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MM IN BUSINESS AND EXECUTIVE COACHING

THE PERCEIVED IMPACT OF LEADERSHIP COACHING BY BRANCH MANAGERS AT THE FIRST NATIONAL BANK OF BOTSWANA

by

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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 in Business and Executive Coaching

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ABSTRACT

This research examines the perceived impact of leadership coaching on the branch managers at the First National Bank of Botswana. It provides the foundation to investigate and understand whether coaching affects sustained behaviour change. It explores behaviour, attitudes and leadership effectiveness strategies and how the leadership coaching impacts them. In this, the researcher aimed at determining the perceived impact of leadership coaching on behaviour and attitudes; determining whether leadership coaching can impact leadership practices and establishing whether leadership coaching promotes leadership effectiveness strategies at the First National Bank of Botswana. The research used a qualitative research method to understand a phenomenon guided by the Theory of Planned Behaviour. Qualitative methods were chosen because of its nature of having a small sample size. The research adapted a case study since it is an empirical inquiry and case studies provide in-depth information that gives a detailed description of the phenomena. The main tool of data collection was a guided interview.

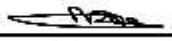
The findings showed that leadership coaching positively impacts behaviour and attitude change needed for achieving their organisations' objectives. Findings also showed that leaders who undergo leadership coaching are more likely to significantly contribute to better leadership practices like building adaptable cohesive teams, motivating team members to be engaged and maximizing the strengths and minimizing the weaknesses of subordinates. The research also found that leaders who complete a leadership coaching programme have better application of the leadership effectiveness strategies to help their teams achieve higher levels of self-efficacy.

Key Words: Leadership, Leadership Coaching, Coaching Effectiveness, Attitudes, Behaviour

DECLARATION

DECLARATION

I, **Maureen Udah Otukile**, 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 in Business and Executive Coaching at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

Name: Maureen U. Otukile Signature: 

Signed at Gaborone, Botswana

On the **23** day of **February** 2021.

DEDICATION

This research is dedicated to my children, Lebopo and Lelentle, who were always very understanding that I was not able to spend as much time with them because of my frequent travel to Johannesburg for my studies and thereby missing some of their important milestones. I gained so much motivation from knowing that acquiring this degree will make a difference to their lives.

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It is not always easy to be grateful. However, it is when you feel least thankful that you are most in need of what gratitude can give you.

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To help me complete this research, I worked with 10 FNB Botswana colleagues. This was no small investment on their part, and I thank them for their willingness to participate in the journey, for allowing me to take time from their busy schedules, and for revealing their successes and challenges that brought my research to life. Thank you all.

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LIST OF ACRONYMS

CIMA	Chartered Institute of Management Accounting
FNBB	First National Bank of Botswana
GROW	Goal, Reality, Option Wrap Up
GSEAC	Graduate School Alliance for Education in Coaching
HR	Human Resources
ICF	International Coaching federation
TPB	Theory of Planned Behaviour

CHAPTER 1: INTRODUCTION

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

Good leadership is essential for the performance and growth of any organisation (Kraiger, Passmore, Dos Santos, & Malezzi, 2014). Attaining good leadership remains a challenge for many organisations in developing countries. In Botswana, leadership challenges have been the leading causes of poor performance and collapse of many organisations (Morule, 2016). This study was conducted to examine the perceived impact of leadership coaching as a strategy to improve organisational leadership.

Leadership coaching and performance of managers are central to the management of Human Resources in any organisation (Palmer & Cavanagh, 2009). According to Grant, Curtayne, and Burton (2009), the use of coaching in organisations has grown significantly and coaching is now viewed as a means of enhancing performance. As its practice has increased, research has concomitantly increased (Grant, 2014b). Palmer and Cavanagh (2009) cited in Kemp (2009) points out that coaching research is, however, important as it is of growing interest to many psychologists working within organisations within their different contexts.

Different definitions of leadership coaching exist in the literature. (Rhodes, 2012; Wise & Hammack, 2011) define leadership coaching as a process that a coach uses to support leaders in acquiring skills, knowledge, and confidence they need to be successful. They further explain that the process formulates a relationship between a client who has leadership authority and responsibility in an organisation and uses a range of cognitive and behavioural techniques in order to help the client achieve a set of goals with the aim of improving his or her professional performance, well-being and effectiveness of the organisation. Further, leadership coaching is defined as a process of developing high potential and facilitates development transition

by addressing derailing behaviour in a manager, an individual is given an opportunity to flourish while achieving improved individual performance (Cavanagh & Palmer, 2014; Coutu et al., 2009). The International Coach Federation (2010, p.92 cited by Bower and DSL (2012) defines it as "partnering with clients in a thought provoking and creative process that inspires the client to maximise their personal and professional full potential".

Although these definitions are not exhaustive, what is common among them is that coaching is a relationship formed between a client and a coach for the benefit of both the client and the organisation. It is in the context of such a background that coaching research is important especially in the context of commercial banks where the organisational structure is usually hierarchical and there are many line managers who find themselves in leadership positions without necessarily having received appropriate training for those roles. Research of this nature could be useful since it will provide management with findings to guide them in taking evidence-based decisions. Logically, it cannot be expected that because an employee has been promoted to the level of leadership, this will automatically translate into an individual's ability to lead and deal with the daily challenges of the fluid work environment of the 21st century.

1.2 PURPOSE OF STUDY

The purpose of this study is to examine the perceived impact of leadership coaching by branch managers at the First National Bank of Botswana. For this reason, the study will be qualitative in nature and will use the Theory of Planned Behaviour (TPB) by (Ajzen, 2012). Taking the qualitative approach to this investigation will provide the foundation to investigate and understand whether coaching affects behaviour. It is expected that this theory will help to explore attitudes which influence intention to coach and consequently whether that coaching affects behaviour.

1.3 CONTEXT OF THE STUDY

In many countries in Africa organisations across all sectors have started to invest in coaching to bring out the best in their leaders. A study conducted in Jordan in the Middle East, for example, showed that leaders with ineffective leadership skills can have an adverse impact on an organisation which could result in an organisation failing in their performance (Aboyassin & Abood, 2013). In a study conducted in the Nigerian banking industry, results indicated that banks with leaders who are aware of leadership coaching experienced significant high net profits and to some extent improved return on investment (Okpara & Edwin, 2015). Furthermore, their study recommended that organisations should consider investing in developing leaders to acquire competencies and skills related to improved awareness.

This line of thought is supported by Kihoro, Waiganjo, and Njue (2016) who support the rapidly growing number of microfinance institutions in Kenya that initially struggled with microfinancing and have now resorted to investing in coaching, since it was evident that coaching has influenced the improvement of performance of individuals and further enhancement in leadership which may translate into positive organisational performance.

Some organisations in South Africa such as Unilever, Standard Bank and Old Mutual have invested in and realised the benefits of coaching (Dorning, 2009). Dovey (2002) conducted a study in the Eastern Cape in all the different health sectors where results revealed that prior to coaching, organisations had put in place unrealistic objectives, poor management and unrealistic timeframes. This suggests that organisations may experience regressive outcomes if their leaders are not well equipped to drive the organisation and its people in the appropriate direction.

In Botswana, leadership coaching is a relatively new phenomenon especially in the banking industry. This study will focus on First National

Bank of Botswana (FNBB). FNBB was first established in Botswana in 1991 as a wholly owned subsidiary of First National Bank Subsidiary (Botswana) and became a listed entity on the Botswana Stock Exchange in 1993 (Communications, 2019). FNBB has one thousand six hundred employees across the country and it services more than five hundred thousand (500 000) customers across the country through a network of one hundred and sixty-eight (168) ATMs. The Bank is made up of three divisions: Wesbank which services the Bank's customers with vehicle and asset finance; Rand Merchant Bank which is the corporate and investment division of the Bank; and lastly the Retail division which services customers on retail products that include personal and home loans. The customers access the retail products through the 24 Bank branches across the country and each branch is headed by a branch manager.

1.4 PROBLEM STATEMENT

There is a problem of persistent leadership vacuum which is hindering performance of organisations in developing countries (Naidoo & Xollie, 2011). In Africa, the leadership crisis is the largest obstacle to organisational growth. The leadership crisis has been attributed to inadequate training and lack of regular leadership coaching (Marobela, 2020). Available research in both academia and practice supports the importance of leadership coaching and its benefits to both the client and organisation. Theeboom, Beersman, and van Vianen (2014) opine that coaching has substantial positive effects and that generally it brings about effective intercession in organisations. However, a critical analysis of the academic literature reveals that several studies are either experimental or quantitative in nature (Creswell & Miller, 2000). Although findings from quantitative research provide useful mathematical logic, they are limited in seeking to consider meaning behind social constructs (Woo, O'Boyle, & Spector, 2017). These studies did not, at the same time, provide explanations for the reported inadequate practice of leadership coaching from the perspective of the Managers.

In this study, therefore, the researcher examined the perceived impact of leadership coaching among branch managers of FNB Botswana through pre and post coaching interviews. The study findings provide insights into how leadership coaching can be useful in solving the leadership crisis in developing countries. Through the theories and potential answers to the research questions, this study will add to the existing body of knowledge on leadership coaching and provide qualitative insights on a topic which has otherwise been explored quantitatively.

1.5 RESEARCH OBJECTIVES

The research objectives are listed below:

1. To determine the perceived impact of leadership coaching on behaviour and attitudes of the branch managers at FNBB.
2. To evaluate whether leadership coaching will impact leadership practices of the branch managers.
3. To establish whether leadership coaching promotes leadership effectiveness strategies on the branch managers.

1.6 RESEARCH QUESTIONS

The following are the research questions that the study will explore:

1. Is leadership coaching impacting behaviour and attitude change of branch managers at FNBB?

2. In what ways does leadership coaching impacts leadership practices of the branch managers?

3. Does leadership coaching promote leadership effectiveness strategies on the branch manager?

1.7 SIGNIFICANCE OF STUDY

There has been for some time doubt as to whether organisations focusing on leadership coaching render them capable to aspire to improve their leaders' competency and effectiveness Behery and Al-Masser (2016), as well as creating an organisational environment of collaborative innovation and creativity which, organisations can only achieve through the attitude change and relationships that managers develop with their subordinate (Behery & Al-Masser, 2016; Duff, 2013). It has been, from now and then, claimed that leadership coaching, through its one-on-one partnership that focuses on strengthening the self-efficacy and performance of the individual, consequently, improves organisational effectiveness (Baron & Morin, 2009; Ely et al., 2010), and that to improve the leadership skills, decision-making processes, and overall leaders' behaviour that will assist organisations to be more competitive in an evolving marketplace is considered synonymous with leadership coaching (Bono, Purvanova, Towler, & Peterson, 2009). As part of this commitment to leadership development, organisations are becoming more aware of leadership coaching as one of the best practices for the leadership development process (Ely et al., 2010), thereupon, garnering much consideration and scrutiny.

However, despite the presence of these claims, it can be observed that, both within the academia and business fraternity, there is limited empirical support to identify previous studies that suggest that leadership coaching improves a leader's productivity and social awareness, and subsequently, makes them more adept with their interpersonal relationships and the development of others (Hofmans, 2018; Losch, Traut-Mattausch, Mühlberger, & Jonas, 2016; Zuberbuhler, Salanova, & Martínez, 2021).

This study will be among the few studies to investigate leadership coaching in Africa using the qualitative approach. This study, therefore, provides the

foundation to investigate and understand how coaching impacts organisational leadership.

Research of this nature could be useful since it provides leaders with findings to guide them in making evidence-based decisions. Logically, it cannot be expected that because an employee has been promoted to the level of leadership, this will automatically translate into an individual's ability to lead and deal with the daily challenges of the fluid work environment of the 21st century. This study adds on the scarce literature on the use of leadership coaching to improve the leadership skills of leaders in various organisations.

1.8 DELIMITATIONS/SCOPE OF STUDY

i. The study focuses only on Greater Gaborone FNBB branch managers and excludes their subordinates. The study was delimited to Greater Gaborone because the researcher is based in Gaborone which facilitated the 6 coaching sessions per each individual. Furthermore, Greater Gaborone offered a better opportunity for a reliable study because of high market activity.

ii. The study was delimited to branch managers' perceived behaviour in their work environment but did not investigate the relationship between managers and subordinates. The researcher did not observe first-hand the interaction of the branch managers and their colleagues throughout the period of the coaching since there were many leaders and only one coach.

iii. The study was delimited to coaching and behavioural competencies as interventions. Emotional and behavioural transformation forms the basis of leadership coaching as the coach seeks to achieve coaching objectives through these aspects.

1.9 DEFINITION OF TERMS

i. **Leadership Coaching**: This is defined as a short-term interactive process that involves a coach and a leader or manager and is intended to improve a leader's leadership effectiveness and improve self-awareness and putting into practice new behaviours (Kombarakaran, Yang, Baker, & Fernandes, 2008), they further explain that this process of acquisition of new skills, perspective, tools, knowledge, and opportunities needed to develop these in order to become more effective and create self-awareness. In another definition, Otter (2017) defines leadership coaching as an interpersonal development process that shapes a leader's capability to achieve an organisation's short-term and long-term goals. Bozer, Sarros, and Santora (2014) defines it as a one-on-one relationship between a professional coach and a coachee and its purpose is to enhance the coachee's behavioural change through self-awareness which will contribute to the individual and the organisational success.

ii. **Leadership:** Crevani (2018) draws on Grit (2005, p.15) and Alvesson and Sveinsson (2003, p.375) and observes that the definition of leadership is direction setting with novelty and essentially linked to change and further as an individual with behaviours of managers going beyond providing direction but also taking charge of situations. In another definition, Silva (2016a) defines leadership as a process of interactive influence that occurs when people accept someone to lead them towards achieving common goals. This definition seems to fit properly to the modern concept of leadership, that gives the leader and the followers the context of leadership and its process.

iii. **Theory of Planned Behaviour:** Ajzen (2012) defines theory of planned behaviour as a theory that links an individual's behaviour and beliefs, and further explains that the combination of attitude, subjective norms

and perceived behavioural control shapes an individual's behavioural intentions and conduct.

iv. **Coaching Effectiveness:** Coaching is centred around a coachee reaching their full potential, coaching effectiveness happens where a coach engages the coachee through listening, probing and allowing the coachee to come up with own solutions and leading them towards reaching their full potential (Carter, Blackman, & Hay, 2016).

v. Leadership Practice: (Crevani, 2018; Crevani & Endrissat, 2016) define leadership practices as any practice that offers direction to a group of people or organisation. Leadership Practices are said to be actions and strategies leaders would take and implement in helping their teams to consistently better themselves**.**

1.10 ASSUMPTIONS

a) The first assumption of the study was that branch managers will present honest and authentic answers that the study can use to discover their awareness and perceived impacts of leadership coaching pre-and-post coaching. The branch managers may assume that they already know what leadership is since they occupy a position of leadership. By virtue of them having been appointed managers, they may assume they do not need leadership development interventions or coaching as they have an understanding and awareness of leadership coaching and the right skills that led to them being appointed to the position of a manager in the first instance. These perceptions might affect how committed and focused leaders are throughout the study.

b) The second assumption was that qualitative case study design was appropriate for discovering the level of awareness of the branch managers on leadership coaching and its perceived impacts. The branch

managers became better leaders as the coaching process helped them realise their full potential as a result of the coaching journey and awareness. The intention of the research was to take the branch managers on a journey with the purpose of creating awareness about behavioural skills that could help them become leaders of self and others. The research objectives were to establish whether such awareness will result in the expected impacts as a result of coaching using qualitative case study design.

c) The study assumed that time allocated to every coaching session and the duration of six sessions in which the coaching sessions took place is adequate to yield the perceived results should there not be any interruption. The impact of leadership coaching was defined as a result of the coaching journey in branch managers becoming better leaders with some level of self-awareness. To ensure that the period and the time allocations of the sessions are sufficient the study engaged available literature and peer debriefing to validate the data collection tool.

1.11 STRUCTURE OF THE REPORT

Chapter 2 provides a critical discussion of the coaching literature. Chapter 3 describe the methodology adopted in carrying out this research. Chapter 4 presents the results and analysis of findings while chapter 5 provides interpretations and judgement of findings. The research concludes with a discussion of analysis and results as well as recommendations for future research.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter uses scholarly sources from books, journal articles and periodicals. These are used to examine the views of other scholars on the impact of leadership coaching. The aim of this is to situate the current research in the context of the existing body of knowledge compiled by other researchers. This shows where the current research fits in the larger field of studies and theories theorised by other researchers which retrospectively justifies the relevance of the current research**.** This review of the literature has been placed in sub-topics along the research objectives stated in chapter one. The purpose of reviewing literature is to identify the gaps or missing pieces in the literature in order to suggest how they can be filled thus justifying the current study.

In order to frame this study, the literature review begins by briefly examining the history of leadership coaching. This is followed by review on the components of leadership coaching program in order to understand how and why leadership coaching is proving to be successful as a leadership development strategy. The literature also lays-out a theoretical perspective for the study, establishing the potential explanations or the potential relationships between the theory of planned behaviour and the perceived impact as a leadership development intervention. It is against this proposition that empirical studies were set to establish whether leadership coaching is not a passing trend that is being promoted by consultants in the interests of providing a service. The literature, further, provides a discussion of the theories used to examine leadership coaching and a discussion of the outcomes of leadership coaching. Third, it provides a specific discussion on the literature pertaining to the suggested research questions outlined in chapter 1 and then, concludes with a summary linking the research

questions with the suggested propositions and provides a consistency table linking the two.

2.1.1 Leadership coaching

Leadership coaching has been a topic of interest for a long time in fields of sports, management, academia, leadership and people development. The concept of coaching emerged in the latter half of the 1880s in the field of sports as a professional training guide (Albuquerque, Scheeren, Vagetti, & Oliveira, 2021).

The development of leadership coaching and its application in management, leadership and people development has been a slow but gradual process. Many business organisations initially used what was referred to as recruit counselling executives who played the role of psychologists who would have one-on-one sessions with new recruits (Clutterbuck & Spence, 2017). Organisations later introduces a coaching approach between the 1970s and 1980s as an essential support that managers could use to improve their organisation's performance standards (Probert & James, 2011).

Over the recent years, the field of coaching has seen influences from many fields such as sociology, psychology, management, linguistics and anthropology (Harper, 2012). It has also become a must in the corporate world as organisations realise that they cannot achieve their strategic objectives without coaching as an important element.

For this reason, leadership coaching has grown exponentially as organisations continue to discover the benefits of providing managers with individual coaching to address specific skill deficits, enhance performance, or help them grow into expanded leadership roles (Copeland, 2019; Grover & Furnham, 2016) when undertaken for the right reasons and with competent practitioners Leadership coaching has proven to yield significant and lasting benefits for both individuals and organisations. For decades, the practice developed as a professional field; and a couple of years later, it has

ended up gaining ground in the corporate world as a powerful leadership development method to improve individual and organisational performance (Kim, 2014; Pousa & Mathieu, 2014). Because Leadership coaching is relatively new, research around it has not been so extensive; studies conducted so far hardly describe the experience and impact of the leadership coaching from the manager's perspective, the question this research intends to address.

2.2 BACKGROUND DISCUSSION

Like many other constructs, coaching has struggled with problems of definition and distinction from other similar constructs to establish its parameters (Grover & Furnham, 2016). There has been a misrepresentation of coaching as counselling because of their similarities. This is because in both coaching and counselling involves one party, the coach or counsellor, listening and empathising with the client or coachee (Egan, 2014). The two engage in one-to-one, confidential, and meaningful sessions with the aim of rendering support to the coachee. The support to the coachee supposed to help them identify and set performance goals by allowing them to listen and ask questions. A key difference is that counselling is more focused on helping a client to resolve complex psychological issues that have occurred in the past while coaching is more focused on performance objectives in the present and the future (Simon & Road, 2010).

The other field that has muddled up with coaching is the field of consultancy. Like counselling this field also shares several activities with coaching since they are both build to develop an understanding of the client's current situation and generating relevant, tailor-made solutions (Simon & Road, 2010). The difference here is that consulting is about the consultant providing solutions to problems rather than supporting the client to find their own solutions.

There are also suggestions in the literature that categorise coaching as a form of mentoring; such as in sports coaching (Burns & Gilton, 2011), however, coaching has also been seen in educational and organisational settings and this may contribute to some confusion on what coaching is (Ives, 2008). In terms of its distinction in relation to similar constructs, mentoring is an inadequate if not a misleading conceptualisation of coaching in the sense that coaching can provide something that mentoring cannot, an objective unbiased view of the organisation. Ives (2008) further postulates that although ICF (2002) proposes coaching as a form of consulting, with regard to coaching, the coach has to stay with the client to help implement new skills, changes and goals to make sure they really happen. Within an organisational setting, a number of terms are being used to describe coaching, such as “business coaching”, “executive coaching” and “leadership coaching”. Business coaching, for instance, is used when referring to any individual within an organisation receiving coaching to improve performance (Grover & Furnham, 2016). Executive coaching is more specific in terms of the coachee being involved: usually an executive or an individual from senior management (Joo, 2005). On the other hand, leadership coaching differs in terms of the goal or outcome of the coaching. In coaching, the coach creates an effective relationship with a coachee and a coach has to use a series of interventions that are meant to help move the coach forward, whereas in mentoring, a mentor is an industry expert who is either chosen by the mentee or the organisation having identified them as the most suitable to be a mentor to the mentee, where the mentor understands the leadership challenges and knowledge of a particular sector or field (Passmore, 2007). Furthermore, according to Passmore (2007), in coaching the objective is to develop the coachee’s skill and enhance their performance whereas with mentoring the objective is a longer-term career development and the arrangement may run for a period of two to five years on average.

At the higher levels of management, coaching is introduced from the perspective of succession planning (Anthony, 2017), this is because many

business organisations are disrupted when they lose their leadership. It is therefore important for them to develop leadership skills with the view of looking toward the future to secure continuity and in some cases even global expansion (Bennet, Lewis, & Bennet, 2019) . In this case leadership coaching prepares the organisation for the future which will require new global leadership skills and more deliberate structure to formulate future leaders.

2.3 THEORETICAL FOUNDATION

2.3.1 Theory of planned behaviour

This study was underpinned by the theory of planned behaviour. The theory of planned behaviour is a theory that is utilised to predict and understand behaviours and suggests that behaviours are controlled by behavioural intentions. This theory further suggests that behavioural intentions are controlled by a combination of three aspects: subjective norms, attitudes toward the behaviour, and perceived behavioural control (Ajzen, 2012). The theory was developed by Ajzen in the years 1985 to 1991. It is an evolution of the theory of propositional control which was developed by Dulany in 1968.

This theory is dependent on certain variables which include attitudes, intention, subjective norms, social norms and perceived behaviour control. In this, attitudes are the favorable or unfavorable evaluation of the desired behaviour while intention is the motivational factors that drive an individual towards a desired behaviour (Ajzen, 2020). According to this theory the stronger the intention to achieve the desired behaviour, the more likely it will be for an individual to achieve that behaviour. The theory also has subjective norms which is the perception of approval or disapproval of the desired behaviour peers and people whose opinion the individual values Ajzen (2015) further explicates that the subjective norms are determined by social norms which are communal codes or standards of behaviour considered normative. Perceived behavioural control is the ease or difficulty

with which an individual will perform the desired behaviour and this depends on the situation.

The theory of planned behaviour focuses of an individual's ability to exert self-control using a behavioural intent. According to the theory, behavioural intent is determined by the attitude that the said behaviour will yield the expected outcome. Under the theory of planned behaviour, an individual must also make a subjective evaluation of the cost-benefit analysis of the expected outcome (Al-Swadi, Huque, Hafeez, & Sharrif, 2014).

The theory also asserts that the more favourable an individual's attitudes and subjective norms towards a certain behaviour are, the stronger that individual's intentions to perform the behaviour in question will be Ajzen (2015). It therefore stands to reason that the more actual control over the behaviour, the more the individual is expected to carry their intentions when the opportunity arises.

According to the theory an individual's subjective evaluation of the cost-benefit analysis is derived from the perceived social pressure to perform the said behaviour, and the perception of self-efficacy in relation to the behaviour (Ham, Jeger, & Ivkovic, 2015). For this reason it is hypothesized that a coach's attitude toward a certain behaviour, subjective norm and perceived behavioural control subsequently impacts the coachee's own attitudes and perceptions, It also stands to reason that behavioural achievement is determine by both the motivation (intention) and ability (behavioural control) (Ajzen, 2015; Al-Swadi et al., 2014).

In this study the focus is placed upon attitudes and behavioural intentions to impact behaviour as key aspects that leadership coaching seeks to mould in the branch managers. The branch managers, for instance, are expected to be in control of their inner self in order to realise their full potential. Coaching helps to reveal skills that the managers were not aware they possessed, which is then expected to impact their behaviour and the way in which they relate.

Leadership coaching entails a process where leaders are equipped with competencies and skills that allow them to act in a particular manner (Maxwell, 2017). These competencies include the ability to control one's emotional, physical and behavioural outcomes. As a leader it is important to be in control of these three aspects as they determine how the managers relate with others. The theory of planned behaviour also posits that perceptions of behaviour, norms and attitudes are directly influenced by accessible beliefs (Ham et al., 2015). These beliefs may be about obstacles or resources that either interfere with or facilitate outcomes of a given behaviour. In this case the obstacle may be the nature of the role given at work. Leading a team of professionals can be overwhelming and may possibly affect the way in which a branch manager behaves towards her or his colleagues.

Just as the theory suggests, the intention to act in a certain way is influenced by one's awareness of their current behaviour in the form of attitudes or norms (Ham et al., 2015). The leadership coaching process impacts the process of change in behaviour because of being self-aware. This process intends to determine the outcome of leadership coaching since, after one has gone through the process, they are able to reflect on and modify their behaviour.

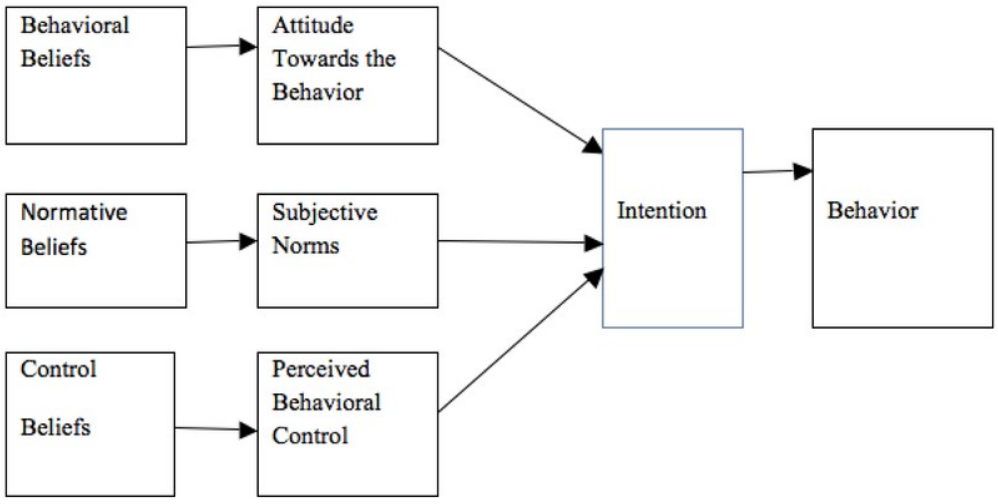


Figure 1: Theory of Planned Behaviour (Gold, 2011; p. 385)

Ajzen (2015) indicates that the theory of planned behaviour allows organisations to foresee the likelihood of an individual to hold an intention to demonstrate a specific behaviour as a result of a specific developmental intervention. The model provides an understanding of certain factors that lead to a particular behaviour.

2.4 THE IMPACT OF LEADERSHIP COACHING ON BEHAVIOUR AND ATTITUDE CHANGE

Leadership coaching is used by many organisations as a means of building their capacity to adapt to the changing business environment by equipping managers with the required skills to achieve their organisational objectives (Grant, 2014b). In the perspective of behaviour and attitude change, leadership coaching can be understood as building a relationship between a coach and coachee with the aim of developing desirable behaviour and attitudes that can help an organisation achieve its objectives (Berg & Karlsen, 2016; Pekkan, 2018). In this regard, the coach uses a range of cognitive and behavioural techniques in order to achieve behaviour and attitude change which can lead to an improvement in leadership skills, professional performance, and effectiveness of the coachee.

2.4.1 Attitude Change

Leadership coaching can impact behaviour and attitude change by influencing the underlying cognitive and behavioural mechanisms. The coach and the coachee develop a supportive relationship built around being confidential and safe. In such a relationship the coach and the coachee take time to reflect upon and discuss personal and professional issues (Anthony, 2017). This is a much-needed stress and anxiety reliever which improves the motivation of the coachee as they get a safe space to air their problems from different perspectives.

Leadership coaching also impacts the behaviour and attitudes of the coachee by helping the coachee in the process of setting personally valued

goals (Grant, 2014b). When these are set, the coach can proceed to purposefully work towards achieving them. This attitude is important in leadership because it can enhance self-efficacy and the desire to develop solution-based thinking (Pekkan, 2018). Being goal mind helps coaches to focus on priorities because the goals that are set can be taken up for completion in order of their priorities (Grant, 2014b). In this the goals set can be completed in a logical order because they have prepared a clear plan on what needs to be completed and by when.

The field of leadership is also full of various setbacks which the coach and the coachee will have to face. The coach and coachee systemically engage in a process where the coachee is being supported in dealing with any setbacks. In this, the coachee will over time build the resilience and enhance self-regulation, important for dealing with a changing business environment (Anthony, 2017; Pekkan, 2018) further, such resilience and enhanced self-regulation mean that the coachees will have a greater self-efficacy, adaptability to a changing environment, a higher rate of job satisfaction, and a greater capacity to deal with workplace stressors.

2.4.2 Behaviour Change

Organisations that operate in the global theatre need a workforce that is adaptable since they work in a complex adaptive system. Such employees have a clear problem-focused diagnostic and causal analysis to help the organisation to achieve its objectives (Anthony, 2017). This may need a shift in mindset from a diagnostic approach to a solution-focused thinking style, and coaching has been shown to increase solution-focused thinking, a skill needed to survive in a changing business world (Grant, 2014b). It can therefore be said that with more leadership coaching leaders gain a higher propensity to engage in analytical problem-focused thinking and developing a problem-focused approach to management.

When managers are engaged in leadership coaching, they gain cognitive flexibility. This is important because leadership management requires

leaders to be cognitively flexible. Leaders need to be able to adapt their behaviour and thinking in response to changes in their business environment (Pekkan, 2018). Cognitively flexible leaders can adapt their cognitive processing strategies to deal with a fast-evolving environment and this requires the leader to have a clear process of learning through experience. The leader must also develop a cognitive processing strategy in which the leader develops changes in complex behaviours, to adapt to new and unexpected environmental changes (Johnson-Kandaa & Yawsonb, 2018). Developing cognitive flexibility also means that a leader through coaching can employ a wider range of thinking styles, and can easily switch from problem-based to solution-based thinking depending on the situation at hand (Hao & Yazdanifard, 2015). With solution-based thinking, the leader can come up with solutions to effectively tackle a certain problem facing the organisation while problem-based thinking tends to focus on obstacles and limitations facing the organisation. Leaders in such contexts need to be able to view emerging problems from a range of different perspectives, disengage from the problem, identify specific goals, and then marshal the resources needed to make positive change – and these four facets are the core constructs of solution-focused thinking (Iveson, George, & Ratner, 2012). With enough leadership coaching manager's solution-focused thinking is enhanced.

2.4.3 Confidence and Self-Efficacy Levels

Leadership coaching also has a positive correlation to the confidence of managers and this is important because it is a core component of self-efficacy. Managerial self-efficacy is viewed as the belief by managers in their own capabilities to execute their duties appropriately and to succeed in any particular situation (Grant, 2014b). Self-efficacy is an important predictor of behavioural change, mostly because a manager's perception of their own self-efficacy impacts their goal-directed behaviours (Zimmermann & Antoni, 2020). Managers with a high degree of confidence also have the intensity of effort, and persistence against obstacles. In this, leadership self-

efficacy can be seen as a function of the level of confidence determined by building relationships between the coach and coachee (de Haan, Grant, Burger, & Eriksson, 2016) . In addition to reducing depression amongst managers, leadership coaching can also help in enhancing their resilience (Anthony, 2017). Although depression and resilience are in many cases not specific goals of the leadership coaching process, they can help engraved within the process.

Proposition 1: Leadership coaching positively impacts behaviour and attitude change

From the above literature, when managers receive leadership coaching, they can better develop behaviours and attitudes needed for achieving their organisations' objectives. This can be through influencing the underlying cognitive and behavioural mechanisms, setting personally valued goals and enhancing resilience and self-regulation.

2.5 IMPACT OF LEADERSHIP COACHING ON LEADERSHIP PRACTICES

Leadership coaching is a process that is intended to enhance awareness and skill of a coachee (Kane & Hastings, 2018). Through this journey, a coachee is said to develop in their competencies and improve in their performance. As a result, they are expected to be empowered and more reflective, thereby improving their leadership competencies (Boyce, Zaccaro, Hernez-Broome, & Whyman, 2010). A leader leads people who will be looking at them for guidance and direction and because leadership development builds competencies such as self-awareness, self-efficacy, courage and confidence, this calibre of individual would normally be critical in helping to shape the direction of the organisation and the success of its people (Anthony, 2017).

2.5.1 Organisational Cohesiveness and Adaptability

In organisations leadership coaching programs are systemic usually starting from the top leadership to lower-level managers. This allows the organisation to work in unison and efficiently since the managers are cohesive, each working with the same tools and following a strategic direction (Schulze & Pinkow, 2020). Albizu, Rekalde, Landeta, and Fernández Ferrín (2017) opine this is important because in today's business world change in the organisation's internal and external environment is inevitable over time. Organisations need leaders who can easily integrate change into their departments and leadership coaching helps managers to develop practical strategies to implement organisational learning and adaptability to change. This helps the organisation to drive changes with the least amount of productivity interruption.

2.5.2 Team Building and Motivation

There is also a strong link between leadership coaching and team building within an organisation. Organisations that offer leadership coaching programs usually also have coherent teams built within, allowing the organisation to function interdependently. Leadership coaching programs bring managers from different areas of an organisation together which creates dynamic team which can understand and brainstorm about the organisation (Cilliers, 2011; Kozlowski & Bell, 2017). This in the end creates a team that can work together towards achieving the organisation's goals by focusing all energies into the bigger picture goals.

During leadership coaching, team building covers a range of activities, aimed at improving the ability of branch managers to function as a team. This is important because it leads to personal growth, positive communication, acquisition of leadership skills and the ability to work closely together as a team to achieve organisational objectives (Aldrin & Utama, 2019). It is also said that leadership coaching positively impacts team building if certain conditions are met, these include having a vibrant organisational culture, effective leadership, employee commitment and a

functioning reward system that rewards team contribution instead of individual achievement (Keil, 2020). Rochester, Barbour, and Hullinger (2020) suggest that any effective and competent coach should utilize a wide variety of competencies and apply them in an integrative way to build strong and functioning teams which will provide a springboard to good practice.

It is therefore evident that coaching is multi-dimensional and complex requiring both self-awareness and maturity on the part of the coachee (Aldrin & Utama, 2019). This will allow the coachee to apply their knowledge with confidence and self-ease, putting their own agendas away and allowing their teams to shine without overly dominating them (Widdowson, Rochester, Barbour, & Hullinger, 2020). The coachee should also be able to do some reflection and continually learn from the feedback they get allowing them to develop and grow their team.

Managers that have undergone leadership coaching are more motivating to their peers (Albuquerque et al., 2021). Further, the coach would motivate the coachee and in turn the coachee would feel more secure in their position within the organisation. This allows for personal growth and development for the coachee and this is transferred to a boost in subordinate morale. With coaching managers are also more capable of conflict resolution as they can be equipped with tools to more effectively resolve conflicts that inevitably arise in the workplace (Albuquerque et al., 2021). When a manager has been coached by the more experienced coach, they can then handle these conflicts especially in a diverse work environment. It should also be noted that such managers build a rapport because of the quality of their interactions with employees which positively affects their morale, productivity and engagement (Cilliers, 2011; Deiovio, Carney, Karl, Bunora, & Juve, 2016). For this reason, researchers have concluded that having a coaching culture is the practice that is positively correlated with an organisation’s performance, employee engagement and a lower turnover.

The managers' ability to maximize the strengths and minimize the weaknesses of subordinates is also highly dependent on the coaching they received. With leadership coaching managers can easily offer systematic recognition and encouragement to employees (Berg & Karlsen, 2016). This requires involvement, commitment and the willingness to go the extra mile to create good working conditions and close relationships between managers and employees. When a manager goes through coaching they are more likely to possess these skills which are also correlated to a higher employee morale and lower rates of absenteeism, burn-out and turnover (Probert & James, 2011)

Leadership coaching creates within an organisation a continuous flourishing organisational culture. Organisational culture is based on reciprocity between the coach, coachee and employees giving, sharing, openness, Organisation that have leadership coaching, by creating a flourishing organisation culture can attract, develop and retain talent of highly qualified workers (Cox, 2013; Hao & Yazdanifard, 2015). This in turn has an impact on the employee motivation and job satisfaction. This is because they perceive their managers as building a professional relationship helping them grow instead of building a toxic and stressful relationship.

Proposition 2: Leadership coaching has a positive impact on leadership practices

This is because leaders who undergo leadership coaching are more likely to significantly contribute to team building by being personally engaged with their subordinates. Leadership coaching is also positively associated with leaders engaging in individualised consideration toward their followers.

2.6 THE IMPACT OF LEADERSHIP COACHING ON LEADERSHIP EFFECTIVENESS STRATEGIES

Finn, Mason, and Bradley (2007) attest that leader who completed a leadership coaching programme reported higher levels of self-efficacy,

developmental aid, openness to new ideas and behaviours and improved developmental planning as compared to leaders who had not gone through the process. Furthermore, team members of leaders who went through the coaching process awarded higher ratings of leadership transformation to their leaders as compared to their counterparts.

Additionally, Akram (2014) and Kim and Kuo (2015) suggest that leadership coaching helps with leadership development through the persistent growth edge which assist the leaders to extend and challenge themselves and open up to new ideas of growth. This involves managers' willingness to take measured risks after performing a risk benefit analysis.

2.6.1 Charismatic Strategies

With leadership coaching the organisation can create charismatic leadership who have the confidence and value organisational transformation, such leaders would have been coached and therefore believes in changing the needs, values, self-concepts, and goals of his or her team (Sacavem, Martinez, Cunha, Abreu, & Johnson, 2017). Those leaders are effective at demonstrating behaviour that exemplifies values that are important for achieving the organisation's strategic objectives. Their leadership effectiveness lays in the fact that they are inspirational to their teams since they exhibit a strong sense of self-confidence, assertiveness and passionate communication (Sparks, 2014). Leadership coaching creates within charismatic leaders a leadership style that is value based, motivates the team to work harder to achieve organisational goals and objectives. Such leaders are visionary and lead by self-sacrifice for their core values which motivates others to acknowledge and link their personal values to organisational values (Sacavem, Martinez, Cunha, Abreu, et al., 2017).

Leadership coaching helps managers take responsibility for modelling the professional and behavioural outcomes of the coachee who in turn can develop a culture of instilling ethics and motivation as the key drivers for achieving organisational objectives (Sparks, 2014). The coach motivates

the coachee that they are part and parcel of the organisation and that they are stakeholders in the organisation's mission. In this, the coachees take ownership of the mission and works hard to see it succeed since they would have intertwined their success to the success of the organisation (Sacavem, Martinez, Cunha, Abreu, et al., 2017). In this the most valuable tool that the coach has is the strong relationship with the coachee which builds professionalism and a value-based strategy.

2.6.2 Transactional Strategies

Furthermore, leadership coaching can also create transactional leadership which is objective and task driven. This helps the organisation to achieve its short-term objectives. This is important for developing a particular competence. Leadership coaching in this is important to offer the facilitation needed by being consistently engaged in driving the desired actions and behaviour required by the coachee (Brahim, Radic, & Jukic, 2015). The coach-coachee relationship can help in the successful implementation of the necessary actions.

Leadership coaching also creates a servant leadership within the organisation. The coach as a servant leader, works with the coachee to help them discover the foundational values of service as the true motivation behind work (Sirin, Aydn, & Bilir, 2018). In this the motivation of the manager is to serve instead of focusing on just the thriving of the organisation. The coach shares power with the coachee whose needs are but first and helps them develop the same character towards their own subordinates (Brahim et al., 2015). Instead of employees working to serve the leader, the servant leader serves their subordinates. The coach or coachee can analyse information which will then be used to develop a framework to help employees work effectively. The managers can maximise the performance of the employees by unlocking and strengthening their potential. In this, leadership coaching serves as a training for managers to later apply beyond the coaching arrangement.

Proposition 3: Leadership coaching has a positive impact on leadership effectiveness strategies

In this leadership coaching can trigger a movement and inspire people to take action.

2.7 CONCEPTUAL FRAMEWORK

The conceptual framework is visually depicted in Figure 2 below.

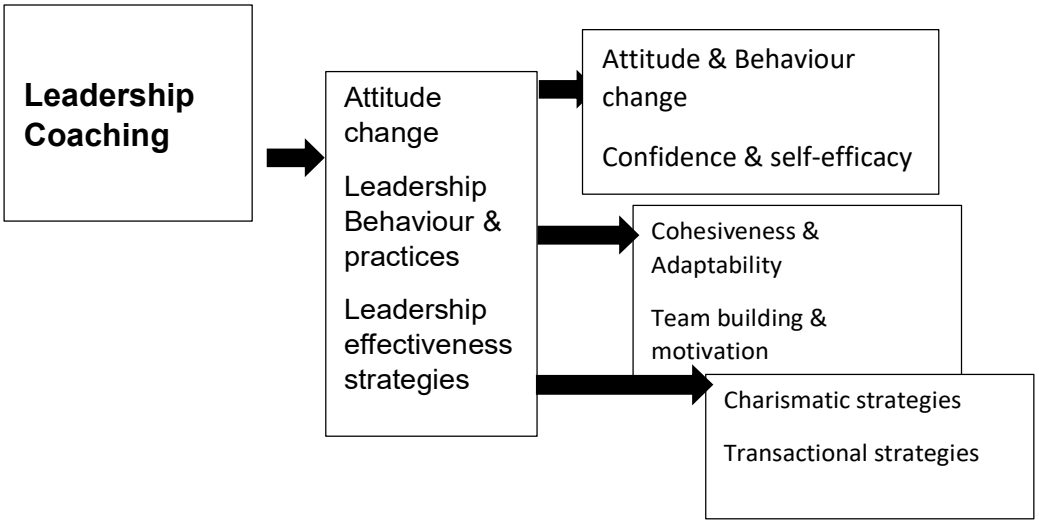


Figure 2: Conceptual framework (Aarons, 2006)

2.8 CONCLUSION OF THE LITERATURE REVIEW

The literature on the concept of leadership coaching suggested that leadership coaching is central to refining and ensuring enhancement of skills for the leaders in view of a constantly shifting business environment. Available literature suggests that organisations may fail to achieve their goals mainly because they have leaders who are not proactive.

The reason for the rapid growth of leadership coaching was brought about by a range of factors, amongst them the rapidly changing global economy which necessitates continuous development. The awareness of leadership

coaching is said to have positive outcomes for the majority of the leaders who go through the coaching journey as some of the benefits that came about were that of self-awareness and self-efficacy, the overall enhancement of the behavioural skill, and the most critical aspect being unleashing the individual's full potential.

The success of leadership coaching as highlighted by various authors involves the coach-coachee coaching journey where results depend on execution and the rapport that was built at the beginning of the coaching journey. The use of leadership coaching brings a change in mind-set amongst leaders that may easily translate into how the leaders view themselves and their performance in an organisation.

Over time leadership coaching has evolved as a human development process as indicated by the available literature. This suggests that successful organisations develop their individual leaders to their maximum potential. This is so because it is leaders who drive the implementation of the various business strategic initiatives that the organisation may deem central in remaining competitive and customer centric.

In Botswana there does not seem to be empirical evidence readily available about leadership coaching, and it is still a novel area that requires further exploration. Nonetheless, in other countries it is an exercise that organisations continue to use. For example, Terblanche, Albertyn, and Coller-Peter (2018) found that in South Africa coaching is used to promote inclusive development and to comply with equal opportunity legislation. They further noted that South African companies often accelerate careers of high potential individuals from previously disadvantaged ethnic groups. Various organisations are using coaching for individuals transitioning into senior management roles. Griffiths (2005) suggested a combined Coach-learning model which portrays a coach-learning alliance between a learner and a coach.

2.8.1 Proposition 1

Leadership coaching positively impacts behaviour and attitude change.

2.8.2 Proposition 2

Leadership coaching has a positive impact on leadership practices.

2.8.3 Proposition 3

Leadership coaching has a positive impact on leadership effectiveness strategies.

Table 1: Research questions and propositions

RQ #	Research Question	Proposition
1	Is leadership coaching impacting behaviour and attitude change of branch managers at FNBB?	Leadership coaching positively impacts behaviour and attitude change
2	In what ways does leadership coaching impact leadership behaviour and practices of the branch managers?	Leadership coaching has a positive impact on leadership practices
3	Does leadership coaching promote leadership effectiveness strategies on the branch managers?	Leadership coaching has a positive impact on leadership effectiveness strategies

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

Based on the research questions, this chapter discusses the methodological approaches adopted for the study. It commences with a discussion of the research approach and research design. Data collection methods and sampling procedure are explained followed by the discussion of the research instrument and procedure for data collection. The chapter concludes by explaining how the data was analysed, the limitations of study, and clarification of the ethical considerations.

3.2 RESEARCH APPROACH

This research follows the interpretivist research paradigm. The interpretivist paradigm leans towards qualitative research approach. The interpretive research makes the assumption that the reality faced by the participants of a research is socially constructed through social constructions like shared meanings. The evolution of the interpretivist paradigm was based on the critique of the positivism paradigm (Kivunja & Kuyini, 2017). Accordingly, the paradigm emphasizes a qualitative over quantitative analysis. This allows the researcher to get precise, systematic and theoretical answers to research questions. In this, the researcher takes the view that every situation is different and unique and therefore needs to be uniquely defined and analysed in their particular contexts (Pham, 2018). Because of the specific social, political, economic and cultural experiences underpinning each study, the findings may be difficult to generalise but it gives more clarity on the meanings of a phenomena in its specific context. It can therefore be said that the interpretivist paradigm is based on the researcher as a social actor who has to appreciate individual differences between people and situations(Dean, 2018). The researcher must therefore focus on meaning

and may employ multiple methods in order to reflect different aspects of the research phenomena.

The study is qualitative in nature and guided by the Theory of Planned Behaviour (TPB). Qualitative methods are suited for studies with a small sample size as they provide a window through which one can understand a phenomenon. TPB studies are mostly quantitative. However, qualitative methods are considered applicable for the elicitation of beliefs or views (Ajzen, 2012). In leadership coaching research, the behaviour of branch managers was explored with the objective being to understand human behaviour in an interactive setting.

3.3 RESEARCH DESIGN

A research design is in effect the logic that links data to be collected and the conclusions to be drawn to the research questions of the study (Rowley, 2002). In the qualitative approach to research there are a number of available specific designs such as case study, ethnography, action research, grounded theory, and discourse analysis, among others. For this research, a case study was adopted since it is an empirical inquiry that investigates a contemporary phenomenon (leadership coaching) with its real-life context (Banking Environment), especially when the boundaries between that phenomenon and the context are not clearly evident (Hollweck, 2016). The study was based on multiple data sources that included interview guide, direct observation and documents in which data was collected in two phases.

The first part focused on collection of pre-coaching data from FNB Botswana branch managers through in-depth face-to-face interviews and having them answer questions that attempt to determine whether there will be any positive impact after the branch managers have gone through leadership coaching. Pre-coaching data was recorded on paper during

interviews as well as voice recording to provide back-up for all the information that can be referred to in future when consolidating data.

The second phase included six face-to face-coaching sessions that lasted for a period of one hour per session and were run over a period of six months with each manager. Upon completion of the coaching sessions, the study further employed the same approach of face-to-face interviews with the branch managers. They were each interviewed following their coaching sessions to assess the perceived impact of the leadership coaching post-coaching process and to assess whether there has been any impact as a result of coaching as well as any observations they could share about their journey of coaching. Interviews allowed for open-ended questions which provides for more detailed information to be acquired as follow-up questions and questions of clarity can be posed where necessary.

The questions were based on the TPB model which has been adopted for this study. The questions were designed to appreciate if there would have been any change in behaviour as a result of branch managers having gone through leadership coaching. The study employed a pre- and post-intervention strategy to assess the perceived impact of leadership coaching post-coaching sessions. This strategy allows for a comparison of two sets of data that will be obtained before and after the coaching sessions and which will assist in identifying and confirming any changes that may occur. According to Thiese (2014), pre-post study has the strength of temporality as it is able to attribute outcomes to the intervention. At the same time, one of the disadvantages of pre-post study is that it requires the researcher to survey the same group of people multiple times which can be challenging if the respondents were anonymous (such as an online survey) and will not apply in this research as the branch managers had interactions with the researcher throughout the data collection period.

3.4 POPULATION AND SAMPLE

The population of a study refers to all the people in the form of a complete headcount that possess all the elements that the study seeks to investigate (Asiamah, Mensah, & Oteng-Abayie, 2017). A clearly identified population guarantees that the discovered results apply to the correct class of elements in the population. According to Taherdoost (2016a) total population is a type of purposive sampling approach that includes investigating the whole population that possesses a set of characteristics such as experience, skills and knowledge. The advantages of total population include reduced accuracy concerns and easy administration and it provides the opportunity to participate. Its disadvantages include high cost and time consumption, and it requires more support and training.

3.4.1 Population

According to the FNB 2019 annual report, there are 24 FNB branches in Botswana. Greater accommodates 10 of those branches, which is 40% of the total number. Compared to other area branches, Greater Gaborone accommodates a much higher number of FNB branches and is the busiest area that encompasses high market activity across all the branches. Furthermore, the branches are easily accessible from the Centre of the cluster which will facilitate the three-week coaching intervals. Since the researcher is based in Gaborone, the Greater Gaborone area allowed for a convenient sample to study.

3.4.2 Sample and sampling method

According to Taherdoost (2016b), a sample is a subset of the population. Due to inadequate resources, the need for sampling of respondents is almost always present in order to obtain representative information, especially in the case of qualitative studies. Furthermore, it is usually not practical to investigate the whole population as the process can be challenging with regard to travel logistics, expenses and time. However, a convenient sample of ten branch managers that constitute the Greater

Gaborone branches was selected. Non-probability sampling was used since all the branch managers in the cluster were asked to voluntarily participate in the study.

3.5 RESEARCH INSTRUMENTS

Data was collected through the use of interviews, direct observation and documents. The interview guide was developed in line with the Theory of Planned Behaviour to enable the exploration of the research questions. In all the interviews the researcher approached the sessions in an unbiased manner.

The coaching sessions were conducted over a period of six months with a coaching session every three weeks with each branch manager. The data collection tool of the study was a face-to-face qualitative research interview. Opdenakker (2006) cites Kvale (1983, p.174) who describes the qualitative research interview as an interview that gathers descriptions of the respondent's life world with respect to the phenomenon that is being studied. The interview guide included open-ended questions in an attempt to establish the respondents' understanding and practice of leadership. The face-to-face interview was chosen because it enables the researcher to make use of social cues such as body language and intonation to obtain additional non-verbal information (Angrosino & Perez, 2000). The use of the semi-structured interview provided a valuable platform, convenient for both parties to clarify questionable points in order to avoid disjuncture in the information. Showkat and Parveen (2017a) summarised the advantages of using the interview guide, as being able to use the judgement of which has a better response to a questionnaire. They further indicate that an interviewer can change the order of the questions to obtain clarity on what may appear ambiguous.

However, the disadvantage of this technique is that the interviewer may easily influence the responses of the respondents if the interview protocol

is not carefully observed (Tedlock, 2000). Furthermore, as a practitioner researcher observer in the process, there may be instances where the researcher's involvement may have undue influence on the outcome of the study (Kiili, 2017; Tedlock, 2000). Nonetheless, such limitations could be mitigated by remaining conscious of the fact that the researcher was also the coach.

The interview guide was informed by the research questions, previous research and relevant literature review in Chapter 2 of the study. In the preparation of the study instrument, the requirements for formulation of the suitable data instruments were taken into consideration. For instance, semi-structured interviews allowed for follow-up questions from the interviewer and clarity on the interview question from the respondents to be made. The research instrument guide also encompassed interactive questions that allowed the researcher to not only rely on verbal answers but also match it with the body language of the respondent. In this way, the instrument is better placed to obtain and explore change of character, leadership style and consciousness of leadership by the branch managers. The research instrument is attached in Appendix C.

A voice recording was used as a data collection tool. It was maintained throughout the interview sessions to provide a back-up for the recorded notes. This ensured that all the necessary information was captured and available for analysis. Rutakumwa et al. (2019) asserts that one of the main advantages of using a voice recording is that responses to questions that the interviewer may have omitted from the interview notes but that are of interest and importance to the interviewer can be captured. However, voice recording is subject to ethical standards such as reciprocity and trust.

The study used structured in-depth interview to collect data from the branch managers. An in-depth interview is a data collection technique that applies when interviewing the sample of interest (individually or in groups) so that

they uninhibitedly express any thought, motivations and feelings about the topic being researched (Trigueros, Juan, & Sandoval, 2017). This technique establishes a relationship between the interviewer and the interviewee, thereby building rapport. The intention is to keep the participant talking to give clarification on any questionable points.

The instrument provided a valuable platform and convenience for both parties to clarify questionable points in order to avoid disjuncture in the information. According to (Showkat & Parveen, 2017b), the advantage of using this instrument is that: (i) it can judge the non-verbal behaviour of the respondent by the interviewer; ii) it has a better response rate to a questionnaire; and iii) the interviewer can change the order of the questions to obtain clarity on what may appear ambiguous.

3.6 PROCEDURE FOR DATA COLLECTION

After the study was approved by the University of the Witwatersrand, the researcher approached the Regional Head of branch managers and requested for authorisation to have the branch managers in the greater Gaborone region to take part in the study. The researcher was given a go ahead to contact the various branch managers within the greater Gaborone and request for their participation.

First, the respondents were contacted via telephone call in their respective branch locations to schedule a virtual meeting at a time convenient to the individual. This was done to avoid managers being unavailable due to meetings or other commitments. In these calls, the respondents were informed about the purpose of the meeting and any detailed information necessary at that stage. After the discussions, those managers who indicated interest to participate, were sent an email attaching a Consent Form and a Research Information Sheet so that they could read and understand the research objectives and procedures. This was done to allow

adequate time for them to prepare any questions about the study to be addressed during the first encounter.

Two sets of data to address the research questions were collected from the branch managers. The responses were recorded in a clean sheet that would be identified by the demographic information of the respondents. The initial process was to introduce and explain what coaching is, its purpose and the coaching process to all the branch managers. Furthermore, the researcher answered all questions asked by the potential respondents to provide clarity on the process and purpose of coaching. The researcher also built the coaching relationship (rapport) with the client.

Pre-coaching data collection

To conduct a pre-coaching assessment, in-depth interviews were administered to the branch managers to answer questions on what they believed about themselves and their leadership style to explore their level of knowledge of leadership coaching pre-coaching at this stage. The study established from each participant whether they had a coaching challenge they would like to address through their coaching journey. The interview guide was divided into two sections. The first section related to the demographics of the respondents (name, age, gender, location of the bank, work experience and educational qualifications) and the second section contained questions to obtain information on the consciousness of respondents on leadership coaching as a leadership skill enhancement tool. The latter allowed the respondents to fully express their views without constraints and allowed for clarity to be provided where necessary.

Post-coaching data collection

Upon completing the six sessions of coaching, branch managers were then interviewed through a face-to-face in-depth interview using a similar interview guide as before coaching. This stage of data collection gathered information that determined if there was any change in their leadership style

and consciousness about leadership coaching and if that change can be attributed to leadership coaching. Face-to-face interview also assisted in studying the body language of the respondents throughout the interview. Furthermore, voice recording was maintained throughout the interview session.

Based on the research questions and the choice of approach for the methodology, the interviews were chosen as the best way to generate the experience of the branch managers, as they offered an opportunity to articulate their views in depth. On the basis of the research questions, interview questions were designed to reflect the experience of the branch managers (see Appendix C).

In order to ensure the branch managers were acquainted with the interview questions and would have adequate time to focus on their learning process, the interview questions were sent to the branch managers in advance of the interview sessions. The interview began with an email the day before the planned interview date to ensure that the scheduled session will be happening the following day. The participant was also sent a consent form prior to the first interview session and asked to return it to the researcher prior to the first interview session. The researcher emphasised that the conversations at the coaching sessions would be confidential and that the conversation would remain between the researcher and the branch managers.

During this session, the researcher asked the participants to raise questions they have about coaching. The session was considered valuable because it encouraged the branch managers to get clarity on what coaching is and how the process will work. Branch managers were encouraged to ask as many questions as possible, because it was an opportunity to establish the relationship with the participant and most importantly to build the rapport.

The sessions that followed were the coaching sessions. The session began with a coach asking the participants to share their coaching challenge, followed by questions to explain what the coaching session was or what it was supposed to be or clarify the response given. In the event that the voice of the participant was not consistent, the coach would ask the participant to repeat himself/herself for clarification.

The participants had six scheduled sessions with an interval of three weeks and a duration of one hour for each session.

Coaching sessions

The research took the branch managers to attend six coaching sessions. The coaching sessions were scheduled by consensus and all of them attended the coaching sessions. The leadership coaching followed the GROW (Goal-Reality-Options-Will) model with the researcher as a coach. The GROW model is a coaching style which is based on experience that is directed by the coach towards the coachee and the coach is able to guide the coachee towards their personal goals, the barriers are verbalised by the coachee and they are also encouraged to overcome their challenges by coming up with ways to achieve their goals (Brown & Grant, 2010; Grant, 2011). The model helps in guiding around a person's clear objectives, they are made to understand their clear barriers and even formulate solutions to overcome their barriers and look at ways they can achieve their goals (Burns & Gilton, 2011; Clutterbuck & Spence, 2017).

The researcher selected the GROW model for the coaching sessions as the model is not complicated and its process can easily be understood by the coachee. The model ensures that the coachee has got nothing at their unconscious level that might be a hindrance to them achieving their goal. It checks whether the goal is aligned with the coachee's capabilities and their purpose in life and whether there could be any preventative current behaviour they would need to change to enable them to acquire new skills

(Passmore, 2007). The process of coaching and the outcomes are discussed in detail in chapter 4.

Table 2:The GROW model steps

RELATIONSHIPS **Building the trust**
G Reality What do you need to achieve?
R Reality What is happening now?
O Option What could you do?
W Will What will you do?
T Tactics How and when will you do it?
H Habits How will you sustain your success?
RESULTS **Celebrating the Results**

(Campbell, 2016b)

The above GROW model steps are considered a form of a scaffolding that supports the coachee to explore their understanding and undertaking a meaningful change towards an effective change in behaviour.

Table 3: Data Collection Summary

STEPS	TASKS
1.	Email request sent out to the prospective branch managers explaining the process of coaching and requesting their participation.
2.	Prospective branch managers were given a week to respond and indicate their intention to participate.
3.	The individuals who agreed to participate were sent consent forms together with the pre-coaching interview questions to familiarise themselves with those.
4.	Branch managers were sent an email to secure a time for an appointment which was to be used to formally introduce the researcher and the purpose of the research.
5.	On the day of the session, the researcher called the participant on a virtual call as all the sessions were held via virtual call.
6.	Each interview session lasted 45 – 60 minutes.
7.	The interview sessions were recorded via the virtual link to provide back-up.
8.	The interview session was recorded and transcribed at the same time during the session.

3.7 DATA ANALYSIS AND INTERPRETATION

This section explains the method used to analyse and interpret the data that was collected through the interviews pre- and post-coaching as well as the observation data.

Thematic analysis was used to establish the characteristics of branch managers who have never gone through leadership coaching and to establish the perceived impact of leadership coaching and if this will have any impact on their behaviour.

With thematic analysis, information was arranged into themes or patterns that facilitated the analysis process (Vaismoradi & Snelgrove, 2019). A brief description and illustration of quotations was written from the original text. The themes were put together for analysis to formulate the pattern of what branch managers said about what they believed to be their understanding of coaching as well as their post-coaching interview notes which were examined for themes that were used to describe them as well as the effects of the coaching on their leadership styles.

The Interview reports from each branch manager as well as the themes that were formulated by the researcher were then given to an independent coach (Mrs Rosi Sempe) to analyse both and confirm if the themes were aligned with what the researcher had deduced from the branch managers' questionnaires. The coach confirmed the themes and suggested additional themes as they were left unextracted, the researcher did as was suggested by the independent coach and went on to write the findings based on the themes from the questionnaires.

3.8 LIMITATIONS OF THE STUDY

While this study's intention was to provide evidence to support coaching as an alternative means of supporting managers, its findings should be assessed against its limitations which are outlined below.

a) **Time constraints.** Time constraint is a critical factor in this study that could affect the quality of the results. Branch managers are generally busy people with limited time at their disposal. Therefore, it was sometimes challenging to complete all the interviews and coaching sessions as planned due to their busy schedule; this resulted in some sessions being postponed due to accommodating their busy schedule and a different time proposed. Their schedule caused the time taken between the coaching sessions to vary and this somewhat affected the

level of transformation. However, virtual coaching was predominantly used for the session as a result of Covid-19 requirements.

b) **Response bias**. The researcher performing the role of the coach might display biasness since as the coach the researcher might have particular expectations of certain responses from the interviewees. The respondents may not answer truthfully since they will be asked to self-report on specific behaviours by the researcher who is not anonymous and is also performing the coaching role.

c) **The use of a small sample size.** This will raise concerns as to whether the results of the study can be generalisable in order to provide a true reflection of the views of all managers at FNB due to a small sample number of branch managers. It was also very challenging to further analyse the demographic data since the sample size was not big enough to draw convincing analysis out of it and it would have been challenging to assume what they experience a general statement of leadership coaching outcomes. The smaller sample of ten also meant that it was also not possible to group the males and females as there were only 4 males and 6 females. The experience of how long they have been branch managers varied, however, and the challenge was that the sample size was small to group them. Thus, this was a great limitation to generalise the outcome of the study as the general perception of the outcome of leadership coaching.

3.9 TRUSTWORTHINESS

The study entails utilization of the qualitative method, therefore the concepts used to prompt trustworthiness are narrowed down to those typically related to research. When utilising a qualitative approach, the concepts of dependability, trustworthiness, credibility and transferability are brought into play. Sireci (1998) defined trustworthiness as the degree to which the concepts and the interpretation mutually align between the branch

managers and the researcher. The following steps were taken into consideration to ensure credibility and dependability of the interview schedule.

Peer debriefing

Peer debriefing is a technique whereby the researcher engages an individual who is highly experienced in the subject matter or familiar with the phenomenon that is being studied (Creswell & Miller, 2000). This technique creates support and advocacy, pushes the investigator to the next level methodologically and thoroughly interrogates methods and interpretations. This study utilized the expertise of a professional coach to review the methodology and most importantly the data collection. This assisted the researcher to cover all necessary angles that the researcher may have omitted or inadvertently overlooked. Furthermore, it guided the study approach, design and instrumentation in accordance with the comments of the reviewers.

3.9.1 Transferability

Korstjens and Moser (2018a) defines transferability as the degree to which findings of a study in qualitative research can apply to different contexts, settings or other respondents. The study used thick description to provide an understanding of the transferability of the findings.

Thick description

Thick description is a technique used in a qualitative study to guarantee validity and reliability. Korstjens and Moser (2018a) explain thick description as being concerned with not only describing the behaviour and experiences but the context of the research so that the behaviour becomes meaningful to the outsider. In this study, thick description was employed since both the substantive and methodological contexts were clearly explained. The study undertook a robust and detailed account for all the data collection experience that will distinguish between the settings the results can apply

to. This included a clear description of the setting, population and sample and data collection strategy.

3.9.2 Credibility

Credibility is defined as a lasting presence during observations of long interviews in the field with branch managers (Korstjens & Moser, 2018b). To implement this, the study followed the research approach and design closely. A uniform period of three weeks between the coaching sessions was maintained throughout the six months of the coaching sessions. This allowed for sufficient time between the intervention sessions which gave the respondents time to reflect on their coaching engagement and insights from their previous session. Additionally, a period of three weeks was maintained between the last coaching session and the post-coaching interview to ensure uniformity.

3.9.3 Dependability

Shenton (2004) suggests that dependability involves the methods and techniques that the researcher uses to show if the same results would be derived in the same setting, context and using the same methods if the study were to be conducted by someone else in a quantitative approach. However, in a qualitative study, the changing nature of the construct under scrutiny renders this assumption problematic. It is against this background that, however detailed all the methodological processes are explained, future researchers may repeat the same work but not necessarily obtain the same results. The methodology explained the data collection procedure and methods in detail to ensure dependability.

3.9.4 Confirmability

In qualitative research, there is difficulty in ensuring objectivity because of the intrusion of the researcher's bias. However, for this study appropriate steps were taken to ensure that the findings were the result of the ideas of the respondents rather than the researcher's preferences. All decisions

made and methods adopted together with their limitations have been acknowledged in the report. After collection and analysis of data, branch managers were allowed to review the aggregated results of the study. This allowed branch managers to confirm if the results obtained accurately represent their thoughts and experiences. Finally, the study also looked for alternative explanations that have the potential to influence the results. All possible explanations were examined and accounted for to ensure that the results obtained can be attributed to the coaching sessions.

3.10 ETHICAL CONSIDERATIONS

Throughout the study, the researcher adhered to the standard research ethics prescribed the University of the Witwatersrand. The Ethical Clearance Certificate from the University of the Witwatersrand is attached (Appendix E). The researcher protected the rights of the respondents and the confidentiality of the data collected. The research also sought permission to conduct the study from FNB Botswana head office (Appendix F).

Any information obtained from the branch managers was protected and treated with utmost confidentiality. No person including the those who took part in the research were allowed to have access to other respondents' interview responses. This was done to ensure protection of all the information given to the study by the branch managers. Branch Managers were identified by their branch names and therefore were not required to provide their names in the interview sheet.

Branch Managers were given an option to volunteer to take part in the study and those who wished to withdraw from the study at a later stage were allowed to do so. The semi-structured interview guide had a clear introduction of the study and its purpose and the branch managers were informed that their participation in the study is voluntary throughout the

period of the study. Participant information sheet (Appendix A) and consent form (Appendix B) are attached.

The researcher remained as objective as possible by avoiding asking questions that may influence how the respondent answered questions. The respondents were assured before their participation that the study was being undertaken strictly for academic purposes and would be used for the intended purpose only. An ethics declaration form was signed as proof that the researcher takes full responsibility for the anonymity of the data collected, (Appendix E).

CHAPTER 4: FINDINGS AND DISCUSSION

4.1 INTRODUCTION

In this chapter the researcher presents the findings in a manner designed to answer the research questions. The researcher used qualitative research techniques to provide information on the role of leadership coaching at the First National Bank of Botswana. The chapter further provides findings and interpretation of findings which are the bedrock for this research. In this chapter the researcher also analyses the findings of the results from the questionnaires.

This chapter presents and discusses the findings that emerged from the analysis of the data. It will be divided into four sections, commencing with a description of the sample and its demographic characteristics. Second, it will discuss the purpose of pre - coaching interviews. Third, it will provide the discussion pertaining to the propositions for both pre- and post-coaching interviews and conclude by reaffirming conclusions regarding the propositions and providing a summary of the findings.

Ten branch managers provided their understanding and views on leadership coaching across ten FNB Botswana Branches. Table 4 below provides a summary of the demographic characteristics of the sample.

Table 4: Demographic characteristics

	Gender	Tenure (Years)	Age	Qualification
Participant 1 (J)	F	7	37	BA
Participant 2 (L)	M	19	55	MBA
Participant 3 (MM)	F	6	45	BA
Participant 4 (R)	M	10	47	Diploma
Participant 5 (M)	M	20	55	MBA
Participant 6 (N)	F	10	37	MSc
Participant 7 (T)	F	2	30	BA
Participant 8 (O)	M	3	25	BA
Participant 9 (L)	F	4	34	MSc
Participant 10 (S)	F	11	49	BA

4.2 PRE-COACHING INTERVIEWS

Pre-coaching interviews were carried out to establish the level of understanding of leadership coaching among the branch managers. This was important as it enabled the research to establish whether awareness of leadership coaching existed to the branch managers at FNBB. The findings of pre-coaching interviews were useful in guiding the researcher on how to conduct and/or prepare for coaching sessions as contained in the Pre-Coaching Interview Questionnaire (See Appendix C).

4.3 MEANING OF THE CONCEPT OF LEADERSHIP

The first interview questions sought to clarify the understanding of the concept of leadership among the branch managers.

4.3.1 Definition and meaning of the concept of leadership

The most widely held view was that leadership "drives organisational objectives – Branch manager 1(J), and directs and motivates the team, guides the team towards a common goal and to achieve results - participant 2(L)".

What is your understanding of Leadership concept?	Responses
Branch manager 1(J)	The ability to directs and motivates the team, guides the team towards a common goal and to achieve results
Branch manager 4 (R)	Leadership means an individual's impact on a group of people aimed at the accomplishment of individual or organisational goals.
Branch manager 9 (L)	The ability of an individual to encourage others follow directives
Branch manager 5 (M)	Leadership is the ability to motivate a group of people to act toward achieving a common goal.
Branch manager 10 (S)	The ability to set goals and directing subordinates and colleagues to follow a strategy to meet the organisation's needs
Branch manager 8 (O)	Leadership is about taking charge, and convincing others to follow. It is about inspiring confidence in other people and moving them to action

A majority of the branch managers held a view similar to Benscotter and Rothwell (2012) who describe leadership as a system of individual impact on a group of people aimed at the accomplishment of individual or

organisational goals. A further understanding of leadership followed the definition of Muteswa (2016) who suggested through a conceptual study that the qualities of good leadership include, inter alia, confidence, inspiration, honesty, integrity and transparency. For example, branch manager 9(L) indicated that “A Leader who effectively communicates and constantly engages the team, they give feedback, are empathetic and able to inspire others and is somebody that people are able to trust”. This is supported by Zulch (2014) who suggests that transformational leadership inspires those they lead, they provide a shared vision of the future through being visible, hold regular meetings to communicate the vision of the organisation and send out motivating statements, they provide necessary guidance for the team to succeed and in doing so they effectively improve communication. He further observes that through such effective communication skills, the result creates an understanding and trust necessary to motivate the team to follow and believe in the leader.

Similarly, branch manager 6(N) was of the view that a leader should be transformational and inspirational, the team should learn from them and the leader should be interested in having a winning team able to come out as better leaders under their supervision. This aligns with (Belias & Koustelios, 2014; Warrick, 2011) who opined that a transformational leader makes clear what needs to be done and offers rewards in exchange for individual and team effort directed towards goal attainment. Further they expound that such a leader has a shared vision and commitment, they communicate clear goals and build respect and trust between a leader and followers and in such an environment, the team will be more engaged, more innovative and creative and generally be more satisfied.

On another definition, Silva (2016b) who defines Leadership as a process of interactive influence that occurs when in a given context, where people will accept someone as their leader to achieve common goals. This definition is said to imply that Leadership is not just a process but a personal quality which a process according to the Merriam-Webster dictionary, is “a

series of actions that produce something or that lead to a particular result". Leadership is further described beyond situational or competency based approaches that are based on particular behaviours and competency based but rather as focusing on the interpersonal development of the leader's self which cultivates real-time awareness of mental models (Cains-Lee, 2015), with some intentions of incorporating an individual's sense (Edwards, Elliott, Iszatt-White, & Schedlitzki, 2015; Petriglieri & Stein, 2012).

Branch manager 2(L) commented that, "A good leader leaves a legacy of enlightened followers who can take up leadership roles through a grooming process". Generally, the understanding of leadership expressed by eight out of ten branch managers is aligned with the definitions found in the literature by (Benscotter & Rothwell, 2012; Muteswa, 2016; Silva, 2016b) who observe that leadership is a learned behaviour that becomes unconscious and automatic over time.

4.3.2 The objectives identified from post-coaching interviews

Objective 1: The impact of leadership coaching on behaviour and attitude change.

Objective 2: The impact of leadership coaching on leadership practices.

Objective 3: The impact of leadership coaching on leadership effectiveness.

4.4 THE IMPACT OF LEADERSHIP COACHING ON BEHAVIOUR AND ATTITUDE CHANGE

The findings of this research showed that there are many leadership behaviours and attitudes that a person could learn from leadership coaching. These can make them to become successful leaders, there are a

few that stand out as fundamentally important as per the responses of the branch managers.

It can be seen that leadership coaching helps in building a relationship based on honesty and trust between a coach and coachee which helps the coachee to develop the desirable behaviour and attitudes. Bozer et al. (2014) explains that developing trust and competences in coaches helps build their credibility with coachees and this may lead to beneficial work outcome for the coachee. Most of the branch managers believed they learned to be more honest and not only to themselves as leaders but also to their subordinates.

Was leadership coaching worthwhile?	**Responses**
Branch manager 4 (R)	I learned to be honest and truthful to myself and my team. It helps to build a stronger team built around having a supportive relationship
Branch manager 5 (M)	When you're truthful you learn a lot from others because they also become truthful and honest. In the long term it allows the right solutions to emerge and this helps resolve problems. This is the most critical elements of solid leadership coaching.
Branch manager 10 (S)	If we expect to successfully engage with others, they and build strong teams, the team members need to trust that the information they receive from us as leaders is accurate.

One of the most referred to attitude change that the branch managers noted to was that they learnt to build more honest relationships. This is important because a successful leader expects their subordinates to be truthful and honest and therefore must be exemplary by being honest themselves. When a leader is truthful, they inspire others to be truthful with them in return and this kind of relationship can help an organisation achieve its objectives (Berg & Karlsen, 2016; Galli, 2017).

The initial process started with creating a rapport and building relationships; Deiovio et al. (2016) explains this process as a process of establishing goals and parameters of the relationships, ethical considerations which include both confidentiality and boundary issues. However, Cushion (2007) opined that the coaching practice means a process to go beyond just language and roles but further covers relationships, inferred conversation, subtle signs, untold rules of thumb, specific perceptions and embodied understanding. He further explains that even though these cannot necessarily be articulated, they are the real signs of coaching and arguably crucial to the coaching effectiveness. The initial session was that of building relationships and creating rapport with the branch managers as explained by Deiovio et al. (2016). The subsequent session was that of establishing a coaching issue where the coach established the coaching issue through a process of asking questions based on what the branch manager had shared and during the conversation. The two persons would have a conversation where the coach's work was simply to ask the branch manager's questions based on their responses with a view to helping the branch manager to explore answers or solutions on their own. A single session will not normally lead to a branch manager coming up with a solution or solutions but rather it created an opportunity for a comprehensive conversation.

Another attitude that most branch managers pointed out as one they had learned from leadership coaching was setting valued goals and purposefully working towards achieving them. According to branch managers when goals are set it allows the team members to have a target to work towards. This inspires team-work and innovation in the achievement of the organisation's goals. It is however, important for the team leader to clearly communicate these goals with the team and properly demonstrate what the goals are, and the path to achieve them.

A successful team is in many cases more dependent on the ability of the leader to inspire and motivate their teams to come up with problem-solving techniques that help the team to succeed. During this period, the coach is

expected to listen attentively to the branch manager, ask questions that instigate insights into the branch managers, and the questioning process that helps the branch manager develop the ability to perceive clearly. Furthermore, ongoing assessment helps them to introspect and possibly identify their important characteristics. During the coaching period, the coach ensures that the branch manager is focused on their coaching issue and the coach ensures that the branch manager has understood what they want to address. Towards the end of the conversation, the coach confirms the coaching issue by repeating what the branch manager said and repeats the assigned tasks to ensure that it is clear to the branch manager what they are required to do or work on. The questioning style that the coach uses assists in obtaining clarity on the goal setting by driving the branch managers to establish their goals that are measurable, realistic and time-bound (Deiovio et al., 2016).

By setting goals coaches can focus on priorities (Grant, 2015) and when these priorities are achieved the team gains lots of confidence in their abilities and those of their leader.

Confidence as a skill of leadership can develop, and in turn encourage the whole team to develop confidence Abel and Bloom (2015), this may lead to teams being able to handle stress when working on difficult projects with tight deadlines. When the leader is confident and the team is confident deadlines are met even under stress and there will be success when changes are needed because of the confident positive leaders and their team which is confident in their choices. In support of this statement, Zimmermann and Antoni (2020) observes that confidence also leads to self-efficacy of teams and it is an important predictor of behavioural change, mostly because a manager's perception of their own self-efficacy influences their goal-directed behaviours.

The interview questions also revealed some of the behaviour change that branch managers may have after leadership coaching. These behaviours are their individual strengths and areas of development as leaders. Most

defined behaviours as good characteristics of good leaders as being good listening and communication skills, integrity and honesty, being inspirational and decisive, someone who can reflect and correct themselves, someone who nurtures talent, who strives to build and motivates the team, shows empathy, is able to inspire a group of different people towards a common goal and who is interested in creating a conducive environment that allows people to be the best at what they do. The above characterized are supported by Hossain (2015) who observes that important qualities identified in a good leader are honesty, vision, inspiration, communication delegation, decision-making, commitment and assertiveness. In addition to the characteristics noted by Archer, Vester, and Zulch (2010) and Hossain (2015), a good leader displays people skills and decision-making, self-discipline, reputation, integrity and influence.

Some of the branch managers indicated that they have similar positive characteristics such as good listening skills and giving team members an opportunity to be the best at what they do, being good communicators and operating with honesty. However, most of the branch managers highlighted their greatest weakness as not being able to be direct and hold difficult conversations with their subordinates as they do not want to be perceived as bad people by their team members and they indicated that they lack the ability to follow through. Some indicated that they tend to avoid difficult conversations and they worry about how they are perceived by their team members and also feel that they are lacking in self-confidence.

Feldman and Lankau (2009) and Olanrewaju and Okorie (2019) concur with this view when they observe that the presumed outcome of leadership coaching is the changes in managerial behaviours that are assumed to increase organisational effectiveness.

According to Baron and Morin (2009) and Grant (2014a), the working relationship between the coach and a coachee appears to be a central process variable in making the coaching experience valuable for the coachee. It is therefore important that the process of building the

relationship stage is carefully carried out by the coachee as this stage will constitute an essential condition for the success of the coaching outcome. The coach–coachee relationship creates good communication. The open communication culture created within the organisation means less misunderstandings in the team and all members have a clear understanding of what is expected of them. Without clear open communication the team can have missed deadlines, uncoordinated strategies, and even conflict. Communication channels need to be open both ways between the leader and the subordinates so that the leader can connect.

The impact of all this is that it increases the understanding of leadership. For example, during the coaching process one branch manager, Branch manager 7(T), admitted that she had never led a team of more than five people and in her new role as a branch manager she was leading a team of more than twenty people; this meant she was still learning how to deal with challenges and understanding the dynamics of leading such a team. She specifically mentioned her challenge to be wanting to learn how to engage with different team members, how to improve productivity levels of the team and having the team learn how to trust her and overall wanting to build a winning team. She further indicated that she relied on her coach to direct her and make the environment more relaxed to allow her to be at ease during the coaching sessions where she could freely discuss her challenges.

4.5 IMPACT OF LEADERSHIP COACHING ON LEADERSHIP PRACTICES

The findings of this research indicate that leadership coaching is perceived to have positive impact on leadership practices as such leaders significantly contribute to team building and are personally engaged with their subordinates. This emerged as a common theme when the participants were asked what skills they believed makes great Leader. In this the participants noted the common leadership practices.

What skills do you have that you believe makes you a greater Leader?	**Responses**
Branch manager 8 (O)	What makes a greater leader is the ability to create group cohesiveness so that the team can work together as a single unit. This motivates teams to work together as one cohesive group
Branch manager 5 (M)	Team cohesiveness creates unity within the team which in this, the members will conform to the organisation's corporate culture and the organisation's norms.
Branch manager 3 (MM)	The ability to increase employee engagement and ownership of the organisation's activities. Increasing engagement means the team members participate more actively in organisational activities.
Branch manager 2 (L)	The ability to implement oranisational learning and adaptability. Managers who become adaptive leaders help their teams to view change not as an obstacle, but as an opportunity to learn and refocus their energies on adapting to change.

One of the common leadership practices most mentioned by branch managers was the ability to create group cohesiveness which is important in organisational behaviour. Under the creation of group cohesiveness an attraction is created between members and team is motivated to work together as one cohesive group. The degree of closeness in a group is

determined by the extent to which members like and remain as members of the team.

According to branch managers team cohesiveness creates unity in the team which can be seen by team members' conformity to the corporate culture and the organisation's norms. The branch managers also were of the view that the team was feeling a professional attraction towards each other. The more the team members are attracted to the team, the more there will be team cohesiveness and the more the team cohesiveness, the greater the ability of members to conform to oranisational norms.

With more cohesiveness the team will have closer interpersonal relationships among team members. This increases engagement as team members participate more actively in organisational activities. This is because team members would consider such organisational activities as their own which further strengthens the team. Team cohesion also reduces employee turnover since it increases motivation and job satisfaction.

Cohesiveness and success are mutually dependent upon each other. Cohesiveness makes the goal achievement easier and goal achievement adds to success. The reason for this relationship is that higher degree of cohesiveness leads to high degree of communication, participation and conformity to group norms. Such coordinated efforts result in agreement about the goals to be achieved, the methods of achieving them and finally achieving the final goals. A cohesive team is more satisfied with their jobs when compared to non-cohesive teams. The team is more satisfied because of the friendliness, respect, and support for each other.

It was also found that leadership coaching enables managers to implement oranisational learning and adaptability which is then passed to team members and this is important because change in an organisation is inevitable (Rekalde, Rodríguez, Albizu, & Fernández-Ferrín, 2017). Managers at First National Bank are facing a fast and constantly changing business world which is also more complex. This is opening up new markets

and new competition to which the organisation should adapt. For managers to thrive they should have the ability to adapt to these changes and adjust to the changes in the market conditions. Leadership coaching helps managers to become adaptive leaders who view change not as an obstacle, but as an opportunity to learn and refocus their energies on adapting to change.

With leadership coaching managers will learn that while focusing on the end goal and organisation vision, the path to achieving them can be adaptable. For managers to be considered adaptive they need to have multiple plans or pathways for achieving those goals depending on the prevailing situation. It is therefore important for managers not to be rigid and stubbornly focus on a single solution to a problem but have alternative contingencies for different scenarios.

According to Branch manager 10 (S) “I learned from leadership coaching that I can use planning to assess risks and opportunities of different scenarios and choose the best cause forward”. Planning gives managers the opportunity to assess opportunities and threats in current and future situations to ensure that obstacles faced by the organisation have solutions. Through this, managers can minimize the risk and maximize the opportunities available to the organisation.

Branch manager 6 (N) also learned that it is important for leaders to be flexible in approach because this makes them more curious, open minded and open to new ideas. The curiosity will help me as a manager to generate problem-solving techniques. I have also learned to be inquisitive, to listen, and to observe. This allows me to explore and consider different scenarios before judging or deciding any proposal. According to branch manager 8 (O) “leadership coaching helped me understand the perspectives of others, and to be open to intellectual curiosity without being rigidly invested in one idea”.

Branch manager 6 (N) also added that leadership coaching made them more inquisitive which helped him seek the opinions, perspectives, and approaches of others. This is because different people view things differently and by weighing a multiplicity of perspectives answers and solutions to problems can be found.

Other branch managers also showed that cognitive flexibility is important because it helps the manager to leverage the team's ability to use different strategies. According to branch manager 3 (MM) managers who have undergone leadership coaching have the cognitive flexibility to incorporate different strategies from their teams into their overall planning, decision-making, and management styles. The mangers can simultaneously consider multiple ideas, do a risk assessment on them and shift accordingly. Branch manager 1 (J) commented that leadership learning helped them to develop the ability to leverage different perspectives across the organisation.

4.6 IMPACT OF LEADERSHIP COACHING ON LEADERSHIP EFFECTIVENESS STRATEGIES

Leadership coaching is perceived to trigger different leadership effective strategies which can be used either in isolation or as a combination of the different strategies. The concepts here were developed when participants explained what makes them effective in their leadership role.

What makes you to be effective in your role?	Responses
Branch manager 5 (M)	Being charismatic which allows me to be motivated, self-confidence, and having a clear sense of direction as to where I want my organisation to go.
Branch manager 8 (O)	Having a positive outlook. This is important because true leadership draws authority from within and then other people generally are drawn to the charismatic personality and enthusiasm of the leader.
Branch manager 3 (MM)	Setting performance standards for the my team. This means every employee knows what is expected of them thereby promoting achievement of organisation objectives, employees, motivation and also inspires employees to make sacrifices that go beyond their job expectations.
Branch manager 6 (N)	Having high energy levels, actively listening and asking questions as well as having the have the capacity to introspect
Branch manager 10 (S)	Setting a clear Rewards and punishment system.

Leadership coaching is perceived to trigger different leadership effective strategies which can be used either in isolation or as a combination of the different strategies.

Leadership coaching can create charismatic leadership in the organisation (Sacavem, Martinez, Cunha, & Abreu, 2017). These are motivated, self-confidence, have a sense of purpose, and a high level of job satisfaction. They are also good at communication which allows them to become visionaries and their subordinates become committed to the vision because of their magnetic character and are able to produce the desired results. Benefits of providing managers with individual coaching to address specific skill deficits, enhance performance, or help them grow into expanded leadership roles (Grover & Furnham, 2016).

According to branch manager 5 (M) “with leadership coaching I have learned that true leadership draws authority from within and then other people generally are drawn to the charismatic personality, enthusiasm and a positive outlook of the leader”. Charismatic leaders are inspiring and draw devotion from their subordinates. According to branch manager 4 (R), “as a leader I focus on my subordinates and on the need to inspire them to live up to the values of the organisation, by doing this I can raise the morale of my team”. Branch manager 1 (J) also stated that “I can use leadership coaching to create interpersonal connections with my subordinates which helps them receive positive messages from me and to help them align themselves with the organisation’s vision”

Branch manager 8 (O) commented that charismatic strategies have helped to improve performance standards and promotes achievement of organisation objectives since the employees are motivated and inspired to make sacrifices that go beyond their job expectations. The charismatic strategies help managers to communicate as team members and can share ideologies, goals, and attitudes with the leader (Griffith, 2013; Sacavem, Martinez, Cunha, Abreu, et al., 2017). This kind of communication reinforces positive social relations as well as depth in professional relationships.

Individuals involved in the leadership coaching programme reported higher energy levels. Branch manager 6 (N) explained that he learned leadership centered on high energy levels which encourages employees to follow the vision of the organisation. For the process to be effective during the coaching process the branch manager needs to actively listen, they need to ask questions that will help them meet their needs or goals and the effective process requires the branch manager to reflect on what is being discussed and also have the capacity to introspect as they are being asked questions. Deiovio et al. (2016) describes this as a process that requires the branch manager to show humility, carry out some self-assessment and behave in a manner that shows a high degree of responsiveness to social cues. At this stage, the branch manager is expected to select, organise and interpret and

clearly articulate what is important to them in identifying their problem as this will enable them to obtain clarity and solve their own problem or challenge which increases their energy levels.

Increased team loyalty was also found to be a result of charismatic leadership strategies. This is because managers who participated in leadership coaching were found to be more motivating and inspiring which made their subordinates to feel appreciated and therefore more likely to increase employee engagement and reduce employee turnover. The advantage of this according to branch manager 7 (T)) is that the charismatic style can spur subordinates to eventually become leaders due to the trickle-down effect of leadership style.

It was established that leadership coaching can lead to a learning culture within the organisation. This is because charismatic leadership strategies encourage humility to learn and continuous improvement. Branch manager 7 (T) stated that leaders should treat mistakes of their subordinates as learning opportunities. Subordinates and managers are encouraged to find new solution to problems and to support their teams in both times of success and failure. This enables the employees to feel comfortable in trying new opportunities for improvement that present themselves.

Rewards and punishment systems are also made clear and easy to interpret. Employees know what they have to achieve, and the rewards and consequences attached. According to branch manager 10 (S) “I learnt to establish a system reward that suits some employees. Branch manager 7 (T) also added that when team members understand that their work is appreciated and rewarded, they’re more likely to repeat it. This increases the morale and productivity of the team members when they see that their contributions are rewarded. According to branch manager 7 (T) such rewards can come in the form of verbal praise, bonuses, promotions and giving additional responsibilities. Branch manager 10 (S) concluded positive reinforcement is the best tool for rewarding the team. It should be noted that

a reward system should be fair and focused towards helping the team to thrive and create a positive culture.

4.7 SUMMARY OF RESULTS

Table 5: shows the participants responses when they answered an interview question; ***Do you believe the leadership coaching was a worthy cause for you?***

Table *5*: Participants' Quotes

Participant	**Quote**
Participant 1 (J)	"Leadership coaching was a worthy cause for me as it **helped me grow** in my leadership journey. I am **able to reflect more** than I did before with more introspection and on the responses I give to my team. I sanitize a lot of information before I disseminate it…"
Participant 2 (L)	"It was worth the time spent as I was able to refocus on areas whose improvement has contributed to identifiable progress in the **way I lead my team**".
Participant 3 (MM)	"Yes, leadership coaching was a worthy cause as it helped me to discover who I really am in terms of my leadership abilities "
Participant 4 (R)	"It was worthy cause, through the coaching sessions, I was able to find solutions to my challenges and I realised that having **candid conversation** with my team has **built trust** from my

	team and these are some of the skills I believe I developed through the coaching process'.
Participant 5 (M)	Leadership coaching journey was a worthwhile journey for me, having been in a leadership role for 20 years, I have been through different leadership development programs, but leadership coaching is different in that I come up with own solutions. I **reflect a lot** before making a decision and I feel I have become **more accountable**.
Participant 6 (N)	"Leadership coaching is essential in unpacking how an individual can tackle and **overcome self-doubts**, how an individual can be the best version of themselves with respect to leadership and how to utilise their strengths for the benefit and **development** of the whole team.
Participant 7 (T)	"During my journey of leadership coaching, being a new leader I have become more **self-aware**, I have gained more clarity on how I want to lead and have also been able to learn so much about my team in the process, I am working towards building trust between myself and my team"
Participant 8 (O)	"Yes, it was, I now understand how important it is to appreciate a team at individual level in its oneness. This allows one to know exactly how to **get the best** from each team member. Also appreciating that what works for another individual is not always going to work for the next.

Participant 9 (L)	Leadership Coaching was a worthy process for me. I previously struggled to give honest feedback to my team members and I just felt I did not have the skill to build rapport with my team but through the leadership journey I am able to comfortable engage on a difficult conversation and I feel I have a **better relationship** with my team as I **engage them more** around different issues.
Participant 10 (S)	Yes, the leadership coaching has elevated my leadership skill, I **reflect more**, I **engage** the team more and I feel there is an improved level of **trust** between my team and I and this is because I went back and practiced what I committed to doing from my coaching sessions.

In the research question that revolved around how the participants perceived positive developed attributes that influenced their behaviour in helping them become better leaders, realising their potential and changed in how they lead the teams, the interview responses by some participants were of the opinion that they developed better approach towards getting the best out of each team member and that there is now a collective approach towards achieving organisational results. They further indicated that the journey has resulted in developed confidence of approaching and addressing issues in a more professional manner, the process has also resulted in a better collaborative form of communication and better working relationship established. Participant 1 (J) remarked that,

" I believe the impact of my decision on others has increased as I see the change in the way I now address my team having improved from before I started the coaching journey, and I also now explain why I am doing things differently".

Participant 1's view corroborates with the outcome of the study that was carried out by Sonesh et al. (2015) who found out that leadership coaching when carried out well can result in improved leader's leadership skills, their job performance, their personal and workplace attitude. Corresponding to the participants' feedback also, (Sonesh et al., 2015) explained that as a result of the leadership coaching process, a leader will demonstrate self-efficacy , motivation, improved performance and generally self-awareness. Additionally, Tooth, Nielsen, and Armstrong (2013) opined that through leadership coaching a leader becomes more confident and they develop the abilities to model the right behaviour on their teams, they develop improved communication skills and they are able to support and mentor their teams.

The participants also shared that experience on leader-team relationship, as an important journey that enhances them to understand who they are and what they could do to build relationships with their team members. Participant 6 (N)stated that;

"To navigate this maze, you need to have a strong understanding of who you are as an individual, and what can motivate other team members and get the best out of them through having candid conversations i.e., effective communication, empathy, selflessness, courageous and developing the team's self-confidence".

Participant 7 (T) Indicated that for her,

"The greatest lesson from my leadership journey was that the responsibility of leadership is creating an environment that enables the team to perform at their best and that a leader should create an environment of trust and it has created an aspect of self-awareness within myself".

This notion is supported by Feldman and Lankau (2009) and Luthans and Peterson (2003) who opined that that leadership coaching builds increased self-awareness and enhanced learning.

Participant 10 (S) added that,

"From my coaching sessions I have been able to improve in how I now reflect on issues and my level of engagement with the team members has improved as well as realising that the level of trust between my team and I has improved because of the level of engagement".

From the participants' feedback their coaching journey has resulted in them being able to communicate more with their subordinates and wanting to understand their team members more and willing to be lead in the process. (Kim, 2014) supports this statement by indicating that, leaders who have gone through a leadership coaching allows for their expectations to be well communicated, feedback that enhances their performance is done timely, team members are recognised for their contribution in the organisation and they facilitate in learning and development towards developing their team members. Where employees experience a favourable conducive environment, they respond by producing positive output as they will be operating in an enabling environment (Kim & Kuo, 2015). One of the objectives of leadership coaching is to create self-awareness in an individual who has gone through a coaching process, the individual will develop self-management which helps them to further develop their skills and attitudes which are related to their emotional intelligence and the development of knowledge. It is key for a leader to develop these attributes to enhance one's own motivation and effectiveness before they can be able to develop these attributes on their teams (Dean & Meyer, 2002).

The participants learning experience is supported by literature from Ely et al. (2010) who indicated that Leadership coaching journey develops a leader's productivity and social awareness and they adept with their interpersonal relationship and they develop the capability to develop others. He outlines the four-step process that can be used to determine the effectiveness of leadership coaching and these are (a) focusing on the needs of the individual as well as that of the organisation, (b) it requires understanding of the process and appropriate skills from the side of the

coach, (c) It places a premium on the client-coach relationship and (d) it requires process flexibility to achieve the desired outcome.

Overall categories that relate to what participants thought were possible outcomes of the Leadership Coaching Interventions are listed below.

Table 6: Categories from Codes

Categories	Description
Team Leadership	Developing a team with complementary skills and knowledge, inspiring a team to work towards a common goal
Resilience	Passion for making an impact on others, resilient to difficult situations and creating an environment of trust. Handling challenging situations and addressing challenging conversations
Effective Interaction	Allowing to be vulnerable, accepting challenging and different views and open to criticism and engaging in difficult conversations
Performance	Improved team performance, developing competence in others, team understanding of Organisation strategy and contribution thereof
Learning Agility	Ability to learn new thing, allowing to be vulnerable and develop new valuable skill to become a better leader
Leadership Adaptability	Confidence to lead the team in the right direction, having leadership behaviours and applying those in grooming leaders and possible successor. Not intimidated by smart young leaders you are developing
Leadership Competencies	Inspire, impact, motivate, effective communication, empathy, selflessness, and resilience

The role as coach and researcher

One of the emerging themes of the research was the role as coach and researcher. As both researcher and coach, it was important for the researcher to remain objective regarding the responses received from the branch managers. This helped in minimizing the bias. This approach was necessary as the researcher was a student of coaching for the previous twelve months and had learnt the theory of coaching through various modules attended as well as completing practical training. Having gone through various coaching classes, practical training and group assignments, the researcher felt confident to function as a coach for this research project. The guiding principle was to ensure that the coaching process is carried out using the competencies associated with the Graduate School Alliance for Education in Coaching (GSEAC) coaching process and the Goal, Reality, Option Wrap Up (GROW) models. These models enabled the coach to structure a coaching conversation and deliver meaningful results as well as observing the coaching standards. The GROW model helps in guiding around a person's clear objectives, they are made to understand their clear barriers and even formulate solutions to overcome their barriers and look at ways they can achieve their goals (Burns & Gilton, 2011; Clutterbuck & Spence, 2017).

The discussions started with definitions of the topic and exploring what the branch managers wished to talk about. The coaching sessions followed the four steps outlined by the GROW model as devised by Sir John Whitmore. The model comprised the following: Step 1. (Goal): This enabled the coach and the client to be clear about what they are going to talk about, i.e. the goal and to ensure that there is no conflict as to what is going to be discussed. Step 2. (Reality): Useful coaching questions were asked to provide the client with a starting point for moving towards the goals which were set in stage 1. Step 3. (Options): At this stage the coach gave the client options to undertake without judgement from the coach and the coach guided the client towards making the right choices without influencing the

client's decision-making. Step 4. (Wrap–Up): Here the coach established commitment to action by asking the client what their way forward is and what they would do to address the goals they set from stage 1.

The researcher selected the GROW model for the coaching sessions as the model is not complicated and its process can easily be understood by the coachee. The model ensures that the coachee has got nothing at their unconscious level that might be a hindrance to them achieving their goal. It checks whether the goal is aligned with the coachee's capabilities and their purpose in life and whether there could be any preventative current behaviour they would need to change to enable them to acquire new skills (Passmore, 2007).

CHAPTER 5. DISCUSSION OF THE RESULTS

5.1 INTRODUCTION

This chapter interprets and discusses the significance of the research findings in light of the research problem, the literature review and the theoretical framework. It also shades light on some fresh insights that the research findings have brought into consideration. The discussion is made in the light of the research questions posed and the literature reviewed. In this chapter the researcher discusses the perceived impact of leadership coaching on the branch managers at the First National Bank of Botswana. The findings of the research supported the three propositions; Leadership coaching positively impacts behaviour and attitude change; Leadership coaching has a positive impact on leadership practices; and Leadership coaching has a positive impact on leadership effectiveness strategies. The overall focus of leadership coaching is to achieve changes among managers and their team by extension and to build the competences of managers in a bid to help the organisation achieve its objectives. The result of the research showed that there is a significant improvement in behaviour and attitude, leadership practices, and the use of leadership effectiveness strategies.

5.1.1 Definition and meaning of the concept of leadership

The majority of the views about leadership mirrored those of Benscotter and Rothwell (2012) who view leadership as a system of an individual impact on a group with the aim of achieving organisational goals. In this leadership is more of a process in which one individual (the leader) exerts influences others (subordinates) with the aim of achieving the organisation objective. Sharma and Jain (2013) explains a leader as someone who directs an organisation to make it more cohesive and coherent. For leaders to function in their roles they must according to the theory of planned behaviour

possess subjective norms, attitudes and behavioural control (Ajzen, 2012). The subjective norms are social norms and therefore communal codes including beliefs, values, ethics, character, knowledge, and skills. Leadership also comes not only with influence but also with authority to accomplish the organisation's objectives. This could be through a system of rewards as put by Warrick (2011) that leaders make clear what needs to be done and offers rewards in exchange for individual and team effort directed towards goal attainment. All in all, leadership inspires the subordinates to want to achieve organisational goals, rather than simply pushing them around (Sharma & Jain, 2013), they should however also possess the authority to do so when need arises.

The impact of the theory of planned behaviour on the on the concept of leadership is shown by the fact that managers' favourable attitude toward behavioural change and the perceived behavioural control can predict the intention of the manager towards change in the organisation (Wang, Liu, Zhao, Xiao, & Peng, 2021). This is subsequently transferred to the subordinates'' perception of the need to change, and when this has submerged the whole team it creates positive attitudes towards change, which are the subjective norm within the organisation.

This has practical implications to developing relevant intervention programs by the branch managers at First National Bank. It means managers can cultivate positive attitudes and motivations by inspiring a change in their subordinates' attitudinal and control beliefs regarding the changes needed in the bank (Rahaman, Stouten, & Guo, 2019).

5.2 THE IMPACT OF LEADERSHIP COACHING ON BEHAVIOUR AND ATTITUDE CHANGE

The findings showed that there are some leadership behaviours and attitudes that managers can gain as a result of leadership coaching to help them become successful leaders. By engaging in leadership coaching

leaders learn to build strong relationships based on honesty and trust with their teams (Berg & Karlsen, 2016). Managers can build a rapport with their subordinates which in turn creates a positive work environment. This according to the theory of planned behaviour helps the team to build the behavioural intent necessary for attitude change (Ajzen, 2020). Because intent is determined by the belief that behavioural change will yield the expected outcome, a positive attitude is required in the work environment. This will help the team to hold the belief that if they change their attitude, then they can achieve the expected outcome.

The findings also showed that once managers undergo leadership coaching they can help both themselves and their teams to set valued goals and purposefully working towards achieving them. This is in concert with the works of Grant (2015) who explained that the coach would help the coachee to set personally valued goals. In this, the goal setting behaviour is transferred to the team which helps the team members to have a target and to work towards that target. This is also important under the theory of planned behaviour which espouses that the stronger the intention to achieve the desired behaviour, the more likely it will be for an individual to achieve that behaviour (Ajzen, 2020). If the team therefore has these personally value goals they are more inspired to work as a team and to become more innovative in their attempt to achieve these goals.

The work of Anthony (2017) also showed that today's organisations operate in a global theatre where it is important for managers to more adaptable to the complex ever changing work environment. In this it is important that managers remain open minded and listen to other points of view, a skill that the findings show can be gained from leadership coaching. The branch managers who underwent leadership coaching explained that a coach is expected to listen attentively to the participants. When this skill is transferred to the team, the team leader should have good listening and communication skills, and honesty and someone who can reflect and correct themselves. This also agrees with the theory of planned behaviour in which a leader

must also make a subjective evaluation of the cost-benefit analysis of the expected outcome (Al-Swadi et al., 2014). The cost-benefit analysis is a subjective and evolving evaluation in which decisions are made depending on the available knowledge and prevailing market conditions. Leaders who can listen and correct themselves will also invertedly display good people skills, self-discipline, build a good reputation, and have more influence over their teams (Hossain, 2015).

In this research a question is raised whether leadership coaching can be an effective tool for improving the behaviour and attitude of managers and by extension their teams thereby and enhancing their job performances. The findings, the related literature and the theory of planned behaviour all agree that there are potential effects of leadership coaching on behaviour and attitude of branch managers and teams. In this the managers formed implementation intentions which can be extended to their teams. It is therefore the conclusion of this research that leadership coaching leads to behaviour and attitude change. This is done by anticipating future behaviours if certain conditions are put in place at present. In this branch managers can formulate attitude and behaviour patterns they desire by putting in place motivators that will encourage this attitude and behavioural change (Ajzen, 2020). The role of leadership coaching in this case is to set explicit implementation intentions of what the branch managers will pass on the learned skills to their teams in order to achieve the envisioned behaviour change which is then translated specific action plans for the achievement of organisational objectives (Al-Swadi et al., 2014). In order to facilitate behaviour and attitude change branch managers need specific attitudes and behaviours which they gained from leadership coaching and will enact this so that their subordinates also gain the knowledge and give feedback and this will lead to effective leadership (Wang et al., 2021). Because of the leadership coaching, branch managers when faced with situations will be cued to notice more and respond with an even greater variety of behaviours including reaching consensus, promoting constructive discussions, and using inspiring their subordinates (Wang et al., 2021). Because of

leadership coaching, it is expected that managers will demonstrate effective leadership, notice when situations arise that need such leadership, and inspire the new attitudes and behaviours they have identified through the leadership coaching

5.3 IMPACT OF LEADERSHIP COACHING ON LEADERSHIP PRACTICES

The findings showed that one of the most common outcomes of leadership coaching was the ability to build cohesive groups. Branch managers also asserted that this could be seen by the team members' conformity to the corporate culture and the organisation's norms. They also showed that teams with more cohesiveness get to have closer interpersonal relationships among members. Leadership coaching equips managers with the skills to do this, Maxwell (2017) explains that managers should have some core competencies if they are to relate well with their teams and these include the ability to control their emotional, physical and behavioural outcomes. Cilliers (2011) added that leadership coaching programs bring managers from different departments to brainstorm. In so doing they can learn to control their emotional, physical and behavioural outcomes a skill that they can pass on to their teams. Cohesiveness is important because the ability to achieve goals according to the theory of planned behaviour is subject to approval or disapproval of the desired goal by peers and people whose opinion are aligned to their individual values (Ajzen, 2020). The team members should have the necessary personal growth, positive communication and the ability to work closely together as a team to achieve organisational objectives (Aldrin & Utama, 2019).

Albizu et al. (2017) opine that with leadership coaching managers can easily implement organisational learning and adaptability. Organisational learning and adaptability are important because while it is important to focus on the end goal and organisation vision, the path to achieving them should be flexible and adaptable to changing conditions. This requires that the branch manager has a curious, open mind that is open to new ideas.

The findings also made a strong link between leadership coaching and team building. The findings showed that managers who undergo leadership coaching significantly contribute to the process of team building and are more closely engaged with their subordinates giving them individualised consideration. This is motivating to their teams as the members feel more secure in their position thus allowing for personal growth and development. This is important because according to the theory of planned behaviour behavioural achievement is determined by both the motivation (intention) and ability (behavioural control) (Ajzen, 2015) It should however be noted that for the managers to achieve this team building and motivating function, they need both self-awareness and maturity (Aldrin & Utama, 2019). There is perceived observation that leadership coaching has helped branch managers to realise skills that they were not aware they possessed, which is then expected to impact their behaviour and the way in which they relate (Ajzen, 2015).

The theory of planned behaviour also has more implications for leadership practices here since it is meant to prompt managers to enact particular behaviour change by influence which is the focus of management. In this. Branch managers that have undergone leadership coaching can easily divide organisational practices as either being favourable or unfavourable depending on the intentions of the said behaviour (Ajzen, 2015). According to the theory of planed behaviour intention mean that behavioural performance is influenced by motivation or discouragement to perform the said behaviour. (Ajzen, 2015) further opine that if the behaviour receives motivation, its probability of repetition will increase, but if it receives discouragement the probability of repeating decreases because the intention will also decrease. It should however be noted that some researchers criticise the use of the theory of planned behaviour because it creates a highly stressful environment where subordinates seek the approval of the manager and therefore there is need for the creation of an evaluation of harmful effects of the theory when put in practice.

The theory of planned behaviour also dictates the presence of social pressure pushing employees to either perform or not perform behavioural change. While the stress and oppression is disadvantages to the employees, it can on the other hand inspire favourable attitudes (Wang et al., 2021). When managers want to inspire favourable attitudes, they must have the confidence to persist through the perceived level of difficulty and control (Ajzen, 2015), If they have lower levels of control, they can face obstacles that stop them and their teams from performing the target behaviour or achieving the organisation objectives (Ajzen, 2020). Performance standards may start to decline if the manager and their teams lose their confidence levels or their level of control over the processes of change which will in turn lover the intentions. On the other hand if a manager inspires his team to believe that they have control over their behavioural change, it can help them become motivated, thus, increasing behavioural intentions (Al-Swadi et al., 2014)

The Theory of Planned Behaviour also espouses that in situations where intentions are consistent, the likelihood of behaviour change increases as do attitude (Al-Swadi et al., 2014). It can therefore be said that intentions, attitudes, subjective norms and control positively impact the implementation of behavioural change by managers and their teams (Ajzen, 2020). Leadership practices of managers should be geared towards increasing these as this will inspire behavioural change leading to the achievement of organisational objectives.

As mentioned before today's business environment is constantly evolving and therefore innovation is necessary if an organisation is to survive. This can be done by stimulating the behaviours and attitudes which encourage the innovative behaviour of employees. It can therefore be concluded that a manager can influence the innovative behaviour of employees, consciously and unconsciously through leadership practices like being considerate, team building, and motivating employees

5.4 IMPACT OF LEADERSHIP COACHING ON LEADERSHIP EFFECTIVENESS STRATEGIES

The findings focused on the perceived impact of leadership effectiveness strategies in terms of branch managers being charismatic and transactional. The findings showed that leadership coaching is likely to create confident charismatic leadership which is also transformational in approach.

Such leaders have a firm grasp of the changing needs, values, self-concepts, and goals of their team (Sacavem, Martinez, Cunha, Abreu, et al., 2017), are effective at demonstrating desirable behaviour, rather than bossing (Sparks, 2014), and can improve performance standards since the employees are motivated and inspired by their example of sacrifice beyond the call of duty. Charismatic leadership also shows itself to have self-confidence, assertiveness and passion in communication, and pulling others towards them using charismatic personality (Sparks, 2014).

This also leans into the theory of planned behaviour since intention drive an individual towards a desired behaviour Ajzen (2020) and in this case organisation objectives. It therefore stands to reason that a leader must inspire intent among the subordinates if they are to be productive as seen from the theory of planned behaviour, the stronger the intent, the stronger the will to achieve the desired behaviour (Ajzen, 2020). The manager must therefore be inspiring enough to draw devotion from the subordinates. By doing so they can also develop the organisational culture as the key driver for achieving organisational objectives (Sparks, 2014).

Leadership coaching has also been seen to develop transactional leadership among branch managers. This kind of strategy is objective and task oriented with the aim of achieving the short-term objectives of the organisation. This requires the manager to be consistently engaged in in the day to day activities helping to drive the organisation towards the desired long term objective (Brahim et al., 2015).

The leadership effectiveness can best be understood in an organisation by looking at the manager-subordinate relationships and the leadership styles. The manager-subordinate relationships can be measured using employee engagement, contribution, and professional respect (Melhem & Al Qudah, 2019). This research has demonstrated the importance of manager-subordinate relationships on the performance and by extension the achievement of organisation objectives (Osborne & Hammoud, 2017). The organisation's performance and chances of achieving its objectives are increased by the presence of an affectionate and supporting manager who motivates and encourages higher levels of employee engagement.

The leadership strategies shown in this research are charismatic of transactional. The charismatic strategies encourage the manager-subordinate relationship to be individualised, encouraging intellectual stimulation, inspirational, motivational, and exemplary in its attempt to influence subordinates (Paulsen, Maldonado, & Callan, 2009). Where this manager-subordinate relationship exists employees are willing to go above and beyond their contractual obligations to ensure that the organisation achieves its objectives and this results in higher productivity and a higher job satisfaction (Sacavem, Martinez, Cunha, & Abreu, 2017). The aim of this strategy is for managers invoke a sense of purpose, ownership and family among the employees (subordinates).

The transactional strategies on the other hand more passive: laissez-faire. It should however be noted that these strategies are not clear-cut black and white and cannot be applied in unison. There are some shaded areas that bring mutual balance, allowing them to successfully coexist within an organisation to counterbalance one another. For example, charismatic strategies are needed to create an organisation culture that encourages and supports innovation. In this, managers lead the way and subordinates follow but this cannot succeed on its own without components of transactional strategies (Sparks, 2014). The transactional strategies are important

because their reliance of a system of rewards is important because a transactional element is important for employees.

The Theory of Planned Behaviour also figures into this because of the approximate relationship between intention and behaviour, where intent is a predictor of desired behaviour (Ham et al., 2015). The managerial strategies must be aimed at influencing intent as a way of impacting behaviour. Attitude on the other hand refers to one's belief and judgment about the outcomes of a certain behaviour (Maxwell, 2017). In this the effective strategies must target a positive judgement about the outcome. For example, if subordinates believe that their behavioural change will lead to a positive outcome, they will make the effort to change. Subjective norm is how the individual's social environment affects their evaluation of the behaviour (Al-Swadi et al., 2014). It is impacted by the degree of importance, the individual places on other's approval and judgment. In this regard, managers need to position themselves as valued leaders whose approval subordinates value. Lastly the element of perceived behavioural control which is the perceived ability to perform the required behaviour or tasks (Ajzen, 2015), In this case managers need to inspire and motivate their subordinates to believe in themselves and the ability to achieve organisation objectives. Leadership coaching plays a major role in equipping branch managers with the appropriate attributes needed to implement the target behaviour change using the theory of planned behaviour.

5.5 CONCLUSION

This research findings reveal a description similar to the one presented by the literature where leadership is seen as a system of individual or leader that influences other people with the aim of accomplishing organisational goals.

In terms of behaviour and attitude change, the findings show that the managers who undergo leadership coaching develop skills for building

relationships with their subordinates based on honesty and trust. To do this, the interaction is based on temporary behaviour, building a rapport and helping subordinates to set goals that are informed by values and towards which they work purposefully to achieve. The findings further reveal that these managers can develop confidence, and in turn encourage the whole team to develop confidence which is a core component of self-efficacy.

On the other hand, leadership practices are developed among managers who undergo leadership coaching. These develop core competencies to enable them to build strong teams and to relate well with those teams. They are also able to implement adaptability and organisational learning.

Finally, managers who undergo leadership coaching exhibit a strong command of leadership effectiveness strategies. They do this by attaining confident charismatic leadership which is also transformational in approach. Such leaders display qualities of good leadership that include, inter alia, confidence, inspiration, honesty, integrity and transparency.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

In this chapter, the conclusion focuses on discussing the salient features and important outcomes of the research thus highlighting the importance of the research. The conclusion is written in relation to the research questions in the introduction chapter and therefore summarizes the research making logical connection between the objectives and the findings. The chapter also makes recommendation which are the practical implications of the research. Finally, the researcher offers a suggestion for further research to expand knowledge in this field.

6.2 RELATING TO THE IMPACT OF LEADERSHIP COACHING ON BEHAVIOUR AND ATTITUDE CHANGE

Leadership coaching positively impacts behaviour and attitude change of managers since managers who go through leadership coaching develop behaviours and attitudes needed for achieving their organisations' objectives. Leadership coaching equips managers with a wide range of cognitive and behavioural techniques to help them deal with change needed in their organisations. Managers can learn to develop a supportive relationship needed to help in setting personally valued goals, relieve stress and anxiety while at the same time motivating their subordinates. This enhances self-efficacy, self-regulation and helps employees to focus on priorities all of which lead to a higher rate of job satisfaction, and a greater capacity to deal with workplace stressors and a lower turnover. Managers who undergo leadership coaching can develop a workforce that is adaptable with clear problem-focused diagnostic and causal analysis.

In the view of the theory of planned behaviour it is also important to know if leadership coaching is effective in changing behaviour and attitudes of managers and by extension their teams. In this, the research found that

managers who undergo leadership coaching form intentions which can be extended to their teams. They influence future behaviours of their teams by putting in place conditions that formulate attitude and behaviour patterns they desire. By cultivating intentions, they can facilitate behaviour and attitude change of their subordinates. The conditions they put in place may include promoting constructive discussions and inspiring their subordinates. They can also demonstrate effective leadership, by being exemplary and in so doing inspire the new attitudes and behaviours they have identified through the leadership coaching.

6.3 THE IMPACT OF LEADERSHIP COACHING ON LEADERSHIP PRACTICES

In this the research showed that leaders who undergo leadership coaching are more likely to significantly contribute to better leadership practices like building adaptable cohesive teams, motivating team members to be engaged and maximizing the strengths and minimizing the weaknesses of subordinates.

Leadership coaching helps managers take practical steps into implementing organisational learning and adaptability to change and this can be passed on to the employees. This helps the organisation to drive changes with the least amount of productivity interruption. With the knowledge acquired from leadership coaching programs, managers are able to create dynamic teams by setting activities that enable individuals to function as a team.

In the view of the theory of planned behaviour leadership coaching leads to practices that develop behaviour intention among employees to motivate or discourage them from performing or repeating some behaviour that elicits motivation are repeated while those that elicit discouragement decrease. By creating organisational culture managers can also create social pressure pushing employees to either perform or not perform behavioural change. Finally, managers can create higher confidence levels which inspires their

teams to believe that they have control over the behavioural change can help them become motivated, thus, increasing behavioural intentions.

6.4 THE IMPACT OF LEADERSHIP COACHING ON LEADERSHIP EFFECTIVENESS STRATEGIES

Leaders who complete a leadership coaching programme have better application of the leadership effectiveness strategies to help their teams achieve higher levels of self-efficacy.

Managers can create charismatic leadership full of confidence and belief that they can direct the needs, values, self-concepts, and goals of their teams towards the achievement of organisation objectives. This leadership leads by demonstrating behaviour that exemplifies values that are important for achieving the organisation's strategic objectives. Their leadership is characterised by a sense of self-confidence, assertiveness and passionate communication. Such leadership strategy draws its authority from the charismatic personality, enthusiasm and a positive outlook which encourages self-sacrifice as the motive behind activities. The transactional strategies are also necessary to counterbalance the charismatic strategies since they rely on a system of rewards to motivate employees.

The Theory of Planned Behaviour agrees with these findings because it approximates intent to be a predictor of desired behaviour. It therefore encourages managers to use strategies that influence intent as a way of impacting behaviour, encourage self-belief to motivate a positive attitude and cultivate positive subjective norm for positive social evaluation, approval and judgment of relevant behaviour.

6.5 RECOMMENDATIONS OF THE RESEARCH

This research covered a wide scope area dealing with the role of leadership coaching on branch managers at First National Bank of Botswana, it has many possible implications to the practical application of its findings. Based on the results of this study, the following recommendations are made:

For leadership coaching to work, organisations need to develop a shared vision. This is because while goal setting is an aim of leadership coaching, it becomes irrelevant when the vision is shared by only managers or is just on paper. The vision needs to be owned by all members of the organisation. This can be developed using techniques such as GROW or SMART goals which can be used to develop a vision involving employees. This is because leadership coaching shows that commitment to a vision is a function of a shared vision in a two-way process between the managers and subordinates.

Leadership coaching also has to be a continuous process rather than a once-off programme. In this there is need to develop leaders who coach in the bank. The task of leadership coaching should not be left to a few expertise in or outside the organisations but to maximize the benefits managers as leaders need to develop their own persistent leadership coaching programs. Organisations need to make leadership coaching abilities a core part of the required leadership competencies.

Organisations need to equip managers, including their Human Resource managers, with coaching skills. This is because it is important for managers to have coaching skills and a coaching mindset so that leadership coaching isn't exclusively for development purposes but for solving day to day challenges of employees in the organisation. When managers have strong leadership coaching skills the organisation will experience behaviour that exemplify its benefits throughout the entire organisation.

The organisation may also develop cohorts from the senior leadership and the human resources team; these individuals can be used as internal coaches rather than external coaches being brought in. Organisations can train their own internal pool who can then coach the different leadership cadres in their organisation. There will be the benefit of relationships, available resources, budget and time, even though some coachees may prefer to deal with external coaches because of privacy concerns. However,

if there are also internal coaches it gives an organisation and its employees further options.

6.6 SUGGESTIONS FOR FURTHER RESEARCH

Looking at the importance of equipping managers with coaching skills, the researcher recommends further research to integrate how leadership coaching can be integrated as a core element of an organisation's talent management and leadership development strategy. This is because this research has explored leadership coaching and its impact on branch managers but has not looked at how the leadership coaching culture can be embedded to the organisation culture.

The researcher also recommends that since the coaching process only ran for a period of six months and the post coaching happened immediately after the six months, it could be beneficial if future research can run for a period of 12 months to give both the coach and the coachee an opportunity to address as many issues as possible and for the coachee to have enough time in finding solutions to their challenges.

Another post interview to be carried out after a period of an additional six months to really determine whether the views of the branch managers would still come out the same to the findings of their experience from the post coaching interviews that were carried out after their six months coaching experience.

Furthermore, it is recommended that it could be beneficial for research to be carried out that includes the subordinates' views pre- and post- coaching process about their leaders and use their input to evaluate whether indeed they have observed any positive behavioural and attitude change on the leaders who would have gone through the leadership coaching journey. Additionally, the Bank can also use another set of managers except branch managers and obtain a larger sample size of coachees for this study, they could also use both internal and external coaches and then evaluate their

findings to determine whether indeed leadership coaching brings about perceived positive developments on the coaches. This will greatly assist the organisation in determining the future development initiatives of their leaders.

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APPENDICES

APPENDIX A: The participant Information Sheet

1. RESEARCH PROJECT TITLE

The perceived impact of leadership coaching by Branch Managers at the First National Bank of Botswana

2. INVITATION

You are kindly requested to take part in this study. It is important that you consider why the research is being conducted and what it would mean before you agree to do so. Please take time to thoroughly read the following material and, if you like, share it with others. Let me know if you require any clarity or more information.

3. WHAT IS THE PROJECT'S PURPOSE?

The purpose of this research is to explore the importance of leadership coaching and its impact on the behaviour of employees in FNB Botswana. Practically, the findings of this research will be useful in assisting senior management determine the usefulness of coaching services as an additional development support structure to line managers at FNB Botswana.

4. WHY HAVE I BEEN CHOSEN?

You have been chosen for this study because you fit selection criteria for this research since you are an FNBB branch manager. The study requires someone in a managerial position like you.

5. DO I HAVE TO TAKE PART?

Participation in this study is voluntary. You will be entitled to retain a copy of this information sheet if you wish to join and you can show your approval in the online consent form. You can choose to withdraw at any stage of the study, and you do not need to offer a justification for that.

6. WHAT WILL HAPPEN TO ME IF I TAKE PART?

You will be asked to complete a pre-coaching interview, then go through a 6 six month coaching process. During the 6 months of coaching, you will be

required to attend a 1-hour coaching session every week. After 6 months you will then be required to complete a post-coaching interview.

7. WHAT DO I HAVE TO DO?

Answer the pre-post interview questions and complete a 6 month coaching process. There are no restrictions or commitments associated with taking part in this study.

8. WHAT ARE THE POSSIBLE DISADVANTAGES AND RISKS OF TAKING PART?

They are no anticipated dangers or disadvantages associated with your participation.

9. WHAT ARE THE POSSIBLE BENEFITS OF TAKING PART?

Branch managers of this study have the potential to gain improved leadership skills, awareness, self-efficacy and unleash their full potential both personally and professionally.

10. WHAT HAPPENS IF THE RESEARCH STUDY STOPS EARLIER THAN EXPECTED?

Nothing of concern is expected to happen should the study stop earlier than expected.

11. WHAT IF SOMETHING GOES WRONG?

Should any complaints arise at any stage of the study you are free to let me know or you can contact the University of Witwatersrand if you feel your complain was not handled well (see below).

12. WILL MY TAKING PART IN THIS PROJECT BE KEPT CONFIDENTIAL?

Confidentiality will be highly observed, and any information obtained from the respondents will be protected and treated with utmost confidentiality. No person including the respondents will be allowed to have access to other respondents' interview responses.

13. WILL I BE RECORDED, AND HOW WILL THE RECORDED MEDIA BE USED?

Yes, you will be recorded and the recording will only be used as backup for the interview sessions in case I missed something. The media will not be

used for anything else other than the intended purpose. You will be made aware that a recording device is in place throughout the interviews.

14. WHAT TYPE OF INFORMATION WILL BE SOUGHT FROM ME AND WHY IS THE COLLECTION OF THIS INFORMATION RELEVANT FOR ACHIEVING THE RESEARCH PROJECT'S OBJECTIVES?

The first interview seeks to determine your awareness of Leadership Coaching as a leadership enhancing tool. The second stage seeks to assess the impact of the Leadership Coaching post-coaching process and to assess whether there has been any impact as a result of coaching as well as any observation you may share about your coaching journey. Your experience and views are what the study is interested in.

15. WHAT WILL HAPPEN TO THE RESULTS OF THE RESEARCH PROJECT?

The results of the study will be used for academic purposes. However the results may be published. If that happens you will not be identified in any report or document and your anonymity will be highly respected. You will also be notified if the results of the study are to be published.

16. WHO IS ORGANISING AND FUNDING THE RESEARCH?

Self-funding

17. WHO HAS ETHICALLY REVIEWED THE PROJECT?

Witwatersrand School of Graduate School of Business Administration ethics committee
constituted under the university human research ethics committee (non-medical)

18. CONTACTS FOR FURTHER INFORMATION

Maureen Otukile

Email: udahse@gmail.com

Phone: +267 71709540

Thank you for taking part in this research.

APPENDIX B: Participant agreement form

CONSENT TO TAKE PART IN RESEARCH

Research Title: **The Role of Leadership Coaching at the First National Bank of Botswana**

- I (name of respondent) voluntarily agree to participate in this research project. The research has been explained to me and I understand what my participation will involve. I agree to the following

- I agree that my participation will remain anonymous YES NO

- I agree that the researcher may be audio recorded YES NO

- The agree that the researcher may use anonymous YES NO

  quotes in her research report

- I agree that the information I provide may be use YES NO
  anonymously after this project has ended, for academic purposes by other researchers, subject to their own ethics clearance being obtained

- I understand that participation involves going through YES NO
  a coaching process for 6 months conducted by Maureen Otukile and that I will answer a questionnaire pre- and post-coaching process.

- I understand that I will not benefit directly from participating in this research. YES NO

- I agree to my interview being audio-recorded YES NO

Signature of research participant: Date:

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I believe the participant is giving informed consent to participate in this study

Signature of researcher: Date:

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APPENDIX C: Research Instruments

Good day.

My name is Maureen Otukile, I am a student at Witwatersrand University studying for an MMBEC programme. I am carrying out an academic research on " The role of leadership coaching at the First National Bank of Botswana". The purpose of the research is to explore the importance of leadership coaching and its impact on the behaviour of employees in FNB Botswana. I kindly request you to take part in this study as a coachee in a Leadeship Coaching process for a period of six month. The study will be in two phases, first there will be a pre-coaching assessment and the second phase will be a post- coaching assessment.

The feedback you give on the below questions will be treated with utmost confidentiality and will not be used for anything else other than what is intended for. Ethical Standards will be observed during this process.

A.1 Pre-coaching interviews

DEMOGRAPHIC INFORMATION
Branch Name:
Age:
Gender:
Years of experience in a senior position:
Education level:

1. **To explore the impact of leadership coaching and how it's appreciated by leaders.**
    i. What is your understanding of Leadership concept?
    ii. Have you heard of leadership coaching and what it means?
    iii. What do you believe makes a successful leader?

iv. What skills do you have that you believe makes you a greater Leader ?
v. Do you consider yourself to be reflective and learning from your experience?
vi. What has been significant to you in your leader journey?

2. General self-awareness of questions to assess (Honing, Developing, inspiring, leading, guiding and managing concepts)

i. Describe the kind of person you are as a leader?
ii. What makes you to be effective in your role?
iii. What skills do you believe you possess and what do you feel you lack as a leader?
iv. What is your style of learning?
v. Do you believe you need to go through any leadership development process?
vi. Are you aware of what you possess in terms of your strengths and weaknesses?
vii. On a scale of 1-10 how would you rate your team' morale?
viii. Are you open to candid feedback and new perspectives, continuous learning and self-development?
ix. What do you believe are your greatest 3 successes in your life to date?
x. How about in your career?
xi. Do you often reflect on your actions and why or why not?

Share any other thoughts on your mind.

THANK YOU FOR YOUR TIME

A.2 Post-coaching interview

DEMOGRAPHIC INFORMATION
Branch Name:
Age:
Gender:
Years of experience in a senior position:
Education level:

3. Measuring Leadership Coaching Outcome

i. Compared with six months ago, how can you describe Leadership?
ii. What would you say is your understanding of Leadership Coaching?
iii. Do you believe the leadership coaching was a worthy cause for you (depending on the answer (why or why not?)
iv. Would you recommend it for other cadre of leaders, depending on the response (why or why not?)
v. What has been the greatest lesson for you throughout the last 6 months?
vi. On a scale of 1 -10, (1 being poor and 10 being very good)
vii. what do you believe is your level of self-awareness and do you believe the impact of your decision on others has increased or stayed the same and please explain why?
viii. What is your sense of your subordinate's perception of you as a leader since you started the coaching journey?
ix. How would you measure the level of your team motivation post your journey on a scale of 1 – 10? (1 being poor and 10 being very good)
    - Why?

x. Has your overall performance improved post the coaching journey or has it stayed the same?

xi. What has been the most valuable lesson for you during the cause of this journey?

xii. Amongst the below attitudes, which ones do you think are relevant for successful leadership outcome?

Skills	**Behaviours**
Openness/Honesty	**Giving Feedback**
Respect	**Listening**
Empathy	**Helpful**
Being present	
Confronting/challenging	
Non-Judgmental	
Sounding Board	

xiii. Tell me about your coaching experience and can you give me experience of what worked well and what did not work?

xiv. Would you recommend coaching to other people?

xv. What benefits did you derive from coaching experience?

Lastly share your overall experience of this journey and share any greatest lesson if there is any?

THANK YOU FOR YOUR TIME

APPENDIX D: Themes identified

First stage

Themes identified from pre-coaching interviews

Understanding of the concept of leadership.
The meaning and understanding of leadership coaching.
Characteristics/ Qualities of a good leader.

Themes identified from post-coaching interviews

Team Leadership
Resilience
Effective Interaction
Performance
Learning Agility
Leadership Adaptability
Leadership Competencies

Second stage

Phase	Themes	Quotes
Pre-coaching	Understanding of the concept of leadership.	"A leader directs and motivates the team, guides the team towards a common goal and to achieve results"
		"A leader is someone who effectively communicates and constantly engages the team, they give feedback, are empathetic and able to inspire

		others and is someone who can be trusted”
	The meaning and understanding of leadership coaching.	“A formal arrangement between a coach and a coachee , where a coach helps a coachee to close gaps identified in their leadership skills and the process helps the person being coached to become a better leader”
		“A developmental process of being guided by a coach to achieve certain goals without being told what to do”
Post-coaching	Effective Interaction	“Being able to allow my subordinates to lead their teams. Where I have been very closely managing teams with my coordinators, I have now seen the importance of letting them have their own reigns. I have also highlighted to the team the importance of appreciating and respecting reporting lines to make that distinction clear. I have also learnt how to mentor my individual team members”
		“I am better leader than I was pre-coaching as I now understand the importance of appreciating my team at

		individual level and collectively. I now know exactly how to get the best out of each team member”
	Performance	“Focusing on oneself without realising that the performance of other team members has an impact on overall team progress is a hindrance to performance improvement”
		“ I feel my performance has improved as I am more focused on my deliverables and what needs to be done by the team and by myself”

APPENDIX E: Ethics approval certificate

UNIVERSITY OF THE WITWATERSRAND JOHANNESBURG

SCHOOL OF GRADUATE SCHOOL OF BUSINESS ADMINISTRATION ETHICS COMMITTEE
CONSTITUTED UNDER THE UNIVERSITY HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)

CLEARANCE CERTIFICATE	**PROTOCOL NUMBER: WBS/BA2272853/361**
PROJECT TITLE	The Role of Leadership Coaching at the First National Bank of Botswana
INVESTIGATOR	Ms Maureen Otukile
SCHOOL/DEPARTMENT OF INVESTIGATOR	MM (Business & Executive Coaching)
DATE CONSIDERED	20 July 2020
DECISION OF THE COMMITTEE	Approved unconditionally
RISK LEVEL	LOW RISK
EXPIRY DATE	30 JUNE 2021

ISSUE DATE OF CERTIFICATE 4 August 2020 **CHAIRPERSON** _____
(Dr MDJ Matshabaphala)

cc: Supervisor: Dr Matshabaphala

DECLARATION OF INVESTIGATOR

To be completed in duplicate and **ONE COPY** returned to the Chairperson of the School/Department ethics committee.

I fully understand the conditions under which I am are authorized to carry out the abovementioned research and I guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee.

_____ 04 /08 /2020
Signature **Date**

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

APPENDIX F: Permission Letter received from FNB to carry out the research



Ms Maureen Udah Otukile

RE: Permission To Conduct Research

Your letter dated 23/06/20 refers.

The Bank has authorized you to carry out a research on: " ***The Role of Leadership Coaching at First National Bank Botswana "***

We acknowledge that the research project is purely for academic purposes and would not be used for any other purpose, however, it is important to note that release of information will be subject to assessment by the Bank so that the Bank does not breach its legal obligations and policies with regards to protection of the Bank's information and customer confidentiality.

This letter is your confirmation that you will use the information for its intended purpose.

We look forward to assisting you in any way possible and wish you all the best in your study.

Boga Chilinde-Masebu
COMMUNICATIONS & PR MANAGER

FIRST NATIONAL BANK OF BOTSWANA LIMITED
HEAD OFFICE
Communications Manager

Maureen Otukile
Researcher

APPENDIX G: Consistency Matrix

Objectives	Literature Review	Propositions	Research Questions	Source of Data	Analysis
1. To determine the perceived impact of leadership coaching on behaviour and attitudes of the branch managers at FNBB ?	(E. Berg & J. Karlsen, 2016; Pekkan, 2018)	Leadership coaching positively impacts behaviour and attitude change	Is leadership coaching impacting behaviour and attitude change to branch managers at FNBB?	Interview guided questions	Thematic analysis
2. To evaluate whether leadership coaching will impact leadership practices of the branch managers?	(Boyce et al., 2010)	Leadership coaching has a positive impact on leadership practices	In what ways does leadership coaching impact leadership practices of the branch managers?	Interview guided questions	Thematic analysis

					Thematic analysis
3. To establish whether leadership coaching promotes leadership effectiveness strategies on the branch managers?	Finn et al. (2007)	Leadership coaching has a positive impact on leadership effectiveness practices	D oes leadership coaching promotes leadership effectiveness strategies on the branch managers?	Interview guided questions	