，请您保留。

Appendix 3.9 Consent form



Version Number 2

Participant Identification Number:

CONSENT FORM

Title of Project: A Study of the Corporate Coaching Culture Cultivation Approach in China

Name of Researcher: Ng Shun Man Catherine

Please initial box

1. I confirm that I have read and understand the information sheet dated 13 July 2019 the above study and have had the opportunity to ask questions.

1

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.

2

3. I agree that this form that bears my name and signature may be seen by a designated auditor.

3

4. I agree that my non-identifiable research data may be stored in National Archives and be used anonymously by others for future research. I am assured that the confidentiality of my data will be upheld through the removal of any personal identifiers.

4

5. I understand that my interview may be taped and subsequently transcribed.

5

6. I agree to take part in the above study.

6

Name of participant

Date

Signature

Name of person taking consent
(if different from researcher)

Date

Signature

Researcher

Date

Signature

1 copy for participant; 1 copy for researcher

Remember that a signed consent form is not required for an anonymous questionnaire, instead the following statement is recommended to be included on the survey questionnaire:

'Completion of this questionnaire is deemed to be your consent to take part in this research.'

版本 2

参与者编号:

同意书

项目名称: 中国企业教练文化培养方法的研究

研究者: 吴咏怡

请在空格处签上姓名首字母

1. 我确认, 已经阅读并且理解上述研究的信息表 (日期为 2019 年 7 月 13 日), 我有机会提出问题。
2. 我知道, 我参与研究出于自愿, 我可以在任何时间无需任何理由退出本研究。
3. 我同意, 指定的审查人会查看这份留有我个人姓名和签名的同意书。
4. 我同意, 未披露我个人身份的研究数据会存放在英国国家档案馆中, 被其他研究者匿名用于未来的研究。我清楚自己的数据将消除任何个人特征, 严格保密。
5. 我知道, 我要参与的面谈可能会被录音、转为文字。
6. 我同意参与上述研究。

1

2

3

4

5

6

参与者姓名

日期

签名

征得同意者姓名

(如果与研究不是同一人)

日期

签名

研究者

日期

签名

参与者与研究各执一份

请注意，填写匿名问卷无需签署同意书，但建议在调查问卷中写入以下声明：

“完成这份问卷将被视为您同意参与本研究。”

Appendix 4.1 Improvements to questionnaire after conducting pilot

1. Questions to be added

After the pilot results were analysed, it was found that five further questions should be asked in the survey:

‘How many years has your organisation been established?’

‘Type of industry’

- To better understand the stage and speed of the organisation’s growth, related to its readiness to cultivate a coaching culture.

‘Years of service at your current organisation?’

- To better understand the depth of understanding of the participants about their organisational culture, challenges and changes.

‘Phase of organisational growth’

- The Greiner (1998) model was reviewed in Chapter 2, which described the relative differences in management focus, organisational structure, top-management style, control system and management reward emphasis. These are all strongly related to the organisational culture of a company and therefore need to be asked in the survey.

Clean-up question

- To provide participants with an opportunity to add any other information that is important but was not asked, as suggested by Braun and Clarke (2013)

2. Questions that should have allowed multiple choice

'Type of change in your organisation'

- This question originally only allowed one of three choices: operational; strategic; or transformational (Armstrong, 2009). However, feedback from two participants suggested that their organisations had been carrying out several types of changes at the same time to ensure survival and to enhance effectiveness.

'Your seniority and functional roles at your organisation'

- One participant from an MNC was managing several roles, due to no suitable candidate being available and a tight budget. Upon further enquiry, this emerged as not unusual in China.

'Type of coaching experienced as a coachee'

- All participants remarked that they had experienced one-to-one coaching, team coaching and 'not applicable'.

'Coached others externally, internally in your own company or individual personal client'

- All four participants had coached in two or more categories.

3. Questions to be written more clearly

'In your opinion, what is organisational culture?'

- Participants thought that the question asked about the culture of their companies rather than their general understanding, so it was amended to: 'According to your personal understanding, how would you define "organisational culture?"' (not 'What is the culture of your organisation like?'), to ensure that the question would be answered correctly.

‘What challenges are your company facing right now?’

- The answer expected was the external challenges that the participants were facing, in line with the PEST methodology, to analyse the current situation in China. However, two participants wrote about their organisation’s internal challenges, while one mentioned both external and internal challenges. The question was thus split into two, rewritten as ‘What macro or external challenges are your company facing right now?’ and ‘What micro or internal challenges are your company facing right now?’

‘Have you learned coaching with Enrichment before?’

- To broaden the background of participants beyond just the PCP student pool, this question was amended to ‘Have you ever received coaching training?’, with three answer choices: ‘Yes, more than 60 hours’; ‘Yes, less than 60 hours’; and ‘No’. The cut off of 60 hours relates to the ICF membership requirement. From my experience and perspective, those with 60 hours of coach training are able to understand the survey questions and will be interested in introducing coaching into the corporate context.

‘Please provide us with your email address’

- To state more clearly the intention behind collecting this information, to provide the participant with a summary of the survey results, this question was amended to read: ‘If you would like to receive a summary of the survey, please provide us with your email address.’

Following the suggestion from my doctorate supervisor to better manage the expectations of the survey participants and adhere to the ethical requirements, I added ‘15 to 20 minutes to be expected to spend on the completion of the survey’ and included the email address of my supervisor ‘for any questions or concerns relating to the code of conduct of this study’.

The feedback suggestions that were not pursued were:

- One participant advised me to delete Question 8: 'How is your company responding to these challenges?' between Question 7, 'What kind of challenges is your organisation facing', and Question 9, 'Is your company implementing any of the following changes at the moment?', as she felt that it was redundant. I decided to retain Question 8, as a company can be facing challenges yet not necessarily be actively responding to or implementing any changes.

Appendix 4.2 Example of theme analysis of interview transcript

Thematic Analysis of Transcript of D2

Research question	Theme	Relevant quote	
		Chinese	English
1	Characteristics of PDEs and MNCs	可能从两个方面，一个从经营方面引起，他们可能更多的就是要看到直接马上能看到短期的经营的结果。然后第二个方面从人的战略上面，我觉得就是外资企业可能会更多的关注一个人的长期的职业生涯。	Perhaps it can be explained by two aspects. Firstly, for the business aspect, PDEs wants to directly and immediately see the results of the business operations in the short-term. Secondly, for the HR strategy aspect, I believe foreign companies may pay more attention to a person's long-term career.
	Characteristics of PDEs and MNCs	民营企业，我觉得他们可能从整个的管理的系统性上面，没有大型的跨国公司那么去讲究，他们可能没有不要说你一定要很严格的那种去控制的流程，我就先去做， but my company 在除了做生意的时候，它的这种风险的管控会	I think the private enterprises may not be paying as much attention as big-scale multinational companies to the management system. They may not be very strict about the control of the process that they will do what he thinks of. However, my company is stricter in this kind of risk management. This is

		<p>严格很多，因为它要考虑一个就是在全球的市场，不能因为你做某一样生意你会受到一个影响，这是第一个。第二个就是在人的培养上面...在民营企业里边，它对更多的人就是跟老板是不是一条心，我的感觉他们可以更加看重，在外资企业里边可能就这个方面会弱化很多，当然在有人地方当然都会有自己的一个偏好，老板喜欢什么样的类型的人，他总会要占一些优势，但是它不会成为公司的一种主流的那种认知，他会更多的就是说会去提 diversity... 因为 可以带来更多的创造力.</p>	<p>because we need to consider the global market. Firstly, we should not be affected by doing a certain business. Secondly, in terms of the cultivation of people...In a private enterprise, it is more important to see if the people stand with the boss. I feel like such thought is not being taken as seriously as in foreign-invested enterprises. Of course, there will be bias wherever there are people. Those kinds of people who match the boss's preference will surely have advantage. However, this will not be the mainstream in terms of the company's mindset as they will often mention diversity.....which can bring in more creativities.</p>
	<p>External Challenges</p>	<p>外在的改变我觉得还是可以从两个维度，一个就是宏观经济这上面，特别是在中国区，就是像现在经济大形势不好</p>	<p>In terms of external changes, I think it can be explained in two dimensions. First is macroeconomically, especially in China, the current economic situation is not good, in fact, this affects our entire business which the car</p>

		<p>的时候, 其实对我们整个的业务也是有影响的, 整车厂他们可能减产...还有一个方面就是技术变化, 技术变化也对我们会有影响, 你出来的电动车他可能跟人传统汽车轮胎它的要求是不一样的, 我们需要去重新去定义我们的产品, 另外的一个影响, 就是在销售的渠道, 因为 e-commerce 就是电子商务, 它也会来对我们的整个销售渠道会产生一些冲击。第二个维度觉得从人方面, 现在的人变得更加的要求高, 客户也变成有更加高的要求, 我们以前可能回到 30 年 40 年之前, my company 可能卖个轮胎也就可以了, 不需要太多的其他的配套的一些服务, 但是现在人在很激烈的竞争的情况下, 他的选择的 power 变得更大了, 所以你假如说服务不好的话, 你产品再好, 你也可能就会</p>	<p>factory may reduce production.... Besides, the technology changes which will also have an impact on us. For example, the tires of the electric car you made may be different with the ones used on traditional cars, so we need to redefine our products. Another impact is our sales channel. E-commerce which is also known as E-business will also have a lash on our sales channel. The second dimension is personnel. Since people nowadays are pickier, customers also become more demanding. Back 30 to 40 years ago, my company may be successful by selling tyres only and we do not need to offer any supporting services. However, the competition in the market is fierce nowadays which people have more bargaining power. Therefore, if your service is not good enough, you will still be defeated in the market even your products are at high quality as customers become more demanding. Another impact comes from the new generation employees. They are the</p>
--	--	--	--

		<p>在市场上，而不一定能够竞争过人家，客户变得更加高要求，还有一个就是新生代的员工他们这个是在内部的人，他更多的一些自我实现的一些需求，对我们的整体的公司经营也是会有影响，外部的是客户，内部的，就是新一代的人工。</p>	<p>internal people in the company who are more self-actualising, and this will affect our overall business operations. All in all, customers will bring impacts to our business externally while these new generation employees will bring impacts to our business internally.</p>
	Phase of Organisational Growth	<p>团队意识肯定是在从高层管理，包括中层管理就已经是提了很多年，希望更多的加强 collaboration、teamwork。</p>	<p>Team awareness is certainly being raised in the senior management, including middle management for many years, hoping to strengthen collaboration and teamwork.</p>
	Types of Changes	<p>我觉得可以用 transformational 的，因为这个是很大的一个观念上面的一个变化，对发展人这方面的一个观念，以</p>	<p>I think transformational concept can be used because this is a big change in the concept.</p> <p>For example, in terms of personnel development, it is more emphasising to the scientific management theories, but it has</p>

		前可能更多的还是那种科学管理会强调的多一些，变成我们怎么样去激发人的智慧。	changed to how we can inspire human's wisdom nowadays.
	Organisational Culture	参与式是公司希望 promote 的这样的一个文化，包括我们现在新的领导力模型' I CARE' 里边很强调参与式。	'Participatory' is a culture that companies want to promote, including the emphasis on participation in our new leadership model, 'I CARE' nowadays.
	Organisational Culture	I CARE' 现在五个维度，从公司来讲，它的一个信念就是我们在关注客户的时候，同时要关注公司的人，这两个必须是个对等的, symmetry, 中文我们叫阴阳, 我们需要同等程度 Respect customer 同时我们 Respect employee, 因为最终是通过 employee 去服务我们的客	One of the beliefs in the dimensions in "I CARE" from the company perspective is that while we are concerned about our customers, we also need to pay attention to our colleagues which these two must be equal, symmetry. This is known as <i>yin-yang</i> , in Chinese. We need the same degree of respect to our customers and employees. This is because in the end of the day our employees are the ones who serve the customers. If the employee is not happy, customers will not be

		户, 假如 employee 不高兴了, 客户不可能得到很好的一个服务, 所以这个是在法国叫对称 symmetry。	able to receive good services. This is called symmetric in France.
	Cross-Cultural Differences	中国的文化我觉得里边有一条就是我们的快速, 速度很快。我们的 speed 在我们整个全球都是非常其他国家人都非常 surprise, 他们都觉得中国这个速度真是让他们从一开始 surprise, 可能在十多年前那个时候还没有特别的关注, 但是最近 5 年人家都觉得中国 speed 变成了很大的一个优势。	One of the Chinese cultures that I like is we are fast, very fast. Our speed surprised people from all over the world. People might not be particularly concerned about our speed a decade ago, but in the recent five years people feel that Chinese's speed has become a big advantage.
	Cross-Cultural Differences	跟文化更多就是关系, 中国人比较讲关系。	Culture is more about relationships; Chinese are more concerned about relationships.

2	Commitment Champions	from 我记得三个礼拜前我们全球的 CEO 在中国他到这边来参观，然后给我们花了两小时，开了一个叫 town hall meeting...他说有一点我们必须清楚的就是我们作为一个 leader，你必须要有这样的一个信念，你觉得就是我们每一个员工的能量都已经有了。而不是说要靠你去给他创造，现在就是你怎么样去提供机会让他释放出来。	I remembered our global CEO visited China three weeks ago and held a 2-hour town hall meeting with us... He said there is one thing we have to be clear about is that we as a leader should have a mindset that our employees have all the abilities already instead of we create those for them. We should now think how we provide the opportunity to let them exert their abilities.
	Success Factors	假如你做的所有的事情你必须符合企业的一个战略，假如说你不能够符合企业的战略，我觉得这是你很难把它长期的把它推行下去.....第二个就是企业的文化也会有挺大的影响，当然假如说企业战略跟 coaching 已经契合了，我相信他的企业文化也会相应的做这方面的一个调整。所	All the things you do have to be in line with the corporate strategy, if you cannot meet the corporate strategy, I think it is very difficult for you to put it out for a long time ... Secondly, the corporate culture will also have a very big impact, of course, if the company strategy and coaching has been aligned, I believe that his corporate culture will do some adjustment correspondingly. So, actually if you want to be able to meet the first requirement which is the

		<p>以这两个事儿,其实假如第一个你要能够符合这个企业的一个发展,基本上第二个企业文化也不会有太大的问题,因为企业文化你就是支持企业的战略,那为什么我觉得外部教练的成熟度和承诺很重要,因为我刚刚我说了在内部人去做教练,我觉得是有局限的,那就是你我们更多地相信外部的这种教练,特别是教练高层的.</p>	<p>development of this company then basically the second requirement which is corporate culture will not have a big problem, because corporate culture refers to your support to the corporate strategy. So, why I think the maturity of external coaching and commitment is very important is because as I just said there are limitations when letting internal personnel to be the coach as we will believe more in external coaches, especially when coaching the seniors.</p>
	<p>Success Factors</p>	<p>假如是外部的教练的话,它还是需要有个资源的投入,更多的高层的参与,我觉得肯定是能够推动这件事情.</p>	<p>For external coaches, we need to invest resources, and more seniors' participation, I think this will be able to move this thing forward.</p>

	Success Factors	<p>内部的教练我们现在还在进行的过程中，我们也提供了一些培训，但是我的感觉就是这还远远不够，我们需要持续的去提升.</p>	<p>The development of internal coaches is still a work in progress and we have provided some training, but I feel that it is still far from enough and we need to continue to improve.</p>
	Implementation Steps	<p>其实写的还是有点纠结的，特别是最后一个‘双方相互理解’，我觉得它好像跟前面的那些不太一样，它不是在一类的，所有的都是内部的，对这个是跟外部的，所以我放在最后了，当然这并不是说这个事不重要，或者是前面不应该去准备，而说我把归类就是前面那些事情是内部的，我觉得做任何事情你先应该让大家知道，所以我觉得这个宣传这种这种事应该还是应该有，然后再考虑你做的这个事情需要跟企业的战略，你要做一个链接，然后你做这个</p>	<p>In completing this part of the questionnaire, I was a bit two-minded, especially the last part ‘Mutual understanding’, I feels like it is not the same as those mentioned above, it is not in the same class which those are all internal matters and yes, this is an external issue, so I put this at the end. Of course, this does not mean that this matter is not important, or should not be prepared at the beginning, it is just that I have classified these things are internal matters. I think you should let everyone know before you do anything, so I think this kind of promotion should still be done, and then consider whether or not this thing is in line with the corporate strategy. You</p>

		<p>事跟他完全不挂钩，我觉得这个事儿可能就很难去把它推动下去，有了这些你就会有一些计划，其实后边的这三个的先后顺序，执行，评估或者嘉许，包括计划调整，我觉得这个没有严格的一定要先走哪一步，但是中间必须要有一些评估跟嘉许，因为这件事情它不是一天或者一个星期就能做完，它是一个长期的一个事情，做了复盘跟嘉许，又回到前面的宣传，你需要不断的去给人一些回馈，然后我们这个事做的怎么样，带来一些什么，然后可以激发更多的人能参与进来，当时我是变革管理的思路来回答这个问题。...更多的就是你在内部，你怎么能够得到更多的支持，更广泛地被人接收，我是从维度去看这件事的，最终是对方他来做选择，要不然他就不会有行动了。</p>	<p>need to create a linkage between the two things as it will be very difficult to go on if the thing you did is completely not linked with him. With all these, you will have some plans. In fact, I think there is no strict sequence for the next three items: plan execution, plan evaluation or recognition, including plan adjustments. However, there must be some evaluation and recognition in the middle because these things cannot be done in a day or two, it is a long-term matter. Doing reviews and recognition then back to the promotion. You need to continue to give some feedback such as how is the thing going, what can this bring to us, and then inspire more people to participate. At that time, I used my change management concept to answer this question. ...More is about you as an internal employee, how can you get more support and how can these be more broadly accepted. I look at this with dimensions, and ultimately</p>
--	--	---	---

			the other side has made the decision, otherwise he will not take actions.
4	Implementation Steps	<p>我现在这么说我的感觉内部这个圈是可以这么画，外部的不能单纯的说放在哪一步，我觉得它在很多时候他都有，刚刚起步的时候，比如说我们要去宣传一个东西，我首先得知道教练在外边是什么一个情况，然后我做到中间我去做复盘的时候，我也需要看看外部有些什么样一个情况，我们可以做一个 update，在做最新一部的计划的更新的时候，也是需要跟外部去看，我不能再在这自己闭门造车，那肯定不 work。</p>	<p>Let me put it in this way, I feel that the inner circles can be drawn in this way, but the steps in the outside circle cannot be specific, as I think there are a lot of times, when you just started to do something, like when I need to promote something as in the internal circle, I will need to first know the coaching situation outside. Then, when doing review midway, I will also need to know what's happening outside on so that we can do an update. When doing the update for the latest plan, we also need to look from the outside. We cannot work behind closed doors here as that certainly will not work.</p>

Appendix 4.3 Approval for use of OCAI, CRS and CCDS questionnaires

1. Email Correspondence with Prof David Clutterbuck seeking consent to use CCDS and CRS in the research

发件人: "David "<david@davidclutterbuckpartnership.com>;

发送时间: 2019 年 6 月 21 日(星期五) 上午 10:46

收件人: "吴导" <catherineng@enrichment.org.cn>;

主题: Re: ask for usage of your questionnaire in my research project

Hi Catherine!

I do of course remember you!

I am pleased to grant use of the coaching culture questionnaire for research purposes.

The only requirement is that you make a research report available to the Coaching and Mentoring International network, which includes of course our partners in HK, Transcend.

We also invite you to submit a proposal for an article on your results, once you have been awarded your doctorate, in the refereed section of the EMCC journal.

Good luck with the research project.

Sent from my iPad

On 20 Jun 2019, at 22:19, catherineng <catherineng@enrichment.org.cn> wrote:

Dear Dr. David Clutterbuck,

I am Catherine Ng and had attended three-day team coaching training in Hong Kong from 9th to 11th May 2018 under the organization of Transcend training company. I did get lots of enlightenment from your training. Thanks a lot.

I am writing my research project of my doctorate degree of Professional Studies in Middlesex University. My project topic is about the study of corporate coaching culture cultivation in China. I read your book: *Building and Sustaining a Coaching Culture* and love the concept of stages of coaching culture development. I find the questionnaire about this concept with 24 questions in the book: *Making Coaching Work* (Clutterbuck & Megginson 2005). I want to translate the questionnaire in China and pass it to my corporate clients in China who I will interview to fill up so that we can assess which stage the coaching culture of their companies is in. The result of the questionnaire will be very helpful for me to have a deep conversation with my selected corporates under qualitative approach of the research.

I write to you to get your support and approval of using your questionnaire in my research project. I do hope I could get your endorsement. I look forward to hearing your reply on my request.

tkn n rgds.....Catherine Ng,

Founder of Enrichment Consulting and Coaching Institute

MCC, ICF

2. Email correspondence with Professor Kim Cameron seeking consent to use the OCAI questionnaire in the research

From: "Meredith Smith" <meredithbusiness@gmail.com>;
Date: Tue, Sep 17, 2019 10:01 PM
To: "nicholas.wai" <nicholas.wai@enrichment.org.cn>;
Subject: Permission to use the OCAI

Dear Nick,

Thank you for your inquiry regarding the Organizational Culture Assessment Instrument (OCAI). Kim Cameron copyrighted the OCAI in the 1980s, but because it is published in the Diagnosing and Changing Organizational Culture book, it is also copyrighted by Jossey Bass.

The instrument may be used free of charge for research or student purposes, but a licensing fee is charged when the instrument is used by a company or by consulting firms to generate revenues. As a graduate student you may use it free of charge. Please be sure all surveys and your dissertation include the appropriate copyright information (© Kim Cameron). Professor Cameron appreciates your sharing your results with him when you finish your study.

We do have a local company (BDS, Behavioral Data Services, 734-663-2990, Sherry.Slade@b-d-s.com) which can distribute the instrument on line, tabulate scores, and produce feedback reports for a fee. These reports include comparison data from approximately 10,000 organizations--representing many industries and sectors, five continents, and approximately 100,000 individuals.

I hope this explanation is helpful. Congratulations on your programme, and I wish you well on your project.

Best wishes,

Meredith Smith

Assistant to Kim Cameron

发件人: nicholas <nicholas.wai@enrichment.org.cn>

时 间: 2019 年 9 月 11 日(星期三) 凌晨 0:45

收件人: cameronk <cameronk@umich.edu>

抄 送: Shun Man Catherine Ng <sn681@live.mdx.ac.uk>; catherineng
<catherineng@enrichment.org.cn>

Dear Professor Cameron,

Hope this email finds you well.

We are conducting research into the cultivation of corporate coaching culture in China for a doctorate paper at the Middlesex University UK and came across the OCAI questionnaire in Chapter 2 of Diagnosing and Changing Organizational Culture, which we found easy to understand and use.

We are wondering if we could use this questionnaire as part of our research in understanding the organizational culture of our case-study interviewees, or who we should talk to regarding this matter. Your help and support are greatly appreciated.

Regards

Nick

Appendix 5.1 Summary of questionnaire results

# Invited: 45 (+ 8 interviewees)				
# Received: 35 (+ 8)				
# Rejected: 5				
# Valid: 30 (+ 8)				
			Responses	Total
1	Consent to participate	Yes	38	38
		No	0	
2	Type of company	private domestic	17	38
		state-owned	0	
		multinational	21	
		joint venture	0	
3	Industry	Advertising	1	38
		Business Services	3	
		Consulting	6	
		Education	1	
		Finance	2	
		FMCG	2	
		Internet	9	
		Manufacturing	9	
		Medical	1	
		Petrochemical	2	
Real Estate	1			
Technology	1			
4	No. of employees in China	less than 100	5	38
		100-500	9	
		501-1000	3	
		more than 1000	21	
5	Years established	0-2	1	38
		2-5	4	
		5-10	9	
		10-15	4	
		15-20	5	
		20-50	14	
6	Phase of growth	>50	1	38
		Phase 1	4	
		Phase 2	10	
		Phase 3	13	
		Phase 4	2	
7	Macro/external challenges		-	-
	Micro/internal challenges		-	-
8	How responding to challenges		-	-
9	Type of change	No change	2	38
		Operational change	9	
		Strategic change	10	
		Transformational change	17	
10	Define organisational culture		-	-
11	Organisational culture	Clan	3	-
		Adhocracy	10	
		Market	19	
		Hierarchy	6	
12	Define coaching culture		-	-
13	Type of coaching introduced	one to one executive coaching	19	-
		coaching skills training	13	
		team coaching	11	
		internal coach development programme	8	
		none of the above	1	
		others	-	
14	Degree of coaching culture development	Nascent	13	38
		Tactical	20	
		Strategic	5	
		Embedded	0	

15	Degree of Willingness to adopt a coaching culture	0	1	38
		2	1	
		3	2	
		4	5	
		5	6	
		6	6	
		7	6	
		8	8	
		10	3	
		16	Desired change for adopting a coaching culture	
Increased engagement	4			
Increased productivity	11			
Improved employee relations	1			
Faster leadership development	30			
Increased employee well-being	0			
Increased emotional intelligence for employees	19			
Improved customer satisfaction	3			
Reduced turnover	2			
Faster on-boarding into a new role	0			
Faster on-boarding into organization	1			
More internal promotions	1			
Increased gross sales volume	8			
Others	-			
17	Degree of readiness in adopting a coaching culture	0	1	38
		1	2	
		2	3	
		3	4	
		4	8	
		5	6	
		6	5	
		7	4	
		8	3	
		9	2	
18	Support factors if 6 or more in Q17	Alignment with organisational development	12	-
		Commitment from Champions	12	
		Continuous review and adjustment	8	
		Employees' commitment and willingness	8	
		External coach maturity and commitment	11	
		Integration with organisational culture	14	
		Internal coach maturity and commitment	6	
		Internal Support (such as supportive HR system, Others	8 1	
19	What would make score increased to 9 or 10	-	-	
20	Factors not ready if 5 or less in Q17	-	-	
21	Other necessary factors	-	-	
22	Necessary steps and sequence for cultivating a coaching culture	Mutual understanding	29	-
		Integration	36	
		Promotion and communication	34	
		Execution	24	
		Adjustment	19	
		Evaluation	22	
		Acknowledgement	22	
		Maintenance	24	
		Others	1	
		Not Applicable	0	
23	Steps if not followed would render coaching culture not sustainable	Mutual understanding	31	-
		Integration	30	
		Promotion and communication	27	
		Execution	14	
		Adjustment	16	
		Evaluation	20	
		Acknowledgement	13	
		Maintenance	16	
		Others	1	
24	Have plan to introduce a coaching culture	Yes	23	38
		No	15	

25	Have received coaching training	More than 60 hours	36	38
		Less than 60 hours	2	
		No	0	
26	Coach training organisation	Enrichment	34	38
		HKU Space	2	
		Others	2	
27	Been coached before as a coachee	Yes	37	38
		No	1	
28	Which type if yes for Q27	One to one coaching	19	38
		Team coaching	18	
		Not Applicable	1	
29	Have coached other before as a coach	Yes	35	38
		No	3	
30	In what capacity if yes in Q29	External company	23	-
		Internal company	24	
		Individual personal	28	
		Not Applicable	4	
31	Functional role at your company	Strategy	13	-
		Organisational development	22	
		Marketing	8	
		Finance	2	
		Human resources	20	
		Learning and development	10	
		Others	6	
32	Time with current company	0-2	9	38
		2-5	5	
		5-10	10	
		10-15	4	
		15-20	6	
		>20	4	
33	Seniority at current company	Chairman/President	1	38
		CXO	3	
		Director	24	
		VP	4	
		Executive	0	
		Team leader	0	
		Others	6	
34	Any other questions		-	-
35	Like to receive summary of survey results	Yes	38	38
		No	0	
36	Email address if yes		-	-

Appendix 5.2 Selected interview quotes grouped under various themes

Theme	Interviewee	Original Interview Quotes in Chinese	Translated Interview Quotes in English
PDEs & MNCs	A1	外企其实长得都非常像，都是受西方文化的影响，管理都比较规范，比较注重人，比较自由平等...不好的地方是创新力不足，因为它太structure了！然后时间长了你就会觉得可能他有一点就professional，但确实好像不是那么有潜力...明显感到民企的高管好像灵活性好...再过十年你发现这个人又变了	People from MNCs are actually very much alike, they are more influenced by Western culture, their management is more structured, they are more concerned about people, and they care more about freedom and fairness...downside is that they are not innovative enough because they are too structured. With time you feel that they are professional but without a lot of potential...more pronounced I feel executives at PDEs are more flexible...and will change and advance much more in 10 years.
	D2	一个从经营方面引起，他可能更多的就是要看到直接马上我能看到短期的经营的结果...外资企业可能会更多的有关关注一个长期的一个职业的一个生涯...外资企业我觉得特别是大型的外资企业，它通常不会付最高的工资...但是他会在这个人的成长上多投入一些资源...民营企业...出的钱会多一些...它很难去花很多资源去做那个事情，因为它首先它要生存下来	In terms of operation, (PDEs) are more concerned about immediately seeing short-term results...and MNCs more about longer term career of people...it may not pay the highest, but will invest more in personal development...PDEs will instead pay higher for immediate utilisation...and very difficult to spend money (on people), because its priority is to survive.
Phase of Organisational Growth	A1	相对授权。然后围绕利益中心打造的，然后因为很多的系统还是不是很健全，所以他还是奖励个人工资。就还在转型，因为整个hr的系统也不是特别完整，他可能突出了个人的战果，至少先意识到这个问题，还没有完全转型成功。	More or less delegating, around profit centre set up. As many systems are still not perfect, so individuals are rewarded with salary, and it is still changing. Because the whole human resource system is not complete, individuals' achievements are still highlighted. At least we are realizing the issue but not fully successfully transformed yet.
	C1	一个传统的以产品技术为导向的公司，将来转向一个真正物联网客户为导向，以技术domain作为支撑的一个服务型公司。	We traditionally has been a product-driven company, but is moving towards an internet of things focused, technology-supported company.
Organisational Culture (OCAI)	B2	要先抓住市场机会...你就要快要灵活，然后要面对市场	To catch market opportunities...need to be flexible, and face the market.
	D2	家族式的...Respect people...从传统来讲，它就是特别的关注人...一辈子在一个公司工作，但是我们会让他不同的岗位上去做...很讲求员工的忠诚度，他会给员工创造很多的机会，就是不会轻易的让你离开...我们招聘人不是为了现有的招的岗位而招，是为公司而招...更看重的是跟公司的价值观是不是相符	We are a clan culture enterprise.....respect people...traditionally we take special focus on people...many work their whole lives in this company...will rotate to different roles...concern about loyalty, give a lot of opportunities, not easily allow someone to leave...when hiring...not for a current role, but for the company...emphasising on alignment with company values.

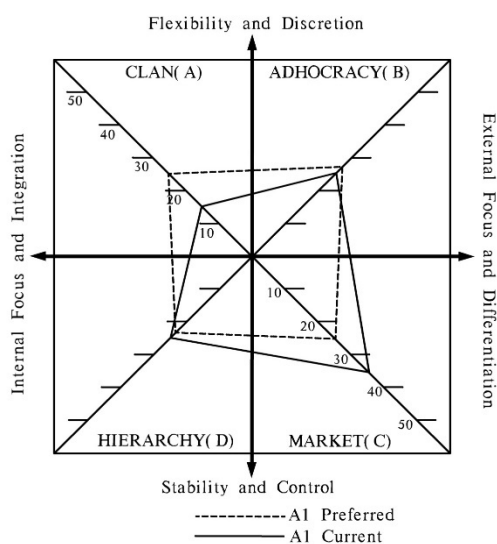
External & Internal Challenges	A2	面对外部激烈的竞争要活下去...内部...把最基础的安全和体验做到足够极致...内部转变就是让大家从竞争意识还要转变成彻彻底底的以用户价值创造为导向的这种意识...要求整个公司现在滴滴有12000人，还有11000个外包的员工	Externally we have to face severe competition and have to survive, internally we have to instil safety and experience to the fullest, bringing mindset of everyone from competition to fully customer value creation focused...not only to existing staff of 12000 but 11000 contracted staff also.
	C1	现在技术的门槛越来越低...实际上服务就是说谁能够快速的去领先于市场，或者说能够去跟客户能够更快地了解客户的信息...怎么样能够说快速的抓住市场机会去打通客户...而这些对人的要求会很高...另外一个目的就是说明我们的组织结构管理模式怎么样能适应这样的需求...我们传统的产品的组织模式...我们的创新性就比较弱，我们客户灵活的反应就比较弱，这些东西怎么样能够，如果说我们的反馈其实也会比较弱...我们传统的公司里面实际上是风险规避型的业务模式，实际上在这里面其实我们要需要我们可能有很多不确定性，我们要然后去take risk去帮助客户解决问题，而去客户的共创的能力，对吧？共担风险的能力，了解客户的能力，核心的和客户建立合作伙伴关系的这种互信的能力是很强的	The technological barrier has been getting lower...so it is more and more important to quickly capture the market, connect and understand the clients, to realise market opportunities...all these have high demand on people...another is the organisational structure and management model needs to adapt to this demand...with our more traditional product-oriented organisational model, our innovation...and flexible client reaction are weaker...and we actually have a risk-averse business model...but actually there are many uncertainties, and we need to take risk to help our clients resolve their issue, and need to get stronger in our co-creation ability, risk-taking ability, client understanding ability, and partnership-building ability, and mutual trust abilities with client.
Types of Change	A2	不是转型，就是它的方向还是围绕着出行这个领域，我要去做到什么样一个程度，所以我不觉得它是方向的改变，但战略性是指说你到了这个阶段你去做出什么样的选择...选择未来三到五年甚至十年的一个发展，所以我是一个战略性的一个改变...对还是在出行，对使命还是让出行更美好，但我们改革愿景就是愿景之前比如我们的愿景都是为了全球第一最大一站式这样的一些变得很厉害，但现在我们的愿景就是最新我们在最新的战略复盘上面发布的...真的就变成一个利他的就去考虑乘客，考虑司机考虑合作伙伴考虑行业，然后考虑员工，我觉得这个是非常巨大的一个改变。	(Our change) is not transformational, our direction is still around commute, but to what extent, so I don't think it's a change in direction, but strategic means at this stage what choices need to be made...development within the next 3 to 5 to even 10 years, so I said it's a strategic change, as our mission is still how to make commute better...though our vision (has evolved) from being the world's largest one-stop-shop (app)...to benefitting the riders, the drivers, the partners, the industry, and the staff, so this has changed dramatically.
	C2	转型的变革...从我们的小一小块的业务出发...不光有市场上的战略上的转型，有业务定位上的转型，然后同时它有流程的转型，有人员的转型，而且它是持续在转型。所以我们就这些年都是持续在转型，就没有一年是稳稳当当...每一年都在变。所以我觉得它就是整体的一个转型。	Transformational change...for our small unit...it encompasses market strategy transformation, operational positioning transformation, SOP transformation, staffing transformation – continuously transforming, with no stable year, changing every year, so I think it's a wholistic transformation.

Benefits of Coaching Culture	C2	我觉得第一个要自知，就是自己知道的状态，自己的能力，自己的potential和局限。所以要非常清楚要自知，然后把自己放在合适的能够发挥最大价值的位置上，然后能够更好的释放自己的potential...我为什么觉得教练文化重要，就是因为它让人自知而且不断地去自知。	With regards to talent development, I think first we need self-awareness, knowing own state, capability, potential and limitations, therefore very clear have to have self-awareness, then position myself somewhere suitable, so can best release my potential...Why I think coaching is important, it's because it help people become self-awareness and continuously.
	D2	作为一家公司...我们做所有的事情还是要围绕我们公司最后的经营要好...所以就是在教练的技术，我觉得做完了以后会对整个公司的经营有帮助，因为就说我通过教练的方式让每个人都能发挥他的潜能，你想想这个力量就很大了，可以让我们的所有一线的人都能够去把他们的事情做好，公司的结果肯定不会差...销售部门...做过的团队的活动其实跟coaching的理念是很像的，就是怎么样建立更多的trust，让每个人都能够有更多的dynamic，让他自己去自主...他们的绩效都会变好...绩效的提升，这不是我的一个感受，而真的他已经是一个事实了。	As a company...everything we do revolves around the company performing well...so after doing coaching, I feel that it has benefitted the whole company, because it enable everyone to release their potentials, and this is extremely powerful come to think of it, so by enabling every front line person to do their job well, the company result cannot be bad...but with the team coaching of our sales team, we built greater trust, and increased the dynamics in every person, enabling them to make their own decision, enabling our team to perform better...the increase in performance, this is not my feeling, but a fact.
Stage of Coaching Culture Development & Coaching Readiness	B2	我觉得很多人还处于天天打仗，打仗的过程中，他就觉着你先别跟我说其他，你先让我把仗打好，我这一堆的事儿我都没弄完，你别跟我说这个我没时间...还有一部分人觉得，反正我都知道，就是他们的问题，我都知道，这都是他们的问题。我知道不对，那都是他们的问题，我觉得这种状态下其实没有用...另外一个就是他觉得出了问题不是我的问题，是别人的问题...现在那堵墙比较厚...因为现在我们要做的事确实太多，这个事又见效又慢，有depend on个人的意愿度，你在这种情况下，你就很难说我一下子。	I feel that many people are fighting battles day in day out, want to focus on that, so don't have time for other things (like coaching)...there are also those who think when there's a problem, it's the other people who has problems, so (coaching) under this kind of attitude will not work...their walls are quite thick...so because we have too much things to take care of, and (coaching) takes time to take effect, and also depends on willingness of the individual...so it's difficult to do this immediately.
	D2	我记得三个礼拜前我们全球的CEO在中国他到这边来参观，然后给我们花了两小时，开了一个叫 town hall meeting...他说有一点我们必须清楚的就是我们做为一个leader，你必须要有这样的一个信念，你觉得就是我们每一个员工，其实他的能量都在那边，他已经有了。而不是说要靠你去给他创造，而是他已经在里边，现在就是你怎么样去提供机会让他释放出来...我觉得可能是从我们这种意识或者是大家的认知这个层面并不是说代表我们的能力已经准备到那么高了，我可能想表达的更多的是因为像从公司现在从上到下都在提I CARE 我们必须往方向去走...可能3、4年前可能人家还会跟我们谈一谈这个事是不是真的是对...大家觉得都是应该往这个方向去只是怎么去我们现在怎么样去让每个人具备这个能力，我们这个能力的具备度并没有这么高，我看到这个分，这不代表我们的能力已经有这么高了，而是我更多的可能从这个期望值。	Our global CEO visited China three weeks ago and gave a two-hour townhall. He stressed that as leader we need to have the belief that there's energy within each our of staff and you are not there to create it for him/her...but to provide opportunities to release it...from a place of awareness of our abilities it does not mean that our readiness is high enough...but people in the company are talking about ICARE from top to bottom...and this is the direction we must go...and only three to four years ago people were still questioning this...but now people think this is the direction to go...and the challenge is how to support everyone to have that capability, so our readiness is actually not that high, even though the CRS score is high...it's more like an expectation.

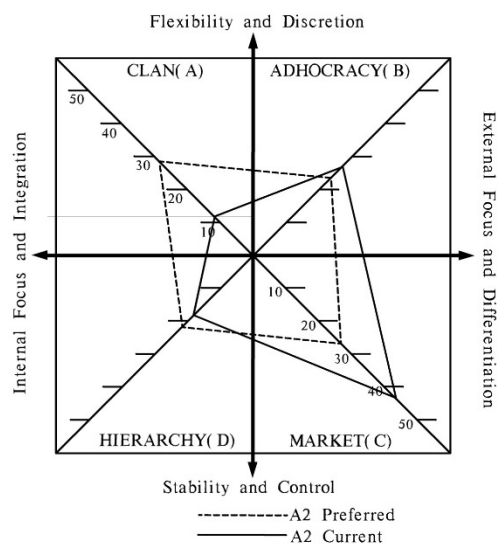
Critical Success Factors of CCCC	B2	因为我们现在要做的事太多，就是要让大家认知这个东西，我觉得他要不痛，我真的就是我在上面费的劲太多了，我还不如去做其他的事	Because we currently have too many things to do, to build awareness (of coaching) in them, I feel that if they do not feel pain (to change), it is useless) for me to push too hard, so I would rather to other stuff.
	D2	必须要符合企业的一个战略...假如...不能...很难把它长期的把它推行下去... 第二个就是企业的文化...假如说企业战略跟coaching已经契合了，我相信他的企业文化也会相应的做这方面的一个调整...因为企业文化你就是支持企业的战略...外部教练的成熟度和承诺很重要...内部人去做教练...是有局限的...我们更多地相信外部的这种教练，特别是这种高层的...外部的教练的话，它还是需要有个资源的投入，更多的高层的参与...内部的教练我们现在还在进行的过程中，我们也提供了一些培训，但是我的感觉就是这还远远不够，我们需要持续的去提升...对教练技术的掌握，他怎么更好的去把教练技术能够用到他日常的一个管理部门中间...其实它是处在一个挺复杂的一个环节，吴导里教我们的就是六个角色，其实他在日常的管理过程中，他六个角色都会要出现...假如说教练技术还很一般般的话，其实它用起来就会效果会不好...我们会给他们提供一些培训，我们可能会组织一些沙龙，大家共同学习，找有过教练经验的人一起来看一看，甚至会请一些外部的吴导这种有经验的教练可以跟他们做一些分享	(Firstly), it must align with (overall) strategy...or it cannot be implemented in the long term...Secondly, organisational culture...if coaching has been aligned with corporate strategy, I believe the organisational culture will adjust accordingly...as organisational culture is there to support corporate strategy...(thirdly) "Maturity and Commitment of External Coaches" is very important...I feel there are limitations for internal coaches, and we trust external coaches more, especially for senior executives...and external coaches need more investment in resources, and more senior management involvement...(fourthly) we are still continuing to develop internal coaches, provided some training, but I feel this is not enough, and needs to be enhanced continuously...especially with the practice of coaching skills...how to use coaching skills in their daily work...this is very complex, with typically six different roles of a manager which need to be performed every day...if his/her coaching skill is just mediocre, the result will not be good...so we will provide more training, organise salons to find more experienced coaches to share and learn together.
Steps of CCCC	A2	融合的是指说你只有持续过很多次，当大家都感受到这个东西是有用的，有用才会变成是大家的日常行为的一种模式	"Integration" means...everyone feels that (coaching) is useful, so it will become the daily behaviour model...and a habit, starting from deliberate practice to become a habit.
	D2	其实写的还是有点纠结的...特别是最后一个双方相互理解...前面的，所有的都是内部的，对这个是跟外部的，所以我放在最后了...我觉得做任何事情你应先让大家知道，所以我觉得这个宣传这种种事应该还是应该有，然后再考虑你做的这个事情需要跟企业的战略，你要做一个链接...然后你做这个事跟他完全不挂钩，我觉得这个事儿可能就很难去把它推动下去，有了这些你就会有一些计划...执行评估或者嘉许，包括计划调整，我觉得这个没有严格的一定要先走哪一步...它是一个长期的一个事情...又回到前面的宣传...然后可以激发更多的人能参与进来，这个时候我是用我其实变革管理的思路来回答这个问题。	It's a bit conflicting for me in answering this question, especially about "Mutual Understanding"...as all the steps at the front are of an internal nature, whereas this is more external, so I placed it at the back...I feel that before doing anything you need to let others know...so "Promotion" should be there, then this needs to be related to "Organisational Strategy"...otherwise this is not implementable...then you need plans...implementation, evaluation, adjustment, and acknowledgement...which can go in any order...as this is something long term, then back to promotion...to inspire more people to join in...I answer this question through the change management lens...how to garner more support internally, more widely accepted.

Cross-cultural Differences	B1	<p>...协同优先...个人利益就放到下面去了...我们公司上跟中国文化其实有点不太一样·我们是很激进...传统公司不激进...我们科技行业上是发展会非常迅速...其实我们特别重视的叫忠诚·持续...这个确实是中国文化的特点·我们对于像长期服务于公司的员工会给与更高的一些承认·还包括激励股权等等...尤其做网络安全...他对忠诚度要求更高..中国人是比较低调的·网络安全真的是这样·网络安全·客户如果出了事情·你在外面乱说这是不对的·你应该去设法保护它·不能说出来·因为我说出来的话·其实你在用客户的痛苦来炫耀你的能力·这个其实非常符合我们公司的·也符合中国的传统文化·说什么丑事不要往外乱说·这个我觉得是正好跟我们行业文化是一致的·我能想到的事情...我们承认不确定性...在互联网公司里面说先干了再说·碰到问题再解决...因为你无法预测快速变化的市场环境会碰到什么·当你花了很多精力去思考好说我们是这个·next step是个·也许市场机会也没有了·所以我们不回避不确定性·甚至我们做错了决策没关系·我们到时候再修正都可以·但是至少在这件事情上我们可以快速去做个决策·别耽误市场结果...long term...比较关注于所谓的忠诚·长期贡献的·因为这个领域当中·没个三年·有很多技术是做不出来的·他不像sales·今年出不出来我把你干掉·然后明天再换一个人...核心骨干人员的他的长期的激励和流程...公司可能相对自由...底下所有人其实做的都是新东西·这种情况下你是限制他么?不是·你是授权、鼓励这样的。</p>	<p>...the priority is to collaborate...over personal interest...our company is different from typical Chinese culture...we are aggressive...whereas traditional (Chinese) companies are not aggressive...our development in the tech industry is very fast...and we value loyalty and sustainability...and this is characteristics of Chinese culture...we acknowledge long serving staff...with motivational options...especially in the internet security field, where demand for loyalty is higher...and Chinese are more low key...and with internet security, if there is a breakdown with clients, we would protect them and not say anything...not show off your abilities and bring pain to your clients...this agrees with traditional Chinese culture...and industry culture...and we acknowledge uncertainty...in internet companies, you act first and deal with problems when it arise...because you cannot predict what will happen in the fast changing market, and when you spent a long time to think about the next step, may be the market opportunity will be gone...so we don't shy from uncertainty, and it does not matter if we make a mistake, as it is ok to correct later...at least decisions are quick and do not hinder the market...in terms of sustainability, in this field, many technical features cannot be completed in less than 3 years, not like sales where you replace someone who do not perform in 1 year...we value skills...and with core personnel would motivate continuously...the company is relatively liberal...as what they do are all new, you don't limit them but to empower and motivate.</p>
	D2	<p>...在外企·他招人的时候·他已经做了一些筛选·所以没有特别明确的这种现象·就说中国这种一定要是那种层级观念很强的·因为我们进到外企这个环境·我们知道我们现在是在外企的一个环节·所以可能已经是没有太多这方面的一种顾虑了。假如说一定要说一个的话·我觉得可能回避冲突可能会是可能会是我们中国人没有像西方国家的人·那么能够去在碰到问题时候能够去激烈的去争辩·这个可能是东方的文化可能会是不太一样一点·那么除了这个之外·我没有感觉到其他的特别·比如权力...其实权力这是不是光中国人重视人·其实我觉得外国人他一样也重视...提到frequent feedback·其实这个也是需要教练的技巧的...否则的话frequent feedback他做起来他会有挑战的·因为我们现在公司文化讲求你的上下级之间的对话·你是需要平等的...并且同时你要更多的去替底下的人是怎么想的·否则的话你怎么去发掘它的潜能·他只是简单的像以前像命令似的谈话·这种frequent feedback就没有意义了·所以他需要教练的技巧</p>	<p>At MNCs, there is already some filtering during recruitment, so this (impact from Chinese culture) is not very apparent, (although) hierarchical mindset is very strong in China, because they know we are an MNC, so they do not worry about that too much. If really have to say, I think with conflict avoidance we Chinese are not like people from Western countries, who would argue fiercely when confronting with problems, and may be people from Eastern countries will not do the same. Other than that I don't feel much difference, for example, with power...not only concern by Chinese, but other nationalities also...you mentioned frequent feedback, it needs to be supported by coaching skills...otherwise it will be challenging for him to do...the company require that when talking between more senior and more junior people, that it be equal, think more for the subordinates, in order to ignite their potential. If just talk like commanding like before, this kind of frequent feedback will be useless, so it needs coaching skills.</p>

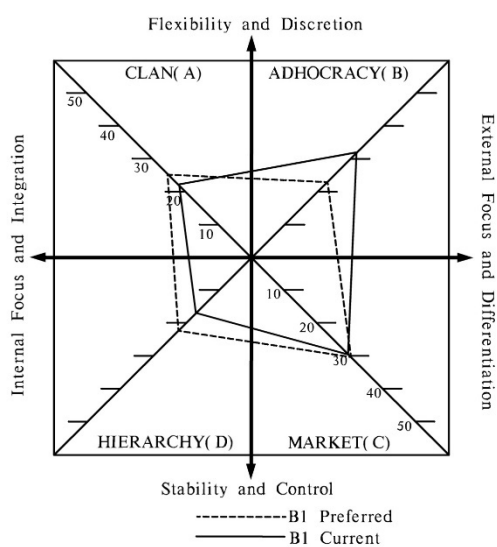
Appendix 5.3 OCAI comparison profiles of the eight corporate interviewees



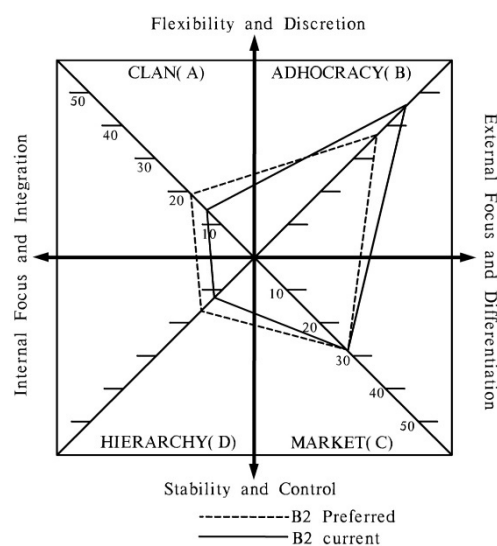
Profile 1



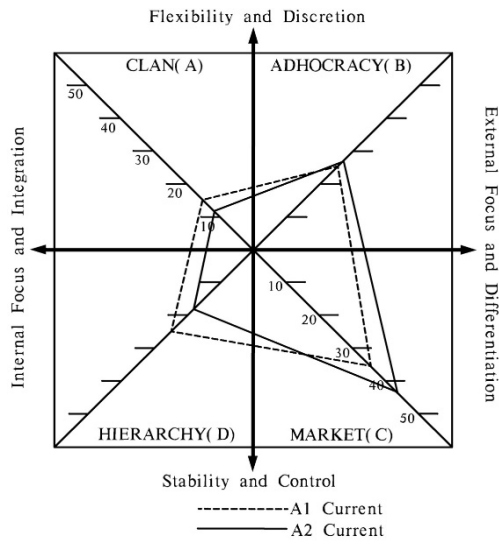
Profile 2



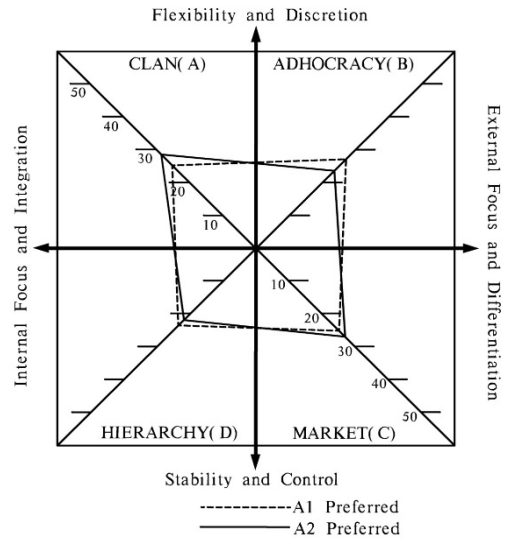
Profile 3



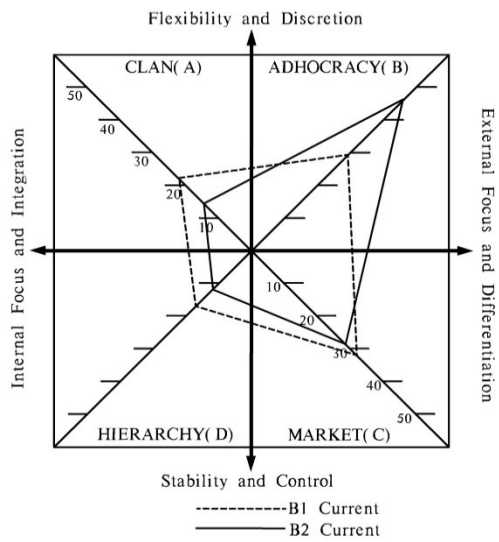
Profile 4



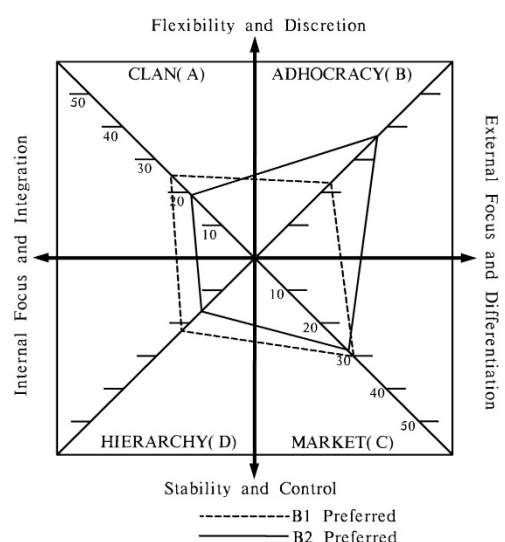
Profile 5



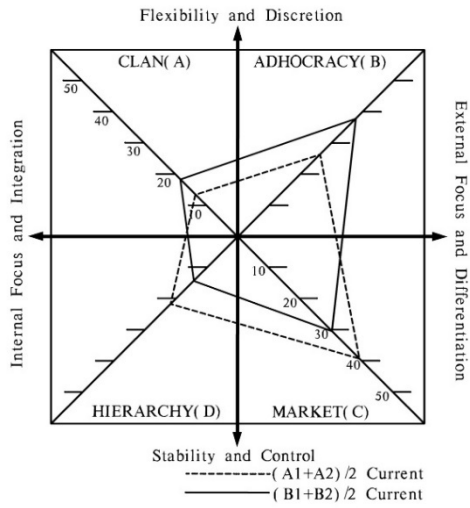
Profile 6



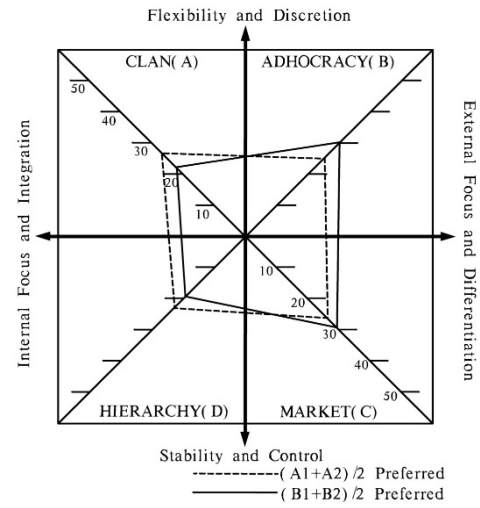
Profile 7



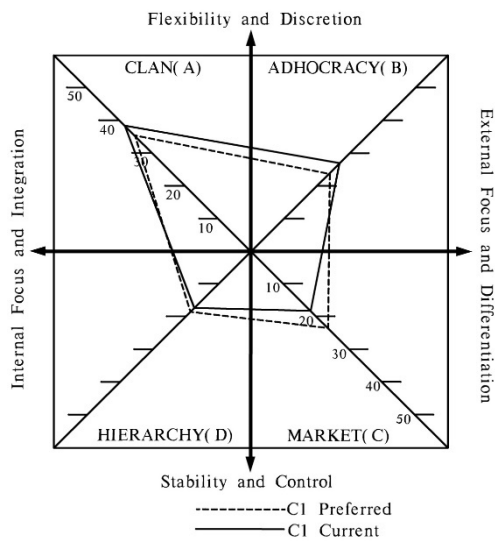
Profile 8



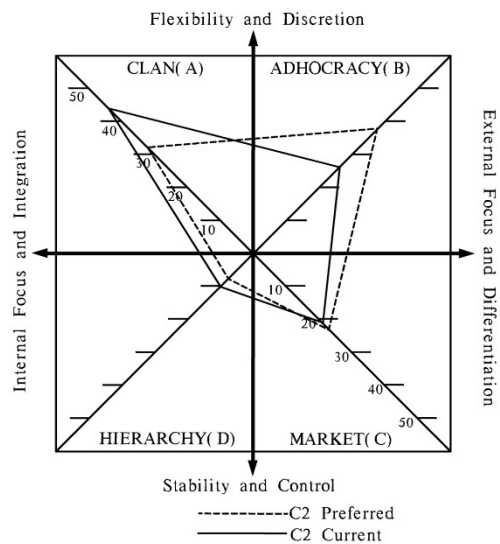
Profile 9



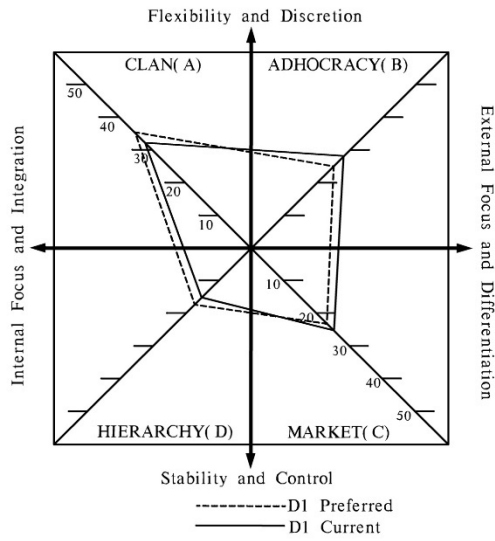
Profile 10



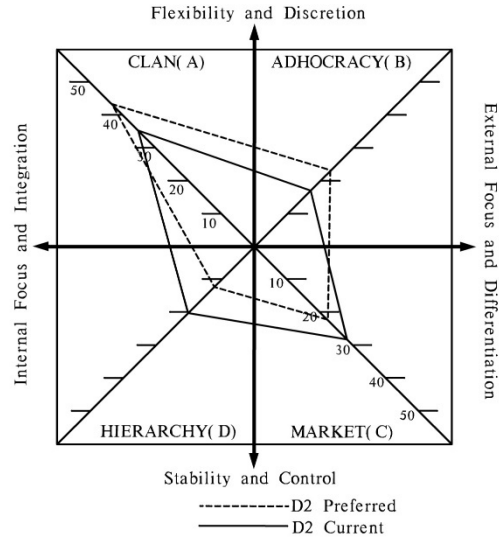
Profile 11



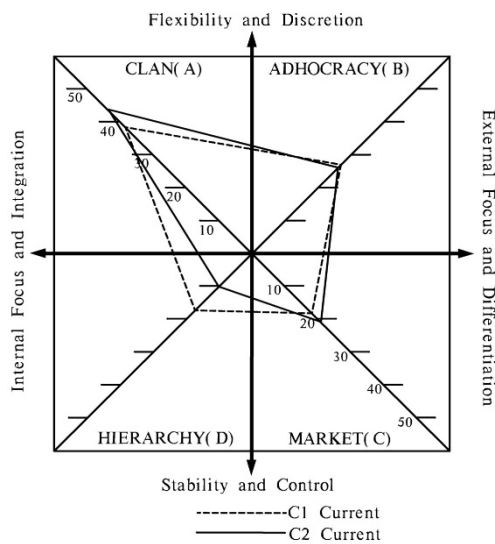
Profile 12



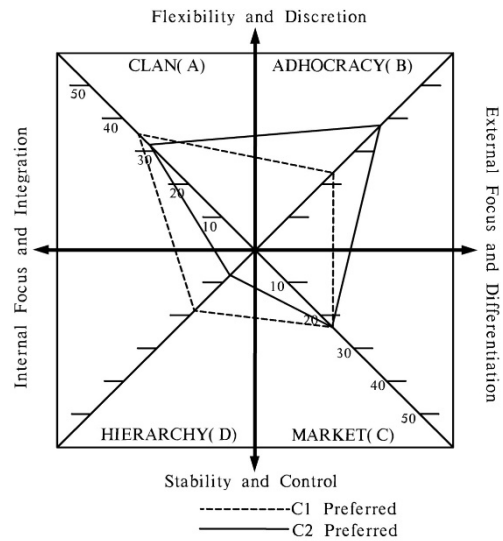
Profile 13



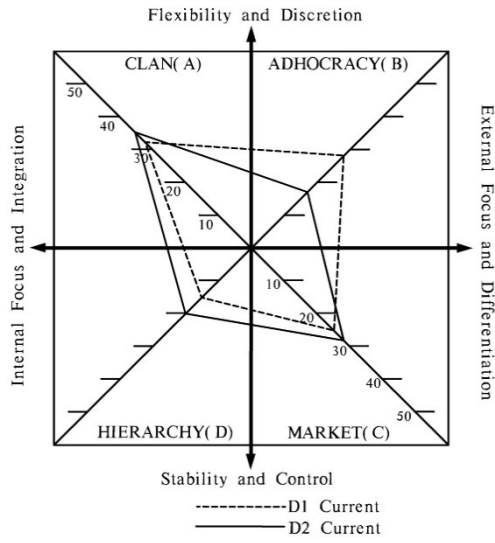
Profile 14



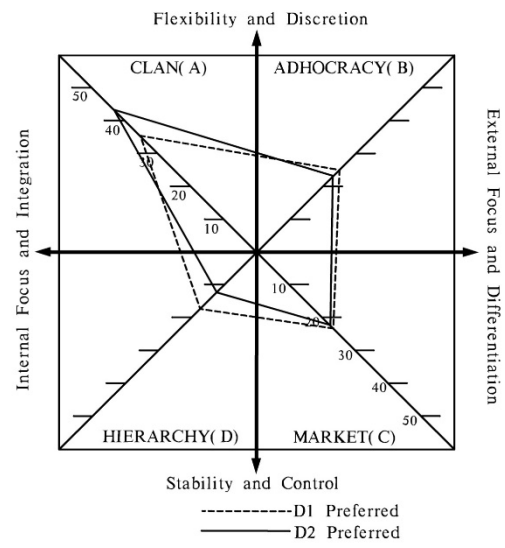
Profile 15



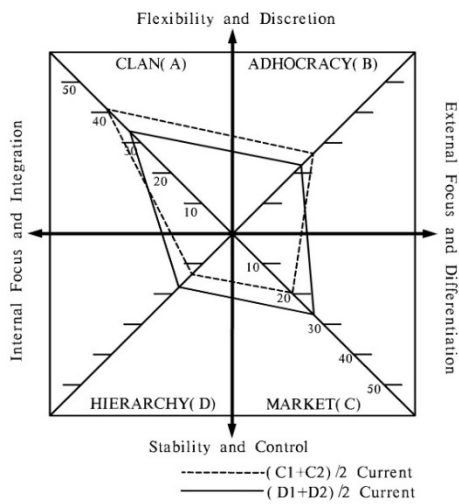
Profile 16



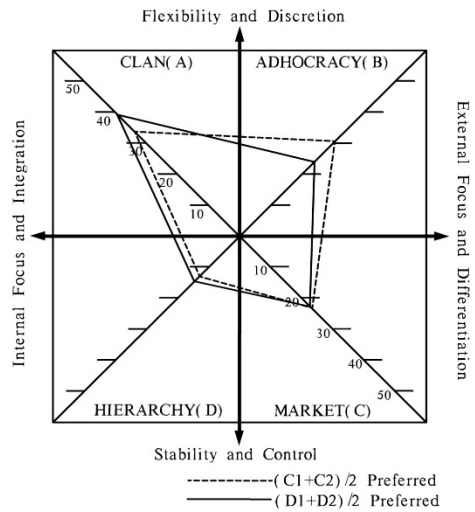
Profile 17



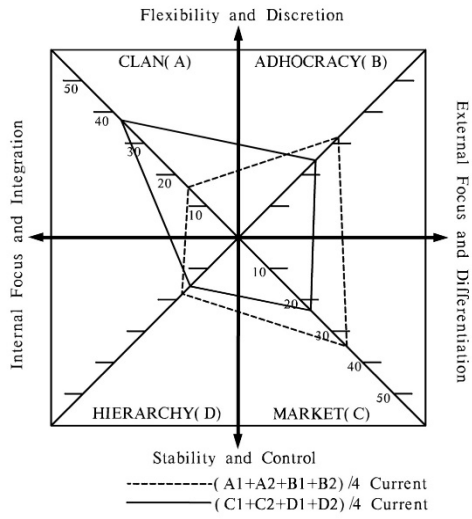
Profile 18



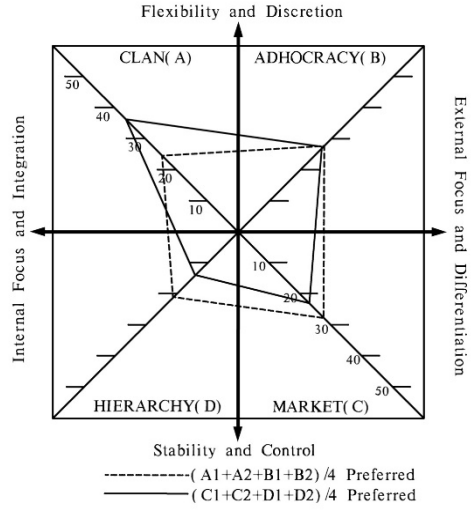
Profile 19



Profile 20



Profile 21



Profile 22

Appendix 6.1 Checklist for intake

Checklist for Corporate Client - Intake							
(Please pick most appropriate box and circle)							
1	Company Name						
2	Industry						
3	Company Type	PDE	MNC				
4	Country of HQ						
5	No. of Employees in China	<100	100-500	501-1000	>1000		
6	Years of Establishment in China	0-2	2-5	5-10	10-15	15-20	20-50
7	Phase of Growth	1	2	3	4	5	>50
8	Type of Change	No	Operational	Strategic	Transformational		
9	Organisational Culture (current %)	Clan	Adhocracy	Market	Hierarchy		
		0%	0%	0%	0%	0%	= 100%
10	Organisational Culture (preferred %)	Clan	Adhocracy	Market	Hierarchy		
		0%	0%	0%	0%	0%	= 100%
11	External Challenges	Political	Economic	Social	Technological		
12	Internal Challenges						
13	Type of Coaching Using	None	1 to 1	Coaching Skills Training	Team Coaching	Internal Coach Development	
14	Coaching Readiness (0 - 10)						
15	Coaching Willingness (0 - 10)						
16	Coaching Culture Development Stage	Nascent (0-1)	Tactical (1-2)	Strategic (2-3)	Embedded (3-4)		
17	Enrichment Estimation of Stage	Nascent (0-1)	Tactical (1-2)	Strategic (2-3)	Embedded (3-4)		
18	Hofstede Cultural Dimensions						
	Power Distance	Equality	Inequality				
	Uncertainty Avoidance	Risk tolerant	Risk intolerant				
	Individualism	Collectivism	Individualism				
	Feminity/Masculinity	Collaboration & cooperation	Power & competitiveness				
	Time perspective	Tradition & short term	Future & long term				
	Restraint vs Indulgence	Normative repression	Free satisfaction				

	Benefits of Coaching Sought (pick 3)					
	Improved team functioning					
	Increased engagement					
	Increased productivity					
	Improved employee relations					
	Faster leadership development					
	Increased employee well-being					
19	Increased emotional intelligence for employees					
	Improved customer satisfaction					
	Reduced turnover					
	Faster on-boarding into a new role					
	Faster on-boarding into organisation					
	More internal promotions					
	Increased gross sales volume					
	Others					
	Critical Success Factors (0 - 5)	0	1	2	3	4
	Alignment with Organisational Development					
	Integration with Organisational Culture					
	Commitment from Champions (see 21 below)					
10	Internal Support (HR system, Finance Dept) (see to 22 below)					
	Employees' Commitment and Willingness					
	External Coach Maturity and Commitment					
	Internal Coach Maturity and Commitment					
	Continuous Review and Adjustment					
	Champion/ Supporter	#1	#2	#3		
21	Who					
	Roles					
	Coaching Experience					
	Willingness to support/lead (Yes/No)					
	HR/ L&D & Finance	#1	#2	#3		
22	Who					
	Roles					
	Coaching Experience					
	Willingness to support/lead (Yes/No)					
	Relationship with Enrichment					
23	Past/ Current Projects					
	Past/ Current Students					

Appendix 6.2 Checklist for mid-programme review

Checklist for Corporate Client - Mid Programme Review							
(Please pick most appropriate box and circle)							
1	Company Name						
2	Industry						
3	Company Type	PDE	MNC				
4	Type of Coaching Using	None	1 to 1	Coaching Skills Training	Team Coaching	Internal Coach Development	
5	Coaching Culture Development Stage	Nascent (0-1)	Tactical (1-2)	Strategic (2-3)	Embedded (3-4)		
6	Enrichment Estimation of Stage	Nascent (0-1)	Tactical (1-2)	Strategic (2-3)	Embedded (3-4)		
7	Critical Success Factors (0 - 5)	0	1	2	3	4	5
	Alignment with Organisational Development						
	Integration with Organisational Culture						
	Commitment from Champions						
	Internal Support (HR system, Finance Dept)						
	Employees' Commitment and Willingness						
	External Coach Maturity and Commitment						
	Internal Coach Maturity and Commitment						
Continuous Review and Adjustment							

Appendix 6.3 Checklist for end of programme review

Checklist for Corporate Client - End of Programme Review							
(Please pick most appropriate box and circle)							
1	Company Name						
2	Industry						
3	Company Type	PDE	MNC				
4	Type of Coaching Using	None	1 to 1	Coaching Skills Training	Team Coaching	Internal Coach Development	
5	Coaching Culture Development Stage	Nascent (0-1)	Tactical (1-2)	Strategic (2-3)	Embedded (3-4)		
6	Enrichment Estimation of Stage	Nascent (0-1)	Tactical (1-2)	Strategic (2-3)	Embedded (3-4)		
7	Critical Success Factors (0 - 5)	0	1	2	3	4	5
	Alignment with Organisational Development						
	Integration with Organisational Culture						
	Commitment from Champions						
	Internal Support (HR system, Finance Dept)						
	Employees' Commitment and Willingness						
	External Coach Maturity and Commitment						
	Internal Coach Maturity and Commitment						
Continuous Review and Adjustment							

Steps	Sequence	Implementation %					
Inner Loop							
1. Gap		0%					
2. Integration		0%					
3. Promotion		0%					
4. Scope, Direction and Structure		0%					
5. Execution		0%					
6. Adjustment		0%					
8 7. Evaluation		0%					
8. Acknowledgement		0%					
9. Maintenance		0%					
10. Promotion		0%					
Outer Loop							
1. Mutual Understanding		0%					
2. Execution		0%					
3. Adjustment		0%					
4. Evaluation		0%					
Benefits of Coaching Achieved							
Improved team functioning							
Increased engagement							
Increased productivity							
Improved employee relations							
Faster leadership development							
Increased employee well-being							
9 Increased emotional intelligence for employees							
Improved customer satisfaction							
Reduced turnover							
Faster on-boarding into a new role							
Faster on-boarding into organisation							
More internal promotions							
Increased gross sales volume							
Others							