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Exploring the role of coaching on middle and senior managers at a rail company in South Africa

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

Wits Business School

Johannesburg, 2019-2020

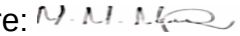
ABSTRACT

Leadership is vital and instrumental for organizational performance and success, as it drives the enterprise competitiveness through effective management of both the human and other resources to achieve sustainability. This implies that leaders of the organization need to have an ongoing understanding of their abilities and the dynamics facing them in order to leverage intentionally for the success of the business. It is thus important that leaders of present-day business invest towards understanding the 21st century workforce and the VUCA (volatility, uncertainty, complexity and ambiguity) world. Research is showing an increasing need for a more emotionally sensitive leadership in the mist of the complexities surrounding workplace technology and human ability to deliver on performance. Coaching is increasingly becoming a preferred intervention towards building stronger and emotionally aware leader that can handle the organisation and market volatility. Leadership Coaching in particular, has become an important intervention in developing and supporting leaders to navigate through the demands of the business world, whilst employing skills that enhance humanistic approach. The objective of the research was to explore the role of coaching on leaders and managers' behavioral competencies in their working environment. Research questions were answered using the qualitative design approach in a form of a case study methodology which allowed personal stories and own description of events however, information was not overly supplied. The findings of the research indicated that coaching was effective, and it heightened increased emotional intelligence levels of leaders and brought forth a positive behaviour and energy, which gets absorbed by those around them. The results of this case study may be used to assist to advance implementation of Leadership Coaching in organizations that are similar in structure in South Africa.

KEY WORDS: Emotional Intelligence, Self-Care, Self-Awareness, Self-Management, Self-Reflection, Relationship Building, Coaching and Leadership behaviors

DECLARATION

I, Mengey Maria Msimanga, 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 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: Mengey M Msimanga Signature: 

Signed at Pretoria on the 10th day of August 2021

DEDICATION

I dedicate this research report to my late mother, Esther Mahlodi Mphelo. You could not read or write; however, education was your one and biggest wish for your children. God heard your prayers Mmawe, The Almighty continues to deliver even after your passing.

Your legacy will remain for generations to come.

I salute you Mmawe Mahlodi, Esther Makhumisane, tlou mokgalaka, mokhumisa bangwe yena a sala a sena selo!!

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- My studies would not have been possible had it not been for my employer who gave me the opportunity to further my studies by providing funding. My Line Manager's willingness in authorizing the time off to attend classes;
- To my colleague, Didi, who covered for me and took on the extra load in my absence, 'Thank you'. My fellow MMBEC classmates: Amu and, Maureen; the Coaching Team Club; and the syndicate group: we laughed and cried our way through. It was all worth it;
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CHAPTER 1. INTRODUCTION

1.1 Background

Leadership is essential in creating vision and mission of the organization, establishing objectives and methods, therefore, implying that business failure and success is leadership driven (McCartney & Campbell, 2006; Turish, 2014; Al Khajeh, 2018). Gandolfi and Stone (2018) argue that leadership is one of the heavily debated topics amongst researchers and scholars, citing it as the heartbeat of every organization and therefore critical for the leaders to develop a leadership style and culture that can achieve results and performance. Leaders must, therefore, understand their pulses and those of the people they lead in order to achieve their objectives (Singh & Aditi, 2019).

According to Dippenaar and Schaap (2017), many leaders lack effective behaviours to be frontrunners, yet they have the responsibility to motivate, nurture traits that grow the organigations while setting out action plans and achieving business goals (Drewniak et al., 2020; Constantin & Baias, 2015; Bass, 2007). However, because of the market volatility, organizations face challenges including the war for talent (McKinsey's war for Talent Annual Report) high labour turnover, unethical practices and poor financial performances due to the ineffective leadership and poor deision making (Gandolfi & Stone, 2018).

Billions of dollars are spent annually by organizations globally to train and develop their current and future leaders (Westfall, 2019). They do that because their belief is that, the development of leaders contributes to organization effectiveness and capability of adapting to threats and leveraging renewal (Al Khajeh, 2018). Various executive Leadership-Development Programmes have surged in the last two decades, more especially those that are person-centred such as Emotional Intelligence, Resilience, Coaching and Systemic Awareness (Passmore, 2018). Coaching is gaining momentum as one of the more powerful and preferred interventions that is designed towards assisting leaders to rise up in their roles and responsibilities of

steering the organization in improve results performance (Marson, 2019). Coaching, in its broad sense, improves leaders' social awareness and productivity, which ultimately makes them more adept in their interpersonal relationships (Anthony, 2019).

Coaching is explained as a sub discipline of psychology which is newly emerging and gaining popularity at an alarming rate (Bozer, Joo & Santora, 2015). Coaching within the business environment is reffered to as executive or Business Coaching and they are sometimes reffered to as Leadership Coaching, which is the term adopted for this research (Sprowl & Coffey, 2020). Therefore, Leadership Coaching is seen as an intervention tool that can assist leaders to adapt, respond and transmute to the chaning global economy and its complexity (Ozkan, 2008; Sushko, & Mclean, 2012; Bozer, Joo & Santora, 2015). It has been estimated that more than 70% of organizations with formal leadership structures make use of coaching for their leaders as part of their development (Zenger & Stinnett, 2006). For the reason that coaching is a person- centred action learning process, it allows leaders to gain a deeper understanding of themselves whilst contributing to the success of the business (Theeboom, Beersma, & Van Viansen, 2014; De Haan , Grant, Burger, Eriksson, 2016). Most organizations are compelled to invest in coaching methods that can assist their leaders.

Koortzen and Oosthuizen (2019) state that rapid business change is closely associated with leadership derailment and when these transitions happen, leaders often have challenges with interpersonal relationships and building teams as part of their personality factors. It becomes a challenge because Decker and Cangemi (2018) say that the 21st century workforce expects a humanistic style type of leadership from their leaders. This workforce responds more to value-orientation and open leadership that is associated with Emotional Intelligence (EI) than intelligence quotient and the technical know-how that used to take precedence in the workplace.

Therefore, EI skills becomes critical in the workplace for job performance and goal attainment, therefore, leaders must demonstrate acceptable values and behaviours to their followers, which in turn gets them the trust and support of those they lead (Decker

& Cangemi, 2018). Furthermore, when EI is added to the coaching process, the emphasis on self- awareness is amplified and could lead to sustainable changes and perhaps organizations that employ EI as a leadership-developmental intervention in their training might see a reduction in cost related to employee absenteeism, staff turnover and low productivity (Stillman, Freedman, Jorgensen & Stillman, 2017).

This study was underpinned by the study theories showing that EI competencies can be learned and raised when supported by interventions such as coaching developing a positive effect on personal-growth or change (Caruso & Salovey, 2004;Hughes, Thompson, & Terrel, 2009; Goleman & Boyatzis, 2017; Lemisiou 2018). The research is centred on a case study at one of the operating divisions of a rail organization in South Africa that has implemented coaching since 2014 for managers, leaders and executives employing professional Executive Coaches towards their personal and professional development. This was done in an attempt for them to improve their behaviour, management of people whilst attempting to meet the set standard of the organizational leadership behavioural competencies.

The research explores the role of coaching among senior and middle managers, and the research is a case study. It adopts a qualitative design as it aimed to gather information from the different lenses of the leaders in real time, at their natural occurring context, which creates a difference (Rashid, Rashid, Warraich, Sabir & Waseem, 2019). That seemed the right choice for this research as it encourages a methodology that can utilize both qualitative and quantitative design (Merriam, 1998; Stake, 1995; Steward, 2014; Yin, 2014; Harrison, Birks, Franklin & Mills, 2017). The targeted population that consisted of 15 leaders employed at different levels by the organization in different departments were interviewed; and undertook self-assessment questionnaire as part of the method design. Case study permits an opportunity for a specifically tailored designed research (Harrison et al., 2017).

1.2 Purpose of the study

The case study method was used to explore the role of coaching, as an intervention on senior and middle management's behaviours in their role at a Transnet Freight Rail (TFR) division of a South African rail organization. The leadership behaviour inconsistencies had become a challenge, thus causing poor employee engagement (Schad & Smith, 2019) resulting in poor low productivity, which increases labour costs, high absenteeism rate, increased safety incidents and poor customer service amongst others (Tefera, Migiro & Moletsane, 2019). Employees report for work as a whole individual (both leaders and followers) with unseen layers of emotions and feelings stored within them, hidden from the next person (Stout-Rostron, 2018*)* as illustrated in Figure 1.1. They eventually express themselves emotionally, physically and cognitive in their job performance (Abrahams, 2012). Conversely, with coaching as an intervention, the positive change happens in the outer and inner layers of the Onion Peel Model and clients (coaches) and their stakeholders experience it (de Haan & Nieb, 2015).

For this research, 'self' is described as psychological representation of self-narrative, belief system, goals and plans motivating and regulating behaviour constituting from social culture (Roeser & Peck, 2009), and leadership at TFR includes executive manager, senior managers and middle managers. All management levels lead employees, and, in most times, the middle managers have more subordinates than others as per the organizational structure. For this research, executive, senior management and middle managers are all referred to as leaders as depicted in Table 1.1 below, which indicates the leadership levels in the context of the organization and execution of performance.

Table 1.1: TFR management levels for the research study

Management Levels
Executive Managers
Senior Managers
Middle Managers

The first two categories on Table 1.1 above are referred to as leadership in the organization playing the role of influencing and delegating to teams whilst the third category, which is middle management are the ones that are tasked with driving teams within operations to achieve daily targets.

1.3 Conceptual framework

Figure 1.1: Onion Peel Model



Source: Adaption from Masaviru (2016) and Stout-Rostron (2018)

Figure 1.1 outlines the impact of the individual in self and how these impacts on the whole person, their workspace interactive engagements given the different personalities, beliefs and assumptions.

Stout-Rostron (2018) states that there are underlying drivers deep within individuals caused by life experiences that influence human behaviour and impact the relational dynamics that emerge, which can be surfaced to create a consciousness within the workspace. Through coaching, such can bring an awakening to the individual to understand their self in relation to others and how they can influence themselves towards achieving desired goals and objectives. Similarly, Masaviru (2016) says that

even though coaching is not therapy, observable behaviours of individuals as humans are however, connected to history and some inherent drivers deep within.

Therefore, coaching becomes restorative when coachees have worked on and have and understanding of their underlying drivers such as personality style, culture, assumptions, core needs, values a shift in behaviour happens. It further explains that, for coaching clients to be successful in the workplace, it often requires a visit to the past to identify repetitive patterns on their behaviours that needed to change *(*Stout-Rostron, 2018). Coaching allows leaders to learn in a form of reflection, confronting inner their self, alongside the current environment or situation (Bachkirova & Borrington, 2019). De Haan and Nieb (2015) say in addition that the positive change from the outer layer is seen and experienced in a form of interpersonal skills, verbal and non-verbal communication, support and motivation towards others. Simultaneously, the inner layer of the Onion Peel Model goes through invisible learning, personal change towards attitudes, moods and knowledge are reflected through improved decision making, resilience and energy levels of the client.

1.4 Context of the study

Emotional intelligence research dates to 1990 when Salovery and Mayer (1990) and made popular by Goleman (1995) who highlighted its importance in the workplace (Caruso & Wolfe, 2001; Khalili, 2012; Gleman, Boyatzis & Mckee, 2013; Baesu, 2019). Further research has been conducted on EI with findings indicating its increasing importance in relationship building and management in the workplace (Bradberry & Greaves, 2006; and Bradberry & Greaves, 2012). EI has been on the steady rise as an intervention used for understanding self and others as it encourages people to learn interacting skills that are life changing with long-term positive impact on themselves and those around them. Furthermore, coaching leaders intentionally on EI and its competencies might help them to look into their inherent drivers as depicted in Figure 1.1 to increase their effectiveness as leaders (Boyatzis, Smith, Van Oosten, & Woolford, 2013). Thus, Leadership Coaching has become a necessity in the business

world due to the high pressures associated with operating in a VUCA (volatility, uncertainty, complexity, ambiguity) world.

Pressures from the workplace extends to personal lives and the pressure from personal life, shown in Figure 1.1 is also carried through into work (Moore, 2016). Hence, in the United States, 1 billion dollars in estimation is spent per annum on Executive Coaching as an intervention (Sherman & Freas, 2004). Therefore, the ability to be adaptive and a flexible thinker in high-stake situations allows individuals to live their lives successfully and have an advantage over others. Coaching platforms are allowing managers and leaders a healthy space to think differently.

The Freight Rail Division (viz., TFR) is operating within a rail organization as one of the State-Owned Enterprises (SOEs) in South Africa. The organization employs over 50 000 people within different business units operating at different employment levels. The hierarchy structure is large and consists of the following categories; executive team (i.e., Chief Executive Officer and general managers and executive managers), management team (viz., senior manager, manager, and specialists), supervisors and bargaining unit employees. The chosen area of interest for the study was on executive, senior and middle managers. The talent and leadership team as part of the Human Capital Department at the organization had implemented coaching since 2014 for development of the executive leadership team. However, an investigation to evaluate the impact is still to be conducted. Coaching has been used selectively and inconsistently over the years and was not part of the regular human capital toolbox for interventions.

People perceive and understand others based on their emotions (McCleskey, 2014), they then utilize and manage emotions differently adapting to various situations including their leaders and their working environment conditions. Peterson (2006) alluded that even though most research studies are concerned with observable behaviour of individuals as employees, they are mindful that, as whole persons, their human behaviour comprises emotional/spiritual elements, cognitive and emotional

behaviours. Therefore, employees bring their whole selves to work, they carry out their duties as a whole person, and therefore when their emotional intelligence is low or non-existing, it shows up in how their interpersonal skills, relationship management and social awareness (Peterson, 2006; Hutchinson & Hurley, 2013; and Munir & Azam, 2017). As a result, it impacts their performance at work, and ultimately the success of the business or organization.

1.5 Research problem

In 1994, South Africa underwent major transformation processes, and most businesses including TFR as part of the rail organizations had to manage rapid changes in leadership. Leadership development, succession planning and readiness programmes had to be implemented as they were the key to organizational changes (van Zyl, Mathafena & Ras, 2017). As Talent Management became important, African black managers and leaders needed to be developed, properly trained and some had to be fast tracked in their development in support of the organization transformation strategies and targets (van Zyl et al., 2017).

Most leaders are appointed and promoted on their successful track records, strong technical skills and are viewed as fast risers within their organizations. However, they sometimes fail in their project due to underdeveloped personality traits which shows up whilst they engage with teams (Koortzen & Oosthuizen, 2019). Therefore, the case study aims to explore if leadership coaching as an intervention has improved behaviour and engagement style with those they lead.

Gentry and Chappelow (2009); Kovach (1989); and Watkins (2003) mentioned, in their studies, that a leadership failure rate of up to 47% for senior and executive management has been recorded and the cause of the failure is not lack business acumen or technical skills but personality factors. Furthermore, Baker, Boedigheimer, Moffat, Altman, Castrucci and Halverson (2018) allude to 30-50% high potential leaders derail due to their inability to relate with people in ways that is consistent with

emotional intelligence. In addition, 75% of employees report that their leaders, managers or boss are leading cause of their stress (Khan, Imran & Anwar, 2019). However, the situations are predictable and could be managed and disables with suitable interventions (Sejeli & Mansor, 2015).

Organizational targets not being met in the case of TFR (Transnet Freight Rail Weekly Internal Bulletin, 2019) raising questions regarding the effectiveness of leadership training interventions. The research findings will provide decision makers with insight to make informed decisions of whether to continue with the same interventions. A number of organizations like TFR use coaching as a way of training and supporting their leaders and executives by providing a safe space for them to hold structured, empowering conversations aimed at unleashing a leader's potential (Stout-Rostron, 2018). Substantial resources are spent on this leadership intervention (Terblanche et al., 2021). The case study would provide an opportunity for leaders to give feedback to the organization on how they viewed the coaching space and its effectiveness, and if the approach and content were relevant to their world, Africa and/or South Africa (Terblanche et al., 2021).

1.6 Research objective

The study intends to awaken leaders' EI levels through coaching, with self-awareness being one of the measured skills, and thus, consequently, the leader's ability to influence those around them towards achieving results and improved performance. Considering the statement above, the purpose of the case study is to determine if coaching is effective in developing or heightening levels of EI in leaders at the Freight Rail Division within a South African organization. The main aim of the study is to explore the role of coaching among leaders when the emphasis is on their EI competencies and skills (such as self–awareness, self-management, relationship management and social-awareness).

1.6.1 Sub–Objectives

- To explore the role of coaching and EI on the behaviour of leaders whilst operating and coping with the demands of the VUCA world.
- To explore the relation between emotional intelligence and leadership effectiveness after coaching.

1.7 Significance of the study

The research was conducted at a state-owned organization specializing in freight handling and is one of its kind in South Africa. Findings will contribute to other organizations with similar context; as an example, the findings of the study can be used to understand if leadership-development interventions make an impact in leaders' behaviours. According to Singh and Aditi (2019), when EI is raised or enhanced, self-management or regulation will be more pronounced allowing the individual to deeply consider effect of their action or words on their followers or people around them. The gap at the Freight Rail Division provided a conducive environment to apply the learning from the intervention. The findings will help TFR and other similar SOEs to close the gap in knowledge by understanding the effectiveness of coaching and other training interventions' effectiveness in the South African context (Terblanche et al., 2021). Lemisiou (2018) describes self-awareness as the heart of emotional and social intelligence, which, when developed, assists individuals to accurately distinguish their emotional state and know their trigger signals. Whilst Goleman, Boyatzis and McKee (2013), in their work on EI, confirmed that the higher the self-awareness, the more accurate the individual will be in identifying their emotional signal, which will then assist in improving their decision making process.

The study contribution will be supporting and affirming literature for the role of coaching and EI on leaders in different levels in the workplace. The results of the study can help to recommend coaching and EI intervention as a valued, reliable and definite tool for leadership development. Lemisiou (2018) informs us that EI can be learned or raised through intrapersonal interventions, such as coaching, with a positive effect on efficient personal growth or change. However, the gap within the freight rail

company was consistent in application of the intervention, as it was reserved for a category of managers.

The study involved real leaders in a real organization, which is important and can help other SA organizations that are setup in a similar way in terms of structure and culture (other SOEs) investing similar resources and effort in leadership training (Terblanche et al., 2021). Therefore, the outcome of the study can encourage HC departments, more especially Training and Development Divisions within organizations in supporting coaching and seeing it as a fundamental skill instead of a soft skill.

Moore (2016) says that Leadership Coaching brings authenticity to relationships and awareness is a key factor. Therefore, when an individual's awareness was increased or heightened through coaching, they explored and noticed the world around them differently. Their choices were broadened, which in turn maximised their ability and capabilities which was at the heart of people management and employee engagement in organizations. The findings of the study highlight the overall benefits of coaching to decision makers within HC at the Freight Rail Division. This will help them to increase their training or development offerings with coaching and EI as part of a trusted and proven leadership intervention since they have made large investments within their operating space already (Terblanche et al., 2021).

1.8 Delimitations of the study

The aim of the study was to explore the role of coaching among middle and senior managers at a South African state-owned rail organization within the freight division on the role and effectiveness of coaching on their behaviour in their personal capacity. The research excluded the action and reactions of subordinates. The study included perceived behaviours of leaders (action or reaction) at their work environment with reference to their personal lives but excluded the research on the actual work within the organization. The study focused on leaders that were coached for six (6) months and more by professional coaches contracted to the organization and were, therefore, able to share their perception on coaching effectiveness during the interviews, leaders

that were not coached were excluded from the study. The study excluded leaders that were not coached or were coached outside the time frames set for the case study (6 months and more and were coached from 2016-2019). The study sought to understand how effective coaching was towards changing their behaviour based on their emotional intelligence levels post the intervention.

1.9 Definition of terms

Definitions below were adopted for this case study because they are aligned with the objectives of the study, whereby a leader, as a client, needs to understand themselves to manage themselves and the relationship they form with others.

- Emotional Intelligence: this is defined by Singh and Aditi (2019) as the ability of an individual to recognize, understand and know their emotions and be able to adjust and adapt those feelings and behaviour appropriately to suite the environment or the situation at hand using competencies and skills of EI.
- Coaching: this is defined by Stober and Grant (2010) as helping a relationship form between a client (coachee) at any leadership position being managerial or executive or supervisor with the authority and responsibilities of an organization. The coach uses a variety of behavioural techniques and methods to improve leadership skills and the effectiveness of the organization by achieving their mutually identified set of goals. Such will improve their professional performance and personal satisfaction, which in turn improves their effectiveness within their organization, and this arrangement is formally defined as coaching.
- Self-awareness: this is defined as being able to assess, understand and manage an individual's sense of emotions and the effects it has on them with the knowledge of their strength and limitations (Bradberry & Greaves, 2009).
- Self-management or regulation is defined as a conscious willingness to manage and control one's emotions when responding or reacting to what has been said or done to them in pressurised situations resulting from being emotionally aware (Singh & Aditi, 2019).

- Relationship management is defined as developing healthy relationships with others, managing and nourishing such relationships for good and meaningful collaborations. Being able to manage interactions, conflicts and changes that might arise from such relationships (Goleman, 2004).
- Social competence or awareness is defined as having empathy towards others, being understanding and considerate of those around their surroundings, having the ability to understand and what they might be going through before taking action (Bradberry & Greaves, 2012).

1.10 Assumptions

i. The selected participants would be willing to participate and avail themselves and authentically answer the questions to the best of their knowledge;
ii. The participants would fully understand the questions asked and be objective in their responses; and
iii. The selected instrument for this research would produce reliable responses.

1.11 Structure of the report

Chapter 2 covers the literature review wherein concepts and key terms pertaining to the study are elaborated. Such key terms include, but not limited to the following:

- Leadership behaviour;
- Effectiveness of coaching;
- Emotional Intelligence; and
- Competency skills.

At the end of the literature review, prepositions are stated as possible answers to the research objectives stated in Chapter 1.

Chapter 3 covers the research methodology and the following are discussed

- Research Approach;
- Data collection;
- Population and sample;

- Data analysis and interpretation; and
- Ethical considerations.

Chapter 4 outlines the results. Chapter 5 outlines the findings and discussion of the interpretations and implication of the research. Chapter 6 includes suggestions for future research and conclusion of the case study, followed by APA 6th reference styling and supporting documentation in appendixes at the end.

CHAPTER 2. LITERATURE REVIEW

2.1 Introduction

This chapter discusses summaries theories of leadership development; leader behaviour and emotions in the workplace; and coaching as intervention and its effectiveness in enhancing emotional intelligence relevant to this study. Insights from literature inspire research questions and the framework.

World organizations spend billions to optimize human capital through leadership development (Douglas, Merrit, Roberts & Watkins, 2021) as a strategic plan for an to provide their leaders with necessary skills to be effective and relevant whilst managing the attitudes and behaviours of their followers and the business outcomes (Daniels, Hondeghem & Dochy, 2019). Leadership development has therefore become the centre piece of organizational engagement and performance with coaching taking the lead as an intervention in leveraging leadership development (Fernandez-Araoz, Roscoe & Aramaki, 2017).

Van Knippenberg and van Kleef (2016) say that 'effective leadership' has been associated with the ability of the leader to understand, acknowledge as well as manage their own emotions. When leaders are in tune with themselves, they will, in all probability notice emotions of their fellows and build successful, sustainable and effective relationships with them (Goleman, Boyatzis & McKee, 2001). In addition, Miao, Humphrey and Qian (2018) say leaders are also expected to proactively influence and manage the emotions of their followers for them to achieve desirable results. Polychroniou (2009) posits that the biggest task for leaders becomes motivating, empowering team members and subordinates to do their jobs whilst ensuring that they create team spirit and favourable working conditions for all. Moreover, according to Singh and Aditi (2019), leaders with developed skills of EI can manage, develop others and save employment costs whilst delivering results. Therefore, their leadership style becomes important, which then brings forth their belief, values and interpersonal competencies as they adopt a style of leadership. It is when EI and its competencies become important for their effectiveness as leaders.

According to Moore (2016), employees respond positively to openness, value based mind-set associated with EI and self-actualization. Over the years corporations have realized that Intelligence Quotient (IQ) and technical know-how are important and valued, however the focus now in the business world is EI which is considered as part of the soft skills training in the workplace (Pool & Qualter, 2018). Consequently, teams, subordinates and employees in general are an important part of the equation for the managers and leaders' success.

Miao, Humphrey and Qian (2018) argue that EI is not inherent but a learnable skill. Furthermore, Pool and Qualter (2018) say that it is an ability that can be initiated, developed and enhanced at any stage of an individual's life. However, according to Goleman and Boyatzis (2017), the learning requires structured learning and continued practise from the individual. Therefore, when leaders are aware of their emotions and impact, and believe in their abilities to learn, they can, therefore, change or improve how they act and behave towards others. The underpinning theory stipulates that when individuals believe in their abilities, they can achieve their goals (Munir & Azam, 2017).

Passmore, Peterson and Freire (2013) say Leadership Coaching has been developed to assist leaders in coping with business demands and complexities. Furthermore, coaching is short term but highly focused and it's a contractual learning opportunity for an individual in a managerial or leadership role within the organization. A coach uses technique, models or paradigms most other methods to assist coaches as leaders to develop relevant leadership behaviours assisting them to be effective and reach organizational goals. Leadership Coaching provides a safe space for leaders to reflect on themselves and their leadership, their rational and irrational behaviour, in their conscious and unconscious status on themselves and others (Celliers, 2018). Furthermore, Masaviru (2016) says the process of reflection and introspection helps them to develop insight into self and confront their internal systems, their social construct and personal defences as shown in Figure 1.1.Leaders learn to confront and manage their boundaries in a conscious and rational manger (Passmore, Peterson &

Freire, 2013). Therefore, as a result of that leaders become aware of their behaviour, their action and impact on others.

Edelman and van Knippenberg (2018) say researchers of 'leadership effectiveness' believe that emotions play a big role in leading people effectively, hence the emergence and focus on EI as an essential skill to have and practise as a leader. Furthermore, it is said that professional and personal successes rely on insight, understanding, meaningful connections with others and the practicality of overcoming the challenges. Thus, when Leadership Coaching is involved it helps the leader to explore and check their thoughts in a guarded and structured conversation (Stillman et al., 2017).

Goleman's (1995) research on organizations showed that 85% of senior leaders owed their success rate to emotional intelligence. In addition, Bradberry and Greaves (2006) from their research discovered that 58% of job performance success is attributed to EI behaviours which consist of two competencies and four skills. The two competencies are, namely, personal and social competencies. They have four skills, namely, self-awareness, self-management/regulation, relationship management and social awareness. It has been said that leaders that have high levels of EI are able to portray traits such as self-confidence, self-control, empathy and the ability to influence and support those they lead effectively (Singh & Aditi, 2019).

Munir and Azam (2017), in their longitudinal studies, have shown evidently that EI competencies can be developed, learned and increased by interventions such as coaching. According to Boyatzis et al. (2013), training intervention such as coaching programmes are anchored in principles of emotional behaviours and could encourage leaders to reflect on themselves, their values, their passion, their life purpose and what ultimately would be their leadership legacy. Therefore, supporting the managers and leaders with coaching intervention might influence them to change and become better fit for the organization, their preferred leadership style and perhaps even ideal self.

2.2 Definition of background discussion

2.2.1 Leadership Coaching

Coaching is a learning journey and, therefore, might be used in the business or working environment as a learning intervention for skills, leadership development, performance enhancement, change management and any other matters that the individual as an employee might want to discuss in a pragmatic manner (Bachkirova & Borrington, 2019).

Peterson (2006) says coaching is the process of preparing people with skills, knowledge and openings, wherein they can apply effectively to make a shift in their lives to reach their full potential. Lai and Palmer (2019) say coaching is a dialogue that is future focused between a coach and a client, whereby the purpose is to stimulate self-awareness and personal responsibility of the client. Whilst Rogers (2012) says coaching happens when the coach engages the coachee in a brief, pre-determined structured time frame on both personal and professional discussions, with the aim of finding effective, realistic, long solutions to their challenges. Subsequently, Executive Coaching is a subcategory of coaching and it is a multidisciplinary practice by professionals with different backgrounds such as Psychology, Marketing, Human Resources, Business and Training and Development, amongst others fields (Liljenstrand & Nebeker, 2008).

According to Brock (2009), coaching has had an evolutionary history in human potential and organizational developments. Personal and Business Coaching were developed around the second half of the 20th century due to socioeconomic factors that affected and impacted on people worldwide. Whilst in South Africa, Stout-Rostron (2018) states that there is an emerging market for coaching same as other developing countries like Argentina, China and the continent of East Asia. Having begun to trail blaze in the 1990s, Business Coaching grew rapidly in relation to organizational development, human resource and leadership development (Grant & O'Connor, 2019). Similar with other global organizations, South African organizations started employing and contracting internal and external coaches. The practise is growing and

in 2019 there were 71 000 coaches worldwide according to ICF (2020) (i.e., International Coach Federation) and 1700 of them are currently registered with COMENSA (i.e., Coaches and Mentors of South Africa) body in South Africa COMENSA as a professional body helps in building credibility for coaches by putting in place regulations, they also help to build relationships with international bodies such as ICF (Terblanche, Passmore & Myburgh, 2021).

Coaching progressed into the mainstream at the turn of the 21st century, multiplying within the training organizations and the professional bodies with a broad framework, borrowed and adopted theories from various fields. Therefore, the focus is centred on human growth, learning and development of individual situations. The borrowing was from academic disciplines, important values and principles, philosophical perspective and from non-academic disciplines.

Lemisiou (2018) alluded to the intention of coaching being futuristic, using content–orientated techniques with a greater focus on individual goal setting which is how it differs from therapy. Thus, individuals in organizations are impacted in various ways by coaching, in outcomes such as individual skills set and their behaviour, productivity, team performance, employee job satisfaction and other business deliverables (De Meuse et al., 2009).

Furthermore, Green, Oades and Grant (2006) reported that there has been a sharp increase in the last decade on academic research in which coaching has been reviewed. At the same time, English (2006) discovered a 300% increase on scholarly published journals from 1994-1999 and 2000-2004. Whilst such numbers are encouraging, there is still, however, no professional consensus on what constitutes effective coaching, or clear guidelines informing coaching evaluation (McKee, Tilin & Mason, 2009). Furthermore, De Meuse, Dai, and Lee (2009) concur that studies that have been conducted were unfortunately retrospective methodology with no collection of pre-post assessments resulting in lack of no meta-analysis performance. Therefore, studies conducted were more on participants' perceptions (coach, coachee, teams) only for the effectiveness of coaching.

Palmer and Whybrow (2018) say coaching sessions are structured by design to specifically provide guidance to the coach and the coachee in staying focused on the issues relevant to what they agreed to discuss for their session. The coaching process guides the conversation and, depending on the approach and model, the process will follow a pattern. There are various coaching models available for coaches to select from, and the GROW coaching methodology is one of the trusted and successful results-yielding models. Palmer and Whybrow (2018) say their studies in 2006-2007 showed that 53% of psychologists surveyed used the GROW coaching process in their practices to help their clients as the model is one of the best-known models in the coaching fraternity.

The GROW coaching methodology supports and encourages clients (managers and leaders) to move forward towards their goals and was the chosen organizational approach or methodology for the leadership coaching. They learn from their personal previous experience, adjusting their personal behaviour and traits through trial and errors. Changing what does not work in terms of behaviour to what supports or propels them towards their goal will help them attain their goal. Leaders need to develop and deploy right behaviour in alignment to their goals (Lai & Palmer, 2019).

Below is a summary of the GROW coaching methodology process that supports leaders to effect change in their behaviour using EI, with the coach leading and directing the conversation. Intentional change transpires to what is hidden or the internal system of an individual as described in FIGURE 1.1. Coaching space is effective for modifying lifestyle and behaviours, more especially when the approach is person-centred. It raises emotional and social intelligence competencies (Lemisiou, 2018).

Goal: First step, the coach works hard to build rapport and create a positive and empathetic aura between them that is non-judgemental. The coach encourages reflection and positively affirms so that the clients can be able to trust him with their realistic short, medium and long-term goals. Coach encourages that goals are specific, clear and challenging. The client is

encouraged to attach meaning to the goals to help them remain committed (Passmore, 2014). As the client thinks and reflects on their goals, they check-in with their inner self looking into their belief system, who they are and what they want to achieve. Personal competency and self-awareness skills (Figure 2.1) are used with the encouragement of the coach in a structured way. The leader gets a moment to spend with self in recognition of themselves (Singh & Aditi, 2019).

Reality: The focus is holistic, inclusive of personal and work dynamics as explained with the conceptual framework in Figure 1.1 that we are one person at work and home, we bring ourselves to work, therefore, self-reflections would be encouraged by the coach to be inclusive. The outputs of self-reflection provide useful framework discussions. Different behaviours come to the fore and the coach will seek clarity of how managers and leaders are feeling about what has happened (Passmore, 2014). Learning through reflections occurs, leaders are assessing their behaviour. The inner layer where attitudes, behaviours and moods are kept engages with self so that better decisions could be made (de Haan & Nieb 2015).

Options: At this stage, the coach is encouraging evaluation of different options in terms of what come out from self-reflections, creative thinking and problem-solving techniques. The coach asks the client which behaviours needs to be changed, adjusted or dropped; which behaviours might be emulated to achieve the set-goals and understanding possible consequences for each option (Palmer & Whybrow, 2018). And when that happens the leaders make use of their skill of social competency assessing (Singh & Aditi, 2019).

Way forward: Client (leaders) understanding what has worked, adjusting and planning again, celebrating the small wins as this stage is all about trying and making mistakes along the way. They learn to apply, practise and continue practising until they get it right and the skill is a part of their behaviour (Passmore, 2014). Coaching encourages the leader to apply and practice the skills applying both personal and social competencies (Decker & Cangemi, 2018).

There are other well-known coaching methodologies that are used well by professional coaches and have high success rates like the GROW coaching process, amongst which is Kolb's Experiential Learning. With Kolb's Experiential Learning process, coaching conversation is used to transform experience into new knowledge. The process integrates Kolb's learning models for the coaching journey. This process is good and beneficial, however, it is not suitable for this research study as learning models were not part of the coaching scope for the leaders of TFR (Stout-Rostron, 2018).

Furthermore, there is the ABCDEF Coaching Model where A stands for Activating event, B- Beliefs, C- Consequences, D- Disputation , E- Effective new approach and F- future focus; this cognitive behaviour coaching focuses on the present and the future without taking into account experiences. Therefore, the method is not suitable for this research study as it is required for managers and leaders to reflect on their past behavioural experience in order for them to recognise and understand their emotions for them to effect any behavioural change or shift (Palmer & Whybrow, 2018).

2.2.2 Emotional Intelligence

Mayer, Salovey and (Caruso, 2000; Boyatzis, 2018) define EI as the ability for one to make sense of their emotions and consider such emotions when in their thinking process and for such individuals to be able as well to analyse, understand and manage emotions to promote and increase emotional and intellectual development. Also agreeing with the concept that EI includes individuals with awareness of self and management of their emotions is (Jordan & Troth, 2004). According to Ackley (2016), the concept of EI started attracting attention 32 years after (Salovey & Mayer, 1990) began writing about it. They were followed by Goleman (1995) and since then EI as a body of research grew, encouraging psychologists to take it seriously. Goleman was criticized for lack of scientific rigor, however, he opened the door and made it possible to explain EI in plain language. EI is described as the intelligent use of emotions.

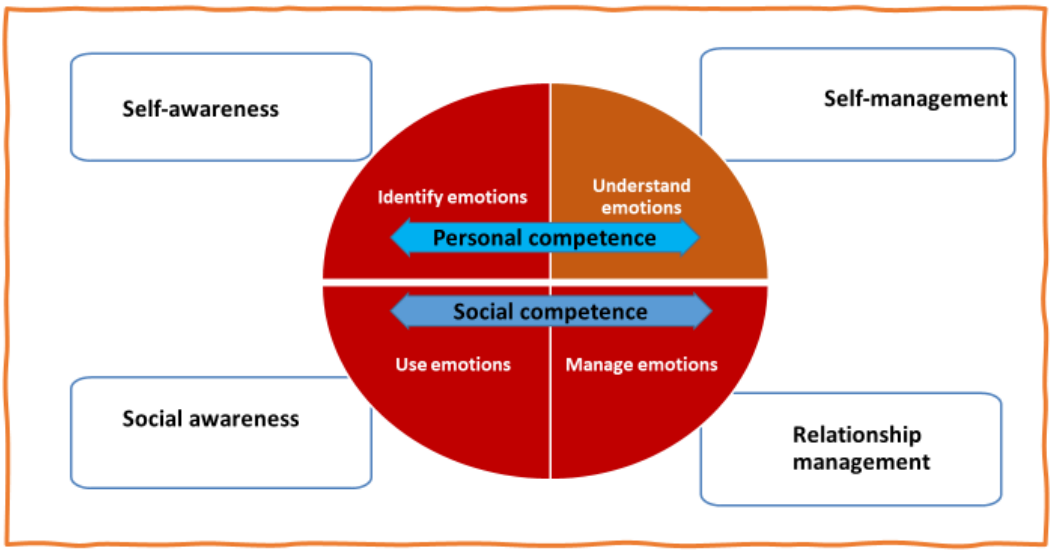
Locke (2005) argued that the concept of EI and its constant changes in definitions is a challenge and that they do not see any correlation between EI and job performance. However, despite the various definition Mayer and Salovey et al.'s (1995) are the most widely used and recognised definitions (Ashkanay & Daus, 2005). Despite the differences, there has been some common ground amongst theorists and researchers that EI expresses and regulates emotions (Cherniss, 2010). In addition, Ashkanay and Daus (2020) say many more studies have subsequently been conducted since the popularity of EI and confidence has grown in positive influence on work behaviours such as job performance, team effectiveness and transformational leadership, amongst others. Brackett et al., (2006); Sheldon et al., (2014); and Boyatzis (2018) agree that EI has shortcomings concerning the self-report measurement due to poor reliability as it is mostly depending on personality factors and measurements are subjective clouding objectivity. However, when it is for developmental, learning or research purposes leaders are less likely to personalize measurements (Boyatzis, 2018).

Therefore, the literature gaps in EI definition and reliability have improved overtime and confidence levels are higher than before. This research study uses the definition of Singh and Aditi (2019) that says EI is the ability of an individual to recognize, understand and know their emotions, and be able to adjust and adapt those feelings and behaviour appropriately to suit the environment or the situation at hand using competencies and skills of EI.

For the purpose of this research study, an adaptation of Bradberry and Greaves (2009) EI competency model was used for the coaching sessions. The models were chosen because of their direct focus on self-awareness, self-management as important elements of understanding self and ultimately being the driver of understanding others and the environment or society, we live in. Therefore, for leaders to lead others, they would benefit from knowing and understanding their behaviour first (Bradberry & Greaves, 2012).

Bradberry and Greaves (2009) posit that EI has two competencies: personal and social competencies and four skills, namely, self-awareness, self-management/regulation, social awareness and relationship management). In addition, for social competencies there is frequent reference and use of motivation and empathy. An adaption of Bradberry and Greeves's (2009) Emotional Intelligence Model that includes empathy and motivation.

Figure 2.1 Emotional Intelligence Model



Source: Adaption EI model of Bradberry and Greaves (2009)

For business leaders to survive and compete successfully in the turbulent business environment such as the VUCA world they need EI skills and competencies to survive. The above model shows personal competencies skills of self-awareness and self-management or regulation, competency focuses more on the individual and their interaction with other allowing them to identify, understand and regulate their own emotions and those of others around them. Social competence skills are social awareness and relationship management which allows individuals to understand other people's behaviour, motives or moods to be able to improve relationships and lead effectively (Baba, 2020), as shown in Figure 2.1

Below are some descriptions in detail of the individual EI skills (Goleman, 2004; Hopkins, 2011; Goleman et al., 2013; Singh & Aditi, 2019) based on the literature reviews:

Personal competency: Self-awareness

It is explained as the awareness of self and the processing of one's emotions. Having a deep understanding of self being essential for self-actualization and operating excellently as an individual. A self-aware leader would be cognisant of their values, knowledge, strength and areas of development ((Goleman, 2004)) and have the ability to recognise self-emotions and the impact of such on others. Having a high propensity for self-reflection allows one to know and recognise their triggers for positive and negative emotions. It is said that the higher the self-awareness, the higher the ability of the individual to recognise their own strengths and areas of development. Being mindful enhances self-awareness skills, which leads to openness, attention and reflections of one's internal emotional experiences (Hopkins, 2011).

Personal competency: Self- Regulation or Management

Self-regulated leaders can manage their own emotions, manage the emotions of others and the situation during stressful times. They can manage impulses in order to express themselves appropriately, including the ability to remain appropriate in the face of other's irrational emotions. A leader that retains composure demonstrates emotional maturity, taking full responsibility and accountability of their actions. They do not shift the blame; they invest time in finding solutions (Goleman, 2004). Such leaders apply and show conscientiousness, adapt to rapid change whilst being creative and innovative in their problem solving (Singh & Aditi, 2019).

Social competency: Social Awareness

It is described as the ability to interact with others successfully. Managers and leaders are required to have good relations with their people; understanding the needs of others; and being service orientated instead of wanting to be served.

They set aside time to invest in building, managing and maintaining relationships. They are able to find common ground with other people (Goleman et al., 2013). A leader with a high EI uses a democratic system and methods to lead and influence their people in a humble and respectful way (Decker & Cangemi, 2018).

Social competency: Relationship management

This refers to relationships that managers and leaders develop, form and nurture with others whilst being able to understand, collaborate and influence those around them; and being able to resolve effectively conflicts that may arise from change or their leadership. It also includes leading and adapting to change whilst preserving healthy relationships with their followers (Goleman, 2004).

Being a leader comes with chronic stress for most people and, if it is not managed properly, the stress could impact the leader's ability to sustain effective performance and their emotions could affect the relationships they have with those around them. Emotional and social competencies have been said to increase the leaders' skills to effectively manage their emotions, react accordingly based on the situation, and when they are able to read other's emotions accurately it will then make it easy for them to lead effectively (Boyatzis et al., 2013). Practice and application of EI skills is imperative for leaders that want to be effective and achieve results through other people (Singh & Aditi, 2019). Moreover, because these leaders rely on others, such as team members, peers, project managers and subordinates, to achieve their goals and targets, building and nurturing relationships is paramount for them making that skill quite essential (Robbins, 2009).

Table 2.1 below shows the difference between managers and leaders in terms of responsibilities.

Table 2.1: Managers and Leaders Responsibilities

Leaders	Managers
Leaders are responsible for building and nurturing relationships within the organization and externally	Managers are responsible for building systems, processes and procedures for their teams
Leaders influence and coach others in the organization to see the vision from their point of view on behalf of the stakeholders	Managers take care of customer's needs, internal and external
Leaders are futuristic in their thinking, more lantern goals on behalf of the organization	Managers ensures that targets and goals are reached by teams within the organization
Leaders take risks on behalf of the organization	Managers manage risks and organizations resources
Leaders need to be innovative and constantly new ways of doing things and champion that change	Managers makes process and procedure work better by refining them over time whilst maintaining status quo

2.2.3 Management levels for the research study

The roles for leadership and management could be different, however, they need to complement each other. The concepts are inextricably intertwined even though scholars will have divergence of opinions on the topic for a long time (Nienaber, 2010). According to Holt and Marques (2012), managers' responsibilities or tasks include focusing on the day-to-day operations and implementation; and enforcing processes and guidelines, whereas leaders are more about influencing, guiding others and clarifying the organization's goal and objective to others.

For the TFR division just like many other organizations in the country or worldwide, the role of managers and leadership is to get the work done through other people. Organizations are social units and leaders are tasked to make decisions, allocate resources, direct and influence activities of teams and subordinates in order to achieve the goals and targets on behalf of the employer. TFR management levels for the research study shown in Table 1.1 are explained as follows; the first two categories (executive and senior managers) below are referred to as leadership in the organization playing the role of influencing and delegating to teams whilst the third

category, which is middle management are the ones that are tasked with driving teams within operations to achieve daily targets.

Table 2.2. Population profile

Description of Respondent	Number to be Sampled	Code Number
Executive managers	6	000E
Senior managers	12	000S
Middle managers	12	000M

Table 2.3 represents the population group in their different levels of employment and code assigned to each for the purpose of the research study.

2.2.4 ***Objective 1:*** *To explore the role of coaching and EI on the behaviour of leaders whilst operating and coping with the demands of the VUCA world.*

The objective of a leader is to keep the team together, ensuring that tasks are completed, projects are finalized successfully through other people. Which means that a leader must manage individuals within teams to ensure overall happiness and high team morale. Singh and Aditi (2019) say leaders must use their courage, intelligence, humanness and interpersonal skills to achieve such. Intelligence on its own results in rebelliousness, humanness on its own results in weakness, whilst dependence on their strength and courage might cause violence. Therefore, all the virtues need to be fused together for a leader to act appropriately and be aware of their emotions and the impact such have on others. According to (Sosik and Megerian ,1999; Moore, 2016), managers that are self-aware exhibit high levels of EI and are considered to be more effective in supervising and managing subordinates with or without pressure. Therefore, the use of Bradberry and Greaves (2009) model as illustrated in Figure 2.1 will assist in conscripting the research questionnaire to highlight coping measures of leaders when they employ EI in their daily routines in the world of business.

According to Boyatzis et al. (2013), emotions are contagious to a point where people in close proximity might offset their stresses to others in milliseconds starting a self-perpetual cycle. Therefore, when life happens it affects both personal and professional life experiences. The constant exposure to the VUCA (i.e., volatility, uncertainty, complexity, ambiguity) world, high pressure and rate-race life increases the stress levels of many leaders resulting in coaching becoming important practice for company executives and leaders (Moore, 2016).

EI has been an important topic in the business world for the last two decades where interpersonal skills are integral to 'effective leadership'. In most organizations, EI is used under the umbrella of terms such as soft skills, people skills and general employee short course training. It is therefore essential for leaders to have EI as a skill. A leader who remains calm and in control under pressure is likely to succeed than the one who shouts at their team members when under pressure (Singh & Aditi, 2019). Because EI can be learned from (Salovey & Mayer, 1990), some practical application and reasoning on EI and its competencies as demonstrated in Figure 2.1 can benefit managers, leaders and executives in a coaching set-up as a safe space for leaders.

Benefits for infused emotional intelligent coaching can include but not limited to the following for the leader:

i. Embracing change, encourage the spirit of change is possible mind-set and taking restorative actions;
ii. Enhancing self-awareness skills, nurturing relationships and empathy for relationship development and management;
iii. Learning from failure, overcoming the feeling of fear and developing trust in self again and managing negative experiences; and
iv. Overcoming and abandoning they're unprogressively thinking and feeling habits.

(Caruso & Salovey, 2004).

2.2.5 Effects of Coaching

Coaching journey begins with connecting and developing self which then awakens questions in leaders and the use of EI competencies, (Figure 2.1) and the GROW methodology during leadership coaching, encourages discovery and learning with possible change in behaviour and improvement of other skills such as communications and listening skills (Stout-Rostron, 2018).

Viskovich and De George-Walker (2019) say, when leaders receive or engage in Leadership Coaching as an intervention where the focus is their EI, they will get an opportunity to become aware of their challenge or problem, identify it, choose their preferred outcome, and dis-engage from problem-focused thinking to activating their strength for solutions and resources (Grant, 2011). Such will facilitate self-care, which requires integration of self-knowledge, mindfulness, empathy, self-reflection and self-compassion.

Furthermore, Viskovich and De George-Walker (2019) say it is important for individuals to engage in self-care as it increases their self-knowledge, self-awareness that, in turn, can protect or minimise damaging consequences such as distress, burnout and poor psychological health. Conversely, adequate self-care or self-mastery increases personal development, life satisfaction, mental and physical wellness and the ability to connect and form relationships with others. Furthermore, high self-reflection increases self-knowledge, insight, openness to experience, empathy and goal attainment which is highly desirable to have as a manager or an individual (Harrington, Loffredo & Perz, 2014). Adding EI onto professional coaching can enhance the both the coach and coachee' s experience due to focus on self-awareness, social dynamics, developing skills whilst creating sustainable change (Stillman et al., 2017).

2.2.6 Challenges experienced with Leadership Coaching

It has been recorded that Leadership Coaching is expensive in terms of cost and time. It requires regular intervals of the leaders' billable time, which has led to organizations starting to ask hard questions about ROI for them to justify the expenses. The biggest

challenge being that Leadership Coaching effects and experiences could be tangible and intangible, thus making the ROI request legitimate but somehow impractical. It therefore makes it difficult to show consistent financial gain due to coaching (De Meuse et al., 2019).

Lai and Palmer (2019) say that leaders have challenges in aligning personal goals with those of the organization when it comes to triangular contracting. Furthermore, external coaches are usually affected by internal politics. There are also confidentiality and trust issues because of the tri party alignments (Sejeli & Mansor, 2015). The matching of coach and coachee also must be convincing and comfortable for the client for a connection, which means there should be minimal power dynamics or contextual factors because the absence of such ensures rapport will be build easily between leaders and their coach.

2.2.7 Operating and coping in the VUCA world

Chawla and Lenka (2018) say leaders operating in the VUCA world constantly engage with uncertainty and are therefore required to be agile in their thinking, behaviour and actions. Being agile is one of the most sought-after leadership skills in the 21st century. Success of managers and leaders comes with their ability to adapt and change quickly, more especially in the VUCA world. Engaging with uncertainty requires high levels of agility, and most importantly these managers and leaders must be able to learn from their experience by self-reflecting and be able to apply those lessons in future to improve performance for self and teams (De Meuse, 2019).

2.2.8 ***Proposition 1: Coaching helps leaders to reflect on themselves and take accountability for their interactive manner***

Given the dynamics of the economic changes, organizations need leaders with agility to adapt and deliver for their shareholders and multiple stakeholders hence working with a coach assist them to introspect and become self-awareness while managing and processing vast information to make decisions within expected time frames (Millar, Groth & Mahon, 2018). According to Salovey and Mayer (1990), emotions arise in

response to an internal or external event which might be positive or negatively affecting the individual, however, emotions are adaptive with potential of leading to a change of personal or social interaction with others. Therefore, self-awareness is almost like a prerequisite for empathy. For a leader to understand the emotions of others, they must be able to understand and manage their own emotions. Being tuned into self, having good perceptions about others, and being a good judge of character (Goleman, 2004).

However, Lemisiou (2018), says when self-awareness is underdeveloped as the heart of EI the individuals may not be able to distinguish their emotions accurately might have a bearing on their working relationships and their problem solving skills, impacting negatively on their job performance. Furthermore, Goleman (2004) had confirmed that when there is self-determination to work and improve self; leaders prevail amongst obstacles or challenges leaders. It is about having a learning spirit within. Leaders need to be on their journey of personal development and increase their speed of growth and awareness. Leaders must be open to learning, be curious and such comes from within. Ability to self-motivate and meet challenges of constant changes (McKee et al., 2009). However, Boyatzis (2018) acknowledges the emerging conflicts and critics on measures of EI in relation to predicting leadership and management effectiveness, employee engagement and organizational culture. They further say that when behaviour is added to EI the concept could relate to work, personality traits and general life outcomes.

Since it has been established that leadership Coaching as an experiential goal-oriented action learning conversation focuses on a leader or executive as a person with the aim of guiding them in solving the challenges they are faced within their work environment. Much of the effect of coaching as an intervention on individuals was recorded by Lemisiou's (2018) research, where individuals with a developed or mature EI in the working environment were able to realize the power they had within themselves to transform and change self and situation to be more effective. Upon experiencing challenges, these individuals were able to come up with solutions for the obstacle and then share the successful methods with others.

Moreover, when there is a good relationship between the coach and the coachee and rapport has been established and the coachee feels supported and trust levels are deep, the client feels safe and becomes receptive to personal growth and behaviour change (Stout-Rostron, 2018). Other studies have proven that there is a positive relationship on improved job performance and effectiveness of the leader on multiple perspectives such as self, peers, subordinates, Human Resource managers and other stakeholders linked to Executive Coaching (Theeboom, Beersma & van Vianen, 2014). Furthermore, when leaders get used to looking within first, they will manage themselves first, behave accordingly to solve or manage a situation. Being able to understand their whole-self raises their self-understanding which proves their ability to navigate the world around them with a broader understanding, opening up choices, maximizing their ability and capabilities (Allison & Whybrow, 2007).

2.2.9 ***Objective 2:*** *To explore the relation between emotional intelligence and leadership effectiveness after coaching.*

Emotional intelligence plays a major role in leadership effectiveness (Dabke, 2016). The leaders originate from diverse backgrounds and are expected to lead, interact and manage employees of different ethnic groups, different generations, culture and backgrounds as well therefore, despite their IQ, professional development training they need EI to be efficient in their roles (Vann, Sparks & Baker, 2017). Consequently, leadership that can obtain psychological capital with diverse groups of people will need to have a high EI (Sarwar, Nadeem & Aftab, 2017).

Leaders are deemed effective when they manage to influence their followers to perform their roles with positive organizational outcomes (Edelman & van Knippenberg, 2018). Effective leaders have key traits in common in their character, personality and behaviours that predicts effective leadership. However, transforming behaviour from the leader motivates and encourages subordinates and team members is significant (Singh & Aditi, 2019). Ineffective leaders have a negative impact on subordinates and everyone around them that ultimately affects the organizational performance. Goleman (2006) says ineffective leadership results from personal

turmoil. Their priority is their needs over that of the organization and teams and that contrast successful leadership (Aboyassin & Abood, 2013). It then becomes important for the leaders to understand their own abilities, EI levels and perception of self-leadership strategies in order to influence others, solve problems and identify opportunities within the organization as EI becomes the mediator of the relationship they have with their diverse community (Vann et al., 2017). Thus, leaders with high EI are solution driven and apply emotional resources to access social support in their communication and interacting with those around them consequently reducing the risk of failure (Gong, Chen & Wang, 2019).

As a result, EI has become one of the hot topics for HC (human capital) and business leaders for the last two decades. It apparently gives managers and leaders competitive edge, the more developed it is the more brilliant the leader becomes (Singh & Aditi, 2019). Seeing that Leadership Coaching involves a high degree of reflective practices and can help leaders become aware of their strengths and weakness, which the coach can help them to shift from one level of effectiveness to another. It then becomes the right intervention helping leaders through that change they need to make (Trujillo, 2018)

2.2.10 Self-Awareness is an Influencer to Behaviour Change

According to Nel and Pienaar (2017), self-awareness is having a conscious knowledge about self. Individuals engage in self-awareness for personal growth or to gain knowledge about self. High self-awareness assists individuals to adjust to their environment. It then means that Leaders need to have a clear understanding of self and behaviour if they are to change their behaviour.

Self-awareness is seen as a critical element of personal success and those individuals that are open to learning and open to feedback can enhance and develop their self-awareness. Feedback is said to be one of the effective tools to promote self-awareness in people and can be used to modify behaviour. Leaders that are mature

emotionally are most likely to be open to feedback (Nel & Pienaar, 2017). Lack of feedback in people leads to blind spots. Leaders who struggle to self-transform will struggle to transform teams or the organization they are leading as the organizational change is not separate from the individual. The more accurate one is about self-perception the greater the chance of self-transformation (Nel & Pienaar, 2017).

2.2.11 **Proposition 2***: Responsibilities of leaders requires them to have elevated levels of EI to lead effectively.*

According to Goleman (1998), emotionally intelligent leaders grow the ability to understand and accept themselves, but more importantly they understand how their emotions and actions affect other people. The recognition of EI and its importance in the working place emerged in the millennium era. Furthermore, Stillman et al. (2017), citing Moore (2016), say that, for leaders to be able to respond appropriately to changing realities of the 21st century workforce and be able to increase their capacity, they must be willing to be open and flexible in their thinking, being and doing.

Moore (2016) says coaching has direct influence on the character of the individual and the same character has direct and indirect influence on the motivation levels of leaders to be trained; and level of learning eagerness to transfer skills or learning, which ultimately influences the job performance of that leader. It is therefore important for the leaders' readiness and embracement of coaching be evaluated (Bozer, Joo & Santora, 2015). Hence, Elfenbein, Druskat, Sala and Mount (2005) say 87% of successful changes in people's behaviours is due to the use of EI. It is therefore important to promote EI learning and skills as illustrated in Figure 2.1 for leaders and employees. This is because EI and other trainings, such as Communications Skills or People Management, are no longer a 'nice to have', but rather fundamental as they have become the cornerstone of leadership within organizations to transform behaviours, culture and preparing younger leaders for the future leadership roles (Decker & Cangemi, 2018).

2.2 Conclusion of literature review

Perhaps emotions have no place at work, however, most leaders do use emotions to achieve their goals: be it fear, empty promises or political savviness; they play the game with or without much consideration of the impact; and effect to those around them. Work gets done and results are achieved using a type of emotions. Some are more successful than the others, some could even be considered effective by most people. Is there a possibility that Leadership Coaching could increase levels of EI to create insight, better connection and purpose within leaders for the benefit of those around them? (Caruso & Salovey, 2004;Hughes, Thompson, & Terrel, 2009; Goleman & Boyatzis, 2017; Lemisiou 2018). Since all aspects and competencies of EI can be developed and improved by leaders and individuals with an open learning mind, the coaching space would be considered the best opportunity to explore and test the possibilities.

CHAPTER 3. RESEARCH METHODOLOGY

3.1 Introduction

This section of the report outlines the overview of the methodology used to test the prepositions that arose from the literature review. The methodology addressed the steps taken for the procedure and processes following qualitative research principles. The discussions in the chapter included the approach taken, design of the research, sampling approach and description of instruments used for data collection and how such were collected and analysed. The chapter concludes by discussing trustworthiness of the research and ethical considerations.

3.2 Research approach

The study was a case study, which because of its vagueness is referred to as a methodology and a method (Harrison et al., 2017) therefore, Case study methodology encourages the use of both qualitative and quantitative methods and the study design has multiple sources (Merriam, 1998; Stake, 1995; Steward, 2014; Yin, 2014; Harrison et al., 2017). Therefore, in the effort to explore the role of coaching among managers and leaders in a South African rail company a qualitative orientation was taken to gather information from the different lenses of the leaders in real time, at their natural occurring context, which creates a difference (Rashid et al., 2019) with data collection that included qualitative and quantitative data collection method (Harrison et al., 2017).

3.3 Research design

The design for the case study is qualitative methodology since the research is about the lived experiences that participants have gone through (van Zyl, 2014). In addition, the aim is to share rich holistic accounts that demonstrate the leader's understanding of the role of coaching (Harrison et al., 2017). A case study involves conducting interviews with chosen individuals, permitting personal description where information could be overly supplied or not (Creswell & Creswell, 2017). The participants' behaviours and conditions of their surroundings are of paramount interest to the researcher and the subjective view and their coaching experiences and impact. The

uniqueness sets the cases apart from others (van Zyl, 2014). With this case study, the researcher aimed to gather information from the different lenses of the leaders in real time, at their natural occurring context which created a difference (Rashid, Rashid, Warraich, Sabir & Waseem, 2019). The chosen subject of coaching with EI involved underlying humanistic behaviours and qualitative methodology seemed to be the appropriate method to be used as it explored the process of human behaviour in a social, political and cultural context (Killam, 2013). Perceived advantages of choosing qualitative methodology regarding this research topic include; being able to conduct face-to-face interviews allowed the researcher to capture unspoken language of the participants in a form of attitude and body language. The method also allowed capturing of context setting, which aided with clarity and explanations that numbers or quantitative methods were not able to capture (Steward, 2014).

Qualitative method allows testing of objective theory, describing and evaluating the different stories shared by the participants, hence it is the chosen approach for this particular research (Creswell & Creswell, 2017). It allows scientific exploration to the documented questions surrounding coaching and EI whilst working with participants. Qualitative method permits the worldview of the population of interest, which is important to highlight because the aim is to explore the effectiveness of coaching in their particular context (van Zyl, 2014) and, in this case, a Freight Rail Division in the public sector of a South African organization. Also, because the interview process allowed open-ended questions, the researcher was able to adapt and manage how they approached the topic, with flexibility ensuring quality responses from the participants. With follow-up questions and rephrasing, there was freedom for the researcher to dig deep and investigate further without necessarily moving away from the structured questions (van Zyl, 2014).

The method has its own disadvantages which includes but not limited to the following; the chosen population was not large which made sampling a concern because there must be a true reflection of the whole population. The population came from the Human Resource office as they were the custodian of the coaching programme. Therefore, there was a concern of them being biased when producing the list for

ensuring a high probability of their desired outcome. There was also a disadvantage of the researcher being employed by the organization; something which might have been self-selection biased as compared to where it is just a random selection. And, lastly, when questions were asked properly with qualitative methodology they were of great benefit and the valuable information could be gained for the research. However, if they are not asked properly it becomes a missed opportunity for the research (Van Zyl, 2014).

The researcher's assumptions were that all participants would be willing to share documentation as proof that showed that they had been coached at the stipulated times and for the duration specified. The second assumption was that the Human Resource office would easily share information on all leadership development programmes that offered leadership coaching from 2016-2019 and details of all managers that went through such intervention as it was approved and organised by the organization and that there would be enough population size to draw a sample from.

3.4 Data collection methods

The plan was to have face-to-face in-depth interviews with managers using open-ended structured interview questionnaires whilst recording them where permission was granted. The population of the managers included executives, senior and middle management. The research was open to all genders, managers had direct subordinates or indirect if working as a specialist.

A request was made to the Human Resource office to supply the list of managers that received coaching. Schedules were drawn up; appointments were made and confirmed with the managers. Managers were contacted through emails for suitable dates depending on their availability. The interview guide, consent forms and permission to record forms were printed with extra copies prior to the interviews as part of the data collection tools. An audio recorder was made ready and available for usage.

3.4.1 The case site

The research case study took place at a rail organization in South Africa. Transnet Freight Rail (TFR) is a division of that rail organization. The division had implemented Leadership Coaching since 2014 for different levels of management, thus directly contracting professional and Executive Coaches, and also through leadership and development programmes. This was to assist them with personal and professional development in an attempt for them to improve their behaviour and people management, whilst implementing and meeting the business objectives. Then leaders were from different business units and departments, managing different teams around the country.

The organization and TFR division specifically have invested resources in Leadership Coaching as part of Leadership Development Programmes. However, they have not conducted research to investigate the role of coaching on the emotional intelligence competencies, which was of concern at first, thus instigating the implementation of Leadership Coaching to improve their leadership style.

Table 3.1 Data collection planned timelines

Timeline for data collection	
Interviews	August-September 2020

3.5 Population and sample

The population sample of the case study included male and female managers that were permanently employed by freight rail organization. These managers had received coaching for six months or more as a leadership intervention to advance their behaviour competencies for better-quality results and performance. The coaching intervention had occurred between January 2017-December 2020, and the employment levels of the managers was middle, senior or executive management. Excluded in the population were managers and leaders that were coached for less

than 6 months and before 2017 as it might be difficult for them to remember data accurately from that far back.

3.5.1 Population

Executive, senior and middle managers employed by Freight Rail Division, an organization in the public sector of South Africa.

Table 3.2: Summary of proposed population

Requirements	Description
Target Population	12 Managers, 12 Senior Managers & 6 Executive Managers
Geographical Area	Gauteng
Planned Number	30
Qualifier	Coached for a minimum of 6 months
Source of Data	HC Talent Department database

3.5.2 Sampling method

The Purposive Sampling tool can be used in both qualitative and quantitative research. It has inherent biases, however, and those could be used efficiently whilst its contribution to data collection stays robust when tested against random probability sampling. It is best suited because the leaders have the best knowledge as they have received coaching first-hand (Regoli, 2019). The sampling technique is also called judgement sampling. The method is deliberate in its approach targeting in- format which or who have qualities that the research is after. It therefore seemed the right choice for the role of coaching with EI at the Freight Rail Division as the research is deliberately seeking data from specific individuals within the organization (Tongco, 2007).

Table 3.3. Profile of Respondents

Description of Respondent	Number to be Sampled	Code Number
Executive managers	8	000E
Senior managers	14	000S
Middle managers	8	000M

The table above explains the profiles population sample in terms of the codes given to them per management level as reference for the research and the quantity.

3.5.2.1 Actual numbers of respondents

Following Purposive Sampling description or process, a list was collected from the talent and leadership office with the names of managers and leaders that have received coaching in the required years. Leaders were called (42 were called) first to check if they are interested in participating in the research. Those that responded positively were emailed (28 were emailed) consent forms and those that signed and sent back forms (17 responded positively) were emailed self-assessment questionnaires. Only 16 completed the self-assessment and 15 were available and they were interviewed.

3.6 The research instrument

Interview guide was the chosen instrument for this research allowed open-ended questions allowing in-depth information to be collected, furthermore it allows participants to express their opinions and experiences while the researcher observes behaviour (Van Zyl, 2014) . The interview questionnaire or guide was used to collect data from the participants. The Interview guide had twenty-five standard and semi-structured questions. They consist of demographic and three themes questions consisting of Leadership Coaching questions, EI questions and, lastly, the effectiveness of coaching as an intervention.

The questions were semi-structured, which allowed complex and rich discussion with the participants. The guide was tested on peers before the actual research determining the duration and clarity of questions being asked. Consistency of how questions were asked was also checked and practised.

Once the comments were received from the pilot run, the guide was then adjusted accordingly and tried again. All documents were proofread, and the duration of completion was tested once more. The interview guide was deemed ready for the participants when the questions were deemed clear, direct to the point and easy to answer.

Opdenakker (2006) says advantages of face-to-face interviews are social cues depending on the nature of information one wants to obtain. Face-to-face allows the interviewer a chance to notice the body language and facial expression as the conversation goes. Face-to-face can also save time as questions are asked and the response comes immediately, however, that is depending on location because if travel was involved, then the downside is time spent on travelling and the cost associated with it. Another disadvantage could be multitasking in terms of listening, writing notes and making sense of what has been said. Virtual interviews have the advantage of accessing a wide geographical area, practically around the globe, though online emotions might be misinterpreted and/or instruments might not record the conversation.

3.7 Procedure for data collection

A list containing names of managers that had received coaching as an intervention was asked from the Human Resource – Talent & Leadership Development office by the researcher. The leaders were phoned individually and asked if they wanted to be part of a case study, the telephone calls were backed up by an email confirming the discussion.

Calendar meetings requests were sent to managers that responded positively; with 3 possible dates for them to choose from. Confirmed dates were logged in a separate spreadsheet as a working tool. Reminders were set and sent out to managers 2 days before the actual date. Working documents were printed in duplicates beforehand for each scheduled interview. The condition of the recorder was checked for readiness. Access to the Microsoft teams was checked with all participants before interviews as all interviews changed from physical meetings to online due to Covid19 restrictions and working from home that was implemented by most organizations in South Africa. A checklist was developed and checked each time before the actual data collection.

3.8 Data analysis and interpretation

Thematic Analysis was used as the chosen method because it allowed analysis of words, word repetition, keywords and words – in contexts; comparing during careful reading of larger blocks of words. Open coding was used to label, compare and categories data. Further on, selective coding was employed to select core categories. Codes were created from data that with same point of reference or similar descriptions and interpretation. Themes and sub-themes emerged conveying meaning and social reality from data that had same point of reference (Vaismoradi, Jones, Turunen & Snelgrove, 2016). The method also puts emphasis on intentional analysis of metaphors and connectors as part of linguistic features. The method allows formal and informal analysis which was safe for this research as we are not sure what will come out of data analysis. And, lastly, the method has indigenous categories, which fits in with the chosen research case as the managers at the freight rail have their own slang or lingo that is used internally (Ryan & Bernard, 2000).

According to (Ryan and Bernard, 2000 ; Tongco ,2007) word connectors assist in identifying phrases that are used to indicate relationships between or amongst the other things. Based on this statement, words that leaders use in regard to coach and EI in their own business language or jargon are picked and during the analysing are each interpreted into a meaning that helps the researcher to build up assumptions that are of a true reflection.

3.9 Limitations of the study

- The researcher is employed by the organization of interest; namely, TFR, and there was a risk that the leaders would not be comfortable and respond truthfully.
- The researcher's own biases towards leadership coaching within the organization.
- The sample size for the case study was of concern as some leaders could have resigned and left the organization.

- Some leaders could have been coached prior 2017.
- Executive managers might not have the time to participate in the interviews.
- Population or sampling profile is of a concern as the managers profiles vary to a certain extent.
- The data intended for use were from 2017-2020, however, the assumptions of the case study would be made currently.

3.10 Trustworthiness

The concept of trustworthiness is normally used for qualitative research to address validity and reliability to ensure that the process is vigorous enough (Elo et al., 2014). Trustworthiness is a crucial aspect when ensuring reliability of qualitative research. Seale (1999) says trustworthiness lies at the heart of the issues being discussed conventionally. The components of trustworthiness include transferability, dependability, credibility and conformability are outlined and discussed next in relation to this study. The researcher ensured that all trustworthy elements were followed by double checking and following procedure.

3.10.1 Transferability

Clonts (1992) and Seale (1999) endorse the concept of dependability in qualitative research with consistency and reliability where the steps of the research are verified by examining raw data. For this research, the researcher ensured that data collected, was verified and recorded accordingly with the aim of improving dependability of the research. To increase credibility of the study findings, a peer could be invited to act as an observer in some interviews and that would serve as a double method. However, the challenge would be that they might not be available each time and that they are not the primary researcher. The conditions of lockdown and South African regulations for Covid19 changed the planning and as such observation did not take place. All steps were double checked to ensure credibility and that steps are clear and possible to be transferred and repeated in another setting (Elo et al., 2014).

3.10.2 Credibility

Credibility in qualitative analysis refers to truth in the research findings, confidence in the information provided (Elo et al., 2014). For this research, from the initial process, each step was double checked to ensure that findings represent reasonable and probable information drawn from the participants.

3.10.3 Dependability

This refers to stability of data over time and under different conditions for procedures such as data collection and sampling strategy (Elo et al., 2014). For this research, dependability was ensured with processes such as Purposive Sampling, by checking that all leaders meet the requirements, secondly by ensuring that the interviewer guarded against their biases during interviews to avoid pushing respondents to respond their way. There was no invention or creativity with data, and that ensured methods and procedures were appropriate and reliable. As an example, the sampling and data collection could be re-created with ease.

3.10.4 Conformability

For the purpose of qualitative research, it refers to objectivity between two or more people about the meaning and accuracy of the data analysed (Elo et al., 2014) . It was ensured that information that was interpreted represented the data supplied or given. Categories, subcategories and codes were used to ensure reliability. It should, however, be noted that only 1 person, the researcher, analysed the data.

3.11 Ethical considerations

The aim was to ensure that ethical principles were maintained throughout the case study. The participants were treated with dignity and respect by the researcher ensuring that they walked away with a positive experience from the whole process. The Wits Business School (WBS) research guidelines were followed and adhered to:

Protection from harm

All participants were protected and not subjected to any physical or psychological harm during the research process.

Maintenance of privacy

Content collected for the research remained anonymous. No other person other than the principal researcher or investigator had access to the material being used. All information and documents were protected.

Coercion

No participants were forced to partake in the case study; they had the freedom to choose to leave the study at any point. The option to exit the study was made very clear to all managers.

Informed Consent

Consent forms were drawn up explaining the process for all leaders, therefore, all leaders understood before the activities started. Participants were asked to give consent to participate through completing and signing of a form.

Confidentiality

All information shared during the interview or at any stage of the process was to be kept in strict confidence, data from the managers were to be protected (van Zyl, 2014).

Table 3.4. Consistency Table: Research Objectives, Propositions, Data Collection and Data Analysis

RO #	State Research Objective	Prop #	State Proposition	Data collection detail	Data analysis method
1	To explore role of coaching on managers and leaders whilst operating and coping with the demands of the VUCA world	1	Coaching helps managers and leaders to reflect on themselves, take accountability of their actions	Interview Guide questions-Coaching questions	Thematic Analysis
2	To explore the relation between emotional intelligence and leadership effectiveness after coaching.	2	Responsibilities of Leaders requires them to have elevated levels of EI for successful Interaction with employees.	Interview Guide questions-EI questions	Thematic Analysis

CHAPTER 4. PRESENTATION OF FINDINGS

4.1 Introduction

Chapter 4 presents the findings of the study in both tabular and the descriptive forms. Data were screened to check for missing values and inaccurate entries prior to analysis. The findings for the objectives that emerged from the study are outlined and discussed in this chapter.

The purpose of this case study was to explore the role of coaching, on senior leadership at a freight rail company in South African. The interview data were collected from a population of fifteen male and female managers that were permanently employed by freight rail organization. These leaders had received coaching for 6 months and more as part of a leadership intervention programme. The coaching intervention had occurred between January 2017-December 2020, and the employment levels of the managers included middle, senior and executive management. Leaders were interviewed for 35-45 minutes per participants.

4.2 Demographic profile of respondents

The profiles of the respondents are represented in age, gender and management levels below. In total, 15 managers within the freight rail organization participated in the study. The initial plan in Chapter 3 was to have 30 managers participating, however, due to the changes that were brought by Covid19, only 15 managers were accessible for the Case Study and were interviewed.

4.2.1 Age and gender of participants

A total of 15 leaders were interviewed with the following results.

Figure 4.1: Representation of Participants' Gender

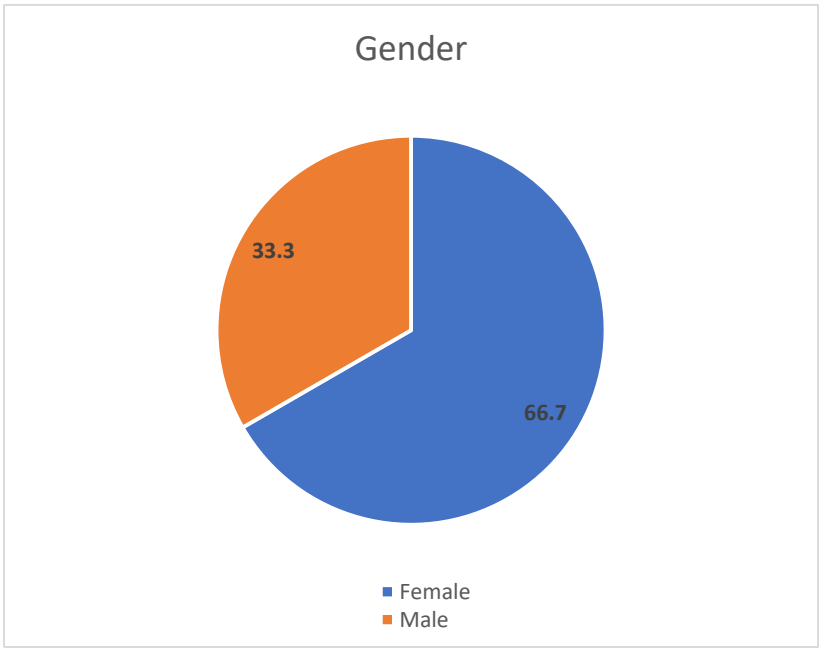
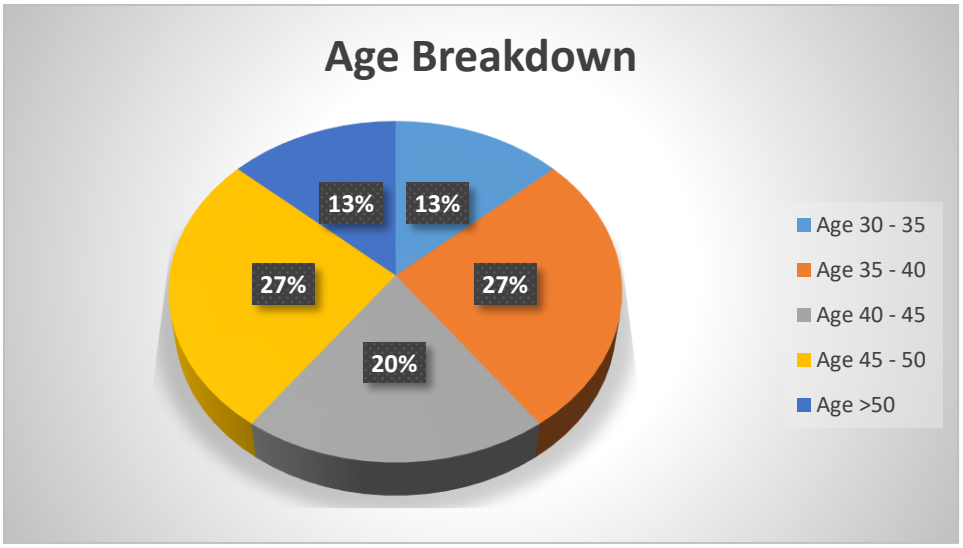


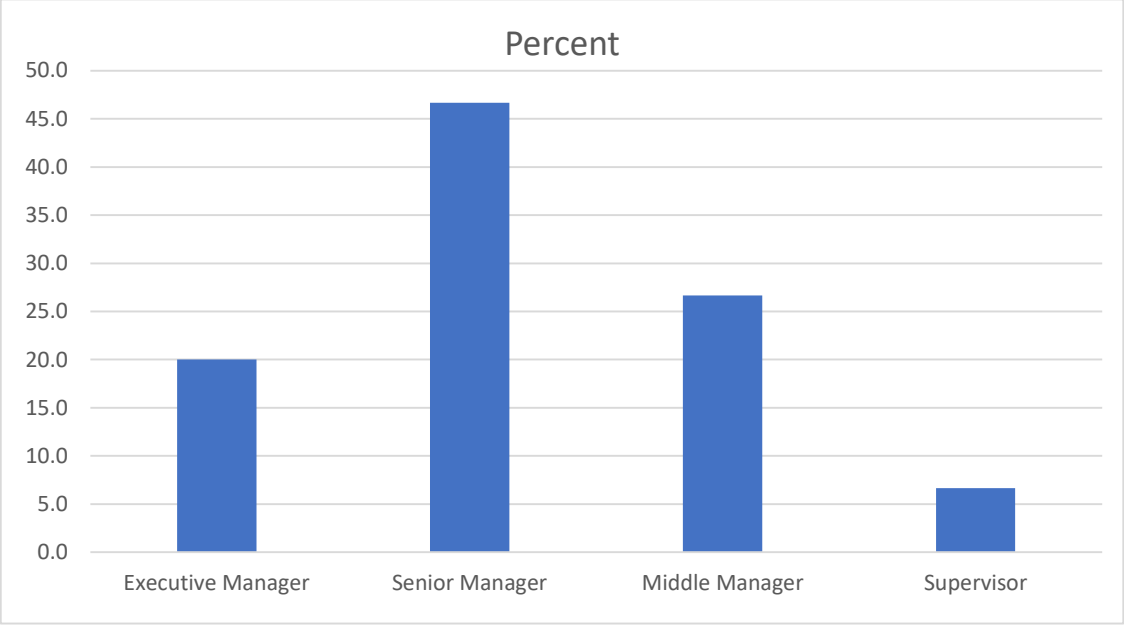
Figure 4.2: Represent of Participants' Age



The findings show that most of our respondents were between the ages of 40-50 years, making up 53,3% of the study and the least representation comes from the age group of 51-60 years at 13,3%.

4.2.2 Management levels

Figure 4.3 Representation of Participants' Management Levels

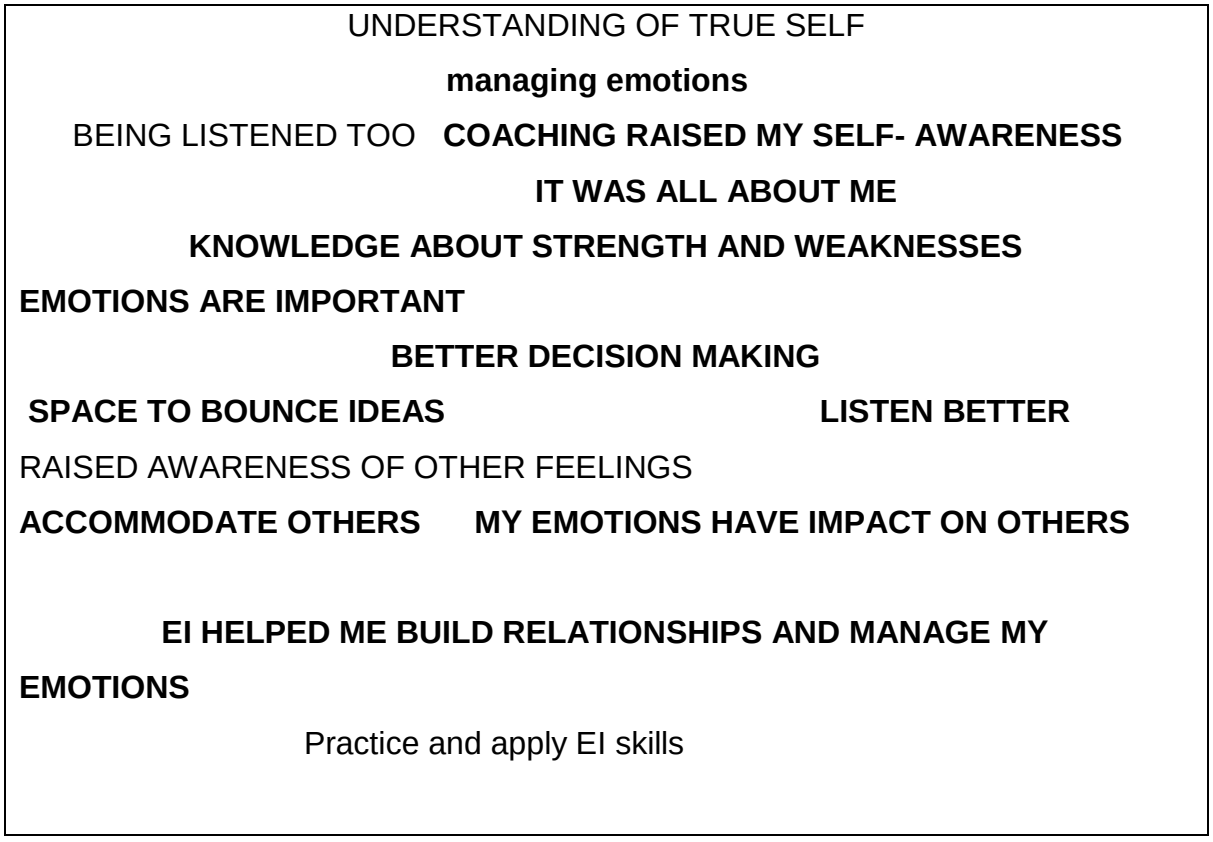


The results above show that of the population of 15 leaders, 53,33% participation was from senior managers, with 75% of them being female. Twenty percent (20%) of executive management also participated, with 67% being male. The last category of middle management made up 26,66% of the respondents where 75% was females. According to Holt and Marques (2012), good managers should be able to raise up and lead others when expected, whilst good leaders should have the experience and skills of managing when the need arises as well.

4.3 Results pertaining to Proposition 1: Coaching helps leaders to reflect on themselves and take accountability of their interactive manner

Figure 4.4. Illustration of the Frequencies Key Words Used by Respondents during Interviews When Describing How They Felt About Coaching and Its Impacts

The study case was built on the concept of coaching and EI as leadership-development tools. Therefore, their feelings and perceptions about coaching were the first question posted to them during the interview and the results below indicate sentiments shared; regarding coaching and how it affected them or how it made them feel. Only keywords were used to illustrate their feelings.



The quotes above are an overall positive experience about coaching experienced and expressed by the managers and leaders. The participants expressed their feelings and the quotes above is an indication of the importance of the feelings they had about coaching. Font size and shades bear no significance, but rather were used for demonstration purposes only.

4.4 Results pertaining to Proposition 2: Responsibilities of leaders requires them to have elevated levels of EI to lead efficiently

Ninety-three-point thirty-three percent (93.33%) of the leaders (three 000E code, seven 000S code and three 000M code) experienced positive results when they deliberately applied EI skills in all their interactions at the workplace and personal space. The remaining percentage (viz., 6.7%) was one participant (viz., 000S-code), saying they are applying the skill however, they are not experiencing any difference, one participant (viz., 000M code) electing not to apply the learned skill and the other (viz., 000M - code) completed their Leadership Coaching sessions however, did not found the intervention useful, limited to zero learning and therefore they are not practicing the skill.

4.5 Summary of the results

The results displayed in this chapter are results derived from data collected from 15 managers working for the South African Freight Rail Division. Sixty-six-point sixty-six percent (66,66%) of the respondents was female whilst 33,33% was male. The data displayed that most were females with popular age being 41-50. Data also show us that, in terms of their management levels, the highest respondents were senior managers at 53,33% followed by an equal finish between executive and middle management managers at 20% each.

4.6.1 Comparison of Literature Review and Own Findings

Table 4.1 Comparison of Literature Review and Findings

The table below shows comparison between literature review and own findings.

RQ #	**State Research Objective**	**Prop**	**State Proposition** (literature review response to RQ)	**Findings from own study**
1	To explore the role of coaching on managers and leaders whilst operating and coping with the demands of the VUCA world.	1	Coaching helps leaders to reflect on themselves, take accountability of their behaviour.	Leaders believe coaching was effective and it positively impacted them. Their behaviour traits have changed or improved for the better.
2	To explore the relation between EI and leadership effectiveness after coaching.	2	Responsibilities of leaders require them to have elevated levels of EI to lead effectively.	Literature review supported, EI competencies when well-developed and practised assist leaders to understand self and understand teams and people around them.

CHAPTER 5. DISCUSSION OF THE FINDINGS

5.1. Introduction

The chapter is a discussion of the results presented in a form of discussion which integrates literature review to try and draw meaningful insights from the participants understanding of how they perceived effectiveness of coaching with EI. The discussion covers the demographic profile of the participants, followed by the outcome of the propositions and the interpretation of the results. Themes identified for each objective are supported using keywords, words analysed, words repeated, and words used in contexts from the participants or (respondents) who are assigned codes 1-15 ensuring anonymity. The themes identified are discussed alongside literature.

5.2. Demographic profile of respondents

5.2.1 Age and gender of participants

In terms of gender, there were more female respondents than males with the split of 67% versus 33%. According to Cabello, Sorrel, Fernández-Pinto, Extremera and Fernández-Berrocal (2016), gender and age have a significant influence on the ability of EI, however, the effects are small. Furthermore, they say gender is a more contributing factor then age when perceiving emotions. Their findings are inconsistent with those of Meshkat and Nejati (2017), as their study concluded that there is no real significant difference between genders regarding EI score, females just tend to score higher in competencies such as self-awareness, interpersonal relationship than their counterpart. The case study findings show that, despite gender or age, 93,33% of managers indicated that EI is important to them both personally and at work as it helps them to manage their emotions, and a further 7% is aware of the impact of their emotions on other people around them.

5.2.2 Management Levels

The findings reveal that 46.66% of managers (at different levels of management) believes that coaching and EI helps them to manage others better; whilst others

indicated that their management style or interaction with teams, subordinates and others in general has been positively influenced by coaching effectiveness on their EI. It was a concern that the pool of coached leaders was not big enough, hence the mixture of different employment levels and stretching of the different years when they were coached so as to create a diverse sample for saturation not to have been reached too quickly. The planned number for the case study was 30 because there was a limited number of individuals from whom data could be collected and their availability proved to be a challenge as well. The sampling method that was followed was purposive to yield fresh in-depth information from each participant (Vasileiou, Barnett, Thorpe & Young, 2018).

5.3 Discussions pertaining to Proposition 1: Coaching helps managers and leaders to reflect on themselves and take accountability of their behaviour

5.3.1 Effects of coaching

The leaders shared what came up for them during their Leadership Coaching regarding how they were feeling about coaching, their emotions and being a leader at work; their response to the interview question were captured below:

> *Coaching assisted us with being very aware of our emotions, the meaning of such emotions and where they are coming from.*
>
> - **8 Respondents**

> *Coaching helped me to acknowledge my strengths and weakness.*
>
> – **6 Respondents**

> *The nice thing about the coaching space, it was all about me.*
>
> - **5 Respondents**

> *Coaching gave me the space to bounce ideas.*
>
> - **4 Respondents**

> *Coaching created space for me to know my true self.*
>
> - **8 Respondents**

The sentiments of managers and leaders are supported by Eurich (2018) saying that**,** when people are clear on their emotions**,** they are more confident, they communicate

effectively, and their decisions are sound and ultimately build better relationships. Managers and leaders also agree that coaching was effective and that they have learned and gained practical skills to use at work and personal space and have helped them solve their own problems, thus improving relationships with others. They also now perceive coaching in a positive manner. These findings are further supported by Lemisiou (2018) when saying that, when people are emotionally mature, they realize that they have the power within themselves to transform their working environment and make it more effective. They can come up with their own solutions to obstacles they face within the organization and share those solutions with other members of the team.

Reflections in coaching help the client to gain new insight or discover new things by replaying an event that has passed in order to learn from that experience and move forward. Masaviru (2016) says that, during coaching, there is a possibility of layers peeling off when self-disclosure occurs, boundaries are permeated and rewards versus costs are considered. Information starts flowing freely, superficial layers are peeled-off and the core personality of individuals comes to the fore. During coaching, when a good rapport has been formed and there is a bond and great connection forming between the coach and the coachee, then self-disclosure occurs.

The role of the coach is to steer the discussion towards solution finding, focusing specifically on the strength of the client for them to ultimately function optimally. When managers and leaders feel comfortable and safe within the coaching relationship, they open about personal life, dreams, fears and aspirations, thus shedding off layers that have been protectively hiding the real self. The coach must be able to offer a sense of security and trust to encourage their client to feel free and trust the process (Lemisiou, 2018).

The literature review is supported by the finding when managers and leaders shared the following regarding value of coaching and EI:

> *It helped me to not be swayed by things that are not core to my values, encouraged me to understand myself and deal with my anger, I learned to*

listen better, and interpret before acting. I learned to check with myself all the time before deciding. I learned to deal with issues without hurting others. Coaching harnessed my EI levels.

-**Respondent 14**

EI is important because I have direct reports, we are all different and must be appreciated in that manner. The difference in teams and individuals, taking accountability and appreciation of the differences. It is critical, one must learn the skills and coaching made it possible and develop her EI.

- **Respondent 1**

5.3.2 Perceived challenges experienced with coaching

Table 5.1 Illustration of the Challenges that the Respondents Felt and Experienced about Coaching at the Beginning of Their Journey

Initially, most managers and leaders experienced some challenge with Leadership Coaching, most managed to overcome their challenges and for others it was not feelings they could let go off that easy. Below are sentiments shared about the challenges they experienced around coaching.

PARTICIPANT	QUOTE
R 4	I hated having to feel vulnerable with a stranger, I did not like dealing with issues I have chosen to avoid.
R 2	I did not like that I had to come up with my own solutions to my challenges.
R 5	I was uncomfortable with the fact that the coach shared or give feedback of our session with my Line Manager.
R 9	I have trust issues with the internal coaching system, coach was referred and paid for by the organization.
R 8	Having discussions that were tapping into my personal space and the number of coaching sessions allocated per manager.
R 12	Number of sessions allocated were not enough.
R 11	Realizing things, they did not like about themselves and having to discuss them.
R 6	Conversations were deeper and uncomfortable.
R 15	Discussing work politics wasted time that could have been spent on personal development.
R 7	Confronting their past before moving forward.
R 13	The limited number of sessions (10 per manager) made me anxious knowing the coaching will come to an end.

From the above quotes of the participants there were several common discomforts that were expressed which, perhaps the organization might want to consider. The limited time allocated for coaching (10 sessions) for each leader was experienced as not being sufficient even though leaders understand that it is due to cost; issues of trust between the client and the coaches is a uneasiness to some leaders because they are hired and referred to leaders by the organization even though the confidentiality has been promised and reiterated, some leaders believe the coaches will be loyal to whomever employed them; and, lastly, the leaders feeling uncomfortable with being vulnerable in the coaching sessions, as the feeling is new to them in that setting.

According to Schalk and Landeta (2017), the success and viability of internal coaching or what is perceived as internal coaching by employees because the organization arranges and pays for it depends on high levels of trust and confidentiality. Both the coach and the coachees must feel the trust and offer trust because, should the opposite be in place, then the objective of coaching will be compromised. They further explain that in an organization where there are insufficient trust levels and the confidentiality of the process is not doubted, managers and leaders' behaviours need to be re-orientated for the coaching intervention to be successful.

Furthermore, for economic reasons, the ideal and sustainable solution would be for leaders that have received Executive Coaching first to be trained to coach others. In that way, a coaching culture would be created within the organization and it would reduce the restriction on the number of sessions allowed per individual or which level of management receives coaching (Schalk & Landeta, 2017).

5.3.3 Operating the VUCA world

The managers and leaders learned through reflections of the structured conversations they were having and made the decision to adjust their behaviour. This welcoming of the change can be seen or be linked to agile behaviour whereby people choose a

mind-set of taking ownership to improve and be better for the sake of those around them (Rigby, Sutherland & Noble, 2018).

Supporting the literature review above are the statements of the respondents when they were asked what insight they gained from being coached. Managers and leaders went through a lot of reflection exercises with their coaches to be able to gain insight, learn from the experience and apply the learning going forth. They might not call the skills by name. However, it is evident from what they shared that it is linked to the ability to reflect, adapt or change behaviour in future engagements according to what the situation demanded of them being at work for personal reasons**.**

> *I realized that I needed to understand myself fully, what I value and what are things, what I can do to harness my skills, what action I must take in order to become a better leader. I realized I needed to track and review myself and be able to seek help from others who can help me. I also realized the power of networking as well.*
>
> -**Respondent 14**

> *I have discovered that I am very quick to respond, I had to learn to take time before responding. I learned I do not need to respond immediately. It was a major learning for me. I have since learned to take my time and revert with a response.*
>
> - **Respondent 2**

Furthermore, operating in the VUCA world requires emotional maturity, being able to withstand the pressure, be able to self-motivate, influence and motivate others to follow your lead as a manager or leader.

Therefore, motivating and influencing skills become one of the key factors in achieving results with teams. It therefore implies that managers and leaders need to have formed bonds with their teams or subordinates for them to be able to motivate or influence them. EI skills assist managers and leaders to emotionally connect better with their people (Stillman et al., 2017).

These findings are supported by literature reviews as managers and leaders report to have closer relationships with their team or project team members. They saw the power of connecting with others on a human level and are ripping rewards of such a

positive work environment that resulted from being aware of their impact on others. This also included listening better when others raised their concerns.

According to Armstrong, Galligan and Critchley (2011), managers and leaders with high levels of EI can easily adapt their emotions and behaviour in stressful or pressurized environments such as the VUCA world. Their matured EI levels allow them to accurately perceive their emotions and those of others; adjust their feelings accordingly; and know when and how to express themselves applying self-awareness and self-regulation skills very important in the VUCA world.

5.4. Discussions pertaining to Proposition 2: Responsibilities of managers and leaders required to have elevated levels of EI to lead efficiently.

5.4.1 EI competencies

The participants were asked questions during the interview of how effective is EI when they deliberately apply it in their conversations with others. The purpose was to check if after coaching they can detect a difference in their approach and how others receive them. The findings presented below come as a result of how they answered the questions themes came about from a collection of patterns codes derived from the data that were analysed. The themes include behaviour, context and personal attributes for the purpose of this Case Study.

Furthermore, the themes emerging were affected by the way their coaching was conducted and therefore the experience, feelings and perceptions will be different for each person. It is also important to note that the coaching intervention was not a stand-alone but a part of a leadership-development programme which was funded by TFR (Lowman, 2005; and Williams & Lowman, 2018). TFR had procured the services of external, active professional coaches to deliver the coaching intervention face-to-face at the venue of choice (decided upon by both the coach and the coachees) through a service provider contracted to the organization.

Table 5.2 The Major Themes that Emerged

Table below shows the major themes that came up during interviews and when data was analysed. They are discussed in detail below.

The role of Emotional Intelligence	Themes
Coaching with emphasis on EI	Behaviour has improved with the use of EI skills
Coaching with emphasis on EI	Relationship with others has improved
Coaching with emphasis on EI	Communicating better with others

Theme 1: Behaving Better

The theme of behaving better comes from the narrative of several respondents who believe that they have witnessed change in themselves that has been encouraged by their coaching sessions which increased their emotional awareness and encouraged them to apply and practise their EI skills. They believe their behaviour might be sustainable with constant practice. Some respondents acknowledge that conscious application improved their behaviour for the better in terms of reflecting on one's behaviour, learning from self and committing to do better.

> *I have always been a perfectionist and coaching has made me realize that my wanting to be perfect delays my deliverables, it makes me anxious and would at times end up not delivering. Since being coached, I have learned to let go of being perfect and my anxieties have reduced. Even in a personal space I apply the thinking that I have learned at coaching to manage my life and achieve calmness.*
>
> -**Respondent 3**

Another acknowledged that their communications skills improved, they learned they do not have to respond to everything immediately and, as a result, their behaviour improved because of the benefit of coaching enhancing their Emotional Intelligence skills.

> *I am calm, I do not react immediately, I allow others time to respond, I give feedback without hurting others. I think I have grown since being coached.*
>
> - **Respondent 8**

Others believe that, since being coached, they are more effective in terms of People Management capabilities in their professional space due to willingly practising their EI skills in their day-to-day life.

> *EI is extremely relevant as teams I work with have a mixer of people and sponsors of projects, engineers and safety management people. They all have different personalities and they must be interacted with differently according to what they are expected to bring to the project. I have a role to play, which is to influence, convince and win them over to produce the end results that will please the end user. And seethe project to its completion.*
>
> - **Respondent 7**

The findings are supported by the study of Salovey and Mayer (1990) when they said EI can be learned. In the coaching sessions**,** through structured questioning**,** managers learn to unpack their life and working stories, notice their behaviour as they did so and learn from their failures, become aware of their unprogressively habits and abandon them. Their self–awareness was enhanced, and they embraced change. The coaching platform created the opportunity for the leaders to develop and sharpen their skills, an opportunity for a sustainable behaviour change (Stillman et al., 2017). The GROW coaching process with its use of practical and personal stories makes decisions and plans attainable because leaders come up with the solutions and suggestions for change themselves (Grant & Palmer, 2015).

Theme 2: Relationship with Others

Most managers responded to the questions saying that they have noticed a good change in how others are responding to them since being coached and consciously applying EI skills in their conversations.

> *I see the difference in others because they are more appreciative, barriers are falling which brings us together as a team*
>
> - **Respondent 6**

> *Others freeze because they are normally ready to be attacked. However, because the approach is different, they have become open and more forthcoming. I noticed that they do not throw their toys out of the court anymore and it has helped me to gain a lot of insight from others. I have learned to serve others through the journey of coaching.*
>
> - **Respondent 8**

> *People respond more warmer, they drop their guard, they participate more and become more receptive and that opens the door to more collaborations of the different disciplines, and that brings success.*
>
> - **Respondent 7**

The findings are supported by Boyatzis et al., (2013) who say that emotions are contagious. People feed off from whomever they are in a conversation with by observing and reciprocating both spoken and unspoken cues. Stress travels to others in milliseconds and perhaps calmness and happiness could do the same. So when leaders approach or respond to others in a manner which is positive, others will pick up on those positive vibes they give off and their response become positive and create a pleasant environment to work in for all and might improve performance in support of the organizational goals.

Baesu (2019) also further supports; saying that in modern organization leaders play an emotional role as they have the capability to influence emotions of their followers and it is their fundamental responsibility to understand the type of emotion they display. When managers think in prospect and are confident in their aura, such emotions will rub off on the people they are leading and through their teams might be able to contribute towards evolution of the organization**.**

Furthermore, in supporting the study, Stillman et al., (2017) say that EI is about being smarter with one's feelings and thinking prior to taking action. Thus, leaders wishing to be resonant on a personal and business level and wanting to be in sync with others around them must be open to new learnings and coaching provide a platform for such learning experiences. EI will improve their effectiveness, their relationships, and their health with a positive influence on their decision making, thus improving their quality of life.

Findings show support for relationship building, leaders believe that coaching has helped them to build and improve the relationships with people they work with and people in their personal lives. Leaders shared that they listened better, they invest in

one-on-one and trust the team more to build better relationships with them. The following sentiments were shared in response to the interview questions:

> *I am more attentive now when dealing with my team, generally I prefer 1 on 1 for in-depth conversations and questions. My questioning style towards the team has changed and improved. I do human check- in with each member of the team before work. I am now applying and practising EI skills because I made a conscious decision to invest in my personal development which includes coaching, reading self-help books and prayer.*
>
> -**Respondent 9**

> *I tend to give myself time to listen, I have changed how I put my points across, and in disagreements I deliver my points across very differently to before.*
>
> -**Respondent 11**

> *I am currently pregnant; my situation or condition has forced me to rely on the team more than I used to. I had to trust them more and realized that when they feel the trust they perform very well. The relationships are getting better, however, there is still room for improvement.*
>
> -**Respondent 2**

These findings are highly supported by Martin (2019) saying that when leaders are open to themselves and about themselves to others, they become better at developing and managing themselves. People like leaders that show their human side, showing emotions in conversations alongside intellectuals is appealing and makes it easy for emotional bonds to form between subordinate and manager. Furthermore, being transparent, making people feel heard, building trust with them in a consistent manner could minimize misunderstanding and ensure arguments are avoided. When building relationships managers and leaders facial expression, their tone and body language must align and be consistent with their moods and emotions (Martin, 2019).

Although most managers did not go out seeking coaching themselves but found it as part of a programme, the findings show us that it became a support for them, a safe space where thought provoking questions in a structured process, it encouraged them to replay, reflect on their conversations and actions, bringing up positive and negative thoughts of their reality to the fore for them to face. However, with the guidance of a coach, leaders were helped to move into action mode quickly in terms of practical

available options and solutions for their situations using EI skills in a simple manner without needing to consult a textbook about the theory of EI.

Theme 3: Improved communicating with others

The leaders were asked in the interview how they viewed the importance of EI regarding their role and their interaction with others in the workplace as leaders, some of their quotes are shared below:

> *It is extremely relevant as teams have a mixer of people and sponsors of projects, engineers and safety people that I manage and interact with daily. They all have different personalities and they must be interacted with differently according to what they expected to bring to the project. My role is to influence, convince and win them over to produce the end results that will please the end user.*
>
> -**Respondent 7**

> *EI is important, I work with people from different teams, my role is to connect everyone in procurement, my customers expect the impossible sometimes, therefore it is important to realize that I need to guard my emotions and not trample on people.*
>
> -**Respondent 13**

> *EI is highly relevant because my role requires me to serve and deliver through people be it internal or external customers. If I am not emotionally strong, those that I lead will suffer or bear the brunt of my poor EI which will affect their attempts at doing work and secondly the customers will reject me and ultimately it will affect my performance if I do not apply the EI skill.*
>
> - **Respondent 5**

The leaders seem to understand their responsibility towards the emotional well-being of their teams and those around them. They are also aware that what they do impact the productivity of those people. These findings are supported by literature review of Singh and Aditi (2019); and Dippenaar and Schaap (2017) saying leadership is the heart of the organization, therefore understanding their pulses and those of the employees should be important for leaders.

EI is believed to be one of the important components to ‘effective leadership’ and when it has been enhanced is able to assist to monitor and respond to others appropriately

and make them feel comfortable in the situation. As demonstrated by the findings in the study, leaders report responding and behaving differently once their EI was enhanced and heightened from their Executive Coaching sessions. When leaders have their fingers on the pulse, they read the situations correctly. Therefore, remaining calm in and presenting an assuring demeanour to their audience and followers. With the assistance of skills like EI, leaders are approachable, are able to make informed decisions on behalf of their people and listen empathetically. These leaders speak kindly and clearer to their followers and motivate them in the process (Dippenaar & Schaap, 2017).

It seems leaders in the study were able to apply self-regulation in what they say and do; and applied consciousness for them to achieve their desired outcome. They adjusted their behaviours to what they deemed acceptable by their followers employing coaching and EI techniques (Dippenaar & Schaap, 2017; and Singh & Aditi, 2019). The 21st century workforce is more educated and educated than the previous ones and therefore relate to leaders that they perceive to be competent and are good communicators. Such leaders are relatable and transformative in their behaviour and leadership style.

4.4.2 Self-awareness changes behaviour

Self-awareness is conscious awareness of one's emotions, desires, feelings motivation and character. It develops a person's character because as they acknowledge their feelings, they adjust their actions (Greathouse, Gritter & Imhoff, 2018).

The statement above is supported by the positive reviews that were given by the participants after their Leadership Coaching journey, coaching, had a positive influence on their behaviours and assisted them to navigate through the VUCA world of work. 000E and 000S leaders shared the respective quotes below:

> *I was not so good at my self-awareness, I saved my energy before, but coaching helped me learn how to use my energy effectively. I learned to manage- up my manager, learned to speak upfront, learned to approach my manager with confidence because of the self-awareness skill.*
>
> - **Respondent 2**

When leaders have a clear picture of their strengths and weaknesses, inner most needs and self-triggers, they are most likely to benefit from their self-knowledge and are more accepting of self. These leaders are then able to self-manage and therefore put time aside for self-development interventions such as coaching where their personal skills will be enhanced (Decker & Cangemi, 2018).

> *I had to learn to develop my strengths and have built support for my developmental areas. I understood my leadership style, which is a consultative leader, it balances my weakness on others. I become aware of myself and this might seem as indecisive to others, however, it works for me.*
>
> -**Respondent 14**

The above statement is supported by Hougaard, Carter and Afton (2018) when they say that the ideal self-awareness of leaders would be beneficial when they are aware of their capabilities, being true to their values and goals. However, understanding that they would not be able to achieve their goals alone but through their team and then seek out team members' feedback or opinions and ideas to achieve their tasks. This is a good example of realizing the full benefits of self-awareness skill.

> *I discovered that I needed to act on my goals, work on discovering my values and must intentionally drive my career. I learned to be more intentional about my actions. I also discovered my personal gaps*
>
> -**Respondent 11**

The above quote is supported by Drucker (2008) and Hopkins (2011) when they say self-awareness promotes authenticity and integrity. When people cannot lie to themselves, then they would not lie to others as well. With the presence of self-awareness, leaders would lead and manage people better, being mindful of how they treat others. These leaders will not notice or consciously be aware of their feelings and regulate them becoming calm, which in turn allows them to understand the emotions of others.

However, it cannot be ignored that as humans our underlying drivers (Figure 1.1) are always at play and, therefore, a possibility of biases existing amongst the respondents because their adversaries could make individuals to see events, world or issues

through a prism of distortion and seeing self in a high positive light. People maintain unrealistic positive images about themselves because of the better-than-average effect (Pronin, Puccio & Ross, 2002).

Self-awareness is meant to increase insight rather than biases. According to Pronin et al. (2002), biases contribute to conflict, different people are subjected to different biases due to their values and belief systems including the world they are exposed to. Therefore, they are bound to think and feel different, however, this happens to even like-minded people because their priorities might be different and the actions that need to be taken might be approached differently which lead to frustrations of efforts and ambitions. Misinterpretations of words and deeds are often at play as well when disagreements happen.

Being unable to learn from experiences such as Leadership Coaching increases blind spots for leaders, and when that happens, they see themselves highly. They do their best to avoid feedback and disconfirming evidence. When such happens, they start losing their followership despite good performance as people need leaders that are honest, humanistic and relatable. To make it work, leaders need to always be mindful, be curious enough and constantly question their assumptions (Hougaard et al., 2018). There was 6.66% of leaders that indicated that there was no change or transfer of learning with the journey of Leadership Coaching. The participant attended all 10 sessions of the coaching however, they quoted not having benefited from the experience and it had change nothing in them and such could be attributed to attitude and readiness of the individual to receive coaching, were they evaluated and questioned if as a client Leadership Coaching is what they want to engage in and efforts for growth and change will be appreciated (Bozer, Joo & Santora, 2015).

5.5 Summary of the findings

The results from coaching analysis indicate that 86,66% of the respondents found coaching to be beneficial, whilst 13,33 indicated that coaching did not benefit them as individuals' or leaders. The 86,66% indicates a strong support of the main objective that explored the impact of effectiveness of coaching with EI and its competencies on leaders. They shared that Leadership Coaching improved their skills such as decision making, problem solving, listening skills and being true to self. They found and realized that relationship building with clients, customers, subordinates and people around them makes them more effective and produces quicker turnaround times. Leadership Coaching encouraged some leaders to accept and not be afraid of rejection, approach and confront difficult situations without making and taking it personally.

5.6. Conclusion

The findings are supported by literature review, the coaching process presented a safe structured learning process for leaders, and they unpacked their feelings in conversations tapping on all elements of EI the model. Most highlighted findings were that; leaders say leadership coaching assisted them to acknowledge, appreciate and value their emotions; and also that, as leaders, they realized that coaching emphasized the need for a leader to have enhanced EI skills enabling them to build relationships with different people and further managing those relationships. Through reflection, they realized their strength and weakness, and understood what triggers their emotions and learned to regulate self. Leadership coaching helped leaders realize that to lead other they must lead themselves first. Furthermore, it is important for them to have empathy towards people they lead and try to improve relationships and their trigger points. Self- motivated is important as leaders need to consistently practise the skill. Leadership Coaching effectively enhanced the EI levels of leaders and they recommended that coaching should be part of the HR toolbox for leadership-development interventions.

The value of EI as an essential skill in coaching has been rated highly by the respondents, highlighting that knowing self is important for leaders, engaging others in a professional and humanistic way. Achieve sustainable results by showing and communicating care for others ensuring that those that are on the ground in operations feel that they belong and are part of the bigger picture. Because EI is a learned skill it is possible for leaders to improve their game with continuous practice and learning. The findings have proven that leaders moved from one level to another in support of EI and coaching influencing their behaviour**.**

CHAPTER 6. CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The purpose of this chapter is to outline the conclusion of the research objectives; discuss practical recommendations to key stakeholders; and offer suggestions for future research. The study focused on the perceived impact of coaching, EI and its competencies on middle and senior managers at a Freight Rail Division of an organization in South Africa. Recommendations and suggestions made are aimed at future researchers interested in this field of study, the Freight Rail Division and similar organizations.

6.2 Conclusions of the study

The purpose of the study was to investigate the role of coaching on middle and senior managers at a rail company in South Africa. The findings of the study reveal a strong relationship between coaching and both improved EI and use of EI competencies. Many leaders in the study believed that coaching was effective, and it increased or heightened their EI and directly raised their self-awareness; their emotional state and those of others; as well as relationship building.

The findings reveal that a high number of leaders' perceptions about coaching has changed. Their Leadership Coaching journey was enjoyable and effective in that they found themselves sharing their backgrounds, culture, values, experience and expertise, what motivates them, their assumptions and what drives their behaviour without realizing due to the safe environment that was created in the coaching space. They, in turn, become highly aware of their behaviours (such as becoming impatient or not fully listening to others), gain more insight about the people and the world they are operating in because the coaching conversations were structured and provided an opportunity to learn (Stout-Rostron, 2018); which proves that EI can be learned and improved when individuals intentions are clear (Lemisiou 2018) .

They report improved communications and overall interpersonal relationship personally and professionally since being coached and when intentionally applying and practising their EI skills. Results indicate and support high self-awareness in leaders and managers which suggest ability of regulation of their emotions and competency EI skills and other traits associated with EI (Richard Boyatzis, Koman & Wolff, 2008). The leaders that participated in the study were undivided in the need for leadership or Business Coaching as an intervention for their organization. They identified other levels that manage people and could benefit from being coached, over and above the benefits that they gained personally such as learning about self, being listened to, addressing their blind spots and solving their own problems.

The findings showed a high support for Proposition 1 meaning that coaching and EI heighten underlying issues leaders and managers have, thus increasing their self-awareness and behaviour towards other people. It became apparent to them that their emotions and actions are powerful, directly affecting their engagement with others. The findings are supported by Dippenaar and Schaap (2017) who postulate that coaching intervention has a positive impact on the emotional and social competency of managers and leaders, provided there is continuous skill practice for long-term effects and results.

The findings showed a significant support for Proposition 2 illustrating the importance of relationship building, high interpersonal skills and empathy towards teams and subordinates as they lead them. Leaders understood the power of teams and subordinates in achieving their goals. Therefore, they knew the importance of having a high EI in order to understand verbal and nonverbal emotions and being able to recognise them. The ability of a leader to defuse counterproductive emotions or feelings of their follower and turn them towards a more productive direction, makes them effective leaders capable of interacting with their follower (Edelman & van Knippenberg, 2018).

It became evident leaders found coaching beneficial. The structured conversation created an opportunity to take stock and assess their professional and personal lives. With the use of EI competences, the leaders may actually achieve self-actualization when the skills are put into practice through coaching and as they live their lives (Decker & Cangemi, 2018).

6.3 Implications and recommendations

The research on the role of coaching on middle and senior managers at a rail company in SA was a meaningful exploration. The findings of the study are consistent with those of Stillman et al., (2017); Lemisiou (2018); and Dippenaar and Schaap (2017), thus confirming that EI skills are valuable and needed both in the world of work and at a personal level as such improve the quality of a manager or leader's communication skills, behaviour and how they show up as individuals. The skills can be learned and enhanced and, therefore, when leaders use EI, they perform and relate to others better and effectively.

The implications of the study suggest that EI is an essential and important skill to possess and coaching is one of the perfect or suitable intervention tools to develop, heighten and improve the effective use of EI and its competency skills for leadership development. Edelman and van Knippenberg (2018) alluded that EI improves self-care; and can help achieve self-awareness and self-actualization, which has a positive impact on how managers and leaders engage with others, that is, how they manage relationships as well. Leaders improve their social competencies by using empathy, compassion and motivation as they lead and increase productivity through others in the world of work or at a personal level. From the above-mentioned implications, the following recommendations are made.

Theeboom et al., (2014) and many other studies support that EI and its competencies have a positive effect of leadership behaviour and improve leadership effectiveness of leaders including performance which encompasses task related outcomes and relationship outcomes. The finding also supported the studies already done with a

high support developed and heightened personal emotional awareness, its impact on others and how to deliberately use them to achieve desired outcomes for their role as leaders and managers and at a personal level.

Dippenaar and Schaap (2017); and Baesu (2019) suggest that coaching, as a leadership-development strategy, has proven to be effective and has produced positive outcomes of EI and its competencies and produces positive impact on those skills. The findings illustrated a strong support for effective ways in which coaching improved leaders and managers' effectiveness caring for self in order to be able to lead their people better by engaging properly, considering their impact on others, improving their People Management skills and continuously managing and building relationships.

6.3.1 Recommendations for Freight Rail Division

Future research recommendation could include the manager and leaders' teams and their internal customers as part of the sample. They could be put through a 2-day coaching training for them to understand principles, guidelines and application of EI and its competencies skills development through coaching. Further Case Study measuring different leadership-development skills associated with EI skills would be performed including pre- and post-coaching intervention to assess the level of EI competencies would be recommended for the organization at large (Lemisiou, 2018).

6.3.2 Recommendation for Human Capital Department at TFR

Finally, as leaders alluded to in the Case Study, it would be suggested to the Human Capital; and Talent & Leadership Development Department of the organization to consider rolling out coaching intervention to lower levels. Supervisors who are not deemed as management, however, have many employees reporting to them daily as part of their personal development and career progression strategy.

6.4 Suggestions for further research

1. The study made contributions in knowledge to the Freight Rail Division in South Africa as to how coaching is perceived and received and its effect in influencing the behaviours and management styles of their managers and leaders.
2. Data of the case study came from just one division of the large rail organization in the Gauteng Province of South Africa. The study was not extended to other divisions of the rail company; therefore, application of the findings is unknown. Therefore, future research can include all divisions of the rail company, even in other provinces outside of Gauteng, for a larger sample to ascertain if the current findings would be applicable to the whole organization.
3. Future study of EI could be made to include self-assessment or independent assessment of level of blind spot or conscious biases of participants are they self-assess for any Leadership Development Programmes regarding behaviour as perhaps it might provide a much clearer picture.

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APPENDIXES

Appendix A: Participants Information Sheet

(i) (ii) iii)	Name & Surname	iv) (v)
vi) vii)	Contact Number	iii)
ix) (x)	Email	xi)
xii) iii)	Department	iv)
xv) vi)	Position	vii)
iii) ix)	Number of Subordinates	xx)
xi) xii)	Level of Employment	iii)
iv) xv)	Coaching Date	vi)
vii) iii)	Coaching duration	ix)
xx)	Available to participate in the research	xi)
xii) iii)	Respond to Emails	iv)
xv) vi)	Date of Interview	vii)
iii) ix)	Permission to record given	xl)

Appendix B: Participants Consent Form

Research Interview Consent Form

I ……. volunteer to participate in a research project conducted by Mengey Msimanga, Masters student at Wits Business School in partial fulfilment of the requirements for the degree of Master of Management in Business Executive Coaching. I understand that the project is designed to gather information about academic work and that I will be one of approximately 30 people being interviewed for this research.

1. As a participant, I understand that my participation in this project is voluntary and I will not be paid for my participation. I may withdraw and discontinue participation at any time without any penalty.
2. I understand that should I feel uncomfortable during the interview, I have the right to decline to answer any questions or to end the interview.
3. My participation involves being interviewed by the researcher. The duration of the interview will be approximately 30-45 minutes and notes will be taken during the interview. An audiotape might be used as well during the interview and a closing discussion will be held afterwards.
4. Should I not be comfortable with being taped, then the interview will continue without audio recording.
5. I understand that I will be required to complete a self-assessment form to measure my EI taking approximately 20 minutes. I give consent for sharing my EI self-assessment results to be used for research purposes only. I understand that I can decline to share my results.
6. I understand that subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals.
7. I understand that I am participation as an individual and not representing my organization, therefore, the Human Resource office of my organization will not have

access to the audio, transcripts or raw notes from the interviews. This precaution will prevent my comments from having any negative repercussions.

8. I have read and understood the explanation provided to me by the researcher and all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
9. I am giving my consent freely and understand that my identity will be concealed in the reports.
10. I, confirm that I have been given a signed copy of this Consent Form.

Name & Surname of Participant: _____

Signature of participant: _____Date: _____

Name & Surname of researcher taking the consent: _____

Signature of the researcher taking consent: _____Date: _____

Appendix C: Interview Guide

Name of the interviewer	Mengey Msimanga	
Name/ Code of the participant		
Date of the interview		
Place of the interview	Teams	
Gender of the participants		
Management Level of the participant		
Do they have direct reports	Yes:	No:
Coached between 2017-2020	Yes:	When:
Duration of Coaching		

Coaching Questions

Did you request a coach or was one assigned to you?
Describe your coaching experience?
Did you benefit as a person and as a leader from being coached?
List 2 favourites/ likings about being coached and 2 least favourites.

Emotional Intelligence Questions

What new insights have you gained about your behaviour since coaching?
What value does EI play in your life?
What have you discovered about your self- awareness?
Do you treat others differently since being coached? Elaborate.

Is there a difference in your behaviour before being coached and now? explain
In what way has coaching increased your EI, IF ANY?

Coaching with Emotional Intelligence Questions

Consider your role at work, how relevant is the role of Emotional Intelligence?
Describe improvement in your behaviour when dealing with peers, team or performance since being coached.
When you apply EI in your conversations or engagement with others, describe how they respond to you when you apply EI.
Would you recommend coaching as a business tool?

Additional comments from the participants

Appendix D: Ethics Approval Notification

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/BA2287728/953**

PROJECT TITLE Perceived impact of coaching and emotional intelligence competencies on middle and senior managers at a rail company in South Africa

INVESTIGATOR	Ms Mengey Msimanga
SCHOOL/DEPARTMENT OF INVESTIGATOR	MM (Business & Executive Coaching)
DATE CONSIDERED	12 June 2020
DECISION OF THE COMMITTEE	Approved unconditionally
RISK LEVEL	MINIMAL RISK
EXPIRY DATE	28 FEBRUARY 2021

ISSUE DATE OF CERTIFICATE 26 June 2020 **CHAIRPERSON** _____
(Dr MDJ Matshabaphala)

cc: Supervisor: Ms Mataboge

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.

_____ _____/_____/_____
Signature **Date**

Appendix E: Title approval letter

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Private Bag 3 Wits, 2050
Fax: 0270865535224
Tel: 02711 7173582

Reference: Ms Jennifer Mgolodela
E-mail: jennifer.mgolodela@wits.ac.za

06 January 2021
Person No: 2287728
PAG

Ms MM Msimanga
20 Waterkloof Mews
9 View Street
Elarduspark
0181
South Africa

Dear Ms Mengey Msimanga

Master of Management: Approval of Title

We have pleasure in advising that your proposal entitled *Perceived impact of coaching and emotional intelligence competencies on middle and senior managers at a rail company in South Africa* has been approved. Please note that any amendments to this title have to be endorsed by the Faculty's higher degrees committee and formally approved.

Yours sincerely

Mrs Marike Bosman
Faculty Registrar
Faculty of Commerce, Law and Management

Appendix F: Supervision Agreement

Statement of principles for postgraduate supervision

In a context of academic freedom and within a framework of individual autonomy and the pursuit of knowledge, this statement is written in the belief that there is a reciprocal relationship and mutual accountability between supervisor and student

THE SUPERVISOR AND THE STUDENT:

1. Will establish agreed roles and clear processes to be maintained by both parties. In the case of joint supervision, everybody's role and responsibilities need to be clarified.
2. Will meet regularly and as frequently as is reasonable to ensure steady progress towards the completion of the proposal, research report, dissertation or thesis. This time varies but the normal minimum requirement for face-to- face contact spread across each year of registration is: 10 contact hours for an Honours project, 15 contact hours for a Masters by coursework and research report and 24 contact hours for a Masters by dissertation and a PhD.
3. Will keep appointments, be punctual and respond timeously to messages.
4. Will keep one another informed of any planned vacations or absences as well as changes in his or her personal circumstances that might impact on the work schedule. Unplanned absences or delays should be discussed as soon as possible and arrangements should be made, to catch up lost time.
5. Will ensure that research on animal or human subjects is conducted according to the procedures and the requirements of the relevant Ethics committee.

THE SUPERVISOR:

1. Undertakes to provide guidance for the student's research project in relation to the design and scope of the project, the relevant literature and information sources, research methods and techniques and methods of data analysis.
2. Will provide guidance at the commensurate NQF level requirements for autonomy and accountability that the student is expected to demonstrate
3. Has a responsibility to be reasonably accessible to the students.
4. Will be prepared for meetings with the student. This includes being up-to-date on the latest work in his/her area of expertise.
5. Will expect written work as jointly agreed, and will return that work with constructive criticism within a timeframe (a suggestion of 2-4 weeks) jointly agreed at the outset of the research.
6. Will provide advice that can help the student to improve his/her writing. This may include referrals for language training and academic writing. The supervisor will provide guidance on technical aspects of writing such as referencing as well as on discipline specific requirements. Detailed correction of drafts and instruction in aspects of language and style are not the responsibility of the supervisor.
7. Will guide the student in the production of a research report, dissertation or thesis. Provision should be allowed for adequate, mutually respectful, discussion around recommendations made.
8. Will assist with the construction of a written time schedule, which outlines the expected completion dates of successive stages of the work.
9. Will ensure the student has the opportunity to present work at postgraduate/ staff seminars/national/international conferences as appropriate.
10. Will assist with the publication of research articles as appropriate.
11. Will discuss the ownership of research conducted by the student in accordance with the University guidelines and rules on intellectual property, co-authorship and copyright.
12. Will ensure that the student knows what plagiarism is, and what the consequences are for academic dishonesty in accordance with the University's policy on plagiarism.
13. Will ensure that the student is made aware in writing of the inadequacy of progress and/or of any work where the standard is below par. Acceptability will be according to criteria previously supplied to the student.
14. Has a duty to refuse to allow the submission of sub-standard work for examination, regardless of the circumstances. If the student chooses to submit without the consent of the supervisor, then this should be clearly recorded and the appropriate procedures followed.

THE STUDENT:

1. Takes full responsibility for the research undertaking and its successful completion; including managing the process and managing the supervisor where required
2. Will attend such courses and lectures that are compulsory for the degree, and undertakes to fully catch up any work, lectures, assignments, that are missed.
3. Undertakes to work independently under the guidance of the supervisor. This includes reading widely to ensure that the seminal **and** current literature pertinent to his/her chosen topic has been identified, consulted and critiqued.
4. Undertakes to work in accordance with the academic standards specified in the SAQA NQF level descriptor document for the appropriate level of the qualification (NQF 9 for Master's degrees and NQF 10 for PhDs)
5. Is obliged to make appointments to see the supervisor and will arrange meeting times well in advance.
6. Should submit written work for discussion with the supervisor well in advance of a scheduled meeting. The kind and frequency of written work should be agreed with the supervisor at the outset of the research.
7. Written work that is submitted should be relatively free from basic spelling mistakes, incorrect punctuation and grammatical errors. Responsibility for the accuracy of language, the overall structure and coherence of the final research report, dissertation or thesis rests with the student
8. Undertakes to heed the advice given by the supervisor and to engage in discussion around suggestions made. Ultimately the student has to take responsibility for the quality and presentation of the work.
9. Should strive, within reasonable bounds, to maintain a focus on his/her research area and to work within the agreed time schedule.
10. Agrees to honour agreements about ownership of the research and in accordance with the University's guidelines and rules in relation to co-authorship, copyright and intellectual property.
11. Will ensure that the work contains no instances of plagiarism, that all citations are properly referenced, and that the list of references is accurate, complete and consistent.
12. Agrees to work in accordance with the criteria of acceptability as supplied by the supervisor.
13. Will not expect the supervisor to be a proof-reader or editor of the work
14. Undertakes not to place the supervisor under undue pressure to submit work for examination until the supervisor is satisfied that it has reached an acceptable level of quality.

We confirm that we have read and understood this statement and agree to be guided by its principles for as long as we continue to work together.

Name of student: Mengjoy Msimanga

Student's signature: Lindy Mataboge

Name of Supervisor:

Supervisor's signature:

Name of Co-Supervisor:

Co-Supervisor's signature:

The broad area of study is:

Provisional submission date is:

Degree: MMBEC

School: WBS

Faculty:

Date: 27 March 2020

Specific agreements pertaining to: ownership and joint publication, funding, may be attached and signed.