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The efficacy of executive coaching interventions for succession management at local company X in Botswana

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The efficacy of executive coaching interventions for succession management at local company X in Botswana

Rosi Sempe
1915963

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 the field of Business Executive Coaching

Johannesburg, 2020

ABSTRACT

Local Company X is a multinational mining company based in Botswana that often employs expatriate workforce in order to execute its organisational objectives where skills are deemed not available in country. Localisation policy of the Government of Botswana has since made the importation of skills through expatriation a less preferred option. Local Company X has put in place a succession management process to develop high potential employees to succeed into senior roles, often held by expatriates. Executive coaching is an intervention provided to the successors to aid their development and accelerate their readiness levels to ascend to these senior roles.

The purpose of this study was to establish how executive coaching intervention aids succession management and the consequent evaluation of executive coaching effectiveness. The study explored if the current coaching approach at local company X is aligned to the purpose of succession management by establishing (1) the coaching approaches used (2) how effective they are perceived to be for succession management lastly (3) how the effectiveness is evaluated.

The research used a qualitative methodology and data was collected through semi-structured interviews from 11 respondents.

A thematic analysis of all responses revealed that coaching was perceived to be effective through its employed coaching approach which allowed for flexibility in order to address the unique needs of coachees, which often changed during coaching. It was established that an effective coaching approach allows for the coachee to set the agenda while the coach subjects the agenda to a process without unnecessary structure or techniques that are ill-fitting for the purpose of coaching.

Lastly, the finding that the HR office has no clear process to evaluate coaching effectiveness means that an unequivocal demonstration of coaching effectiveness remains elusive, despite rich anecdotal evidence this research has unearthed.

Coaching has its place in building human capital in Botswana and this study demonstrated how executive coaching is an effective intervention for preparing a successor for succession and this has practical implications.

Key words: Successors, executive coaching, coaching effectiveness, coaching approach, succession planning, succession management

DECLARATION

I, Rosi Sempe, 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 the field of 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: Rosi Sempe Signature:_____

Signed at: Gaborone

On the …….. day of …… 20…..

DEDICATION

This study is dedicated to my sons, Luntu and Leene Sempe, that they recognise that passion must always be followed by effort, in order for one to have a meaningful impact in the society.

ACKNOWLEDGEMENTS

I would like to acknowledge my husband's unyielding support and encouragement as he was there for me and our two sons while I worked hard to attain this qualification over the past two years.
I am equally grateful for my parents who have offered support, financially and taking care of my kids, in order that I realise this dream of mine.
My research supervisor motivated me through her own personal journey and her insights guided me during the most uncertain times I found myself in. She availed herself beyond the standard support a supervisor should provide to a student. I am eternally grateful for your support, Dr. Jabulile Msimango-Galawe.
A special thank you to Prof. Terri Carmichael whose passion for diligent research undertaking kept me from falling into the mistakes of research that she pre-warned me about. Her meticulous ways of creating templates that guide the structure of the research report saved us the pain of figuring it out.
I would like to extend my gratitude to Jenny Croll for proof-reading and editing my research report to maintain the high standards that are required by the institution. Tracey Makoba did an exceptional job of transcribing all the tape-recorded interviews for this research. Thank you, Tracey.
This research would not have been possible if it was not for the organisation that gave me permission to carry out a case study at their organisation. A special thank you to all respondents and for allowing me to explore your personal experiences which you unreservedly allowed me to do.
Finally, a heartfelt gratitude for the embrace I enjoyed from the MMBEC 2018/19 cohort which made this journey very pleasant. Your passion for coaching was palpable and enthused me to carry on even when I doubted if I would finish the journey when I fell pregnant.

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CHAPTER 1: INTRODUCTION

1.1 Purpose of the study

The purpose of this case study is to explore the effectiveness of the current coaching approach for succession management at local Company X in Botswana.

1.2 Context of the study

The mining sector of the developing economy of Botswana is considered to contribute significantly towards the growth of the economy of Botswana. This is a well-researched topic(Hillbom, 2015; Sebudubudu & Mooketsane, 2016) (Mogalakwe & Nyamnjoh, 2017) and studies reveal that the mining industry contributes up to 55% of government income (Makoni, 2015). Researchers have sought to establish how the government of Botswana has avoided the calamities that tend to befall resource rich economies (Lange & Wright, 2004; Sebudubudu & Mooketsane, 2016). While there may be many factors at play that result in this notable performance of the mining sector, there is an equally important element of human capital employed in the sector which is a relevant element of this study.

Diamond mining in particular, is the largest employer in private sector, only second largest employer after Government (Marobela, 2014). Msweli (2015) makes a fitting recommendation that Botswana government's policies should indeed be aimed at retaining and attracting talent and expertise in focus areas such as mining for economic development. The annual report for 2018 for the largest diamond mining company employer revealed that only 60 expatriates were employed against 5526 locals, representing only 1,06% of total employees (Debswana, 2018). What the report does not reveal is the level of seniority these expatriates hold though studies have found that the mining sector employs a significant number of expatriates who tend to hold executive roles (Makoni, 2015). The Government of Botswana has been intentional about capacity building and followed through with vigorous policies, such as localisation policies (Kempe, 1998) however, it should not and has not been at the expense of merit, says Mbabazi (2018). Her findings are that until recently, key roles in public and parastatals organs that were previously held by expatriates, have been gradually localised, where there has been capacity building.

This study explores how coaching can effectively contribute towards capacity building for a knowledge based- economy, a mandate that has been especially assigned to the Human Resources Development Council of Botswana (HRDC). The research findings will reveal the extent to which coaching employees of a sector that is a main driver of the economy, effectively develops them to succeed into higher roles. This study recognizes that discussion on the perceived effectiveness of executive coaching to achieve any identified purpose is not credible without evaluation of coaching outcomes. Experimental studies, such as one carried out by Evers, Brouwers, and Tomic (2006), have long revealed that coaching is effective. Ten years later a meta-analysis by Jones, Woods, and Guillaume (2015) on the effectiveness of workplace coaching also

revealed significant evidence of the positive impact of coaching at the individual level however, Peterson and Kraiger (2004) believe that even with literature indicating that executive coaching works, it is not exempt from evaluating the effectiveness of coaching.

1.3 Research problem

The effectiveness of executive coaching can be deduced from the overall coaching purpose, the coaching approach and coaching methods employed (De Meuse, Dai, & Lee, 2009). An executive coaching approach that is ill fitting for the identified purpose of coaching fails to deliver value to the clients or demonstrate the efficacy of executive coaching.
The study explores if the current coaching approach at local company X are aligned to the purpose, consequently effective for succession management as evidenced in the appointment of those in the succession pool for key roles. Shortcomings of the approach that renders coaching ineffective in certain areas are identified with the intention of supplying remedies.

1.4 Research objectives

This research explores the perceived effectiveness and areas of improvement within the current coaching approach for succession management. The primary objective of this research is achieved through sub-objectives that:

1. Establish the coaching approach currently used for identified successors
2. Explore the perceived effectiveness that exists within the coaching approach
3. Determine the key indicators used to evaluate the effectiveness of the current coaching approach

1.5 Research questions

1 What is the coaching approach of Local Company X for succession management?
2 To what level is the current coaching approach perceived effective?
3 How does Local Company X evaluate the effectiveness of the current coaching approach?

1.6 Significance of the study

Feldman and Lankau (2005) observe that literature that demonstrates the efficacy of coaching has grown exponentially. Haan and Duckworth (2012) later confirm from their meta-analysis study on the effectiveness of coaching that indicated coaching is generally effective.
This study contributes to the discussion on the effectiveness of executive coaching by establishing what and how effective is the coaching approach of the case study on its target audience.
While much publicised outcomes of coaching (Grant, Passmore, Cavanagh, & Parker, 2010; Grant., 2013; Kombarakaran, Yang, Baker, & Fernandes, 2008) focus on coaching for the interests of the executives and the organisation, this case study bears the national interest of growing the knowledge-based

economy through human capital development as Botswana gradually moves away from being a mineral dependent economy. Among many interventions that have been employed to this end, coaching can potentially make an impact.

While there is good promise in coaching, it is a relatively new practice in Botswana and far from being a case of practice that is far ahead of theory as is generally the case described by Joo (2016). This study contributes significantly in the context of Botswana because of its intention to build a knowledge based economy through effective human capital development interventions. The gap in current literature and the practice of coaching in Botswana is evidenced by a search for academic literature on the practice of coaching in Botswana that yields articles only on sport coaching and none on executive coaching in Botswana. This goes to show the infancy stage of the practice in the country and the gap in knowledge and most notably in practice.

This study therefore makes a noteworthy contribution to the discussion of the practice of coaching, its efficacy and how it can be used for developing high potential employees who often constitute the succession list. A past study by Kombarakaran et al. (2008) has shown that executive coaching can help managers and executives with transition and this includes transition into senior and complex roles, including those who have already been appointed (Reynolds, 2011).

Another significant contribution of this study to the coaching community in Botswana will be the development of a framework for a coaching effectiveness evaluation model which can corroborate that indeed, coaching is effective. Peterson and Kraiger (2004) decry incidences of coaches who rarely follow standardised procedures impacting evaluation processes. This study therefore provides insight to local coaches on what they need to consider in order to evaluate the effectiveness of their coaching interventions.

1.7 Delimitations of the study

This study focuses on the coaching practices of Local Company X for individuals identified as successors for senior roles. The coaching approach and its process model thereof is the main interest of the study while supporting development intervention such as training, secondment, etc. are not discussed.

This research is only concerned with current coaching practices applied at Local Company X, and does not take a longitudinal approach.

Coaching approaches discussed herein are those the researcher deem most significant. The study excludes many other contemporary coaching approaches that are mostly hybrids of those discussed here.

1.8 Definition of terms

Table 1: Definition of terms

Coaching Approach
The process and focus of coaching based on what kinds of coaching is wanted by the client and what would be most helpful to the clients, varied by the situations and needs of each client (Joo, 2016)

Coaching Effectiveness
The consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve the “client’s” competence, confidence, connection, and character in specific coaching contexts adapted from Lowman 2001 as quoted by (Cote & Gilbert, 2009)
Executive Coaching
Executive Coaching is a helping relationship between a client who occupies a managerial or supervisory position within an organisation, and a coach who uses a range of cognitive and behavioural techniques in order to help the client to achieve a mutually defined set of goals with the aim of improving their professional performance and well-being and the effectiveness of the organisation (Kilburg, 1996)
Succession Management
A purposeful and systematic effort made by an organisation to ensure leadership continuity, retain and develop knowledge and intellectual capital for the future, and encourage individual employee growth and development (Talpoş, Pop, Văduva, & Kovács, 2017)
Succession Planning
Systemic long term process of determining goals, needs and roles within an organisation and preparing individuals for responsibilities relative to work needed within an organisation (Luna, 2012)

1.9 Assumptions

- Respondents were truthful and honest when giving an account of their experiences
- The surveyed pool and nature of study (exploratory) is sufficient to propose factors influencing the success of the coaching intervention.
- The respondents have enough knowledge to understand the subject matter (coaching concepts)

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

A prevailing question surrounding coaching is does coaching work (Fillery-Travis and Lane (2006) and this is especially true as coaching is in its nascent stage in Botswana. Even though Fillery-Travis and Lane (2006) argue this is the wrong question to ask, it is one that must inevitably be addressed. A review of literature on efficacy of different executive coaching approaches was undertaken to establish if the current coaching approach at local company X is appropriate, and lastly, to identify a coaching approach that best suits the context of succession management.

A similar study has been undertaken by (Feggetter, 2007) to establish the efficacy of executive coaching where an external coach was engaged to coach high potential individuals being selected and developed to assume leadership role within five years.

2.2 Background discussion

Succession management is a new business imperative, says Fulmer and Conger (2004). They assert that it is not restricted to the purpose of just having a replacement list for departed leaders, what Kesler (2002) defines as replacement planning. Kesler (2002) believes succession management extends to the development of the identified individuals for organisations to develop greater leadership bench strength. Succession management is carried out through succession planning which Barnett and Davis (2008) explain as special efforts to invest in talent (best, high performing, high potential employees) who are almost at leadership level or already there. Ready, Conger, and Hill (2010) have established that some employees are more talented than others and that indeed, companies spend a disproportionate amount of attention on the development of these individuals. Mehrabani and Mohamad (2011) aptly posit that the business environment of today characterised by talent mobility necessitates that organisations must have a group of high potential people identified which Ali and Mehreen (2019) agrees to saying it minimize impact of inevitable turnover of these.

Successors identified in the succession plans, usually go through a transition, often into leadership and more complex roles as revealed by study done by McGill, Clarke, and Sheffield (2019). Reynolds (2011) carried out a study on coaching during transition period to explore the experiences of the coached employees in transition and found that significant positive outcomes were attributed to coaching. This was echoed by an HR Executive Sharma and Sengupta (2017) interviewed in their study who asserted that executive coaching plays a pivotal role in developing those who succeed their predecessors.

Executive Coaching often derives its definitions from whoever is defining it, commonly the main stakeholders within the practice of coaching. Coaching practitioners, scholars and users/buyers of coaching are left to define the practice in the absence of a uniform and commonly accepted definition due to

its fairly new, but growing practice (Grant et al., 2010). Definitions of executive coaching, as many as they are, often carry similar themes that refers to

- **The client**: One who holds leadership, authoritative, supervisory, managerial roles, even professionals such as lawyers, and doctors (Feldman & Lankau, 2005). According to Anderson, Frankovelgia, and Hernez-Broome (2009) when deciding on who gets coached, businesses often base it on individual performance and 57% of surveyed respondents indicated high potential leaders are selected for coaching.
- **Relationship between Client and Coach**: collaborative partnership where coach seeks to facilitate awareness and interpersonal effectiveness (Dean & Meyer, 2002). Baron and Morin (2009) assert that a relationship between coach and client appears to be a key process variable (de Haan, Culpin, & Curd, 2011; de Haan, Duckworth, Birch, & Jones, 2013). Visser (2010), in his study, agrees that a coaching relationship is a critical success factor and is viewed as a primary vehicle of the influence from coaches to their clients.
- **Outcomes**: improving leadership effectiveness, contributes to organisational and leadership development (Feldman & Lankau, 2005; Kombarakan, Baker, JuliaYang, & Fernades, 2008; Walker-Fraser, 2011).
- **Coaching approach:** Behavioural, cognitive and systemic approach to coaching, all can be integrated to one holistic model (Passmore, 2007).

A single definition of executive coaching that captures all themes above is provided by Kilburg (1996) who defines executive coaching as a helping relationship between a client who occupies a managerial or supervisory position within an organisation, and a coach who uses a range of cognitive and behavioural techniques in order to help the client to achieve a mutually defined set of goals with the aim of improving their professional performance, and well-being, consequently the effectiveness of the organisation.

There is undoubtedly a rich anecdotal insight on the efficacy of coaching (Stober, Wildflower, & Drake, 2006) but that is inadequate for an emphatic response to the question presented earlier, “does coaching works”. Empirical evidence on the efficacy of coaching, such as a study by Evers et al. (2006), is necessary to reveal coaching to be effective. Furthermore, Schermuly and Graßmann (2018) urges for future research to be taken on negative coaching effects which they say to be understudied yet they impact on coaching effectiveness. Literature review on different coaching approaches was undertaken to reveal each one’s inherent qualities leading to discussion of one approach that has elements that best fit the context of executive coaching for succession management

2.3 Executive coaching approaches

Joo (2016) defines coaching approaches as a process and focus of coaching based on the kind of coaching wanted by the client and what would be most helpful to the clients, varied by the situations and needs of each client. Albeit the many different approaches that exist of executive coaching, the end remains facilitation for growth, positive change and improved performance, says Hauser (2009). These differences in approach are a result of different fundamental issues that are both theoretical and practical, explains Ives (2008) while

Correia, Santos, and Passmore (2016) stance is that these differences exists simply because of the different aims of coaching intervention. These two different perspectives simply illustrates that a coaching approach is informed by purpose of coaching and the underpinning theories of a coaching approach must support that purpose. Other authors are in agreement with what coaching aims to achieve (goal oriented or personal development) even though each has a preference of approach to executive coaching (Passmore, Peterson, & Freire, 2013; Peterson, 2006; Stober et al., 2006; Zeus & Skiffington, 2003).
A review of the most prominent approaches to executive coaching is shared below and for each approach, the themes of relationship, outcome and approach for each approach is explored, except for the client as this remains the same.

2.3.1 Behavioural Approach

According to Peterson (2006), behavioural approach to coaching is concerned with the facilitation of change in behaviour to achieve things that matters to clients while (Passmore, 2007) says this behavioural change is the core of all executive coaching. This is opposed by Peel (2005) who says this approach reduces all behaviour to an internal response to external stimulus with no attention paid to psychological cognitive processes. Proponents of the behavioural approach (Passmore, 2007; Peterson, 2006) to coaching defend their position insisting that all practice of coaching has an influence of behaviourism as all coaching intervention aims to end with measurable aspects of change in behaviour. Perhaps this is well supported position as several coaching approaches carry dual theories influence such as the behavioural systems approach, (Visser, 2010) and cognitive behavioural coaching (Neenan & Palmer, 2001).
The outcome from this approach is that the client should exhibit desired behaviours that they had set out to develop and Smith (2013) calls it personal development through learning. Laske (2004) warns though, the outcomes noted as above, change often takes an unpredictably long time and does not occur in a linear structure.

2.3.2 Humanistic Approach

Coaching from a humanistic perspective is loosely described as a person-centred approach concerned with positive change and self-actualisation (Ives, 2008). A view by Visser (2010) states that this approach views the “individual as object of analysis, inquiring into individual needs, attitudes and cognitions”. It would seem that this approach advances more an explicit view of the coach and coachee relationship while implicit on outcomes.
This approach places premium value on the relationship between client and coach, hence the Rogerian principles of core conditions that are required to be expressed in this relationship.

2.3.3 Cognitive-Behavioural Coaching Approach

This coaching approach is derived from the principles and practice of Cognitive-behavioural therapy as founded by Aaron Beck and Albert Ellis (Neenan & Palmer, 2001). Coaching from this approach uses a collaborative process that

leads clients to discover how their reaction to events is caused by their view of the events, not the event itself.
Ives (2008) posits that cognitive behavioural coaching is a process that gets the client to challenge the perceptions, status quo and inevitably overcome the distorted perceptions that hinders one's sought goal. The outcome, as suggested by Neenan and Palmer (2001), is to get clients to solve problems in a structured and systematic way. To solve these problems, a client must be made aware of their conscious and unconscious cognitions to be able to understand the relationship between their thoughts and behaviours and also how these thoughts inhibit effective behavioural performance (Passmore, 2007).

2.3.4 Psychodynamics approach to coaching

The psychodynamics approach to coaching views an individual as an object of analysis just like the cognitive and systemic approaches (Visser, 2010). He continues to describe this approach to coaching by its tendency " to emphasize the importance of past unresolved psychic conflicts, repressed drive tendencies and thwarted growth motives as causes of current behavioural problems".
A coach employing this approach would be required to highlight unconscious behaviour and patterns that manifest in organisational life and even explore the origins of this behaviour (Ward, Loo, & Have, 2014)

2.3.5 Systemic approach to coaching

This approach acknowledges the environment and context of the client first and foremost (Ives, 2008). It is characterised by a process of coaching that employs an holistic view of the system such as context, complexity and unpredictability within the system. Feldman and Lankau (2005) take the position that this is the most difficult approach to coaching as the centre of change is not just with the individual, but with the other members of the team.
Facilitation of the coach within this approach aims to get the clients to understand wider systems within which they work and the influence of this system on their behaviours (Passmore, 2007). For this reason, he says the coaches themselves, need to understand these systemic elements to be effective when working from this approach.
Interestingly, the literature review reveals that these approaches are not necessarily mutually exclusive and instances of blended approaches, such as behavioural systems, systemic psychodynamics are numerous (Visser, 2010). What remains key is that a coaching approach must not be regarded as static, rather, even if the purpose of the coaching engagement remains constant, coaches may and should employ different approaches to facilitate progress on the client's development needs while reflecting the different context, explains Osatuke, Yanovsky, and Ramsel (2017). In this particular instance, this context means that the target group are successors who are at different readiness levels and occupy different roles at different hierarchical levels.

2.3.6 Proposition 1

Coaching approach that develops an identified successor needs to impact the affective, behavioural and cognitive domains of the executives while it is also context bound.

2.4 Executive coaching for succession management

When deploying a coaching intervention, the coaches or their sponsors may settle for a mixture of the above approaches to gain value from each one's inherent strength guided by the intended purpose. Lawrence and Whyte (2013) define the purpose of coaching as "the point at which the organisation and the individual align as to the desired outcomes of coaching"(p. 10); Stober (2006) asserts that coaching is best served by harnessing different perspectives and there is an emerging view that coaching is most effective when practiced from multiple perspectives.

With this notion, there could be a superior coaching approach, for this context of (1) succession management (2) proving efficacy of coaching as a new practice in Botswana. The coaching purpose which incidentally informs the approaches may be well informed by other success factors, such as linkage to business strategy (Thach, 2002).

2.4.1 Evidence Based Coaching

Evidence based practice is adapted from medical practice and defined by Sackett, Rosenberg, Gray, Haynes, and Richardson (1996) stating,

Evidence-based practice is *"the conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients, [which] means integrating individual clinical expertise with the best available external clinical evidence from systematic research".*

Evidence based practice is an approach to coaching where evidence informs choices in coaching i.e. process, content, methods and translates into outcomes for clients (Drake (2009). This practice requires a level of engagement from coaches to develop rigorous methodologies and use of sound theoretical frameworks to navigate the coaching environment, mindful of what will provide the best value to the client, asserts Stober (2006). Drake (2009) surmises that the practice of evidence based coaching is characterised by a dynamic and subjective practice of sourcing evidence from research and practice for an effective intervention and Passmore (2007)'s integrative model for executive coaching, though over 10 years old, is a perfect illustration of using existing evidence to create such an effective intervention.

To discuss what evidence-based coaching is is to explain its key tenets that constitute its practice. These are,

- Best available evidence
- Practitioner expertise
- Individual clients

Best available evidence

Executive coaching is a field noted for its practice that is far ahead of theory (Joo, 2016). Notwithstanding this, evidence based coaching requires that evidence informs the practice, in fact, Drake (2009) warns that buyers of coaching must insist on understanding which evidence informs their coaching methods. Fortunately for coaching, there are four main knowledge domains identified by Grant (2005) that underpin the practice of evidence based coaching which are, behavioural sciences, business and economics sciences, adult learning and philosophy.

According to Stober et al. (2006), best available evidence refers to empirical research findings on what works in coaching and why. A study by de Haan, Grant, Burger, and Eriksson (2016) is an example of such research that can be used to provide evidence as it studied numerous factors that contribute to effectiveness of coaching, such as the client's self-efficacy and the relationship between coach and client. The strength of evidence based coaching lies in its ability to apply knowledge from research and other sources (Abott, Stening, Atkins, & Grant, 2006).

Beyond evidence deduced from coaching specific studies, it can also be extrapolated from well-established disciplines that often underpin the practice of coaching, some of which are the approaches mentioned above. This is agreed upon by Stober et al. (2006) who continue to say that evidence required to prove efficacy of coaching in this instance, can be best drawn from disciplines with which coaching aligns. However, Drake (2009) encourages that the coaching field needs to establish its own evidence, especially at this stage of infancy.

The position of evidence based coaching that permits drawing multiple streams of evidence is vital as a single type and/or source of data cannot reveal to practitioners and everyone alike what is effective (Drake, 2009). This single attribute of evidence-based coaching is the inherent strength of this approach and limits reliance over anecdotal evidence to establish the efficacy of coaching. The challenge however remains that coaches must be able to tap into previous materials of these disciplines and use the knowledge as the foundation of their practice, says Grant (2005). It cannot be taken for granted that the capability and competence to draw evidence from this body of knowledge comes with ease, hence the practitioner's expertise is explained below.

Practitioner expertise

The topic of the role of the coach in a coaching engagement is a well-researched area (Bachkirova, 2016; Brotman E. Llyod, 1998; de Haan et al., 2011; de Haan et al., 2013; de Haan et al., 2016; Haan, 2012; Latham. P. G, 2012; Visser, 2010). Despite a number of coaching approaches in use, what remains a common factor across all these approaches is that the coach as an individual is a factor to the effectiveness of the coaching intervention. This, Bachkirova (2016) describes as the coach being the main instrument of coaching.

Most of the reviewed coaching approaches emphasise that the relationship between client and coach is a factor to the outcome and so does the evidence based coaching approach. This is articulated by (Stober et al., 2006) that the expertise of the coach is vital, foremost to enable due diligence of evaluating the best available evidence to structure a coaching process that befits the coaching while maintaining scientific integrity and practical utility. Furthermore, Osatuke et al. (2017) says this expertise may enable the coach to draw from interdisciplinary knowledge of adjacent disciplines to create outcome evaluation methods.

The practitioner's expertise in this context of coaching a successor further includes the practitioner's ability to use tools such as multi-rater 360 feedback tools (Judge & Cowell, 1997). Judge and Cowell (1997) say that when used for development, this feedback tool can become useful to the appointed coach but this was found not to be the case and did not support the same hypothesis of the study carried out by (Bozer & Jones, 2018). The nature of the relationship

the coach gets into with the clients places an ethical obligation on the coach (Fillery-Travis & Passmore, 2011). The coach's training should include ethical considerations, supervision and other reflective practice methods. The expertise of the coach, through this rigorous training, goes a long way in minimising the risk of harm to the clients, as warned by Berglas (2002).

Joo (2016) posits that the background of the coach informs the selection of the coaching approach e.g. a coach with a psychology background may select a psychodynamic approach. Be that as it may, Stober (2006) states that the expertise of the coach is well illustrated if they facilitate a process rather than delivering expert knowledge, especially from their background discipline. The expertise of a coach can also be looked at from the competence and capabilities of a coach. Backirova and Smith (2015) are of the view that coaches should be assessed on capabilities rather than competencies as capabilities are the basis upon which competencies can be built to provide a more holistic view of the coach's expertise. Invariably, the coach must be capable even of recognizing negative effect of coaching, something that (Schermuly & Graßmann, 2018) argue it must make part of training coaches, that coaching can have negative effect and how to manage them.

It cannot be overemphasized that the expertise of the coach is what would enable them to recognise evidence when they see it, even when contradictory, and know how to use it to inform their approach to coaching.

Individual Client

The client, as earlier referred to as an object of analysis, is a key factor in evidence-based coaching, as with other approaches. The client needs to be willing and informed to benefit from coaching, asserts several authors (Fillery-Travis & Passmore, 2011; Laske, 2004). They say this predicts the effectiveness of coaching intervention while also urging the need to understand the areas requiring coaching.

Through evidence-based coaching, the needs of the client are central to the coaching process selected, if it is determined that coaching is fit for purpose.

Evidence based coaching is an approach that makes considerations of unique conditions and/or circumstances of a client to draw from various available evidence/knowledge and the expertise of the coach to meet the coaching needs of the client (Stober et al., 2006).

The client, a high potential individual identified as a future successor for leadership or a technical role, presents certain dynamics to this coaching set-up. The first challenge is whether the identification of such an individual which makes them the candidate for coaching, was well-informed. Slizer and Church (2010) observe that the identification process often mistakes an individual's current skills and abilities for a sign of high potential and past performance with future effectiveness. Reynolds (2011) cautions coaches of the fact that these individuals tend to be very ambitious and restless, often demanding that their coaching challenges be addressed at a much faster pace. This could be because their idenitification places pressure on them to perform at certain level once the right support is provided, in this case coaching.

The evidence based approach to coaching, according to Fillery-Travis and Passmore (2011), is an approach that can document and demonstrate concrete personal development and organisational outcomes. However, there are opponents who bemoan the lack of an original coaching knowledge base, not

as extrapolated from other fields. Grant (2013) response to this is that it must not be presumed that evidence-based practice in coaching is therefore impossible for lack of a sophisticated knowledge base, rigorous examination between subject's studies, etc. He suggests that there is an emergent evidence base for the efficacy of coaching, albeit it does not follow the same standards as for established domains, such as health and medicine which are often used as the benchmark for evidence-based practice.

2.4.2 Proposition 2

An evidence-based coaching approach that is aligned to the purpose of coaching for succession management is effective

2.5 Coaching Effectiveness Evaluation Models

Evaluating the effectiveness of coaching is a topical and relevant topic, as discussed by several authors (De Meuse et al., 2009; Ely et al., 2010; Feldman & Lankau, 2005). Fillery-Travis and Passmore (2011) assert that the prevalent use of coaching as an intervention necessitates that evaluations of its impact should be of key interests to both organisations and coaching practitioners.

Ways of evaluating the efficacy of coaching often varies, depending on the coaching approach and outcomes expected from the intervention, says Grant (2013). This diversity, he says, is delaying the birth of one common measurement standard of efficacy of coaching as idiosyncratic measures are also necessary to accommodate the measurement of the specific goals of each coaching engagement. This delay may soon be a thing of the past if Osatuke et al. (2017) position is accepted that just as effective coaching approach draws from interdisciplinary evidence to inform practice, so must the evaluation of effectiveness of coaching be drawn from interdisciplinary evidence.

In undertaking an evaluation of how effective a coaching intervention has been, De Meuse et al. (2009) suggest that a summative and/or formative approach to evaluating effectiveness can be used. Ely et al. (2010) hold the same viewpoint that both approaches to evaluating effectiveness are required as the summative evaluation looks at the outcomes of the process while the formative approach looks into the process of coaching.

Common outcomes measured in executive coaching to determine its effectiveness is behaviour change and Rekalde, Landeta, Albizu, and Fernandez-Ferrin (2017) posit that executive coaching effectively contributes to sustained behaviour change due to its strong capacity to modify the behaviour of the executives receiving coaching. Some evaluations reveal this effectiveness through a self-reporting assessment where the executives report their change in behaviour which Feldman and Lankau (2005) discourage. However a study by Rekalde et al. (2017) prudently assessed this change in behaviour by other collaborators such as peers, subordinates and line managers of the executives.

Leedham (2005) explains that this demonstrated behaviour change is a result of the effective foundation of coaching (environment, coach skills, attributes and process) which results in inner personal benefits of the client (clarity, motivation and confidence) then is followed by the said behaviours i.e. outer personal

benefits (enhanced skills and knowledge, improved behaviours). The end product of the afore-mentioned benefits eventually translates into business results.
These are factors proposed by Leedham (2005) to contribute to the effectiveness of coaching while De Meuse et al. (2009) suggest there are three factors that moderate the effectiveness of coaching and they are purpose, method and process of coaching. The evaluation models discussed below, whether formative or summative, are aligned to one or more of these factors.

2.5.1 Summative evaluation of coaching effectiveness models

When investigating effectiveness of coaching post the coaching intervention, a summative evaluation is undertaken (De Meuse et al., 2009). A Kirkpatrick model of evaluating training can be used to evaluate coaching through a measure of participant reactions, learning, changes in behaviour and results (Lawrence & Whyte, 2013).

Table 2: Summative evaluation of coaching effectiveness using Kirkpatrick evaluation model, as adapted from Ely et al. (2010)

Kirkpatrick	Indicators	Source of Data
Reaction	• Client perception of coaching, coach, process and overall effectiveness of coaching. Evaluates participants' feelings about coaching, affective and short-term	• Satisfaction rate: Self-reporting
Learning	• Self-awareness • cognitive flexibility, • Job Attitudes: Engagement • self-efficacy Evaluates learning, skills acquired, developed/improved skills	• Satisfaction rate: Client • Pre-and-post assessments of clients
Behaviour change	• Change in executive behaviour and achievements of coaching goals Manifestation of observable behavioural change due to learnings acquired.	• Pre-and-post 360 feedback on behaviour by client, subordinates and superior
Results	• Cultural integration • International assignment success • Changes in subordinates i.e. performance, engagement levels Results that occur as a result of coaching, measured through any business-related metric	• Satisfaction and commitment of client, subordinates

This evaluation model is ideal due to multiple data sources that includes the client, superior and subordinates' ratings to reduce subjectivity of self-reporting. It also measures all factors of coaching effectiveness proposed by (Leedham,

2005) in that the inner personal benefits of the client can be measured through the client's reactions and learning while the outer personal benefits can be evaluated through the behaviour changes while the results are aligned to the business results mentioned by Leedham.

2.5.2 Formative evaluation of coaching effectiveness models

As already indicated that the formative evaluation looks at the process of coaching and the tenets of evidence based coaching approach was used for this evaluation. Lawrence and Whyte (2013) point that the buyer (organisation) of coaching undertakes formative evaluation at the beginning, middle and end of coaching to check the progress of the assignment through an on-going dialogue between coach and organisation. This, however, presents a challenge of whether the organisation has the competence to evaluate coaching and could eventually be a deterrence to evaluating coaching effectiveness after all.
They suggest use of a Clocktower model for formative evaluation, however in the context of where coaching practice is in Botswana (maturity levels) and to align to discussed best approach to coaching for succession management, an adapted model by Ely et al. (2010) is used as shown in Table 3. They created it, using the Centre of Creative leadership principles of leadership coaching.

Table 3: Formative evaluation of coaching effectiveness using evidence based coaching tenets, adapted from (Ely et al., 2010).

Coaching process	Indicator	Source of data
Client	• Client readiness • Client expectation • Organisations' commitment (context of the client's environment)	• Expectations and attitudes of client: self-report • Organisations' representative • Coach feedback to organisation on client's progress on agreed frequency
Coach	• Coach competence, credentials • Expertise in coaching within different contexts e.g. cross-cultural contexts	• Certifications, Academic training • Testimonials from past clients • Background
Evidence Base	• Clear indication of underlying theory that underpins practice • Assessments tools used	• Perception of effectiveness and alignment with purpose: HR or organisation representative • Cultural assessments

Finally, conversations on the effectiveness of coaching have almost always made references to return on investment (ROI), while Grant (2012) dissuades evaluating of coaching effectiveness through ROI saying it is an unreliable and insufficient measure. He deems it tenuous to delineate specific causal relationships between a coaching engagement and organisational metrics improvement. On the other hand, Lawrence and Whyte (2013) encourage that

it can be used as long as ROI complements other evidence, not as a single unitary measure.

2.5.3 Proposition 3

A formative and summative evaluation can be used to evaluate the effectiveness of coaching.

2.6 Conceptual Framework

In its definition of executive coaching, literature states basic conditions to be met for an effective coaching approach. The effectiveness must be demonstrated by an impact on the client's affective, behavioural and cognitive domains while context bound. The theories that underlie different approaches were studied to reveal how they lend themselves to the effectiveness of a selected coaching approach which must be fit for purpose. A coaching process that ensues will determine how effective a coaching approach is through an evaluation before, during and after coaching.
The conceptual framework below illustrates the defined concepts of how coaching effectively aids succession management form the literature review undertaken.

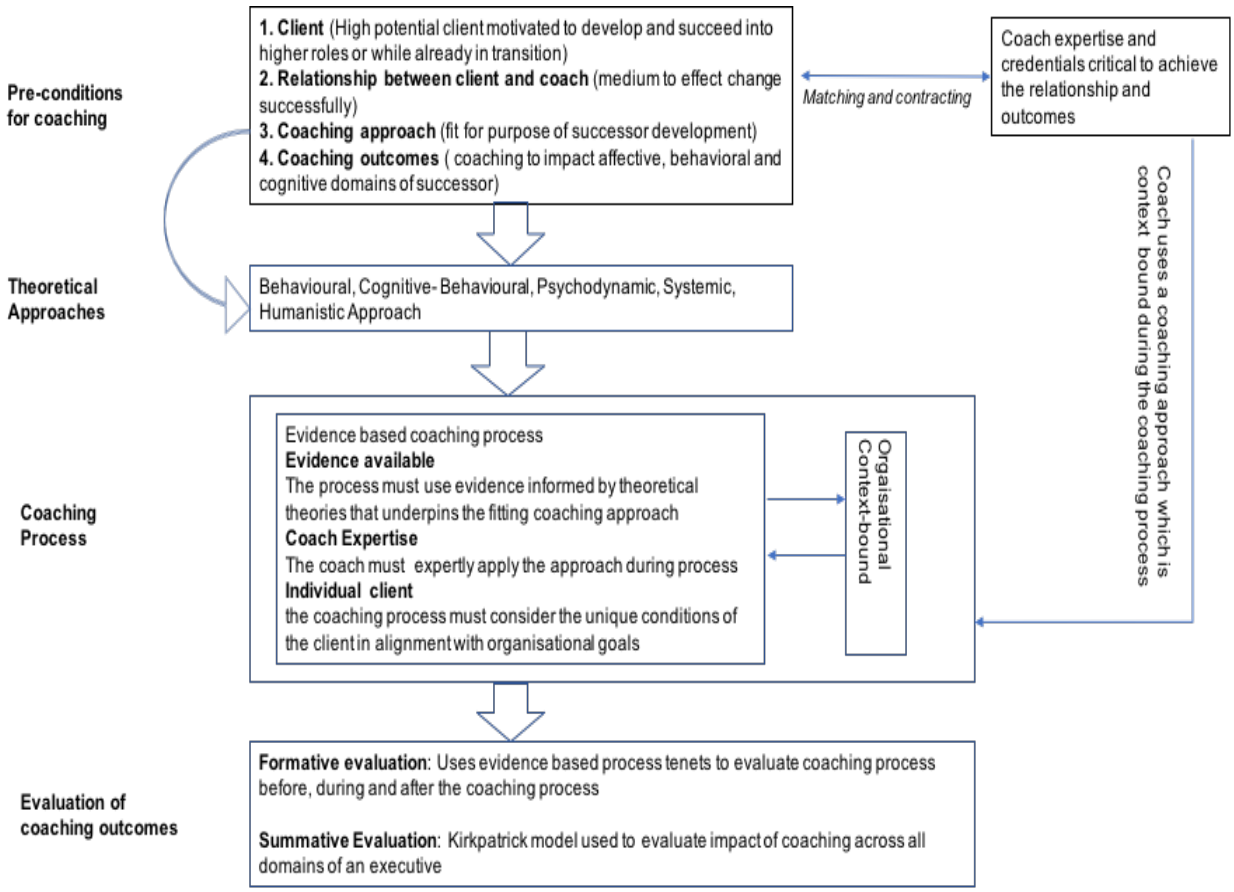


Figure 1: Conceptual Framework adapted from Blackman, Moscardo, and Gray (2016)

2.7 Conclusion of Literature Review

There are many approaches to executive coaching, some established and some emergent as coaching transforms into an intervention that is dynamic enough to meet the ever-changing needs of clients as their environment changes.

The evaluation of effectiveness of coaching is no longer a nice-to-have but an element of coaching that must accompany the coaching service. There appears to be a challenge on how best to measure this in the absence of an agreed formula. Previous studies have however, shown that when the purpose of coaching is clear, the outcomes of coaching that are linked to that purpose are what needs to be evaluated. There seems to always be an observable outcome that is measured and that is change in behaviour and its resultant business results.
Although there is extensive literature on different approaches to coaching and what renders them effective, especially for succession management, there is a dearth of research that remotely shows the practice of coaching in Botswana and the approaches to the coaching used. The design of the research questions is meant to contribute to the knowledge base of the emerging practice of coaching in Botswana by inducing from the data collected whether these propositions are true and valid,

2.7.1 Proposition 1

Coaching approach that suits successors' need to impact the affective, behavioural and cognitive domains of the executives while also context bound.

2.7.2 Proposition 2

An evidence-based coaching approach that is aligned to the purpose of coaching for succession management is effective

2.7.3 Proposition 3

A formative and summative evaluation can be used to evaluate effectiveness of coaching.

CHAPTER 3: RESEARCH METHODOLOGY

This research induces an understanding of executive coaching approaches and their effectiveness in the context of the application through the experiences of successors at Local Company X Botswana. It also inferred how coaching effectiveness should be evaluated. To achieve the research objectives, the research approach and design, the method used to collect data selected is discussed. Data collection and analysis process are also explained to highlight the inductive conclusion on the phenomenon of executive coaching for successors and its effectiveness.

3.1 Research Paradigm

The paradigm adopted to carry out this study was an interpretive approach. The interpretivist paradigm best served the intent of this study as the interviewee's in-depth experiences revealed multiple views on the phenomenon and research constructs, from which the researcher made interpretations (Creswell, 2007). This paradigm is apt and sufficient to shed light on the executive coaching practice in Botswana as a relatively new and less understood practice, as noted in the context of the study.

The observation by Creswell (2007) that the researcher's own background influences the interpretations they make is evident in the selection of the interpretive paradigm for this study. The researcher's own background as an aspiring executive coach and as an HR practitioner who employs coaching for leadership development, deemed interpretive study to be a sufficient paradigm that allowed for her and interviewees' interpretation of effectiveness of coaching for an identified purpose.

A qualitative research approach was used to undertake this research. Definitions of qualitative research often differ owing to lack of consensus on whether this approach is best defined based on its methods or process. One definition addresses the how part, how to collect data, kinds of data and analysis (Mackenzie & Knipe, 2006). The other definition refers to inherent features of the approach i.e. inductive, emergent, natural setting (Creswell, 2007; Ritche, Lewis, Nicholls, & Ormston, 2013). Bashir, Afzal, and Azeem (2008) simply state that qualitative research is concerned with studying phenomena to understand these as fully as possible, while Antwi and Hamza (2015) reveal that it is grounded on an interpretivist paradigm.

Qualitative approach is fit for this research as it enabled the

- Interpretative approach to explore the effectiveness of the coaching approach as perceived by coached successors and the HR office. Research then makes an interpretation whether the coaching approach is effective.
- Researcher acknowledges their experiences with regards to the studied phenomenon (Creswell, 2007)
- Data to be context specific as this is inherently imperative for a case study
- Collection of data that is rich, detailed and descriptive of the phenomenon through suitable data collection methods.

Table 4: Advantages and disadvantages of a qualitative research approach

Advantages	Disadvantages
Researcher able to close in on real life accounts and test views as they relate to phenomenon	Single case study can be subjective
Study hypothesis can be transferable or replicated in similar studies	Cannot be generalised to wider population or other case studies
Proximity to reality as researcher immerses themselves in participants' environment to understand phenomenon	Researcher can be prone to verify their pre-conceived ideas on phenomenon studied

This chosen approach however, has inherent disadvantages as discussed in the table above. Acknowledging these, the researcher was ever mindful to ensure that these do not have any significant impact on the collection and interpretation of findings.

To attain methodological alignment, the qualitative approach served the purpose of this study which explored how a selected executive coaching approach by Local company X was effective. Through the use of multiple sources of evidence, such as in-depth interviews and document analysis to obtain rich detailed data, interpretations were made from the anecdotal data.

3.2 Research design

This research used the research designs of case study. Yin (1981) defines case study research as a scholarly inquiry on a contemporary phenomenon in a real life context through the use of multiple sources of evidence, while Flyvbjerg (2016) defines it simply as a "detailed examination of a single example".

This design was adopted as it allows for emergence and exploration of complexities inherent in the nature of coaching as many themes, often contradictory, emerged as interviewees gave their experiences of coaching and the meaning thereof. These themes revealed a rich detail of the problem studied and it is cautioned that it is not always desirable to summarise or generalise these results with the aim of scientific conclusions and theories as other research designs require (Flyvbjerg (2016).

The selection of a case study, using an interpretive paradigm, enabled the researcher to interpret the study's findings - iteration between propositions of this study and data collected from literature and in the field on the phenomenon (Yin, 1994). The assumption of the case study design that participants be interviewed at their natural setting was best carried out in this study as the sample population were interviewed at their place of work to maintain context.

3.3 Data collection process and methods

Data collection methods were primarily through semi-structured interviews. Semi-structured interviews are used for their flexibility to allow for data to be collected from different respondents while covering the same area of data (Baharein & Noor, 2008). The practice of gathering nuanced data from respondents is in line with an exploratory study where each form of data is analysed to gain deep and rich understanding of the phenomenon studied. The semi-structured interviews were administered to individuals on the succession plan, HR officials who are custodians of coaching and coaches. The researcher was also keen to observe the manners of all interviewed to enable the researcher to examine enactment of a studied phenomenon for more understanding on what people do beyond their verbal articulation on what they do (Frank & Polkinghorne, 2010)

The researcher also established the way the coaching programme is evaluated through document analysis. This was another means of data collection which ensured triangulation, which Dooley (2002) suggests is applicable for research validity and reliability. This includes reviews of both official and unofficial documents to cross validate information from interviews, explains Baharein and Noor (2008) and to gain more insight on the phenomenon that may not have been revealed from interviews or observation.

The procedure to collect data was cognisant of the interpretivist nature of this study. The data was used to inductively generate a rich description and interpretation of a phenomenon. According to Creswell (2007), the data as bound in context, is best collected from the natural environment of the respondents. The interviews were held at the case site after permission for entry at the highly secure compound of Local company X is granted by HR office. The sole interviewer made appointments with different respondents and drove to their location of employment, some were based at a mining town 600 kilometres away from headquarters.

The semi-structured interviews were tape recorded to ensure accuracy, resulting in many pages of transcriptions which cost a lot of money for the researcher yet were essential for the research. The researcher had made additional notes of non-verbal data and observation while interviewing the respondents which proved insightful when analyzing data. Creswell (2007) insists that researchers are key research instruments as they collect the data themselves. Critical reflection by the researcher as a tool for research led to acknowledging the skills of the researcher who has to collect rich data for the study. As an aspiring coach, coaching skills acquired such as reflection, questioning and listening skills were employed in data collection. These skills enabled the researcher to listen actively, ask impactful questions and build rapport with respondents such that respondents could feel comfortable to relate their experiences as accurately and vividly as possible which they did as evidenced in their responses.

HR officials and external coaches were requested to share with the researcher documents of coaching material such as the coaching programme design, methodology and any evaluation documents presented by the coach to the HR Office. These documents were only allowed to be seen during interviews as HR officials would not share them with the researcher for fear of abuse of

intellectual property despite the reassurance by researcher that the documents would be solely used for purpose of research.

3.4 Population and sample

The researcher gathered data from the population of Local Company X Botswana employees and external coaches the organisation has used in the past. The case study endeavoured to explore the phenomenon of executive coaching and specifically the effectiveness of approaches of coaching used at Local Company X. This is a progressive organisation that uses executive coaching for its successors to develop their readiness levels for now or later to assume executive roles.

The population is a large domestic organisation operating in Botswana with the main offices in Gaborone and at two mining towns in the country and uses executive coaching. All employees of this multinational organisation and its external coaches for executives constituted the population.

The sample was selected from within the population of Local Company X and it constitutes the following with processes which were used for them,

- Successors identified for development: These are employees of Local Company X who were identified as having potential to assume higher level roles. Interviews were used to collect data from this sample
- Human Capital: Two members of the Human Capital office were sampled to provide data in form of documents concerning the coaching programme and its evaluation for effectiveness, if these exist. Interviews were also used to understand their perception of the coaching approach effectiveness as buyers of coaching and how they ensure it, as well as evaluate it.
- External Coaches: Local Company X uses external coaches for its coaching purpose and they were interviewed to gather data on what their approach to coaching is and what informs the approach to make it effective and fit for purpose for the coaching that has been identified by Local Company X.

3.4.1 Case Site

The Local Company X organisation has been selected as a case site for the study. Local Company X is a renowned organisation in diamond mining based in Botswana. The organisation is a joint venture between the government and another leading mining magnate. Local Company X has been known to lead the efforts of developing local talent to minimise over-reliance on imported skills in the form of expatriation. As the single largest employer within the mining industry, its concerted efforts in development of organisational bench strength through citizens is recognised and commended by the government. Localisation of key roles in the organisation is a pertinent discussion as the government is keen on developing a knowledge based economy through development of human capital.

For the purpose of the study, Local Company X made a natural selection because it already uses coaching for multiple reasons and succession management is one of them.

3.4.2 Sampling method

Creswell (2007) emphatically states the importance of selecting respondents when sampling. A non-random sampling method of purposive sampling was used as it is aligned with the intended method of data analysis, thematic analysis, according to Hsieh and Shannon (2005). Eleven (11) respondents were interviewed following the recommendation of Polkinghorne (1989) that five to 25 individuals are sufficient for a qualitative research.
Etikan (2016) defines purposive sampling as a non-random sampling that identifies and selects respondents who are well informed about a phenomenon of interest and are willing to share their knowledge and experience. For this study, the researcher had the respondents selected by HR practitioners in line with the research topic with specific target audience of employees. This may have influenced the findings of the research as the experiences of the coachees conformed to a great extent. The sampled coaches, were purposely sampled because they had coached some of the sampled respondents not all, while the rest were coached by other coaches who were not sampled.

Table 5: Description of sample

Sample Group	Number to be sampled	Purpose
Succession employees	7	To gather their experiences on coaching approach used and what the executives found most effective about the approach.
External Coaches	2	The practitioner of coaching can shed light on their approach to coaching employees to achieve outcomes under study and how they evaluate the programme
HR Official	2	As custodians of executive development, they define objectives of coaching and select the coaches

Table 5 above shows the sample and describes each of the three groups within the sample. The sample is in line with assertions by Elo et al. (2014) that a sample ought to constitute participants who best represent or have knowledge concerning the research topic.

3.5 The research instrument

Semi-structured interviews were the main research instrument used to gather information about the experiences of employees on the succession plan on coaching and how it contributed to their overall development for job readiness. Walliman (2011) defines semi-structured interviews as interviews that contain both structured and unstructured sections with standard and open-ended questions.

The interview guide used and attached on the appendix consisted of different questions for each group of respondents but following same structure and logic. Guided by the recommendations of McNamara (2017), the interview guide was structured such that questions are open-ended, worded clearly and neutral. Open ended questions were critical for this study as they allowed respondents to respond to questions in a manner that they deem sufficiently and succinctly captures their experiences. Jacob and Furgerson (2012) also encourage open ended questions as they uncover information about participants and their situations and allow for unexpected data to emerge.
The semi-structured interview guide allowed for the flexibility to probe further using follow-up questions on the accounts of interviewees which was a huge advantage of this instrument. This provided the benefits of rich data for an exploratory study such as this one to uncover a plethora of themes relating to the phenomenon under inquiry

3.6 Data analysis and interpretation

Thematic analysis was used to analyse and interpret the qualitative data for this research. Fereday and Muir-Cochrane (2006) define thematic analysis as a "form of pattern recognition within the data, where emerging themes become the categories for analysis". The use of thematic analysis recognises the fundamental role of a theme in qualitative research, as echoed by Ryan and Bernard (2016)
This analysis approach was selected because of its inductive features to allow for themes to emerge from the data. The purpose of analysing data using thematic analysis was to identify patterns that are relevant to answering the three research questions (Braun, Clarke, Hayfield, & Terry, 2012). They say these patterns can be identified by ways of common meanings emerging around each research construct i.e. coaching approach, its effectiveness and how it is evaluated from the sampled respondents and how these meanings answer the research question posed.
Six phases of thematic analysis are discussed, outlined from Braun and Clarke (2006), and its recursive process is highlighted through all the phases (Nowell, Norris, White, & Moules, 2017)

3.6.1 Data familiarization

At this stage, the researcher immersed herself in the data for a complete understanding by reading it. The transcripts were read over and over again to obtain a sense of the whole (Elo & Kyngas, 2008). Braun et al. (2012) suggest that researcher can also listen to the recordings of the interview while also reading the transcripts. The researcher first read the data without taking any notes and on a second read marks were made on items of potential interest. Reading the data with a critical and analytical view enabled the researcher to deduce meanings from the data.
Nowell et al. (2017) say it is possible for researchers to develop initial analytic interests in the data as they collect it. This should not be used as an excuse not to immense yourself in the data to have that sense of a whole referred to.

3.6.2 Generating initial codes

In generating codes from the data, data is organised into meaningful groups (Braun and Clarke (2006). Nowell et al. (2017) say when generating codes, the researcher needs to be mindful not to code data to fit it within pre-conceived ideas. To avoid this trap, the researcher read the data intently in the first stage to obtain a clear understanding.
To generate a code is to reduce the data to that which is relevant to the research questions, asserts Vaismoradi, Jones, Turunen, and Snelgrove (2016). This exercise, they say, is one level of abstraction that often uses the researcher's intuition and precedes high levels of data analysis, which is the development of themes.

3.6.3 Searching for themes

When smaller units of analysis, which is coding, is completed, a broader approach to analysis of data is adopted, searching for themes. Themes are defined as a natural connotation of what the research is trying to describe (Ryan & Bernard, 2016).
Nowell et al. (2017) articulate the search for themes using an inductive approach as the process of searching for themes that strongly relates to data, not so much to the specific questions asked.
At this stage, codes were analysed and re-organised into themes. Ryan and Bernard (2016) suggest marking different themes with different coloured markers and this was used by the researcher as she studied the interview transcribed data intently. The many ways in which themes can be identified, according to Ryan and Bernard (2016), is through repetition, indigenous typologies, metaphors and analogies, transition and linguistic connectors among others. These are mentioned because the researcher expected that when the respondents express their personal experience of coaching, some expressions will be used which can be repetitive, use of metaphors, interesting use of words and indications of causal links. This happened and the researcher analysed some experiences through a study of the most common words used to describe experiences.

3.6.4 Reviewing of themes

Themes were revised at this stage and it became apparent which themes needed to be discarded and where there was not enough data that support a theme, some themes fell together when they had codes of data that had similar meaning (Braun & Clarke, 2006)
Braun et al. (2012) explain that to revise the themes, the researcher first reads codes within each theme to ascertain their relevance to the main theme and whether this is well-placed. After this, the researcher needs to ensure the themes identified thus far, represent accurately the entire body of data and this is done by re-reading the entire data to ascertain this. While re-reading the data, new codes may be generated that either fit into existing themes or a new theme will be created altogether in order to have themes that capture fully the meaning embedded in the data as it relates to the research focus.

3.6.5 Defining and naming themes

For the essence of the story captured within each theme, a name can be assigned to the theme. Naming a theme is a result of each theme's analysis that captures the part of the story the theme captures in relation to the whole story (Braun & Clarke, 2006). An analysis within each theme can potentially lead to refinement of the theme to ensure that the essence of the theme is coherent and aptly captures certain aspects of the data. The researcher named each theme according to the meanings they carried as a collective.

3.6.6 Producing the report

The analysis of the data was finally laid down in a concise and logical write-up that provided enough evidence of the themes within the data. In so doing, the researcher provided extracts from the data within each theme to prove prevalence of the theme within the data, as encouraged by Braun et al. (2012). This was used to illustrate the description of the data which accompanied an analytic narrative to make an argument for the research question while providing a vivid picture of the explored phenomenon.

3.7 Limitations of the study

One respondent was interviewed over Skype which was less ideal for collecting data on non-verbal communication of an external coach based in South Africa
The study could not include interviews of HR officials based in the United Kingdom as it appears they set objectives of coaching and recommend coaches while the host country HR office merely implements these.
This limited understanding on how Local Company X defines the objectives of coaching when appointing external coaches to determine if evaluation of coaching is aligned to the business objectives of coaching. This however, was compensated by the documents made available by HR officials on coaching programmes implemented.

3.8 Validity and reliability

A growing body of knowledge through research, such as this study, is necessary to advance sound practice and the theory of coaching through research. Authors have advanced opinions that credibility and trustworthiness of research is ideal to ensure rigorous inquiry, albeit with varying definitions on terms associated with validity and reliability of a qualitative research (Antwi & Hamza, 2015; Bashir et al., 2008; Cho & Trent, 2016; Creswell, 2007; Creswell & Miller, 2000; Flyvbjerg, 2016; Kahlke, 2014).
The following is an indication of which validity and reliability procedures the researcher used and why.

3.8.1 Validity

Validity, in the context of this interpretive inquiry, means accurate representation of participants' realities concerning the phenomenon, as posited by Creswell and Miller (2000). Bashir et al. (2008) have defined validity in

qualitative research as " the extent to which the data is plausible, credible and trustworthy and thus can be defended when challenged".
For a qualitative study that used thematic analysis to analyse and interpret data, validity was ensured by deducing themes that adequately portray the story line developed, based on research respondents accounts (Vaismoradi et al., 2016).

Transferability

Transferability in a qualitative study such as this one, is the ability of the study's findings to be transferred to similar contexts (Shenton, 2004) . For the reader to decide whether the study's findings can be transferred in other contexts, there needs to be as much detail as possible on what the study uncovered (Creswell & Miller, 2000). Proper understanding of the rich detailed description of the phenomenon and contextual information is necessary for readers to determine if the study is transferrable (Shenton, 2004). For this reason, the researcher provided sufficient contextual information and description of the phenomenon to enable future researchers to establish if the findings of this research can be transferred to their studies.

3.8.2 Reliability

For a qualitative study such as this one, Creswell and Miller (2000) hold the position that the researcher needs to demonstrate its reliability, therefore embarking on the delicate process of selecting validity procedures guided by their (researcher) viewpoint and chosen paradigm of inquiry. The notion that reliability of qualitative research is dependent on the researcher is echoed by Golafshani (2003) and Bashir et al. (2008). They assert that the credibility of research is dependent on the researcher's effort and abilities.

Dependability

Elo et al. (2014) state that dependability of a qualitative study is concerned with how stable the data over time is, subject to different conditions. This research is dependable and can be repeated, as clearly illustrated by the manner in which this research was carried out, following sound research practices in its design.
The contents of the research report has a clear description of the research methodology as guided by propositions of Shenton (2004) that dependability of a qualitative study is revealed by highlighting how,

- the research is designed and executed,
- detailed explanation on how data was collected in the field
- researcher continuously re-appraises the research undertaking.

Credibility

Credibility of this study is promoted through a rich detailed description of experiences of respondents and through vivid extracts from data. In providing as many vivid details as possible of the experiences of the respondents, the readers of the study are able to understand that the study is credible (Creswell & Miller, 2000). Shenton (2004) agrees that indeed detailed descriptions help reveal actual situations investigated to the level that the reader can determine the extent to which overall findings appear truthful and congruent with research questions.
Self-disclosure of the researcher on their personal interests in the findings of this study as an HR practitioner and aspiring coach was provided for credible reporting. This is important as readers of the study will be alert to possibility of influences that shaped the interpretation of the research data.

Different data collection methods were used to collect data from different categories of respondents. Triangulation is a popular method for ensuring a study is credible. Creswell and Miller (2000) define this as the practice of providing data that is corroborated through multiple data sources. In this study, data was collected through interviews, observation and document analysis. Bashir et al. (2008) agree that this method results in more valid, reliable and diverse construction of realities.

3.9 Ethical Consideration

Guillemin and Gillam (2016) opine that there are two dimensions of ethics in qualitative research, namely procedural ethics and ethics in practice. They suggest that procedural ethics is when the researcher gains permission to undertake research involving humans from the ethics committee. Furthermore, ethics in practice is ethical issues that are bound to arise during course of research. These ethical dimensions are considered and relevant for this research as the researcher awaited clearance by the ethics committee before collecting data after factors such as risk exposure had been ascertained and mitigated where necessary.

For ethics in practice, the researcher was mindful of possible ethical dilemmas that might emerge as she engaged the sample population on their experience of executive coaching. The research supervisor was to be notified should any ethical dilemmas arise to guide the researcher in managing these. The basic ethical practice is to gain consent from participants, urges Jacob and Furgerson (2012) which the researcher did as all respondents signed a consent form, a copy of it in the appendix. They emphasise that the researcher must hold the confidence of participants and that they may withdraw from the study at any time. All respondents further gave a verbal consent that was recorded before any interview began.

CHAPTER 4: PRESENTATION OF FINDINGS

4.1 Introduction

This chapter provides a presentation of the study's findings, starting with an overview of the demographics of respondents from the one-on-one semi-structured interviews. A summary of results in themes derived from all three research questions is provided and interpretation thereof for each research question. The study's findings reveal how executive coaching aids or unwittingly deters the succession management process at Local Company X.
Thematic analysis was carried out on the interview transcripts from responses of employees who received coaching, coaches used and from the HR officers respectively. The data was analysed and coded to create themes and sub-themes against each of the three research questions.

4.2 Demographic profiles of respondents

A total of 11 respondents were interviewed, seven of which were coached executives, two HR professionals and two coaches. The interviewed executives were selected by the HR Head, following extensive discussion at the HR Head's office on the purpose of this research.
A purposive sampling method was used to select a sample of seven employee respondents who are within the high potential pool of people developed for succession and have received coaching. The sample was not confined to employees within one area of operation but included employees from the mining site. Three respondents were employees based at the mining site while the remaining four were based at the Corporate Centre or Head Office in Gaborone.



Figure 2: Gender distribution of respondent

The above demographic graph reflects distribution of respondents for the entire research sample by gender. In the employee group, there were only two women

while both coaches are women. The former reflects the status of women representation in leadership roles at Local Company X as there is only four against seven men at executive level. Until recently, the Managing Director (MD) was a male and a female ascended to the acting MD role. Before presenting the findings of this study, it is critical that the study shows how validity and reliability was ensured and the next section details that.

4.3 Validity and Reliability

Validity and reliability are mostly used in quantitative studies and as this was a qualitative study, the terminologies that are used are transferability, dependability and credibility.

To ensure validity and reliability of the study, the researcher followed through the research design rigorously to ensure dependability of the findings as they were subjected to sound research methodologies and execution. The findings of the research are transferable as the presentation of the findings in this chapter allows the readers to refer to the actual data collected in the form of transcription of actual responses of interviewees. The research provides sufficient contextual information and description of the phenomenon to enable future researchers to establish how the findings of this research can be transferred to their studies.

4.4 What is the coaching approach of Local Company X for the identified successors

On establishing what is the executive coaching approach for coaching executives in the succession pool, the question was posed to the executives and coaches, what is the coaching approach of Local Company X for the identified successors.

The responses of respondents were analysed to determine if the approach employed was aligned to the purpose of successfully developing the identified successors, impacting their affective, behavioural and cognitive domains of the executives while also context bound.

Themes derived from the data as responses to the question of what is the coaching approach of Local Company X are illustrated in the graph below and interpreted in detail in the next sub-sections.

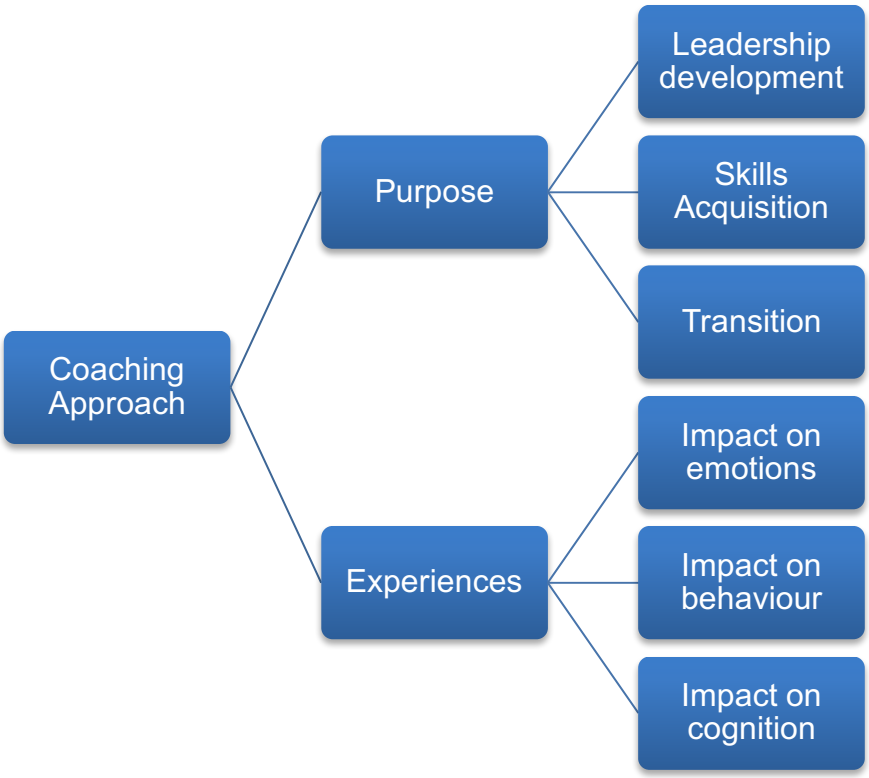


Figure 3: Themes Map for research question 1

Source: Primary data

4.4.1 Purpose of coaching

External coaches and the coached executives were asked about the purpose of the coaching intervention and it was interesting to see themes emerge from similar responses from both groups. This was interesting because some coached executives made assertions that they were not explicitly told of the purpose of the coaching engagement.

*"So for this executive coaching one, I **think** there was an initiative to identify potential future leaders, if I can put it that way. People that were identified as potential to take over managerial positions in the organisation were taken through that kind of coaching"*

Coachee 1

Since the interviews were held long past their coaching engagement, it appears most responded to this question by reflecting on the impact of the engagement and to construe what the intention may have been in retrospect.

Leadership Development

This sub-theme revealed that receivers of coaching understood the purpose of coaching to be for leadership development with some of the responses of the coached executives are noted below,

"*So therefore, the coaching is focused on how one can grow to inculcate the culture of breakthrough performance, so it is about some of the leadership behaviours and attributes that one needs for one to be able to drive the achievement of outstanding breakthrough outcomes*

Coachee 4

In other responses, leadership development was indicated to also impact at a personal level, revealing a coaching approach that impacted beyond competencies one can use outside of the official role.

"also I find that it's not only coaching for the job, the principles that one is learning and applying are much more life skill than just work competence"

Coachee 4

"It was really more to grow me as a person in terms of my leadership competencies"

Coachee 6

Responses from coaches agrees with those of employees that Local Company X wished to develop leaders for bench strength

"I was assigned high potential employees to coach whose potential as successors was meant to be realised through development of leadership capabilities and make them ready to become leaders in future within critical roles"

Coach 1

Skills acquisition

Coachee 7 felt the objective of coaching was to render one technically astute and this he validated by how he defines coaching as below,

"Basically, it just helped me to structure myself better in terms of time management work life balances, you know those things because the issue that was presented, was where are your challenges?"

Coachee 6

Leadership development and skills acquisition subthemes of purpose of coaching carries similar tone that the present state of their performance was wanting and something had to change. Responses of the coachees on purpose of coaching were pregnant with expectation that they will become better leaders and skilled after coaching.

Transition

Sub-theme of transition as purpose for their coaching emerged from a lot of responses and this transition was noted to manifest in three different ways as presented below.

Table 6: Responses on transitions

Transition into executive role	Transition while in an executive role	Transition from different organisation

"So I was put on a coaching programme, umm, as part of transitioning into a new role. So I was previously in my role but it was in terms of… [Inaudible] As part of that transition I went through executive coaching just to assist with the transition process …. But I mean we have had coaching in various parts of the career and it could have been for different issues but it is always primarily been driven by transition"	*"So the previous one was really about hand holding in the new role and helping me to cope and deal with some of the challenges one can encounter in this role. So it really worked because there are certain complexities in this role, stresses, challenges and one is able to find better coping strategies and it helps when you start talking to someone with a fresh mind"*	*"I requested coaching because I was fairly new in the organisation and I was struggling a bit with breaking into the organisation, I was struggling with their culture and their way of work and I needed a different perspective, I needed hard conversations with myself and I needed to have someone to facilitate those conversations"*
Coachee 2	Coachee 4	Coachee 3

4.4.2 Experiences of coaching

This theme captures responses that describe the experiences of successors during and post coaching. The responses of executives show that though they lacked technical understanding and knowledge of coaching approaches, they used their experience of coaching as a way of describing the coaching approach they experienced.

Experiences: What it felt like during and post coaching

The experience of coaching felt a lot of different ways for different employees. This is thought to be for most part, intentional and depended on the coaching approach used.

Table 7: Descriptive words used to describe experience of coaching

What being coached felt like	What being coached did not feel like
Naked	judgmental
Paid attention	intimidated
blunt	spark
free	fear

The table above is a summary of all the words coached executives used to describe how they felt and how it did not feel being coached. These words appear in responses quoted below for context. The outcomes of these feelings after coachees processed and made meaning of them are summarised below

Affective outcomes

Through emotions experienced and presented in previous chapter, a sense of interests, motivation and attitudes of coachees is obtained. In making meaning of the coachees responses, findings reveal that the coaching approach led to an affective impact on coachees. The coaching approach used at Local Company X made coachees feel like they were paid attention to, safe enough to be vulnerable "naked", feedback provided tactfully, though unfiltered, "blunt" as coachee 1 described and depicted in Table 7. This led to the following affective outcome as a result,

Table 8: Summary of direct quotes on affective impacts of coaching

Affective outcomes	Supporting Quotes
Value Derived	*"I think for me it was very simple, it shortened my developmental journey"* Coachee 2
Self- Awareness	*"I was carrying a lot of stress, I was carrying a lot of burden and a lot of black tax burdens"* Coachee 3 *"So they are several areas, firstly, I have become more self-aware"* Coachee 2
Wellbeing	*"One is able to find better coping strategies when you start talking to someone who comes in with a fresher mind"* Coachee 4 *"But it's not only about competency, there is work life, you look at how balanced your life is because you can perform badly at work simply because your work-life is not balanced. You are not healthy spiritually or physically, those things have an impact in terms of how you perform"* Coachee 6
Self efficacy	*"I don't mess up as much, I am less likely to go into self-pity, you, the situation may be out of my control but there are aspects that I could take control of and change that outcome"* *Coachee 2*
Job Satisfaction	*"So going through the coaching assisted me to be able to realise what I want, why I want it and what makes me happy" Coachee 1*

Some negative emotions of despair were experienced by Coachee 2 who felt the first coaching approach with a previous coach was too structured for him to feel a "spark" as he put it. In another coaching engagement which he felt the approach was "*more empowering and far more enriching than overly structured".*

Experiences: Impact of coaching on client behaviour post and during coaching

Findings reveal that the coaching approaches used led to adoption and/or ridding clients of certain behaviours that the organisation requires for the development of the individual. For those in the succession plan, behaviours sought are those that are attributed to effective leadership and self-awareness. The responses of participants reveal how each one reckons their behaviours changed or need to change for increased impact, following and during coaching.

There is a clear pattern of skills level or behaviours coachees had before coaching and how they behaved after coaching. An example of coachee 6 is used below for illustration,

Pre Coaching

> *"So I had very good computer skills. When I started working with people, I used to be a bit rough. I didn't connect. So I had to also look at that to say, how do I connect because the (working with) machine part (of me) was dominant. Part of developing myself was my communication skills. How do I communicate so that the message can hit the intended audience the way I want it. It mustn't be interpreted into something else"*
>
> Coachee 6

Post Coaching

> *"So it was being able to listen and not interject when somebody is talking. Then I started doing that in my meetings, I would go there and I would identify someone to run the meeting and I sit and observe without saying a word"*

Other coachees shared similar experiences

"what I struggled with in my coaching journey and even through my assessments, that were continuously made by the assessors was: I need to unlearn giving advice, I listen very well and I need to use that strength to allow that to help me ask the best questions"

Coachee 3

"When I finished my coaching, I actually developed a year plan for myself that was made up of the very specific things. I took one area and I broke it down to say: For me to achieve these things, what are the key milestones that I need to do? As a project type of thing".

Coachee 1

"But you start to learn the art of listening, the art of growing out a conversation and not dominating for example"

Coachee 2

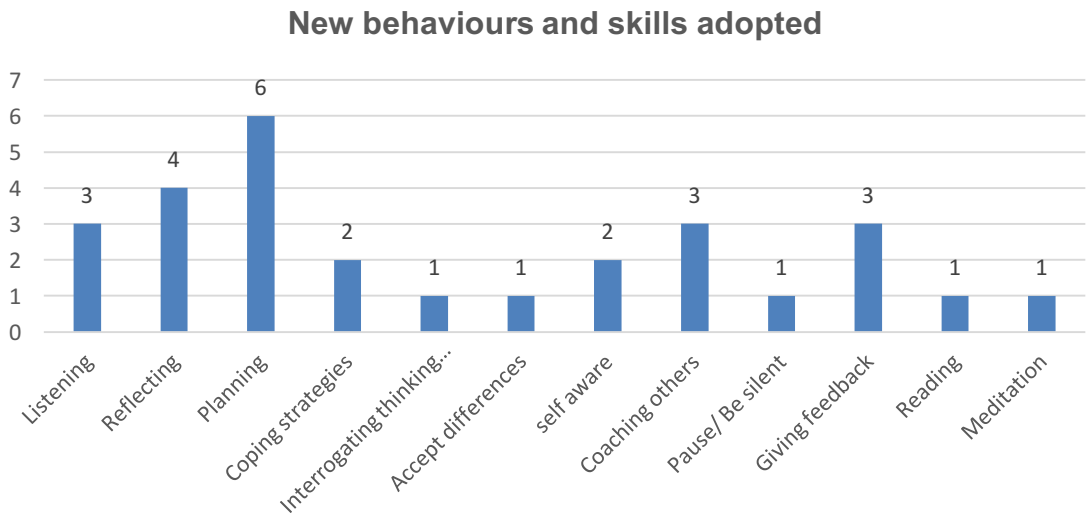


Figure 4: New behaviours and skills adopted

In totality by count of frequency, behaviours that coachees expressed they have developed are as shown in the figure above. Planning and structuring one's work, teams and resources was a most cited skill coachees learnt.

Experiences: impact on the way the client thinks during and post coaching

Evidently, all respondents described their experience of coaching by making reference of what and how they think of themselves, situations and other circumstances as a result of coaching as the following transcripts reveal

"I would say yes. I think I have personally improved, umm, I am more aware of the stuff that I am about, definitely. I think I am very comfortable with self-reflection. I don't come and now beat myself up"

Coachee 2

"It was being aware of yourself, who you are, she would be asking me all these questions and then when reflecting I realise, hmm, do I want to be this person"

Coachee 6

Coachee 4 said "*this job is about relationships, it is about managing relationships. So there is multiple stakeholders with multiple expectations and it's about how effective we manage those relationships"*. To effectively execute his job roles, Coachee 4 found himself challenged by what he thinks of a particular group of his stakeholders where he said "*I am a very honest person and I believe in integrity… So a corrupt politician comes here and wants favours, I can't stand that but they are my stakeholders, I have to deal with them. I have to learn to live with them"*

From the coaching engagement, the coachee explored his beliefs and thinking patterns and concluded that "*I have learned to accept differences that perhaps I shouldn't judge them and say they are corrupt politicians. I should look at them*

and put myself in their shoes and say but why, why are they looking at the world that way and how do I co-exist with them. If you see what I mean"

All these collective experiences reveal an alignment between the purpose of coaching and the coaching approach of Local Company X. This is evidenced in the change said to have occurred in the coached executives that led to development of leadership capabilities, skills acquisition and transition due to the impact of coaching on their affective, behavioural and cognitive domains.

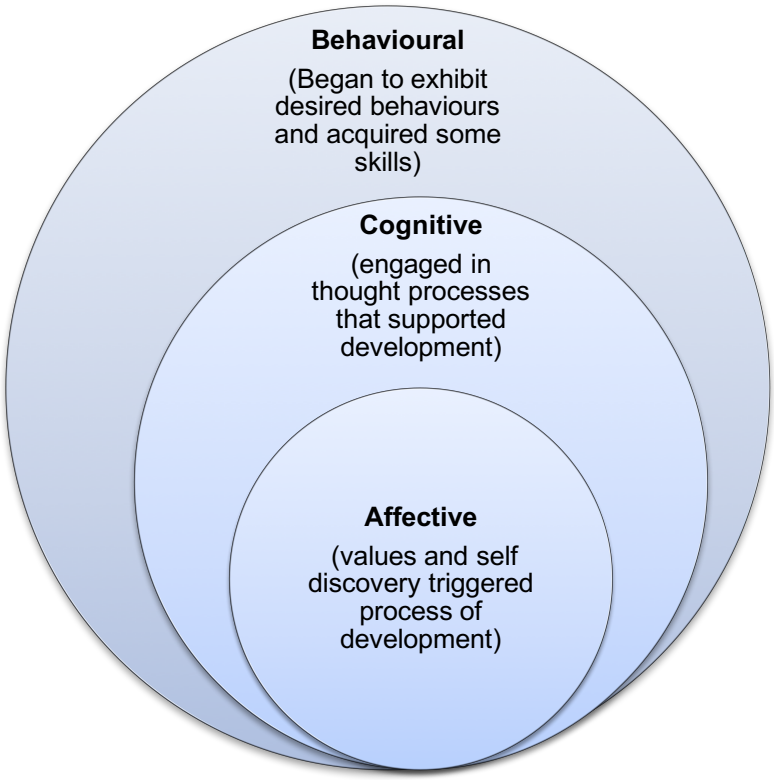


Figure 5: Experiences of Coachees during coaching

Source: Primary data

The figure above, surmises the experiences of Coachees through a display of how the overall coaching approach led to mostly positive feelings and learning more of self (affective) leading to new thinking patterns, even diagnosing their short comings (cognitive) then ultimately developing the behaviors and skills identified as necessary and desired(behavioral)

4.5 What is the level of perceived effectiveness of the current coaching approach

Themes emanating from this research question reveal whether, according to executives who received coaching, an evidence-based coaching approach that is aligned to the purpose of coaching for succession management was effective.



Figure 6: Themes Map for research question 2

Source: Primary data
The figure above shows a theme map for four themes and ten sub-themes on responses from coached successors on what they deem to be the level of effectiveness of the current coaching approach.
Each theme is discussed below in detail.

4.5.1 Overall experience of coached executives

Respondents described their overall experience of coaching as a way to demonstrate how effective they perceive their coaching to have been and these experiences can be categorised in positive and negative terms. Most respondents had a positive experience altogether from beginning to end while for some, it was an incremental process from negative to good, depending on changes made to improve this overall experience.

Negative experience

In relating their experiences, only two events were associated with a negative experience by coachees.

- **Rigid approach**

Two respondents had a negative experience at beginning and this is their account of what they deemed to be ineffective about the coaching approach

"But I find that when it is overly structured and overly systematic, you can find symptoms and from process perspective, tick off some boxes: Yes, I have improved my listening, I don't interrupt as much etc. But I don't think you really get to the heart and core of the real answers of the issues…There are people who need that highly structured approach and I don't. So if you use the same

approach I think, umm, it seems a bit tick box you know and why shouldn't I just go get a robot to replace you. If it is just about regurgitating stuff to people and ticking boxes, I am not interested in that"

Coachee 2

- **Formalising engagement terms (frequency)**

Respondent 7 had this to say about how the initial stages of coaching were not as effective, but later, things improved,

"I think when it started back then, it wasn't formal and it wasn't arranged properly. It was more like: Maybe you are my coach, I come to you and say hey, can you assist me here and there. But as we continued, I think that was last year, we kind of formalised it. We made an agreement of a contract whereby we said: Okay, as a coachee, these are my responsibilities and in terms of how frequent we will meet. Things like our objectives, what we agree on and what do we talk about during these engagements. So that was put in place"

Coachee 7

Positive Experience

All respondents had positive experiences of coaching and ultimately, they deemed their coaching engagement to being effective and this was mostly based on the outcomes observed, either by themselves or their colleagues,

"Absolutely, because of the feedback that I got from my manager at that time. At the end of the year there were things that he had set out at the beginning, he clearly said that there is a huge improvement in those areas. So yeah, absolutely"

Coachee 1

"So the coaching really helped me to identify and articulate these, to reduce the noise. And only when I started to reduce the noise, I was able to understand that somethings are important and somethings are urgent. I was able to introspect and remember what is important to me, remember what my values and priorities are. And I was also able to chart a way forward and be able to say- noise, objective, timeline, vision and purpose. That gave me a lot of focus"

Coachee 3

"I think for me it was very simple, it shortened my developmental journey. So good coaching at the right time will always increase the impact of the intervention. Poor coaching is just a waste of money"

Coachee 2

"it was effective for that purpose. It was very effective whereby you don't limit yourself to what you have to know or something that is aligned to my job. It also has to do with other departments out there, what they are doing and how we are linked as well as what the management does. What is it that you are expected to do so that you have a hang of what you are doing"

Coachee 7

A coaching approach that allows for changes to enable maximum benefit for the coached executive is very effective as observed in the responses above.

4.5.2 Evidence informing practice

An effective coaching approach must be informed by something as a way to ensure the alignment of the purpose of coaching and the actual practice.

Respondents' responses revealed that the coaching practice was often based on something. Sub-themes of this theme highlight some responses that captures this.

Feedback

Feedback from other people, assessments and a consultancy exercise was used as the basis of coaching practice as the coach would have an understanding of clients' needs from other feedback sources besides self-reporting data by clients.

"That was the initial thing before you even get an opportunity to meet with the coach. So when you meet with the coach, he/she gives you feedback, to say, this is what your manager thinks of you, this is what he/she thinks you are and these are the areas that he/she thinks you need to develop. And also to get your consent to say is that something that you agree with. If you agree, they say that over and above the things that your manager said, do you think that there are any additional areas that he/she did not pick up but you think that you need to touch on. So when you start you both on the same page in terms of what needs to be addressed"

Coachee 1

At a mining site case, what was presented as evidence that coaching was required to meet the needs identified, was cited by Respondent 7

"There were consultants that were engaged to do efficiency monitoring and measuring. Efficiency, to say how we are doing things as compared to other operations out there and supervision- how effective we are. That is when we were introduced to this thing called coaching and mentoring. We chose coaches and we were also encouraged to coach people. We always had those sessions, formal sessions where you call people just for coaching. It can be your direct report or any other person. That is what triggered that"

Some of the methods used to gain insight to inform practice were not particularly well received by some respondents as seen in response of Coachee 2,

"there were a number of assessments that were put in place, a number of key areas of focus that were defined and various initiatives put in place to help transition. And with that, yes there was value but as I said, I think different people have different styles, mine is one where the type of coaching that works for me is where I can link with the coach"

With this evidence on the personality of coachees, expectation is that the coaching approach used will be cognisant to this as the coachee reflects on this saying *"I think the people who are best (at coaching) are able to understand a personality standing across from them and understand the approach but still using the techniques to summarise".*

Work Environment

It became evident that respondents believed that a coaching approach needs to bear reference to their work environment and this includes the nature of their roles. Some respondents had this to say about how they experienced effective coaching practice in relation to their respective roles,

"So you interact with a lot of people in different levels but as you move to different platforms, relationships change and you need to understand how those relationships change and understand how you have an impact at different levels

in the organisation. How I impacted as a technical person at the site, is very different from how I impact today"

Coachee 2

In relation to the general environment, Coachee 3 derived comfort from knowing that the approach of his coach was cognisant of the company context,

"So, this coach understands the Local Company X context. My coach understands the culture in Local Company X because she has done a lot of coaching work in Local Company X for quite a while. So I was comfortable that my coach understood the context. She understood the environment. The only thing that needed to happen was for her to understand who I am and then take me in this context and say: How do I get this guy to thrive? How do I get this guy to reach his potential to the optimal in this context and in this environment"

In similar fashion, in selecting his coach, respondent 7 was also mindful of this and his thoughts are

"It wasn't limited but I think I limited myself and I chose internally because I felt that as Local Company X we are a bit different in our systems and the way we work. I can benefit more from someone who has done it before because he/she knows exactly what is supposed to be done".

Work environment was said to be important part of evidence that should inform practice and make coaching effective when the coach knows and considers

(1) How Local Company X operates as said by Coachee 7 who opted for an internal coach
(2) the specific roles of the coachees, especially those who have transitioned already into new senior roles. Coachee 4
(3) the transition of an employee from outside of Local Company X. Coachee 3

4.5.3 Practitioner expertise

Literature reveals that the coach's expertise contributes to the effectiveness of the coaching intervention. The interviewed clients used their experiences of coaching to opine on how their coach displayed some level of expertise or lack thereof and how that contributed to the overall experience of coaching.

Aware of client environment (Context)

It appears that coached clients deemed it vital for their coach to have an understanding of not just who they are, but of their environment as a way of telling whether the coach would make the desired impact. According to some responses, this environment was not only limited to the organisation.

"So, this coach understands the Local Company X context. (My coach) understands the culture in Local Company X because she has done a lot of coaching work in Local Company X for quite a while.....So I was always scrutinizing my coaching sessions to make sure that she was coaching the whole of me, me as a whole. She was not just coaching me in Local Company X. She was coaching me as a husband, father, me as a guy from Phikwe, me as a brother and son. So I think my experiences was based on those three things"

Coachee 3

One respondent spoke of limitations presented by the fact that his coach is someone who is based in America. This coach was not in the sample of interviewed coaches.

"The limitation is when we start to get to life examples that perhaps sometimes she can't relate to and so that in itself can then lead us to taking time to get to the point that she wants us to get to"

Coachee 4

These views were interestingly matching those of the external coaches themselves that what made them particularly effective and their chosen coaching approach effective was their intimate knowledge of the organisation

"I have been doing coaching assignment for the entire group for as long as five years and over the years my impact has increased as I begin to know many nuances within the system and use this knowledge to kind of pitch my intervention at the right level with each client"

Coach 2

Process

Respondents had an opinion how their coaches demonstrated levels of expertise in carrying out the process of coaching and whether this ultimately contributed to an effective coaching approach

"there were some structures that had fluidity around the topics that we focus on during the coaching session. We are much more needs driven than just purely agenda and structure. However the coaching process is quite structured… It's very effective because she's trained and so she is able to structure our conversations to eventually lead to something that helps me see things differently"

Coachee 3

"So for me it's really those things, being able to listen and understand, being able to adapt your approach to the individual. There are people who need that highly structured approach and I don't. So if you use the same approach I think, umm, it seems a bit tick box you know and why shouldn't I just go get a robot to replace you. If it is just about regurgitating stuff to people and ticking boxes, I am not interested in that"

Coachee 2

Within this sub-theme, some responses on the coaching process makes reference to the skills displayed within the process

"You know what, the lady that was helping us with the coaching was really good. She got you to a point where you could recognise exactly what is lacking without her saying. She asked me simple questions like…..She kept on asking a lot of these questions and the more she asked, the more I realised that I don't have a formal plan for the week"

Coachee 1

Well, I think maybe the other thing that my coach did very well with our coaching sessions is that, it was always my agenda, it was never her agenda. She never came in with a prescribed agenda, she has always asked the question: what do you want to talk about? Which allowed me to take control of my agenda.

Coachee 3

The other respondent believes the coaching process he experienced required of him to play a certain role in order to get the most out of the process and he had this to say,

"For me, I think it's about what I bring to the table. If I come with my personal issues, to say: Hey, I am not feeling well etc. I think that will be the focus of that

coaching session but if I don't bring it up he assumes that everything is okay, we don't even have to go there"

Coachee 7

In other instances, respondents were unsure whether the process followed was by design or accidental, as seen in below response

"I think on this one, I am not sure whether it was designed this way because they told the manager that they would not give us the feedback. They wanted the manager to be absolutely truthful or accurate in their thinking. I know that there were some people that were not happy with certain things ……When we got the feedback I could see that even the managers were uncomfortable"

Coachee 1

The findings do not reveal with any specificity that they understand actual coaching processes to gauge whether applied ones were done with expert applications. It is mainly a making meaning from the coachees' generally good experiences of coaching that the practitioner must have expertly applied the process.

Building rapport with the client

A connection between executives and their coaches was a pronounced sub-theme under expertise of the coach theme.

Most respondents spoke on the efficacy of coaching in relation to how they found their coach apt in building rapport with them and for this executive, he went into coaching adamant that he must relate a certain way with his coach for him to derive any benefit from the engagement

"It doesn't really matter how intelligent or how much insight the person has. For me, it is really much more of a personal conversation or linkage and with that, the ability to properly engage because a lot of times you think your problem is one thing but it is actually something else. And it is through those conversations that you are able to get to a good place"

Coachee 2

"My experience with (my coach) is that, I think because she paid attention and she got a sense of who I am as a person. She got a sense of what my values are so she was always quite aware and critical of making sure that in every conversation that we had did not just involve Local Company X"

Coachee 3

"It gives me that sense that, if he can tell me this, it means I can be relaxed and say stuff because he can talk about his times when he was my age and what he was doing and so on….. I have even met him outside and he is the same guy even when you meet him outside wherever you meet him, he is the same guy. Even when you meet in town, you won't feel like when you get back to work, he will change. I think that is the atmosphere that he gives me"

Coachee 7

One coachee acknowledged the efforts of his coach in building rapport with him as the coach was previously an employee of Local company X and related to the coachee differently then.

"Sometimes when you bring someone that used to work here, remember there are perceptions that people form, so I obviously had my own perceptions about her… the first thing that she did was to dispel any perception that I might have had about her so that I could see her as a coach.. the person must be very

experienced to dispel whatever myth or perception that the other person might have about them because they know you as compared to a stranger"

Coachee 6

Coaches were also emphatic on the extent to which their ability to build rapport with their clients contributes to overall effectiveness of a coaching engagement for any coaching approach used.

"Coaching high potential executives is the hardest assignment for me as these members tend to be highly assertive and voice their opinions without fear and this can make the coach's efforts to create a relationship very onerous if they form an opinion that you are not the best"

Coach 1

"I was coaching this successful young man who kept insisting that I must adapt my approach to meet his needs but I sensed this was informed by a perspective that a coach must always do according to his beckoning. The relationship fizzled out and we ended the engagement after two sessions"

Coach 2

Coach's own development

A sub-theme of the coach's own development emerged from two executives' responses who held the view that the coach is effective as a result of their own continued development.

"Even the coach as well, she would tell you that she has a coach as well, on a monthly basis she also touches bases with her coach"

Coachee 5

"She is a very mature coach and part of it is because she reads and the other aspect is the understanding of the human brain. I think it is a very powerful thing to understand people's psychology and why they do the things that they do"

Coachee 6

4.5.4 Individual Client

The last theme shows that executives formed an idea of an effective coaching approach as they reflected on the structure and process of the approach and how they developed as a result of the deployed approach. Their responses are preferences based on how they felt and developed during and after coaching and in other cases expectations one had prior coaching.

Perception on process

Executives had perception on the coaching approach formed from the experience of the coaching process which led to some executives forming opinions on which process is best, including the decision of using an external coach over an internal coach.

Table 8: Coaching Process Outcomes

Successful Coaching Process	Unsuccessful Coaching Process
Use of an external coach *"how coaching is adding value to the work I do is that it allows me to have someone outside of the business who does not have the baggage of the business to be able to discuss certain*	Matching junior employee with senior internal coach *"but at times I have been assigned somebody and it was a highly technical person or somebody that I just did not flow with"* .Coachee 2

aspects of my job where perhaps there are development opportunities as well as where I may be experiencing some challenges" Coachee 6	
Agenda is coachee driven *"I think I wanted to get a satisfaction that I was being coached as a whole. I wanted to speak more than my coach"* Coachee 3	Failure to adapt approach when required *"…being able to adapt your approach to the individual. There are people who need that highly structured approach and I don't"* Coachee 2
Coach is able to lead clients to solve for themselves *"…I was able to come up with something tangible to guide me through my struggles…"*	Failure to set up the administration of coaching engagements *"I think when it started back then, it wasn't formal and it wasn't arranged properly*. Coachee 7
A good relationship with coach *"So, I think someone that I share a lot of things in common with or we have common attributes. So that is what drove me"* Coachee 5	Absence of connection between client and coach *"…it seems a bit tick box you know and why shouldn't I just go get a robot to replace you. If it is just about regurgitating stuff to people and ticking boxes, I am not interested in that"* Coachee 2

The data presented in the table above shows the responses of coached executives on where they found the coaching process to be successful and unsuccessful in other areas supported by matching quotes.

Client's own development

How an executive developed as a result of coaching is an indication of the extent to which the coaching approach used was effective. And these responses show how this relationship between their development and the coaching approach was established

It really worked because you know there are certain complexities, stresses and challenges in this role. One is able to find better coping strategies when you start talking to someone who comes in with a fresher mind with no baggage or politics of the organisation. So it worked very well.

Coachee 6

"So I was able to come up with, I don't want to say science because I already said that, but out of my coaching, I was able to come up with something tangible to guide me through my struggles and what it also allowed me to realise is that I was also going through personal struggles that I didn't realise and I didn't make the connection. But they were also impacting how I am struggling to survive at work"

Coachee 3

Absolutely, because of the feedback that I got from my manager at that time. At the end of the year there were things that he had set out at the beginning, he

clearly said that there is a huge improvement in those areas. So yeah, absolutely.

Coachee 1

The findings presented above reveal anecdotal evidence that the coaching approach used at Local Company X is perceived to be effective to a very great level. There is an underlying theme of positive experiences of all interviewed executives and the external coaches have no difficulty articulating their successful engagements with their clients.

4.6 How does Local Company X evaluate effectiveness of the current coaching approach?

HR officers responded to the question and three themes and six sub-themes emerged from their responses, as reflected below. This study proposes that a formative and summative evaluation can be used to evaluate the effectiveness of coaching.

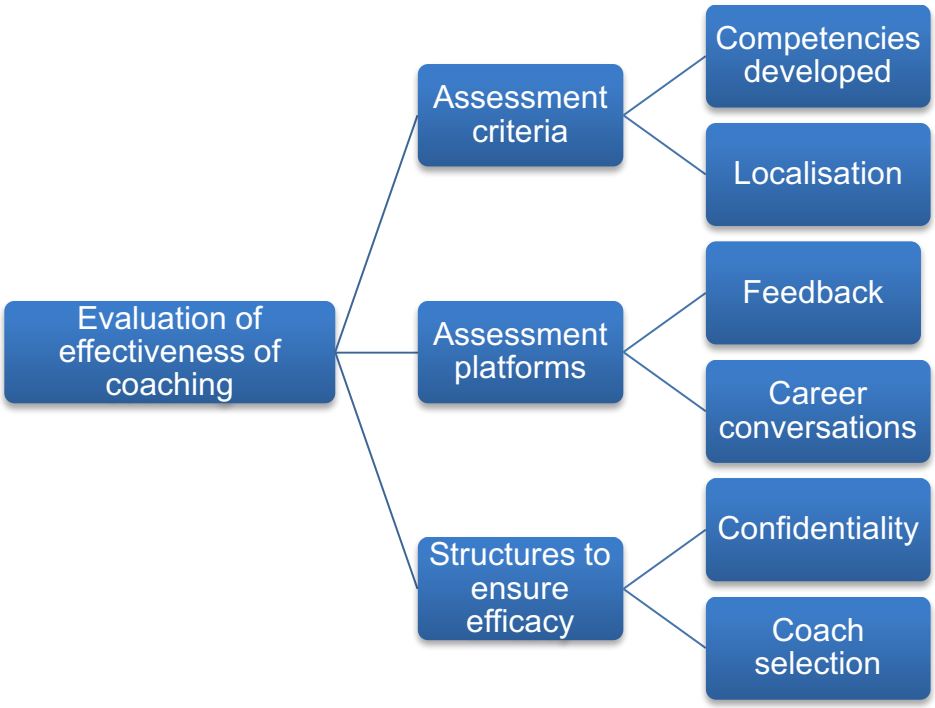


Figure 7: Themes Map for research question 3

Source: Primary Data

4.6.1 Assessment Criteria

It emerged that there are no formal criteria in place to evaluate the effectiveness of the current coaching approach. The theme assessment criteria was deduced from what the HR practitioners said they looked to achieve in coaching these high potential individuals

Localisation

In the efforts of the organisation to develop some skills they had previously sought from expatriates, coaching was introduced to enhance these efforts and

as a result, the effectiveness of coaching was assessed against how well this objective was met.

"The reason why we (Local Company X) wanted to formalise it was that at the height of localisation, we had a lot of expatriates and we wanted citizens to take over from the expatriates. The main thing there was to say that let's get our citizens ready so that when we apply for permits, the documentation that we are putting there is true to itself such that we've got the right competencies to fill in those roles"

HR Practitioner 1

The HR official was explaining that the immigration process to acquire work permit for expatriates, the Government of Botswana would enquire on what efforts are made by Local Company X to ensure that the imported skill will at some point be available within the local citizens, This must have jolted the organization into concerted efforts of demonstrating a robust succession management process.

Competencies developed

While there is no explicit process to determine the efficacy of coaching post and during the intervention, the organisation has an elaborate way to determine competencies that must be developed in the successors through coaching.

"We have the future in mind because we have an assessment matrix which is GROW based, for example, if we want to assess you for a leadership role in HR, we will pull out that batch of tests that talks to senior roles….that thing is clearly defining what the competencies (needed) are"

HR Practitioner 2

"The end in mind is to create readiness and to develop competencies that will be seen to be at the right level"

HR Practitioner 1

A contracting process is used as the medium to identify and agree upon the competencies that would be developed as noted below,

In that contract, there is an agreement to say: I am Rosi, I want to be assisted in the area of either leadership, communication or feedback, to be given feedback. Those are the things that need to be articulated in the contract to say how the coach can assist you and for how long.

HR Practitioner 1

Naturally, HR practitioners will then determine the effectiveness of coaching by establishing if these competencies were developed and this is how they said they go about establishing that

"the career conversation about an individual is the key thing that says what is coming out (competencies developed). This is what we identified (competency gap) and this is the intervention that we have made (coaching). In the next round of conversation, does this thing still appear (competency gap), is it closed or what new things are coming up (other identified competency gaps)"

HR Practitioner 1

In one exceptional case, there is a coach who engages in a pre-and-post coaching evaluation even though it is unclear if her evaluation results are used by the organisation to inform their evaluation.

There is a coach that uses one of those tools, it's a cycle type model where you do a self-assessment which is pre-coaching and then you have to do it post coaching as well.

HR Practitioner 1

4.6.2 Assessment Platforms

In the absence of a formal structure that guides the evaluation of effectiveness of executive coaching for high potential individuals, the organisation has had to resort to unstructured and un-documented feedback on coaching, as evidenced below,

Feedback

"You know what, not a lot of people talk about it but some will appreciate it. We've got success stories that I will talk about, mainly being those people that I have given you their names that these are the people who went through our coaching who can give you their personal experience about coaching"

HR Practitioner 1

"The way we (HR Office) approach it is that we always want updates from the coach about where they are progressing….we (HR Office) ask for feedback from employees. Some will say, maybe at the end of the contract that: I want to continue because this thing was beneficial to me, please extend, then we do that. Others will say: No, I think the next two sessions are enough. I think I am ready to go on my own"

HR Practitioner 2

Career Conversations

High potential executives identified for succession are a unique group of people who use the platform of career conversation to create and design their careers through conversations with their line managers. In this conversation, it is often revealed how coaching has been effective when their readiness levels post and during the coaching are assessed.

"What happens in our talent management process is that, you've got three conversations in a year; conversation one is performance contracting, conversation two is career, it's about career engagement and conversation three is end of the year. So the end of year fits into this; out of your career engagement conversation, we say, here is person x, what are their interests because I may have an idea that this is where I want you to go but you've got something different. We create that balance to say that this is the understanding and with this in mind, this is how we should look at this person in terms of making them fit into the group and what their career line will be like"

HR Practitioner 1

From these conversations, it appears HR makes an assessment of whether indeed the coaching intervention is or was successful, HR Practitioner 1 continues to say that,

"You know, the process that we follow…., the career conversation about an individual is the key thing that says what is coming out. This is what we identified and this is the intervention that we have made. In the next round of conversation, does this thing still appear, is it still closed or what new things are coming up".

4.6.3 Structures to ensure efficacy

Beyond just evaluating the effectiveness of coaching, the HR office is evidently invested in ensuring the continued success of coaching. The research sought to find out if there are any structural arrangement to ensure consistent and

effective coaching experiences. This appeared to be also another subtle process that is not outlined but enforced implicitly. The two themes that emerged are discussed below,

Confidentiality

"You know, we do respect confidentiality when it comes to coaching. We stay back a lot in terms of intruding or pushing hard for people to tell us what is going on because if the coachee realises that the coach is actually passing the information to the organisation, that individual may withdraw and then the trust will fall flat on the ground. So we try to stay up here in terms of the feedback that we want, which is purely related to performance improvement, nothing else. We know that in the coaching process you may release information around your social stuff and things that you don't want to share with your employer. So we stay out of it and request information that the coachee is able to share"

HR Practitioner 2

Despite this adamant position on how confidentiality is a non-negotiable condition, Coachee 1 described an incident where coaches revealed feedback from coachees' line managers in the presence of both the coachee and their line managers despite initial commitments to keep this feedback from line managers confidential. Observing how line managers were uncomfortable from that incident, it may have inadvertently affected the efficacy of coaching in ways this research has not been able to establish.

Nevertheless, through contracting at the beginning of the coaching engagement, the HR office has the assurance that coaches will be bound by this contract to maintain confidentiality.

"Remember the contract is between us and the coach. We need to have updates with the coach just to see if the coach is doing the right thing or our interventions are working"

HR Practitioner 1

Coach Selection

Coach selection refers to a number of things the HR practitioner considered in appointing their executive coaching.

- ***Internal VS External Coaches***

"You see it's really about levels. When I deal with senior executives my preference is to go external but when I deal with lower level employees I utilise internal coaches, either because of costs or also due to the critical mass"

HR Practitioner 2

- ***Coaches' Credentials***

"For external coaches, we look at their profile in terms of whether coaching is a discipline that they have been trained for. They are qualified coaches. I mean nowadays there are certain accreditation policies that can actually accredit and register coaches. We then look at their profile to see how long he/she has been coaching, coaching at what level and the clientele that they coach"

HR Practitioner 2

"these coaches will mostly be recommended because we are not an island, we fall in a group of companies. Some of these coaches are coaches that the group has decided on from a Group point of view"

HR Practitioner 1

The two points noted above reveals that the act of selecting coaches is thought to be a significant process that potentially contributes to the effectiveness of coaching.

4.7 Chapter conclusion

The research findings show the intricate factors that contribute to the effectiveness of coaching at Local Company X. These factors are termed intricate as from the view point of three different respondents, there is consensus on which factors precisely contributed to effectiveness of coaching while other factors there is no consensus. On most factors, there was a common understanding of what made coaching effective while a few exceptions were noted which could be a result of the unique positions of each respondent group as they interacted with the process of coaching.

CHAPTER 5: DISCUSSION OF FINDINGS

5.1 Introduction

This chapter discusses the findings presented in the previous chapter to reveal how coaching has effectively (or not) contributed to the development of high potential employees in the succession pool. The analysis of the findings will determine whether coaching was effective and is extended to gain understanding from the experiences of respondents what exactly impacts the effectiveness of coaching in this context. The discussion reveals both exceptions and areas of common understanding against theory and practice as revealed in the literature.

The chapter begins with an analysis of the respondents' demographics to provide an understanding of the three respondent groups for contextual analysis of their responses and opinions.

5.2 Demographics of the respondents

The researcher engaged three different respondents' groups, each selected on the basis that their position and experiences were the best to provide accurate and informed responses on the three questions of the research.

5.2.1 High Potential Executives (Coachees)

Seven employees of Local Company X, identified as high potential individuals, were interviewed to answer research question one and two. Slizer and Church (2010) explain that for an employee to be considered as a high potential employee, they must demonstrate the capability to develop and grow to assume a range of positions, often at executive level, at some point in the future.

A discussion on the effectiveness of coaching cannot be divorced from an understanding of the profiles of those who receive coaching. According to Jones, Woods, and Zhou (2018), researchers need to pay attention to coachees' profiles including their role complexity, which they deem to be predictors of coaching effectiveness. Executive level roles held by these successors presented complexities that became an important feature that emerged from findings on the effectiveness of coaching as some members of this group were appointed to these roles prior, during and post coaching.

Findings reveal that in identifying these individuals for succession development, Local Company X undertakes a rigorous process to identify these individuals, as confirmed by the HR practitioner in line with the above assertions,

"we use capability rating when it comes to it but not only that because there are performance scores and outcome psychometric and other tests, even face to face interviews with their line manager"

HR Practitioner 2

Table 9: Role changes during and after coaching for coachees

Coachee	Previous Role	Current Role

Coachee 1	Maintenance Engineer	Asset Management Engineer
Coachee 2	Safety and Sustainable Development Manager	Head of Safety and Sustainable Development
Coachee 3	Head of Risk	Enterprise Development
Coachee 4	General Manager	General Manager
Coachee 5	Supply Chain Manager	Supply Chain Manager
Coachee 6	Mining Engineer	Projects Engineer
Coachee 7	Learner Official	Systems Engineer

The research findings revealed in the table above shows that most of these employees went on to assume higher office during and after their coaching intervention, as shown in the table. HR team that was responsible for assigning the study with employees to interview may have been biased towards those that have successfully moved up the ranks and Seymour (2008) has noted that indeed it is not always that an employee on succession plans will be promoted. Further analysis of the research findings reveals to what level coaching enabled this noted transition. It is noted that only one of the above is still currently undergoing coaching, Coachee 4.

5.2.2 HR Practitioners

Fulmer and Conger (2004) recognises that HR practitioners of an organisation play a pivotal role in the succession process by integrating a number of leadership development processes into the succession management process to deliver outcomes. Additionally, as purchasers of coaching providers, Dagley (2010) emphasises their responsibility as independent and invested observers of the coaching process. He says their knowledge of the service they are purchasing can be used to understand a distinction between exceptional coaches and others.

For the reasons above, two HR Practitioners were required to shed light on the organisations' considerations of the coaching process and how they evaluate the effectiveness of the programmes in light of their succession management objectives.

5.2.3 External Coaches

All interviewed respondents were coached by external coaches and their responses were to the research questions on the coaching approaches employed and what influenced the approach selection to ensure its effectiveness. Coaches play a critical role in the effectiveness of a coaching intervention (Albizu, Rekalde, Landeta, & Fernández Ferrín, 2019). This role is acknowledged by the research findings which shows that the coach's background, skills and other attributes were considered by both coachees and HR practitioners as key to an effective approach. Most notably is a perception coachees had on their coaches that produced insight on the effectiveness of the coaching approach at Local Company X.

The use of external coaches as revealed in findings is informed by the prevailing view on internal coaches,

"You know one of the biggest challenges is that most of the time people don't prefer internal coaches. They don't open up too much because they are unsure about the confidentiality with internal coaches"

HR Practitioner 2

Schalk and Landeta (2017) have found out that internal coaching is often viable if there is trust in the confidentiality of the process. The challenge noted above confirms that in the absence of confidentiality, use of internal coaches became limited at Local Company X. In the same study, they argue that internal coaching is also viable when the status of the coached executives is not higher than that of the internal coach, the coachee must always be junior to the coach. While this may have been effective for coachee 6 whose coach was an internal executive higher in hierarchical status than the coachee, coachee 2 strongly opposed this approach where he was assigned an internal coach who was senior to him. He likened it to a mother-child relationship where the mother feels the child is being unreasonable when they raise challenges. These findings echo the contrasting literature review findings where other studies find that external coaches are more effective (Reynolds, 2011) and others find that internal coaches are said to be more effective, (Jones et al., 2015)

In seeking an effective coaching approach that is context bound, the nature of the work (level of complexity) successors coached may have also contributed to the selection of external coaches. This is discussed further in the discussion of research question 3, How does Local Company X evaluate the effectiveness of the current coaching approach?

5.3 What is the coaching approach of Local Company X for the identified successors

Findings for this research question were obtained from the coachees and their external coaches and a link between the purpose of coaching and the approach used was established. The findings discussed for research question one shows that a coaching approach and its effectiveness is discussed with the prevalent focus on the perspective of the coachees.

5.3.1 Purpose of coaching

Even though it is apparent that most of the employees were not explicitly told about the purpose of coaching, all seven employees gave responses on what they believed to have been the purpose of coaching. Omission of explicit pronounciation of the purpose is a clear indication that multi-stakeholder contracting failed to happen as encouraged by literature (Turner & Hawkins, 2016). Through a contracting dialogue, clarity of roles of each party and clear expectations, boundaries are set and purpose for coaching is mutually defined. The purpose of coaching is pertinent, Peterson and Kraiger (2004) warn that the first challenge on evaluating the effectiveness of coaching and its approach is to determine the purpose of coaching.

The most prominent theme on the purpose of coaching was identified to do with growing the capabilities of the executive through leadership development and

acquiring of certain skills. Ely et al. (2010) describes coaching for leadership development as a form of support for the coachee to become a better leader. This has been found to be the most common purpose of coaching as the analysis of management development and training methods by Rekalde et al. (2017) revealed that executive coaching is effective in developing competencies required by the organisation for specific roles.

The same study has found that "the coach has a commitment, in a collaborative partnership with the executive, to establish and clarify the purpose and objectives and develop an action plan designed to satisfy them" (p. 2150). Findings reveal that coaches used a similar approach that mirrors the above as Coachee 1 observed that her coach enquired on her development areas and also confirmed these through an engagement with her line manager to inform the execution of the coaching intervention.

While leadership development may have been a distal outcome that met the organisational purpose for coaching, a more immediate need was met for coachees, personal development. Coachees indicated how coaching supported them with their personal struggles, such as coping with stress, change and poor time management.

The findings further revealed another sub-theme on the purpose of coaching that it supports the successors through the transition period. This is in keeping with the intention of the HR office as the HR practitioner interviewed made this observation about transition support needed by successors who have already assumed higher office saying "*there are people who are already sitting in roles and they realise that they are not really coping in terms of either team collaboration or team leadership and stuff like that. So they need someone to help them deal with complex or difficult conversations"*. McGill et al. (2019) research on transitional coaching also showed that coaching during transition is imperative as executives experience complex challenges such as shifts in capabilities required, relationships and emotional stability.

The purpose of coaching also provides context for the coaching approach as emphasised by Athanasopoulou and Dopson (2018) that executive coaching is context sensitive. This, they explain, is due to "unique mix of environments, characteristics, motivations and attitudes of stakeholders who have direct effects on coaching outcomes".

5.3.2 Experiences of executives from coaching

Findings of this research reveals that coachees were impacted affectively, behaviourally and cognitively. This impact follows the model of determining the effectiveness of coaching as suggested by Peterson and Kraiger (2004). This model indicates that when a coaching approach impacts these areas in ways that fulfil the purpose while context sensitive, it is an effective approach. A discussion of these impacts for each area of impact follows,

- ***Affective Outcomes***

The observed positive affective outcome from the findings mirrors previous meta-analysis by De Meuse et al. (2009) which showed a strong effect size on coaching outcomes. Most recent meta-analysis by Burt and Talati (2017) revealed the same positive size effective though with moderate effect. The meta-analysis findings showed that affective coaching outcomes like well-being, work-related attitude (job satisfaction) and coping strategies just as the findings

of this study revealed. This is the experience where coachees discovered and understood a lot of things about themselves and how they lead that triggered how they began to do and think about things.

- ***Behavioural Outcomes***

Other experiences of coachees shows behavioural change on coachees and for the most part, these changes were in line with the intended purpose of coaching. Peterson (2006) says this change is to be expected as the result of coaching is to "learn how to change their own behaviour in order to more effectively accomplish what matters to them and to others".

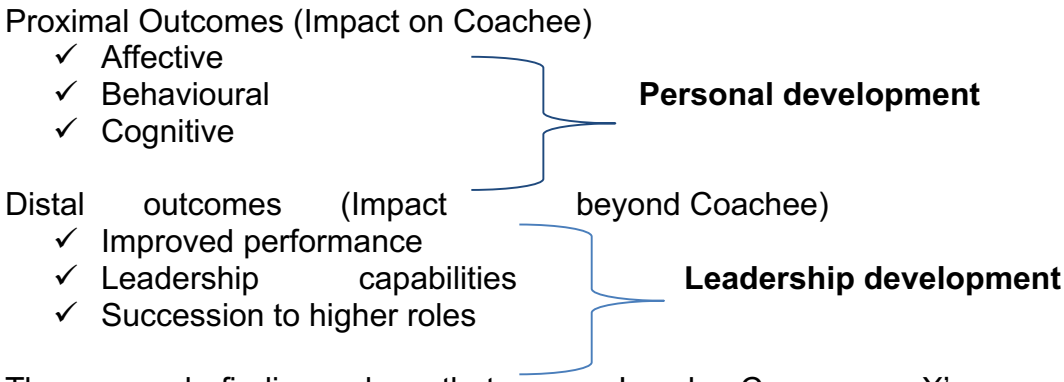
Findings show a level of awareness of coachees on which behaviours needed to change, skills to be developed and the significant impact this change would have on their leadership and personal development. Coachee 6 was well aware of his challenges as an Engineer, he found it challenging to manage people given his background in working with machines for most of his career. He came into a coaching arrangement with an understanding of his shortcomings and duly engaged with his coach on this. This is what Bozer, Cjm Millar, Sarros, and Santora (2013) describes as developmental self-efficacy which, they propose, leads to coaching effectiveness evidenced by great levels of the individual's development as seen in the new skills and behaviours they develop. There is a high likelihood of coaching effectiveness when coaching a coachee with a high understanding of themselves says Lai and Palmer (2019) and this was observed in coachee 6 who self-reported developing new behaviours.

- **Cognitive outcomes**

Coachees demonstrated an interrogation of their own thinking patterns and how these link to their behaviours. Findings show that some had performance hindering thoughts and went on to develop new performance enhancing thoughts. Passmore (2007) explains that these outcomes are usually obtained when a coaching approach aims to help the coachee understand the relationship between what they think and their behaviour; this include both conscious and unconscious thoughts. It appears in the case of coachee 4, it exposed what Vries and Rook (2018) term irrationality of the coachee who as a self-confessed perfectionist, may have demonstrated behaviours that harmed his efforts to manage his stakeholders previously.

In another case, cognitive outcomes in coachees revealed a coachee whose initial understanding of themselves was challenged. Coachee 3 began coaching with confidence and self-assurance as he said "*I am quite aware of who I am and what my challenges and limitations are".* After a series of meetings with his coach, it dawned on him where his tension emanated from. From his unconscious mind, he was able to realise that his tension as he struggled to break into the organisation as a new employee, was partly to do with a personal struggle he could not identify without the assistance of a coaching intervention despite his initial assumptions.

The effectiveness of the coaching approach at Local Company X is surmised into proximal and distal outcomes for coachees aligned to the findings by Bozer et al. (2013). Their research findings are relevant for our findings as they discussed indicators of coaching effectiveness using individual outcomes, a similar approach to this research. The coaching approach at Local Company X placed the coachee at the centre of the intervention and the individual outcomes that evidenced that it was fit for purpose are shown below



The research findings show that Local Company X's coaching approach placed coachees at the centre and ultimately fit for purpose of their development for succession as observed from the impact and subsequent outcomes from intervention. Rekalde et al. (2017) aptly puts that a coaching approach must address "attitudes, abilities, and skills that are difficult to develop with traditional techniques, because of its eminently practical nature, focusing on the executive's key problems and needs" and this was illustrated by the findings of RQ1.

5.4 What is the perceived level of effectiveness of the current coaching approach

Research question one has established the coaching approach used at local company x and its resultant impact. This research question builds on those discussed to reveal the perceived level of its effectiveness and factors contributing to this perceived effectiveness.

It would appear that the coaching approach was effective and the emerged themes findings reveal how. The research findings of this research question partly addresses what Lowman (2001) says is a major issue for executive coaching, that coaching must be systematically assessed for scientific progress and practice. While this case study findings on the effectiveness of the coaching approach were not systematically obtained in the purest terms, they definitely contribute to the existing body of knowledge on the effectiveness of coaching and its approaches to reduce the gap between the theory that is fast outpaced by practice, as Joo (2016) bemoans.

5.4.1 Overall Coaching experience

The overall experience of coachees of the coaching appears more positive than negative. Interesting observation made is that negative experiences are not on the account of coachees. A similar finding by (Brand & Coetzee, 2013) shows that all recurring themes for negative experiences of coachees were attributable to coachees, except for one independent theme where coachees own up to not fully showing up.

Negative coaching experience

Albizu et al. (2019) carried out a study to establish the relative influence of four factors towards the effectiveness of executive coaching. To a varying level, they established that a positive relationship exists between overall successful coaching and the coach's performance, coachee readiness, coaching process and the relationship between coach and coachee. Through our findings, it

appears that the two incidents that created a negative experience were a result of poor coach performance and an ill-fitting coaching process. An ill-fitting coaching approach is where the coachee is subjected to a rigid and too structured approach that he felt was not fit for purpose, based on his personality and needs. If the coach had generated trust (Baron & Morin, 2009) to get the coachee to reveal their concerns, unrestricted by process, Albizu et al. (2019) say they would have been able to "orient actions as appropriate for each coachee's development".

On the second incident, the terms of the coaching arrangement were not clearly defined at the beginning. This is attributed to poor coach performance as Turner and Hawkins (2016) highly recommend that the coach must own the responsibility of ensuring contracting process is followed. Part of contracting involves determining collaborative logistics efforts says Gettman, Edinger, and Wouters (2019). Contracting impacts a coaching relationship in that it gives the coachee perception of the coach's knowledge and experience and also the direction and buy-in on the process. The findings prove that the internal coach for the coachee was more a technical superior to the coachee than a coach who understood how to coach effectively. This reveals an inherent flaw with the appointment of internal coaches as they are selected based on their technical prowess without a basic understanding of coaching and this approach negatively impacted the coaching effectiveness.

Positive coaching experience

It is revealed in the findings that respondents spoke about different things when they concluded that their coaching engagement was successful. Interestingly, the outcomes are similar for all even though most coachees insisted the agenda of coaching was driven from their own unique needs. References were made to feedback on performance improvement from the coachee's supervisors, skills developed that helped coachees to deal with complex issues they initially presented to the coach and the general development in leadership abilities and new ways of thinking about issues that affects their performance. These findings are echoed in a study by Albizu et al. (2019) that also considered coachee's perspectives on coaching effectiveness just as this research question was administered. Their study found that executive coaching is effective to promote learning and behavioural changes just as observed in our findings and in the end this confirms (Jones et al., 2015) assertions that in the end, all coachees achieved their own objectives albeit in line with the organisational mandate. This is inferred to be the reason they perceived their experience to be positive.

5.4.2 Evidence based practice

It appears that the established effectiveness of coaching was informed by the evidence that informed how coaching was executed. On many occasions, respondents mentioned assessments made prior their coaching. Grant and O'Connor (2019) simply put evidence based coaching as one where a coach can draw on relevant and best current knowledge. This means that these assessments carried out must mean something to the coach, the coach must be able to interpret the assessments to inform a coaching approach that uses the knowledge obtained from the assessments. Lee and Frisch (2015) illustrates this through his advice to coaches that they must draw on published books and

articles for evidence to create their own coaching practice. Evidently, one coachee found it unbelievable that even with the knowledge on who the client is from the assessments, the coach could still not use an approach that recognised his personality. He reckons that if an approach is not cognisant of the evidence available then the coach may just be simply regurgitating some knowledge that makes no impact on the coachee.
The coachee's frustrations on the failed opportunity to use evidence to inform the approach is to be expected as many practicing coaches and researchers whose background is in psychology, (Grant & Cavanagh, 2007; Passmore, 2007) continue to say that a trained psychologist coach is able to use evidence based processes and techniques to develop a coaching approach grounded on theory case conceptualisations using evidence-based processes and techniques.

5.4.3 Practitioner Expertise

Responses from all coachees on what made coaching effective to the extent they say, made reference to their coach and how they observed the coach employ techniques that facilitated a successful, and in other cases, unsuccessful undertaking. Because of extensive research on the role of a coach on a coaching intervention (Bozer & Jones, 2018; de Haan et al., 2013; Latham. P. G, 2012), these findings match some previous findings and in other cases, they contrast the findings of their research.

Context

It was found to be a sign of expertise whenever a coachee experienced their coach as mindful of their context. Context meant different things to different coachees. Job role, origins of coachee, bridging work and personal contexts, organisational context are some of the mentioned contextual references by coachees. Whenever a coachee had a sense that the coach was employing an approach that recognises this context, it was interpreted as an effective coaching approach. This appears to not only be the interest of coachees but of HR professionals, according to a study by Dagley (2010) which shows that they rate highly a coach who bears in mind that they must operate within the contexts of two clients, the business and the coachee. This is captured in a coachee's requirement for his coach to expertly recognise this through coaching, as cited below.

Process

Respondents found most parts of the coaching process to be appropriate and enabled them to arrive at their goals. Their description of the process was mostly based on the observed gestures, actions and words of the coach. Common descriptions of processes that they thought demonstrates expertise of the coach are things like questioning, listening, giving feedback, challenging the coachee. These appropriate actions by the coach can impact the coachee's outcomes, says Albizu et al. (2019).
What was not appropriate however, was an incident where a coach promised line managers absolute confidentiality for them to provide her with feedback on the coachees. This data collection step of coaching process is suggested by Thach (2002) where the coach gathers feedback from line managers to establish purpose of coaching and decide on a fitting coaching approach for the client. Line managers are said to have divulged to a great extent, information on

coachees, knowing it will not be revealed they are the source only to be devastated by the breach of trust when the coach let it known that feedback was provided by a line manager.

The research underlines the trust between coach and coachee, termed as an active ingredient in coaching (Baron & Morin, 2009; de Haan et al., 2013; de Haan et al., 2016), however there is a paucity of research on trust between the coach and other players, such as supervisors of coachees and those responsible for buying coaching, often the HR office. It may appear that the process was effective, according to the perspective of the particular coachee who mentioned this incident but there is a potential impact within the broader context, such as the perception of the efficacy of coaching by these other stakeholders.

Bozer, C. Sarros, and C. Santora (2014) suggest that if the coach is considered credible by the coachee, the coach will have the desired impact. This is confirmed by our findings as Coachee 2 went on to terminate the engagement with a coach who failed to deploy an evidence based process, as discussed in previous theme. Susing (2016) indicated through their study, that "coaching at senior levels is more impactful when evidence-based approaches to coaching are combined with carefully targeted learning content and selective advice".

Building rapport with clients

It is no wonder this sub-theme emerged as past research has found that how a coachee relates to their coach is an active ingredient of effective coaching (de Haan et al., 2016). Baron and Morin (2009) sought to establish a link between the coachee-coach relationship and the effectiveness of coaching and their findings that a positive relationship exists has been reiterated by studies that researched a similar topic (de Haan et al., 2013; de Haan et al., 2016).

Findings revealed a significant number of responses of coachees on how they related with their coaches. For the most part, aspects of how the coach related to the coachee were characterised by descriptions of the coach as paying attention to me, got a sense of my values, linkage. These mirror what de Haan et al. (2011) research revealed as most helpful behaviours of a coach, listening, understanding and encouraging. From the findings of this study, it can be inferred that rapport was developed due to the coach displaying behaviours found to be most helpful by the coachees in the mentioned survey.

Rapport was built, even in the conditions of virtual coaching, where one coachee is coached by a coach in the Unites States of America (USA). Many other coachees met their coaches only twice at most, physically and the rest of the engagements were over Skype. The findings reveal that this did not have any significant effect on the coaching relationship and process. Jones et al. (2015) have also previously established that face to face coaching compared to a blended format has little effect on coaching.

An exceptional example of what could have potentially impacted rapport between coach and coachee was presented by Coachee 6 whose coach is a former employee of Local Company X. He described how the coach's first challenge was to "dispel myths" he may have had about her formed from experiences of their former relationship as employee and superior. Through a demonstrated skill and expertise, he says that his coach was able to successfully coach him and they enjoyed a cordial relationship.

Coach's own development

Findings from responses of at least two coachees show that there is a perceived link between the coach's own development and training towards the effectiveness of coaching. This has been previously discussed that the practice of an evidence based coaching approach requires certain knowledge and understanding to develop a coaching approach that leverages best and current knowledge. This goes without saying that the coach must therefore acquire this knowledge continuously; Grant and O'Connor (2019) even has suggestions for both novice and seasoned coaches the on most practical ways to go about it.

Coachees may not always be privy to techniques a coach must employ to make the most impact for coachee. This, however, does not mean that coachees do not seek comfort in some ways to know that a coach knows what they are doing. To avoid an ever imminent risk of coaching doing more harm than good, as infamously warned by Berglas (2002), coachees are alert to signs of their coach's credentials and development. Coachee 5 spoke emphatically about how her coach has her own coach. It is unclear what reasons she has for having a coach but it could be for supervision. Haan (2017) cites Special Group in Coaching Psychology 2007 defining supervision as a safe space where coaches share their coaching practices with someone trained in monitoring the process of coaching. This has shown to offer a unique form of development for the coach as through their reflections, they are able to learn from themselves and better refine their process. A coach who demonstrates this high level of prudence by having supervision is almost better placed to have the impact that coachees had with their coaches.

5.4.4 Individual client

Outcomes of coaching are said to be significantly informed by the client themselves who Grover and Furnham (2016) say, are the largest contributor of the outcome. Through their preferences, perceptions on the coaching process and proximal outcomes they experienced, they inform the level to which an approach was perceived to be effective. On two occasions, coachees did not prefer the use of internal coaches. Their reasons are not the same as what HR explains to be a confidentiality issue. For one executive, Coachee 6, his preference for an external coach was for subjectivity in perspective without contamination of internal politics or "baggage of the company" as he termed it. The findings revealed that when coachees engaged in a coaching approach of their preference, the likelihood of them deeming it effective was high. Coachee 2 preference for external coach was based on previous experience of an internal coach with his response dismissing that intervention a failure in strongest terms possible.

Perception on process

On certain instances, coachees made statements on what their preference with how coaching should have been implemented were noted. These perceptions fall under one of the two categories, successful coaching process and unsuccessful coaching process.

- **Successful coaching approach**

When a coach is external, allows them to set the agenda, facilitation for own solutions development and there is a mutual relationship between coach and coachee, this makes an impression of a successful coaching process. This

closely matches a definition of executive coaching by Haan and Duckworth (2012) who say the relationship must be exclusive, safe and trusting, the process tailored for the coachee to learn through reflective conversations.

- **Unsuccessful coaching process**

Matching of a coachee with an internal coach, a rigid approach that does not accommodate different needs of the client and a non-existent contracting are the only noted aspects that led coachees identifying their coaching process as unsuccessful. The matching of a coachee with an internal coach who is senior to the coachee may have been unsuccessful, as warned by Jones et al. (2015) of the power relationship that exists between a subordinate and their superior. In this kind of a relationship, safety and trust that made other engagements successful became impossible.

Client's own development

The study revealed a demonstration of vast development, and this was expected as high potential individuals have greater willingness to develop. It could bear testament that their selection as high potential employees must have been well informed by their current performance as Anderson et al. (2009) has found that to be a major consideration made on selecting high potentials. Opposing a selection based primarily on current performance is Slizer and Church (2010) however the observed effect of coaching for these individuals shows that they were carefully selected and showed willingness to develop for better performance. From the responses of the coachees, their determination to learn and solve their own unique challenges was observed.

The discussed themes in response to the question of what is the perceived level of effectiveness of the coaching approach at Local Company X reveals a unanimous perception that the coaching approach was effective to a great level and evidence exist to back up this response. The discussed coaching approach is found to follow an evidence based practice, hence this noted effectiveness.

5.5 How is coaching approach effectiveness evaluated at Local Company X

Human Resources practitioners of Local Company X were posed with this research question to establish if coachees' experiences and perceptions on the effectiveness of coaching approach can be validated by HR's means of evaluating the effectiveness of coaching. As the main sponsor of the intervention, HR is well placed to indicate if evaluation of the intervention takes place and if so, how. The three themes that emerged gave a sense that only summative evaluation is used, contrary to evaluation methods proposed by Feldman and Lankau (2005) and Ely et al. (2010) that both formative and summative evaluation methods are best carried out together.

5.5.1 Assessment Criteria

The findings of the study revealed that at the end of coaching at Local Company X, only two indicators of success are evaluated to establish effectiveness of coaching; competencies developed by coachees and rate of succession into certain executive roles with special emphasis placed on executive roles held by expatriates.

Since Ely et al. (2010) explain that formative evaluation looks at the coaching process so it is found that Local Company X forgoes the opportunity to evaluate the process of coaching as it only engages in summative evaluation of coaching. To evaluate a coaching process, there must be adequate understanding of the coaching complexities to understand what to evaluate. Osatuke et al. (2017) describe this challenge as posed by the inherent meaning-making nature of the coaching process. To evaluate a process of this nature, they argue that tools that are best fit to evaluate coaching must allow for fluidity and subjectivity towards each individual's development. A summative evaluation alone omits to capture the fluidity of the process that took place to accommodate the changing goals of a coachee as is often the case. It only accounts for what is finally observed, but misses to "capture the unique changes occurring within coached individual that are key to evaluating coaching impact"(p. 173). Grant, Curtayne, and Burton (2009) have also warned that a retrospective evaluation poses threats of bias and poor recollections. Our findings show that this risk of bias is minimal as learning and behavior change are evidence for impact of coaching even if long past.

Summative evaluation looks only at the outcomes, and that appears to be relatively easy to establish, as seen from the responses of the coachees. The summative evaluation results of Local Company X can be mapped onto the proposed summative model by Ely et al. (2010). Only two things are said to be indicators of successful coaching at the end, competencies developed and subsequently, how many successors succeed into executive roles, especially those held by expatriates.

Table 10: Summative evaluation

Kirkpatrick	Indicators	Source of Data
Reaction	Clients have demonstrated willingness for coaching and some even initiated the intervention.	Career Conversations
Learning & Behaviour change	Developed competencies required in current and future roles for coachees. Improved performance	Capability assessment matrix Performance Rating
Results	Bench strength for succession into higher roles Reduced numbers of expatriates holding executive roles	HR Metrics on succession (ready now, ready later)

5.5.2 Assessment Platforms

Formal feedback on coaching effectiveness happens during a career conversation, a coachee can self-report on their development or readiness levels as a result of coaching and express interest in increased responsibility or a new role. During this conversation, tangible outcomes such as new behaviors

and competencies demonstrated are discussed as evidence of effectiveness of coaching but Sharma (2017) urges that equal emphasis must also be placed on intangible outcomes of coaching when evaluating effectiveness of coaching. Findings of this study did not reveal if intangible coaching outcomes, change in thoughts and attitudes of coachee i.e. cognitive outcomes of coaching are considered when evaluating effectiveness of coaching post intervention. It could not be established whether intangible changes precedes tangible outcomes as Sharma (2017) posits.

5.5.3 Structures to ensure efficacy

The preference of coachees for external coaches has little to do with confidentiality, in contrast with the HR office which suggests that to ensure confidentiality, external coaches must be used. Safe parameters of confidentiality are a result of an essential partnership between HR and External coaches, says Wasylyshyn (2017). HR Practitioners of Local Company X are committed to constant communication about traction of coaching without ever exerting pressure for the coach to provide information about coachee that is beyond boundaries of confidentiality.
The HR office also believes that coach selection is integral to the success of coaching. Interestingly, the HR office has no formal process to ensure this is enforced in explicit terms. They depend on the group to recommend the right coaches. Findings of the study are similar to a study by McGill et al. (2019) where independence of the coach is important to coachees and this is attained through use of external coaches. This presents a cost challenge that external coaches are usually found to be more expensive than internal coaches. An On-Spot coaching delivery format can be an effective alternative to democratize coaching and avail it to many more employees beyond successors at a cost effective option as found by Wilson and Smith (2016).

5.6 Chapter conclusion

The discussed findings depict a predominant perception that coaching was effective from the coachees. Coaches and HR Practitioners have a modest response to the effectiveness of coaching as ways to evaluate this effectiveness are not explicitly established. The impact of coaching on coachees is found to be holistic and resulted in effective development of coachees to the extent that they are able to deal with transition, develop new competencies and some are eventually appointed into new and higher roles. It is observed that the effect of the practice itself is found to have the desired impact but lacks rigorous evaluation of its effectiveness without the predominant voice of the coachee.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter summarises the key findings of the study and its revelations on the effectiveness of coaching successors at Local Company X. The structure of this chapter has each research question's findings summarised.

6.2 Conclusions of the study

The study explored what is the current coaching approach at Local Company X and whether it was found to be effective for succession management purpose and how this effectiveness was evaluated.

6.2.1 What is the coaching approach at Local Company X for the identified successors?

Coachees and coaches alike described the coaching approach used at local Company X in descriptive terms, coachees describing what their experience of the approach was and coaches describing what they aimed to achieve while context bound. There was no definite term/s used to name the approach as literature shows that different coaching approaches exist, each serving a unique purpose. From the perspective of coachees, the coaching approach they experienced allowed the coachee to direct the agenda of coaching while the coach expertly applied a fitting process to enable goal attainment. In cases where coachees indicated that a coaching approach was not fit for purpose, the above would have failed to take place.
What was interesting in the findings for this research question is that coachees who were already at executive level vis a vis others in managerial roles, emphasised a coaching approach that was ever mindful of the organisational context. Anything that gave an indication that a coach is not alive to this, the coachee felt strongly negative towards the approach employed. This gave an overall impression that successors are highly perceptive people and have higher self-awareness levels than ordinary employees. A coach would therefore need to have high levels of expertise to employ a coaching approach that impacts the successor at all domains albeit in varying ways, given each one's unique challenges.

6.2.2 What is the perceived level of effectiveness of the current coaching approach?

The findings of this research question implied the above current approach was perceived to be effective to a great level. This perceived effectiveness was established through a greater portion of coachees describing an overall positive experience of coaching than those with a negative overall experience.
The themes were found to speak to evidence based practice, evidence informing practice, coach's expertise and the individual client. The coachees experienced their coaches as leveraging from evidence sought from multi-

source feedback on their clients and other assessments administered to tailor a coaching approach that impacted accordingly. There was a unique perception that this evidence should not be used for the sake of it but that the coach should be able to find relevance in the evidence and eventually use it to inform the approach for subsequent impact on the coachee. As perceptive as coachees were, it was not determined whether coachees can sufficiently tell that a coach is knowledgeable in the coaching techniques, but coachees still opined on instances where they felt techniques used were not apt. It was gathered that the coach's expertise is explained in terms of the coach's own development, the coach's observed skills and how aware they are of the coachee's environment, leading to effectiveness of the coaching intervention. Observed skills had a lot to do with how the coach built rapport with the coachee against the discussed odds and also how the process was employed effectively.

Lastly, the coachee's own development was used as a yardstick to say the coaching approach was effective. All coachees tell of a significant development in many ways and they reckon this is a telling sign of an approach that was aligned to the purpose of succession management. Coachees' perceptions and preferences gave insight on their motivations and attitude towards growth which literature shows to contribute to how a coachee experiences coaching. While there may have been other interventions accompanying coaching for successors development, the success and effectiveness of coaching cannot be better demonstrated than the fact that most of these successors ultimately assumed higher roles while others became more effective in their current roles.

6.2.3 How is coaching approach effectiveness evaluated at Local Company X

Despite the general sense that Local Company X employs a fit for purpose coaching approach that is context bound, these findings may be discounted upon realisation that there is no clear process for evaluating this purported effectiveness. The end is clear, to have coaching aid in development of competencies identified as critical for roles one is identified to be a possible successor and to build bench strength of local talent to drive localisation of key roles held by expatriates. The fact that the only evaluation done is at the end of the coaching programme is considered to be a telling sign of the level of maturity of the coaching practice within the organisation and Botswana at large. To carry out this evaluation, Local Company X already has structural platforms to do so, as evidenced by its talent management and performance management frameworks. Each of these frameworks affords HR with an opportune moment to enforce explicit evaluation of coaching effectiveness in contract with the current way of extrapolating from the outputs of a career and performance conversation.

In keeping with the national interest to invest in human capital to build a knowledge based economy driven by predominantly local talent, coaching effectiveness needs to be clearly demonstrated, as encouraged by many authors (De Meuse et al., 2009; Leedham, 2005; Osatuke et al., 2017; Peterson & Kraiger, 2004).

In conclusion, it is worth noting that a concerted effort is expended by the HR office to ensure the maximum benefit of coaching is realised by enforcing confidentiality and selection of coaches. These efforts can potentially become

detached from what coachees place in high regard when it comes to coach selection, almost all of them have said to need a coach who is aware of their environment while confidentiality did not come across as a prevalent concern, even in instances where this confidentiality was violated. While a group selected coach may be found to be favourable, it poses challenges of the lack of understanding of the coachees' cultural background (which forms part of context) as was the case with a coach from the USA.

6.3 Implications and recommendations

The practical implication of this research findings is on evaluation of coaching. The implications of failing to evaluate coaching, especially at the formative stage presents a risk of the practice not delivering to its highest potential. Missed opportunities to learn the active ingredients of the coaching process and individually evaluating them through a formative evaluation means when selecting a coach, we may not be well informed to interrogate and scrutinise their adopted coaching approach to ensure fit for purpose.

The theoretical implications of the study is a revelation that trust in a coaching dyad does not end between coach and coachee; buyers of coaching, supervisors and subordinates of the coached employees need to also have trust in the process and the coach. In order to understand further how the variable of trust impacts on coaching outcomes, further studies must be carried out to establish the relationship with the overall effectiveness of coaching. From this study, it may have appeared to be insignificant, however, this could be due to the small sample size.

In light of the above implications, this study makes recommendations for each stakeholder who was engaged to establish the coaching approach of Local Company X as well as other stakeholders who equally have an interest in the subject of executive coaching in general. These stakeholders are

- Coachees
- Coaches
- HR practitioners
- Botswana Training Accreditation bodies

Most important recommendations are addressed to the decision makers and purchasers of coaching, namely, HR Practitioners. Since there would be no coaching unless the HR office introduced it as part of their offering for leadership development of successors and other reasons, they must develop a clear process of acquisition, undertaking and termination of coaching. This will address a number of missed opportunities to improve on the effectiveness of coaching, as listed below

1. Develop a process of coach selection that extends beyond coaches recommended by the group to ensure local organisational nuances are not dismissed.
2. Create a summative and formative evaluation framework with multi-source input from line managers, HR and the coachees themselves.
3. To enforce confidentiality through contracting not just between coach and coachee, but amongst other stakeholders such as line managers.
4. Termination of a coaching engagement must follow a process of engagement by the HR office with the coach and coachee to determine the active ingredients of effective coaching at Local Company X.

The remaining recommendations can be found in the table below.

Table 11: Recommendations

Recommendation	Benefit	Stakeholder impacted
Require any service defined as coaching to be offered by an internationally accrediting body	To manage practice and safeguard against exploitation given the status of coaching in Botswana	Botswana Qualifications Accreditation
Flight expression of interest for coaching services locally	Have clear sight of local coaches who meet minimum requirements	HR Office
Accompany proposition for coaching with clear evaluation frameworks	Clear demonstration to potential clients that impact will be evaluated and return on investment can be expected	Coaches

6.4 Limitations

While the research design triangulated through the collection of data using a three-fold triad, coach, coachee and coaching sponsor, the main findings on effectiveness of coaching was established primarily from a single perspective of coachees. In hindsight, it would have been ideal to have all three different groups of respondents responding to all three research questions to obtain rich data content.

Future research to explore the effectiveness of coaching through an experience of all who are impacted in a coaching undertaking, beside coachees including their line managers.

Since this study was not longitudinal, the effectiveness of coaching was evaluated through a retrospective view which may not inform with exact recollection the specific variables that contributed to distal and proximal coaching outcomes as the coaching was unfolding. Evidently, findings by Blackman and Moscardo (2012) show that when coachees reflect on coaching experiences during coaching, their responses are strongly positive than after the intervention has long ended, due to heightened awareness during coaching. In this study, however, the opposite was observed, research respondents appeared to use hindsight and reflection to make meaning of their coaching experience and concluded that most of what they experienced led to recorded proximal and distal outcomes. Our finding is confirmed by Grover and Furnham (2016) who observed that distal outcomes may be more pronounced later rather than sooner from the time of coaching intervention itself as they take time to manifest.

6.5 Suggestions for further research

- The findings of this study echo similar findings of many studies that exist on the effectiveness of coaching, however future research on coaching for succession needs to clearly delineate between successors already at executive level and those at level/s below executive. The needs of these two groups cannot be assumed to be the same just because they are all successors who demonstrate high potential. This research has shed light on how coachees' challenges had different nuances and this could be attributed to what was prevailing in their current level of work, consequently presenting different coaching issues such as transition, influencing, stakeholder management.
- There is a little body of knowledge that explores the trust between coach and other stakeholders such as the HR Office and Supervisors of coachees. The extent to which this trust must be established and how it lends itself to effectiveness of coaching needs to be explored in details as coaching remains a practice that touches beyond a coach-coachee dyad.

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APPENDIX A: RESEARCH INSTRUMENTS

Interview guide for successors (High potential individuals on succession plan)

Research Question 1
What is the coaching approach of Local Company X for the identified successors?
Questions

I. What was the purpose of your participation in coaching as a client?
II. According to your own experience do you think the approach to coaching fit the purpose above?

Research Question 2
What is the perceived level of effectiveness of the current coaching approach?
Questions

I. What is your overall coaching experience?
II. What do you think contributed to the success/ failures of the entire coaching approach?
III. In which areas have you become effective as a result of coaching
IV. What was the coach doing successfully that made the coaching effective?

Interview guide for external coaches

Research Question 2
What is the coaching approach of Local Company X for the identified successors?
Questions

I. What has been communicated as the purpose of coaching by the organisation?
II. What is your coaching approach when coaching a successor/ high potential individual?

Interview guide for the Human Resources Office

Research Question 3
How does Local Company X measure effectiveness of the current coaching approach?
Questions

I. What does Local Company X assess to determine effectiveness of coaching those identified as successors?
II. How do you ensure these factors that contribute to coaching effectiveness, are put in place?

APPENDIX B: CONSENT FORM

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

MMMBEC RESEARCH CONSENT FORM
INFORMATION SHEET AND CONSENT FORM

Hello, I am Rosi Sempe. I am conducting research for the purpose of completing my Master in Business and Executive Coaching at Wits Business School.
I am conducting research on *Efficacy of coaching interventions for successors at Local Company X Botswana.* This will be a qualitative research that will explore the effectiveness of coaching those in the succession plan of the organisation.
Your participation
I am asking you whether you will allow me to conduct an interview with you. If you agree, I will ask you to participate in one interview. I am also asking you to give me permission to tape record the coaching sessions. I tape record coaching sessions so that I can accurately record what is said.

Please understand that your participation is **voluntary** and you are not being forced to take part in this study. The choice of whether to participate or not, is yours alone. If you choose not take part, you will not be affected in any way whatsoever. If you agree to participate, you may stop participating in the research at any time and tell me that you don't want to continue. If you do this, there will also be no penalties and you will NOT be prejudiced in ANY way.
Confidentiality
Any study records that identify you will be kept confidential to the extent possible by law. The records from your participation may be reviewed by people responsible for making sure that research is done properly, including my academic supervisor/s. (All of these people are required to keep your identity confidential.)
All study records will be destroyed after the completion and marking of my thesis. I will refer to you by a code number or pseudonym (another name) in the thesis and any further publication.
Risks/discomforts
At the present time, I do not see any risks in your participation.
Benefits
This study will be extremely helpful to me in understanding coaching for executive presence. If you would like to receive feedback on the study, I can send you the results of the study when it is completed sometime after February 2020.
Approval

This research has been approved by the Wits Business School. If you have any complaints about the ethical aspects of the research or feel that you have been harmed in any way by participating in this study, please contact the Research Office Manager at the Wits Business School, contact number 011 717 3510.

CONSENT

I hereby agree to participate in research on how coaching can be used to assist potential leaders in building skills. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop participating at any point should I not want to continue and that this decision will not in any way affect me negatively.

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

I understand that my participation will remain confidential.

……..

Signature of participant and date:……..

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

……..

Signature of participant and date:…….