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2017

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The implementation of a Leader-as-Coach approach in Professional Service Firms in South Africa

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A research report submitted to the Faculty of Commerce, Law and Management, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Management (Business and Executive Coaching)

April, 2017

ABSTRACT

Professional Service Firms (PSFs) contribute significantly to employment and professional development in South Africa and to global economics. People are a PSF's greatest asset; however, there is little empirical evidence on the implementation of a Leader-as-Coach (L-A-C) approach in PSFs in South Africa.

The research aims to establish a framework for the implementation of an L-A-C approach in PSFs in South Africa. Using a qualitative multiple-case study method, the research examines the benefits of implementing an L-A-C approach within a PSF, determines the organisational factors affecting the implementation of an L-A-C approach in a PSF and clarifies the individual factors affecting the implementation of an L-A-C approach in a PSF.

There are clear reasons for implementing an L-A-C approach within PSFs and benefits range from ensuring a leadership pipeline for organisations, improving client and employee retention, and enhancing the firm's success due to increased productivity. These benefits, in turn, foster positive benefits for the L-A-Cs (the managers who are coaches) and the employees (the coachees who receive coaching from their managers). Organisational factors include a culture of people-centricity which clearly enables an L-A-C approach, whilst a matrix structure which commonly exists within PSFs is an inhibitor of an L-A-C approach, with mitigating processes recommended for addressing this. The key processes which enable an L-A-C approach are the firm's approach to: learning and development of L-A-C skills, ensuring tools and support are in place for the L-A-Cs, and linking coaching to the human resources (HR) performance management and enabling technology. A final key process is recognising effective coaching behaviours through monetary and non-monetary rewards. In addition, the individual skills and attitudes of the L-A-Cs, the attitudes of the coachees, and importantly, the relationship between the L-A-C and the coachee, all influence the L-A-C approach.

An integrated and holistic framework is proposed for PSFs wishing to implement an L-A-C approach. This framework suggests that a firm should begin with the organisational strategic drivers, and the clear reasons for implementation of an L-A-C approach, followed by an enabling structure and processes, including the development of individual skills. However, overarching these organisational factors, is the necessity of having an organisational culture of learning and development.

DECLARATION

I, *Vanessa Anne Fox*, declare that this research report is my own work except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Management (Business and Executive Coaching) in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

Vanessa Anne Fox

Signed at Johannesburg, on the 30th day of April, 2017.

DEDICATION

To my seven-year-old daughter, Arabella, may you continue to learn till long after you finish school!

To God, for giving me strength and clear purpose!

ACKNOWLEDGEMENTS

I would like to thank the following people:

- Firstly, to my husband, Greg, for being such a wonderful support to myself and Arie, we love you so much!
- Mom and Dad, for their never-ending support and encouragement.
- To my supervisor, Kathy Bennett, for her dedication, advice and patience.
- My cohorts, especially to the ‘Ditzes’, with whom I have made lifelong friends, for the continuous support and late night panicked texts.
- Pam, Luke, Sheryl, Clare and Kim for often having an extra child over the past two years.
- And finally, but not least, to all the participants and firms who agreed to partake in the study, without you there would be no research report.

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LIST OF ACRONYMS AND ABBREVIATIONS

AD	Associate Director
BACP	British Association for Counselling and Psychotherapy
CA	Chartered Accountant
CAT	Candidate Attorney
CIPD	Chartered Institute of Personnel and Development
EFMD	European Foundation for Management Development
EMCC	European Mentoring and Coaching Council
EQ	Emotional Intelligence
GROW	Whitmore's GROW model: What is your Goal, What is your Reality, What are your Options and What Will you do?
GSAEC	Global Standards of Academics in Executive Coaching
HR	Human Resources
HRD	Human Resource Director
HRM	Human Resource Manager
L&D	Learning & Development
ICF	International Coaching Federation
IT	Information Technology
KPI	Key Performance Indicators
OTJ	On-the-job
PC&D	Performance and Coaching for Development
PDP	Personal development plans
PSF	Professional Service Firm
SAICA	South African Institute of Chartered Accountants
US	United States of America

CHAPTER 1. INTRODUCTION

1.1 Purpose of the study

The research aim is to establish a framework for the implementation of a Leader-as-Coach (L-A-C) approach in Professional Service Firms (PSF) in South Africa. Using a qualitative multiple-case study method, the research examines the benefits of implementing an L-A-C approach within a PSF, determines the organisational factors affecting the implementation of an L-A-C approach in a PSF, and clarifies the individual factors affecting the implementation of an L-A-C approach in PSFs.

1.2 Context of the study

Over the past eight years, two distinct categories of organisational coaching have emerged, namely the manager or leader as coach and executive coaching (Agarwal, Angst, & Magni, 2009; Hagen, 2012; Joo, Sushko, & McLean, 2012). This study focusses on the manager or leader as coach category.

Many leaders and researchers have called for a leader and manager's role as a coach to be placed in the centre of management practice as it facilitates performance (Agarwal et al., 2009; Hamlin, Ellinger, & Beattie, 2006; Maister, 2001). A study of one hundred and forty six (146) sales district and executive managers in a multinational manufacturing company (Agarwal et al., 2009), found that the more managers took up a coaching orientated management style, the higher the performance (in this case, focussed on sales) of their direct reports.

Hagen (2012) developed a conceptual framework of an L-A-C approach based on a literature review, which identified individual factors as the main factors affecting the implementation of an L-A-C approach and a few organisational factors. Hagen (2012) and Govender (2013) called for further research to be conducted regarding both individual and organisational factors that would ultimately benefit the managerial coaching field of study.

The context of the study is within a Professional Service Firm since past studies, such as the Agarwal et al. (2009) study referred to above, have often been

conducted in manufacturing firms and only offer limited insights into the complex individual and organisational factors that play out in a PSF (Empson, Muzio, Broschak, & Hinings, 2015; Maister, 2012). PSFs need distinctive theories of management, which would include implementing an L-A-C approach due to their unique environment and specific challenges (Hitt, Biermant, Shimizu, & Kochhar, 2001; Howard, 1991; Kaiser, Kozica, Swart, & Werr, 2015; Maister, 1993; Von Nordenflycht, 2010).

1.3 Problem statement

1.3.1 Main problem

To establish a framework for the implementation of an L-A-C approach in Professional Service Firms in South Africa.

1.3.2 Sub-problems

The first sub-problem is to examine the benefits of implementing an L-A-C approach within PSFs.

The second sub-problem is to determine the organisational factors affecting the implementation of an L-A-C approach in PSFs.

The third sub-problem is to clarify the individual factors affecting the implementation of an L-A-C approach in PSFs.

1.4 Significance of the study

The study builds on and contributes to the overall body of knowledge, specifically the individual and organisational benefits of an L-A-C approach (Beattie, 2006; Beattie et al., 2014, Gregory & Levy, 2010; Hamlin et al., 2006; Hamlin et al., 2009; Hagen, 2012). Although studies on L-A-C have examined the individual factors, including effective and ineffective coaching behaviours affecting managerial coaching implementation (Ellinger, 2008; Hamlin et al., 2006), there have been few studies on the organisational factors, specifically those in a PSF.

Since the 1990s, the PSF sector has become the most rapidly growing and profitable sector with significant impact on society as these firms employ close to

14 million people (Empson et al., 2015). PSFs make a substantial contribution to the global economy and, according to market surveys, the accountancy, management consulting, legal and architectural firms alone generated revenues of US$1.6trillion in 2013 (IBISWorld 2014). Notwithstanding their contribution to the global economy and society, there is limited empirical research on coaching within a PSF, including the implementation of an L-A-C approach (Empson et al., 2015; Kaiser et al., 2015).

The immediate benefit of the study is the guidance it provides to senior leaders and talent development practitioners (either Human Resources, Organisational Development or Learning and Development) in PSFs on how to implement an L-A-C approach or improve their current L-A-C approach. It also provides guidance to the leaders-as-coaches for developing their skills as a coach and on understanding some of the systemic inhibitors, which are barriers to their coaching style. It will also assist organisations such as technology entities or financial institutions since they employ knowledge workers or professionals as PSFs do (Kaiser et al., 2015).

1.5 Delimitations of the study

The study is a qualitative multi-case study. It was conducted across three separate PSFs (that is, three cases) each specialising in fields/professions namely assurance, management consulting and legal firms in South Africa with a large presence in Gauteng. The sample consisted of five individuals per PSF, which included the Human Resource Director or Learning and Development leader and two sets of Directors/Associate Directors and one of their coachees (a direct reporting manager). Data was obtained through semi-structured interviews.

The scope of the study excludes the junior levels within the PSFs as this is typically where a directive leadership style is taken up, rather than an L-A-C approach. The study was limited to PSFs which met the following criteria:

- They had more than eight shareholding directors or partners within South Africa.

- The managerial body was larger than the partnership body and smaller than the consultant/trainee level.
- The firms advocated that managers and leaders should take up a coaching role with their direct reports.

Executive coaching and internal coaching are excluded from this study, as these involve contracting with a professional coach. Mostly, this involves external coaching; however, there is a growing practice of appointing internal professional coaches, who are "outside line management, i.e. distinct from the manager coach" (Fillery-Travis & Lane, 2006, p. 28). This type of professional coaching is therefore excluded from this research. It is important to point out that the L-A-C approach is not meant to substitute external and internal coaching, but rather to add to it.

Peer coaching and cross-organisational coaching were excluded in the scope of this research as these did not fit the definition of coaching by a direct manager. Although not the focus of the study, team coaching was taken into account where the line manager coached the team as a whole.

1.6 Definition of terms

The below table firstly defines the various categories of coaching:

Categories of Coaching	Definition
Coaching	…" A process that creates sustained shifts in thinking, feeling and behaviour – and ultimately performance. By asking the right questions, coaches help clients (coachees) find their own solutions" (Stout-Rostron & Janse Van Rensburg, 2012, p. 40). "Unlocking a person's potential to maximise their performance. It is helping them to learn rather than teaching them" (Whitmore, 2002, p. 8)
Cross-Organisational Coaching	"This is an emerging variant in coaching where managers in various organisations, but in similar roles, coach each other based on best practices. They learn from each other's experience within the various organisations". (Beattie et al., 2014, p. 191).

Categories of Coaching	Definition
Executive Coaching	…"is a process that primarily (but not exclusively) takes place within a one-to-one helping and facilitative relationship between an external coach and an executive (or a manager) that enables the executive (or a manager) to achieve personal-, job- or organisational-related goals with an intention to improve organisational performance" (Hamlin et al., 2009, p.18)
Internal Coaching	The same definition as external coaching above, but instead of an external coach taking up the coach role, an independent internal coach takes up the coaching role.
Leader-as-coach (L-A-C), synonymous with manager-as-coach or coaching manager	When a line manager uses coaching skills and conversations to develop team members in the workplace (McCarthy & Milner, 2013)
Peer Coaching	"Peer coaching is when two colleagues on the same level become trusted thinking partners and hold each other accountable to developmental goals and actions. Adapted from" (Beattie et al., 2014, p. 189).
Professional Service firm	"Broadly-speaking it is an organisation "where the majority of income-generating staff are members of an established profession" (Empsom et al, 2015, p. 8).
Team Coaching	"Team coaching entails setting goals and outcomes for the team as a whole, organising team members to be in their most suitable role (based on strengths), leading teams by giving regular feedback and handling the dynamics between the team members". Adapted from (Beattie et al., 2014, p. 190)

Further descriptions of terms specific to an L-A-C approach within a PSF are explained below:

Term	Explanation
Coachee	The person being coached by the L-A-C. He or she directly reports into the L-A-C within the PSF.
Clients	PSFs have 'clients' rather than 'customers'.
Firm	The word firm is the general term to describe the PSF rather than a company/organisation. It is therefore used synonymously with a PSF in this report.

Term	Explanation
Partner/Equity Director, (Associate) Director, 'Manager', 'Senior Associate' and 'Trainees/Candidate attorneys'	Refers to the descending levels of professional staff below 'Partner'. A partner/equity director is the most senior level of the firm and share in the equity of the firm.
Practice	Describes the nature and amount of client work undertaken by a firm.

1.7 Assumptions

The organisations selected would be open and honest in sharing information. They would not withhold information for fear of letting out trade secrets.

The managers and talent specialist would openly share their thoughts and experiences on the subject of coaching, particularly L-A-C.

CHAPTER 2. LITERATURE REVIEW

2.1 Introduction

The focus of the literature review is firstly to review the available peer-reviewed literature regarding the context of PSFs, the concept of the L-A-C, and the concept of a coaching culture to assist implementation of an L-A-C approach. Thereafter, the literature on the benefits of and reasons for adopting an L-A-C approach is synthesised and related to a PSF. Once a business case is made for implementing a L-A-C approach, there are certain factors which affect leaders and employees taking up an L-A-C approach (Clutterbuck & Megginson, 2005). These factors can be broken down into organisational factors and individual factors, which are reviewed in the last section of this chapter, in relation to a PSF. Figure 2.1 describes the framework that the literature review follows.

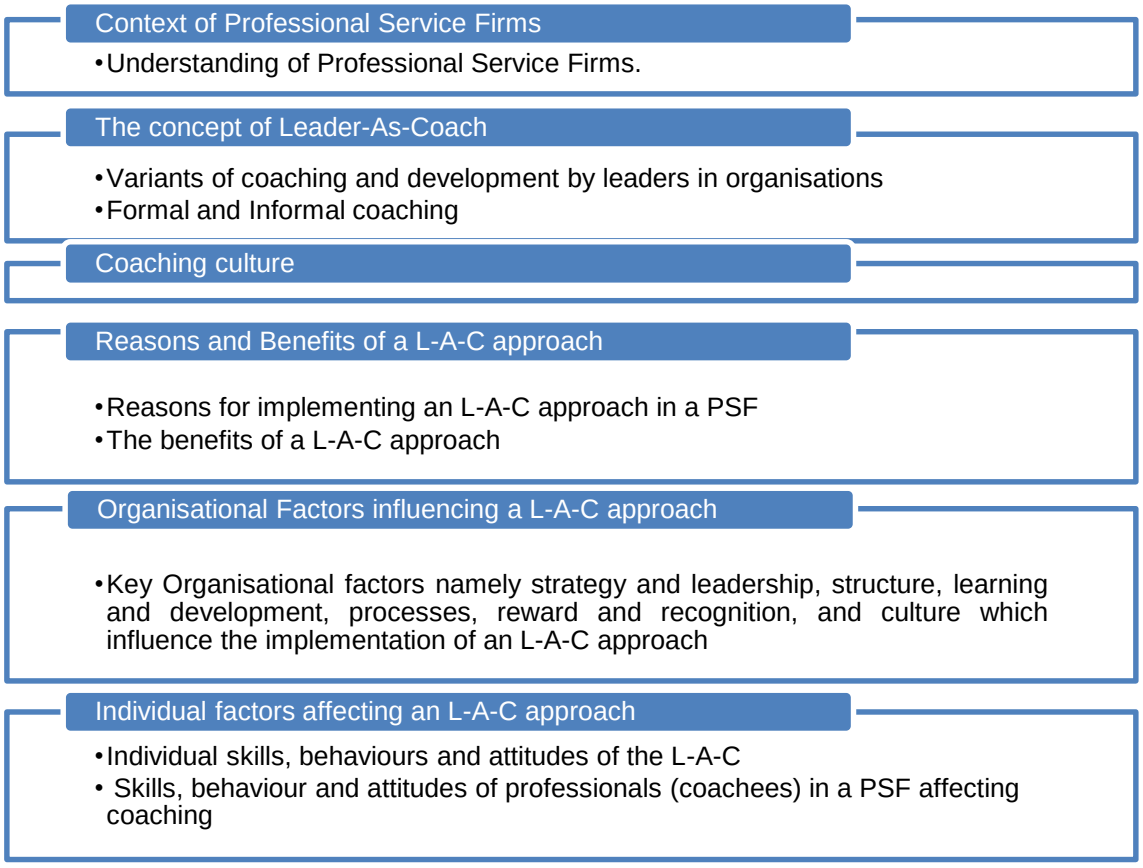


Figure 2.1: Framework of the literature review

2.2 The context of Professional Service Firms

The current study explores L-A-C approaches in different PSFs. This section gives an overview of the context of PSFs.

PSFs are vast, ranging from some of the top multinational organisations to one-man firms. Their occupational focus ranges from the more traditional Accountants and Lawyers through to Consulting Engineers, Architects and Actuaries. A new wave includes management consultants who are from varying professions and usually have some form of business science qualification in addition to their professional qualification (Flin & McIntosh, 2015). The 'Big Four' accounting-based firms, namely Deloitte, EY, PWC and KPMG, have also expanded their audit service line to advisory and consulting service lines including Actuarial, Management and IT Consultants and Consulting Engineers (Flin & McIntosh, 2015).

Scholars have had difficulty in defining what a PSF is, but most agree that key workforce and the most important resource is the people in the firm (Hitt et al., 2001; Kaiser et al., 2015; Kaiser & Ringlstetter, 2011). The latest comprehensive Handbook of Professional Service Firms (Empson et al., 2015), builds on from previous versions, defining four characteristics which individually many organisations could have; for example, the key elements above could relate to Medical Practitioners, who are usually excluded from PSFs. A PSF must possess all of the following four defining characteristics to some degree (Empson et al., 2015, p. 10):

- A PSF's primary activity must be the application of specialist knowledge in creating customised and tailored solutions to clients' problems and needs.
- This comes about due to the specialist knowledge of professionals and their in-depth knowledge of their clients in order to tailor a solution to their needs. This is why people are a PSF's most important resource.
- From a governance perspective, each experienced professional (usually from a senior associate/manager and upwards) is required to run their own service line or practise with their own methodologies, intellectual property (core

assets). They have the autonomy to determine which specialist technical solution best meets the client's needs.

- The PSF's identity is based on the core ethics and competencies of their base profession beyond mere professional qualifications. It should include an equal balance on focussing on their clients, their people and the firm's financial success. They are recognised by clients and competitors as a PSF.

Further literature on the reasons for implementing an L-A-C approach in a PSF, the leadership, strategy, structure, processes and cultural organisational factors influencing an L-A-C approach in a PSF, and individual factors of professionals, are explored in the remainder of the chapter.

2.3 The concept of Leader-as-Coach

With the study focussed on the implementation of an L-A-C approach in PSFs, this section clarifies the meaning of L-A-C.

Coaching is an essential part of any leader's or manager's toolkit and is core to their day-to-day activities (Beattie et al., 2014; Dixey, 2015; Hamlin, Ellinger, & Beattie, 2009; van Nieuwerburgh, 2015). In many organisations, leaders are expected to take up a coaching role with their team members who report to them (Goleman, 2000; Hamlin et al., 2006). Coaching should therefore be a part of a leader's style and is a management skill which needs to be learned.

Although the concept of coaching as a management technique to develop employees (Orth, Wilkinson, & Benfari, 1987) has been around for years, the empirical evidence on a L-A-C approach is sparse (Beattie et al., 2014; Hagen, 2012; McCarthy & Milner, 2013). Current studies focus mainly on the definition and variants of L-A-C and individual skills, behaviours and attitudes.

2.3.1 Variants of coaching and development by leaders in organisations

Hawkins and Smith (2013) have put forward a continuum of coaching forms in an organisational context, namely, skills coaching, performance coaching, developmental coaching and transformational coaching. Transformational coaching normally requires an external executive coach and is unlikely to be used

by the L-A-C. Table 2.1 describes these various coaching forms which an L-A-C is likely to take up, namely skills coaching, performance coaching and developmental coaching.

Table 2.1: Variants of coaching forms

Coaching Forms	Description
Skills Coaching	The transfer of specific skill or behaviour to the coachee. It is usually for a shorter duration than other forms of coaching (Ellinger, Beattie, & Hamlin, 2010; Fillery-Travis & Lane, 2006).
Performance Coaching	Focusses on the "process by which the coachee can set goals, overcome obstacles and evaluate and monitor performance" (Fillery-Travis & Lane, 2006; p. 25).
Developmental Coaching	Aims to support the coachee to grow and change over time. There is a natural progression from skills coaching to performance coaching to developmental coaching (Ellinger, Beattie, & Hamlin, 2010).

There are overlaps between coaching and other forms of development that a leader can take up with their direct reports, such as on-the-job training, mentoring and counselling. The similarities and differences to coaching in relation to each of these are described in this research report.

The British Association for Counselling and Psychotherapy (BACP) defines counselling as the "skilled and principled use of relationships to facilitate self-knowledge, emotional acceptance and growth and the optimal development of personal resources and is focussed on living life more satisfyingly and resourcefully" (BACP, s.a.). Based on this, counselling does not take into account the organisational requirements and longer term goal-setting to achieve expected competencies of the direct report that coaching would take into account.

There is also an overlap between L-A-C and in-house mentoring, with the latter being described as a "one-to-one developmental process that focuses on the development of capability and effective career management" as compared to a L-A-C which "focuses on the management of performance" (Clutterbuck, 2009, p. 2).

On-the-job training is also a type of development, where the manager or leader shows their direct reports how to complete a specific task or deal with a specific situation (Marquardt, 1996).

2.3.2 Formal and informal coaching

In addition to the above variants of coaching, many authors have recognised that an L-A-C can conduct coaching either formally or informally (Dixey, 2015; Grant & Hartley, 2013; van Nieuwerburgh, 2015). Formal coaching sessions would be pre-arranged meetings at a certain time and place, and generally focus on longer term development and growth (van Nieuwerburgh, 2015). Informal coaching is a quick exchange while walking back from a meeting, for example, and includes effective feedback. There are many terms related to this type of coaching, such as coachable moments, corridor coaching and on-the-job coaching. In a study of the empirical literature on informal coaching conversations, Turner and McCarthy (2015) compared the characteristics and terminology as per Table 2.2.

Table 2.2: Different terms used to describe informal coaching conversations

Author	**Terminology**	**Characteristic**
Grant (2010) Greene and Grant (2003)	Corridor coaching	• *"impromptu"* • *"on-the-job'* • *"few minutes snatched in the corridor in the midst of a busy project"*
Turner and McCarthy (2015, p. 5).	Coaching moment	*"An informal, usually unplanned or unexpected opportunity for a manager to have a conversation with an employee aimed at facilitating the employee to problem solve or learn from a work experience. It is aimed at helping them to learn rather than instructing, directing or teaching them"*
Johnson (2011)	Coaching on-the-fly On-the-job coaching Ad-hoc coaching	• *"brief unexpected day-to-day conversations"* • *"spontaneous ad-hoc"*
Bennett (2003)	Off-line coaching	• *"opportunistic"* • *"short and timely conversations"*
Kloster and Swire (2010)	Anytime Coaching	• *"short, targeted conversations when needed"* • *"open and available to capture a coachable moment"* • *"anytime the situation demands"* • *"quick and focussed"*

There is a contradiction in the literature as to whether managers prefer informal or formal coaching conversations. Two studies revealed that a conversational approach to coaching is preferred by managers to achieve team motivation, engagement and collaborative problem-solving, as compared to formal sit-down sessions that typically happen during a performance review (Dixey, 2015; Grant, 2010). On the other hand, van Nieuwerburgh (2015) cited that leaders prefer to sit down as they can plan their conversation as opposed to coaching on-the-fly.

In summary, both formal and informal coaching are a part of the L-A-C approach, meaning that the L-A-C should take up both roles in order for the coachee and team to benefit fully from the L-A-C approach.

2.4 A coaching culture

The concept of a coaching culture is often interlinked with the implementation of an L-A-C approach. A coaching culture exists when a coaching style or approach is used by leaders and employees to develop one another in order to grow the organisation, to grow the people in the organisation and to create value for stakeholders (Clutterbuck & Megginson, 2005). It is important to note the dual focus of development, both for the coachee and for the organisation. Hardingham (2004), on the other hand, focusses more on the informal coaching, noting that a coaching culture exists when people naturally coach each other all the time, whether it be in meetings, reviews and one-on-one discussions. In a literature review on coaching cultures, Gormley and van Nieuwerburgh (2014) combine previous authors' definitions into the following:

> "Coaching cultures exist when a group of people embrace coaching as a way of making holistic improvements to individuals and the organisation through formal and informal coaching interactions. This can mean a large proportion of individuals adopting coaching behaviours to relate to, support, and influence one another and their stakeholders" (p. 92).

In their literature review, Gormley and van Nieuwerburgh (2014) found similarities across literature including studies when creating a coaching culture and argued that the following four steps are crucial when developing a coaching culture:

a) Promotion throughout the organisation and targeted efforts by senior leaders.

b) Coaching should be presented as an integrated part of the organisation or system (rather than an isolated activity).
c) Role modelling is essential. Leaders should demonstrate strong personal commitment to the development of their own capabilities.
d) Leaders and managers should participate in coaching as coaches and as coachees. (p. 98).

Using a combination of seven case studies, the limited literature on coaching culture and their own experience, Clutterbuck and Megginson (2005) defined six areas essential for creating a coaching culture, with four descriptors in each, as shown in Figure 2.2. Each block describes one of the six essential areas.

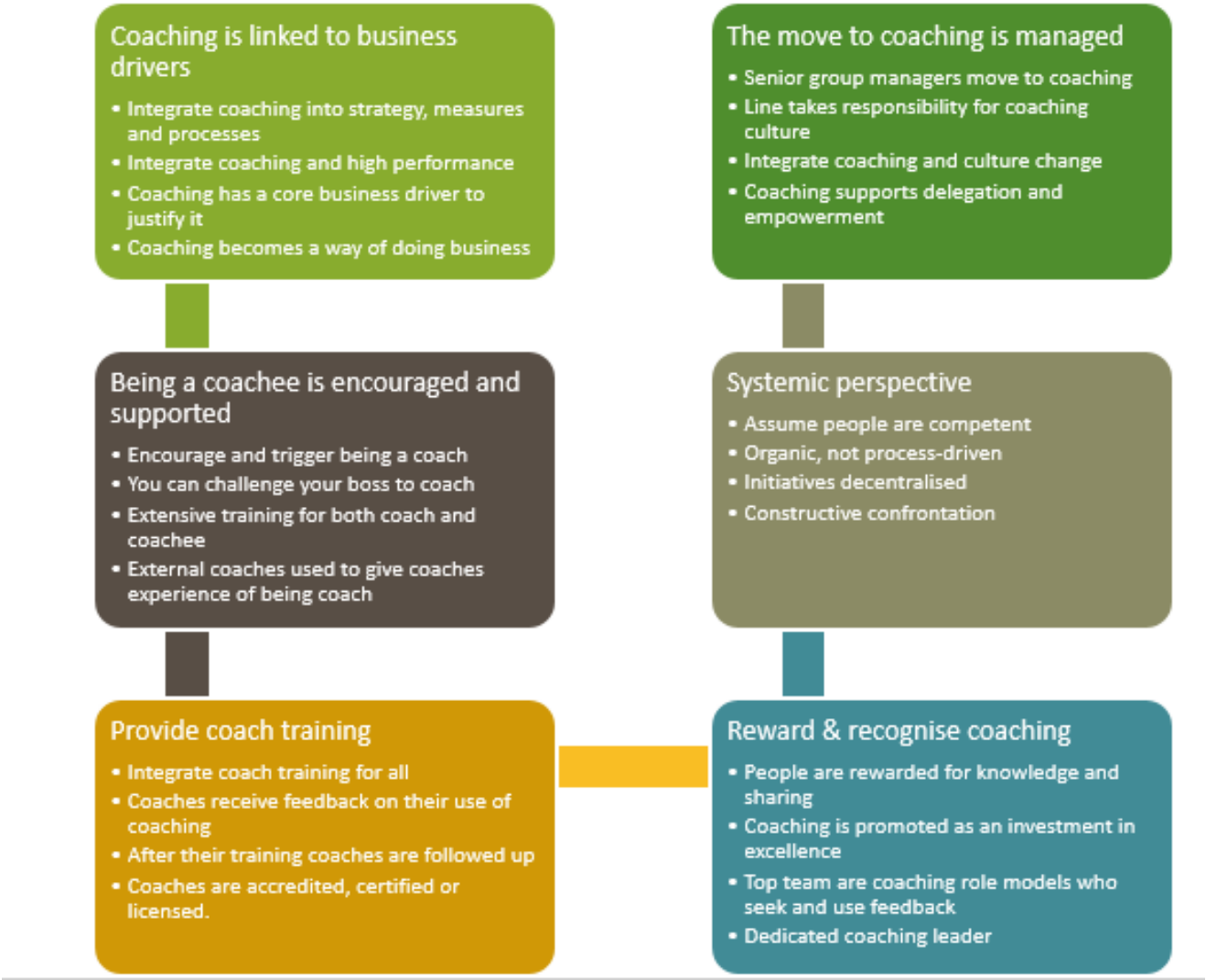


Figure 2.2: Six essential areas for creating a coaching culture

Source: Clutterbuck and Megginson (2005, p. 28)

The model in Figure 2.2 suggests a systemic approach to coaching by integrating coaching into the strategy and business drivers, with the top leaders leading the coaching culture change initiative, implementing integrated training for both coaches and coachees, while ensuring integration with reward, recognition and high performance. This approach to developing a coaching culture ensures that coaching becomes a natural style of business and a way of doing business, including interactions with clients.

Gormley and van Nieuwerburgh (2014) emphasise two steps that they believe are crucial in Clutterbuck and Megginson's (2005) model namely that the senior leaders drive and promote the coaching culture; and secondly, that the coaching is systemic, integrated into the business and linked to business drivers. Both of these steps align with general literature on culture change and organisational development. Most authors agree that the first step to any culture change project is to have leaders, including the CEO (Dawson, 2010) drive the change and to build a guiding coalition (Kotter, 2012). As emphasised by Burke and Litwin (1992), changes in the external environment will put pressure on an organisation's mission, leadership and culture. We are living in a VUCA world, a widely-used acronym for volatility, uncertainty, complexity, ambiguity (Bennett & Lemoine, 2014). The business world is constantly changing and therefore building a coaching culture needs to be a continuous journey to work in our complex environments (Lawrence, 2015). The organisation's strategy, leadership and culture put pressure on the transactional organisational elements such as structure, management practices, systems, work unit climate, task requirements, motivation, individual needs and performance (Burke & Litwin, 1992), suggesting that all these elements need to be taken into account systemically when developing a coaching culture.

van Nieuwerburgh (2015) concurred with the model developed by Clutterbuck & Megginison (2005) in noting two major mistakes made by organisations when implementing a coaching culture. The first mistake is having an unstructured

external coaching programme for coaching the leaders. The risk is if this programme is not aligned to the organisational drivers, the leaders will have a negative experience and therefore will not buy into or model a coaching approach. The second mistake occurs when organisations revert to providing more L-A-C training when a coaching culture is not in place, without ensuring the organisational competencies and alignment with all HR processes are in place.

2.5 Reasons for and benefits of an L-A-C approach

In a coaching culture there is equal commitment to growing the individuals and the organisation (Gormley & van Nieuwerburgh, 2014). The L-A-C approach facilitates learning and is for the mutual benefit of the L-A-C, the direct report (or coachee) and the organisation (Beattie et al., 2014; Ellinger et al., 2010; Joo et al., 2012; van Nieuwerburgh, 2015). This section reviews the literature on the reasons for implementing an L-A-C approach in a PSF and the benefits for the L-A-C, the coachee and the organisation.

2.5.1 Reasons for implementing an L-A-C approach in a PSF

Professionals in PSFs gain knowledge and skills through formal education and on-the-job learning (Hitt, Biermant, Shimizu, & Kochhar, 2001; Maister, 2007). Generally new recruits into PSFs have their required formal qualification via a post-graduate qualification and, therefore, the knowledge and learning gained through experience is vitally important to their leadership and business skills development – and ultimately to the firm's performance. Leaders and managers of PSFs specifically require relationship-building skills as they offer tailored solutions to address clients' needs through their teams (Flin & McIntosh, 2015; Maister, 1993). These relational skills are also important for building teams, and for building sound working relations with peers and their line managers. Managerial skills such as leadership, decision making, allocation of resources, developing others and resolving conflict need to be developed (Flin & McIntosh, 2015). These are learned skills which need to be transferred to teams (Harris & Helfat, 1997). Coaching can assist PSFs to respond and adapt quickly to clients' needs through accelerated learning (Swart & Kinnie, 2010).

The concept of using a coaching style to enhance the firm's brand is even more prevalent in a consulting firm where teams are put together based on the nature of the project (Hunt & Weintraub, 2002). The best-performing consultants ensure that they are on the projects which have the best coaching leaders. This ensures that the consultants are developed and the leaders obtain excellent business results (Hunt & Weintraub, 2002).

The literature on informal and formal L-A-C approaches in a PSF is very scarce; however, when the search was widened to include the concept of leaders as mentoring and coaching within a PSF, more literature was sourced. Siegel, Rigsby, Agrawal, and Leavins (1995) refer to mentoring and coaching as a way to improve auditor professional performance. Kaiser et al. (2015) note that where Performance Management and mentoring practices were in place, it positively influenced both the manager and their line support.

A comprehensive study of the PSF industry based on 130 interviews with leaders from the world's top firms was documented in a book titled "The Art of Managing Professional Services" (Broderick, 2011). Many of the leaders interviewed discussed the enormous benefits of having strong mentors in their careers. At Bain & Company, one of the world's leading business and strategy consultancy firms, partners are expected to be active coaches and mentors for their case teams. Partners are matched with more senior partners or external coaches for individualised coaching. The coaching, along with formalised learning interventions, has created a culture that attracts people to Bain (Broderick, 2011).

In a case study on developing a coaching culture within the Big Four Accounting firms, the reasons for implementing coaching (although in this case specific reference to internal coaching was made) as it helps the Big Four retain high-performing talent which allows them to maintain their competitive advantage (Mann, 2014).

Taken together, the findings from the few studies above indicate the reasons for a PSF to implement a L-A-C approach – both formally and informally. Essentially, people are the main assets of PSFs, who advance to manage teams and their

own projects/services rapidly, meaning that they have autonomy, and therefore need a coach to reflect with on an ongoing basis; and their solutions need to be adapted based on clients' needs.

2.5.2 The benefits of an L-A-C approach

Adopting a coaching style is an essential management tool which helps to develop talent and teams over time, improve their performance and develop high performance workplaces (Hunt & Weintraub, 2002; Orth et al., 1987).

In a large study from over 20 various US organisations across different sectors, 45 focus group sessions were held with 225 middle managers to explore the effectiveness of an L-A-C approach for the organisations and individual managers (Longenecker & Neubert, 2005). Of the respondents, 73% of the respondents felt that effective coaching leads to increased managerial performance; 67% believed that coaching helped them identify performance deficiencies and blind spots; and 62% agreed that coaching was a source of accountability for improvement. These findings were supported by research by Gregory and Levy (2011), which showed that when managers coach employees, it improves goal-setting and the feedback loop, thereby improving the relationship between the employees and the managers.

McGuffin and Obonyo (2010) did a study on the effect of an L-A-C approach in the construction industry. They concluded that coaching "significantly enhanced the employees' personal and professional growth and development. It had also increased their motivation levels and loyalty to the company" (p. 141). Their findings confirmed an earlier quantitative study by Park, McLean, and Yang (2008) at a top global technology company, which suggested that coaching increases organisational commitment and decreases the employees' plans for leaving the organisation (that is, it increases employee retention). This research also indicated an increase in employees' learning about the job and personal development.

A comprehensive review of the literature on managerial coaching was undertaken in 2012 by Hagen (2012) who summarised the individual and organisational benefits of using an L-A-C approach as follows in Table 2.3:

Table 2.3: Individual and organisational benefits

Individual Outcomes	**Organisational Outcomes**
Improvement in: • job satisfaction • organisation commitment • commitment to quality • task performance • employee learning • morale Decrease in turnover intention	Improvement in team performance via: • Meeting clients' goals • Meeting quality standards • Development of novel solution Decrease in project time and costs Improved cost-savings

Source: Hagen (2012, p. 29)

Clutterbuck (2009) concluded that an L-A-C approach facilitates the learning of individuals to achieve the competence required by the organisation, while developing personal skills. He refers to a survey performed by the European Foundation for Management Development (EFMD) and the European Mentoring and Coaching Council (EMCC), which found that the type of coaching mainly provided by internal resources is: firstly, developmental coaching; secondly, performance coaching; and thirdly, skills coaching. Furthermore, 80% of respondent organisations believed that using managers or the leaders to coach is effective for executives, middle and junior managers, as well as high potential talent.

Clearly, the benefits of a L-A-C approach, both formally and informally have been established; however, little analytic attention has been paid to benefits of implementing a L-A-C approach in a PSF, the focus of the present study.

2.5.3 Research Question 1

There is an argument that an L-A-C approach should grow both the individuals and the PSF; however, the reasons for and perceived benefits of

implementing/encouraging an L-A-C approach in a PSF should be researched in more detail. It therefore forms the basis of the first research question: Why do PSFs implement an L-A-C approach?

2.6 Organisational factors influencing an L-A-C approach

Even though there is empirical evidence for the benefits of implementing an L-A-C approach, some surveys have seen a decline in frequency or effectivity (BlessingWhite 2006; CIPD, 2014). Organisational factors, such as organisational culture and organisational support, especially from the leaders, have an influence on the extent of the implementation of L-A-C (Agarwal et al. 2009; Batson & Yoder, 2012; Hagen, 2012), and could influence the take-up of an L-A-C approach. This section endeavours to explore the organisational factors that influence the L-A-C approach and relate these to relevant literature on organisational factors within a PSF.

Organisational factors influencing a coaching culture (which is strongly aligned with an L-A-C approach) as identified by Clutterbuck and Megginson (2005) are: (1) an integration with strategic priorities and leadership buy-in; (2) structure of the organisation including physical structure and technical infrastructure to support remote coaching and create communities of practice to support L-A-Cs through coaching; (3) the availability of learning and development initiatives to increase coaching competence; (4) a link to all HR systems, including performance appraisal, succession planning, recognition and reward, knowledge centres and other types of support and learning resources; and (5) organisational culture and values. Based on this, the organisational factors that will be explored in relation to an L-A-C approach are: strategy and leadership, structure, the link to HR processes, learning and development, reward and recognition and finally culture.

2.6.1 Strategy and leadership

The L-A-C literature on the required leadership and strategy is very limited. However, recently there has been an increase in literature on creating a coaching

culture to support the L-A-C concept. A number of studies, for example those of (Agarwal et al., 2009; McGuffin & Obonyo, 2010), show that individual factors or benefits of a L-A-C approach cannot be looked at in isolation and require a systemic approach. On a strategic level, organisations should firstly have a systemic approach to coaching, and secondly, an implementation plan that supports manager-coaches (Passmore & Fillery-Travis, 2011). Organisations have become dynamic, and in order for them to create the results they really desire, they need to think systemically and consider patterns and consequences of events (Senge, 2014). This is the basis of creating a learning environment.

Batson and Yoder (2012) suggested that leadership needs to be fully supportive of an L-A-C approach. This is even more prevalent in a PSF as historically PSFs were set up as partnerships where they shared in the profits of the firm but also accepted unlimited personal liability (Flin & McIntosh, 2015). In today's PSFs many are private limited liability companies, and the directors are also shareholders in the firm, share professional identity and have a strong collegiality (Flin & McIntosh, 2015). This creates a shared sense of mutual support between partners and directors who appreciate the professional support from one another which aids a coaching culture (Mann, 2014). This suggests that the entire Director body of a PSF be supportive of an L-A-C approach.

As mentioned under section 2.5.1, the roles of leaders in a PSF require a different skill set than the roles of their juniors, with a particular focus on client relationship skills, leadership skills and business development skills (Flin & McIntosh, 2015); however, at times, business cases to appoint partners are too strong and appointments are made based on client delivery skills instead of leadership potential (Kaiser & Ringlstetter, 2010; Maister, 2012). This implies that leaders may not have the necessary coaching skills required in order to model an L-A-C approach.

PSFs traditionally have been have been focussed on client deliverables and revenue (Flin & McIntosh, 2015; Kaiser & Ringlstetter, 2011), which could be an inhibitor for implementing an L-A-C approach as there needs to be an equal focus on organisational objectives and on the people within the organisation (Megginson & Clutterbuck, 2006) in order to ensure a coaching culture. Pousa

and Mathieu (2010) found that coaching is more likely to be effective in organisations that adopt long-term goals as opposed to those with short-term goals although in recent years, PSFs have found themselves in highly competitive and price-sensitive markets (Kaiser & Ringlstetter, 2010). This has resulted in cost-cutting, with internal projects focussing on developing long-term goals are often being postponed or cancelled (Kaiser & Ringlstetter, 2010).

2.6.2 Structure

A seminal reference with regard to structure is the design school as authored by Mintzberg (1990), which still defines typical structures in present organisations. Mintzberg (1990) describes a number of organisational structures which vary from organisation to organisation, examples are:

- Pre-bureaucratic/entrepreneurial – new and small business, with no standards, and the founder is in main control;
- Bureaucratic/hierachical – complex organisations, defined roles, appointments based on merit;
- Functional – specialised tasks results in operational efficiencies, but creates silo thinking;
- Divisional – based on a geographical, product or service focus;
- Matrix structure – structured in terms of both function and division with dotted and solid lines (Mintzberg, 1990), so in essence team members conduct work for two managers, one to direct day to day activities and the other from their functional speciality (Bellerby, 2017);
- Team structure – creates cross-functional competence as draws members from different functions; and
- Network structures – outsourcing, move from managing business operations to managing service level agreements.

Many PSFs have implemented a matrix structure due to the greater specialisation of projects which is delivered to a growing client base from various industries across a wide geographic spread (Kaiser & Ringlstetter, 2010). Matrix structures are however difficult to maintain as responsibility and accountability are split leading to role confusion, blurred lines of responsibility which leads to a lack of

clear focus on deliverables (Bellerby, 2017). The relationship between the L-A-C and the coachee is a critical success factor to coaching (McCarthy & Milner, 2013). However, within a matrix structure, the formal L-A-Cs do not have the advantage of observing, connecting with and motivating their coachees on a daily basis if they are not on the same projects.

Hardingham (2004) found that a team-based structure, based on passion, is the best structure in aiding a coaching culture. These teams are rewarded only through team bonuses and not individual ones, and require significant feedback from clients asking both about delivery of work and individual performance.

Besides organisational structures, one will also find political structures in organisations which refers to the way in which power is expressed. This can impact genuine dialogue in the organisation as direct reports may not feel that they can question beliefs and accepted practice without fear of corporate correctness and politics (Clutterbuck & Megginson, 2005). In the L-A-C relationship, the power of the leader and the impact of the coaching relationship is one of the biggest challenges in an L-A-C approach (McCarthy & Milner, 2013). Relying on the formal authority that a leader has and using an authoritative or coercive leadership style is not the purpose of the L-A-C in the business context (Boyatzis, McKee, & Goleman, 2013; Ladyshewsky, 2010), but rather a coaching or affiliative leadership style would best align to the L-A-C principles.

Another complexity in structure is the various roles that the same L-A-C needs to take up with the same employee namely formal appraisal, on-the-job supervision and training and coaching (van Nieuwerburgh, 2015). The line manager needs to carefully distinguish between situations where coaching is the best approach, and those situations where a more directive approach is needed such as teaching and training where there is a lack of knowledge or skill (McCarthy & Milner, 2013). These various roles can lead to confusion with a major inhibitor being the misconception that managers think they are coaching, but they are, in reality, only managing for compliance (Hunt & Weintraub, 2002).

Both formal and informal coaching are crucial roles that the L-A-C should take up. The L-A-Cs should not allow themselves to be trapped into thinking that

coaching can only be successful if they are able to organise formal coaching sessions with every direct report, and should utilise coaching approaches in day-to-day interactions with direct reports and teams (Turner & McCarthy, 2015). This is complicated even further in the matrix structure of a PSF as the coachee reports to various project managers as they are members of different project or product solution teams, across various functions and at times even geographic regions (Kaiser et al., 2015; Mintzberg, 1990). In these circumstances McCarthy & Milner, (2013) and van Nieuwerburgh (2015) recommend that the manager (L-A-C) set up separate occasions for formal coaching sessions, as these are powerful interventions that ensure long-term development and growth for individuals, in conjunction with informal on-the-job (OTJ) coaching.

Another key organisational factor as to when leaders take advantage of a coachable moment is the physical environment. The best coaching moments, according to the participants' responses (Turner & McCarthy, 2015), happen on neutral ground where the L-A-C can take away the boss/manager construct ; for example, walking in corridors or in a car to or from a meeting. Van Nieuwerburgh (2015) recommends organisations set up physical spaces such as hubs and conversation hubs throughout the buildings.

2.6.3 Learning and Development

Coach skills training for all managers and leaders has a positive influence on coaching behaviours and skills displayed by the L-A-Cs (M. S. Hagen, 2012; Heslin, Vandewalle, & Latham, 2006) and will support an L-A-C approach. However, the learning interventions need to be conducted with a systemic approach, and even though it is a good step, the training alone is not sufficient (Longenecker & Neubert, 2005). Coaching skills take time to implement and L-A-Cs need the required work-based projects to practise their skill, and support specifically from their own coach (Beattie et al., 2014; Grant, 2010) or some sort of supervision or communities of practice for L-A-Cs to improve their coaching skills and behaviour. Similarly, van Nieuwerburgh (2015) recommends that coach training be fit-for-purpose, supported by peer coaching post the intervention to ensure transfer of learning, and having a dedicated coaching point of contact in HRD/OD/L&D to help streamline and support L-A-C efforts. There is a tendency

to focus on short training interventions to enable the L-A-C; however, this takes time and needs to be driven and supported. Grant (2010) estimates that at least six months of modular interventions with strong work-based implementation, support by an experienced coach within HR/OD/LD and continuous feedback is necessary to upskill an L-A-C. The Big Four Accounting firms invest heavily in learning and development strategies (Mann, 2014) and support the concept of both formal and informal coaching to ensure that any classroom-based training is transferred into the workplace.

2.6.4 Link to HR Processes

Research by Govender (2013) on implementing performance coaching in a large financial institution in South Africa concluded that tools or systems to support the performance coaching within the organisation were insufficient. Even though managers were trained via short courses, their behaviour did not change, and reverted to performance appraisals as opposed to performance coaching.

It is recommended that a dedicated person either in HR, OD or L&D drive the L-A-C approach and processes (Clutterbuck & Megginson, 2005; Grant, 2010). Some of these processes include goal-setting and integration with the HR systems and technology (McCarthy & Milner, 2013), discussed below:

- Goal-setting: Most coaching processes and models begin with setting the goal for that specific coaching session, such as the GROW model. Business coaching places emphasis on identifying both the business goals and the individual goals upfront and then measuring the progress of the results (Stout-Rostron & Janse Van Rensburg, 2012). It is therefore important to focus on intrinsic motivators and align personal goals of the coachee to the organisational goals (Stout-Rostron & Janse Van Rensburg, 2012). This is even more important in an L-A-C approach as there is potentially a conflict of interest between the L-A-C driving the organisational/team goals and focussing on the coachee's goals (McCarthy & Milner, 2013). Having frequent conversations on both individual goals and organisational goals aids the implementation of an L-A-C approach.

Goal-setting needs to be aligned to HR processes and performance management systems. Typically personal development plans (PDP) are completed once a year, as part of the performance management system. Firstly, these goals in the PDP should be the actual coaching goals for the coachee. Secondly, the ability to coach needs to be a specific leadership competency within the organisation's leadership framework (Govender, 2013), and L-A-Cs are recommended to put coaching development plans in place to improve their coaching skills. An assessment of an L-A-C's competence could be done via upward feedback prior to and post learning in order to begin to measure the return on the L-A-C initiatives (Beattie et al., 2014).

- Technology needs to be used to leverage processes such as performance management systems to facilitate quality of feedback, social media communities and knowledge transfer. It is not uncommon for managers to have diverse geographical teams, therefore online communication and technology in remote settings is key, such as video conferencing (Clutterbuck & Megginson, 2005).

2.6.5 Reward and recognition

In a study on the L-A-C approach in a financial service instituion in South Africa, a specific organisational factor was that incentives for managers to coach were not included in their KPI's or performance mesaures (Govender, 2013). It is argued that short-term goal orientation (KPI's) coupled with extrinsic rewards reduces managers' motivation to coach, but if they have long-term development goals, they will more likely display coaching behaviours (Hagen, 2012). Beattie et al. (2014) recommend that an evaluation of coaching and an increase in reward accordingly needs to be in place to enable an L-A-C approach. The link to reward and recognition was also highlighted as a crucial step in developing a coaching culture (Megginson & Clutterbuck, 2006; van Nieuwerburgh, 2015)

In relation to PSFs, Kaiser and Ringlstetter (2010) present the various incentives which PSFs implement as shown in Figure 2.3.

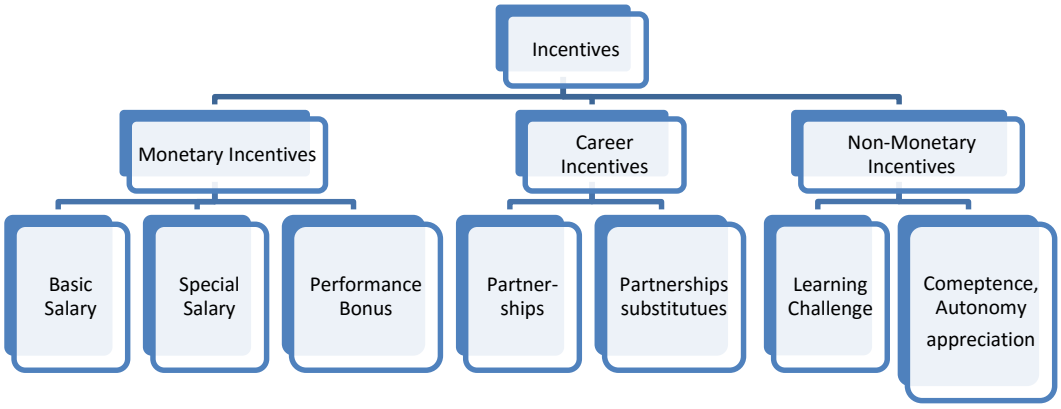


Figure 2.3: Various incentives in a PSF

Source: Adapted from Kaiser and Ringlstetter (2010, p.97)

Incentives include monetary incentives such as salary structures and performance bonuses, non-monetary incentives (intrinsic rewards) and career rewards. The ultimate reward in a PSF is to have a share of ownership in the firm through a partner or equity Director appointment (Flin & McIntosh, 2015; Galanter & Palay, 1990).

The literature on incentives specifically for implementation of an L-A-C approach is very limited, however a large management consulting firm, Bain & Company, was described by Broderick (2010) where formalised systems were put in place to encourage mentoring and coaching.

2.6.6 Culture

Organisational culture is the way things are done in an organisation and is usually developed over time (Dawson, 2010; Flamholtz & Randle, 2011; Schein, 2010). A culture can be (1) constructive which is characterised by achievement, self-actualisation, humanism and affiliation; (2) passive-defensive which is characterised by approval, convention, dependence and avoidance; or (3) aggressive which is characterised by power, competition and perfectionism (Cook & Yanow, 1993). Cameron and Quinn (2005) describe four types of culture as: (1) Clan culture (a friendly workplace where leaders act like father/mother); (2) adhocracy (a dynamic workplace, stimulating innovation); (3) market

(competitive, leaders are hard drivers); and (4) hierarchy (structured and formalised workplace where leaders act like coordinators).

There have been a few studies on the type of organisational culture that will support a L-A-C approach. Batson and Yoder (2012) researched the concept of L-A-C focussed on giving career development support to staff nurses. They recommended an organisational culture that supports empowerment of managerial coaches be in place – and concluded their study with the following:

> It is important to note that L-A-C organisations occur or do not occur within the context of the organisational culture. Organisational culture is the overarching set of values, beliefs and goals within which all leadership functions are provided necessary support and resources to flourish or are seen as non-essential and not supported (Batson & Yoder, 2012, p. 1663).

In another study in Thailand, where 157 managers were interviewed, Baek (2008), noted that two types of cultures had a positive relationship on L-A-C behaviours: firstly, a friendly culture with servant-leadership as a core value, otherwise known as a clan culture; and secondly, a process-driven, hierarchical culture with formal structures.

One of the influencers on implementing a coaching culture is an environment that supports genuine dialogue where employees can speak openly, question organisational beliefs and past practices, without fear of the political structures within the organisation (Clutterbuck & Megginson, 2005). Aligned with this perspective, Joo (2010) noted that an organisational learning culture increases communications within teams and ultimately organisational commitment. This was supported by a study on how to support the development of people-development skills in the voluntary sector, where Beattie (2006) found that organisations with a learning culture are more likely to coach.

Professionals in a PSF can only remain in the PSF if they continuously advance up the career ladder, due to leverage requirements (Kaiser & Ringlstetter, 2010; Maister, 2012). This leads to an ‘up or out’ culture which leads to high competition between managers with a focus on high achievement and reaching partner/director level (Maister, 2012). In addition, a culture of long work hours and

high performance requirements exists in PSFs (Kaiser & Ringlstetter, 2010) as they recruit and promote large numbers of high-functioning, high-performing people (Mann, 2014) in order to ensure firm performance resulting in the culture of high performance being entrenched.

2.6.7 Research Question 2

Organisational factors pertaining to the implementation of L-A-C factors remains largely under researched. Hagen (2012) and Govender (2013) called for further research to be conducted regarding organisational factors that would ultimately benefit the L-A-C field of study. The concept of creating a coaching culture is relatively new to the field and should be integrated into the research.

This gives rise to the second research question: What are the organisational factors which are perceived to inhibit or aid the implementation of an L-A-C approach in PSFs?

2.7 Individual Factors influencing an L-A-C approach

One of the inhibitors in driving an L-A-C approach is that all leaders and managers are required to be coaches, while the junior managers and workforce are required to be coached; however, if either party is unwilling and do not buy into the L-A-C approach the coaching will fail (Dixey, 2015; McCarthy & Milner, 2013), regardless of the strategies and policies in place to drive an L-A-C approach. Therefore the behaviours, attitudes and skills of both the L-A-C and the coachee aiding or inhibiting an L-A-C approach should be considered. There are a number of studies related to coaching skills, behaviours and attitudes of the L-A-C (Beattie et al., 2014; Ellinger, Hamlin, & Beattie, 2008; Grant & Hartley, 2013; Hagen & Gavrilova Aguilar, 2012; Hamlin et al., 2006). However, there is limited research on the coachee's skills and attitudes, even less so within the context of a PSF.

This chapter will therefore include the individual skill, behaviours and attitudes of an L-A-C and of a coachee, relating these to the context of a PSF.

2.7.1 Individual Skills, behaviours and attitudes of the L-A-C

There are a number of studies on effective and, conversely, ineffective coaching behaviours of L-A-C's. Two specific studies that of Ellinger, Hamlin, and Beattie (2008) describe behaviourial indicators of ineffiective L-A-C's while Hamlin et al. (2006) describe effective L-A-C behaviours. Table 2.4 is a presention of effective versus ineffective behaviours.

Table 2.4: Effective and ineffective coaching behaviours

Ineffective Behaviours (Ellinger et al., 2008)	**Effective Behaviours (Hamlin et al., 2006)**
• Autocratic directives • Controlling or dictatorial leadership states • Ineffective communication styles • Inappropriate behaviours and approaches to working with employees	• Creating a learning environment • Caring and supporting staff • Clear and open communication • Providing feedback • Providing learning opportunities

As shown in Table 2.4, autocratic and dictatorial leadership styles are ineffective behaviours, whereas the creation of a learning environmnent is an effective behaviour. In addition, clear and open communication and giving effective feedback is pivotal to effective behaviours of coaching. Ellinger et al.'s (2008) findings revealed that when managers were placed under stress, their good coaching behaviours were replaced with less effective communication and some could even become over-controlling. This is especially prevalent where the leader's natural preference to lead is a directive approach. This is in line with Carl Jung's theory of the conscious and less conscious persona. The good coaching behaviours are the persona or facades that the managers put up; however, when they are not consciously aware of the behaviours, they do not implement them (Jung, 1981). Both studies reveal how preference for certain leadership styles inhibit or aid an L-A-C approach. Similarly, a leader's preference for command and control were given as reasons as to why leaders do not engage in informal coaching (Turner & McCarthy, 2015), while Goleman (2000) refers to an L-A-C as someone who has many conversations with people, gives feedback and discusses personal development and career progression. Leaders in a PSF are

those with high social status (Flin & McIntosh, 2015) and high self-esteem which could promote a command and control leadership preference.

Hagen (2012) conducted a review of the literature on L-A-C and identified further coaching behaviours which were categorised as good coaching behaviours. They were identified as delegating, empowering, advising, ability to motivate, appraising and assessing. She also noted that valuing people over the organisation, accepting ambiguity and appreciation of teamwork are good coaching attitudes. Self-awareness, listening and questioning skills have been identified as skills needed by an informal coach (Heslin et al., 2006; Kloster & Swire, 2010).

An attitude which inhibits an informal L-A-C approach is choosing a directive approach rather than a coaching approach under time pressures, deadlines and competing priorities (Turner & McCarthy, 2015). Leaders in a PSF have a number of competing responsibilities, namely business development, client relationships, project or service delivery to many clients (Kaiser & Ringlstetter, 2010), and the environment consists of constant deadlines and long hours, which, according to Turner and McCarthy (2015), do not result in applying coaching behaviours. In addition, most leaders in PSFs still believe that their role is mainly in service delivery and will prioritise clients over coaching (Kaiser et al., 2015; McKenna & Maister, 2002).

Finally, the L-A-C's ability to co-create the relationship with coachee and the trust between them is a significant factor in aiding the L-A-C (Ladyshewsky, 2010; McCarthy & Milner, 2013). This behaviour is core to any coaching relationship (Stout-Rostron & Janse Van Rensburg, 2012) and stems from Rogers' (1961) client-centred approach, where unconditional positive regard is key, judgement is reserved, coach (L-A-C) and coachee are equal and there is a fundamental belief that all that people have the potential to develop and grow. In the context of the L-A-C, the leader has an influence over their direct reports' performance rating and therefore remuneration, recognition and opportunities for development and therefore cannot create the coaching conditions of equality, where this does not exist (Hunt & Weintraub, 2002). The coachee may not be comfortable to discuss issues with the coach that they are finding difficulty with, as there could

be a perception that it impacts their performance ratings (Beattie et al., 2014). In addition the chemistry between the L-A-C and the coachee may not be present as unlike internal or external coaching programmes, a coach-matching process is fairly unusual in an L-A-C approach (Turner & McCarthy, 2015). To complicate this, the L-A-Cs in a PSF at times to do not have relationships with their direct reports as they work with a wide range of employees across various projects and therefore do not have time to build the trust if they are not on the same assignements .

2.7.2 Skills, behaviours and attitudes of coachees affecting coaching

Coaching is a two-way process, which also requires certain skills and attitudes from the coachee for the coaching to be effective. A factor which McCarthy and Milner (2013) identified in their study of manager-as-coaches is that not all employees are perceived to be coachable. Coachability is characterised by curiosity, self-reflection and a desire to improve and learn (Hunt & Weintraub, 2002; 2016)

Coachees should have the inner drive to develop themselves amongst others. However, if they have had a negative experience with coaching from one leader, they will shy away when being coached from another leader (Clutterbuck & Megginson, 2005; Hunt & Weintraub, 2016). People's assumptions and beliefs on how they should learn and their attitude regarding completing an urgent task due today versus acquiring the learning they will need to be effective tomorrow, is a fundamental conundrum that most professionals face on a daily basis (Megginson & Clutterbuck, 2006).

These inhibiting factors described above are further complicated by the specific characteristic of coachees in a PSF. PSFs require people that are able to learn quickly, think systemically and adapt to complex situations (Howard, 1991; Kaiser & Ringlstetter, 2011). This environment attracts unique individuals with self-confidence, independence and extreme pride. The high social status of professional qualifications in South Africa, for example the CA(SA), adds to the pride of professionals (Flin & McIntosh, 2015). The downside to this level of confidence and pride (and even arrogance) is that it can prevent effective

mentoring and coaching (Hitt et al., 2001), because individuals may not perceive a need for learning and development through coaching. Although professionals often work in highly-regulated areas, such as law or accounting, governed by professional bodies and rules, they have a strong sense of independence and demand autonomy (Flin & McIntosh, 2015). This has become such a challenge that, in practice, there is a belief that professionals are unmanageable (Bullinger & Treisch, 2015; McKenna & Maister, 2002) with a common term of “it’s like herding cats” being used. In addition, they are highly sought-after and are always on the lookout for alternative career options (Kaiser et al., 2015). These factors may complicate the implemetation of an L-A-C approach within a PSF.

2.7.3 Research Question 3

There is a large body of knowledge on individual factors which could be influenced by unique characteristics of professionals within the context of PSFs. The final research question is therefore: What skills or attitudes are perceived as inhibiting or promoting an effective L-A-C approach in PSFs at both the L-A-C level and at the coachee level?

2.8 Conclusion of literature review

The implementation of an L-A-C approach is a complex and systemic process, further complicated by specific challenges and nuances of PSFs, as highlighted in the review. Adopting an L-A-C approach is a combination of formal and informal coaching that leaders of an organisation take up with their coachees. The current literature shows clear benefits for the organisation and the coachee to implement an L-A-C approach, although research within PSFs is required, resulting in the first sub-problem which is researched in the present study. The literature also describes skills, behaviours and attitudes of an L-A-C and coachee that enable coaching; however, there is limited literature pertaining to PSFs, resulting in the second sub-problem in this present study. Organisational factors will also have an effect on implementing a coaching approach in PSFs, yet limited literature was found on these. It can be concluded that this study will therefore contribute to the body of knowledge on implementing an L-A-C approach within PSFs specifically.

As illustrated in Figure 2.4 there are three sub-problems which need to be viewed in the context of a Professional Service Firms, as outlined in Chapter 1. The research questions relating to each sub-problem are shown in the same colour and same sequence as the sub-problems and concludes with a framework to implement an L-A-C approach within PSFs, the main purpose of the study.



Figure 2.4: Conceptual framework

The research questions based on the literature review are:

Research Question 1: Why do PSFs implement an L-A-C approach?

Research Question 2: What are the organisational factors which are perceived to inhibit or aid the implementation of an L-A-C approach in PSFs?

Research Question 3: What skills or attitudes are perceived as inhibiting or promoting an effective L-A-C approach in PSFs at both the L-A-C level and at the coachee level?

These research questions will be answered by determining consistent patterns through a case study approach and concluding with a framework for

implementing an L-A-C approach in PSFs in South Africa. The research methodology used is expanded upon in Chapter 3.

CHAPTER 3. RESEARCH METHODOLOGY

This chapter describes the methodology that was followed to address the research questions. The literature on the research paradigm and methodology is discussed in order to justify the choice of research methodology which has been influenced by the conceptual framework presented in Chapter 2 and the research questions. The result of this influence was applying a qualitative approach to an exploratory multiple-case study research design.

3.1 Research paradigm

The problem statement and the research questions are exploratory in nature and therefore an interpretivist paradigm was best suited for the research. An interpretive paradigm is concerned with generating theory, uses small samples with rich data and tends to produce qualitative data (Hussey & Hussey, 1997).

Interpretivism is subjective rather than objective and takes into account experiences and meaning. Therefore qualitative data, rather than quantitative data, are best suited to the interpretivist pradigm (Frankel & Devers, 1999; Noor, 2008).

The research focussed on the discovery of various factors affecting the implementation of an L-A-C approach within a PSF, including behaviour, attitudes, organisational factors and culture, and took into account the context of the various PSFs. This would have been too complex for a survey or other quantitative techniques to capture.

3.2 Research Design

Creswell, Hanson, Plano Clark, and Morales (2007) identified five qualitative approaches, namely narrative research, case study, grounded theory, phenomenology and participatory action research.

A case study approach was adopted for the research as it is the preferred method when “how” and “why” questions are being asked in the research and when the study is conducted within an organisational context. Yin (2013) recommends this

approach when researching complex organisational trends in a current business within its real-life context.

There is a primary distinction between single case studies and multiple case studies. A single case study is recommended only if there is a critical or unique case and it is a well-tested theory. Evidence from multiple case studies is more robust and ensures the research is more compelling (Yin, 2013). Previous studies have focussed on the coach-coachee relationship where taking the organisational context into consideration is underdeveloped (Govender, 2013; Hagen, 2012; Passmore & Fillery-Travis, 2011). As the research aim is to propose a theory on the implementation of an L-A-C approach, a qualitative, inductive multiple-case study design was selected.

This research seeks to identify the benefits of an L-A-C approach for all three components, namely, L-A-C, coachee and organisation, and will consider organisational factors and individual factors which influence the implementation of an L-A-C approach, further justifying the choice of case study as the methodology. Furthermore, Feagin, Orum, and Sjoberg (1991) refer to examples of case studies examining the implementation of information technology process and programs. Given the research problem of establishing a framework for the implementation of an L-A-C approach within PSFs in South Africa, a multiple-case study approach was considered to be the best method.

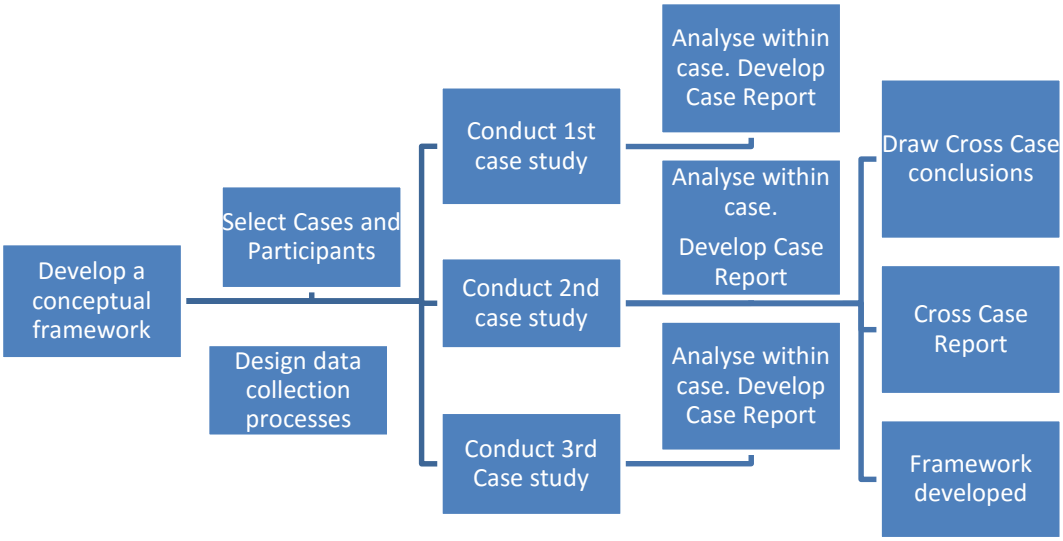
3.3 The design of the case study

The multiple-case study research design begins with a conceptual framework as shown in Figure 2 on page18. Selection criteria for the cases and the data collection process are described in this chapter. After ethical clearance was received, data from various participants in different roles in each case was collected, inductively-coded and analysed. The data was then validated through triangulation across the various participants in each case, with the themes per case presented as a within-case report in Chapter 4 (Creswell et al., 2007; Yin, 2013). Thereafter, triangulation across all three cases was performed to develop a cross-case report, which answers each of the research questions in Chapter 5. Finally, a recommended framework for the implementation of an L-A-C approach

was developed and is outlined in Chapter 6. The research design is represented by Figure 3.1.

Figure 3.1: Case study design

Source: Yin (2013, p. 57).



3.3.1 Advantages of case studies

Case studies are rich in data, they are able to depict complexity and allow for further analysis (Baxter & Jack, 2008). Analysis of multiple case studies assists in creating theories as it enables comparisons between organisational practices to obtain a comprehensive understanding. This is especially advantageous when current literature and theory is scarce (Creswell et al., 2007).

3.3.2 Disadvantages to case studies

Multiple data sources are encouraged within a case study (Creswell et al., 2007; Yin, 2013), and therefore, multiple case studies take time and usually require more than one researcher's involvement. The data collection and analysis processes in this study were limited to a twelve-month time frame with only one student, therefore data sources were limited to the semi-structured interviews across three different roles in each case. The result is that the findings may not be as robust as with in-depth case studies conducted over time.

In addition, the study is exploratory and an inductive mode of reasoning was mainly applied due to the limited theory in the literature.

3.4 Population and sample

3.4.1 Case Sites

The case sites or 'population' are PSFs in South Africa with a large presence in Gauteng province. Professional Services range across Law firms, Assurance firms, Accounting firms, Management Consulting firms, Information and Communication Technology advisors, Architecture firms and Engineering Consulting.

Professionals can easily start their own business due to the low capital requirements (Von Nordenflycht, 2010). Given this, and the variety of types of "professionals", there is a large number of PSFs. Therefore, the case sites were limited to PSFs with more than eight shareholding directors or partners within South Africa. The managerial body needed to be larger than the partnership body and smaller than the consultant/trainee level. A further qualifying criterion for selection was that the firm advocated that managers and leaders to take up a coaching role with their direct reports.

3.4.2 Case Selection and Participants

Purposive sampling is often employed in qualitative research and case study design (Devers & Frankel, 1999). Case sites were selected strategically for maximum variation or heterogeneously to describe and explain the key themes or features considered to be of interest (Saunders, Saunders, Lewis, & Thornhill, 2011; Wahyuni, 2012). In addition, the researcher tapped into her professional network to approach various PSFs which met the criteria to participate as case sites. This method, which can be referred to as convenience sampling, is often used due to time constraints, convenience and to ensure access into the organisations (Patton, 1987).

Creswell et al. (2007) recommend using a sample of three to five case sites and three to five participants in each site. The sample size for this study was three case study sites, with five participants per site. The three case sites would be

three separate PSFs across a spectrum of fields and professions (that is, Accountants, Lawyers and Management Consultants) to ensure the widest possible variation within the multiple-case study. This adds to the strength of transferability as the patterns that emerged from the case study “are likely to be of a particular interest and value and represent the key themes” (Saunders et al, 2011, p. 232) which could be applied in similar PSFs. The five participants in each of the three case sites comprised two managers or leaders (L-A-Cs) and two of their direct reports (coachees) in conjunction with the Human Resource Director (HRD) or Learning & Development (L&D) leader. The relevant HRD or L&D leader was included because the responsibility for implementing organisation-wide coaching tends to rest on the Human Resources, Organisational Development or Learning & Development team (van Nieuwerburgh, 2015). The profile of the case sites and participants is presented in Table 3.1.

Table 3.1: Profile of case sites and participants within each site

Three Professional Service Firms (Case Sites)		**Five participants within each case organisations**
1* Accounting/Assurance 1* Management Consulting 1* Law Firm		1* HR/L&D leader 2* Associate Directors or directors (L-A-Cs) 2* Managers/Senior Associates (coachees)

3.4.3 Criteria for participant selection

Once the organisation was selected, organisational permission for the study from the HRD or Business Unit head was sought. The researcher clarified with the HRD who within the HR function, if not themselves, was the most appropriate to interview. Criteria for the HRD/L&D leader were as follows:

- Understands the coaching process, learning curriculum and how it fits into the greater HR talent management systems;
- Advocates the L-A-C philosophy in the specific service line;
- Able to recommend two Associate Directors or directors based on a set of criteria.

The criteria for the selection of the L-A-Cs, which were discussed with the HRD, were that the associate director or director:

- Has had some form of coaching skills development;
- Has line ‘managers’ reporting into him/her for overall performance reviews;
- Takes up a coaching style with direct reports (that is, Leader-As-Coach).

These are often the leaders who receive good feedback from direct reports.

Once permission was obtained from the associate director, the researcher asked them to recommend one of their direct reports who meet the following criteria:

- He/she must be at a managerial level within the business unit;
- He/she reports directly into the selected L-A-C for overall performance reviews;
- The selected L-A-C has adopted a coaching style with this person for over a year.

3.5 The research instrument

The main method for collecting empirical data was a semi-structured interview. A semi-structured interview, sometimes known as a qualitative interview (Saunders et al., 2011) allows for questions to be asked against structured themes, but with enough flexibility and depth to enable the interviewee to talk openly (Wahyuni, 2012). It has the advantages of both structured and open-ended interviews.

A semi-structured interview guide was developed for three categories (or roles) of participants, namely the HRD/L&D leaders, the L-A-Cs and the coachees. Open-ended questions, follow-up questions and probing questions were asked during the interview. Sufficient information to address each sub-problem (relating to the purpose of the research) was collected through the semi-structured interviews, namely the perceived benefits of coaching, individual factors affecting coaching and finally the organisational factors. The HR/L&D leaders were interviewed first to get an understanding of the organisational factors which promote or inhibit an L-A-C approach and the reasons why the organisation drives an L-A-C approach. Thereafter, the Associate Directors/Directors/Partners

were interviewed to clarify their skills and attitudes as a coach, their perception of the organisational factors and the benefits of implementing an L-A-C approach, and finally, their direct reports (at a manager level) were interviewed to describe their experience from a coachee perspective within the organisation. The guide used in the semi-structured interviews for each category (or role) is provided in Appendix A.

3.5.1 Testing the research instrument

The PSF where the researcher is employed was used as a test site. It was used to refine the research instrument, and to re-structure the interview questions to improve the flow of the discussion (Wahyuni, 2012). The data collected in the test site was discarded. The PSF where the researcher is employed was not used as a case, which might have created bias, and she would not have been able to participate as an interviewer. In addition, participants may have feared their confidentiality and may not have been open and honest in sharing information.

3.6 Procedure for data collection

Authorisation from the selected PSFs (case sites) was initially obtained as per Appendix B, letter to organisation. The researcher gained access into the various PSFs through personal and business networks. Potential participants as recommended by the HRD received a letter of consent, motivating them to participate in the case study and requesting voluntary participation as documented in Appendix C.

Interviews took place at the respective case sites in order to allow for direct observation and professionalism. The interviews were no longer than an hour and a half each. Interviews were recorded and transcribed, with the permission for this included in the letter of consent. In addition to the semi-structured interviews, the researcher carefully observed the participants' body language and tone, and general demeanour during the interview. Immediately after the interview, the researcher wrote research memos, which included observation and notes taken during the interview. The recorded interviews were sent to a professional

transcriber, and once transcribed, were reviewed by the researcher and participant for accuracy.

3.7 Ethical Considerations

Participation was voluntary and was not forced in any way. Organisations or participants could opt to withdraw from the research at any time, and there would be no penalties and they would not be prejudiced in any way if they opted to do so. Recourse of action for the organisation and participants was included in the consent letter as follows:

> This research has been approved by the Wits Business School. If you have any complaints about ethical aspects of the research or feel that you have been harmed in any way by participating in this study, please contact the Research Office Manager at the Wits Business School, Mmabatho Leeuw. Mmabatho.leeuw@wits.ac.za.

The risks associated with participation in this study were no greater than those encountered in daily life. Any study records that identify the organisation will be kept confidential to the extent possible by law. All study records will be destroyed after the completion, grading and publication of the research report. To ensure anonymity, case organisations and participants were referred to as a number within the research report or pseudonym (another name) in the transcripts, for example, CC1 for coachee number 1. Any further publication will also ensure confidentiality and anonymity of the organisation and participants. Data was stored electronically on a password-protected computer and secure network. Hard copies of collected data were stored in locked filing cabinets.

3.8 Data analysis and interpretation

There is consensus that qualitative content analysis seeks meaning from the textual data (Hsieh & Shannon, 2005; Saunders et al., 2011; Wahyuni, 2012). Hsieh and Shannon (2005) pointed out three distinct approaches when doing content analysis, namely, conventional, directive or summative. Some authors refer to inductive, deductive or quantified based analytical procedures (Creswell et al., 2007; Saunders et al., 2011).

The researcher used conventional or inductive content analysis as it is an appropriate analytical approach when existing research on the topic of inquiry is limited, as is the case for research on the L-A-C approach in PSFs (Hsieh & Shannon, 2005). This section describes the approach taken, as depicted in Figure 3.2, initially coding the transcripts inductively for each participant, then analysing the codes within each of the three cases, and finally performing a cross-case analysis across the three cases.



Figure 3.2: Data analysis

3.8.1 Coding Transcripts

The transcribed interviews were read for meaning and coded inductively using a computer-assisted tool, namely ATLAS.ti. After coding four transcripts in Case 1, the codes were reviewed. Those codes with the same meaning were merged and then grouped into Code Families or Categories, resulting in 109 codes for Case 1. Prefixes were added to the codes in order to identify them into families (Fries, 2014). Table 3.2 shows the 18 prefixes and their related categories.

Table 3.2: Prefixes and related categories

#	**Prefix**	**Category**
1	Att_Ad_C	Attitudes which aid the L-A-C
2	Att_Ad_CC	Attitudes which aid the coachee
3	Att_In_C	Attitudes which inhibit the L-A-C
4	Att_In_CC	Attitudes which inhibit the coachee
5	Ben_C	Perceived benefits of the L-A-C approach at the L-A-C level
6	Ben_CC	Perceived benefits of the L-A-C approach at the coachee level
7	Ben_Org	Perceived benefits of the L-A-C approach at the organisation level
8	Orgfac_Cul_Ad	Organisational Cultural factors which aid the L-A-C approach
9	Orgfac_Cul_In	Organisational Cultural factors which inhibit the L-A-C approach
10	Orgfac_Proc_Ad	Organisational Processes which aid the L-A-C approach
11	Orgfac_Proc_In	Organisational Processes which inhibit the L-A-C approach
12	Orgfac_Struc_Ad	Organisational Structural factors which aid the L-A-C approach
13	Orgfac_Struc_In	Organisational Structural factors which inhibit the L-A-C approach

#	Prefix	Category
14	Rsn_Org	Perceived reasons for the PSF implementing the L-A-C approach
15	Skill_Ad_C	Skills which aid the L-A-C
16	Skill_Ad_CC	Skills which aid the coachee
17	Skill_In_C	Skills which inhibit the L-A-C
18	Skill_In_C	Skills which inhibit the coachee

The remainder of the transcripts across the cases were then coded, using the prefixed codes. Where there were different emerging codes, new codes were added. In Case 2, 22 codes were added and in Case 3, 28 codes were added, resulting in a total of 159 codes. Refer to Appendix D for a list of codes per case, grouped per category.

3.8.2 Within-case analysis

Each case was analysed further in order to focus and organise the information per case, to ensure unique themes and patterns of the individual cases were presented before doing the cross-case analysis (Miles & Huberman, 2002, Saldaña, 2012). This within-case analysis was crucial in this multiple-case study as each PSF had its own organisational and industry context.

The literature and the coded transcripts both determined the patterns identified across the five participants (one HRD or L&D participant, two L-A-Cs, and two coachees) within each case. Certain frameworks from the literature were used to analyse each case, specifically with regard to the skills of the L-A-C and the organisational factors affecting the L-A-C approach. The skills of the L-A-C were analysed in accordance with the coaching competency framework of Global Standards of Academics in Executive Coaching (GSAEC) as it is the framework used on the WBS MMBEC programme, and therefore the researcher and coaching academics are quite familiar with it. Findings on organisational factors were analysed further as there were 81 codes in total, 51 codes specifically for processes. The findings which emerged coincidentally aligned to the five organisational factors influencing a coaching culture, as identified by Clutterbuck and Megginson (2005) and were therefore presented accordingly, namely Structure, Learning and Development, HR Processes, Reward and Recognition and Culture.

Each case is presented in Chapter 4 to synthesise the overall case, as a pre-cursor to the cross-case analysis.

3.8.3 Cross-case analysis

The cross-case analysis entailed analysing themes or concepts across the three cases in order for a preliminary theory, or framework, to be developed. Saldaña (2012) explains the difference between a code and a theme: the theme is not coded, but is the outcome of coding, categorisation and analytical reflection. Thematic analysis searches for cross-case patterns and links to address the research questions. The researcher identified cross-case patterns for each research question mainly by analysing cross-case matrices populated with data (or themes) from the three cases. The purpose is to enhance generalisability and to analyse the data in as many different ways as possible in order to avoid the risk of making a false conclusion (Huberman & Miles, 2002).

A narrative summary of the cross-case analysis is presented in Chapter 5 comparing the themes emerging from each case to the literature and includes the researcher's own reflections. The recommended framework for implementing an L-A-C approach in a PSF stemming from the findings of the cross-case analysis is presented in the concluding chapter, Chapter 6.

3.9 Limitations of the study

Organisational policies and procedures were not obtained as part of the study as they are confidential and the PSFs try to protect their intellectual property from their competitors. This potential weakness has been addressed by interviewing five participants from three categories (or roles) in each firm to gain a holistic perspective of the L-A-C approach. In addition, the organisations' involvement was voluntary and confidentiality was made explicit in the Consent Letter in Appendix B.

There was an assumption that the L-A-Cs chosen were indeed coaching their direct reports but after conducting the interviews, there appeared to be confusion of OTJ training with coaching, or some perceived OTJ training as being coaching. None-the-less, this also constitutes a finding of the study.

This study was cross-sectional, as data was collected at a point in time from the participants and not over a long period of time. This limitation was overcome by selecting three different PSFs (with five participants in each – from three different roles), thus giving multiple perspectives on the phenomenon of interest, which could be triangulated.

3.10 Validity and reliability

Many authors agree that the concept of validity and reliability is not appropriate in qualitative research, and rather refer to the following four domains (Houghton, Casey, Shaw, & Murphy, 2013; Wahyuni, 2012):

- Transferability – which is similar to external validity;
- Credibility – which is the equivalent to internal validity;
- Dependability – which is reliability; and
- Confirmability – which is similar to objectivity.

3.10.1 Transferability and Credibility

For credibility and trustworthiness in this research, the data from three independent sources within each case, namely, interviews with the HRD, interviews from the L-A-C sample and interviews from their coaches were triangulated in order to determine where participants' viewpoints were similar or different.

Content analysis through triangulation is an imperative for ensuring validity (Johansson, 2003). Within-case analysis and cross-case analysis aids the credibility of the study as the researcher triangulated within each case (across the five participants, or three roles) and then across the cases (the three firms). The with-in case analyses in Chapter 4 were also substantiated by examples of verbatim quotations from the participants and compared to the literature in Chapter 5.

Where similar questions were asked, the responses for each category of participants were compared, namely the HRD responses were compared to the

L-A-Cs' and coachees' responses. For example, the interview question asked of participants to describe organisational culture was answered by each participant within the case and responses could be compared with one another. Where a clear theme of strength was noted across all three case studies, such as a culture based on the continuous development of people, it was positioned as a theme in and compared to the literature in Chapter 5 for further triangulation. These findings may be transferable to similar PSFs, and the reader of this report will decide if the Framework which has been established, based on the research, can be transferred to their PSF or organisation.

3.10.2 Dependability and confirmability

Recorded interviews, interview transcripts, research memos, coding trails, quotations and interim reports were all kept in a database as a research record. This includes the researcher's rationale for any interpretive judgement used. These records create an audit trail for somebody to be able to repeat the research with the same process to address the same research questions. The study supervisor reviewed each step of the coding, the within-case analysis and cross-case analysis and assisted in ensuring the data were reliable and easily understood based on the research process.

3.11 Summary

An exploratory multiple-case study research design was used to address the research questions. The next chapter presents the findings per case.

CHAPTER 4. WITHIN-CASE ANALYSES

4.1 Introduction

This chapter presents the findings of the three cases thematically. The themes discussed per case were suggested from the semi-structured interviews with the participants. The analysis resulted in 159 codes and 18 categories. The categories are presented per the three main research questions, shown in Table 4.1.

Table 4.1: Research questions and categories

Research Question	Category

Why do PSFs implement an L-A-C approach?	• Perceived reasons for the PSF implementing the L-A-C approach
	• Perceived benefits of the L-A-C approach at the following levels:
	  • Organisation
	  • Leader-as-Coach
	  • Coachee

What are the organisational factors which are perceived to inhibit or aid the L-A-C approach in a PSF?	• Structural factors which aid the L-A-C approach • Processes which aid the L-A-C approach • Cultural factors which aid the L-A-C approach • Structural factors which inhibit the L-A-C approach • Processes which inhibit the L-A-C approach • Cultural factors which inhibit the L-A-C approach
What skills or attitudes are perceived as inhibiting or promoting an effective L-A-C approach in a PSF, at both the L-A-C level and at the coachee level?	• Skills which aid or inhibit the L-A-C • Attitudes which aid or inhibit the L-A-C • Skills which aid or inhibit the coachee • Attitudes which aid or inhibit the coachee

As the focus of this study is on the implementation of L-A-C, a large part of the interviews was focussed on the organisational factors which aid the L-A-C approach or inhibit the L-A-C approach, as per the second research question in Table 4.1 above.

Based on the interviews, the organisational processes were further categorised into Learning and Development, Processes and Systems (including alignment to formal performance management processes) and Reward and Recognition in each case.

The analysis in this chapter of the benefits and skills (relating to the first and third research questions in Table 4.1) is therefore not exhaustive, as there have been a large number of studies focussing on both those constructs previously. The benefits and skills as per the literature review were compared to the findings in each case to develop a comprehensive list of benefits for a PSF in Chapter 5.

As discussed in Chapter 3, participants from three main functions were interviewed in each case (that is, each PSF), namely the Human Resource Director/Learning & Development leader, two directors (L-A-Cs) and their direct reports (one coachee per L-A-C). The findings are organised essentially to present responses by each function to provide a basis for comparison between the three functions per theme. Tables with participant quotes have been used to illustrate themes consistent across all functions, and quotes in the text are used when specific responses came from only one or two specific functions.

4.2 Case 1

4.2.1 Background of the entity and roles of participants

This entity is a large Assurance and Advisory firm. Case 1 focussed specifically on a division within an Advisory firm, namely the strategy and innovation unit, which has grown through internal growth and through mergers in order to gain specific industry knowledge, for example, mining and engineering. It therefore is a diverse division with a number of various professionals ranging from Chartered Accountants to Scientists to Engineers. They run in a matrix structure and in some instances, manage by project, pulling resources from various units across Assurance and Advisory based on the skills requirements of the project. One L-A-C explained the structure of managing by project as follows:

> It's a different business model, in so far as I don't have my own dedicated teams that sit in innovation, I leverage off the rest of the business so I've created an ecosystem of people to work with me.

This matrix and professional culture creates a busy, challenging environment, as expressed by one coachee.

> CC1: You have to do training, you have to write world class articles, you have to get involved in internal firm activities.

In addition, the Associate Directors have the added pressure of achieving very high sales targets in difficult economic times. One L-A-C mentioned his responsibility as "firstly, doing my job which is bringing in the cash"

4.2.2 Description of coaching approach within this specific company

The head of the learning and development function (L&D Leader) was interviewed to obtain a talent development view as nominated by the entities HR Director. As per my discussion with the L&D Leader and the other participants, the PSF has implemented a formal performance coach/coachee relationship, which they call a counsellor/counsellee relationship. Each level of employee is allocated an individual at the level below them to counsel, for example, an Associate Director counsels a Senior Manager, while the Senior Manager counsels a Junior Manager, and this creates a constantly growing coaching practice, as stated by one L-A-C:

> senior managers would then adopt managers, and the managers would adopt any of the juniors, so it's constantly growing.

In addition, for new employees the PSF encourage a buddy system, where the level above helps them settle into the organisation and their way of work and culture. The firm encourages on-the-job coaching as the counsellee (coachee) often does not work on the same assignments/projects/jobs as the counsellor (L-A-C) due to the matrix structure. Internal coaches are available for directors and external executive coaches for Executive Directors. Over and above this, there is an informal mentor relationship where employees are encouraged to find mentors

in different business units. The firm is launching a more formal approach to mentoring, but the L&D leader was sceptical of what the actual take-up would be.

4.2.3 Perceived reasons for the PSF implementing the L-A-C approach

The main reason which most participants acknowledged for implementing the L-A-C approach, both on projects/assignments and in the formal counsellor-counsellee approach within each business unit, is to build a leadership pipeline for the entity in order to ensure succession planning for leadership positions within the firm, and for career development for the individual, as shown in Table 4.2.

Table 4.2: Coaching builds a leadership pipeline

L&D Leader	***L-A-C***	***Coachee***
Building a pipeline of successful people who can help you lead the firm.	C1: That really creates a management style from a youngster in your twenties ... it's a constant building block that you're adding on.	CC1: I wouldn't have got to senior manager if it wasn't through some form of coaching from C2.
	C2: I've created an ecosystem of people to work with me to develop … around how innovation has deployed into the market…	CC2: working with a leader like this is career changing.

The second reason was to assist with managing the complexity of being in a PSF as shown in Table 4.3, specifically leading people and building relationships with clients at a manager level. This complexity exists as there is a fine balance between keeping a client happy and spending time developing people, while ensuring the project is profitable.

Table 4.3: L-A-C approach assists with managing the complexity of a PSF.

L&D Leader	***L-A-C***	***Coachee***
… coach because of the environment due to the pressure and the hours they work.	C1: So you come out of being a professional engineer which is really desk-focussed … and then coming into consulting where now you're engaging with excos, you're engaging with clients, you're rolling out initiatives to businesses and... you really have to fit in and learn how to adapt.	CC1: Consulting requires a self-drive to be able to make those contacts and develop your own internal and external network … leadership and coaching in an environment like that is critical especially to a newcomer.
Consulting is different, it's not a fixed process necessarily so often it's a blank page.	C2: My counsellee relationships … is assisting guys to understand their roles in the organisation, sort of navigating the politics, understanding to deal with this matrix ... which is quite flexible and … a bit confusing to most people. Its very consensus driven so it's about how do you deal with that complexity.	CC2: There' a lot of focus by Firm 2 on developing leadership skills and developing relationships with the clients. I suppose those are the two areas for development at, at my level.

A coach pointed out how the firm creates people and not widgets and therefore important to look after people and to listen to people:

> C1: We're not creating bars, phones … or widgets we're creating people – so we must look after them, listen to them…

A final important reason to coach is to ensure top talent are engaged:

> LD: Coach to keep their top talent happy for a long period of time.

4.2.4 Perceived benefits of an L-A-C approach

The benefits were explored from the perspectives of the organisation, the L-A-C and the coachee.

- *4.2.4.1 Benefits for the Organisation*

As shown in Table 4.4, success for the organisation through increasing the productivity of teams, followed by retention of people, were recognised as benefits of the L-A-C approach for the organisation.

Table 4.4: Success through productivity and retention

L&D Leader	L-A-C	Coachee
***Success through Improved Productivity**:*		
The whole team is more successful.	C2: productivity on that billable hour is directly influenced by how effective you have been as a coach.	CC1: from a firm level it definitely helps to ensure your projects are successful.
Retention:		
From an organisational level your retention is going to be better, because it creates a safer environment for everyone to want to learn.	C1: … and they will stay.	

- *4.2.4.2 Benefits for the Leader-as-Coach*

A key benefit for the leaders as coach is that they themselves achieve more in their roles through their teams' success, which the L&D leader pointed out:

> From a Director's perspective, you benefit because you're an owner of this business so you will benefit because your jobs going to be more successful.

Developing emotional intelligence was perceived as a benefit by one L-A-C who phrased it aptly as a 'growing up process':

> C2: I was very technically focussed … t's been a growing up process for me around understanding the person's emotional state and understanding how I can sort of support them where I can, and develop them.

- *4.2.4.3 Benefits for the Coachee*

The L-A-C approach benefits their employees (the coachees) by having managers being a sounding board for them, by assisting coachees to problem

solve and by creating the opportunity for them to learn. The L-A-C approach also assists their coachees with encouragement, positivity and confidence both at a personal and professional level. A sample of these quotes is illustrated in Table 4.5.

Table 4.5: Problem-solving and building confidence

L&D Leader	L-A-C	Coachee
Facilitates coachees' problem-solving and learning		
From an individual perspective, I think you can safely learn more.	C1: A coach has been not just a person that tells me find my own solution to my own problem but it's a sound board, we don't have sound boards enough and a complete objective sound board.	CC1: It is a good benefit as it helps me problem solve before going to the director.
Builds coachees' professional and personal confidence		
	C2: Help them where I can in their development as well as outside work and growth as person.	CC2: They help, encourage and empower you, to instil that positivity and provide that direction.

4.2.5 The organisational factors which aid the L-A-C approach

The organisational context in terms of structure, processes and culture were explored with the L&D leader, coaches and coachees. Their responses on what factors they believe aid coaching have been tabled in this section, and what factors do not aid in the following section.

4.2.5.1 Structural factors which aid the L-A-C approach

The managers or directors take on a number of L-A-C roles, have a formal performance coaching role and a non-formal coaching role with their coachees, and finally, they need to manage their projects and ensure their teams are performing, which includes informal on-the-job coaching. The firm's coaching approach is elaborated on in section 4.2.2. These different roles, which have been created formally within the structure, embed the concept of 'facilitating development through coaching across all levels of the organisation as described in Table 4.6.

Table 4.6: Various L-A-C roles

L&D Leader	L-A-C	Coachee
We also have a buddy system for new consultants and we have internal & external coaches for directors	C2: Senior managers would then adopt managers and the managers would adopt any of the juniors, so it's constantly growing.	CC1: … three different (coaching type) roles that … act in a non-project coaching role.
	C1: I've built up a team of guys who... I've essentially coached …and then there's a broader relationship that I have through the formal counsellee process as well as leadership roles as a senior person in the team ... and I'm currently working with our new associate director who's come through ... so I take on leadership in different roles.	CC2: A Director who leads me on-the-job … Then the other Director in mining does my performance ... We have started the buddy programme and I try take up that role with each of my team members.

One of the roles described was the informal on-the-job coach. All functions agreed that on-the-job coaching is a better form of development than the counsellee relationship as described in Table 4.7.

Table 4.7: Development through on-the-job coaching

L&D Leader	L-A-C	Coachee
I believe that the informal coach has a much greater impact…... you not really going to use your counsellor if you have a great Director on-the-job.	C1: I can only coach in my team because I know the journey … more than just sound boarding, I want to actually groom you to be part of my business and own it one day. I want you to come up and be a partner in this business so that's what I'm coaching you towards … whereas professional coaches in general can coach any person.	CC 1: … Project coaching. Now, this the most powerful form of coaching.

One L-A-C mentioned it is more difficult to coach in the formal counsellor/counsellee relationship if you do not work on projects with them and he then selects his counsellees as first preference for his project teams:

> It's more difficult when we don't work in the same team because then I'm not engaged fully with this person, so what I do is I normally assign my counsellees within my team.

4.2.5.2 Processes which aid the L-A-C approach

There were clearly three themes which emerged from the interview discussions around the organisational processes which aid an L-A-C approach. These were (i) the firm's approach to learning and development to upskill the managers to effectively adopt an L-A-C approach, (ii) processes and systems that are in place to assist the L-A-C approach and finally, (iii) reward and recognition for taking up an L-A-C approach.

- Approach to learning and development

A learning and development process is one of the enablers of creating an L-A-C philosophy. This firm's intensive investment into learning and the robust curricula for various leadership development programs, including coaching, were consistently mentioned across all the participants.

Table 4.8: Learning and development approach

L&D Leader	L-A-C	Coachee
There's a lot that happens in a classroom. We have different programs. Our most relevant program would be manager-as-coach that's run by our ICF accredited coach.	C1: Firm 2 has a leadership university in Europe ... What works well is that there is there's a commonality on training programmes. So we created the road maps with L&D including coaching and the formal courses in Europe.	CC1: Firm 2 is emphatic around training... very open to establishing a very solid learning curriculum.
A lot of our other programs are "leader-led". In big simulations, the leaders (*AD*'s) in the room have to	C2: Being on the relevant courses has assisted. Especially with listening and questioning techniques to use	CC2: Yeah, there are some milestone courses along the way but if you have a skills deficiency that you want to

L&D Leader	L-A-C	Coachee
adopt a coaching style. They also get a team that they're responsible for and managing the 'engagement'	both for team members and clients.	work on, you shout it out, and Firm 2 pays for it.

One of the other ways that learning is fostered is through experience and receiving feedback from key stakeholders in their work context, allowing the L-A-C to reflect on their experience either as L-A-C or coachee, and to develop their own coaching style based on their experience and theory they learn on the programmes. The L-A-C then implements that style and receives feedback from their coachee or directors to reflect on and adjust their style again if needed. This in essence is continuously looping around Kolb's experiential learning cycle (Kolb, 2014).

Table 4.9: Learning through feedback and experience

L&D Leader	L-A-C	Coachee
We give feedback when we notice non-coaching behaviour or what they did well and we hope that becomes the culture because that's what you experience and what you see.	C1: Consulting teaches you the most and I've brought in my what worked for me from many different managers over my years and partners and directors and you say – hey this person's tried that, it worked – well I'm going to adopt it, and you know, this other partner I really dislike –what he did and how it felt and what my team felt, I'm never going to do that.	CC1: You know I think leadership before it's been instilled in your character it's very much a practical experience based thing
	C2: Essentially having the opportunities to learn it on your own. But also getting feedback from people from the organisation and people above you on what are the things you could improve on…	CC1: Through trial and error and how often you are exposed to that or given an opportunity to coach.

Finally, when learning interventions for workplace coaching is driven by the business leaders it improves the coaching process as leaders buy into the coaching culture and ensure it is filtered down. This was described by the L&D leader:

> Over 30 partners gave a week of their time to train people. … so if your leadership buys into this, and they actively do it, then it will filter down ...

Another unit leader realised that L-A-C was not in place and said:

> I'm actively going to try and help my managers to do it.

- Processes & systems aiding L-A-C

This section includes any HR systems and processes and organisational competencies, besides those of the formal L&D curricula and reward and recognition systems. As the primary focus of the interview with the L&D leader was to gain an understanding of organisational factors enabling or inhibiting coaching, the majority of these responses are from the L&D leader. I have therefore not presented these findings in a table.

The HR systems and processes in place, which aid coaching, are the appointment of counsellors (matching them with counsellees), the setting of development goals, and the linking of these development goals to the performance management systems. The organisational competencies which aid coaching in the firm are running leadership circles as a form of communication and knowledge transfer, online leadership support material and having innovative feedback digital applications.

Developmental goals are set formally and monitored as part of the formal performance management system; however, the quality of those developmental goals was questioned by the L&D leader:

> I think very much dependent on the counsellor, if it's done well or if it's not done very well. My sense is that people are not always very aware of what their development areas are and need to be probed.

A skilled L-A-C as one interviewed in this case assists in meaningful goal-setting and working towards those goals:

> C2: How it works is we agree on formal "breakthrough" developmental areas and agree on milestones which we work towards.

> CC2: and you now start working towards achieving these predefined goals.

This firm had leadership circles in order for leaders to share and reflect on their experiences as described by the L&D leader:

> LD: We also have leadership circles that we run on a firm wide level on a manager level where we talk about the topic. We sit in a circle and we talk about a topic and it might be delegation or managing upwards where people share how they do it.

Another organisational tool which aids the L-A-C approach is the vast amount of online leadership support material that L-A-Cs can proactively access as and when they require it. This was explained by a senior manager:

> We've got things like books24 where you can read books. We have subscriptions to things like Wall Street journals or Harvard business review where you can get articles on leadership. We get e-learning courses from Harvard from Stanford. I'm not even kidding, we have an avalanche of material that can promote leadership.

There is no set time monthly, with a set agenda and templates for coaching discussions; it all varies depending on the leader. The literature on corridor coaching discusses how quick conversations leave employees energised (Turner & McCarthy, 2015). This is in line with what the L&D Leader stated in the interview:

> My most valuable conversations have been a quick conversation in an elevator. It's sometimes just what you need - and that's really something that's embedded in your culture.

This firm has an innovative feedback mobile 'application' which assists an L-A-C approach and overall coaching culture. It is a form of positive affirmation and recognition.

> LD: One of the things that aid is our feedback system where people download an app to their phone. All the little pats on the back through the app get collected and creates an environment where positive feedback is given.

CC2: Like I said earlier on feedback to me is very important. Firm 2 just launched an application on your phone where you give feedback on various projects and these add up as part of the performance rating.

- Reward and recognition

The one area where there seems to be reward and recognition for taking up a L-A-C approach within this firm is to nurture historically disadvantaged individuals in order to fast track their development for succession purposes, and for retention in the firm. One of the challenges in most South African PSFs is the ability to retain black talent, specifically female professionals. One L-A-C, C2, mentioned that "there's a specific requirement to coach previously disadvantaged guys who are coming through and so there's obviously a focus on that", which the L&D leader corroborated in saying that it "aids the culture – well, I guess it could aid it, because you have to nurture your black talent".

4.2.5.3 Cultural factors which aid the L-A-C approach

One of the questions posed was for the participant to describe the culture and whether in their opinion it aids or inhibits coaching. The answers were varied, ranging from a big family culture, a client-centred culture, a learning culture, a challenging culture, an unstructured culture and a coaching culture. A number of the participants mentioned that a culture of continuous development of people aids the L-A-C approach.

Table 4.10: Culture of continuous development of people

L&D Leader	L-A-C	Coachee
So there is a developmental focus as well and I think that would aid coaching in the organisation.	C1: I try create a culture where guys are challenged and stimulated by the work that they're doing. I have the opportunity to do that with the types of projects that I'm doing. I try and give them the opportunity to grow.	CC2: It's a very flat structure, entrepreneurial, high energy culture which promotes self-development but requires pro-activeness.

4.2.6 The organisational factors which inhibit the L-A-C approach

4.2.6.1 Structural factors which inhibit the L-A-C approach

The main inhibiting factor, supported by quotes in table 4.11, is the matrix structure of the organisation, which then results in additional responsibilities and complexities for the L-A-C ,which in turn compromises time for formal coaching, with more informal coaching occurring on-the-job on projects. The other key factor is an over-reliance on a few good L-A-Cs as all leaders should use coaching in their toolbox, but not all do, and therefore the well-known L-A-Cs get inundated.

Table 4.11: Matrix structure inhibitors

L&D Leader	L-A-C	Coachee
Matrix structure		
So that's one of the biggest complexities in a PSF is that you've got this **matrix structure** and that …you've got this counsellor, counsellee but then you have this informal on-the-job coaching.	C1: We work in a matrix structure so you would go to different clients and have different teams at different clients, I have had a couple of coachees in Chile for the past four months.	CC2: I wouldn't say there is any formal coaching as we're always working on lots of projects at the same time for different directors.
Over-reliance on a few good L-A-Cs		
We either have good coaches or not……if you're not someone who's doing it well – really, it's not going to change.	C1: I'm the one that thinks about people because nobody else thinks about this. C2: It depends on the character and the leader in the particular divisions.	CC2: Now what ends up inevitably happening is the good counsellors get too many counsellees and can't give too much time to each of the counsellees.

4.2.6.2 Processes which inhibit the L-A-C approach

This section is presented in the same structure as the above perceived processes/systems which aid the L-A-C approach. The interviews explored any improvements needed to the learning and development journey in order to ensure visible behaviour change in the L-A-C, any processes and systems (HR

structures and organisational competencies) that inhibit the L-A-C approach and finally, lack of reward and recognition for taking up an L-A-C approach.

Even though the emphasis on learning is excellent in Case 1 there was an area of improvement noted which is to ensure the learning from the workshops is embedded into day- to-day behaviour. The L&D leader mentioned that they are "bad at forcing the transfer" and this was echoed by CC1 who stated:

> I do believe that courses do provide a lot of subliminal programming, but what percentage of that course goes into your subconscious… Creates an exponential change?

One of the inherent inhibitors in ensuring the transfer of learning is that it is dependent on the leaders as they need to be a role model for coaching. The L&D gave an example as follows:

> Our first line leader made a very bold statement, he said "you can train people all you want - you can send them on leadership training, they replicate the Director they work for".

The L-A-Cs also need to be proactive in their own learning and ensure they transfer their learning into the workplace as described by CC2:

> an avalanche of leadership material. But the L-A-C drives it….and depends on them as they are not measured against it (being proactive in learning coaching skills) and their salary is not dependent on them being a coach.

The inhibitor noted on HR structures and organisational competencies is how the performance management process is not meaningful (being perceived as a tick-box exercise) and some substitute it for the coaching process, as depicted in Table 4.12.

Table 4.12: Performance management is not meaningful

L&D Leader	L-A-C	Coachee
I think it's the performance reviews - is an admin tick-box.	C1: I tend to get the impression that the counsellee process, which is a performance management	CC2: We're supposed to set a development plan once a year, after we get performance rated, with our

L&D Leader	L-A-C	Coachee
	process, substitutes for a coaching process. I think everybody kind of uses it as a tick-box exercise…linked to your bonus and KPI's rather than how they see themselves growing?	counsellor - but most of the time that did not mean anything.

All functions agreed that one of the main organisational processes which inhibit the L-A-C approach is the lack of reward and recognition for taking up an L-A-C approach as shown in Table 4.13, because coaching and leader effectiveness are not KPIs. The focus is mainly on financial performance.

Table 4.13: Lack of reward & recognition as inhibitors of L-A-C approach

L&D Leader	***L-A-C***	***Coachee***
Reward and Recognition		
There's nothing in our performance management system ... to reward coaching. If a part of your performance depends on how good a coach you were this year, I am one hundred percent certain that even those, who don't believe in it initially, will try their best to do it.	C1: There's a lot of what Firm 2 directors think about you as a high performer or non-performer is and very little what the client or team thinks.	CC1: But there are no KPIs in your performance review that measure your effectiveness as being a leader. That's as frank as it gets. There are structures in place but you're not measured against it. CC2: the KPI's are on financial targets not about how good a coach you are

- *4.2.6.3 Cultural factors which inhibit the L-A-C approach*

Culture of an organisation is based on the behaviours, beliefs and values of all its people. It is driven by the leaders and employees.

All participants were consistent in their view that culture and expected behaviour differed from team to team within consulting, resulting in tension as there is no consistent expected behaviour. This is exacerbated in a matrix structure as

managers work with various leaders on various assignments at any given point in time, and with inconsistent leadership styles. The participants described tension around expected behaviour and one coachee described the culture as a family culture that only exists in certain teams within Consulting, and as his team was a new acquisition, they felt isolated, as depicted by the statements in Table 4.14.

Table 4.14: Different cultures across teams

L&D Leader	L-A-C	Coachee
Different culture and expected behaviours across teams.		
It differs greatly from area to area so even if you talk within consulting it's going to differ from team to team.	C1: Another leader will be very prescriptive….. so from that perspective there is this tension around expected behaviour.	CC2: We felt isolated and not part of the family. So, I think the first thing the firm needs to do is make sure it [the culture] is holistic.

Both L-A-Cs described how the firm has lost its culture of high performance as it has become mixed up or synonymous with competitiveness and achieving goals at all costs, without balancing their cultural aspects

> C1: we've lost the high performance culture of the organisation and having the really tough discussions with guys about performance because we're not balancing the cultural aspects of what this organisation can achieve.

> C2: as quick as you've created a high performance culture it can easily collapse because once you create it, and it's working, it takes more effort to sustain it.

One of the coachees described it as an almost aggressive culture:

> CC2: a culture that requires pro-activeness and almost an aggressive approach to getting your work and to proving yourself. Because the more you prove yourself, the easier it is not only to get work, but to get work that you want to be on.

This perceived shift in the culture has resulted in other inhibitors to the L-A-C approach, which are a predominant finance focus and a pressurised culture.

When under pressure, coaching does not happen, or is less prioritised, due to the lack of time, as depicted in Table 4.15 below.

Table 4.15: Pressurised and finance focus culture

L&D Leader	L-A-C	Coachee
Finance Focus		
Your billable hours will take preference and your client kind of takes preference.	C1: Everybody's been focussing on the financial metrics and not necessarily focussing on people. C2: We've got a revenue target, a profit target and it's big numbers for myself is looking at 25 million revenue target with a margin of 40 percent.	CC2: It doesn't matter how many gold stars you get if you miss your targets, or if the unit or firm misses the target.
Pressurised Culture		
Often it goes out of the window when they're under time pressure.	C2: With a tough economy and market working double hours just to win those small ones.	CC1: An avalanche of work that you have to get through so don't have the time to sit with that new person or even a person who's been around for some time but has never had coaching and really requires it.

One L-A-C suggested that a process be included which would give L-A-C's the time to do formal coaching: "giving people time to coach is also quite an important process", but how this could be done was not elaborated on by the coach.

4.2.7 Individual Factors aiding or inhibiting the L-A-C

Individual factors were focussed on competencies at the L-A-C and coachee level which aid or inhibit coaching. These competencies include (a) skills, which covers knowledge, skill and behaviour (head and hands) and (b) attitude (heart). In order to show comparison, I have tabulated inhibiting factors alongside the factors which aid. I have used standardised coaching skills competencies from the Graduate School Alliance for Executive Coaching (GSAEC) clusters to categorise

the findings, as follows: Co-creating the relationship, Coaching Presence (Self-Awareness; Self-Management) and Meaning Making (Listening; Questioning) and helping others succeed through reframing mental models and contributing

- *4.2.7.1 Skills which aid or inhibit the Leader-as-Coach*

The most mentioned skills which aid the L-A-C is their ability to build trust and connect with their coachees using empathy, their active listening skills, and finally their questioning skills (using probing and reflecting techniques). The main inhibitor is being directive and trying to have all the answers for the coachee.

Table 4.16: Skills which aid or inhibit the L-A-C

Coaching Skill	Aids the L-A-C	Inhibits the L-A-C
Co-creating the relationship (connecting, encouraging, trust)	C1: You've got to engage with that person either at an intellectual level or at an emotional level … trying to see things from the angle of that person and their feelings and emotions. C2: there needs to be a trust so whatever you and I talked about doesn't go anywhere else. CC2: Probably the biggest is empathy … to fully embrace empathy you need to have to have the skill set of putting yourself in that person's shoes.	LD: If their understanding of coaching is not quite there … they just direct the managers into what they think they need to do and it becomes quite autocratic.
Self-awareness and self-management	C1: Getting out of my headspace C2: Be proactive. CC1: Decent skills in prioritisation, multitasking, time management, to be able to put time aside to do that. *CC2:* Has some form of EQ.	CC1: We have a lot of managers … who aren't … at the EQ aptitude of a leader.
Listening and Questioning	LD: How to listen, how to ask those appropriate questions. C1: I have only started using the probing questions discussions recently after that intervention. Figuring out the structure around how do you ask the right questions? What is an open question, an exploratory	LD: Shy away from actually coaching … need to have all the answers. CC1: Some people, you know, always interrupting.

Coaching Skill	Aids the L-A-C	Inhibits the L-A-C
	question, a closing question etc. and when to use them in coaching? C2: … what do you think? … prompt him till he comes to the intention. CC1: Active listening, are you really listening to me? Are you present when I'm speaking to you? CC2: He always asked what problems I was having and then asked a lot of questions.	CC2: I know others don't like it when their coach is being too directive
Reframing, reflecting and holding coachee accountable	LD: Understands that he or she is responsible to assist the manager or support and guide them through their roles. C1: Identify the person's potential and then trying to work out how to get them enthused and interested in the work that they are doing. C2: I don't own your problems, I want to coach you to … solve your problem. When you walk out you're not giving me your problem to solve, I refuse to take your problem. CC1: Create circumstances around you. CC2: At the start, very neutral I don't make assumptions. I don't assume that this problem is like this because of what you've done before.	No direct ineffective behaviours transcribed.

- *4.2.7.2 Attitudes which aid the Leader-as-Coach*

Having a passion for working with people and being committed to coaching others are the two main attitudes which aid an L-A-C emerging from the analysis. To summarise the quotes in Table 4.17, having the passion for working with people is a start, and then being committed to the L-A-C approach is crucial in order to commit time to coach. The main inhibitor is not being available to coach.

Table 4.17: Attitudes which aid or inhibit the coach

Attitude	Aids the L-A-C	Inhibits the L-A-C
Passion	C1: Love working in teams, with people with different perspectives. C2: I love engaging with people so that's why I'm doing it, it's not to test my coaching skills. CC1: Somebody who's very passionate. CC2: Have genuine concern for people, empathy.	CC2: they definitely need to walk the talk, there are some leaders I know that said they were interested in us when we merged, but, in reality, they were only chasing the bottom line.
Commitment	LD: It is something you can learn ... I think it's hard for people … who are not naturally inclined (to coaching). C1: Reading about how people are unable to deal logically with issues ... have assisted. CC1: Even if you do have the EQ do you have the inclination to coach.	CC1: Just never available, they're not seen, because they can't manage their time. C2: Beyond my team I'd like to see more leaders allocating time to people.

4.2.8 Individual Factors aiding or inhibiting the coachees

- *4.2.8.1 Skills which aid or inhibit the coachees*

Most of the individual factors noted were attitudes, however, C1 pointed out that having social and emotional intelligence aids a coachee to learn.

- *4.2.8.2 Attitudes which aid or inhibit the coachees*

All participants described the main individual factor which aids a coachee is having an attitude which is open to learning:

> C1: Come into the business is a sense of curiosity and a willingness to learn…… An attitude of "well, I'm here and I want to participate and grow and spend time solving problems".
> C2: The first one is their ability to learn, because if they come in with a strong mind and not wanting to learn - you not going to be able to help
> CC1: I'm the type of personality that literally forces the coaching upon a senior, I will make sure that they give me that time
> CC2: I suppose it is being open to learning new things….and not just trying to do the same thing/job over and over again ... thinking of new ways of doing things.

An inhibitor to the L-A-C approach is a coachee who is not as open to learning, as C2 and CC5 noted.

> C2: People who probably are not willing to invest in a significant period of growth.
> CC5: People who are in their comfort zone, like doing the same type of job or methodology ... they don't push themselves to make it better.

4.2.9 Case 1 Summary

This Advisory firm implemented an L-A-C approach, using both formal and informal processes, to build a leadership pipeline for succession purposes and to assist with managing the complexity of a PSF. The L-A-C approach has benefited the firm's success through improved productivity and assisted with the retention of high performers. Benefits accruing to the coachees occur by facilitating their problem-solving and building their professional confidence.

Their holistic approach and structure to coaching aid the L-A-C approach which is driven from the top. They also have extensive processes and systems to support the L-A-C approach. These include extensive learning and development initiatives in place to build coaching skills, constant learning through feedback, and pioneering a feedback mobile app to recognise good performance and promote learning through feedback. The main inhibitors are the matrix structure, over-reliance on a few good coaches, and the lack of reward and recognition for effective L-A-C. The performance management process does not appear to be meaningful as most participants felt at the end of the day they are evaluated on whether they met budget, while coaching and other leadership behaviours are not taken into account.

The shift in the organisational culture has resulted in other inhibitors to the L-A-C approach, which are a predominant finance focus and a pressurised culture. When under pressure, coaching is not prioritised due to the lack of time, although this is not the case for some leaders, who have the passion for developing people and are committed to making the time for coaching. These leaders have created their own team culture using an L-A-C approach.

In conclusion, even though the organisation has sound developmental policies and procedures in place to support an L-A-C approach, due to the culture, some leaders appear to take it up in their leadership role better than others.

4.3 Case 2

4.3.1 Background of the entity and roles of participants

This entity is a large Assurance and Advisory firm. This case focussed specifically on the External Assurance Division and all participants were Chartered Accountants. The two L-A-Cs completed their articles within the firm and have over the years been promoted to an Associate Director (AD) level. Coachee 1 had just completed her articles at the time of the interview with Coach 1 as her 'coach'. She is now a manager in the firm's technical division. Coachee 2 is a senior manager who has worked with Coach 2 on numerous assignments. The HR Director (HRD) is also a Chartered Accountant and an Audit Partner. She takes on the role of HR Director and is the HR Business partner for Audit, while the other divisions in the firm have their own HR Business partners. They run in a matrix structure. They also assign various portfolios to the managers to support them in running the division; for example, a manager will assist the HR Business partner, while another is responsible for finance and another responsible for quality and risk of delivery to the client. This aligns to the literature on the three areas of a PSF: Staff, Client and Profit (Maister, 1993).

Trainees in an Audit firm need to achieve a "Competent without Supervision" rating on a large number of technical abilities. Management and professional competencies are also included (such as project management and building relationships), but the ratio is 90% technically-focussed, with 10% on professional skills.

4.3.2 Description of coaching approach within this specific company

The HR Business partner appoints a coach for every new group of trainees and any experienced recruits. Trainees (aspiring CAs who are on a 3 year learnership contract) have a manager or AD as a coach. Managers are assigned a coach from the partner/director level. The coach is responsible for the manager's or

trainee's performance management – and the PSF refers to this coaching as 'formal', as it is documented with step-by-step processes. In addition, the managers and directors on the various assignments will also take up an informal coaching role, commonly known as on-the-job coaching or informal coaching. During the three-year learnership, the trainees are required to achieve technical competencies from the South African Institute of Chartered Accountants (SAICA). The L-A-C's role is to assist their coachees (trainees) achieve the competencies that have not been achieved.

The firm also has a buddy process where new recruits in their first year are allocated 2nd year trainees to help integrate them into the firm. This quote from C2 sums up their role as a buddy coach:

> I see it as a buddy, as well as it's someone to speak to, so it's looking at their overall performance and how they track against SAICA and track against the firm - and if they're doing fine. And then helping to plan with them to get most out of the three years here.

4.3.3 Perceived reasons for the PSF implementing an L-A-C approach

An L-A-C approach is required as the firm works in teams. An L-A-C approach builds relationships, trust and communication within the team. The supporting statements are:

> HRD: It is one of the fundamental principles because we work in teams. So if you don't coach the people around you, that whole team work concept falls flat.
> C1: You're building relationships between ADs and managers or trainees and other managers and it builds a nice environment of trust where you can actually do and say a lot of things. So it opens up communications a lot better and I think that's how it helps organisation.
> CC2: It benefits the whole teams and it benefits you.

It was interesting to note that one of the coaches and both coachees felt that coaching was needed because it is a training environment, where professional standards need to be adhered to and the technical SAICA competencies need to be achieved. These are described below.

Table 4.18: Coaching enables a training environment with professional standards:

HRD	L-A-C	Coachee
'On-the-job' coaching, or informal coaching is obviously focussed on technical skills, like how to do an audit.	C2: Because we're a training type of institution.	CC1: My coach ensured my SAICA competency gaps were filled as much as possible. CC2: To maintain a certain standard and reputation.

4.3.4 Perceived benefits of an L-A-C approach

This question was asked from the perspectives of the organisation, coach and coachee.

4.3.4.1 Benefits for the Organisation

As shown in Table 4.19, a key benefit of the L-A-C approach is fostering success for the organisation through improving productivity, quality and recoveries.

Table 4.19: Success through improved productivity

HRD	L-A-C	Coachee
Success through Improved Productivity:		
H1: If you don't know how to do something and somebody doesn't help you coach you, you're not going to get it done.	C2: It benefits the job and it benefits, you know, you get better recoveries	CC2: It will be increased productivity, positive staff morale. It has a huge impact.

Both coachees mentioned that retention of people was a benefit of the L-A-C approach for the organisation.

> CC1: She helped shift my mind from you not wanting to stay to pinpoint what the role is exactly.
> CC2: My coach made me want to stay in this firm.
> CC2: I think in the long run it will help lessen staff turnover.

4.3.4.2 Benefits for the Leader-as-Coach

A key benefit for the leaders as coach is developing their emotional intelligence.

Table 4.20: Developing L-A-C's EQ

HRD	L-A-C
Develop a little bit of empathy for what they're going through	C1: I have learnt to … through difficult conversations … I've grown a lot. C2: "It teaches you a lot of patience"

4.3.4.3 Benefits for the Coachee

As depicted in Table 4.21, the opportunity to learn specifically both technical and professional skills was seen as the most significant benefit to the coachees, with the other benefit being career development (related to discussions of career aspirations).

Table 4.21: Benefits to the coachee

HRD	L-A-C	Coachee
Opportunity to learn both technical and professional skills		
It's not just about the relationship, but the opportunities that they've given you … I think that sound board for example 'I'm struggling with this, how can I deal with this.	C1 Helps them improve… lets them develop skills. C2: coaching is a very nice way to learn because book knowledge only takes you so far … it's on-the-job one-to-one experience sharing that makes people realise or understand certain concepts.	CC1: She also made me see where I was kind of like wrong and try to sort of correct me as well. You know it wasn't just about what the other person had done. What role as well did I play to getting that person to get to where they were at that point? CC2: Understand the personality that you're dealing with.
Career development		
Look back and say this one really had an impact on my career.	C2: Some you know want more, bigger career aspirations.	CC1: Moving away from your articles and being like okay you, what do you want to achieve in your career?

4.3.5 The organisational factors which aid the L-A-C approach

The company context in terms of (a) structure, (b) processes and (c) culture were explored with the HR Director, L-A-C and coachee. Their responses on what factors aid the L-A-C approach have been tabled in this section, and what factors do not aid in the following section.

4.3.5.1 Structural factors which aid the L-A-C approach

Each division within this firm has an HR Business partner who enables a focussed approach to the retention and development of their division's staff. The HRD felt this aspect of the firm's structure was an enabler of the L-A-C approach:

> The human capital people. So every group has got a human capital consultant assigned to them. And you know they're there to help on whatever is needed.

As described in the firm's L-A-C approach, the team structure also assists the coaching. C2 mentioned:

> A second year [trainee] doesn't need to just coach a first year [trainee], but also do peer coaching. That whole team structure helps coaching.

In addition, the managers and directors are required to take on various L-A-C roles. This is an enabler as it embeds the way of doing things, which they refer to, in this firm, as a coaching culture***.*** Participants mentioned the various coaching roles at all levels, both formal and informal, in the organisation as enablers of the L-A-C approach, as depicted by their quotations below:

Table 4.22: Various L-A-C roles

HRD	L-A-C	Coachee
A formal coach appointed to you, and that's to do with performance management. … But that also happens informally on a job-by-job basis, where it's not documented as such, but I	C2: So I can have a mentor if I want to call it that, I can have a coaching partner, I can have more than one person - so it's imbedded like that – and for the partners there's also external coaching, so I	CC2: I have had this coach who in 'formal sessions' she was great and all about me, but on-the-job she makes sure the right quality is achieved – and so she at that point – she is not your

HRD	L-A-C	Coachee
think you know, most teams worked out a way in fitting with the reporting structure within that team.	think because it's done at all levels, it makes it real for everyone.	empathetic coach, but rather directive and to the point to achieve the deadline … so for me it was altogether. It was formal and informal.

A key enabler of the L-A-C approach is that OTJ coaching is more informal focussed on technical skills and getting the job done, while formal coaching focusses on professional skills as described in Table 4.23. What appears to work well is if one person is both the formal coach for performance management and the OTJ coach. Of interest, C1 mentioned how her team did not realise that she was coaching them informally on-the-job. However, analysing her examples of coaching she did not seem to be coaching informally, but rather doing OTJ training.

Table 4.23: Different focus of informal OTJ coaching and formal coaching

HRD	L-A-C	Coachee
HRD1: 'On-the-job' coaching, … focussed on technical skills Formal coaching … doesn't focus on technical aspects at all it's more how you're perceived, how you work in a team. You know do you have any issues with how you deal with time management, stress management".	C1: They're used to formal structures so they don't see these interactions as coaching where would I walk around the audit room and say oh how's it going or Have you dealt with this difficult person at the client? C2: Formal coaching is normally a nicer type of relationship because I'm not the one responsible for a rating for them it's more coaching them and helping them to get the best out of their performance.	CC1: She was not my on-the-job coach but she kind of tried to think - okay if I was on-the-job, what would I have expected from you to have achieved? CC2: What benefited me is very different to my peers, because my coach is also my on-the-job coach. So I had a 'briyani' (Everything in one) … My coach already knows my strengths and where I need help and I don't find out where I need to improve on only at the end of a project.

4.3.5.2 Processes which aid the L-A-C approach

There were clearly three themes which emerged from the interview discussions around the organisational processes which aid an L-A-C approach. These were: (i) the firm's approach to learning and development to upskill L-A-Cs; (ii) processes and systems that are in place to assist L-A-Cs; and finally, (iii) reward and recognition for taking up an L-A-C approach.

- Approach to Learning and Development

A learning and development process is one of the enablers of creating an L-A-C philosophy and practice. It begins from the moment you join the firm, as the HRD said:

> It's something that we instil in people the minute that they join us. It's a big part of the whole on-boarding process as well.

The firm has an extensive curriculum for specific coaching courses and other skills needed for coaching, such as emotional intelligence development, as described in Table 4.24.

Table 4.24: Learning and development curriculum for coaching skills

HRD	L-A-C	Coachee
Extensive training curricula … Soft skills and the coaching is embedded. So there's direct coaching, courses, and there's also indirect ones, like emotional intelligence, negotiation – things like that.	C1: Our business schools has a whole host of different coaching interventions from when you're an assistant manager you're just learning the skills to when you're a senior manager because you're not just coaching trainees you're coaching other managers too and these are the skills set to do this as well.	CC2: L&D shared how we should coach and give feedback to our 2nd and 1st years on-the-job. They share what the organisation expects from you and how you're going to coach or take care of the first years CC1: Have a strong development focus, especially on the technical and business related areas

HRD	L-A-C	Coachee
	C2: softer skill type of courses … to start develop the skills and things to look out for in the way you coach	

In addition to the extensive learning curriculum, the L-A-Cs learn through feedback from 360-degree evaluations after each job. The feedback is also linked to the coaching skills programmes to allow the L-A-Cs to reflect on their areas of improvement. This is depicted in Table 4.25:

Table 4.25: Learning through feedback

HRD	L-A-C	Coachee
We do 360-degree feedbacks, where you also get a lot of feedback in terms of 'is this person a good coach' and this one doesn't give me the time of day.	C1: Coachees actually give feedback on the coaches so that's included in their moderation forms, where the engagement team gives feedback on the managers C2: I think the feedback system that we started helps, because it makes it less of a one-way discussion. Sometimes you need the kind of anonymous feedback if people aren't open enough to talk to you and I think that helps. For me, that's valuable feedback because that's how people perceive you.	CC1: We recently had an open discussion with each other as part of her leadership development programme where a facilitator asked us both questions about how we feel about each other and our impact on each other. We also do 360-degree feedback as part of performance reviews.

The L-A-Cs have Associate Director Forums which also assist the L-A-Cs' learning as they can discuss and share best practices for coaching formally and informally. This is especially prevalent in a matrix structure where the L-A-Cs are required to coach various managers on-the-job. C2 described how the forum is an enabler, as follows:

> a confidential kind of environment, with people at the same level as you - how to deal with things - I think that helps a lot so that you can understand 'is it you that can't connect with a certain person?' or 'is it a certain coaching style with other guys that worked with the same people?' or then to understand different ways that people do it, and I think that helps quite a bit, if you got a nice manager group that can help each other.

- Processes and systems aiding the L-A-C approach

It emerged from the interviews and in specific with discussions with the HRD that the firm has an integrated approach to formal coaching and to a certain extent informal coaching (OTJ). The formal and informal OTJ coaching is integrated into

the HR structures, processes and organisational competencies, which aids the L-A-C approach as it is not seen in isolation. The HR structures and processes in place in this firm which aid the L-A-C approach are: the matching of coaches and coachees, the link of L-A-C to HR Performance management systems and the setting of development goals, and finally, there are job aids to support the L-A-C with tips.

- *Coach matching:*

The HRD views the matching process as an enabler, sharing that she limits the coach-coachee relationship to two years in order for the coachee to gain a new perspective thereafter. On an annual basis, she meets with the ADs and together they will look at the background of the new trainees and try to match it to the managers, as described by her:

> HRD: It's an informal basis like trying to match personalities, but always with a provisory, that if you get allocated to somebody and it just doesn't work or that relationship just doesn't gel, then you get the opportunity to change.

- *HR performance management system linked to development goals*

A process which enables the L-A-C to hold coachees accountable for their goals is the setting of goals. These developmental goals are agreed and reviewed with the formal coach every six months and development plans documented onto an integrated system called the Performance and Coaching for Development (PC&D) system. The coachee is encouraged to share these overall goals with their on-the-job coach and set specific goals for that assignment with the on-the-job coach. Their goals and their performance are assessed after every assignment by the on-the-job coach. This integrated approach is an enabler in the matrix structure as the formal coach has access to these ratings and assignment goals even though he/she was not the on-the-job coach. Formal coaching sessions are encouraged every two months.

> HRD: They have to do a development plan every six months that has to be discussed with their coach and signed, and then obviously do get assessed on that development plan and on a job-by-job basis. Before they start with an assignment they need to agree with their manager what are their goals on that

assignment and that then get assessed after the completion of the work … So it's all filtered into the PC&D system … and that's the way that you monitor it.

Various organisational tools and processes for coaching are provided in addition to the HR structures and processes and coaching training. These are job aids to support the L-A-C and include a recommended agenda for formal coaching sessions, coaching process templates and tips for having various discussions and for dealing with various situations in the formal and informal coaching context. These following quotes support this finding.

HRD: And then there's structured processes around it to make sure that people get the assistance they need and all kinds of tools to help…..... on all sorts of situations to give people help. It's on a database so you can download and you can read it. Say if you don't know how to deal with a difficult situation in a coaching environment you refer to 'the deal' to help on "how do you have a talent discussion?"

C2: We have a coaching agenda that we've developed and redo every year. It's just you have it if you do have a coaching meeting.

- Reward and Recognition

A new process was implemented where L-A-Cs get feedback and monitored via 360-degree evaluation forms. Currently the only reward and recognition in place is the integration of the forms into the KPIs where if you achieve all your targets you will be rewarded through the bonus scheme. One of the KPIs is focussed on L-A-C, and the new 360-feedback links to this.

HRD: One of those KPIs is have you done all your coaching kind of work that you needed to do. If you did your part, you will be recognised through the bonus scheme.

C1: So we're putting processes in place where the coachees actually give feedback on the coaches … just making sure that happens because if it's not monitored, it doesn't get done.

As the 360-degree process is fairly new it appears to being used as a monitoring tool rather than a reward and recognition tool,

4.3.5.3 Cultural factors which aid the L-A-C approach

The HRD and L-A-Cs consistently described the culture as a coaching culture. When asked to elaborate on the coaching culture, they perceived it was due to the continuous formal and informal (OTJ) coaching conversations and in the approach to the development of people, which enables the L-A-C approach. The coaching approach happens across all levels and the coaching culture is embedded from the top.

Table 4.26: Embedded coaching culture driven from the top

HRD	L-A-C
HRD: Promoting a coaching a culture within the firm makes a difference. And it's something that comes from the top. In an environment like this where, there's huge competition and therefore it is so important that you have that coaching culture. Because otherwise, people can just be trapped in themselves.	C1: It's just part of the culture……Because it happens informally and formally. It happens continuously and that's the whole way that you build up this whole you know coaching culture. C2: I think from our point of view because you do it in everything you do, from the way we do the technical training from the on-job training and the setup we create within teams I think that's embedding it into what we do.

In summary, the main organisational factor which aids the L-A-C approach is the integrated and embedded strategy, structure, processes, systems and culture. The structure, in terms of having various L-A-C roles, and processes of continuous learning and coaching conversations has enabled a coaching culture, which in turn keeps the L-A-C approach alive, rather than just being spoken about.

4.3.6 The organisational factors which inhibit the L-A-C approach

4.3.6.1 Structural factors which inhibit the L-A-C approach

The main inhibiting factor for an L-A-C approach is the matrix structure of the organisation, which then results in additional responsibilities and complexities for the L-A-C, thereby compromising time for formal coaching (Table 4.27). In a matrix structure, the L-A-C works with a wide range of managers and staff, resulting in the informal OTJ coaching on projects not being aligned to the formal

coaching, if any is happening at all? As mentioned under structural factors what appears to work well is if the same person is both your formal coach for performance management and your on-the-job coach; however, this is not the usual case in a matrix structure.

The second inhibiting factor, as documented in table 4.27, is that all managers/directors are expected to take up a coaching approach, but they do not necessarily have the skill, passion or commitment to take it up, even with all the development and support provided in the firm. The HRD has considered not appointing such individuals as formal coaches, but then they still need to take up a coaching role on the assignment, and when they do not, it results in frustration and reliance on other L-A-Cs, so adding another set of responsibilities to those L-A-Cs.

Table 4.27: Structural inhibitors

HRD	L-A-C	Coachee
Matrix structure		
It's a plus and the negative. We move from client to client, so I work with a range of managers and a range of the staff. And I think that is where we get the value of diversity and different opinions and different views and ways of doing things. But it makes it **difficult** in **that finding the time to coach** because inevitably I have a manager that has got this client phoning and has got something else with a partner and so they're not there all the time.	C1: Your coaching partner sometimes doesn't even work on any of the jobs you're on C1: "balancing the pressure you face on a deadline, balancing sales and meeting budgets - under pressure and the time to coach a person.	CC1: Because we work with different teams all the time and don't necessarily work with our formal coachees. So it is fine on-the-job, but that is where we concentrate a lot on technical skills development. We don't have time to dive into the soft stuff because we are under deadlines. CC2: there's the whole administration of all these jobs, then it's doing the actual work.
All managers expected to take up a L-A-C approach		
HRD: One thing hindering is clearly not everybody is a	C2: Everyone has expectations of you. It's trying	CC1: Those people just review and then give us piles

HRD	L-A-C	Coachee
natural coach. We've been down, up and down this road again where you get to a point where you say 'well okay you know we are a people orientated organisation so therefore everybody will be a coach' … but now we say rather leave it, because you're probably doing more harm than good.	to balance all of those expectations.	of corrections which we call coaching notes, but there is no real coaching. In terms of our learning, that is just bad feedback, 'because they don't even sit with you, they just email it. CC2: I call someone else that has coached you in various jobs. Because you feel that the current person is not coaching you in a way that you feel is sufficient.

4.3.6.2 Processes which inhibit the L-A-C approach

The three areas which appear to be inhibitors are: firstly, there is a focus on technical compliance rather than developmental coaching; secondly, there is a lack of incentives; and lastly, technologies could be more innovative and user-friendly.

- *Focus on technical compliance and not coaching:*

This division is part of a highly-regulated environment and could be held liable in court for a wrong opinion or negligence. In 1999, the largest audit firm in the world (Arthur Anderson) collapsed due to wrong doing. Due to this risk, there is a precedent to focus on technical skill and compliance and any coaching on self-awareness and leadership skills does not take priority. The HRD and a coachee described this, as follows:

> HRD: The quality, and making sure that you've reviewed technical work, will always come first - and this softer stuff will come second. Because you know if you don't, that it's seriously real consequences, which will be on my and the firm's reputation... It's difficult working in a in a regulated environment.
>
> CC2: So it is fine on-the-job, but that is where we concentrate a lot on technical skills development, we don't have time to dive into the soft stuff because we are under deadlines.

There were a number of examples used by the coaches when explaining how they ‘coach’, which clearly related to pure management (planning, organising and controlling) and technical OTJ training, rather than developing a person’s professional competence. This was particularly strong with coach 1, who used examples of a directive leadership style to describe her coaching approach:

> Here’s the report we did last time, this is kind of what I think should go in there ... I don't think the structure should change too much. Go away, come back and then we actually sit and I will review it.

When asked coach 1 how often she meets with coachees outside of the required performance management meeting she answered:

> I see one of them on my job, so it’s fairly frequently. So I don’t really do the formal coffee thing and I think that’s where my introvert [personality] comes out.

Her coachee agreed who said:

> CC1: She didn’t make enough formal time to coach me, because we only have a few formal meetings a year. If I wasn’t on a job with her, I wasn’t being coached.

- *Lack of incentives*

There was concern raised with regard to the lack of incentives to coach. It is expected that they coach, but are not rewarded in any way. This does not encourage them to coach, especially when it competes with other performance objectives (which are incentivised), thus inhibiting the L-A-C approach

> C1: You don’t, and I think it’s because we're in a high performance culture. People just say, this is the bar, if you do anything under the bar, then you get crapped out … I mean there’s no ‘coach of the week’ award, or ‘coach of the month’ award or anything like that.
> CC2: Because we don’t take that three sixty-degree thing seriously and even if we do, it’s not mentioned anywhere. So it should be in the KPIs.

- *Lack of innovation with technology*

When asked what processes she would like to be improved in order to enable an L-A-C approach, the HRD mentioned that due to digitalisation and younger generation employees, a more user-friendly performance and coaching system could be used to encourage the informal coaching such as an application on a mobile device.

> HRD: We don't have access on mobile devices to the PC&D system, so it's a pain for people to do the formals and put it on the database, and all that kind of stuff … For an organisation like us we probably need technology … If we can find a way of making the performance management system a lot easier, it will be a lot more successful and not so cumbersome

4.3.6.3 Cultural factors which inhibit the L-A-C approach

Over-competitiveness and being pressurised are the two main cultural inhibitors of an L-A-C approach in this firm, because these factors create a culture focussed on negatives rather than positives. In addition, time pressures result in the L-A-C approach, with the coach not prioritising time to coach - and when they do coach, they are not in the right mind space during the coaching conversation.

Table 4.28: Cultural inhibitors

HRD	L-A-C	Coachee
Overly-Competitive Culture		
HRD: We acknowledge that it is a competitive environment and that's why it is so important that we push every day.	C1: Because the culture is so competitive as well, you find people criticize quicker than what they give praise for. There isn't a lot of praise given at all. C2: It's a highly competitive environment which sometimes hinders because... they feel it will be to their downfall or somehow down rate them if they ask too much.	CC1: So there are just two branches for me that I'm seeing in terms of culture, one side is development focus and the other is just worried about getting off the project with the least amount of overruns.
Pressurised Culture		
Time is a factor, without a doubt. It is, you know it is probably the	C2: I've had meetings with coachees where they are clearly	CC1: It is hard to balance the pressure you face on a deadline,

HRD	L-A-C	Coachee
last thing on the 'to do list' when after you've dealt with client, you have to bill, sell, manage other clients, build the business etc.	on a deadline from a job point of view, and at times, I also rush through the meeting just to get through it and don't really listen.	balance sales and meeting budgets under pressure and the time to coach a person. You know, it is hard to prioritise the time to stop and really coach a person.

4.3.7 Individual factors aiding or inhibiting the L-A-C

Individual factors were focussed on competencies at the L-A-C and coachee level which aid or inhibit coaching.

4.3.7.1 Skills which aid or inhibit the Leader-as-Coach

The most mentioned skills which aid the L-A-C is the ability to build a relationship based on trust and adapting and connecting with their coachees. The main inhibiting factor is if the relationship is on a superficial basis and the L-A-C cannot connect to the coachee. Active listening skills and questioning skills both aid an L-A-C approach, while the main inhibitor is being directive, by solving the problem and implementing the solution for the coachee. The enabling and inhibiting skills and behaviours described by the participants have been categorised in Table 4.29.

Table 4.29: Skills which aid or inhibit the L-A-C

Coaching Skill	Aids the L-A-C	Inhibits the L-A-C
Co-Creating the relationship (connecting, encouraging, trust)	C2: It should be a relationship type of thing you get, you build the relationship, you have the meetings and then ... it follows naturally CC1: We kind built that relationship of trusting each other. CC2: He adapted the way he coaches to how I am, the way I am. And I think that's how come it works. Because I think if he tried to just do a one-size-fits-all approach, he would not have reached me.	C1: Actually I am an introvert. I like my little comfort zone … I'm uncomfortable in those (personal) situations CC1: I could tell that she was always uncomfortable, so the conversation was at a superficial level.

Coaching Skill	Aids the L-A-C	Inhibits the L-A-C
Self-awareness and self-management	C1: Very difficult to stay objective and not get emotional. C2: Need to balance being there for the team but doing your own work. CC2: Have genuine concern for people, empathy.	HRD: Some older generation partners where to put emotions on the table and talk about this stuff and getting coaching and getting all this feedback was taboo.
Listening and questioning	C1: Letting them do the questions so you can think about things C2: Get them to come with what they think they need to do and then to try and probe little bit to get them to the right answer CC1: Listening skills. I think being a good listener before you talk really does help CC2: Obviously listening, understanding and exploring are key.	HRD: If you're somebody who says I am quickly going to tell you how to do it rather than spend another half an hour going this way and that way.
Reframing and contributing	C1: The coaches should make themselves available to enable those opportunities. C2: Understand when to let someone struggle a little bit on their own or when to step in as the coaches. HRD1: People have to be honest … give the tough messages.	C1: I'm only explaining it once … But I say you need to ask everything right now, because I'm here now. C2: Sometimes don't address things and fix things yourself rather than letting people see and learn from their mistakes. CC2: I didn't opt to resolve it myself. She did go and speak on my behalf.

4.3.7.2 Attitudes which aid the Leader-as-Coach

Two main themes emerged from the analysis: having passion and commitment and authenticity to coaching others. Having the passion to work with people lays the foundation, and then it is crucial to be a role model and commit time to coach.

The inhibitors are not committing to the time to coach and only give feedback via email.

Table 4.30: Attitudes which aid or inhibit the coach

Attitudes	Aids the L-A-C	Inhibits the L-A-C
Passion	CC2: If you're more positive you kind of feed off that positivity to the other guys HRD: Really wanting to help other people.	CC2: They see it as something that's a waste of their time as opposed to growing people
Commitment	C2: If I'm the proper role model for someone that's more junior, I must make that time. So maybe differentiate what's important and what not. CC1: And they definitely need to walk the talk.	C1: They prefer to hide behind the email CC1: Didn't make enough formal time to coach me

4.3.8 Individual factors aiding or inhibiting the coachees

- *Skills which aid or inhibit coachees*

Building a trusting relationship is a skill which relies on a two-way process. If either the coach or coachee lack the drive to build this relationship it will inhibit the coaching. The coachee cannot rely on the L-A-C, they need to be just as proactive in building the coaching relationship, which is a key skill for aiding the L-A-C approach, as expressed by coachee 2:

> CC2: In this relationship, it's two people. Both people have to work at it equally. Everybody thinks it's the other person's job to do something. But if you want something out of the relationship you must also be able to go and get it and as opposed to just sitting and waiting for someone to give it. So, it's a two-way thing.

Self-awareness of the coachee is an inhibitor of the coaching process as they may not be receptive to the feedback and can even retaliate to the L-A-C's feedback. This was described by coach 1 and coachee 2.

> C1: When they're not self-aware, then they make the most difficult coachees, because you have to break a perception.

> CC2: You might get an instance where you're the coach, and you're coaching someone, but they take it in the wrong manner – then they will penalise you in that three sixty [feedback].

- *Attitudes which aid or inhibit the coachees*

All participants described the main attitude of a coachee for aiding the L-A-C approach as being open to learning, being proactive and being committed, expressed as follows:

> C1: Unless you actually arrive at the field and you're willing to run around the track, nothing's going to happen and you're not going to develop.
> HRD: They absolutely crave any kind of feedback that they can get….. They are very open to experience and feedback.
> CC1: have an attitude that is open to learning and should not be defensive.
> CC2: Be a proactive person, and take charge (of your learning).

An attitude of a coachee that may inhibit coaching is arrogance as described by coach 1:

> C1: some people who have a very strong view of themselves - and you just can't get through that.

4.3.9 Case 2 Summary

This audit firm has implemented a formal coaching approach, which is linked to performance management, and informal, OTJ coaching. It is important to have both – as formal coaching mostly focusses on professional skills, while OTJ coaching focusses on technical skills. The main reason for implementing an L-A-C approach is to enable a training environment with sound professional standards. This approach ensures the organisation's success through improved productivity, improves the L-A-Cs' emotional intelligence and creates an opportunity for the coachee to learn professional and technical skills in order to develop their career.

The processes, tools and systems to aid an L-A-C approach are extensive within this case. These include an integrated coaching process (including matching and goal-setting) to the performance management system (called the PC&D), coach

training and a database of job aids and tools to support the coaching process. The leaders of the organisation, and in particular the HRD, drive a coaching culture.

The inhibitor of an L-A-C approach is a matrix structure, as OTJ coaching takes preference. One of the Associate Directors (an L-A-C) confused OTJ training with coaching and was only comfortable with technical training, while battling to coach managers on their professional skills. This could be a result of the coaching structure as the Associate Directors are still allocated trainees as formal coachees, although this is currently being changed to coaching assistant and junior managers.

Although a KPI does relate to L-A-C, and hence monetary reward, it is recommended that non-monetary rewards be put in place to promote good coaching behaviours, which includes prioritising coaching in the competitive and pressurised culture. The team members give feedback at the end of the project via a 360-degree assessment and individuals can be nominated as a ‘coach of the month’ for good coaching behaviours based on the feedback.

4.4 Case 3

4.4.1 Background of the entity and roles of participants

This entity is a leading business law firm in South Africa. The interviews were conducted within the dispute resolution practice which has 51 qualified lawyers and 24 directors. They provide pragmatic, commercially-focussed legal solutions for their clients. The dispute resolution practice (from now on referred to as the practice) is structured into a number of small teams, usually consisting of one Director, a senior associate (similar to the senior managers/Associate Directors of the firms interviewed in Case 1 and Case 2 above), a junior associate and a couple of candidate attorneys (CAT) which is similar to a ‘Trainee’ as described in Case 2. CC1 explained the career path as follows:

> In the context of the firm, the hierarchy if you start from the bottom where the candidate attorneys are, it’s a two-year course, and that’s required in terms of the law. Then if a candidate attorney is retained, you become a junior associate. In

> terms of the firm's policies, you'll spend three years as a junior associate. That's a new arrangement though, I spent two years as a junior associate. And then you are eligible for promotion to senior associate. And then once you've been a senior associate for three years, you're eligible for promotion to Director.

From a structure point of view, attorneys in the practice work in the same team on cases, formal reporting lines are within the same team, and performance bonuses are based on the team's performance.

The participants consisted of the HR Manager who runs the shared HR service across the business law firm, and two directors (coaches) and their senior associates (coachees), each forming different teams within Dispute Resolution. One of the directors was also the practice head.

4.4.2 Description of coaching approach within this specific company

Their coaching approach is based on informal coaching with a strong emphasis on OTJ training. They do not have a separate formal coach; however, their OTJ coach, will twice a year set and review developmental goals with their coachee, and also takes up a mentorship role. The mentorship role entails discussion on career paths, giving advice, for example, on how to handle difficult attorneys, judges or clients, and in general showing the associates or CATs how to conduct themselves in court. The L-A-Cs selected for the current study were known to use a coaching leadership style. The Human Resources Manager (HRM) described the coaching as follows:

> The concept of manager as coach is quite a natural part of the legal approach to people development. … You would get trained in your team so your day-to-day training is the responsibility and obligation of your Director. Directors take it very seriously in most instances. And without them realising, my view is that they play a coaching role, so more than on-the-job, coach but a slight mentorship role as well.

4.4.3 Perceived reasons for the PSF implementing the L-A-C approach

Directors focus on developing the senior associates and ensure they are engaged as the professional staff are a PSF's greatest asset. This was highlighted by a coachee as follows:

> CC2: They [the leader] realise that the biggest asset are their fee earners [professional staff] and they are doing everything they can to make us happy and to grow us and teach us and encamp us with knowledge"

The first reason for implementing an L-A-C approach, as illustrated in Table 4.31 is to develop future leaders of the firm. In order to create a path for the young leaders to be appointed as directors, the practice needs to grow.

Table 4.31: Coaching builds a leadership pipeline

HRM	L-A-C	Coachee
HRM: From a firm perspective... we developed the future leaders of the firm through this process.	C1: My role is to train my candidate attorneys so that effectively I become redundant ... to grow those juniors to a point where they're able to take over from me. C2: Strong talent that you're able to progress through the ranks.	CC1: Creating the path for more directors.

The second reason for implementing an L-A-C approach is to build the practice and ensure continuity in the management of the practice, especially as C1 is the practice head. Part of being an attorney from a Senior Associate level is to manage your own practice as per Table 4.32.

Table 4.32: L-A-C assists with building the practice:

HRM	L-A-C	Coachee
HRM: They will get involved in discussing business development opportunities	C1: I've been able to take on a whole lot extra work as Practice Head and able to	CC1: So when his attention gets drawn away by his practice head role, he can deal with that role without

HRM	L-A-C	Coachee
together, so building the practice. HRM: The more effort you put into developing juniors, the more time you have to devote to the day in order to reach fee targets and budget.	delegate the clients to the senior associates. CC1. … And so the practice will grow as a result. C2: it gives a huge amount of continuity in the management of the practice.	worrying that his whole practice is going to crash and burn because no one's looking after it. CC2: Because part of being an attorney is managing your own practice.

4.4.4 Perceived benefits of a L-A-C approach

The benefits were explored from the perspectives of the organisation, coach and coachee, although some quotations were holistic, as coach 2 said:

> it benefits all of us if you can get the best out of people.

4.4.4.1 Benefits for the Organisation

The success through improved productivity, while retaining reputation, was consistently identified as a benefit of the L-A-C approach to the firm. Through this, costs are reduced and clients are retained, as shown in quotations in Table 4.33.

Table 4.33: Sustainability and productivity

HRM	L-A-C	Coachee
Success through improved Productivity and reputation		
HRM: It helps having highly competent juniors who can bill out at lower rates but have the skills of someone two, or three years their senior...we get to retain clients through reduced costs …and the reputations a big deal.	C1: ... my team is able to produce a lot more than we've ever able to produce before	CC1: Longevity and sustainability of the firm CC2: To maintain a certain standard and reputation and that's, it helps through coaching.

4.4.4.2 Benefits for the Leader-as-Coach

A key benefit for the L-A-C is the success of the team, which for them personally means greater rewards – as they are rewarded based on the success of the team, as shown in Table 4.34.

Table 4.34: Team success resulting in cumulative benefits

HRM	L-A-C
HRM: A well-trained senior associate is a benefit to the team and ultimately a benefit to the coach … the success of each individual cumulatively is the success of the team	C1: A good cohesive team by being a good coach and managing your people properly … I don't think I could ever justify the kind of salary that I earn on my own without my team C2: It benefits all of us if you can get the best out of people

4.4.4.3 Benefits for the Coachee

The L-A-C approach benefits the coachee by giving them an opportunity to learn, grow and be promoted (that is, career development). A sample of these quotes is illustrated in Table 4.35.

Table 4.35: Opportunity to learn and grow

HRM	L-A-C	Coachee
HRM: Is great training, good exposure.	C1: My coachee is applying for directorship after the six years – that's great. C2: the opportunity in terms of her career progression to move on.	CC1: It's aimed at growing all of us through the organisation, growing us through the industry, developing us as attorneys. CC2: So definitely coaching has benefited me in the sense that I'm able to learn how to do things in the practice.

4.4.5 The organisational factors which aid the L-A-C approach

The firm context in terms of structure, processes and culture were explored with the HRM, coach and coachee. What is evident in this case is that this firm has

very few processes, including learning and development courses for coaching, but their structure and culture appear to enable a coaching culture.

4.4.5.1 Structural factors which aid the L-A-C approach

The team-based structure has enabled the L-A-C approach to occur informally. The practices within this firm all had a matrix structure; however, the dispute resolution practice head pioneered a team-based structure in the practice. As a result, informal coaching became a more natural process between directors and senior associates as it broke the silos. The two quotes below support this.

> HRM: As compared to the old environment where you have a principal or one person as counsellor responsible for your performance, but you work with various different people, here it is fairly limited to the individuals that you would work with because we now have a team-based structure … coaching is a more natural process now.
>
> CC1: He's [practice head] always had sort of a team dynamic which was kind of pioneering for then because attorneys tend to work as silos … and now we are always working together.

4.4.5.2 Processes which aid the L-A-C approach

The main procedural themes that aid the L-A-C approach described by the participants in this case is the focus of organisational communication, performance management, and reward and recognition.

- *Organisational communication*

The team structure, non-flexi office hours, lunch in the building, physical layout and quality of the building enhances organisational communication. All the participants noted these as factors which aids informal L-A-C as they are always together, resulting in improved face-to-face communication and feedback, as per table 4.36.

Table 4.36: Organisational communication

HRM	L-A-C	Coachee
HRM: Physical structure and limited flexi place ensures they always together. Lunch is provided to all managers and associates and directors and even CA's, it's one way of making sure you never leave this building	C1: The Director lunch is used a lot for Director discussions, support and networking... there's always advice being thrown around *C1: we are engaging all the time and they are getting feedback all the time*	CC1: We don't send emails to the office next door, we walk and have face-to-face conversations. Its constant interaction and engagement … you openly dialoguing continuously

- *Integrated HR Processes*

The focus of performance management and bi-annual reviews are developmental in nature and everybody takes these processes very seriously.

> HRM: So it's facilitated, but it's quite a rigorous process ... the people management component is a small but important element.

All participants (Table 4.37) described how the coaches are responsible for the performance review, to set goals and to review them – which aids the coaching process in order to ensure focus on long-term goals.

Table 4.37: Focus on long-term goals

HRM	L-A-C	Coachee
HRM: It aids the culture performance management processes, it forces you to evaluate associates on their performance - but also then to set goals for them and indirectly evaluate directors and whether they've assisted them in achieving these goals. So, holding them responsible for assisting.	C1: It's kind of a follow-up on how do you think that you're achieving your goals, do you think that you're going to get your next step? C2: Goal-setting meeting and then a review meeting is all interlinked, so when I sit down with CC2 at year-end review, I know she met her marketing objectives…... then I would enquire from her about goals.	CC1: HR has introduced this process where you do this half hear goal-setting thing as well so that started last year. So, it's not an evaluation in the middle of the year it's just too kind of a, touch base, see where you are. If you're on track to achieve the goals, you should be achieving at the end of the year.

- *Reward and recognition*

People development is a specific line item on the scorecard and is evaluated very seriously. When evaluating the people KPI with his fellow directors, the practice head would not allow an above average score if all they have done is OTJ training. That is expected of them in their normal role, and he has seen that they now put a little more effort in taking up an L-A-C approach. This is depicted in the quotations below:

> HR: People development is a scorecard item and a primary agenda item, it is extremely important for our directors to see their associate's success is as important as their own success, not just because it directly impacts their team's profitability.
>
> C1: The people development KPI is quite interesting. The first couple of assessments that I did with the partners, they all rated themselves very good. You'd look at their reason why and they would say I've trained the candidate attorney. Okay I'll say…., isn't that just good? No, no, no that's very good. But that's what you're supposed to do. Oh. And then people start realising what you're supposed to do. And then, the next year you start seeing them putting in a little bit of extra effort.

4.4.5.3 Cultural factors which aid the L-A-C approach

The culture of the firm is built on the values of stewardship and sustainability, being open and honest and being nurturing. This aids the L-A-C approach as it promotes nurturing, empathetic and inclusive behaviours required in L-A-Cs and promotes an environment of trust, as depicted in the quotations below:

> HRD: One of our important values is stewardship … So it's quite important that when we consider the firm that we don't consider the firm for today or tomorrow, we consider the firm and the long-term sustainability. And it's this value that is entrenched particularly within senior directors and that cascades down over the years to the juniors. This culture plays quite an important role in weakening unwanted behaviour.
>
> C1: Honesty and openness is something that really helps in how we manage the firm…….. The teams that will be successful are those teams that have an honest, inclusive open nurturing kind of approach

CC2: This openness and willingness to help you... Constant kindness... really going above and beyond.
CC1: We are given that trust.

Most participants described the culture as a team-based, friendly culture which aids the L-A-C approach as everybody is at ease with one another and the coachees understand that the L-A-Cs are truly focussed on them as people, thereby promoting trust.

Table 4.38: Friendly culture

HRM	L-A-C	Coachee
HRM: We are considered to be a friendly environment, the friendlier of the Big Five.	C1: There's a friendliness and an easiness in the firm that has persisted. C2: Everybody gets along.	CC1: I think our culture is dynamic and people-centric and we have a lot of fun.

A few participants described it is a "hard working" environment. The HRM mentioned long hours at the office are the norm and even said "They don't have lives", but it is interesting to see that they all perceived it as a team culture and coachee 1 specifically mentioned it was a "fun environment" and that she "enjoys coming to work".

4.4.6 The organisational factors which inhibit the L-A-C approach

4.4.6.1 Structural factors which inhibit the L-A-C approach

The team-based structure largely aids the L-A-C approach and no inhibitors were noted by the participants.

4.4.6.2 Processes which inhibit the L-A-C approach

What is very interesting about this firm is that they have few formal processes in place, from a learning perspective, procedures and tools, yet there is a natural take-up of an L-A-C approach:

HRM: Very little in the form of training for the directors or training for the seniors. … so no … it just seems to be the culture.

C1: I have learnt through experience, reflecting on what has worked well or not so well.

C2: “So we don’t have formal training courses but I’ve got an interest in that because it benefits all of us if you can get the best out of people*”.*

One of the inherent inhibitors is the reliance on leaders to transfer skills and this is leader or team dependant, which is exacerbated by having no form of coaching training, as described by participants in the Table 4.39.

Table 4.39: Reliance on leaders to transfer skills

HRM	L-A-C	Coachee
HRM: You’re only as good as the person that’s training you and their willingness to transfer the skills… You learn good habits, you learn bad habits. If the relationship is not a great relationship, the person’s career is kind of limited, yeah. Progression is limited. Development is limited.	C2: It is leader dependent, so how were you mentored when going through the ranks?	CC1: Every department in the firm operates a different way and every team within the department operates a different way ... some are silos … CC2: No factors and processes prohibit. I just think it’s solely to do with the leader who needs to coach.

The participants suggested that the processes ranging from formal coaching training, to personal goal-setting are needed to improve an L-A-C approach. Coach 1 felt there should be more emphasis across the entire firm to promote people into a leadership position based on leadership and management skills and not their technical and legal attributes. Having a leadership competency model, with coaching skills at the core, will aid the development of coaching skills. This is described below.

Table 4.40: Process recommendation to improve L-A-C approach

HRM	L-A-C	Coachee
HRM: I think the first thing would be training with coaches. So definitely	C1: As a firm, we adopt the wrong approach. We put our top lawyers into leadership positions when in fact we	CC2: I just feel like as far as goal-setting is concerned, it’s pretty standard. I feel its budget, make clients happy

HRM	L-A-C	Coachee
training coach.es on coaching skills.	shouldn't be doing that. We should put our best managers into those positions and they're not necessarily the same people C2: formal training, rather than informal training for people to learn the skill. It would probably assist to have some sort of a formal training, as an organisation so that is done uniformly.	and try and bring in more clients in the market you practice. That's it, it's really not much about my character.

The HRM who previously worked in a large Audit firm concluded by saying:

> So it's very different from the audit environment you know where there's leadership development programmes and leadership and where Leaders have their own coaches…... The assurance firms are definitely ahead in terms of processes and systems and training. But I'm not sure in terms of progress whether that achieved significantly more than we have.

- *4.4.6.3 Cultural factors which inhibit the L-A-C approach*

The HRM and a coachee mentioned a cultural inhibitor to the L-A-C approach, is due to the normal pressures of any PSF which results in time being an inhibitor. These pressures include the reaching of targets and profit lines, to manage budget, to meet client demands while being cost-conscious, and finally to develop your team. The quotations depicting this finding are:

> HRM: Fee pressures, pressures on directors to meet budgets - that's quite a big inhibitor because that effects time. Again, client demands and client cost consciousness. Obviously that you know implies less focus on training and on coaching.
>
> CC2: The biggest complexities that we have in a PSF is that every director is running a business, their team is a business and you get monitored against that.

Even though one of the organisational inhibitors to an L-A-C approach is the financial and time pressures, the conundrum to that is if the L-A-C puts sufficient

effort into development, their team will meet budgets in the longer term, expressed as follows:

> HRM: The more effort you put into developing juniors, the more time you have to devote to the day in order to reach fee targets and budget.

4.4.7 Individual factors aiding or inhibiting the L-A-C

Individual factors were focussed on competencies at the L-A-C and coachee level which aid or inhibit coaching. These competencies include (a) skills, which covers knowledge, skill and behaviour (head and hands) and (b) attitude (heart). In order to show the comparison, I have described inhibiting factors alongside the factors which aid.

4.4.7.1 Skills which aid or inhibit the Leader-as-Coach

In this case, the participants responses on enabling skill and behaviour of the L-A-C were mainly around openness and trust, self-awareness and the courage to give feedback, and to hold coachees accountable for solving their own problems. What was interesting was that there was no explicit mention of listening and questioning skills, which are crucial for effective coaching. Table 4.41 depicts the three coaching competencies highlighted by the participants which aid or inhibit the L-A-C.

Table 4.41: Skills which aid or inhibit the L-A-C

Coaching Skill	**Aids the L-A-C**	**Inhibits the L-A-C**
Co-Creating the relationship (connecting, encouraging, trust)	C2: there was a willingness on the part of all of us to work through those sort of relationships CC2: He's got that openness and makes you feel comfortable	CC2: If coach causes the coachee to fear the coach.
Self-awareness and self-management	C1: Mowing the grass every Saturday morning serves as great thinking time for me (referring to self-reflection time in his role as a L-A-C).	

Coaching Skill	Aids the L-A-C	Inhibits the L-A-C
	C2: Getting the balance right of you know spending the sufficient amount of quality time on things that actually require your attention (referring to time for coaching people).	
Courage to give feedback and to hold accountable	C1: Have the courage to say to somebody I'm sorry you're not getting it right … I need to work a lot harder on you to get you to that standard, but that standard doesn't change. And, in fact, if they don't make the standard, maybe I've failed, because I didn't work hard enough to get them to that standard. CC1: I'm not going to tell you the answer, you know. It's expecting you to think... forcing your mind to work in different ways ... expanding your view instead of just having, you know, this set sort of blinkered approach.	CC1: You're not giving them feedback, because you don't want to hurt their feelings ... its ineffective behaviour.

4.4.7.2 Attitudes which aid or inhibit the Leader-as-Coach

The participants described their deep-rooted responsibility to coach and intrinsic satisfaction at seeing their coachees succeed, which has been termed an attitude of stewardship and secondly commitment was identified by the participants as aiding the L-A-C (Table 4.42). There was only one inhibitor noted, that being arrogance of an L-A-C, and it was not necessarily within this practice, but in the wider firm. Attitude is really about a person's heart and their values, and the positive attributes described support the friendly, nurturing culture - as individual attitudes and behaviours feed the culture.

Table 4.42: Attitudes which aid or inhibit the coach (L-A-C)

Attitudes	Aids the L-A-C	Inhibits the L-A-C
Stewardship	C1: There is a whole amount of satisfaction in seeing my coachee succeed. HRM: It's not just about what can I gain. What can the firm gain it's almost, it's that intra-personal satisfaction that they get from it. CC2: It's that conscience, decision and awareness that you have - a deep responsibility to coach.	HRM: If they're full of arrogance, impatience.
Commitment	HRM: It's a commitment. C2: Every opportunity I read up on trying to get the best out of people ... how it's important to get people's confidence going. CC2: Depends on the coach and their willingness.	

4.4.8 Individual Factors aiding or inhibiting the coachees

4.4.8.1 Skills which aid or inhibit the coachees

The two behaviours of coachees which inhibit them in benefiting from an L-A-C approach are: (1) not embracing team strengths and (2) blaming external factors for failure. Some participants explained that competitive and jealous behaviour towards team members would not aid coachees as the coachees needed to realise that the team was there to support them and it did not matter about them being the best; it was about the team being the best. In addition, they should not blame external factors for their shortcomings. These points were expressed as follows:

> CC1: Understanding there's always going to be people who are smarter than you, more experienced than you, more educated than you, and the important thing is not to view these people as competition.
>
> C1: People never want to say I failed because……I haven't worked hard enough. It's never about me, there's always got to be some external factor.

4.4.8.2 Attitudes which aid or inhibit the coachees

Most participants described (Table 4.43) the two main attitudes which aid a coachee as: (1) being open to learning, and (2) having a basic commitment to the firm.

Table 4.43: Attitudes which aid and inhibit an L-A-C approach

Attitudes	***Aids L-A-C approach***	***Inhibits L-A-C approach***
Open to learning	C2: A general sort of willingness to learn, I would say, would be a plus factor CC1: It's being receptive to constructive criticism and understanding it is an experience …….. it's a continuous learning experience …… just as much you're teaching juniors, it's also knowing that you are going to continue learning as well CC2: It's a realisation that I need to pass on my skills to my CA.	C2: "I know all the answers, I've got all the experience" type of attitude would be an inhibitor.
Commitment to the firm	C1: It's just basic hard work…... CC2: I think hard work more to let the team down. I am wanting to remain in this firm, so you obviously do everything you're required to do to stay here.	C1: There are people who are just not prepared to put in the effort.

4.4.9 Case 3 Summary

The coaching approach adopted by the Dispute Resolution practice in this firm is mainly based on informal coaching, with the L-A-C also taking on more of a mentoring role. The L-A-C approach is a natural, and at the same time, a deliberate process. It is deliberate due to the team-based structure and KPIs on people and development, and it is natural due to their culture of people-centricity. They do not have formal leadership development programmes or policies and tools on how to coach, but the attitude and behaviour of the leaders, based on

stewardship and commitment, clearly aid the L-A-C approach. These individual attitudes and behaviours feed the culture of people-centricity.

The reason for implementing this approach to L-A-C is to grow the practice – both through a client and revenue base, and through a directorship level. Without an increase in clients and revenue, the senior associates will not be able to justify a director position, but this gives them an opportunity to learn and grow and for the team to succeed which results in financial rewards for the whole team.

4.5 Summary of the with-in case analysis

Each of the three cases has presented individual and organisational factors which aid an L-A-C approach and those that do not aid an L-A-C approach. There was not one case which had the “ideal” model, as they all acknowledged areas for improvement. The main reason for implementing an L-A-C approach in these three cases was to create a leadership pipeline and to adapt to the complex environment of a PSF. There was also general consensus that an L-A-C approach benefits the coach (or L-A-C), the coachee and the organisation. A combination of each of the factors aiding and inhibiting an L-A-C approach across the cases is discussed in the cross-case analysis in Chapter 5 in order to define a framework for implementing an L-A-C approach in PSFs.

CHAPTER 5. CROSS-CASE ANALYSIS

5.1 Introduction

This chapter presents the themes across all cases according to the research questions, namely:

i. Why do PSF's implement an L-A-C approach?
ii. What are the organisational factors which are perceived to inhibit or aid the L-A-C approach in a PSF?
iii. What skills or attitudes are perceived as inhibiting or promoting an effective L-A-C approach in a PSF, at both the leader- as-coach level and at the coachee level?

This cross-case analysis entails examination of the themes, identified in the with-in case analysis in the previous chapter, across the three cases. The identified patterns and differences will be discussed in relation to the literature as presented in Chapter 2.

5.2 L-A-C Approach

In order to set the landscape for the cross-case analysis, the L-A-C approaches and various L-A-C roles in each of the cases is presented in Table 5.1.

Table 5.1: Comparison of the various L-A-C approaches/roles

L-A-C approaches/roles	**Case 1**	**Case 2**	**Case 3**
Informal coaching (OTJ coaching or corridor coaching)	√	√	√
Formal performance coaching (formal sessions related to performance goals, behavioural competencies and KPIs)	√	√	
Informal mentoring:			
Independent mentor to the L-A-C	√	√	
L-A-C also takes up a mentoring role			√
Managers at each level coach a level directly below them:			
Formal coaching	√		
Informal coaching	√	√	√

L-A-C approaches/roles	Case 1	Case 2	Case 3
Buddies for new consultants, trainee accountants and candidate attorneys	√	√	√

In addition to these L-A-C roles, the line managers are also required across all three cases to complete annual performance reviews, supervise and train their project teams.

Figure 5.1 compares the hierarchical levels across the three cases to compare "like with like" when describing the L-A-C approach.



Figure 5.1: Comparison of hierarchical structures

Case 1 and Case 2 both have formal and informal coaching approaches (with mentors and buddies), while Case 3 only used informal coaching. In addition, executive coaching (which involves coaching with external executive coaches) is available for director level in Case 1 and 2. A distinct difference between Case 1 and 2, is that in Case 1, each level formally and informally coaches a level below them (for example, an associate director coaches a senior manager); whereas in Case 2, the associate directors formally coach the trainees. In Case 3, the coaching is based on who in is in your team, and sometimes there may only be a Candidate Attorney and a director working together on the project.

5.3 Cross-case discussion: Research question 1

This section shows patterns across the cases to answer the Research Question 1: Why do PSF's implement an L-A-C approach? The categories discussed in this section are:

- The perceived reasons for the PSF implementing the L-A-C approach
- The perceived benefits of the L-A-C approach at an organisation, L-A-C and coachee level

5.3.1 Perceived reasons for implementing an L-A-C approach

There were consistencies in themes for both Case 1 and Case 3 which were that coaching builds a leadership pipeline, and that part of being a leader in a PSF is building client relations, leading your team and building the practice through business development and sound financial monitoring. Both cases recognised that the firm's value is based on their people, and therefore, leaders focus on developing their people and ensuring their top talent is engaged. These reasons align with the literature that in PSFs (1) where people are their greatest assets; and (2) who manage teams, projects and clients; relationship skills and other managerial skills such as leadership, decision making, allocation of resources, developing others and resolving conflict need to be developed (Flin & McIntosh, 2015)

Case 2 was different in relation to its key reason for adopting an L-A-C approach. In this case, the L-A-C approach is fundamental to the business unit being a 'training institution', recognised by SAICA.

5.3.2 Perceived benefits of the L-A-C approach

The cross-case analysis of the perceived benefits of the L-A-C approach at an organisational level, L-A-C level and coachee level, are tabulated in Table 5.2:

Table 5.2: Comparison of perceived benefits of the L-A-C approach

Benefits per level	**Case 1**	**Case 2**	**Case 3**
Organisational level:			
Success through improved productivity	√	√	√
Retention	√	√	
Leader-as-Coach level:			
Team success resulting in cumulative benefits	√		√
Development of EQ	√	√	
Coachee level:			
Learning	√	√	√
Career Growth	√	√	√
Personal Growth and Motivation	√		

A consistent perceived organisation benefit of an L-A-C approach across all three cases is ‘organisational success due to improved productivity’. This is prevalent in a PSF with a matrix structure as the best consultants ensure they are on the leaders’ teams that take up a coaching style. This ensures that the consultants are developed and the leaders obtain excellent business results (Hunt & Weintraub, 2002). The second organisational benefit is improved retention which aligns to previous studies by Park et al (2008).

There was no consistency across all cases on the benefits for the L-A-Cs (that is, for the leaders doing the coaching). At least two of the cases agreed on each of the identified benefits. One benefit was the development of their own emotional intelligence as a result of the coaching style that they take up. A leader’s emotional intelligence allows leaders to maximise their own and others performance (Goleman, 2000), which aligns to Whitmore’s (2000) purpose of coaching. Benefits such as improved empathy, managing relationships and being aware of their own feelings were described by the participants, aligning to emotional intelligence components (Goleman, 2000).

Another benefit is improvement in team success resulting in cumulative benefits to the business. This finding supports Hagen's (2010) research on the impact of an L-A-C approach in six-sigma project teams within Fortune 500 manufacturing and hi-tech industries, which found an improvement in team performance, due to

meeting clients' goals, quality and innovation, resulting in a decrease in project time and costs and improved cost-savings.

At a coachee level, two benefits were perceived across all three cases. These were: firstly, learning through experience and reflection, and secondly, that an L-A-C approach creates the opportunity for the coachees to grow and have accelerated progress in their careers. Hagen (2010) summarised this benefit as an improvement in employee learning. In Case 1, there was specific mention of how an L-A-C approach assists with personal growth, empowerment and motivation. Perhaps this is because there seemed to more formal coaching in Case 1, as compared to Case 2 and Case 3, which had a strong OTJ coaching and OTJ training approach.

5.3.3 Conclusion for Research Question 1

The three PSF's implemented an L-A-C approach as people are their greatest asset, who manage teams, projects and clients. An L-A-C approach benefits the organisation by fostering success due to improved productivity and retention of top talent. An L-A-C approach builds the L-A-Cs' emotional intelligence and aids cumulative benefits due to the team's success. Finally, the L-A-C approach benefits the coachees by enabling their learning and career growth.

5.4 Cross-case discussion: Research question 2

A cross-case analysis is presented in this section in order to answer the research question: What are the organisational factors which are perceived to inhibit or aid the L-A-C approach in a PSF?

The categories are:

- Structural factors which aid and inhibit the L-A-C approach;
- Processes which aid and inhibit the L-A-C approach; and
- Cultural factors which aid and inhibit the L-A-C approach.

5.4.1 Structural factors which aid and inhibit the L-A-C approach

As presented in Table 5.3, the cross-case analysis notes a number of inhibiting and enabling structural factors affecting the implementation of an L-A-C approach.

Table 5.3: Inhibiting and enabling structural factors

Inhibiting Structural factors	**Case 1**	**Case 2**	**Case 3**
Matrix Structure – compromises time for formal coaching	√	√	
All leaders & managers expected to take up a coaching role resulting in over-reliance on a few good L-A-C's	√	√	
L-A-Cs confused OTJ training to OTJ coaching		√	√
Enabling Structural Factors	**Case 1**	**Case 2**	**Case 3**
Team-Based Structure – fostered informal coaching in a natural way			√
Various L-A-C roles	√	√	√
Development through on-the-job coaching- OTJ was more technical, while formal coaching more professional	√	√	
Assigned HR Business partner		√	

The main inhibiting factor for the implementation of an L-A-C approach across Case 1 and Case 2 is the matrix structure of the organisations, which creates additional responsibilities and complexities for the L-A-C, which in turn compromises time for formal coaching, with more informal coaching occurring OTJ on projects. In Case 1 and Case 2, it was mentioned that the L-A-C approach works best when the formal coach is the same as the informal coach, which happens from time to time on assignments. The structure, both physically and in design, is very different in Case 3 as compared to the matrix structure in the Audit and Advisory firms, as they always work in the same team and mainly work from the office together. The practices within this legal firm (Case 3) all had a matrix structure; however, the dispute resolution practice head pioneered a team-based structure in the practice. As a result, informal coaching became a more natural process between directors and senior associates as it had broken the silos, particularly because they were rewarded as a team and not as individuals. This finding supports Hardingham (2004) who found that a team-based structure is the best structure in aiding a coaching culture where teams are rewarded only

through team bonuses and not individual ones, and require significant feedback from clients and team members.

One of the complexities in organisation structure is the various roles that the same L-A-C needs to take up with the same employee; namely performance reviews, informal mentoring, informal and formal coaching, OTJ training and supervision; and an L-A-C must need to know which situation requires the best approach (McCarthy & Milner, 2013). The various L-A-C roles, which have been created formally within the structure of Case 1 and Case 2, and informally in Case 3, aid the implementation of the L-A-C approach, as coaching becomes a natural way of interacting with each other which aligns to the definition of a coaching culture (Hardingham, 2012). This, however, is also an inhibitor as it may cause over-reliance on the few leaders with a preference for a coaching style. These L-A-Cs are inundated with requests for coaching conversations while those with a directive style are left alone without any consequences. The literature refers to examples of how a directive or coercive leadership style inhibits the L-A-C-oriented coach (Boyatzis, McKee, & Goleman, 2013; Ladyshewsky, 2010). A new finding, which does not appear to be in the literature, is the systemic effect that occurs when all leaders do not take up an L-A-C approach resulting in the few L-A-Cs no longer having time for formal coaching conversations with their own coachees.

Another theme emerging is that OTJ coaching mainly focuses on technical skills while formal coaching focusses on professional (leadership and business) skills. This also depends on the experience and technical skill of the coachee. Typically a trainee or candidate attorney requires technical skills while managers and associates require skills for building client relations, business development skills and leading their people (Kaiser & Ringlstetter, 2010). This finding aligns to Agarwal's (2010) findings that lower levels of staff require task-related coaching while middle managers require coaching on management challenges.

In Case 2 and 3, there is a large emphasis on OTJ training and described themselves as training institutions. Descriptions of coaching conversations were directive and the L-A-Cs seemed to confuse OTJ training and coaching. This is an interesting finding as one of the criteria for selection was that the leader takes

up an L-A-C role and therefore the misconception that these leaders were coaching was also perceived by the HRD/Practice head, who recommended which L-A-Cs to interview. This could also be due these organisations seeing themselves as training institutions, thus the reason for implementing coaching.

The last strength which only Case 1 mentioned was the appointment of an HR Business partner to assist with the L-A-C approach within line management. Clutterbuck and Megginson (2005) recommend that line managers take responsibility for the coaching culture, and combining this with an HR business partner approach (Brockbank & Ulrich, 2009) will aid the L-A-C approach.

5.4.2 Processes which aid and inhibit the L-A-C approach

The processes which aid and inhibit an L-A-C approach have been analysed across all three cases and themed into the PSF's approach to Learning and Development, Processes and Systems and Reward and Recognition, as presented in Table 5.4. The cross-case analysis notes a number of inhibiting and enabling structural factors affecting the implementation of an L-A-C approach.

Table 5.4: Processes aiding and inhibiting coaching

Processes Aiding Coaching	**Case 1**	**Case 2**	**Case 3**
Approach Learning and Development:			
Curriculum for L-A-C skill development	√	√	√
Experiential learning	√	√	
Leaders drive the learning	√		
Process and Systems:			
Goal-setting	√	√	√
Link to performance management Systems	√	√	√
Tools and templates for support	√	√	√
Forums/ Communication	√	√	
Technology allowing offsite coaching and feedback	√		

Processes Aiding Coaching	**Case 1**	**Case 2**	**Case 3**
Reward & Recognition:	Only for historically	Is a small	√
Coaching specifically in KPIs	disadvantaged individuals	measurement within a KPI.	
Monetary reward			√
Processes inhibiting Coaching	***Case 1***	***Case 2***	***Case 3***
Approach Learning and Development:			
No Curriculum for L-A-C skill development	√	√	√
Inherent limitation of embedding L-A-C in the workplace as it is dependent on the leader			√
Process and Systems:			
Individual Goals not set	√	√	√
Lack of Technology allowing virtual coaching		√	√
Reward & Recognition:			
Lack of Monetary Reward.	√	√	
No Non-Monetary recognition	√	√	√

5.4.2.1 Learning and development Processes

Case 1 and Case 2 both had robust curricula for various leadership development programmes, including coaching skills. Coaching skills are emphasised through simulations within the PSF context during in Case 1 and Case 2, and as van Nieuwerburgh (2015) suggested, the coach skills training is fit-for-purpose and relevant. The leaders are given feedback on broad-based leadership skills such as self-awareness, self-management, emotional intelligence, listening and questioning skills during these interventions. These skills are useful for client relationships, business development and leading teams and coaching (Kaiser & Ringlstetter, 2010). In contrast, Case 3 did not have any formal leadership curricula or coach skills training in place which was an inhibitor. The L-A-Cs in case 3 obtained their leadership skills through experience and being proactive in reading. All three cases emphasised the importance of learning their coaching

skills from experience, that is, through actual coaching of employees and reflecting thereafter.

One of the inherent inhibitors in ensuring the transfer of learning is that it is dependent on the leaders as they need to be a role model for coaching. A proactive L-A-C should use the tools to ensuring their coaching skills behaviour improves. Case 1 mentioned how the L&D department is not proactive in transferring the learning and relying on the L-A-C. Clutterbuck and Megginson (2005) recommend that L-A-Cs receive feedback on their use of coaching skills and that after their training, coaches should be followed up, which is not currently happening across all three cases.

One of the processes for learning and development described only in Case 1 is ensuring that learning interventions for workplace coaching are driven by the business leaders to assist in embedding an L-A-C approach. This is another way of ensuring the leaders are role models for coaching (Clutterbuck & Megginson, 2005)

5.4.2.2 Processes and Systems

In order to ensure the coaching skills are embedded in the workplace, the right processes, tools and systems need to be in place coupled with organisational support and culture to ensure implementation over time (Grant, 2010, Longnecker & Neubert, 2005).

Across all three cases, developmental goals are set yearly and linked to performance management. This aids the implementation of an L-A-C approach as formal and informal coaching should be presented as an integrated system and process within an organisation and the overall HR performance management processes (Clutterbuck & Megginson, 2005; Gormley & van Nieuwerburgh, 2014). The quality of these goals was questioned in Case 1 and 3 and only one coach in Case 1 mentioned how he sets meaningful goals and ties the breakthrough goals into milestone goals per formal coaching conversations.

An inhibitor in all three cases is that goals are driven by the standard business KPIs and not based on personal goals. According to literature, goals should be

focussed on both the individual and the organisational goals (Megginson & Clutterbuck, 2006; Stout-Rostron & Janse Van Rensburg, 2012).

In Case 2, there are formal templates, tools and agendas to assist with formal coaching, while L-A-Cs and coachees in Case 1 have access to numerous online tools and knowledge databases which would assist informal conversations. Case 3 does not have any of these tools in place, although the continuous conversations that they have with their fellow directors creates a supportive environment where they can discuss client and coaching issues. Case 1 also encourages these conversations through leadership circles where people share and reflect on their experiences, while Case 3 has Associate Director Forums where the L-A-Cs discuss best practices for coaching formally and informally amongst other topics. Beattie et al. (2014) and Grant (2010) recommend some sort of coaching supervision or communities of practice for L-A-Cs to improve their coaching skills and behaviour and although there are communication forums or communities of practice across all three cases, they are not explicitly based on coaching behaviours.

Case 1 has an innovative mobile application promoting positive affirmation and recognition, while the lack of technology in Cases 2 and 3 to allow virtual coaching and feedback was a prohibiting factor. Clutterbuck and Megginson (2005) recommend that online communication and video conferencing be available in order to support a coaching culture.

5.4.2.3 Reward and Recognition

Reward and recognition within a PSF can be monetary, including salary and bonus or non-monetary, which includes intrinsic motivation and career incentives (Kaiser & Ringlstetter, 2010). From a monetary perspective, people development forms part of the overall KPIs in Case 3 and they specifically noted that OTJ training is not sufficient to meet the KPI. In Case 1, people development specifically for historically disadvantaged forms part of their KPIs, and in Case 2, there is a form of measurement via the 360-degree feedback process, but overall it is such a small part and therefore does not affect monetary reward. In Case 2, the 360-degree process is fairly new and appears to being used as a monitoring

tool, rather than a reward and recognition tool, and yet it could easily be used to recognise good coaching behaviours. The literature recommends linking KPIs and values to the required coaching-based behaviours in order to create a coaching culture of which the L-A-C is a cornerstone (Megginson & Clutterbuck, 2006).

Across all three cases there is a lack of non-monetary recognition specifically due to promotion into a leadership position based mainly on technical ability while this should actually be based on leadership skills, including coaching skills. Govender (2013) recommended that the the ability to coach needs to be a specific leadership competency within the organisation's leadership framework when implementing an L-A-C approach. In addition there was mention of how leaders are only called out if there is a negative comment about their leadership style and are not recognised when they are displaying coaching behaviours. Some examples which Megginson and Clutterbuck (2006) recommend for non-monetary reward is that people are recognised for sharing knowledge and that coaching is promoted as an investment in excellence.

5.4.3 Cultural factors which aid and inhibit the L-A-C approach

There are a number of themes emerging across the cases on cultural factors, with the two consistent cultural factor themes shown in Table 5.5. The rest of the themes described in this section have occurred due to opposite cultural factors influencing the L-A-C approach and have therefore not been summarised in a tabular format.

Table 5.5: Consistent cultural factor themes.

Cultural factors which aid a L-A-C approach	**Case 1**	**Case 2**	**Case 3**
Culture of continuous development of people	√	√	√
Cultural factors which inhibit a L-A-C approach			
Pressurised culture	√	√	√

The first cultural theme which aids the implementation of an L-A-C approach across is having a culture of continuous development as shown in Table 5.5. Joo (2010) and Beattie (2006) describe a learning culture as a key factor enabling the L-A-C approach which supports this finding. A consistent cultural factor theme

inhibiting an L-A-C approach is a pressurised culture, which results in time for coaching not being prioritised. Long work hours and high performance requirements are synonymous with PSFs (Kaiser & Ringlstetter, 2010; Maister, 2012)

A unique “industry cultural” difference in Case 3 is that the most enticing career opportunities for lawyers are within a law firm, but for Chartered Accountants and Management Consultants (in cases 2 and 3), these are vast and beyond their firms. Therefore Case 3, being a law firm, has high retention rates and most of the associates and candidate attorneys are motivated to stay within the firm.

Other cultural factors emerging as themes are discussed next. These factors were described as enablers in some cases, and as inhibitors in the other cases. A theme aiding the implementation of an L-A-C approach is a culture built on the values of the organisation, with clear consistent norms, as described in Case 3, with the reverse being described in Case 1. For Case 1, the inconsistent norms across teams within the unit are inhibiting an L-A-C approach. This is synonymous with a matrix structure and full integration of companies units, with the same corporate culture and service standards regardless of their specialisation (Kaiser & Ringlstetter, 2010). Culture of an organisation is based on the behaviours, beliefs and values of all its people. It is driven by both leaders and employees, and when consistent, aids the L-A-C approach as it promotes nurturing, empathetic and inclusive behaviours required in L-A-Cs and promotes an environment of trust.

Another theme is the team-based, family culture described in Case 3, as opposed to an overly-competitive environment in Cases 1 and 2. In Case 1, the analysis revealed that the firm no longer had a culture of high performance (in a positive sense) as it has become tainted with competitiveness and achieving goals at all costs, without balancing the people aspects. In Case 2, the culture was described as being focussed on negative feedback, rather than positive feedback. These findings support Flin and McIntosh's (2015) theory that cultures within PSFs are competitive and high achievement-driven. It is therefore important, as with Case 3, to ensure an equal focus on organisational objectives and on the people within

the organisation (Megginson & Clutterbuck, 2006) in order to promote trust within the teams.

One difference that emerged was in Case 2. In this case, a coaching culture was described due to the continuous formal and informal (OTJ) coaching conversations and in the approach to the development of people. The coaching approach happens across all levels in this organisation and the coaching culture is embedded from the top, which is aligned with the four steps proposed to create a coaching culture (Gormley & van Nieuwerburgh, 2014).

5.4.4 Conclusion to Research Question 2

Structure and processes follow strategy, and overarching all three, is the culture of the organisation. While Case 1 and 2 have intensive leadership development training and policies, and support structures in place to aid an L-A-C approach, the structure and culture in Case 3 ensures their people development strategy is implemented. The next section concludes the discussion on the key themes for Structure, Processes and Culture

5.4.4.1 Structure:

A team-based structure as opposed to a matrix structure promotes a natural L-A-C uptake within a PSF. A matrix structure is a predominant structure in PSFs and even though it is an inhibitor for an L-A-C approach, it has many advantages in large Advisory and Audit firms (that is, Case 1 and 2). It promotes effective utilisation across all levels of staff resulting in increased productivity and profitability. On the cultural side, a matrix structure helps to unleash the value of diversity, through different viewpoints promoting innovation, and sharing of knowledge and best practice across various teams.

A second structural theme is the various roles that an L-A-C takes up and, although it ensures that an L-A-C approach is embedded in the organisation, it can result in leaders confusing OTJ training and OTJ coaching.

The third theme was that OTJ coaching was focussed on technical skills while formal coaching focussed on leadership and business skills. Finally, an assigned

HR Business partner assists line with implementing an L-A-C approach but the line manager must take responsibility.

5.4.4.2 Processes

The key processes which enable an L-A-C in PSFs is the firm's approach to learning and developing L-A-C skills, ensuring tools and support are in place for the L-A-C, linking coaching to the HR performance management, enabling technology and finally rewarding and recognising effective coaching behaviours through monetary and non-monetary rewards.

Learning and development which has an extensive leadership curriculum for all levels of employees including coaching skills aids the implementation of an L-A-C approach. An inherent limitation is that embedding coaching in the workplace is dependent on leader and how they model coaching behaviour. This is hindered when there are no consequences for neglecting coaching conversations resulting in an over-reliance on the few leaders that do take up an L-A-C approach.

The focus on the business goals which are integrated into the HR performance management aids the L-A-C approach; however, not including personal goals results in goals not being meaningful to the individual. Support tools and job aids allowing L-A-Cs to access technology to support online coaching are organisational factors which aid the L-A-C approach.

Finally, from a process perspective, monetary rewards for effectively taking up a coaching role aids a coaching approach, although it can be argued that the benefits of effective coaching are improved production and team performance, resulting in cumulative benefits. Therefore, non-monetary rewards should form the basis of reward and recognition for taking up an L-A-C approach.

5.4.4.3 Culture

Long work hours and high performance requirements are synonymous with PSFs resulting in a pressurised culture which can inhibit an L-A-C approach, if there is not a core culture of developing people and people-centricity. The high achievement of individuals and 'up or out' career paths can lead to a competitive

culture, which inhibits coaching rather than celebrating success within the teams through a team-based culture.

Finally, a consistent culture across teams and business units based on the values of the firm aids the implementation of an L-A-C approach.

5.5 Cross-Case Discussion: Research Question 3

What skills or attitudes are perceived as inhibiting or promoting an effective L-A-C approach in a PSF, at both the L-A-C level and at the coachee level? The categories presented to answer this research question are as follows:

- Skills which aid or inhibit the L-A-C;
- Attitudes which aid or inhibit the L-A-C;
- Skills which aid or inhibit the coachee; and
- Attitudes which aid or inhibit the coachee.

5.5.1 Skills which aid or inhibit the L-A-C

While a range of skills and behaviours are considered important for coaching to be effective (Hagen, 2012), this study focussed on those that were perceived as enablers or inhibitors of the L-A-C approach in each of the three cases.

Table 5.6: Coaching skills which aid the L-A-C

Coaching Skills which aid the L-A-C	**Case 1**	**Case 2**	**Case 3**
Co-Creating the relationship (connecting, encouraging, trust)	√	√	√
Self-awareness and self-management	√	√	√
Listening and questioning	√	√	
Reframing, reflecting	√	√	
Holding coachee accountable	√		√

In all three cases, the relationship between the coach and coachee and the ability to co-create the relationship – through connecting, encouraging and building trust – was emphasised. Such relationship-building requires self-awareness of the L-A-C, which all three cases highlighted as a skill which aids the L-A-C. All three cases found that the L-A-C needs to prioritise the time to coach, which requires self-management skills.

It is interesting to note that Case 3 did not mention questioning and listening skills, nor reframing and reflecting skills as aiding the L-A-C, whereas Case 1 and 2 did. These particular skills are essential for providing learning opportunities, to encourage the coachee to problem solve, and to help them to reconsider their past mental models. There were numerous examples across all three cases on how the lack of these skills inhibit coaching. This finding aligns with the literature proposing that clear and open communication is required as a skill (mainly listening and questioning) and skills that create learning opportunities (Hamlin, 2012).

Case 1 and 3 specifically mentioned holding the coachee to account, which sometimes means giving tough feedback, which concurs with Hamlin (2012).

Ellinger et al. (2008) identified autocratic directives and controlling or dictatorial leadership states as limiting factors, which was noted in Case 2, where a coach described her directive, controlling approach, which she incorrectly assumed to be coaching. This confusion is also caused by the various L-A-C roles, as described in section 5.2, that these line managers take up, which is confirmed by the literature. Hence, line managers need to carefully distinguish between situations where coaching is the best approach and those situations where a more directive approach is needed, such as teaching or training where there is a lack of knowledge or skill (McCarthy & Milner, 2013).

5.5.2 Attitudes which aid or inhibit the L-A-C

The attitudes of the L-A-Cs were noted as an individual factor across all three cases aiding the implementation of an L-A-C approach as shown in Table 5.7.

Table 5.7: Attitudes which aid the L-A-C

Attitudes which aid the L-A-C	**Case 1**	**Case 2**	**Case 3**
Passion	√	√	
Commitment	√	√	√
Stewardship			√

Across all three cases, the commitment by the L-A-C to coaching others, which includes prioritising the time to coach, was seen to aid an L-A-C approach. Having

a passion for developing people was also considered key in Case 1 and 2 for aiding an L-A-C approach. Hardingham (2012) described how passion to develop others within a team structure aids a coaching culture. In Case 3, stewardship was a clear theme, as coaches described their deep-rooted responsibility to coach and intrinsic satisfaction at seeing their coachees succeed. This is in line with Hardingham's (2012) view that passion for coaching others assists in creating a coaching culture

Hagen (2012) described an attitude which aids the L-A-C as valuing people over the organisation, which is slightly contradictory to the findings of the present study, as the L-A-Cs consider what is best for *both* their team and the organisation. Arrogance, not making the time to coach, and wanting to work by oneself were key attitudes identified in the cases which inhibit coaching. These attitudes prohibit an appreciation of teamwork. These findings are aligned with those of Hagen (2012) and Hardingham (2012), as having an appreciation of teamwork is a key attitude to ensuring that an L-A-C approach is embedded in the organisation.

An attitude identified in Hagen's (2012) literature review, which was not identified in the cases in this study, was an acceptance of ambiguity. This makes sense as we live in an ambiguous world; therefore, building a coaching culture is a continuous journey (Lawrence, 2015).

5.5.3 Skills which aid or inhibit the coachee

There are not many skills of a coachee that have emerged both from the literature and the case analyses, as these seem to be characteristics rather than skills, which are essential. McCarthy and Milner (2013) describe how some people are not coachable, while Hunt and Weintraub (2016) describe crucial characteristics of coachees as curiosity, self-reflection and a desire to improve and learn.

A behavioural theme which emerged across the cases was self-awareness, which includes having emotional intelligence and an ability to reflect on and appreciate one's strengths, which aligns to Hunt and Weintraub's (2016) self-reflection being a desirable characteristic of the coachee.

5.5.4 Attitudes which aid or inhibit the coachee

A theme emerging across all three cases is that the coachee should have an attitude which is open to learning, and secondly, it is critical for a coachee to be committed to their team. Conversely, a theme inhibiting the L-A-C approach is if the coachees are arrogant, defensive and not open to learning, which according to the literature could be based on past bad experiences that the coachee may have had (Dixey, 2015).

Some authors such as Clutterbuck and Megginson (2005) and Hunt and Weintraub (2016) describe how coachees should have the inner drive to develop themselves and a curiosity to improve themselves and others. This was reiterated in Case 3 when a coachee described how she now needs to pass on her learning to either a junior associate or candidate attorney.

5.5.5 Conclusion for Research Question 3

In order to co-create the coaching relationship and build trust, both the coach and coachee need to have certain characteristics. Self-awareness, including emotional intelligence, is required for both the coach and coachee. The leaders' and managers' perceptions of their respective roles as a coach and a coachee, and their own experience (Dixey, 2015) are a key factor in the implementation of a L-A-C approach. With Case 3, their opinion was so strong that it compensated for their lack of learning curricula and support tools for the L-A-C.

The L-A-C needs to have a passion for developing people and a commitment to coaching others, while the coachee needs to be open to learning and committed to their team and L-A-C. The L-A-C also needs to hold the coachee accountable by giving effective feedback, while the coachee should be open to the feedback and not be arrogant or defensive when receiving and reflecting on the feedback.

5.6 Conclusion

In order to establish a framework for the implementation of an L-A-C approach in a PSF, it was first necessary to determine (1) why PSFs implement an L-A-C approach, (2) the organisational factors aiding and inhibiting an L-A-C approach in a PSF, and (3) the individual factors aiding or inhibiting the L-A-C and the

coachee. The answers to these research questions were addressed in this chapter through a cross-case analysis of perceptions in three PSFs. There is also an inter-play between all these factors which needs to be taken into account.

The three PSFs implemented an L-A-C approach as people are their greatest assets, who manage teams, projects and clients. An L-A-C approach benefits the organisation by fostering success due to improved productivity and retention of top talent. An L-A-C approach builds the L-A-Cs' emotional intelligence and aids cumulative benefits due to the team success. Finally, the L-A-C approach benefits the coachees by enabling their learning and career growth.

From a structural perspective, a matrix structure is the most common structure in a PSF, as it has numerous advantages in large Advisory and Audit firms, yet was found to be an inhibitor of implementing an effective L-A-C approach. There are also various L-A-C roles which embed the principle of a coaching culture as it becomes a natural way of interacting with others, but can result in leaders confusing OTJ training and OTJ coaching. In addition, the formal L-A-C needs to make a concerted effort to connect with the coachee on their developmental areas outside of assignments, in order to ensure the formal coaching is a success in conjunction with informal coaching.

From a process, cultural and skill perspective, the themes emerging across all three cases align with the four steps to create a coaching culture, namely 1) targeted efforts by senior leaders, 2) integrating coaching as part of the organisation, 3) role modelling and 4) leaders and managers should participate in coaching as coaches and as coachees (Gormley & van Nieuwerburgh, 2014).

i. Targeted efforts by senior leaders:

Case 1 described how their leaders make a targeted effort to drive coaching in their business unit and senior leaders facilitate coaching skills programmes and leadership circles. In Case 2, the HRD who is also the HR Business partner for assurance showed clearly how she drives a coaching behaviour in the Assurance division.

ii. *Coaching is an integrated part of the organisation*:

This is clearly evident in the informal coaching theme across all three cases, which was more prevalent than formal coaching and the various L-A-C roles that are taken up.

iii. *Role modelling is essential:*

The skills and attitudes described in section 5.4 describe how both L-A-Cs and coachees demonstrate personal commitment to the development of their own capabilities and those of others.

iv. Leaders and managers should participate in coaching as coaches and as coachees:

Matching each level to coach a level below them, either in the project teams through OTJ coaching or through formal performance coaching, is a theme across all three cases and ensures each level is a coach and coachee. Executive coaching is available for the senior leaders in Case 1 and Case 2, and is not prohibited in Case 3, in order for them to experience themselves as a coachee.

In the concluding chapter, a framework is created to embed an L-A-C approach within a PSF with a specific focus on the processes needed to deal with the complexities and structures in a PSF.

CHAPTER 6. CONCLUSIONS & RECOMMENDATIONS

6.1 Introduction

The research aim was to establish a framework for the implementation of an L-A-C approach in PSFs in South Africa. The three research questions informing the framework were:

1. Why do PSFs implement an L-A-C approach?
2. What are the organisational factors which are perceived to inhibit or aid the L-A-C approach in a PSF?
3. What skills or attitudes are perceived as inhibiting or promoting an effective L-A-C approach in a PSF at both the L-A-C level and at the coachee level?

The conclusions for each of the research questions were described in Chapter 5, the cross-case analysis. These conclusions and themes form the basis of the recommended framework. For example, a theme emerging from the Research Question 2: Organisational factors which are perceived to inhibit or aid the L-A-C approach in a PSF is the non-monetary rewards and recognition of coaching behaviours. This is a specific step included in the recommended processes under organisational factors. The established framework for the implementation of an L-A-C approach is set out in section 6.2. Thereafter recommendations for various stakeholders in the implementation of an L-A-C approach in a PSF are provided and finally, suggestions for further research are outlined.

6.2 The Framework

The framework presented in Figure 6.1 sets out the recommended framework for the implementation of an L-A-C approach in PSFs in South Africa at a holistic level. Both formal and informal coaching are crucial in the L-A-C approach and both are included in the holistic framework.

Each component of the framework is set out after the visual framework. Culture, leader involvement, reasons for and benefits of implementing an L-A-C are described. Thereafter, the organisational factors which aid the implementation of an L-A-C approach are outlined, followed by recommended mitigating actions for

the inhibiting factors to an L-A-C- approach. Finally, the individual factors which need to be in to implement an L-A-C approach in a PSF are described.

The difference between the recommended framework as a deliverable from this study and the frameworks for developing a coaching culture from previous studies, is that a coaching culture includes different types of coaching, involving external and internal professional coaches, in addition to implementing an L-A-C approach (Hawkins, 2012; Passmore & Jastrzebska, 2011). The framework recommended in this chapter focuses specifically on implementing an L-A-C approach, at a formal and informal level. In addition, this framework focuses on guidelines for implementing an L-A-C approach in the context of a PSF in South Africa, and therefore the benefits and the organisational factors are described specifically for a PSF.

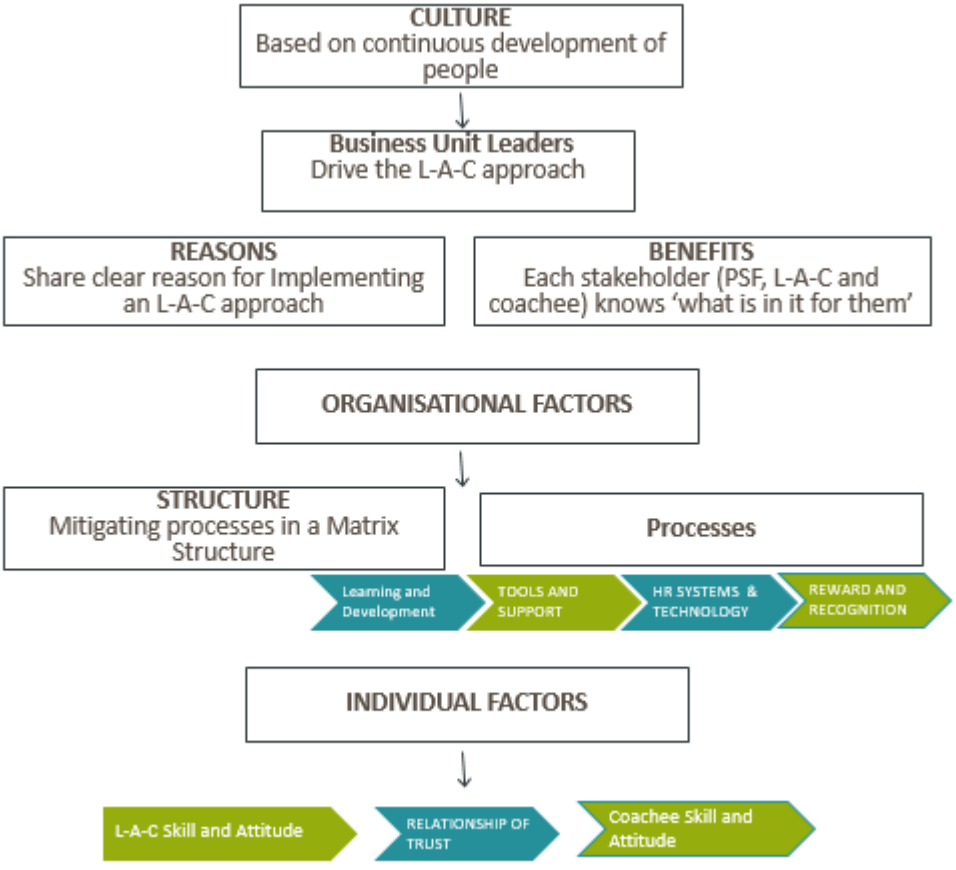


Figure 6.1: Framework for the implementation of an L-A-C approach in a PSF

6.2.1 Culture

The culture of the organisation will have an influence on the L-A-C approach, and therefore a culture of continuous development of people should be in place. This could be equated to a learning culture, with an aim of ensuring that coaching becomes a way of leading and developing people.

The care, prioritisation and development of a PSF's employees must be included in the firm's value system which drives the culture. Those same core values should be in place across all teams within the business units and across various business units.

Mitigating action to address the pressurised and high achievement cultures found in PSFs (inhibitors to an L-A-C approach) is to ensure that, although hard work and long hours are required, the way people are led and interact with one another is with a coaching lens. Leading projects through a coaching approach that supports delegation and empowerment, and not an autocratic or demanding approach, is required of L-A-Cs. Competitiveness within teams should not be encouraged as it diminishes a team-based culture which aids an L-A-C approach; rather, teams should be encouraged as a whole. An appreciation of each team member's strengths, celebrating the value that each brings to the team should be in place to ensure a team-based culture.

6.2.2 Driven by Business Unit Leaders

Like all successful organisational change initiatives, and in particular culture change initiatives, adopting an L-A-C approach must be driven by the leader and senior directors in each business unit, with the business unit/practice taking the initiative and responsibility for ensuring it is implemented. Business unit leaders should create the momentum for the L-A-C approach, by clearly communicating the reasons for implementing an L-A-C approach (at both a formal and informal level) and benefits to the organisation, L-A-Cs and coachees. This would require that the business unit leaders themselves are sincerely committed and have a passionate attitude to people development.

The business unit leader must include the L-A-C approach as a business driver and hold fellow directors and senior managers/associates accountable for displaying coaching behaviours and demonstrating personal commitment to the development of their own capabilities and those of others. The business unit leaders themselves should model the coaching approach by participating both as an L-A-C (in the firm) and as a coachee (through receiving executive coaching) - and participate in informal coaching, by having impromptu coaching conversations anytime the situation demands with fellow directors during leadership meetings, with employees during one-on-one discussions, and even with clients asking for advice. Furthermore, in order to be a role model, the business unit leader must display effective coaching behaviours and skills, which may require that they upskill themselves as a coach.

6.2.3 Reasons and benefits

Having clear reasons aids building a case for implementing the L-A-C approach, and sharing the benefits for the PSF, L-A-Cs and coachees will assist in the uptake of the L-A-C approach. A key reason for implementation of an L-A-C approach within a PSF is building a leadership pipeline by developing managers' ability to lead teams, building client relationships and developing the practice. This improves productivity and retention of clients, leading to sustainable success of the firm. The second reason for the firm is the retention of their top talent, which is a major challenge in PSFs.

The benefits for the L-A-Cs (in this case, the associate directors and directors) include improved team performance, resulting in cumulative benefits, and the L-A-Cs themselves develop their own emotional intelligence as a result of the coaching style they adopt. Finally, the benefits for the coachee include accelerated development and career progression.

6.2.4 Organisational factors

6.2.4.1 Structure

A matrix organisational structure (which is characteristic of most PSFs) inhibits a natural L-A-C approach as it compromises time for formal coaching, and the

relationship between the L-A-C and coachee on an informal and formal coaching level. In contrast, the team-based structure aids a coaching approach. A mitigating recommendation within a matrix structure would be to create smaller teams where possible to ensure the same teams work together for the majority of the year, while still having a minority of projects with other teams. This will ensure that relationships are formed between the L-A-C and coachee and will ensure the sharing of knowledge and a diversity of viewpoints.

Another mitigating recommendation is to ensure there is time for the formal L-A-C to connect with the coachee on their developmental areas outside of assignments in order to ensure the formal coaching is a success. Formal coaching is associated with performance and development coaching, while OTJ coaching is associated with skills coaching. This mitigating action could either be done organically by relying on the L-A-C's concerted effort to make the time for formal coaching, or it could be put into a process which blocks out certain time at regular set periods during the year for formal coaching and other talent/practice management issues.

The various roles that an L-A-C takes up ensures that an L-A-C approach is embedded in the organisation, but can result in leaders confusing OTJ training and OTJ coaching. Therefore, as part of the communication by the business unit leader and during learning interventions, a clear distinction between OTJ coaching (informal coaching) versus OTJ training must be made. The organisational factors and individual factors outlined in the framework will also ensure that both the formal and informal coaching roles are taken up effectively across all leaders.

In order to avoid an over-reliance on a few good coaches, each employee must be a coach and coachee – and coach the level directly below them in the hierarchy or team structure, at both a formal level and an informal level on assignments (which is commonly known as OTJ coaching). This must also apply to top level executives, who will need external coaches to coach them, as they will not have any direct line managers to coach them. An assigned HR Business partner should support the Business Unit leader in implementing the L-A-C approach.

6.2.4.2 Process

The following organisational processes, as suggested in the framework (Figure 6.1), should all be in place to ensure the implementation of an L-A-C approach:

- *Approach to learning and developing L-A-C skills*

The first step in the process, to ensure that all leaders and managers take up an L-A-C approach, is to upskill all leaders and managers to coach through learning and development interventions. This should begin by delivering tailored learning interventions for the L-A-Cs at all levels. An example would be beginning with the concept of skill coaching at second or third year trainee, consultant, or candidate attorney level, moving onto performance coaching at a manager level, and developmental coaching at an Associate Director level. Preparing coachees for their role in coaching should be included from the moment the employees are in the organisation, through their induction.

It is recommended that senior leaders play a part in facilitating the coaching learning interventions, in order to share their experience and reiterate their commitment to the L-A-C approach within the firm. Sharing and reflecting on previous experience, through actual coaching of employees and reflecting thereafter, should be encouraged during learning interventions and through the L-A-C's coach. This ensures that the learning is transferred into the workplace along with the remaining organisational factor recommendations. Learning and Development/HR should ensure the L-A-Cs receive feedback on their use of coaching skills through feedback from their coachees or 360-degree feedback - and should be followed up after the learning interventions.

- *Ensuring tools and support are in place for the L-A-C*

It is recommended that support tools for both formal and informal coaching conversations are available online, possibly through an intranet portal, in order for L-A-Cs to access as and when they require them. These tools could include job aids, formal templates or agendas, access to knowledge databases or small e-learning modules.

Additional support mechanisms through coaching forums similar to coaching supervision should be in place, in order for best practices to be shared, and to allow L-A-Cs to share and reflect on their formal and informal coaching experiences. It is recommended that the HR Business partner/L&D run the forums with the Business unit leaders as and when possible. Topics to specifically include in these forums are the complexities of the various L-A-C roles and how to deal with them, and secondly, L-A-Cs should be given feedback when their example is based on OTJ training instead of coaching, in order to reiterate the difference and to embed the L-A-C approach.

- *Linking coaching to the HR performance management and enabling technology*

It is important to link the L-A-C approach to the HR performance management systems, including goal-setting and feedback on required competency-based behaviours. Goal-setting should have an equal focus on achieving organisational goals (or financial targets) and on people development goals to assist the implementation of the L-A-C approach. The linking of goals to HR processes and performance management should be in place.

Enabling technology is important in PSFs where teams are separated at various client or geographic locations. Technology such as mobile applications to give positive feedback, and technology for videoconferencing in order to have coaching conversations, should be in place.

- *Rewarding and recognising effective coaching behaviours*

Although there should be an equal focus on people development and financial targets, PSFs tend to place more weighting on the financial targets. It would therefore be unrealistic to recommend equal weighting in the scorecard thereby allowing adequate monetary reward to recognise leaders who implement a coaching approach. Instead, non-monetary rewards should form the basis of reward and recognition for taking up an L-A-C approach. Career incentives, such as the ability to take up a coaching style, should be considered in promotion criteria. Intrinsic incentives, such as recognising the

L-A-C of the month and promoting coaching behaviour as excellence, should be in place.

6.2.5 Individual Factors

The individual factors, which affect the implementation of an L-A-C approach, are the L-A-Cs' coaching skills and their overall attitude. The coachee's attitude will also affect the implementation as coaching is a two-way relationship between the L-A-C and coachee (as depicted in the framework diagram - Figure 6.1). The L-A-C needs to have self-awareness, management skills, and specific coaching skills such as questioning and listening skills, and reframing and reflecting skills. Finally, the L-A-C must hold the coachee accountable for their development goals. These L-A-C skills need to be catered for in the development of tailored learning and development interventions for upskilling managers as recommended above.

A committed and passionate attitude to people development, by the L-A-C, will aid the L-A-C approach and overall developmental culture. This attitude must be encouraged through communication of the reasons and benefits of coaching, and L-A-Cs should be held accountable for poor coaching behaviours by fellow leaders, and rewarded and recognised both through monetary and non-monetary rewards.

Coachees should have an attitude which is open to learning and must be committed to their team. Ensuring the right attitude of employees is in place begins with recruiting individuals with these values and attitudes. Secondly, they need to be embedded in the organisational culture where all L-A-Cs and coachees model the behaviour. Including the concept of L-A-C and leadership skills, such as teamwork, in training across all levels will also aid the coachees' understanding and commitment. However, even with these factors in place, coachees could be defensive and display arrogant behaviours towards coaching which might be based on past, negative coaching experiences. These mental models need to be understood and dealt with by the L-A-C and supported by the HR Business partner. These are the type of issues that the L-A-C should take

forward into the coaching forums with fellow L-A-Cs to gain insights on how to handle the situation.

6.3 Recommendations

Based on the framework, recommendations for the stakeholders identified as significant in Chapter 1 are discussed for the senior leaders, talent development practitioners, L-A-Cs and other organisations with knowledge workers

6.3.1 Senior leaders

The following steps are advised for the Business Unit/Practice Leaders wishing to implement an L-A-C approach in their business unit:

- Communicate the reasons for and benefits to the organisation;
- Include L-A-C as a business driver;
- Take overall responsibility for the L-A-C approach;
- Participate as coach and coachee;
- Be committed to and passionate about an L-A-C approach;
- Role model a coaching approach;
- Develop their coaching skills;
- Develop others coaching skills and be involved in L&D learning interventions;
- Share experiences and best practices of an L-A-C approach in forums; and
- Hold fellow directors accountable for taking up an L-A-C approach.

6.3.2 Talent development practitioners

This study provides a suggested framework and guidelines for talent development practitioners (either Human Resources, Organisational Development or Learning and Development), in PSFs to implement an L-A-C approach or improve their current L-A-C approach, therefore the entire framework is of relevance. Particular attention to the organisational factors including structure, process and culture should be taken into account. HR Business partners should be assigned to each business unit and support the Business Unit leader in implementing the L-A-C approach.

L&D professionals should take note of the individual skills required for the L-A-Cs and the coachees and incorporate into the learning curriculum. The HR Business partner should ensure the support tools required are available to the business unit. HR/OD should note the link of the L-A-C approach to the HR performance management systems, including KPIs and required competency-based behaviours.

6.3.3 Leader-as-Coaches

The current L-A-Cs will benefit from this study by sharing the benefits and reasons for implementation with their colleagues who are not currently taking up an L-A-C approach. The study also highlights the main skills and attitudes which the L-A-C should develop further, and sheds some light on the systemic factors which may cause their coaching approach to not yield results.

6.3.4 Other organisations with knowledge workers

Even though not classified as a PSF, Technology and Financial institutions, who employ knowledge workers or professionals as PSFs do, would also benefit from this study as they could also apply the same framework to implement an L-A-C approach.

6.4 Suggestions for further research

This study is exploratory in nature and had time limitations and therefore several recommendations for how this study can be built upon are suggested.

- It is suggested that a detailed case study within a PSF context be conducted and should include a review of company documentation such as the organisational strategy, business unit strategic drivers, talent management strategy including leadership competencies and development, performance management and coaching policies, processes and procedures. As shown in this study, organisational factors have a large influence on the implementation of an L-A-C approach. This study was limited to interviewing five participants from three categories (or roles) in each firm to gain a holistic perspective of the L-A-C approach, and organisational policies and procedures were not

obtained as part of the study as they are confidential are regarded as the PSFs' intellectual property that needs to be protected from their competitors.

- The relationship between the L-A-C approach and a coaching culture could be empirically studied to determine the extent to which an L-A-C approach influences the development of a coaching culture.
- Finally, there is scope to review the benefits of formal coaching versus informal (OTJ) coaching within a PSF further as the literature indicates an organic shift towards informal coaching is occurring in some organisations.

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APPENDIX A: INTERVIEW GUIDES

Interview guide for HRD/L&D Leader

1. Within your organisation, what is L-A-C understood as being?
2. What is the focus of this coaching? (*Only if they not sure, then prompt with, for example, on-the-job coaching and skills coaching, performance coaching and developmental coaching).*
3. Describe how the L-A-C approach is carried out in your organisation, taking into account the structure? (*prompt with example of formal and informal/OTJ coaching, assignment of coaches etc.)*
4. What is HR's role in it? *(prompt-defining process, systems, perhaps monitoring)*
5. In your experience how does the organisation, the L-A-C and coachees benefit from the L-A-C approach?
6. What organisational factors and processes inhibit the implementation of an L-A-C approach?
7. What organisational factors and processes aid the implementation of an L-A-C approach?
8. What initiatives does the organisation have in place to develop and support managers and partners with developing their coaching skills? (probe to understand length, focus, depth and breadth of the initiative)
9. How are L-A-Cs recognised and rewarded for being a good coach?
10. How would you describe the organisational culture?
11. How does it support an L-A-C approach? How does it hinder an L-A-C approach?
12. In general, how would you describe the coaching skill, behaviour and attitude of the L-A-C? What inhibits their coaching and what aids their coaching? And of the employees/coachees?
13. How do you think the L-A-C approach could be improved in your organisation?

Interview guide for L-A-C

1. Describe your current role and area of responsibility?
2. Describe your role as an L-A-C?
3. Describe how you coach your employees in line and others in the matrix. What is the process? (*prompt if need be for example both performance coaching and developmental)*
4. How has coaching your line employees benefited you, your employees and the organisation?

5. What individual factors (e.g. your skill, attitudes and behaviours) aid or inhibit you as a coach?
   What individual factors of the coachee aid or inhibit the coaching process.
6. How have you developed these skills and behaviours? (*ask for examples and clarify if this was part of the PSF learning curriculum)*
7. What support tools are available to assist you in coaching formally and informally?
8. What organisational factors and processes inhibit managerial coaching?
   What organisational factors and processes aid managerial coaching?
9. How would you describe the organisational culture?
   How does it support coaching? How does it hinder coaching?
10. What systems or processes does your organisation have to enable an L-A-C approach? (E.g. HR Systems)
11. How are you recognised or incentivised to coach?
12. How do you think the L-A-C approach could be improved in your organisation? What additional support would you like to see?

Interview guide for Coachee:

1. How have you experienced being coached by your line manager in the organisation?
   How have you experienced being coached on assignments/projects that are led by somebody other than your line manager (*matrix structure*)?
2. a) Describe how your L-A-C coaches you?
   b) How often do you set goals and review goals with your managerial coach?
3. How has coaching benefited you, your L-A-C and the organisation?
4. What skills, behaviours and attitudes do you believe aid the L-A-C?
5. What would you describe as ineffective coaching skills, behaviours & attitudes?
6. Describe how your skills, behaviours and attitudes inhibit or aid managerial coaching process?
7. What organisational factors and processes inhibit an L-A-C approach?
   What organisational factors and processes aid an L-A-C approach?
8. How would you describe the organisational culture?
   How does it support coaching? How does it hinder coaching?
13. How do you think the L-A-C approach could be improved in your organisation? What additional support would you like to see?

APPENDIX B: ORGANISATIONAL LETTER OF CONSENT

The Graduate School of Business Administration
2 St David's Place, Parktown,
Johannesburg, 2193,
South Africa
PO Box 98, WITS, 2050
Website: www.wbs.ac.za

Masters of Management RESEARCH ORGANISATIONAL CONSENT FORM

The Implementation of Manager-as-Coach in Professional Service Firms in South Africa

INFORMATION SHEET AND CONSENT FORM

Introduction

My name is Vanessa Fox. I am conducting research for the purpose of completing my Masters in Management in Business and Executive Coaching at Wits Business School.

The research topic is to explore the implementation of manager-as-coach in Professional Service Firms in South Africa. I am conducting a qualitative study using a mini case study approach across one Assurance firm, one Management Consultant firm and finally one Law firm. I will conduct research with five people within the organisation to gain an understanding of the organisational and individual factors affecting the implementation of leaders taking up coaching with their direct line reports. The Human Resource Director or similar will be interviewed, two Associate Directors who take up a coaching style with direct reports and one of their coachees/direct reports (managers/senior consultants).
The data from each case (in this case the Firm) will be analysed and a report will be written for each. I shall then draw cross-case conclusions and develop a sound theory based on the patterns that develop. The reports will be made available to you.

Your firm's participation

Before I obtain the individuals' consent to participate in an interview, I require the firm's permission to conduct a case study within the firm.

The firms and the individuals within the firm participation is voluntary and will not be forced to take part in this study. If your firm agrees to participate, you may subsequently elect not to continue in the research process.

Once approval from the firm is received, I will meet with the HR/Talent or Learning Director to identify suitable candidates for the interviews based on certain criteria, for example they must have informal or formal development in coaching skills.

Confidentiality

Any study records that identify the firm and the individuals will be kept confidential to the extent possible by law. A pseudonym will be used for the firm and the individuals in the published research report.

Benefits

The study will provide guidance to partners, managers, and talent development practitioners in Professional Service Firms on how to implement or improve their managerial coaching practices. This will include understanding individual, organisational and environmental factors and processes which need to be in place in order to implement managerial coaching.

If you would like to receive feedback on the study, I can send you the results of the study when it is completed sometime after February 2017.

Who to contact if you have been harmed or have any concerns

This research has been approved by the Wits Business School. If you have any complaints about ethical aspects of the research or feel that you have been harmed in any way by participating in this study, please contact the Research Office Manager at the Wits Business School, Mmabatho Leeuw. Mmabatho.leeuw@wits.ac.za

If you have concerns or questions about the research you may call my academic research supervisor, Kathy Bennet at 011 485 3055.

We, ***name of firm***, give Vanessa Fox permission to conduct research within our Firm.

Signature on behalf of Firm: :……...

Designation: :……...

Date:……...

APPENDIX C: INDIVIDUAL LETTER OF CONSENT

The Graduate School of Business Administration

2 St David's Place, Parktown,

Johannesburg, 2193,

South Africa

PO Box 98, WITS, 2050

Website: www.wbs.ac.za

Masters of Management RESEARCH INDIVIDUAL CONSENT FORM

The Implementation of Manager-as-Coach in Professional Service Firms in South Africa

INFORMATION SHEET AND CONSENT FORM

Introduction

My name is Vanessa Fox. I am conducting research for the purpose of completing my Masters in Management in Business and Executive Coaching at Wits Business School.

The research topic is to explore the implementation of manager-as-coach in Professional Service Firms in South Africa. I am conducting a qualitative study using a mini case study approach across one Assurance firm, one Management Consultant firm and finally one Law firm. I will conduct research with five people within the organisation to gain an understanding of the organisational and individual factors affecting the implementation of leaders taking up coaching with their direct line reports. The Human Resource Director or similar will be interviewed, two Associate Directors who take up a coaching style with direct reports and one of their coachees/direct reports (managers/senior consultants).

The data from each case (in this case the Firm) will be analysed and a report will be written for each. I shall then draw cross-case conclusions and develop a sound theory based on the patterns that develop. The reports will be made available to you.

Your participation

I have received consent from your organisation for their inclusion in this case study. I am asking you whether you will allow me to conduct one interview with you. If you agree, I will ask you to participate in one interview for approximately one hour. I am also asking you to give us permission to tape record the interview. I tape record interviews so that I can accurately record what is said.

Please understand that **your participation is voluntary** and you are not being forced to take part in this study. The choice of whether to participate or not, is yours alone. If you choose not take part, you will not be affected in any way whatsoever. If you agree to participate, you may stop participating in the research at any time and tell me that you don't want to go continue. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way.

Confidentiality

Any study records that identify you will be kept confidential to the extent possible by law. The records from your participation may be reviewed by people responsible for making sure that research is done properly, including my academic supervisor/s. (All of these people are required to keep your identity confidential.)

All study records will be destroyed after the completion and marking of my thesis. I will refer to you by a code number or pseudonym (another name) in the thesis and any further publication.

Risks/discomforts

At the present time, I do not see any risks in your participation. The risks associated with participation in this study are no greater than those encountered in daily life.

Benefits

There are no immediate benefits to you from participating in this study. However, this study will be extremely helpful to establish a framework for implementation of managerial coaching in a Professional Service Firm. This will include understanding individual, organisational and environmental factors and processes which need to be in place in order to implement managerial coaching.

If you would like to receive feedback on the study, I can send you the results of the study when it is completed sometime after February 2017.

Who to contact if you have been harmed or have any concerns

This research has been approved by the Wits Business School. If you have any complaints about ethical aspects of the research or feel that you have been harmed in any way by participating in this study, please contact the Research Office Manager at the Wits Business School, Mmabatho Leeuw. Mmabatho.leeuw@wits.ac.za

If you have concerns or questions about the research you may call my academic research supervisor, Kathy Bennett at 011 485 3055.

CONSENT

I hereby agree to participate in research on the implementation of an L-A-C approach in PSFs in South Africa. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop participating at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally in the immediate or short-term.

I understand that my participation will remain confidential.

……...

Signature of participant **Date**:……...

I hereby agree to the tape-recording of my participation in the study.

……...

Signature of participant **Date**:……...

APPENDIX D: PRIMARY AND SUPER CODES TABLE

Codes	Firm 1	Firm 2	Firm 3	Total
Att_ad_c : Authentic and Humble	1	1	6	8
Att_ad_c : Committed to Organisations partnership	1	2	2	5
Att_ad_c : Empathy	1	2	0	3
Att_ad_c : Inherent ability and inclination to coach	3	9	2	14
Att_ad_c : Lead by Example	1	4	0	5
Att_ad_c : Passion & Commitment to help	3	2	7	12
Att_ad_c : Proactive Learning	0	8	2	10
Subtotal Attitudes Aiding L-A-C	***10***	***28***	***19***	***57***
Att_ad_cc : Open to learning	10	9	4	23
Att_ad_cc : Proactive & Committed	6	3	3	12
Att_Ad_cc: Pay it forward	0	0	2	2
Subtotal Attitudes Aiding Coachee	***16***	***12***	***9***	***37***
Att_In_C : Arrogant and Impatient	0	0	1	1
Att_in_c : Negative towards coaching	1	2	0	3
Att_in_c : Tell instead of coach	4	0	0	4
Att_In_C : Uncomfortable with personal conversations	5	0	0	5
Subtotal Attitudes Inhibiting L-A-C	***10***	***2***	***1***	***13***
Att_in_cc : Arrogant	3	0	1	4
Att_in_cc : Comfort zone	0	2	0	2
Att_in_cc : Inflexible	0	2	1	3
Att_in_cc : Not prepared to put in effort	0	1	1	2
Subtotal Attitudes Inhibiting Coachee	***3***	***5***	***3***	***11***
Beh_ad_c : Builds trust	3	0	1	4
Beh_ad_c : Commit to coaching meetings	5	0	0	5
Beh_ad_c : Patience	1	0	2	3
Subtotal Behaviours Aiding L-A-C	***9***	***0***	***3***	***12***
Beh_In_c : Directive	1	2	1	4
Beh_In_C: Doesn't prioritise skill or leadership coaching	3	1	0	4
Beh_in_c : Doing activities for coachee	7	0	0	7
Beh_In_c : Feel they need Answers	1	1	0	2
Beh_In_c : Focus on IQ not EQ	2	1	0	3
Beh_in_C : Sparks fear not empowerment	0	0	1	1
Subtotal Behaviours Inhibiting L-A-C	***14***	***5***	***2***	***21***
Beh_In_CC : Asking is perceived negatively	2	0	0	2
Beh_In_cc : Reactive	0	2	0	2
Beh_In_CC : Submissive & shy away from conflict	1	0	1	2
Subtotal Behaviours Inhibiting coachee	***3***	***2***	***1***	***6***

Codes	Firm 1	Firm 2	Firm 3	Total
Ben_C Team success	2	1	8	11
Ben_C : Building a Practice	0	0	1	1
Ben_C : Builds patience	1	0	1	2
Ben_C : Difficult conversations	1	0	0	1
Ben_C : EQ	2	2	1	5
Ben_C : Leading Diversity	3	0	0	3
Subtotal Benefits for L-A-C	***9***	***3***	***11***	***23***
Ben_CC : Ability to Self Coach	0	0	0	0
Ben_CC : Career Matrix & Growth	4	0	7	11
Ben_CC : Lateral thinking	0	0	1	1
Ben_CC : Opportunity to learn	14	7	5	26
Ben_CC : Self-Awareness & Development	12	4	1	17
Ben_CC : Understand your manager and leader	2	0	2	4
Subtotal Benefits for Coachee	***32***	***11***	***16***	***59***
Ben_Org : Client Retention	0	0	1	1
Ben_Org : Cohesive Team	6	1	0	7
Ben_Org : Employee engagement	3	0	1	4
Ben_Org : Longevity and Sustainability	0	0	1	1
Ben_Org : Retention	3	4	3	10
Ben_Org : Success & Productivity	4	7	10	21
Subtotal Benefits for Org	***16***	***12***	***16***	***44***
Subtotal_Benefits of a L-A-C approach	***57***	***26***	***43***	***126***
Orgfac_Cul_Ad : Built on openness, honesty & values	1	0	4	5
Orgfac_Cul_Ad : Challenging Culture	3	3	1	7
Orgfac_Cul_Ad : Continuous Coaching Conversations	10	3	2	15
Orgfac_Cul_Ad : Continuous Development Focus	7	2	1	10
Orgfac_Cul_Ad : Creating Positive Experiences	0	3	1	4
Orgfac_Cul_Ad : Family & Friendly Culture	0	1	8	9
Orgfac_Cul_Ad : High Performance Culture	0	0	2	2
Orgfac_Cul_Ad : Not rigid and learning culture	0	1	1	2
Orgfac_Cul_Ad : Stewardship and Sustainability	0	0	2	2
Orgfac_Cul_Ad : Team Culture	2	0	2	4
Orgfac_Cult_Ad: Coaching principles instilled induction	5	0	1	6
Subtotal Culture Aiding	***28***	***13***	***25***	***66***
Orgfac_Cul_In : Different team cultures	0	7	1	8
Orgfac_Cul_In : Limited Resources on deadlines	3	1	0	4
Orgfac_Cul_In : Mistrust	1	1	0	2
Orgfac_Cul_In : Pressurised	6	10	3	19
Orgfac_Cul_In: Over-competitive	5	9	0	14
Subtotal Culture Inhibiting	***15***	***28***	***4***	***47***

Codes	Firm 1	Firm 2	Firm 3	Total
Orgfac_Proc_Ad : Celebrate small wins and build relations	5	4	0	9
Orgfac_Proc_Ad : Business Partners sponsors & actively implements coaching	6	8	0	14
Orgfac_Proc_Ad : Career Progression Criteria	2	0	3	5
Orgfac_Proc_Ad : Coach-Coachee relationship limited to two years	1	0	0	1
Orgfac_Proc_Ad : Coach matching	7	0	0	7
Orgfac_Proc_Ad : Coaching Skills Curricula	12	12	0	24
Orgfac_Proc_Ad : Consequences for non-adherence to team development	0	0	1	1
Orgfac_Proc_Ad : Development goals set & monitored	5	3	7	15
Orgfac_Proc_Ad : Direct Feedback on coachees from their team	4	0	2	6
Orgfac_Proc_Ad : Feedback on coaching behaviours	3	1	0	4
Orgfac_Proc_Ad : Friday Drinks	0	0	1	1
Orgfac_proc_Ad : Holistic	0	0	1	1
Orgfac_Proc_Ad : Include external coaches and coaching circles	0	1	0	1
Orgfac_Proc_Ad : Innovative feedback aps	3	1	0	4
Orgfac_Proc_Ad : Integration with performance management Process	0	0	3	3
Orgfac_Proc_Ad : Intensive Investment in Training	1	7	0	8
Orgfac_Proc_Ad : Job Rotation	0	0	1	1
Orgfac_Proc_Ad : Knowledge Management	0	0	2	2
Orgfac_Proc_Ad : KPI on Coaching Employment Equity	0	3	0	3
Orgfac_Proc_Ad : KPI on People, Performance and Values	0	0	5	5
Orgfac_Proc_Ad : KPIs for people development	0	0	2	2
Orgfac_Proc_Ad : Leadership Circles	4	2	3	9
Orgfac_Proc_Ad : Learn coaching skills from your leaders	4	4	2	10
Orgfac_Proc_Ad : Learn from Feedback and Experience	7	10	4	21
Orgfac_Proc_Ad : OTJ focus on technical while Formal coach focus on leadership	8	0	0	8
Orgfac_Proc_Ad : Physical Presence	0	0	4	4
Orgfac_Proc_Ad : Professional development OTJ, technical from training curriculum	0	0	4	4
Orgfac_Proc_Ad : Rated in terms of teams	1	0	9	10

Codes	Firm 1	Firm 2	Firm 3	Total
Orgfac_Proc_Ad : Regular and planned coaching meetings	5	3	0	8
Orgfac_Proc_Ad : Structured activities and timelines	5	0	0	5
Orgfac_Proc_Ad : Systems and Tools to assist Coach	8	0	0	8
Orgfac_Proc_Ad: Coaching focussed on technical, business and leadership skills	0	0	5	5
Orgfac_proc_Ad: Informal coaching not formal	0	0	2	2
Orgfac_Proc_Ad: Organisational Communication	0	0	2	2
Subtotal Aiding Org Process Factors	***91***	***59***	***63***	***213***
Orgfac_Proc_In : Feedback process not confidential	1	0	0	1
Orgfac_Proc_In : Formal coaching goals not set	1	3	2	6
Orgfac_Proc_In : No Reward or KPI for coaching	7	11	0	18
Orgfac_Proc_In : Development is leader dependant	2	0	6	8
Orgfac_Proc_In : Finance Focus	1	16	4	21
Orgfac_Proc_In : Focus on technical compliance and not leadership	13	8	1	22
Orgfac_Proc_In : Formal feedback only given once a year	2	0	0	2
Orgfac_Proc_In : Formal processes can become a tick-box	6	4	0	10
Orgfac_Proc_In : Leadership assessment not required for promotion	0	2	4	6
Orgfac_Proc_In : Learning Transfer not Driven	4	3	0	7
Orgfac_Proc_In : No coaching policy, training or toolkits	0	0	3	3
Orgfac_Proc_In : No uniform approach to coaching	1	3	2	6
Orgfac_Proc_In : Old fashioned systems	2	0	0	2
Orgfac_Proc_In : Poor Change Management	1	3	0	4
Orgfac_Proc_In : Regulated environment	4	0	0	4
Orgfac_Proc_In : Very little coaching skills curriculum	0	0	3	3
Subtotal Inhibiting Org Process Factors	***45***	***53***	***25***	***123***
Orgfac_Struc_Ad : Assigned Human Capital Consultant	1	0	0	1
Orgfac_Struc_Ad : Best development with OTJ Coach	6	9	3	18
Orgfac_Struc_Ad : Coach and Formal performance management	5	5	3	13
Orgfac_Struc_Ad : Coach assigned to level below	9	2	2	13
Orgfac_Struc_Ad : Flat	1	2	1	4
Orgfac_Struc_Ad : Matrix allows Diverse experience	3	0	0	3
Orgfac_Struc_Ad : Team-based Structure	0	0	8	8
Orgfac_Struc_Ad: Various Leader-as-Coach roles	6	19	0	25
Subtotal Aiding Structural Factors	**31**	**37**	**17**	**85**

Codes	Firm 1	Firm 2	Firm 3	Total
Orgfac_Struc_In : Additional Internal Responsibilities	3	13	2	18
Orgfac_Struc_In : All managers need to be coaches but aren't necessarily good coaches	3	0	2	5
Orgfac_Struc_In : Matrix Stucture	13	7	1	21
Orgfac_Struc_In : May be younger and less experienced than coachee	0	1	0	1
Orgfac_Struc_In : Over-reliance on a few good coaches	1	8	0	9
Orgfac_Struc_In : Rapid Expansion	0	1	1	2
Orgfac_Struc_In : Vast generations gaps	3	0	0	3
Subtotal Inhibiting Structural Factors	***23***	***30***	***6***	***59***
Rsn_Org : Build leaders Pipeline	0	13	8	21
Rsn_Org : Adapting to the complex environment	6	14	5	25
Rsn_Org : Creates a Learning environment	2	3	3	8
Rsn_Org : Leadership gaps	0	2	2	4
Rsn_Org : People are commodities	0	2	0	2
Rsn_Org : Problem solve	0	8	2	10
Rsn_Org : Professional Standards & Training institution	5	0	2	7
Rsn_Org : Skills coaching	4	1	3	8
Rsn_Org_ Coach is an enabler	2	0	2	4
Subtotal Reason for Organisation	***19***	***43***	***27***	***89***
Skill_Ad_C : Applies Coaching Tools Naturally	4	9	0	13
Skill_Ad_C : Client-Centred	8	10	3	21
Skill_Ad_C : Co-create relationship	10	5	1	16
Skill_Ad_C : Courage and Accountability	9	5	9	23
Skill_Ad_C : Create learning opportunities	4	3	0	7
Skill_Ad_C : Does not tell	3	0	3	6
Skill_Ad_C : Empowers & Doesn't micromanage	0	0	0	0
Skill_Ad_C : Engaging team	0	11	2	13
Skill_Ad_C : Influences team positively	6	1	1	8
Skill_Ad_C : Knows when to teach or coach	0	0	2	2
Skill_Ad_C : Leading and not just manage	2	6	1	9
Skill_Ad_C : Listening and Questioning	9	14	1	24
Skill_Ad_C : Not allow transference of problems	0	2	1	3
Skill_Ad_C : Personal Reflection	0	0	1	1
Skill_Ad_C : Recognising you cant coach everybody	1	2	0	3
Skill_Ad_C: Prioritisation and time management	2	8	0	10
Skill_Ad_C: Self-Awareness	2	1	0	3
Subtotal Skills Aiding L-A-C	***60***	***77***	***25***	***162***

Codes	Firm 1	Firm 2	Firm 3	Codes
Skill_Ad_cc : Social, Intelligence and Emotional Intelligence	*1*	*1*	*3*	*5*
Subtotal Skills Aiding Coachee	***1***	***1***	***3***	***5***
Skill_In_C : Low EQ	3	2	0	5
Skill_In_C : Not courageous to hold people to account	0	0	2	2
Skill_In_C: Interrupting, not listening	2	1	0	3
Subtotal Skills Inhibiting L-A-C	***5***	***3***	***2***	***10***
TOTALS Quotations:	***496***	***450***	***321***	***1267***
Codes Added per case	***109***	***22***	***28***	***159***