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Coaching behaviours of Senior Managers within the Department of Cooperative Governance and Traditional Affairs in Gauteng

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

Johannesburg, 2021

ABSTRACT

The role of the manager in the 21st century has evolved and expanded beyond their traditional responsibilities to include coaching. The current literature reveals that coaching is a critical element of management, more specifically relating to the manager's role as a facilitator of learning. In our ever-changing world, now more than ever, managers need to develop their coaching behaviours to ensure constant learning, organisational agility, and the ability to compete in the wider environment. Even though there has been a significant increase in the literature on managerial coaching behaviours, there is limited knowledge on how this concept is conceptualised, defined, and developed within the public sector in South Africa.

By employing an interpretive inductive approach this research aimed to explore the empowering and facilitating coaching behaviours of senior managers in the Department of Co-Operative Governance and Traditional Affairs in Gauteng, South Africa. A qualitative research methodology was adopted in which a semi-structured interview schedule was administered to 15 senior managers. Information obtained from the interviews was analysed using thematic analysis and two main themes and several sub-themes emerged. The findings illustrated that senior managers do in fact exhibit both empowering and facilitating coaching behaviours and that these behaviours are driven by the belief of the manager in their role as a facilitator of learning and the Leadership and Management Competency Framework.

The implications of the findings are that coaching behaviours have now been identified and can be used to develop training and development initiatives for managers in the public sector. By developing these coaching behaviours, other officials in the public sector will be developed, in turn assisting with the strategic goal of the Government, which is to develop an ethical, capable, and developmental state.

KEY WORDS – Coaching behaviours, coaching mindset/beliefs, senior manager, public sector, competency framework.

DECLARATION

I, Zeenat Motalieb, 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 Coaching behaviours of Senior Managers within the Department of Co-Operative Governance and Traditional Affairs in Gauteng at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at this or any other university.

Name: Zeenat Motalieb Signature: 

Signed at Johannesburg

On the 16th day of March 2021.

DEDICATION

I would like to dedicate this research to the following people:

My dad up in heaven, you dedicated your life to ensuring that all your kids were educated and successful. I wish you were here for this, like you were here for all my other accomplishments. I know that you would be proud.

To my sister Azraa Motalieb. We both started our Master's journey together, even though we are 16 years apart. Now that we can say there are two Master's in the house, I am waiting for you to start your PhD.

To my amazing son Mohammed Zidaan, the light of my life. The reason why I started this journey was so that we can have a better life. I want to be the example that you look up to.

Lastly, to my best friend, my anchor, my rock, my Mum Akbari Motalieb. You have sacrificed so much for your family and when I see the light in your eyes and the joy at my accomplishments, I know that it was all worth it.

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To my entire family, the Motalieb clan, and my new family, FKP, thank you for your unwavering support and encouragement.

To my CoGTA family, for being part of this incredible journey and proving that the Public Sector is a hard-working machine.

Thank you to my supervisor, Venessa Lopang Mogatusi, you came to my rescue with your insights, kindness, encouragement, and support.

Lastly, to the MMBEC cohort of 2019, and the small support group that we formed, thank you very much.

EDIT DECLARATION

I, Wilna Swart, solemnly declare that between November 2020 and March 2021 I performed the professional language-edit of Ms Zeenat Motalieb's Master's Dissertation entitled 'Coaching behaviours of Senior Managers within the Department of Co-Operative Governance and Traditional Affairs in Gauteng'.

Ms Motalieb was furnished with comprehensive editorial notes, comments and recommendations throughout the editing process. Editorial amendments are accepted or rejected at the discretion of the student, who is responsible for the final product she submits for moderation.

As ethical editor, I reminded Ms Motalieb that avoiding plagiarism remained her sole responsibility and provided her with guidance relating to quoting and referencing.

Ms Motalieb persevered in her pursuit of her Master's degree and I believe she will reap many and varied benefits for doing so. May you prosper and flourish in your career after investing much effort at so many levels in this extremely important academic endeavour, Zeenat.



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LIST OF ACRONYMS

APP	Annual Performance Plan
CoGTA	Department of Co-Operative Governance and Traditional Affairs
DCoG	National Department of Co-Operative Governance and Traditional Affairs
DPSA	Department of Public Service and Administration
GCR	Gauteng city region
GDP	Gross Domestic Product
GROW	Goal, Reality, Options and Way Forward
HOD	Head of Department
HRD	Human resource development
IDP	Individual development plan
IGR	Intergovernmental relations
LMCF	Leadership and Management Competency Framework
PSETA	Public Service Sector Education and Training Authority

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CHAPTER 1 INTRODUCTION

1.1 Purpose of the study

The purpose of this qualitative research was to explore the empowering and facilitating coaching behaviours exhibited by senior managers in the Department of Co-Operative Governance and Traditional Affairs in Gauteng, South Africa.

1.2 Conceptual framework

The conceptual model that served as a framework for this research was initially developed by Ellinger and Bostrom (2002), and was revised in subsequent years to provide a model for managerial coaching (Ellinger, Beattie, Hamlin, Wang, & Trolan, 2006; Ellinger, Ellinger, & Keller, 2003) (see Figure 1.1). The model was drafted in response to the challenges relating to managerial coaching, specifically the lack of empirical evidence of how to manage and build a manager's role as a facilitator of learning (Ellinger & Bostrom, 2002; Ellinger et al., 2003, 2006). The purpose of the model was to try to understand the key characteristics of managerial coaching, including to examine the perceptions of managers regarding their beliefs, triggers, behaviours and the outcomes of their role as a facilitator of learning (Ellinger & Bostrom, 2002; Ellinger et al., 2003, 2006).

According to Ellinger et al. (2006); Ellinger and Bostrom (2002); Ellinger et al. (2003), as depicted in the conceptual model (see Figure 1.1), "people" refers to an individual or manager enacting their role as a facilitator of learning, influenced by their belief systems, perceptions, attitudes and abilities. "Process" refers to on-the-job behaviour and activities and, lastly, "product" is the outcome of the behaviour that is enacted by the manager. The framework proposes that a manager should have certain beliefs about their role as a facilitator of learning to enact coaching behaviours and step in as a coach. Furthermore, there must be a trigger or event that will action the manager to display coaching behaviours. These coaching behaviours are referred to as empowering and facilitating

coaching behaviours (Ellinger & Bostrom, 1999) based on the nature of the event or trigger. Lastly, there is an outcome for the manager, the individual and/or the organisation (Ellinger & Bostrom, 2002; Ellinger et al., 2003, 2006).

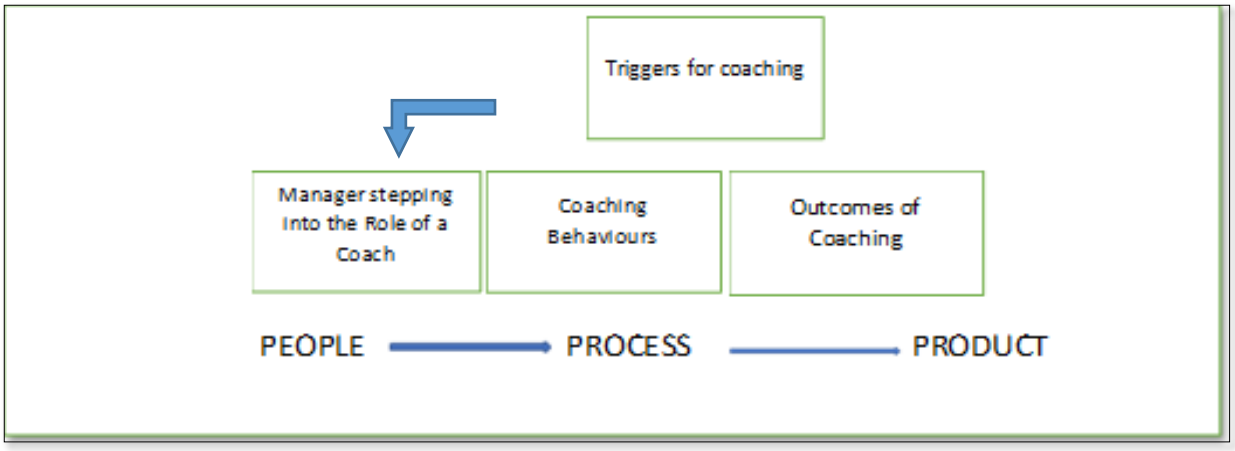


Figure 1: Conceptual framework for managerial coaching

This research explored the coaching behaviours of senior managers in the Department of Co-Operative Governance and Traditional Affairs in Gauteng. Only two elements of the conceptual framework will be explored in this study, namely the coaching beliefs of senior managers and coaching behaviours. This research was exploratory in nature, and specifically targeted senior managers, their belief system and their coaching behaviours, which were the most relevant to the study. Triggers and/or events that require the manager to step into the role of coach and the outcomes of the coaching were not explored as these fall outside of the scope of this research.

Specific attention was devoted to managerial coaching behaviours, as explained by Ellinger and Bostrom (1999), which are identified as the taxonomy of coaching behaviours. These coaching behaviours are actions enacted by a manager to facilitate learning and development. Managerial coaching is divided into two types of coaching behaviours: empowering coaching behaviours and facilitating coaching behaviours (DiGirolamo & Tkach, 2019; Ellinger, Beattie, & Hamlin, 2018; Ellinger et al., 2006; Ellinger & Bostrom, 1999, 2002; Ellinger et

al., 2003; Ladyshewsky, 2010; Lawrence, 2017; Matsuo, 2018; Wheeler, 2011). Empowering behaviour refers to coaching behaviours whereby the manager gives power and authority to employees (Ellinger & Bostrom, 1999; Ellinger et al., 2003, 2006, 2018; Matsuo, 2018) “by encouraging them to assume more personal responsibility and accountability for their actions and decisions” (Matsuo, 2018, p. 123). Facilitative behaviours are coaching behaviours that allow the manager to offer guidance and support and help the employee to promote new levels of understanding and perspectives (Ellinger & Bostrom, 1999; Ellinger et al., 2003, 2006, 2018; Matsuo, 2018). Ellinger and Bostrom's (2002) model was selected as it presented a significant match between the competencies identified in the Department of Public Service and Administration’s (DPSA) Leadership and Management Competency Framework (LMCF), specifically the people management and the empowerment competency (DPSA, 2011a) (see Appendix A).

The LMCF was developed in response to global leadership trends around the world and even in South Africa, indicating a demand for innovative and visionary managers and leaders in the public sector to drive strategic initiatives (DPSA, 2011a, 2011b). The competencies represented in Appendix A are generic competencies that senior managers are required to possess. The objective of the competency framework is to professionalise the public sector by ensuring consistent human performance at both national and provincial levels in the public sector (DPSA, 2003).“Personal Attributes/Personal Values cut across both the process and core competencies and complement the Public Service value” (DPSA, 2011a, p. 10). In addition, the development of this framework resulted in a change in the focus of human resource policies and labour legislation policies. This shift caused the public sector to move from being process-driven to being people-centred in order to meet the current challenges (DPSA, 2011a; Govender, 2009; Koma, 2012).

The Ellinger and Bostrom (1999) taxonomy of coaching behaviours has 13 distinct behaviours that are grouped into empowering coaching behaviours and

facilitating coaching behaviours. These behaviours were mapped against the "people management and empowerment" competencies, as prescribed by the LMCF which applies to all senior managers (DPSA, 2011a). Appendix B, represents the mapped behaviours and have been grouped into behaviours that are common to Ellinger and Bostrom's (1999) 13 behaviour sets and the people management and empowerment behavioural indicators.

1.3 Context of the study

Prior to 1994, South Africa was governed by an Apartheid-system government, which was based on racial segregation, oppression, and suppression. In this context there was a public sector which was undemocratic, impersonal, discriminatory, compliance-driven and non-developmental (Cameron & Tapscott, 2000; Govender, 2009; Sing & Admin, 2012).

Post-1994, the democratic Republic of South Africa was established, and is governed by the Constitution of the Republic of South Africa (1996), (Sing & Admin, 2012; Thornhill, 2011). The Constitution (1996) recognised the injustice of the past and laid the following foundations for transformation:

- Heal the divisions of the past and establish a society based on democratic values, social justice, and fundamental human rights.
- Lay the foundation for a democratic open society in which government is based on the will of the people and every citizen is equally protected by the law.
- Improve the quality of life of all citizens and free the potential of each person; and
- Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations (Constitution of the Republic of South Africa, 1996).

The new South African Government had introduced several policies to transform society and redress the legacy of the Apartheid system (Kock & Burke, 2008;

Sing & Admin, 2012). The aim of these policies was to restructure the new State in order to make it legitimate and accountable to South Africans (Cameron & Tapscott, 2000). The new State is intended to be democratic, developmental (Kock & Burke, 2008) and committed to a culture of human rights (Cameron & Tapscott, 2000). For the State to function, a capable public sector should be in operation and one way to achieve that is through developing senior managers.

The Constitution (1996) provides the establishment of three spheres of government: national, provincial and local. These spheres are distinctive, interdependent and interrelated. The current Administration, the sixth, comprises 40 national departments, including the Department of Co-Operative Governance and Traditional Affairs (CoGTA). Each of the nine provinces has provincial departments. This study focused on the Gauteng Department of Cooperative Governance, Traditional Affairs and Urban Planning in the Gauteng province of South Africa. Figure 2 represents the National, Provincial and Departmental Priorities: 2019–2024 (CoGTA, 2019b).

The priorities of Co-Operative Governance, Traditional Affairs and Urban Planning in Gauteng are focused on ensuring that municipalities are functional, sustainable, ethical, and provide effective service delivery to the province's residents. This is done by providing technical, specialised support to all 11 municipalities in Gauteng (CoGTA, 2019a). Gauteng is regarded as the economic capital of South Africa, with the largest labour force and only 1.4% land cover (Everatt, 2017). The province generates over a third of the country's national Gross Domestic Product (GDP) and contains a fifth of the South African population (Everatt, 2017), roughly 13,4 million people (Statistics South Africa [StatsSA], 2020).

During the last quarter of the 2020/21 financial year, from January 2020 until March 2020, there was a significant increase in service delivery protests in Gauteng, namely 50% more than during the same time 2019. These protests took place specifically in and around the largest metropolitan area, the City of

Johannesburg. The protests pertained to a lack of service delivery, ailing infrastructure and electricity cuts (Ramogayane, 2020). According to the Back to Basics Report, two of Gauteng's municipalities are regarded as dysfunctional and seven are at risk of being moved to dysfunctional status (Van Wyke, 2019).

A dysfunctional municipality is plagued with political and administrative interference, political infighting, and inappropriate spending of the budget, compromised service delivery, a high level of community dissatisfaction and high levels of incompetency among staff. The role of CoGTA is to move a municipality from dysfunctional to functional by providing the support that will ensure institutional stability and financial viability (Van Wyke, 2019).

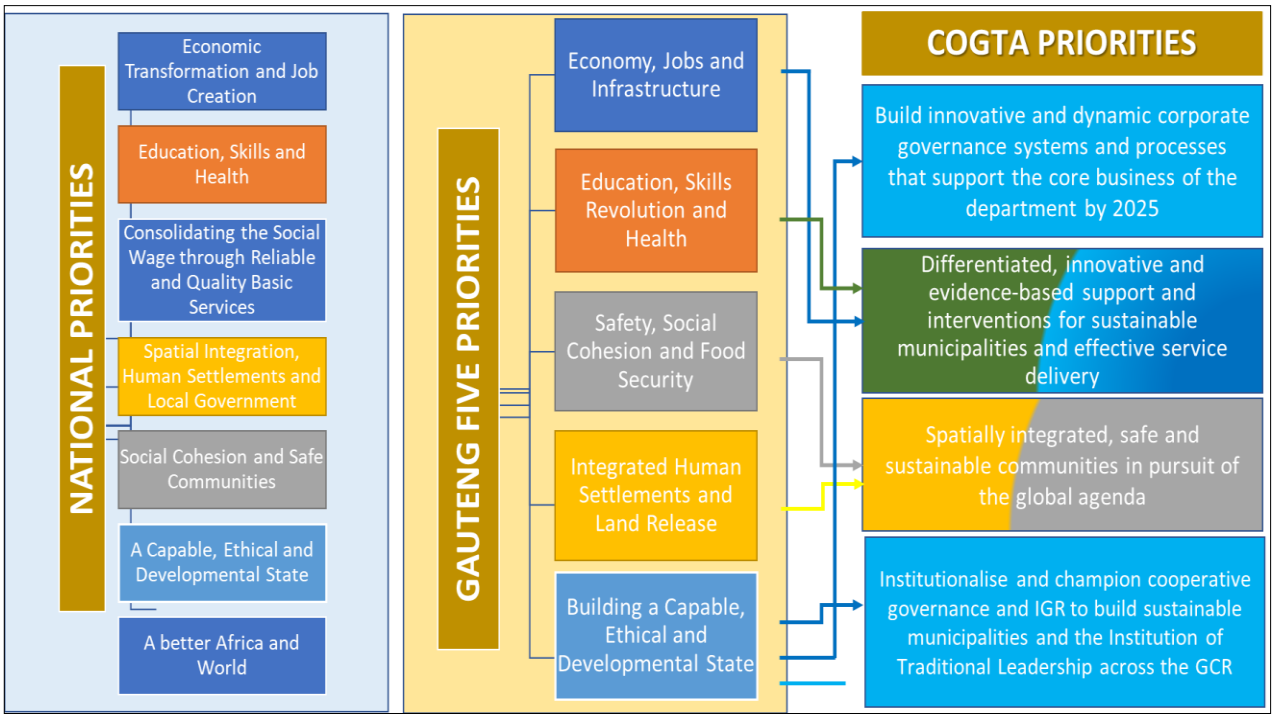


Figure 2: National, Provincial and Departmental Priorities: 2019–2024 (Van Wyke, 2019)

A key characteristic of a developmental state is the proficiency level of senior managers in relevant competencies as they play a critical role in promoting the developmental achievements of the public sector in South Africa (De Wet & Van der Waldt, 2013). According to Mfikwe and Pelser (2017, p. 117), "Senior

managers in Government and all Public Service managers have an important task of transforming the strategic vision, goals and objectives of government into effective service delivery". However, the legacy of the Apartheid regime, coupled with the current challenges of corruption and maladministration, has adversely affected the role of senior managers in the public sector (Franks, 2014).

In order to build a capable, ethical and developmental state as well as a professional and skilled public sector to move municipalities from being dysfunctional to functional in the provincial sphere of government, senior managers need to be developed. By developing senior managers' coaching behaviours, staff will be developed (Ratiu, David, & Baban, 2016; Raza, Ali, Ahmed, & Moueed, 2017; Seemann, Stofkova, & Binasova, 2020), and the ripple effect would be better administrative functioning, improved service delivery, and a capable developing state which will in effect contribute to the National Priorities. According to Whitmore (2009, p. 25), "…a manager's task is simple – to get the job done and to grow his staff; time and cost pressures limit the latter. Coaching is one process with both effects."

1.4 Research problem

In order to build a capable, ethical and developmental state, the public sector should be professionalised and the capacity of the public sector should be developed (Zarenda, 2013). However, in the past 20 years, the public sector has experienced a shortage of skilled professionals, hence being incapable of meeting the demands of public sector transformation (DPME, 2014). Limited resources and unreliable or non-existent infrastructure has resulted in significant capacity demands on staff and managers in the public sector (Franks, 2014; Govender, 2009; Kock & Burke, 2008).

Public sector institutions in South Africa continue to spend resources on training and education that are poorly managed, inefficient and do not address the mandate of improving service delivery (Ganesh, Bozas, Subban, & Munapo, 2015). Ganesh et al. (2015) believe that training does have its place, but the

public sector needs to investigate the benefits of coaching as a tool for learning, development and improving workplace performance. Coaching has been characterised as a solution for the 21st century, to help individuals cope with modern-day personal and professional challenges (Louis & Fatien Diochon, 2018).

Along with the general management role of planning and budgeting, organising staff, controlling and solving problems (Kotter, 2000; Raza et al., 2017), focusing on performance command and control (Grant, 2017; Ibarra & Scoular, 2019; Rogers, 2012), managers are now required to broaden the range of responsibilities to include coaching as a core managerial activity (Bond & Seneque, 2013; Ellinger, Hamlin, & Beattie, 2008; Evered & Selman, 1989; Grant, 2006, 2017; Ibarra & Scoular, 2019; Mayhead, 2020; Rogers, 2012). Evered and Selman (1989) assert that coaching is the heart of management. The new management style is a shift from command and control to facilitate and empower, and the manager's role is to facilitate learning (Bond & Seneque, 2013; Ellinger, Watkins, & Bostrom, 1999; Grant, 2017; Lawrence, 2017; Matsuo, 2018; Mayhead, 2020; Redshaw, 2000; Wheeler, 2011). This mirrors the changes in the public sector as regards being more people-orientated.

These additional responsibilities include facilitative behaviour that focuses on employee empowerment (Hamlin, Ellinger, & Beattie, 2006; Seemann et al., 2020) and being a facilitator of learning and development as well as people management (Fatien & Otter, 2015; Grant, 2017; Ibarra & Scoular, 2019; Mayhead, 2020; Ratiu et al., 2016; Seemann et al., 2020). These responsibilities have moved from being a human resources function to a management function (DPSA, 2011a; Fatien & Otter, 2015; Govender, 2009).

Coaching is regarded as a new management paradigm which encapsulates the aforementioned newly acquired management responsibilities (Beattie, 2002a, 2006b; Bond & Seneque, 2013; Ellinger, 2003; Evered & Selman, 1989; Hamlin et al., 2006; Mayhead, 2020; McGill & Slocum, 1998; Yanovska, Baldzhy, &

Fayvishenko, 2019). A manager who practices coaching is an example of a leader who promotes the facilitation of learning (Bond & Seneque, 2013; Fatien & Otter, 2015; Ibarra & Scoular, 2019; Kunos, 2018; Lawrence, 2017; Lee, Idris, & Tuckey, 2019; McCarthy & Milner, 2013; McComb, 2012; Rekalde, Landeta, & Albizu, 2015; Yanovska et al., 2019), behavioural change (Kunos, 2018), human development and organisational learning (Ali & Aziz, 2018). According to Fatien and Otter (2015, p. 26), who reviewed literature on managers who had increased coaching, the increase may be attributed to three changes, namely: “First, a shift in the locus of responsibility for people development from a central human resource function to the manager; second, a growing expectation that managers will facilitate learning and development; and third, an increased focus on leadership culture.” In recent years there has been a growing base of literature that has confirmed the critical nature and importance of managerial coaching on the performance of the individual and the organisation (Ellinger A.D. & Ellinger, 2020).

Coaching has grown in the public sector as a new discipline which adds value, maximises performance, encourages dialogue, builds trust and can be a vehicle for learning (Govender, 2009; Swart, Mann, & Brown, 2005). The results of a study conducted by Public Service Commission, Communication and Information Services in 2008 on the training needs of senior managers in the public sector, cited in Sing and Admin (2012), highlighted the importance of coaching. However, only 11% of public sector managers have received training on how to coach. In addition, the report recommended that training providers must develop training in the field of coaching and should target senior managers specifically.

The appointment and development of senior managers in the public sector is based on the LMCF. The framework has significant overlaps with coaching behaviours that were identified by Ellinger and Bostrom (1999) (see Appendix B). However, there is limited training available for these managers to develop the required coaching behaviours and limited research has been undertaken in

the public sector to identify these behaviours. Furthermore, the training that is provided is specific to external and professional coaches (Sing & Admin, 2012).

In 2017, the Public Sector Education and Training Authority (PSETA) released a report on the skills gap in the public sector. Thirteen skills gaps were identified at managerial level, and coaching was one of them (Mkhonza & Letsoala, 2017). These skills gaps concur with those in the DPSA's LMCF (see Appendix B), which requires managers to be competent in those skills that have been identified as having gaps (Mkhonza & Letsoala, 2017).

Even though coaching by managers has become increasingly popular in recent years, there is a prevailing scarcity of research in this area (DiGirolamo & Tkach, 2019; Gilley, Gilley, & Kouider, 2010; Hagen, 2012; Hamlin, Ellinger & Beattie, 2006; Mayhead, 2020; McCarthy & Milner, 2020). There is a continuous debate among researchers about how to conceptualise, define and measure the coaching skills and behaviours of managers (DiGirolamo & Tkach, 2019; Ellinger & Bostrom, 1999; Hagen, 2012).

The results of the various studies that have been conducted provide evidence that there are certain behaviours managers need to engage in to be effective coaches in the workplace (Anderson, 2009; Ellinger & Bostrom, 1999; Graham et al., 1994; Hamlin et al., 2006; Matsuo, 2018; Mayhead, 2020; Raza et al., 2017). According to Anderson (2009),Ellinger and Bostrom (1999), Graham et al. (1994), Hamlin et al. (2006), Ladyshewsky (2010), Lawrence (2017), Matsuo (2018), Mayhead (2020), Ratiu et al. (2016), and Saunders et al. (2018), the behaviours that should be considered include the empowering and facilitating behaviours exhibited by managers. Central to managers exhibiting coaching behaviours is the notion of a belief system, which drives these behaviours (Ellinger & Bostrom, 2002; Ellinger & Bostrom, 1999). Understanding the beliefs that managers hold about their role as facilitators of learning will advance our understanding of when and how a manager will exhibit coaching behaviours

(Campbell & Evans, 2016; Ellinger & Bostrom, 1999; Ellinger & Bostrom 2002; Kunos, 2018).

For managers to build a capable, ethical, and developed state effectively, with a view to addressing issues concerning poor service delivery, poor administration and a failing public sector, and to ensure institutional stability and financial viability, managers need to develop their coaching competencies. Managerial coaching has shown to contribute to improving and enhancing work-related performance (Ellinger A.D. & Ellinger, 2020), which is essential for building a capable, ethical and developed state.

To develop these competencies, first an understanding should be acquired of the beliefs of managers as well as what specific behaviours are exhibited by managers in their roles as facilitators of learning. However, in the public sector "formal coaching" is often not conducted as it is not seen as a priority for the development of senior managers. Senior managers are guided by the LMCF on how to perform their job function and manage staff (DPSA, 2011a). The content of Appendix B represents the common behaviours across the taxonomy of coaching behaviours and public sector behaviours. Therefore, the most appropriate way to explore senior managers' current behaviours is in comparison with these behaviours, as identified by Ellinger et al. (2018); Ellinger et al. (2006); Ellinger and Bostrom (1999); and Ellinger et al. (2003).

1.5 Research objectives

The objective of this research was to explore the coaching behaviours of senior managers in CoGTA in Gauteng, specifically empowering coaching behaviours and facilitating coaching behaviours exhibited by senior managers, to facilitate learning and development of their staff. The findings of this research were intended to assist the researcher to identify the senior managers beliefs with regards to their role as a manager, coaching behaviours that are exhibited by senior managers as well as to identify areas for development. The development of senior managers should ultimately give effect to the national imperative of

building an ethical, capable, and developed state, which would professionalise the public sector.

1.6 Research question

1. What beliefs do managers hold about this role?

2. What are the empowering coaching behaviours exhibited by senior managers that facilitate learning and development?

3. What are the facilitating coaching behaviours exhibited by senior managers that facilitate learning and development?

1.7 Significance of the study

Coaching is an emerging discipline in South Africa and can be beneficial in the South African public sector (Govender, 2009). Govender (2009) believes that for effective service delivery to occur a structured coaching programme needs to be integrated in and aligned with the public sector's human resource development strategy.

Coaching done by a manager is significantly different from other forms of coaching (Grant, Passmore, Cavanagh, & Parker, 2010; Hamlin, Ellinger, & Beattie, 2008; Joo, Sushko, & McLean, 2012). Managers who coach do so in situations that make sense to them, which is often informal (Grant, 2010; Turner & McCarthy, 2015) and this is done without the manager even realising it. As a result there is a need for in-house coaching programmes targeted specifically for them, which will take into account organisational issues and how to deal with them (Boak & Crabbe, 2018; Seemann et al., 2020). Work done by Ratiu et al. (2016) builds on research that investigated the importance of managerial coaching, specifically coaching behaviours. This research focused on a coaching programme targeted at managers, which highlighted the development of coaching behaviours. The findings suggest that having a professional training programme that focuses on the coaching behaviours of managers was important

in that it allows the manager to develop behaviours that facilitate the development of their subordinates.

Significant research in the field of coaching focused predominantly on an external coach coming into the working environment and neglected the role of a manager who is expected to coach their staff (McCarthy & Ahrens, 2011; McCarthy & Milner, 2013). The main challenge is that managers who coach their staff receive the same content and training as what is received by full-time coaches. Grant (2011); McCarthy and Milner (2013); and Megginson and Clutterbuck (2009) explain that the training provided is often a single coaching model, e.g. GROW, which they criticised as being too mechanistic to be used by managers who coach their staff.

Ladyshewsky (2010) believes that training for managers should include other elements, such as building trust, emotional intelligence, and helping managers to understand their role in the development of their staff. In addition, training programmes should be developed so that the manager becomes authentic and genuine in their coaching (McCarthy & Milner, 2013). It should moreover consider other elements, for example, ability, motivation and opportunity (McCarthy & Milner, 2020).

“Training managers, to focus on the person that they are coaching, using coaching skills such as listening, asking questions, setting goals, observations and giving feedback, may prove a more useful approach than training them in a coaching framework where they move in a strictly linear fashion, e.g. from goals, to reality options and implementation, without the mindset and skills to apply it” (McCarthy & Milner, 2013, p. 774).

McCarthy and Milner (2013) highlighted in their study that a focus on managerial coaching is essential and that gathering evidence and undertaking research in this area of coaching will provide a basis in which appropriate education, training and developed programmes can be developed. Therefore, a focus on managers’ empowering and facilitating coaching behaviours in the public sector will be the

start of laying a basis from which the appropriate training and development initiatives may grow.

There is an ever-increasing demand for managers to undertake coaching. However, limited knowledge is available on what support the manager really receives (Boak & Crabbe, 2018; Milner, McCarthy, & Milner, 2018). In an attempt to address this gap, Milner et al. (2018), conducted a qualitative thematic analysis of a survey administrated to 580 managers and 200 employees in organisations in Australia. The findings indicated that coaching training should be tailored to the managerial context instead of being generic coaching training. Furthermore, in order for managerial coaching to be effective, it needs to be structured and coordinated (Milner et al., 2018).

In a further attempt to address the gap relating to what training programmes would be best suited to a manager who coaches and to build on the work of Milner et al. (2018), Boak and Crabbe (2018) examined the impact of a training intervention designed to develop and encourage the use of coaching skills in a small arts-based organisation. The participants in the research were senior managers and coaching training focused on real workplace issues. The results of the study were development of coaching skills, specifically to listen and ask better questions, while in addition the managers felt more confident to tackle problems, help others and engage in coaching in an informal context (Boak & Crabbe, 2018). In addition, the research further highlighted the critical nature of training in that it benefits both the organisation and the manager who coaches and gives the manager the valour to adopt coaching as a management and leadership style (Boak & Crabbe, 2018).

In recent years, scholars have begun to conduct empirical studies to examine managerial coaching behaviours (Chen, Ai, & You, 2014; Ellinger & Bostrom, 1999; Hamlin et al., 2006). However, information on coaching in the public sector in South Africa is limited (Ganesh et al., 2015). Kim, Eagan, and Moon (2014) conducted research on managerial coaching behaviours in the public sector in

two different countries, the United States and South Korea. Empirical evidence suggests that culture plays a significant role is how managers exhibit coaching behaviours in the workplace. The recommendations derived from this research were to assess coaching behaviours in other countries as culture was proved to play a role in how managers coach. South Africa has a distinct history as well as prevailing political and cultural dynamics. Even though this research does not aim to investigate cultural aspects, the findings would add to the growing knowledge of managerial coaching across different countries, including developing countries and specifically in the public sector.

The current study builds on work relating to coaching behaviours by providing some insight into empowering and facilitating coaching behaviours enacted by senior managers, specifically in the public sector in South Africa. In addition, the research aimed to contribute to understanding managerial coaching as much of the current research focused on an external coach doing the coaching in an organisation (McCarthy & Milner, 2020). Lastly, by exploring coaching behaviours in a certain context, specific training can be developed for managers in that context, in this case the public sector, in so doing adding to the research on how to support managers on their coaching journey. According to Ibarra and Scoular (2019, p. 4), coaching is becoming an increasing part of organisations, contributing to creating a learning culture, and should therefore be seen as a skill that “good managers at all levels need to develop and deploy”.

1.8 Delimitations of the study

The study includes the behaviours of senior managers in CoGTA in Gauteng. A qualitative research methodology was used, which explored the empowering and facilitating coaching behaviours of senior managers. The study included a conceptual framework for understanding managerial coaching and the taxonomy of coaching behaviours, as defined by Ellinger and Bostrom (1999). It should be noted that a significant match exists between the behaviours identified by Ellinger and Bostrom (1999) and the LMCF (see Appendix B). The LMCF

governs, manages and monitors the appointment, functioning and performance of public sector officials in their role and, specifically in this study, focuses on how senior managers perform their role (DPSA, 2011a).

Senior managers were selected for this research as they are a critical link between the administrative function and the political function in CoGTA. Figure 3 represents the roles and responsibilities of the active leadership in the department, including the Minister, Director General, Deputy Director General, Chief Director and Director, which in the context of this study is the senior manager (DPSA, 2011a).

The study is driven by the concept that the manager is a facilitator of learning, and exhibits behaviours that enable an employee to learn and develop (Ellinger et al., 2018), which is referred to as “managerial coaching” or “manager as coach”. As a result, the study excludes other definitions of coaching, including executive coaching and business coaching.

The study excluded other public sector departments as well as CoGTA departments in other provinces.

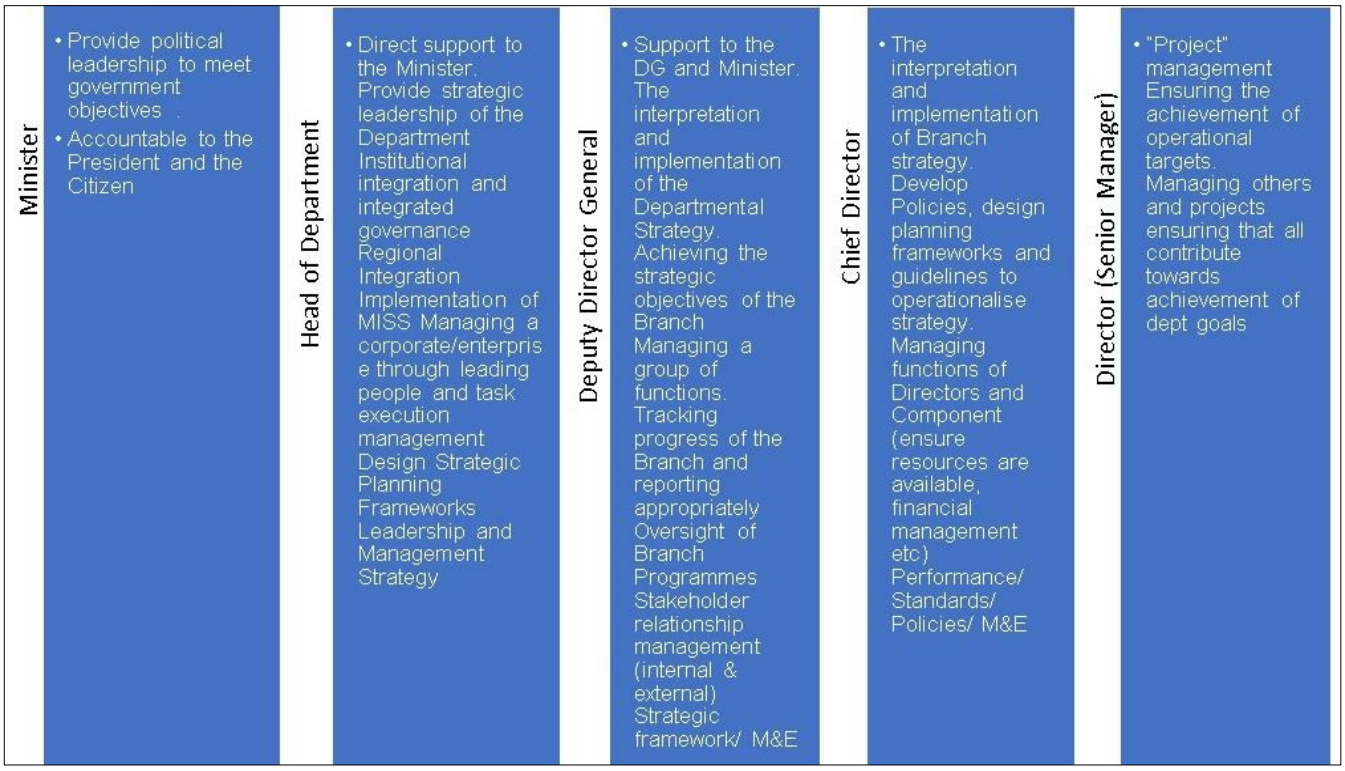


Figure 3: Roles and responsibilities of active leadership in the department (DPSA, 2011a).

1.9 Study assumptions

All the senior managers were invited to be a part of the study and it was assumed that if they did not want to be part of the study, they would indicate that. There was an assumption that the senior managers would be truthful and transparent in their responses.

Considering the job level that these managers are at and that English is the language of business, the assumption would be that these managers' English was proficient enough to understand the questions.

There was an assumption that senior managers had access to Microsoft Teams and would be comfortable with and willing to participate in interviews conducted via Microsoft Teams. The assumption prevailed that senior managers were recruited in comparison against the Leadership and Management Competency

Framework and should to a certain extent already be exhibiting coaching behaviours in both informal and formal engagements with subordinates. There was an assumption that respondents understood their role in accordance with the LMCF which was mandated by the Department of Public Service and Administration.

1.10 Terms and definitions of coaching used in this study

In Table 1 the applicable terms and definitions used in the current study relevant to coaching indicate all the terms and definitions, along with the researcher's comments on how they were used in the study.

Table 1: Terms and definitions of coaching used in this study.

Terms	Comment	Definitions
Managerial coaching	The term is used interchangeably.	"... a manager or supervisor serving as a coach or facilitator of learning in the workplace setting, in which he or she enacts specific behaviours that enable his/her employee (coachee) to learn and develop" (Ellinger et al., 2018, p. 264; Lawrence, 2017).
Manager as coach	Key element of all four definitions is the notion of learning as well as the manager's role in that learning process	"Interactions that involve a line manager using facilitative and empowering, as opposed to directive and prescriptive techniques, to help team members improve their performance against organisational goals, through personal learning and development" (Wheeler, 2011, p. 1). "Systematically increasing the capability and work performance of someone by exposing him or her to work-based tasks or experiences that will provide the relevant learning opportunities, and giving guidance and feedback to help him

		or her to learn from them" (Redshaw, 2000, p. 107). Managerial coaching is the ability of the manager to realise that his/her role is to harness peoples' strengths and motivate them to learn in order to share their responsibility (Hunt & Weintraub, 2002).
Competencies	Definition by the DPSA The Public Service Regulations, 2001 Academic definition	"... skills, knowledge and personal attributes which enable the person to do the job" (DPSA, 2011b, p. 2). "… the blend of knowledge, skills, behaviour and aptitude that a person can apply in the working environment, which indicates a person's ability to meet the requirements of a specific post" (DPSA, 2011a, p. 7). "Core competencies incorporate the knowledge, skills, abilities, attitudes, and values that an employee needs to successfully perform his or her job at present and also in the future" (Berger & Berger, 2011, p. 7).
Coaching behaviours Empowering coaching behaviours Facilitating coaching behaviours	Refers to the manager's behaviours	Actions exhibited by managers during coaching of their subordinates that help in the facilitation of learning (Ellinger et al., 1999) Behaviours that allow the manager to give power and authority to the employee (Ellinger & Bostrom, 1999; Ellinger et al., 1999) "The cluster of facilitating behaviour sets appear to be oriented towards behaviours that promote new levels of understanding, new perspectives, and offered guidance and support to their employees to foster learning and development" (Ellinger & Bostrom, 1999, p. 761). This cluster of behaviour sets corresponds with traditional models

		of coaching (Ellinger & Bostrom, 1999).

1.11 Structure of the report

The research report is presented in the following chapters:

Chapter 1 introduces the research, contextualises its purpose, and provides the conceptual framework on which this research is based. In addition, the chapter provides context to, highlights the significance of the research and outlines the definitions, delimitations and assumptions relevant to this study.

Chapter 2 reviews the existing literature in the field of coaching behaviours. This chapter examined the evolution of coaching in the workplace, the coaching behaviour model as well as characteristics of managerial coaching, with a specific focus on Ellinger and Bostrom's (1999) taxonomy of coaching behaviours.

Chapter 3 details the research methodology of how the study was carried out while also considering the theoretical perspectives. It discusses the design, paradigm and methods used by the researcher and explains the procedure for data collection, analysis, and interpretation. Lastly, this chapter identifies the limitations of the research and researcher bias, trustworthiness, transferability, dependability and confirmability and finally the ethical considerations.

Chapter 4 captures the responses to the semi-structured interviews, allowing the researcher to code and theme the responses. This is done in the context of the themes identified during the analysis process of the data, which was done by using thematic analysis. It is supported by verbatim extracts from the transcription of participants' interview responses, illustrating the themes.

Chapter 5 discusses the results in the context of the themes identified. In this chapter the researcher critically evaluates these results in the context of existing

literature. The results are compared to evidence found in Chapter 2, whether supporting or contradictory.

Chapter 6 of the report draws conclusions from the results and discussions of the research. The researcher addresses the problem statements and discusses the implications this research may have for senior managers in CoGTA, Gauteng. The report also suggests recommendations for future research.

A list of references is included in the research report, as well as appendices detailing the research instruments used, ethics protocol followed, an example of an audit trail, summary of codes and a consistency table.

CHAPTER 2 LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter is to review, analyse and synthesise the literature and research done relating to ‘manager as coach’ or ‘managerial coaching’. This was done firstly by defining the concept, understanding the evolution of managerial coaching, and then examining the characteristics associated with this form of coaching. The literature review includes an analysis of the elements of the conceptual framework, namely the manager stepping into the role of a coach (coaching mindset) and belief as well as coaching behaviours.

Review of management-related literature on the concept of managerial coaching has become increasingly popular (Ahrens, McCarthy, & Milner, 2018; Albarracin, 2019; Beattie et al., 2014; Brockbank, 2008; Gilley et al., 2010; Graham et al., 1994; Hagen, 2012; Hamlin et al., 2006; Mayhead, 2020). Despite the growth of managerial coaching in practice (Albarracin, 2019; McCarthy & Milner, 2020), there is a lack of empirical research on the topic (DiGirolamo & Tkach, 2019; Ellinger & Bostrom, 1999; Gilley et al., 2010; Hamlin et al., 2006; Mayhead, 2020; McCarthy & Milner, 2020), especially how managers conceptualise, define and measure coaching skills and behaviours (DiGirolamo & Tkach, 2019; Ellinger & Bostrom, 1999; Hagen, 2012).

2.2 Defining managerial coaching

There is no universal definition of managerial coaching (DiGirolamo & Tkach, 2019; Ellinger A & Ellinger, 2020; Hagen, 2012). A study conducted by Hamlin et al. (2006, p. 318), which investigated the most common variables among various coaching disciplines, identified managerial coaching as a process of “providing help to individuals and organisations through some form of facilitation activity or intervention”.

For the purpose of the review the term “managerial coaching” will be used and it is defined as “a manager or supervisor serving as a coach or facilitator of

learning in the workplace setting, in which he or she enacts specific behaviours that enable his/her employee (coachee) to learn and develop" (Ellinger et al., 2018, p. 264). In addition, the manager employs facilitation and empowering techniques (Bond & Seneque, 2013; Ellinger et al., 1999; Fatien & Otter, 2015; Ibarra & Scoular, 2019; Mayhead, 2020; Redshaw, 2000; Wheeler, 2011), provides guidance and feedback to facilitate learning (Grant, 2006; Hunt & Weintraub, 2002; McCarthy & Milner, 2020; Ratiu et al., 2016; Redshaw, 2000), communicates and sets clear expectations, and creates a supportive environment conducive to coaching (Anderson, 2009, 2013; Graham et al., 1994; Mayhead, 2020).

According to Whitmore (2009, p. 25), "a manager's task is simple – to get the job done and to grow his staff. Time and cost pressures limit the latter. Coaching is one process with both effects". The role of the senior manager in the public sector, is "ensuring the achievement of operational targets. Managing others and projects, ensuring that all contribute towards achievement of department goals" (DPSA, 2011a, p. 17). The specific competencies and behavioural indicators are stipulated in the LMCF, and comprise both core and process competencies (see Appendix A), as these competencies are what ensure that the senior manager can perform their role (DPSA, 2011a).

Managerial coaching is characterised by the relationship between the manager and the employee (Anderson, 2009, 2013; DiGirolamo & Tkach, 2019; McCarthy & Milner, 2013; McCarthy & Milner, 2020; Whitmore, 2009), and this relationship is grounded in trust, partnership, and safety, with minimal pressure (Kunos, 2018; Whitmore, 2009). For managerial coaching to work, it needs to exhibit the qualities of empathy, integrity, detachment and, most importantly, the willingness to adopt the coaching approach (Campbell & Evans, 2016; Dawber, 2019; Ibarra & Scoular, 2019; Whitmore, 2009). Figure 4 represents managerial coaching, as explained by Whitmore (2009). Whitmore (2009) argues that coaching occurs between the continuum on which the manager facilitates learning and the subordinates take responsibility for learning and perform optimally.

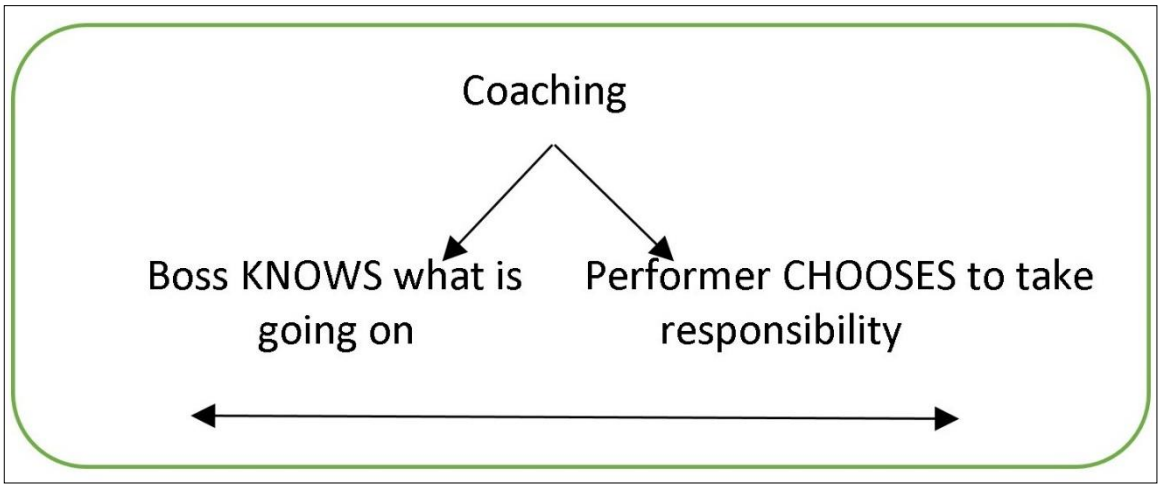


Figure 4: Whitmore's (2009) visual representation of managerial coaching.

2.3 Evolution of Coaching Methodologies in the Workplace

2.3.1 First-generation coaching (1990-1999)

Grant (2017) explores the evolution of coaching in the workplace, which takes three distinct forms: first-generation coaching, second-generation coaching, and third-generation coaching (Brockbank, 2008; Grant, 2017). First-generation coaching is characterised by employee performance (Grant, 2017), specifically the management of poor performance (Burdett, 1998; Grant, 2017; Macaulay, 1994), efficiency, improvement and single-loop learning (Brockbank, 2008).

In understanding coaching and learning in this era, Brockbank (2008) explains that first-generation coaching reinforces the existing power relations and social inequalities, and creates a culture of fear, anxiety and burn-out (Grant, 2017). According to Stelter (2014), the primary goal of first-generation coaching is for the employee to achieve a specific objective.

It was in this time during the 90s that there was a change from the command-and-control approach to a more participative and collaborative style of management (Wheatley, 1997). This was when the concept of emotional intelligence emerged (Goleman, 1998) and the shift to a knowledge economy

occurred. As a result, there needed to be a change in coaching methodologies (Grant, 2017).

2.3.2 Second-generation coaching (2000–2010)

Grant (2017) explains that there was a war for talent during this era due to poor talent management. This period saw the rise of workplace coaching as a tool in building and managing employees. A humanistic approach was employed during the second generation (Brockbank, 2008; Grant, 2017) and coaching was seen "as a process of unlocking people's potential to maximize their own performance. It is helping them to learn rather than teaching them" (Whitmore, 2009, p. 10).

The focus of coaching in this instance was to improve performance linked to the organisation's goals and missions, with a lesser focus on the transformation of the individual (Brockbank, 2008; Grant, 2017). Learning outcomes were single-loop (Brockbank, 2008), with reflection (Brockbank, 2008; Stelter, 2014).

In addition, Grant (2017) highlighted some critical challenges with this coaching approach. Firstly, the approach advocated one-on-one sit-down, time-bound sessions between the manager and the subordinate. Secondly, the coaching models managers were taught specifically related to those for "professional coaches", which posed a challenge to managers. The lack of time and appropriateness of coaching models, led to the third generation of coaching (Brockbank, 2008; Grant, 2017). Furthermore, the impact that the contemporary working environment had on employees' personal and professional lives was a contributing factor (Stelter, 2014).

2.3.3. Third-generation coaching (2010)

There was a shift in coaching, which was by now concerned with empowerment (Cox, Bachkirova, & Clutterbuck, 2014; Ellinger & Bostrom, 1999; Ellinger et al., 1999) and the facilitation of learning (Ellinger & Bostrom, 1999; Ellinger & Bostrom, 2002; Ellinger et al., 1999; Fillery-Travis & Lane, 2006; Hamlin et al., 2006). The third-generation coaching approach is characterised by double-loop

learning (Brockbank, 2008), personal and professional development (Brockbank, 2008; Stelter, 2014), organisational and cultural change, performance and employee wellbeing (Grant, 2017), including the notion that both organisational and personal goals are provided for (Fillery-Travis & Lane, 2006).

These coaching approaches are closely linked to the person-centred theory (Peltier, 2001; Rogers, 2012). Grant (2017) asserts that the characteristics of coaching are simplicity, deep personalisation, and effectiveness, with the focus on building authentic relationships and achieving quality conversations and self-congruency (Grant, 2017; Schiemann, Mulberger, & Jonas, 2018), making meaning and learning (Stelter, 2014). In addition, Stelter (2014, p. 61) claims that there are four critical aspects that are essential for third-generation coaching: "appreciation and focusing on strengths and possibilities; reflection on values, aspirations, wishes and dreams; externalizing conversations; re-authoring and alternative stories and witnessing".

2.4 Coaching behaviour model

Hagen (2012) conducted an extensive review of the literature on managerial coaching, concluding that there is no comprehensive agreement among authors in the coaching field of what essential managerial competencies are required for managers who coach in the workplace. This review was aimed at investigating the various definitions of managerial coaching, determining what empirical evidence existed, and the skills and behaviours associated with managerial coaching (Hagen, 2012). The review in question furthermore highlighted that some empirical research had been conducted about managerial coaching. However, the research focused mainly on the development of theory and models, as a result justifying the need for more empirical research on this topic (DiGirolamo & Tkach, 2019; Ellinger & Bostrom, 1999; Evered & Selman, 1989; Hagen, 2012; McCarthy & Milner, 2020).

A conceptual framework (see Figure 5), developed by Hagen (2012), was drawn from an extensive literature review. This framework comprises individual and organisational factors as relevant foundations for the implementation of managerial coaching. The second element of the framework contains typical indicators relevant to managerial coaching, which includes behaviour, skills and attitude. The last element refers to the outcomes of the managerial coaching practice (Hagen, 2012).

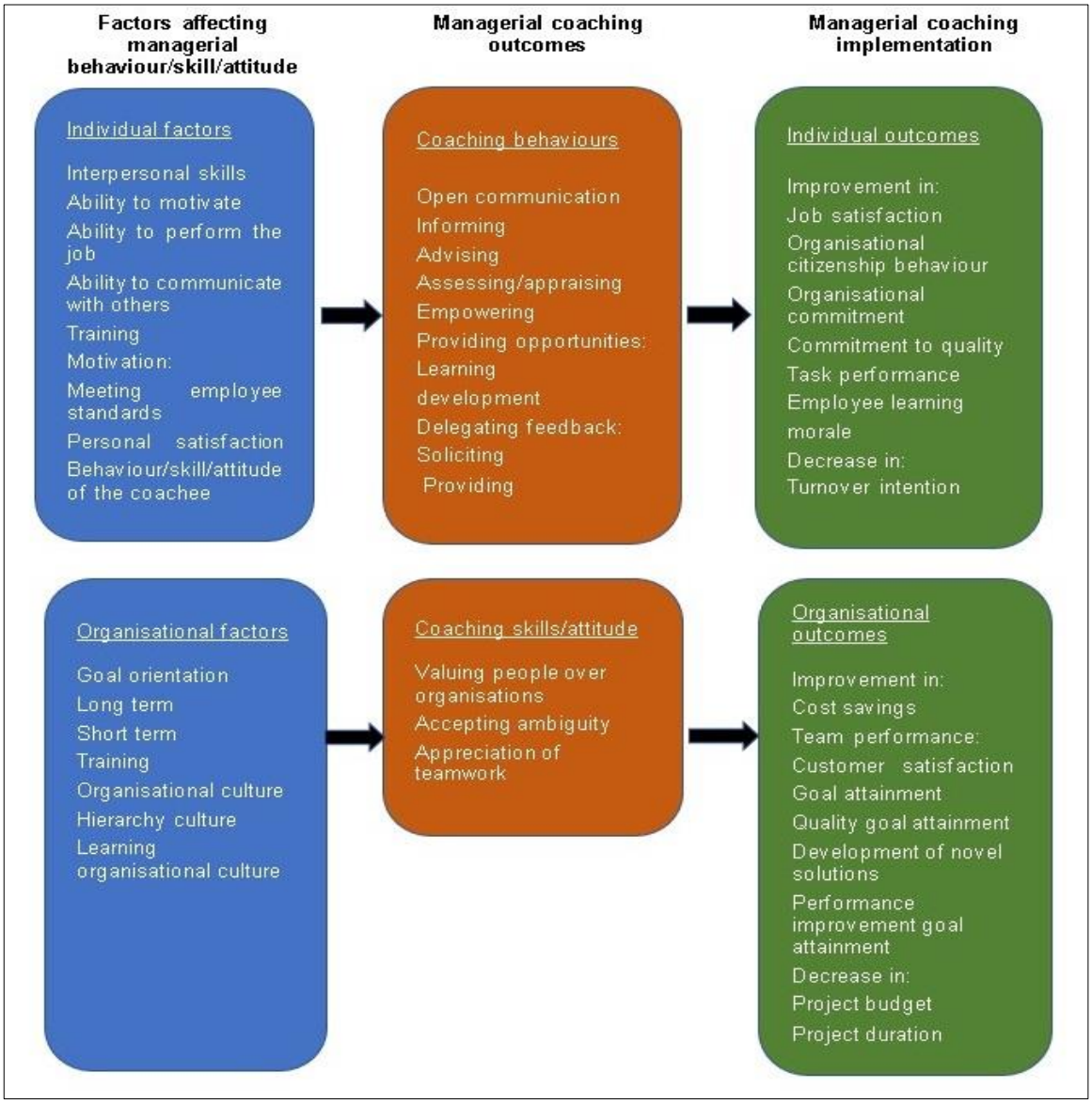


Figure 5: Conceptual framework on managerial coaching based on current literature (Hagen, 2012, p. 29).

Research conducted by Gilley et al. (2010) found a significant link between specific managerial skills, behaviours and coaching. According to Gilley et al. (2010), the results of their research support the notion of third-generation coaching, where “coaching aims to change employee behaviours and correspondingly improve organisational results” (Gilley et al., 2010, p. 53). Further research done by Gilley et al. (2010) provided more insight into the characteristics of managerial coaching.

The findings of Gilley et al. (2010) reveal that there are three key characteristics of a manager who coaches in the workplace, these being: motivation, helping employees grow, and communication. The study further supports the literature on the relationship between interpersonal skills (Gilley et al., 2010; Kroth, 2007; Moss & Sanchez, 2004), employee growth and development, motivation, and communication.

However, Gilley et al. (2010) noted some of the limitations of the research, including the relatively new area of the research itself, possible bias on the part of some respondents and the possible lack of generalisability of the findings. However, this research provides a basis for more empirical research on the concept of managerial coaching to be conducted (Gilley et al., 2010).

Two different models of assessing managerial coaching exists, the behavioural model introduced by Ellinger and Bostrom (1999), and the attitude and skills model developed by McLean, Yang, Min-Hsun, Tolbert, and Larkin (2005). Reviews conducted by Gilley et al. (2010); Hagen (2012); Hamlin et al. (2006); and Hamlin, Ellinger, and Beattie (2004) have shown significant overlap between the behavioural model and the attitude and skills model. Ellinger et al. (2018) acknowledges the importance of coaching skills, competencies, and expertise in managerial coaching. However, these researchers believe that the aforementioned factors need to be transferred into coaching behaviours to enable a manager to perform the role of a coach. The current research was based on the same notion, namely that coaching behaviours must be assessed

against the behaviours that are required of a senior manager in the public sector, people-management and empowerment.

The conceptual framework selected to guide this research focuses on coaching behaviours, specifically the 13 taxonomy-of-managerial-behaviours that were identified by Ellinger and Bostrom (1999). These were mapped against the "people management and empowerment" competencies, as prescribed by the LMCF, which applies to all senior managers (DPSA, 2011a) (see Appendix B).

Appendix B indicates some behaviours in Ellinger and Bostrom's (1999) 13 behaviour sets common to the people management and empowerment behavioural indicators, which were used as a conceptual model in the current research. The LMCF was developed in response to global leadership trends. There was a demand for innovative and visionary managers and leaders in the public sector to drive strategic initiatives (Department of Public Service and Administration [DPSA], 2011a, 2011b). The objective on the competency framework is to professionalise the public sector by ensuring consistent human performance in the public sector at both national and provincial levels (DPSA, 2003).

2.5 Characteristics of Managerial Coaching

2.5.1 Role of the manager as coach

The concept of managerial coaching is not new. Mace and Mahler (1958) initially introduced this concept in 1958, when they acknowledged that coaching in the workplace was a critical management skill (DiGirolamo & Tkach, 2019; Mace & Mahler, 1958). Building on the latter, Evered and Selman (1989) recognised that there was a shift in the current management paradigm. The role of manager has changed from being a good delegator (Hargrove, 1996) responsible for planning and budgeting, organising and staffing, controlling and problem-solving (Bond & Seneque, 2013; Kotter, 2000). This role included "defining and drawing boundaries: roles and responsibilities, etc. Balancing strategic thinking and

operational action…" (Bond & Seneque, 2013, p. 63), and enabling as well as empowering people (Evered & Selman, 1989). The manager ensured that staff achieved self-efficacy and improved interpersonal relationships (Batson & Yoder, 2012; Mayhead, 2020), and quality conversations, which are integrated into everyday working life (Grant, 2017; Mayhead, 2020). According to Kunos (2018), coaching by a manager assists with the behavioural change of a subordinate, which ultimately leads to learning and development.

The 21st century workplace has become competitive (Fatien & Otter, 2015; Graham et al., 1994; Grant, 2017; Hargrove, 1996), goal-focused, and profit-driven, implying that organisations are required to learn faster than their competitors (Hargrove, 1996) in order to survive (Ellinger, A.D. & Ellinger, 2020). Furthermore, organisations are becoming more streamlined, diverse, global and knowledge-based (Brocato, 2003). In order to meet these demands, coaching is vital (Brocato, 2003; Yanovska et al., 2019) and should be an essential element of management, serve as a catalyst for change (Graham et al., 1994; Yanovska et al., 2019), as well as being at the heart of management (Bianco, Nabors, & Roman, 2002; Bond & Seneque, 2013; Evered & Selman, 1989; Fatien & Otter, 2015; Lawrence, 2017; Yanovska et al., 2019). Beattie et al. (2014) explain that because of the complex working environment there has been a move to develop the coaching capabilities of the manager.

According to Fatien and Otter (2015), the shift to being the 'manager as coach', is more than just acquiring coaching skills, it requires a shift in values and mindsets as well as the development of specific skills, attitudes and behaviours. In addition, "thinking of the future, the ability to change depending on the business environment and motivate the effective work of subordinates, emotional self-consciousness, emotional and social intelligence" (Yanovska et al., 2019, p. 318) are key features that are critical for a manager to possess in order to use coaching as a catalyst for change in the current business environment.

A study done by Ladyshewsky (2010), which explored the role of the manager as coach driving organisational development, found that coaching in the workplace is part of the overall performance management system, which includes performance appraisals. Performance appraisal is a tool that assess and evaluates performance (Worku, 2019) strengthens the development areas of an employee and facilitates the relationship between the manager and the employee (Pichler, 2012). The findings further indicate that in practice, the learning and development component falls short of its intended purpose of assisting the employee to develop core competencies as it is focused on designing and managing targets (Ladyshewsky, 2010).

In the South African public sector, the performance management system is seen as a strategic human resources strategy that must be implemented by senior managers when performing their role (DPSA, 2003, 2005, 2011a, 2011c). “Managers achieve goals through others therefore they must ensure that people perform and are managed and developed in order to achieve the desired results” (DPSA, 2011a, p. 12). In the South African public sector, the aim of the performance appraisal is to quantify and measure work targets (Dauda, 2018; Worku, 2019) and report shortcomings (Dauda, 2018; Worku, 2019). The individual development plan, is a critical element of the performance appraisal system, and allows for training and development opportunities to be recognized in relation to the shortcomings (Worku, 2019).

Table 2 reflects key characteristics of managerial coaching based on a literature review conducted of scholarly work for over 25 years. Key characteristics were highlighted to reflect the commonalities and differences amongst various authors and researchers and key characteristics were extrapolated.

Table 2: Key characteristics of managerial coaching based on literature review

Author and date	Role of the manager as coach – Key characteristics
Graham, Wedman, and Garvin-Kester (1994)	Builds a warm and friendly relationship Clear communication Regular feedback Considers all information Assists with development of self-improvement plans Knows staff Recognizes and rewards performance Provides help, training, and guidance
Ellinger and Bostrom (1999); Ellinger and Bostrom (2002)	Coaching mindset Questioning Providing and soliciting feedback Promoting a learning environment Working it out together Setting and communicating expectations Being a resource Empowering Facilitating
Hunt and Weintraub (2002); Weintraub and Hunt (2015)	Coaching mindset Creates a coaching-friendly context Needs to ask good questions and listen Must provide feedback that helps Must stick with coaching Must be a facilitator of learning

Grant (2006)	Emotional intelligence Facilitate learning Setting learning goals Provide good feedback Quality communication Positive conversations Collaboration
Anderson (2009); Anderson (2013)	Development orientation Performance orientation Feedback processes Planning and goal-setting Coaching mindset
Grant (2010); Mai and Akerson (2003)	Manager needs to communicate like a coach Conversations are both formal and informal Engagement and collaboration Problem-solving
Gilley et al. (2010)	Motivate Encourage growth and development Communicate appropriately Possess skills, interpersonal skills
Batson and Yoder (2012)	Goal-setting Setting expectations for performance Providing/soliciting feedback Providing training and resources Role-modelling Removing obstacles

	Challenging/broadening perspectives Promoting positive accountability
Beattie et al. (2014)	Creating a learning environment Caring and supporting staff Providing feedback Communication Providing resources, including other people
DiGirolamo and Tkach (2019)	Challenges employees Encourages self-awareness and self-reflection Facilitate learning Provides constructive feedback Development of critical thinking skills Provides training opportunities
Dawber (2019)	Honesty Interested, positive, proactive about development Open-minded Approachable, available Understanding of individuals Willing to listen Empathetic Positive, friendly, cheerful
Albarracin (2019)	Active listening Attention to others' feelings Expending time together Thoughts and needs Feeling empathy

	Coordinating efforts Partner-orientated thinking Relationship-centred
Mayhead (2020)	Attitude and mindset Coaching is a way of being Duty of a manager Management style Conversation Positive impact Forming strong relationships Building trust Positive reinforcement and feedback

2.5.2 Coaching mindset and beliefs

In order for a manager to step into the role of a coach, he or she should have a coaching mindset (Ellinger, 2003; Ellinger et al., 2018; Ellinger & Bostrom, 2002; Ellinger et al., 1999; Hunt & Weintraub, 2002; Ladyshewsky, 2010; Lawrence, 2017; Mayhead, 2020) and attitude (Beattie et al., 2014; Mayhead, 2020). According to Ellinger and Bostrom (2002); Hunt and Weintraub (2002); Hunt and Weintraub (2011); and Ladyshewsky (2010), the mindset is related to the attitude of helpfulness, empathy when dealing with staff, openness to learning and receiving feedback as well as the ability to let go of control of his or her work. An essential element of this aforementioned mindset is the belief that their role is to facilitate learning and development (Ellinger et al., 1999; Ladyshewsky, 2010; Matsuo, 2018; Mayhead, 2020; Ratiu et al., 2016; Wheeler, 2011).

In Kunos (2018), assessment of the coaching style of leaders, and specifically managers who coach effectively, confirmed that they had a specific coaching mindset. The coaching mindset is driven by the manager's own competence,

attitudes, beliefs, focus on building both trust and relationships and, lastly, their belief that learning is important and ongoing (Anderson, 2009, 2013; Kunos, 2018; McCarthy & Milner, 2020; Wheeler, 2011). Additional research has also identified and supported key features of a manager's coaching mindset, including a development orientation or a performance orientation mindset (Anderson, 2009, 2013), the ability to coach as well as motivate (McCarthy & Milner, 2020). In their work on assessing coachable moments, Turner and McCarthy (2015) identify three themes that influence whether a manager coaches. These three themes, which include time, skill and relationship or trust, are supported by existing literature (Turner & McCarthy, 2015).

Studies conducted by Ellinger et al. (1999) and Ellinger and Bostrom (2002), using critical incident techniques, investigated the manager's beliefs as a facilitator of learning and identified 13 cluster beliefs. These beliefs were subsequently categorised into six themes of beliefs held by managers who coached in the workplace. These themes are: belief in their managerial role, personal capability and general capability, belief about learning and the learning process, their belief about learners or employees and, lastly, belief that the role of a manager is to facilitate employees' development (Ellinger & Bostrom, 2002; Ellinger et al., 1999).

According to the abovementioned findings, managers believe that they have the skills, processes and capabilities to coach. Furthermore, these managers believe that coaching and being a facilitator of learning is a key role of a manager (Ellinger et al., 2018). Managers who have a coaching mindset move away from telling, judging, controlling and directing and move towards empowering, facilitating learning, helping, developing support and removing obstacles in the working environment (Ellinger et al., 2018; Ellinger et al., 2006; Ellinger & Bostrom, 2002).

Campbell and Evans (2016) conducted a study that applied Ellinger and Bostrom's (2002) model of line manager role identity as a facilitator of learning.

The study aimed to explore the beliefs of managers with regard to their roles as facilitators of learning in a public sector organisation and in turn to determine the validity of Ellinger and Bostrom's (2002) study.

A qualitative methodology was employed, whereby the study adopted an abductive research strategy, where a sample of employees were interviewed using a critical incident interview guide (Campbell & Evans, 2016). The findings of the (Campbell & Evans, 2016) study supported the research conducted by Ellinger and Bostrom (2002) and Ellinger et al. (1999), and found two additional beliefs. These are that managers should act as a role model and focus on building succession plans and manage skills-related risk (Campbell & Evans, 2016). The practical implications of Campbell and Evans's (2016) study was that it provided insight into how the specific context or working environment may be critical in developing the belief that the manager's role is to be the facilitator of learning.

In a qualitative study conducted by Mayhead (2020), the lived experiences of managers who coach were explored. Mayhead's (2020) study highlighted that managers had an "inclination towards coaching, seeing it as an attitude and mindset…" (Mayhead, 2020, p. 53). In addition, coaching was highlighted as not just being a process but a key part of the manager's role and management style (Mayhead, 2020).

Proposition 1

Senior managers in CoGTA believe that they are facilitators of learning.

2.6 Coaching behaviours

In their seminal work on managers' coaching skills, Graham et al. (1994) conducted a study to evaluate the coaching skills among sales managers. The sample comprised 83 account representatives who worked for the 13 sales managers who had completed a coaching skills programme. The findings of the study highlighted eight coaching skills that were associated with specific

behaviours. Table 3 provides a description of these skills as well as the behaviours associated with being a good or a poor coach.

Table 3: Coaching skills and behaviours (Graham et al., 1994, p. 88).

	Behaviours	
Coaching skills	Good coaches	Poor coaches
Communicate clear performance objectives	Set specific goals Explain what is expected Communicate expectations early Give guidance and feedback	Set vague expectations Fail to provide follow-up Do not explain what is expected

The significance of the study by Graham et al. (1994) is that it identifies behaviours that are associated with good coaches. Research conducted by Ellinger et al. (2008) built on the research by Graham et al. (1994) and found evidence to support that good coaching is characterised by managers who provide analytical, observational, interviewing, and feedback skills as well as build a positive and trusting relationship between the manager and the employee.

This supportive role of managers became evident after Ellinger et al. (2008) investigated ineffective managerial coaching behaviours. This research was done using a cross-national etic methodology. This approach analysed and compared data derived from previous studies on managerial coaching behaviours, which included Ellinger's (1997) and Ellinger and Bostrom's (1999) research on managerial coaching behaviours, Beattie's (2002) research on managerial facilitative behaviours, and Hamlin's (2004) generic model of managerial and leadership effectiveness (Ellinger et al., 2008).

The cross-national methodology revealed that there were ineffective behaviours common to all three studies. “The predominant ineffective behaviours included using an autocratic, directive, controlling or dictatorial style; ineffective communication and dissemination of information; and inappropriate behaviours and approaches to working with employees” (Ellinger et al., 2008, p. 240). The significance of the studies by both Graham et al. (1994) and Ellinger et al. (2008) provides evidence for the use of “good behaviour” as diagnostic tool in exploring coaching behaviours of managers.

2.6.1 Ellinger and Bostrom's (1999) taxonomy of managerial coaching behaviours

In an attempt to address the lack of research in effective coaching behaviours in organisations, Ellinger and Bostrom (1999) conducted a qualitative critical incident study to investigate the multiple ways managers facilitate learning in the organisation. In the research the manager was viewed as a coach and a person responsible for facilitating learning (Ellinger & Bostrom, 1999).

The conceptual framework for this study was based on an adaptation of the Campbell, Dunnette, Lawler, and Weick (1970) model and the Clawson, Bostrom, and Anson (1993) person–role model (Ellinger & Bostrom, 1999). This framework provides factors that determine the expression of managerial coaching behaviours as well as the role of the person’s belief as facilitator of learning (Ellinger & Bostrom, 1999).

The purposeful sampling method was used and twelve managers from four different organisations participated in the research (Ellinger & Bostrom, 1999). The results of the study identified 13 behaviours that represented “action, or set of actions that the manager employed when he/she is engaged in facilitating learning” (Ellinger & Bostrom, 1999, p. 757). The 13 behaviour sets were identified and then organised into two clusters of behaviours, empowering behaviours and facilitating behaviours (Ellinger & Bostrom, 1999). Table 4

represents the taxonomy of coaching behaviours, as identified by Ellinger and Bostrom (1999).

The aforementioned researchers acknowledged that their findings overlapped with those regarding the traditional notion of coaching (Evered & Selman, 1989; Grant, 2017; Orth, Wilkinson, & Benfari, 1987) and that their research contributed new concepts to the managerial coaching model (Ellinger & Bostrom, 1999; Ellinger et al., 1999). These new concepts include interactive communication, active listening, feedback, training and guidance (Ellinger & Bostrom, 2002; Ellinger et al., 1999; McCarthy & Milner, 2020; Seemann et al., 2020).

Table 4: Taxonomy of managerial coaching behaviours (Ellinger A & Ellinger, 2020; Ellinger et al., 2018; Ellinger & Bostrom, 1999; Ellinger et al., 1999).

Empowering cluster	Facilitating cluster
Question-framing to encourage employees to think through issues	Providing feedback to employees
Being a resource – removing obstacles	Soliciting feedback from employees
Transferring ownership to employees	Working it out together – talking it through
Holding back – not providing the answers	Creating and promoting a learning environment
	Setting and communicating expectations – fitting into the big picture
	Stepping into others' roles to shift perspectives
	Broadening employees' perspectives – getting them to see things differently
	Using analogies, scenarios and examples
	Engaging others to facilitate learning

This study forms the basis of further research that has been conducted in managerial coaching, and makes a contribution to a list of managerial behaviours in the field (Batson & Yoder, 2012; Beattie, 2002a; Beattie et al., 2014; DiGirolamo & Tkach, 2019; Ellinger, 2003; Ellinger & Bostrom, 2002; Ellinger et al., 2003; Ellinger et al., 1999; Hamlin et al., 2006; Hamlin et al., 2004; Kim et al., 2014; Kim, Egan, Kim, & Kim, 2013; Ladyshewsky, 2010; Matsuo, 2018; Mayhead, 2020; Tanskanen, Mäkelä, & Viitala, 2019). The study was significant as it provided organisations, specifically the human resources departments, with a set of behaviourally grounded dimensions associated with managerial coaching that could be identified and developed (Boak & Crabbe, 2018; Ellinger et al., 1999; McCarthy & Milner, 2020).

2.6.2 Empowering cluster

The empowering cluster represents behaviours that allow the manager to give the employee power and authority (Ellinger & Bostrom, 1999; Ellinger et al., 1999). According to the research findings of Ellinger and Bostrom (1999) and Ellinger et al. (1999), for the manager to coach and be a facilitator of learning, he or she needs to exhibit empowering behaviours. These behaviours include question-framing, holding back – not providing answers, transferring ownership to employees and being a resource.

a. Question-framing and being a resource

Question-framing and being a resource were the two most prominent behaviours in the cluster (Ellinger, A.D. & Ellinger, 2020; Ellinger et al., 2006; Ellinger & Bostrom, 1999; Ellinger et al., 2008; Ladyshewsky, 2010). Findings indicate that managers used questioning techniques that allowed employees to think through situations, which included non-threatening, non-confrontational and non-judgemental questions (Ellinger & Bostrom, 1999). The empowering cluster represents behaviours that allow the manager to give the employee power and authority (Ellinger & Bostrom, 1999; Ellinger et al., 1999). Ellinger and Bostrom

(1999) found that these four coaching behaviours in the empowering cluster correspond with observations made in coaching-related literature.

In addition to effective questioning, active listening is also regarded as a practical and effective managerial coaching behaviour (McCarthy & Milner, 2020; Seemann et al., 2020). In their examining the practice of managerial coaching in organisations in Australia, in which 580 general managers and human resource managers responded, McCarthy and Milner (2020) found that over 90% of respondents used active listening and questioning behaviour. The respondents were clear that coaching to them was not about telling people what to do but about listening and asking.

b. Transferring ownership and holding back

These two behaviour sets are related to a manager expecting their subordinates to be more accountable (Ellinger A & Ellinger, 2020; Ellinger & Bostrom, 1999). According to Ellinger and Bostrom (1999), this is done when the manager transfers decision-making ownership to the subordinate. Furthermore, Ellinger and Bostrom (1999) found that this occurred when managers withheld answers or solutions to problems and allowed the subordinate to think and rethink and come up with a solution.

Using a case study approach, Wheeler (2011) assessed the coaching behaviours of line managers in a customer-facing environment and its impact on the achievement of organisational goals. The study focused on the informal use of coaching and used the definition and behaviour sets identified by Ellinger and Bostrom (1999) as a framework for the study (Wheeler, 2011). Wheeler's (2011) research identified the informal coaching behaviours as role-modelling, transferring ownership, providing information and being a resource, having a conversation, soliciting feedback, providing feedback, listening, questioning and holding back. Wheeler (2011) concluded that the adoption of coaching behaviours contributed to organisational goals. This study contributed several other coaching behaviours to the literature, which assisted with creating a

coaching culture, namely collaboration, support, praise, encouragement and values (Wheeler, 2011).

2.6.3 Facilitating cluster

“The cluster of facilitating behaviour sets appear to be oriented towards behaviours that promote new levels of understanding, new perspectives, and offered guidance and support to their employees to foster learning and development” (Ellinger & Bostrom, 1999, p. 761). This cluster of behaviour sets correspond with traditional models of coaching (Ellinger & Bostrom, 1999).

In addition, this behaviour cluster set comprises providing and soliciting feedback, working it out together, creating and promoting a learning environment, setting and communicating expectations, stepping in to shift perspectives, broadening employees’ perspectives, using analogous scenarios and examples as well as engaging others to facilitate learning. Beattie et al. (2014) reviewed literature on managerial coaching and developed a model for human resource practitioners to use as a guide to consider when implementing coaching as a means to facilitate learning. This study supported behaviours that were evident in Ellinger and Bostrom’s (1999) study, namely that facilitating coaching behaviours “include creating a learning environment, caring and supporting staff, providing feedback, communicating, and providing resources, including other people” (Beattie et al., 2014, p. 188).

A qualitative study was conducted by Dawber (2019), which explored managerial coaching behaviours and characteristics in terms of facilitating employee development. A grounded theory approach was used in Dawber’s (2019) study, for which a sample of 20 employees from a broad cross-section of an IT department was purposely selected for the study (Dawber, 2019). Findings support the crucial role that guiding, suggesting and sharing, manager and employee relationship, and challenging thinking play in facilitating development (Dawber, 2019). In addition, outcomes of effective coaching according to the study are engagement, collaboration and development (Dawber, 2019).

Kim (2014) furthermore investigated the relationship between managerial coaching behaviours, attitudes, performance and role clarity. Ellinger et al. (2003) used a five-item scale to measure managerial coaching behaviours. The results indicated that staff or subordinates who are coached by their manager have greater clarity regarding their job roles and goals and were more satisfied and committed to performing better at work (Kim, 2014). These results correlate with the findings of other research, which confirmed a positive correlation between managerial coaching and employee satisfaction, individual performance and organisational goals (Ellinger, Ellinger, Bachrach, Wang, & Elmadag Bas, 2011; Wheeler, 2011), role clarity, job satisfaction, commitment and performance (Kim et al., 2013).

a. Feedback

A predominant theme across the literature on managerial coaching is feedback (Anderson, 2013; Beattie et al., 2014; Dahling, Taylor, Chau, & Dwight, 2016; Ellinger A & Ellinger, 2020; McCarthy & Ahrens, 2011; McCarthy & Milner, 2020; Seemann et al., 2020; Wheeler, 2011). Marsh (1992) investigated the most common dimensions of effective coaching. The results of the study presented evidence that feedback is the most difficult coaching behaviour for line managers to adopt even though it is the most critical.

In Ellinger and Bostrom's (1999) study, three approaches to providing feedback were identified, namely observational, reflective and third-party feedback. Observational feedback requires a manager to have observational skills and provide feedback on what was observed (Ellinger & Bostrom, 1999). Reflective feedback is the ability of the line manager to engage with the employee about their behaviour, with the impact that the behaviours have on the organisation reflected back to the employee. Lastly, third-party feedback refers to feedback that the manager would receive from the employees' internal customers (Ellinger & Bostrom, 1999).

Steelman and Wolfeld (2018), in their seminal research, investigated the consequences of manager feedback orientation in the managerial coaching process and its relationship as an indicator of effective coaching. The sample comprised of 103 manager-subordinate dyads from different organisations and different jobs (Steelman & Wolfeld, 2018). The findings of this study showed that managers who valued feedback were viewed as better coaches by their subordinates, and that there was a positive relationship between managers who valued feedback and subordinates who valued feedback (Steelman & Wolfeld, 2018).

Implications of the Steelman and Wolfeld (2018) study were, inter alia, that it contributed to the limited research on feedback in the setting of manager as coach. Furthermore, identifying the critical nature of feedback, organisations can make managers more aware of how the managers' coaching behaviours, the coaching relationship, and the feedback environment influence the effectiveness of coaching (Steelman & Wolfeld, 2018).

Jug, Jiang, and Bean (2019) reviewed literature on both giving and receiving feedback and concluded that feedback was crucial for facilitating continuous learning and development. Feedback should "address a specific behaviour, be nonevaluative in nature, and be followed by confirmation of understanding and an action plan" (Jug et al., 2019, p. 143).

b. Setting and communicating expectations

Literature on coaching and managerial coaching has featured setting and communicating expectations as a key component of coaching (Dahling et al., 2016; Ellinger A & Ellinger, 2020; Ellinger & Bostrom, 1999; Graham et al., 1994; Grant, 2017; McCarthy & Ahrens, 2011; McCarthy & Milner, 2020; Passmore, 2007; Seemann et al., 2020). In the Ellinger and Bostrom (1999) goal-setting and communication behaviour set, these concepts are explained in relation to how the employees' goals affected the organisation's goals, and what impact

their performance had on the organisation's performance. This means basically how the employees fit into the bigger picture (Ellinger & Bostrom, 1999).

The significance of the qualitative study is that it provides a deeper understanding of managerial coaching behaviours by describing the actual behaviours (Ellinger & Bostrom, 1999). These behaviour sets provided insight into "how coaching from an empowerment paradigm can be facilitated informally in organisations by managers" (Ellinger & Bostrom, 1999, p. 765). In addition, the study contributed to concepts of providing feedback and setting clear expectations (Ellinger & Bostrom, 1999).

Ellinger and Bostrom (1999) identified several limitations of the study, including the purposeful sampling, which would have limited the generalisability of the study; the relatively small sample size; and that the research was based on managers' perception of behaviours when the managers viewed themselves as facilitators of learning. However, the study attempted to fill the gaps by providing researchers, organisations and managers with 13 behaviour sets that helped to define the role of the manager as a coach (Ellinger & Bostrom, 1999).

In similar research conducted by David and Matu (2013), an attempt was made to develop an instrument to measure coaching behaviour, skills and attitude. An investigation was done based on the current literature relating to managerial coaching and specifically the Ellinger and Bostrom (1999) taxonomies. The findings support the existing literature and added two additional behaviour sets – feedback and setting, and discussing performance goals (Anderson, 2009; David & Matu, 2013; Ellinger et al., 2018). McCarthy and Milner (2020) and Seemann et al. (2020) found that in addition to questioning and giving feedback, goal-setting and communication were crucial when managers coached their employees.

Proposition 2

Senior managers in CoGTA exhibit empowering and facilitating coaching behaviours.

2.7 Support for coaching behaviours as an effective measure of coaching done by managers

A concept analysis of managerial coaching was conducted by Batson and Yoder (2012) specifically focusing on the nursing environment. The analysis investigated both quantitative and qualitative research regarding managerial coaching conducted between 1980 and 2009. Their report highlights the necessary skills, attitudes and behaviours required for managers who coach. These behaviours were identified as empowering and facilitating, as defined by Ellinger and Bostrom (1999).

Hamlin et al. (2004) conducted a comprehensive study investigating empirical findings of three separate studies to derive a comprehensive understanding of coaching models of management and leadership. The three empirical studies were the Hamlin (2003) model, a generic model of managerial and leadership effectiveness, the Beattie (2002) managerial facilitative behaviours framework, and the Ellinger (1997) and Ellinger & Bostrom (1999) managerial coaching behaviours in learning organisations framework (Hamlin et al., 2004).

The study further highlighted what the common behaviours found in each of these studies were, and indicated a significant overlap between the models (Hamlin et al., 2004). The findings are represented in Table 5 and support the model that an effective manager and leader exhibits coaching behaviours and that coaching is at the heart of their management practice (Bianco et al., 2002; Evered & Selman, 1989; Fatien & Otter, 2015; Flaherty, 1999; Hunt & Weintraub, 2002).

Table 5: Comparison of three managerial coaching models

Ellinger (1997), Ellinger & Bostrom (1999)	Beattie (2002)	Hamlin (2003)
• Question-framing to encourage employees to think through issues • Transferring ownership to employees • Holding back – not providing the answers	• Thinking • Empowering	• Empowerment and delegation
• Being a resource – removing obstacles • Providing feedback to employees • Setting and communicating expectations – fitting into the big picture	• Informing • Assessing • Caring	• Effective organisational and planning/proactive management
• Providing feedback • Creating and promoting a learning environment • Using analogies, scenarios, and examples • Engaging others to facilitate learning	• Assessing • Advising • Develop developers	• Participative and supportive leadership/proactive team leadership
• Soliciting feedback from employees	• Assessing	• Open and personal management approach/inclusive decision-making
• Setting and communicating expectations – fitting into the big picture	• Being professional	• Genuine concern for people/looks after the interests and development needs of staff

• Creating and promoting a learning environment • Engaging others to facilitate learning	• Advising • Assessing • Develop developers	• Communicates and consults widely/keeps people informed

Hamlin et al. (2004) noted several limitations of the study, including the data collection method and sampling. “Despite these limitations, it appears that the findings across all three studies are robust and the meta-level comparisons provide a rich portrait of critical managerial coaching behaviours” (Hamlin et al., 2004, p. 579).

A cross-cultural study of managerial coaching behaviours (Hamlin et al., 2006) investigated coaching behaviours that are regarded as key to managerial coaching. This study was conducted in response to the lack of empirical research on managerial behaviours in relation to coaching. This research examined the same three empirical studies as were studied in the research by Hamlin et al. (2004) and Hamlin et al. (2006).

The results indicate similarity between and the congruence of both meanings of coaching and behavioural categories of coaching by managers (Hamlin et al., 2006). The results indicate the behaviours that managers should exhibit in accordance with the concept of managerial coaching. These results further provide support for the coaching skills and their corresponding behaviours identified by Graham et al. (1994).

The findings of the cross-cultural study by Hamlin et al. (2006) and the empirical study by Hamlin et al. (2004) provide empirical support for the soundness, validity and generalisation of the behavioural categories (Hamlin et al., 2006). According to Hamlin et al. (2006, p. 326), “truly effective managers and managerial leaders are those who embed effective coaching into the heart of their management practice”. Further support for these findings was evident from the research on ineffective managerial coaching by Ellinger et al. (2008).

Anderson (2013) surveyed data derived from 521 managers in a study whose aim was to examine the behaviours associated with managerial coaching. The managers were administered a four-point scale questionnaire which comprised questions based on the current literature on managerial coaching behaviours (Anderson, 2013). The results indicate that managerial coaching is different from other forms of coaching in that it involves behaviours associated with giving effective feedback, and performance planning, as well as goal-setting and development (Anderson, 2013). Secondly, the results support literature regarding the critical nature of the relationship between the manager and the subordinate in managerial coaching (Anderson, 2013; Campbell et al., 1970; Campbell & Evans, 2016; DiGirolamo & Tkach, 2019; Ellinger & Bostrom, 2002; Gilley et al., 2010; Graham et al., 1994) in addition to the manager's role, executed with occupational self-efficacy, which increases their propensity to coach (Anderson, 2013; Ellinger, 2003).

A recent study by DiGirolamo and Tkach (2019) explored the coaching skills and behaviours used by managers and leaders. The results from the DiGirolamo and Tkach (2019) study, which supports the empowering cluster behaviour set, found by Ellinger and Bostrom (1999). "Team members reported that their manager gave them responsibilities, let them take risks, gave them autonomy to make decisions, trusted their judgement, removed barriers, and allowed them to learn from their mistakes" (DiGirolamo & Tkach, 2019, p. 208).

Another theme that emerged from the study was behaviours of managers that had had a positive impact on the relationship between the manager and the employee (DiGirolamo & Tkach, 2019). These behaviours included a manager offering constructive feedback, challenging the employee, encouraging self-awareness and self-reflection, facilitating learning, providing opportunities for learning and helping the employee, and developing critical thinking skills (DiGirolamo & Tkach, 2019).

A critical element of the study was the relationship between the manager and the employee, and that there was a correlation between a participative management style and the facilitative role of the manager (DiGirolamo & Tkach, 2019). Seventy-three percent of the respondents explained that when the manager took a facilitative role – which is characterised by asking questions, actively listening, and staying focused on the conversations – there was a change in the relationship.

There is tremendous support for managerial coaching and the benefits for both the employee and the organisation (Chen et al., 2014; Dawber, 2019; Ellinger et al., 2011; Kim, 2014; Kim et al., 2013, 2014; Raza et al., 2017). However, research indicates that wearing multiple hats, that of a manager and a coach, poses challenges for both the manager and the employee (Fatien & Otter, 2015; Ladyshewsky, 2010; McCarthy & Ahrens, 2011; McCarthy & Milner, 2013; McCarthy & Milner, 2020; Wheeler, 2011). These challenges relate to issues of confidentiality and impartiality, the power relation between the manager and the employee, dependency and role switching. Lastly the lack of appropriate skill and experience to actually coach and be a facilitator of learning (McCarthy & Milner, 2020).

2.8 Conclusion

“A coaching management style/culture results in getting the job done well for 250 days a year, developing people for 250 days a year, and a lot of self-belief” (Whitmore, 2009, p. 25).

Literature has shown that there has been a change in the role of the manager from the traditional, plan, lead and control, role to a role in which coaching is seen as a key management tool and as being at the heart of management (Bond & Seneque, 2013; Ellinger et al., 2008; Evered & Selman, 1989; Ibarra & Scoular, 2019; Mayhead, 2020; Rogers, 2012). The evolution of this role is the result of the changing working environment (Grant, 2017) and the changes happening in the world (Ellinger A & Ellinger, 2020).

Research indicated there are several models for assessing managerial coaching, with a significant overlap between all of them. Key to these models is the coaching mindset and belief, coaching behaviour, skills and attitudes and coaching outcomes.

Coaching in the public sector is a growing concept, and implementation varies from one department to the other. However, a leadership and management competency framework exists that is used to guide and assess management behaviours. These behaviour sets closely match the Ellinger and Bostrom (1999) taxonomy of coaching behaviours. Senior managers are recruited against the background of the Leadership and competency framework, and this research aims to investigate the degree to which the coaching behaviours they exhibit coincide with the desired behaviours stipulated in the competency framework. As a result the aim of this research is three-fold: to add to the limited research on managerial coaching, specifically in the public sector; to investigate which coaching behaviours are exhibited by senior managers; and, lastly, to determine whether the research may assist in guiding CoGTA in Gauteng relating to what behaviours to develop in senior managers to ensure the efficacy of coaching.

CHAPTER 3 RESEARCH METHODOLOGY

3.1 Introduction

Chapter 3 describes the research paradigm and methodology that underpinned this research. This chapter furthermore includes the following: research paradigm, approach, and design; sample and sampling method; the research instrument; the data collection method; data analysis and interpretation; limitations of the study; trustworthiness and ethical considerations. The research methodology employed aimed to answer the questions that were framed in Chapter 1.

3.2 Research paradigm

A paradigm refers to a “basic belief system or world view that guides the researcher, the research and the research method” (Guba & Lincoln, 1994, p. 82). This research falls within the interpretive paradigm, which posits that social reality is shaped by human experiences and the social context, and the best way to study this social reality is within a social-historical context, by integrating the subjective experiences of various participants (Bhattacherjee, 2020). This paradigm was appropriate for the current study because the research was aimed at exploring the concept of coaching behaviours, more specifically the coaching behaviours exhibited by senior managers in CoGTA.

Nordqvist, Hall, and Melin (2009) maintains that there are three central concepts that govern the interpretive paradigm, interpretation, meaning and understanding, which allows for a deeper understanding of social phenomenon. In addition. this research paradigm explores the richness, depth, and complexity of phenomena. The goals of interpretivism are both idiographic and emic (Ponterotto, 2005).

The researcher is a “passionate participant” in the research process and interprets meaning through the interaction between the world and consciousness, as a result of which meaning is created by the participant in

social, political, cultural, ethnic and gender contexts (Guba & Lincoln, 1994; Scotland, 2012). The advantage of this is the collaboration between the researcher and the participant in that the researcher can gain a better understanding of the participants' reality (Baxter & Jack, 2008; Crabtree & Miller, 1999). The researcher is employed in CoGTA and is immersed in the exact environment, and therefore real-life situation, that was explored in the research. This consequently makes the interpretive paradigm the most suitable research paradigm as it allowed the researcher, as a participant in the environment and as an explorer into the coaching behaviours exhibited by senior managers, to make sense of reality.

3.3 Research approach and design

According to Gaudet and Robert (2018), the research question drives the research approach to be followed. This research was exploratory in nature and aimed to produce knowledge as well as produce greater understanding of and insight into the beliefs of senior managers with regard to their role as facilitator of learning. Furthermore, the study intended to explore whether senior managers exhibited empowering and facilitating coaching behaviours and, if so, what these were. Consequently, the most suitable approach that would assist in answering the research questions was the qualitative research approach. Drawing on the work of Creswell and Poth (2017); and Queirós, Faria, and Almeida (2017), a qualitative research design is the most suitable and viable approach for an in-depth understanding of real-life contemporary issues as well as to make meaning of that reality in a given context. In addition, qualitative research is "concerned with aspects of reality that cannot be quantified, focusing on the understanding and explanation of the dynamics of social relations" (Queirós et al., 2017, p. 370).

The objective of qualitative research design is to understand social phenomena and produce knowledge (Gaudet & Robert, 2018). Therefore, qualitative

research design “is complex, historically situated and can take several meanings based on the subjects’ perspective” (Gaudet & Robert, 2018, p. 9).

Five features of qualitative research design make it the most appropriate approach to use to answer the research questions in this study (Yin, 2011, p. 7). The current study is aligned with four of these features, which are:

- Studying the meaning of people’s lives, under real-world conditions;
- Representing the views and perspectives of the people in a study;
- Covering the contextual conditions within which people live; and
- Contributing insights into the existing or emerging concepts that may help to explain human social behaviour.

Krauss (2005) explains the most critical element of qualitative research, often the most overlooked, is that this method is a powerful transformative learning tool. Therefore qualitative data analysis helps the researcher to understand behaviour, thinking and worldviews, while in turn contributing to creating meaning and building themes towards achieving the development of theory (Krauss, 2005).

One of the advantages of the qualitative research method is that it allows the researcher to ask questions that capture the rich content relating to behaviour in an organisation (Gable, 1994). It further allows for the in-depth exploration and understanding of issues (Creswell, 2003) and it provides the research with detail, rich information and completeness (Flyvberg, 2013) and, most importantly, it retains a holistic, real-world perspective (Yin, 2018). Some significant disadvantages have been highlighted by literature on qualitative research as including large amounts of data to analyse, which is time-consuming, results are not objectively verifiable and the research method requires a skilful researcher to manage the interview process, and represents a lack of rigour and generalisability (Choy, 2014; Creswell & Poth, 2017; Queirós et al., 2017; Yin, 2018). However, considering these limitations, for this research the qualitative research approach was the most appropriate in that it assisted with answering

the research questions, provided a meaningful understanding of the coaching behaviours exhibited by senior managers in CoGTA and contributed to gaining knowledge about the area of managerial coaching in the public sector.

3.4 Sample and sampling method

The Gauteng CoGTA was the context within which the research was conducted. Figure 6 represents the organisational structure of the department and indicates the source of the sample that was selected for this study.

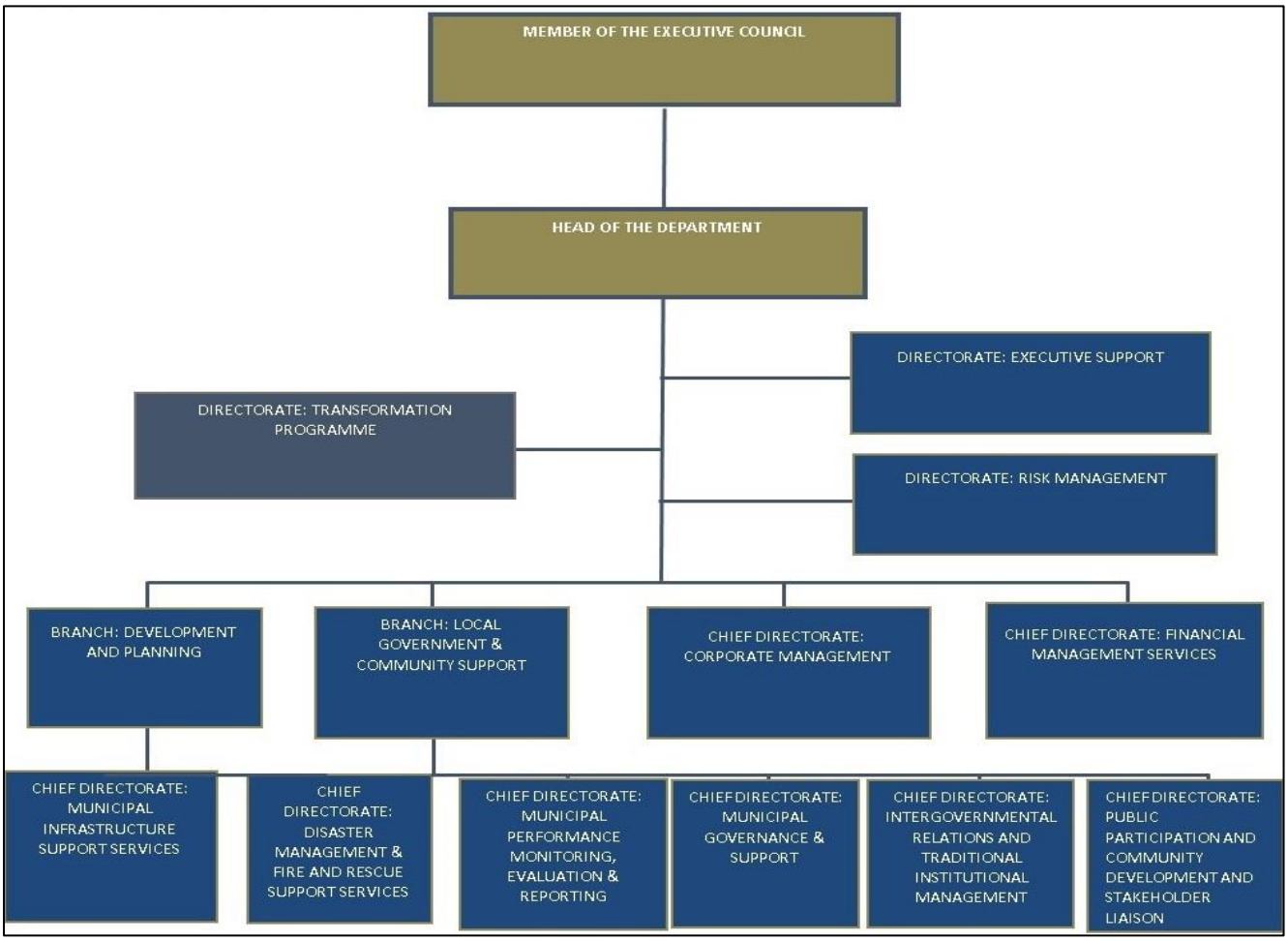


Figure 6: Organisational structure of the Department of Cooperative Governance and Traditional Affairs, Gauteng.

The organisational structure represents the head of department (HOD), with several directorates and branches reporting to the HOD. Each directorate,

branch and chief directorate has a Chief Director, Director, Deputy Director, Assistant Director and administration staff.

3.4.1 Sampling method

Purposive sampling was selected as sampling method as the research questions aimed to understand the coaching behaviours of senior managers, known as Directors, in the organisational structure. The goal of purposeful sampling for this research was to obtain the most relevant and plenty of data (Yin, 2011) as well as to obtain a rich source of information (Palinkas et al., 2015) for the topic. The sample comprised 15 senior managers, whose official designation in CoGTA, as previously said, is Director. Senior managers, for the purpose of this study, were selected from the Directorates, Chief Directorates and the Branches, as represented in the organisational structure (see Figure 6).

The research was governed by the interpretivist paradigm, which guided the sample size, and was concerned with gaining an in-depth of understanding of real-life situations as opposed to investigating a large quantity of instances (Boddy, 2016). According to Boddy (2016), one single sample can often provide greater insight than the sample required for quantitative research.

Owing to the exploratory nature of the research only a small sample was necessary to obtain an answer to the research question. According to Mason (2010) there are no strict sample size guidelines for qualitative research as the size of the sample depends on the nature of the study. Mason (2010, p. 4) explains that “15 is the smallest acceptable sample”, therefore this research sample is compliant as it falls within that parameter. Different authors and experts in the field of research have differing views on sample size. What is critical is the purpose of the research (Mason, 2010). The purpose of this research was to gain an in-depth understanding of the phenomenon, namely the coaching behaviours exhibited by senior managers as well as the meaning of this phenomenon.

3.5 The research instrument

One research instrument, a semi-structured in-depth interview guide, was administered during the study, which guided the interviews with senior managers (see Appendix C).

3.5.1 Semi-structured in-depth interviews

The semi-structured in-depth interview guide had four sections: section one intended gaining general information regarding the interviewee's years of experience in the public sector and specifically with CoGTA. Section two in the interview guide, included questions pertaining to the coaching mindsets or beliefs of managers as regards their role as manager. Section three contained questions concerning coaching behaviours that empower learning and section four included questions in respect of coaching behaviours that facilitate learning.

The questions were developed based on the literature review and were specifically guided by the Ellinger and Bostrom (1999) taxonomy of coaching behaviours, which describes behaviours exhibited by managers who empower and facilitate learning and development. The interview questions were open-ended as the goal was "to produce an 'I' account, an account told from the point of view of the participant, about his or her lived experiences" (Gaudet & Robert, 2018, p. 99).

The in-depth interviews allowed the researcher to obtain detailed and insightful information and presented the opportunity to ask follow-up questions, and probe for more information (Queirós et al., 2017). According to Queirós et al. (2017), owing to the nature of in-depth open-ended questions, fewer participants can be interviewed and this may provide the researcher with the depth of information and relevant insight required to make meaning and gain an understanding of the empowering and facilitating coaching behaviours exhibited by senior managers.

The interview guide initially comprised 26 questions. The researcher selected one participant from the sample to conduct a pilot exercise. This was done to

determine whether participants would be able to understand the language, to establish the duration of the interview and whether or not participants would be able to answer the questions (Castillo-Montoya, 2016). After the pilot had been conducted, the interview questions were reduced to 18, and the duration of the interview was reduced from forty-five minutes to thirty minutes. The results of the pilot interview were not included in the research findings.

3.6 Data collection methods

After obtaining approval from the HOD of CoGTA and ethics approval from the University (see Appendices D and E), the human resources (HR) department was contacted to obtain a list of names and contacts details of senior managers. HR forwarded a list with 20 names to the researcher. Before the senior managers were contacted, the researcher made a presentation to the Executive Committee at CoGTA to explain the purpose and significance of the study, including what the researcher aimed to achieve.

An introductory email was sent to all 20 senior managers to make them aware of the research and to explain the purpose of the research. The senior managers were informed of the research instrument, namely the interview, the duration of the interview, and that the interview would be conducted by means of Microsoft Teams. The participant information sheet and consent form (see Appendix F) were attached to the email. Due to the COVID-19 pandemic all staff were required to work from home, and Microsoft Teams was installed on all CoGTA employees' laptops, including those of the senior managers, for communication and work purposes.

One of the 20 senior managers was randomly selected for the pilot interview, leaving 19 senior managers, from whom 15 were selected. These managers had agreed to participate in the study. The four senior managers who were excluded from the sample had indicated that they did not want to participate in the study owing to work commitments and a lack of time. The 19 senior managers were divided into two sets of seven names each and one set of five. The first set of

senior managers was contacted a week after the initial email was sent to set up the times for interviews. After all the senior managers on the first list had been contacted, the interviews confirmed and conducted, the senior managers on the subsequent lists were processed. This procedure was followed to manage the interview process as well as to ensure that all the senior managers had been contacted and provided with the opportunity to participate in the research.

Each senior manager received a Microsoft Teams meeting request once a date and time had been confirmed. Before each interview, a participant information sheet and a consent form were sent to the participants by email (see Appendix F). Once the interview had started, the researcher requested the interviewee's consent to record the interview, after which the research information sheet and the consent form were read out and explained to the senior manager. The senior manager who was being interviewed was also requested to provide verbal consent to participating in the interview and the research. This was done as not all the senior managers had access to a printer to print the information sheet and consent form.

The Microsoft Teams version to which CoGTA, Gauteng, has the rights allowed for meetings to be recorded. The recordings of interviews were stored on the Microsoft Teams application and emailed automatically from the application to the researcher's work email address. All interviews were downloaded from the Microsoft Teams application and saved. Five interviews were transcribed by the researcher and ten interviews were sent to a transcription company for transcription. The transcription company provided a signed non-disclosure agreement and the contract clearly specified that all information required being treated in the strictest confidence, thus ensuring that participants' information was protected. The interviews were transcribed verbatim, and participants' names were not included in the transcripts. All recordings and transcriptions were stored on the researcher's password-protected laptop as well as on an external hard drive, both of which are stored in a secure cabinet in the researcher's home office.

To ensure that the interviews were accurately transcribed, all 15 transcriptions were checked and verified against the actual, recorded, interviews. In addition, all transcripts were sent to the participants for review, and they were given seven days within which to provide feedback. Seven participants sent email responses confirming that the captured information was correct and a true reflection of what was said in the interview. No email communication was received from the other eight participants, leaving the researcher to assume their tacit approval of the content.

3.7 Data analysis and interpretation

Data analysis involved the transformation of raw data (Gibbs, 2007), which involved preparing the data for analysis and analysing the data using different methods, getting a better understanding of the data, representing the data and interpreting the data in order to make meaning of it (Creswell & Poth, 2017; Gibbs, 2007). The content of the semi-structured interviews was transcribed into texts, which were sorted in a practical and consistent way using codes. These codes were then organised into themes, a process that is referred to as thematic analysis. “A theme captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set” (Braun & Clarke, 2006, p. 82). The data analysis process involved a combination of processes that were identified by Braun and Clarke (2006), Gibbs (2007), and Ruggunan (2016).

For a researcher to make sense or meaning and interpret the data when conducting thematic analysis, two methodologies may be used, namely the inductive or deductive (Gibbs, 2007). A significant difference between inductive and deductive methodologies is that the deductive method entails starting with a theory, deriving a hypothesis, testing the theory, and revising the theory. The inductive methodology has as point of departure the observation of the phenomenon of interest and leads to forming concepts from the knowledge that emerges (Locke, 2007). As this research is exploratory in nature, an inductive

approach was employed, which focuses on describing and explaining a phenomenon (Woiceshyn & Daellenbach, 2018) using the data (Braun & Clarke, 2006; Gibbs, 2007). Even though predominantly inductive methodology was used to analyse the data, the research questions, sub-questions and the conceptual framework guided the process. This provided new content using a pre-existing coding frame.

3.7.1 Data analysis process

The following phases represent the thematic analysis process that was pursued:

Phase 1 – the researcher read through all 15 transcripts to become familiar with the data and made initial notes.

Phase 2 – the data was then coded, by selecting key words and phrases.

Phase 3 – these words and phrases were grouped together to generate categories and themes which were supported by extracts from the transcribed interviews.

Phase 4 – themes were verified within the individual data set and across all 15 data sets.

Phase 6 – at this point the themes were defined and verified. To get the raw data into themes, an audit trail was used (see Appendix G for an example of an audit trail.

It is important to note that all the initial notes, memos, codes, categories, themes and supporting extracts were captured in a Microsoft Excel worksheet. Each participant's information was captured in a worksheet and labelled. For example, participant 1 was referred to as P 1, indicating that this senior manager was interviewed first. Participant 2 was referred to as P 2, as this senior manager was interviewed second, and so forth. This labelling method was furthermore used in Chapter 4, which included the data analysis, to substantiate the themes that emerged from the participants' responses during the interviews. Themes

were colour-coded for easier reference, and a summary of the codes is included (see Appendix H).

In Phase 6 the data analysis was captured in a written report. A data analysis report should tell the story of the data and should make a strong and compelling argument in relation to the research questions (Braun & Clarke, 2006).

Figure 7 represents an illustration of the thematic data analysis process that was followed. Inductive methodology was used to analyse the data, although a pre-existing coding frame guided the analysis.

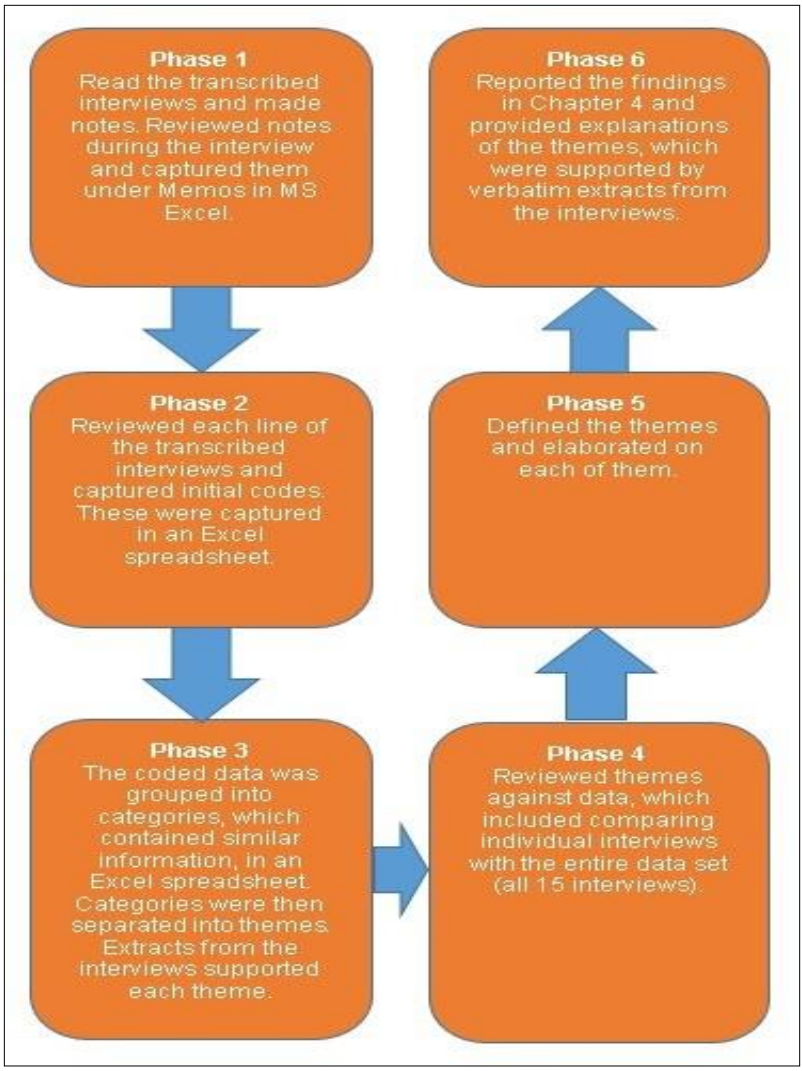


Figure 7: The phases of the thematic data analysis process.

3.8 Limitations of the study

The researcher works for CoGTA and knows the senior managers who participated in the study in their work setting. A key limitation could possibly be that the participants answered favourably, indicating that they facilitated learning, when in fact they did not. However the questions allowed the participants to explain and give examples of their behaviour.

Interviews were conducted by means of Microsoft Teams as the data collection process occurred during the COVID-19 Alert Level 3 lockdown, when all the senior managers were working from home. A major challenge that the senior managers experienced was poor internet quality and connectivity, which often affected the sound quality of the recordings. Even though stringent data collection methods were followed, including double-checking the device on which the interviews was recorded before each interview to ensure good quality audio, the poor internet connectivity could not be controlled, and therefore not avoided. To ensure data integrity, the audio recordings were meticulously transcribed verbatim and double-checked. The transcriptions were even returned to the participants to confirm that all the information had been captured accurately.

Owing to the Microsoft Teams interviews being conducted when the senior managers were working from home, many of them were distracted during the interview by events taking place in their home environment. This may have caused them to rush the interviews. The prevailing situation not ideal, but the advantage of conducting interviews in this manner is that participants had an opportunity to answer the questions in a familiar environment which could have helped to put the participants at ease and encourage more authentic and genuine responses.

3.9 Trustworthiness

According to Healy and Perry (2000), the quality of the study should be measured against the paradigm governing the research. Within the interpretive paradigm the criteria for assessing quality is “trustworthiness criteria of credibility (paralleling internal validity), transferability (paralleling external validity), dependability (paralleling reliability) and confirmability (paralleling objectivity)” (Guba & Lincoln, 1994, p. 114).

3.9.1 Transferability

Transferability refers to whether the findings derived through specific research can be transferred to another context or individual (Morse, 2015). “…unlike quantitative research whose focus is on generalisation, causal relationships and predictions. Qualitative research results in a different type of knowledge which is focussed on obtaining a deeper understanding of a phenomena and extrapolates this information to similar situations” (Hoepfl, 1997, p. 48).

To achieve the transferability of the study, the researcher provided a detailed explanation of the research context, the study assumptions as well as the conceptual framework that was used to guide the study. In addition, the researcher ensured that the appropriate sample was selected and that the participants understood the nature and purpose of the study.

3.9.2 Credibility

Credibility refers to a quality check or the measure for checking the level of quality that has been achieved in the research (Golafshani, 2003). It also means how well the research represents what is being investigated (Morse, 2015). Therefore, credibility was ensured by following an identified data collection and data analysis process as well as reporting method. This study followed a thematic analysis approach, a combination of processes identified by Braun and Clarke (2006); Gibbs (2007); and Ruggunan (2016).

3.9.3 Dependability

Dependability in simple terms means the ability of the research to obtain the same results if the research was repeated (Morse, 2015). Dependability is achieved when the steps to collecting and processing data are consistent for all the participants in the research (Hoepfl, 1997). To ensure dependability, the researcher described in detail the research paradigm, research methodology, data collection and data processing methods.

A critical element to ensuring dependability is an audit trail (Burnard, Gill, Stewart, Treasure, & Chadwick, 2008; Guba & Lincoln, 1994; Yilmaz, 2013). The audit trail represents and provides an explanation of the study's findings and reflects the process followed, from obtaining the raw data to reporting the findings, including the "process of selecting, justifying and applying research strategies, procedures and methods ... clearly explained and its effectiveness evaluated by the researcher and confirmed by an auditor" (Yilmaz, 2013, p. 320).

3.10 Ethical considerations

Ethics is intrinsic to the interpretive paradigm because of the presence of the participants' values (Guba & Lincoln, 1994). The collection of data was only initiated once the researcher had received official ethics approval from the University as well as from CoGTA. To obtain approval from CoGTA, a letter was drafted to the HOD explaining the purpose of the research and the sample required.

A presentation was also made at a meeting of the Executive Committee, where all the managers were present and where the rationale of this study was explained, including the benefits for the participants and the organisation. In addition, the presentation included an explanation of the research process as well as elements such as participants' right to confidentiality and their consent that was required (Gaudet & Robert, 2018).

During the data collection phase, all the participants were provided with an information sheet informing them of who the researcher was, what the research was about, explaining their voluntary participation in the research as well as how confidentially would be maintained (see Appendix F). Furthermore, the participants received a consent form which they had to complete to comply with the University's requirements. Consent was also requested that the interviews may be recorded by means of the Microsoft Teams' recording facility. The secure storage of information was also explained to the participants. The researcher moreover also explained that no identifying information would be used in the transcripts or in the report. Lastly, the information sheet and the consent form included the contact details of the person that the participants could contact if they felt they had suffered harm or had felt uncertain during the interview process.

In addition, to ensure that the confidentially of the participants was maintained, the company that was contracted to transcribe the interviews signed a non-disclosure agreement and confirmed that none of the names of participants were on the transcriptions. Further to ensure the confidentiality and privacy of the respondents, the raw data in terms of the interviews and transcripts were stored on an external hard drive which was securely stored in the researcher's home office. All the raw data would be destroyed on conclusion of the research.

CHAPTER 4 PRESENTATION OF THE FINDINGS

4.1 Introduction

To develop a capable, ethical and developmental state, various strategies need to be employed, and one of these strategies is the development of skills and learning in the public sector. One way to develop skills and learning is by expanding the coaching abilities of managers. However, before this can be done, the public sector should first understand what coaching behaviours are exhibited by senior managers (if any) as this would be the basis for the development of specific training programmes targeting managers in the public sector.

This chapter outlines the main findings that were obtained from the qualitative analysis of data conducted within the context of the research question, which was to explore senior managers beliefs with regards to their role in addition to explore empowering and facilitating coaching behaviours exhibited by senior managers in the Department of Co-Operative Governance and Traditional Affairs in Gauteng. Using thematic analysis, the semi-structured interviews with 15 senior managers were analysed and the data was organised into manageable codes under meaningful themes.

The chapter includes three main themes as well as seven sub-themes that were identified. Information relating to the participants is highlighted and a review of the coding strategy is discussed. In addition, each of the identified themes is discussed and supported by verbatim extracts from the transcribed interviews that illustrate a particular theme.

4.2 Information of the Participants

The sample for this qualitative research comprised 15 senior managers employed at CoGTA, Gauteng. All 15 senior managers were interviewed using a semi-structured interview guide which was developed with its basis in the current literature on managerial coaching behaviours. Questions on tenure were

included in the guide to ascertain whether the participants were employed as senior managers before or after 2008, which was when the Cabinet of the present South African Government approved the LMCF, which governs all human resource matters relating to senior managers (DPSA, 2011).

Seven of the fifteen senior managers were appointed after approval of the Leadership and Management Competency Framework. However, all managers employed in the public sector are subject to the framework as it governs the skills and competencies required to be a successful leader, manage their performance and the performance of their staff (DPSA, 2011).

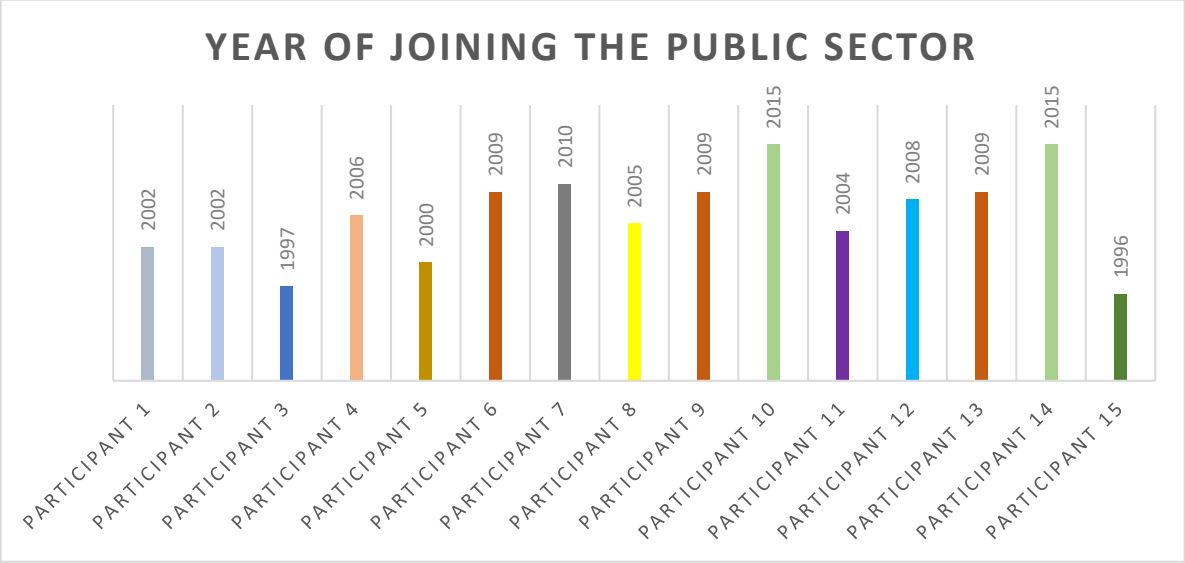


Figure 8: Years in which participants in the sample were appointed.

4.3 Coding strategy

The coding strategy employed was an inductive approach using thematic analysis, with the focus on the data. The following steps are a recapitulation of the data analysis process:

- The researcher read through all 15 transcriptions to become familiar with the data and make initial notes;

- The data was then coded by selecting key words and phrases;
- These words and phrases were grouped together to generate categories and then to form themes;
- Each theme was supported by extracts from the transcribed interviews; and
- Themes were verified within each individual data set and across all 15 data sets, and were defined afterwards.

All the initial notes, codes, categories, themes and supporting extracts were captured in an MS Excel workbook. Each senior manager was referred to by the indicated participant number based on where in the sequence the interview was conducted. For example, the first participant to be interviewed was referred to as P 1, the second participant as P 2, and so forth. These same labels are used in this chapter, where relevant extracts from interviews were selected to substantiate the themes.

4.4 Findings of the thematic analysis

The study aimed to explore the empowering and facilitating coaching behaviours exhibited by senior managers in the Department of Co-Operative Governance and Traditional Affairs in Gauteng. A conceptual framework guided the research and served as a beacon for possibilities in coaching behaviours. Table 4.1 represents a summary of the themes and sub-themes identified in the data. The themes are interlinked and should therefore not be viewed in isolation.

Table 6: Summary of the findings

Main Theme	Sub-theme
Management style and beliefs	Building of relationships
	Providing guidance and support
Empowering behaviours	Sharing information and stepping back
Facilitating behaviours	Fostering learning
	Providing feedback
	Setting and communicating goals
	Asking investigative questions and working together

4.4.1 Theme 1 Management style and beliefs

Management style and beliefs in this study refers to how managers manage their staff in the workplace as well as their belief in their role as a manager, specifically as a facilitator of learning. This theme aimed to address question 1, which was, what beliefs do managers hold about this role? The literature suggests that managers who coach believe that their role is to facilitate learning and have a specific management style, one which is more inclined to empower and facilitate learning, help and support staff and remove obstacles (Campbell & Evans, 2016; Ellinger et al., 2018; Ellinger & Bostrom, 2002).

The question pertaining to management style was posed to all 15 senior managers to ascertain how they managed both their staff as well as their work. The description of management style varied across the sample. The typical codes that emerged from the data included: building relationships, understanding, sharing information, empathy, listening and questioning, trust, having an open-door policy, support and guidance (see Appendix H for a summary of the codes). These codes were categorised into two sub-themes: building relationships and providing guidance and support. The data reflects a strong link between the management style and the manager's belief regarding their role, which is why the main theme is a combination of these two aspects.

a. Building of relationships

A manager building a relationship with their subordinates or team was a critical theme that had emerged. Many participants explained that building a relationship with their subordinates was a key element in how they managed them in the workplace.

> *I like to find out what they like, and what they like doing. You never fully get to know a person, but you just need to find out what makes them tick … so I would not necessarily call them subordinates. So part of my belief system is to view them as colleagues* (Participant [P] 10).

> *Good interpersonal skills and the ability to deliver bad feedback in a more empathic* [empathetic] *way. Trusting that the subordinates know(s) what they are doing and are capable of performing their tasks without close supervision. Ability to track performance on time and intervene where necessary* (P 12).

> *I think you need to be a good listener and ask good questions to try and understand your staff. I think what is critical for me is that they see me as an open and trusting person and that they are able to come to me with any issues* (P 14).

b. Providing support and guidance

Several managers explained that part of their role as a manager is to provide guidance and support to their staff. This included guiding them in the right direction in terms of their work and helping them identify and reach their potential.

So I think the critical role of a manager in my unit is to provide (the) guidance ... to make sure colleagues are doing the right thing (P 8).

Everyone can perform to their utmost (best) if they have a passion (in) [for] what they are doing. My role is to guide them in the right direction (P 12).

I strongly believe that my role as a manager, especially within the public sector, is to guide my staff ... Everyone can learn and grow and show potential and I think my role is to help my staff to reach their full potential (P 14).

4.4.2 Theme 2 Empowering coaching behaviours

A second theme identified in the data was behaviours that empowered subordinates to learn. Theme 2 reflects findings that were responses to the research question 2, what are the empowering coaching behaviours exhibited by senior managers that facilitate learning and development? One predominant sub-theme that emerged, which several participants raised, was providing information to their subordinates and then stepping back.

a. Sharing information and stepping back

Most senior managers indicated that they encouraged their subordinates to take ownership of their own work and performance. This was done by allowing subordinates the freedom to explore and be exposed to a myriad of sources of information. Once information was shared and the senior manager has seen the subordinate perform, they would step back and allow their subordinate to manage the work. From the analysis of the data, it became clear that a critical element of this sub-theme is that the manager believed this behaviour allowed the subordinate to learn.

... they are (giving) [given] *that liberty to research (on) how best can we really do the work, because, remember, when you conducted research, you are learning also in the process. You are bringing in your way of doing things and then also you are learning with your team. You are learning new ways* (P 3).

Okay, like, GD already had experience in the area but he didn't have experience in strategic planning. So I am using him more in strategic planning and, remember, we were very short-staffed, so the M and E stuff ... I do most of that because it's something that he is used to and he knows, but I am using him more on the strategic planning side so that he can learn (P 4).

I would say, on the subject matter that we're responsible for, we try to share as much information as possible with the colleagues; give them information on things; on the new developments within the planning field and try to expose them where there's a need for them. Maybe I'm supposed to attend a particular workshop, I would delegate at other times, not necessarily because I can't [go] but just because I want them to go and learn. (P 6).

The data revealed, which was interesting to note, that one manager, Participant 6 in the sample, strongly believed that he/she did not empower their staff. The extract gives the indication that the participant did not feel that he/she had empowered staff because of the working environment.

At the current directorate which I'm leading, I don't think much has been done to empower the staff by myself because of prevailing challenges within the directorate. I found the directorate ... in which there was a lot of animosity and hostilities between my supervisor and everyone. That divide-and-rule tendencies ... (P 6).

As the interview continued, Participant 6 was asked how they thought they facilitated learning in the directorate. Participant 6, explained as follows:

… share as much information as possible with the colleagues; give them information on things … I would delegate at other times, not necessarily because I can't [go] but just because I want them to go and learn …

4.4.3 Theme 3 Facilitating coaching behaviours

Themes that emerged concerning facilitating coaching behaviours were in response to the third research question, what are the facilitating coaching behaviours exhibited by senior managers that facilitate learning and development? Several themes that reflect coaching behaviours emerged from the analysis including: fostering learning, providing feedback, setting and communicating goals and asking investigative questions and working together.

a. Fostering learning

All 15 participants in the study indicated that fostering learning is done in both a formal and an informal way. The formal process mainly takes place through the performance management process, when the personal development plans are discussed and actioned. The informal process is not pre-planned and often arises when a staff member wants to attend a conference or any other training that was not raised during the performance discussion. In the informal process the manager would also suggest that the staff should conduct research in order to learn something. The data reflects that the formal fostering of learning was more evident and all the managers indicated that this was done during the performance management process.

When I conduct my assessments with the subordinates, I always ask them to say, in terms of your skills, in terms of your education level, how far are you? I even go to the extent of asking even their subordinates, to say, are your subordinates registered, are they using this opportunity of the bursary that we have in the department? I will always ask those questions (P 3).

Through the endorsement of the compiled [by subordinates] compulsory training and development plans, which are submitted to Human Capital Management, I further made some follow-up on implementation of the plan and reported the status at governance platforms, e.g. Risk Management Committee, etc. That yielded positive results. I further allow subordinates to attend conferences found relevant; send them to training (P 11).

During our yearly performance management discussion, we always discuss what areas they would like to be developed in, this information is sent to HR (P 15).

b. Providing feedback

Feedback was another major sub-theme that emerged during the analysis. Fourteen senior managers explained that they provided feedback in different forms. The data derived from the interviews indicated feedback was given on an individual basis or given to a team. The way the feedback was given depended on the manager and the nature of the work. Several managers indicated feedback to be just a thank you or praise and that it can be done verbally or in writing. In addition, some managers indicated that feedback is provided on specific work that is done. The feedback includes a discussion about the work and areas of improvement.

> *I will always say, perfect, very good, excellent, brilliant, this is good. I'll sit down and write something on a paper and give* [it to] *that person* (P 1).

> *I prefer that we sit. What I do is I will call you to say that, okay, I have received this report and then we discuss, and you tell me. The subordinate must then tell me as to say, how did he feel about this and what is it that can be done ... myself and the subordinate will have to work through and see how best can we then provide whatever support (that) we have requested* (P 3).

... then I'll send a general email to everybody, not to single out a person, and I'll say, colleagues, and I'll put it in this way, not mentioning names, I'll say one or two colleagues have supported me on this, this and that. I just want to say thank you to them and I appreciate all of you, and if things can be done at this standard and at this level, you know, we will achieve so much more going forward (P 5).

Only one manager indicated that they did not provide feedback in any form. Upon further probing by the researcher, the manager indicated that the reason why feedback was not given was that feedback was not provided to the manager by his/her seniors.

Okay, I almost never give feedback. Sometimes I think that they know that I appreciate the work. And perhaps the reason why I don't give my team the positive feedback that they require is because it's not something that is done with my leadership or with my manager (P 9).

c. Setting and communicating goals

Thirteen out of the fifteen managers indicated that they explained the goals of the department during review of the Annual Performance Plan (APP). The process is very formal, when meetings and/or discussions are held at the beginning of the year. Managers explained the goals and objectives in different ways, although several managers explained that they would share the APA, request input, and then have a discussion. One manager, specifically P 3, highlighted the detailed process of taking the team through the goals, and looking at past performance in relation to current goals. What was clear from this discussion was that by the end everyone in the team knew what the strategic objectives and goals were.

We will at first, before even the strategic plan is approved, what we do is, we first sit and try to analyse as to what has been happening in the past 5 years. So, when we sit with the colleagues, when we analyse those things

now and again, to say if you have your skills and skills strategy … we will also have the very same session with the entire directorate, so that they are aware of what is happening because everybody [can] then bring in their input(s). This is the direction where the department wants to go to and then as such my role … So that is how we make sure that everybody is on board, even the Pas, even the administration; everybody is on board (P 3).

The process starts by calling managers for input(s) into the plan's templates. This is where I immediately convene meetings with my subordinates, to afford them a chance to understand the strategic direction of the department and afford them an opportunity to share their views and [give their] *input(s) on the template, especially in areas where they are affected* (P 11).

… we have a team meeting, more of a strategic meeting session, to discuss the directorate's objectives as a whole, then each unit's projects. This is normally on the approved APP. After this I get the smaller teams together, like each unit, where we break down the project and discuss the importance of the target, what they plan to do, like the activities and stuff in each quarter. I will then ask each unit's DD to put together a business case with all the details (P 13).

Two senior managers from the sample indicated that no discussions were held with the subordinates around the APP or any targets. Information about targets and goals are just passed on to the subordinates.

It's done in a very haphazard way.... and it's not the same all over the organisation, and for me, what is normally the case is that I receive an email around the strategic goals and the output(s) and the targets and then I just pass it on to the colleagues. And I think sometimes it's a bit too late, because the person won't see the targets in the same way as the organisation does (P 9).

I have never sat down and had a strategic discussion with my colleagues about the CoGTA objectives or even the Public Participation objectives. It is just assumed that they will know what they need to do (P 10).

d. Asking investigative questions and working together

Many respondents explained that they would assist their subordinates with various tasks through asking investigative questions or questions that probed for clarity and more information during discussions and meetings. These discussions and meetings provide subordinates with more direction, after which milestones and targets are set and later reviewed. Either during or after these meetings, the subordinate would get a better understanding of the task or activity required and come up with their own solutions. Critical to note, which was derived from the data, was that the manager worked together with the staff.

I'll ask them. I'll go round and say, what about you? What do you think? They'll throw it in and everything, but ultimately, I'll let them say so that at least they learn to think and learn to think both strategically and also functionally ... you'll clarify and say, no, here I think you didn't quite understand, but let's go [with] *this strategy. After we've clarified again, let's meet next week. So it's better to have milestones and meet and clarify on certain things and measure your progress. But with time you discover actually they have clarity of mind, everything becomes clearer and (by the)* [in] *time you find they have learned quite a lot* (P 1).

So it is my daily responsibility… So you'll just reflect to say that, okay, look at this spreadsheet. Are we on the right direction? We sit down, we look, but it is not a matter of putting forth your ideas. It is just to get what a person is thinking. Every Monday we would be rehearsing what we need to do for the week, what were the problems and that helps in terms of deliverables (P 7).

If it's a report, we go to the boardroom we open the projector and we type it together. That's how we deal with things that they would find challenging, and I ask them what the issue [is]. Have you thought about this and that? We just sit and do it together. I make the time. I don't give new work without explaining how to do it (P 8).

4.5 Summary of the findings

This chapter presented and described the findings derived from the semi-structured interviews conducted with 15 senior managers. Participant information as well as the coding strategy were highlighted. Findings on management style and managers' beliefs in their role were initially presented. The findings indicate that managers believe that their role is to build relationships with staff as well as provide guidance and support.

The findings in respect of coaching behaviours reflect that, managers do exhibit both empowering and facilitating coaching behaviours. Only one empowering coaching behaviour was evident in the findings, that of specifically sharing information and stepping back. Several facilitating coaching behaviours were evident in the findings, including fostering learning, providing feedback, setting and communicating goals, asking investigative questions and working together.

In Chapter 5, the findings are discussed and interpreted in the context of the literature review.

CHAPTER 5 DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter provides an interpretation and a discussion of the findings that were presented in Chapter 4 and will endeavour to answer the three research questions.

Research Question 1

What beliefs do senior managers hold about this role?

Research Questions 2

What are the empowering coaching behaviours that facilitate learning and development exhibited by senior managers?

Research Question 3

What are the facilitating coaching behaviours that facilitate learning and development exhibited by senior managers?

The findings are presented in the same sequence as the three research questions in the section above and include the themes identified and discussed in the context of the literature review. The final chapter follows, which concludes the report and makes recommendations for future research. In addition, a visual representation of the findings, as linked to the conceptual framework, is provided. The aim of this is to provide a comprehensive picture of the outcome of the research and what the findings mean for both CoGTA and the theory of managerial coaching.

Figure 9 represents the link between the taxonomy of coaching behaviours, as identified by Ellinger and Bostrom (1999), the findings of the current study and the LMCF. Both the taxonomy and the current findings are influenced by the new role of the 21st century manager, that of coach. However, context is a critical

factor in what coaching behaviours are exhibited by managers in CoGTA, Gauteng, and in this instance, those demanded by the LMCF.

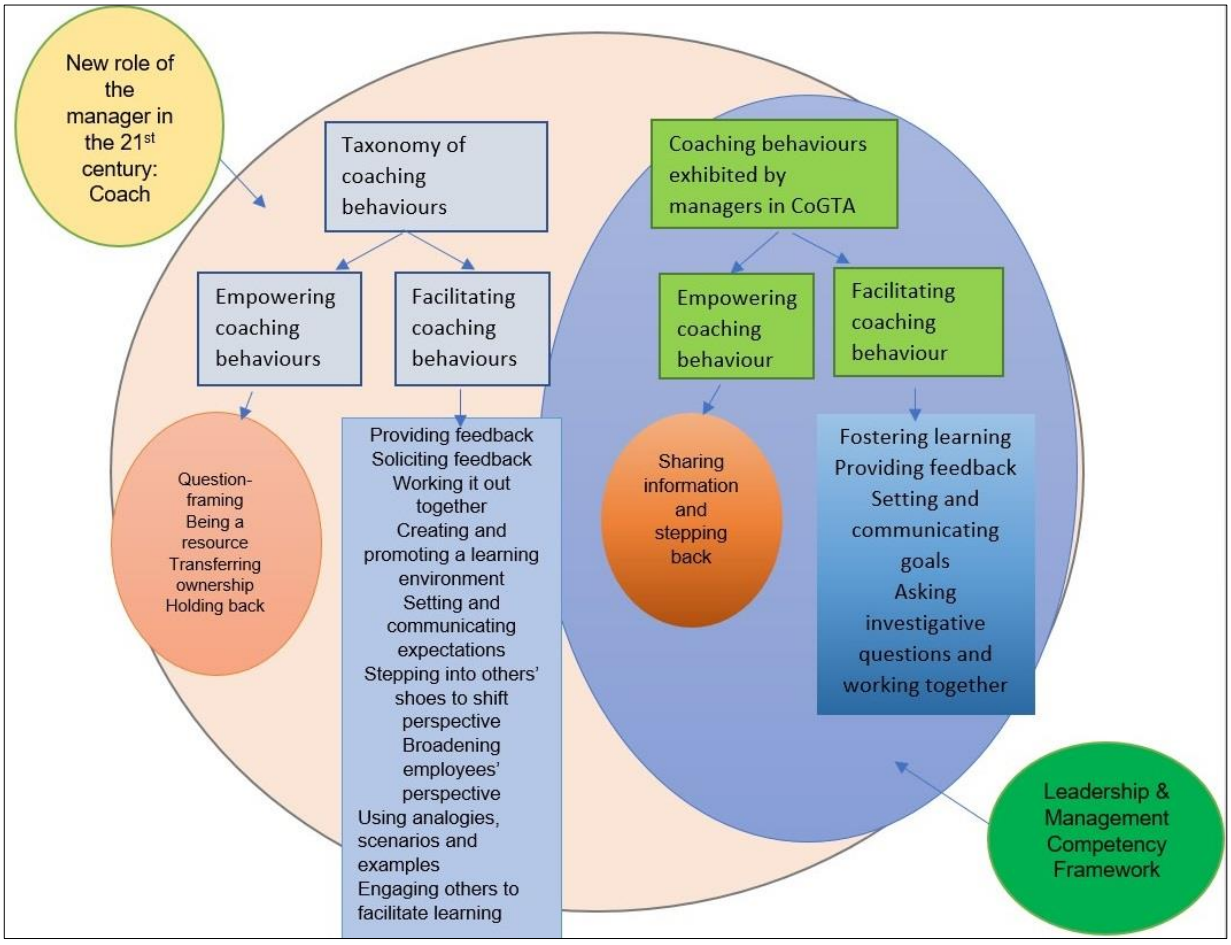


Figure 9: Representation of the research findings based on the Leadership Management Competency Framework (DBSA, 2020).

5.2 Discussion pertaining to research question 1

5.2.1 Managers Beliefs

What beliefs do senior managers hold about this role?

The first research question explores what belief's do senior managers in CoGTA in Gauteng have with regards to their role as facilitators of learning?

The theme Management style and manager's belief were two that were grouped together, indicating a symbiotic relationship. Managers' beliefs regarding their role as a facilitator of learning influences their management style.

> *... a democratic style wherein I allow subordinates the freedom, the latitude of bringing on board their own expertise, meaning that we are more flexible ... I'm more open to new ideas … feel that learning is key for everybody* (P 3).

This finding is supported by Mayhead (2020), who concluded that coaching by a manager is not just a process but part of their role and management style. In addition, this finding further supports the research, which indicates a shift from the traditional role of a manager being responsible for planning and budgeting, organising staff, controlling and problem-solving (Bond & Seneque, 2013; Kotter, 2000) to that of empowering staff, having quality conversations with subordinates, forming interpersonal relationships and coaching or being a facilitator of learning (Batson & Yoder, 2012; Evered & Selman, 1989; Grant, 2017; Mayhead, 2020; Seemann ,et al, 2020).

> *I feel that learning is key for everybody and decide[d] I would push for that, you know, within the department ... there is one area that I have a passion for, to say that people must continue to learn; people must continue to grow* (P 11).

Seemann et al. (2020) investigated the development of coaching skills in a global context. From the research it was evident that managers who coached had a more democratic style of management as opposed to a more directive style. This argument supports the findings that the ability to coach, coaching behaviour and skill influence management style and play a critical role in whether a manager coaches or not. Literature on managers' beliefs and their role as facilitator of learning indicates that managers should have certain beliefs about their role as facilitator of learning to act out coaching behaviour and step in as coaches (Ellinger et al., 2006; Ellinger & Bostrom, 2002; Ellinger et al., 2003).

The current findings are further supported by literature, which highlights that specific beliefs held by a manager with regard to their role leads to a specific management style. According to Ellinger et al. (2006), Ellinger and Bostrom (2002) and Ellinger et al. (2003), depicted in the conceptual model indicated in Figure 1.1, “people” refers to the individuals or managers enacting their role as facilitators of learning, who are influenced by their belief systems, perceptions, attitudes and abilities.

A list of management styles are evident in the findings, from participative to democratic, and even a combination of democratic and autocratic. A critical element derived from the findings was that whatever the management styles, managers believed their role was to facilitate learning, build relationships, and provide guidance and support, all of which have been identified as coaching behaviours (Albarracin, 2019; Anderson, 2009; Mayhead, 2020).

In answering research question 1, what beliefs do managers hold with regards to their role as facilitators of learning, the discussion explores the two coaching beliefs that were identified; building relationships and providing guidance and support. The literature provides clear support for the argument that managers believe that their role is to facilitate learning and that this is done through building relationships and providing guidance and support (Albarracin, 2019; Anderson, 2009; Mayhead, 2020).

a. Building relationships

Throughout the literature on managerial coaching, it is evident that the relationship between the manager and the subordinate is important. The key beliefs held by managers with regard to their role as a facilitator of learning and development include trust, the building of relationships and the managers’ capabilities (Anderson, 2009, 2013; Ellinger & Bostrom, 1999; Ellinger & Bostrom, 2002; Hunt & Weintraub, 2002, 2011; Kunos, 2018; Ladyshewsky, 2010; McCarthy & Milner, 2013; Turner & McCarthy, 2015; Wheeler, 2011).

The results of a study conducted by Seemann et al. (2020) indicated that proximity to employees and the trust of employees encouraged the interest of managers in the pursuit of coaching. This was a significant finding in that it demonstrated the link between coaching and management style, which further supported these research findings. In addition, Turner and McCarthy (2015) identified three themes that influence a manager in coaching, including time, the skill relationship or trust and, as Dawber (2019) states, a good relationship between a manager and subordinates enables learning.

> *I think you need to be a good listener and ask good questions to try and understand your staff. I think what is critical for me is that they see me as an open and trusting person and that they are able to come to me with any issues (P 14).*

A study conducted by Wheeler (2011) on the adoption of coaching by line managers in a sales environment found that building a relationship was central to laying the foundation for coaching as the manager was best positioned to understand the environment. In addition, the results further suggest that it is the coaching that strengthens the relationship and not necessarily the relationship that strengthens the coaching (McCarthy & Ahrens, 2011; McCarthy & Milner, 2013; Steelman & Wolfeld, 2018; Wheeler, 2011).

Mayhead's (2020) study on the emergent role of the coaching manager supports the relationship-building component of managerial coaching. The findings support both past research and the current findings that managers want to understand their staff, and that trust is the critical element in building a relationship, which in turn facilitates coaching behaviours.

b. Providing guidance and support

A significant finding in this research was that managers felt their main role was to provide guidance and support. This finding is different from findings in literature about managers' beliefs in their role. One manager specifically mentioned the critical nature of learning and their role in the process.

> *I strongly believe that my role as a manager, especially within the public sector, is to guide my staff. Everyone can learn and grow and show potential and I think my role is to help my staff to reach their full potential* (P 14).

Initial research into the role of manager, conducted by Ellinger and Bostrom (1999), Ellinger and Bostrom (2002), and subsequently by Campbell and Evans (2016), did not specifically identify providing guidance and support as a manager's role. A specific question was put to managers regarding what they believed their role as managers was and "providing guidance and support" was a common response.

The current research identified only two beliefs held by managers, one of these being a new belief, namely providing guidance and support. Campbell and Evans (2016) applied the Ellinger and Bostrom (2002) model in exploring the coaching beliefs of managers in a public entity. A practical implication, arising from their study, which could explain the current research finding, is that specific context and working environment play a critical role in the manager's beliefs in their role as a facilitator of learning. In CoGTA managers' roles, key performance areas and outputs are clearly defined by the LMCF. This framework defines people management and empowerment as the ability of the manager to manage and encourage people, optimise their output and manage relationships to achieve the department's goals (DPSA, 2003, 2005, 2011a, 2011b). A critical behavioural indicator, in order to achieve this, is providing guidance and support, which could explain the difference in the various researchers' findings.

In answering the research question, it must be said that managers in CoGTA, Gauteng, believe that their role is to be a facilitator of learning and in addition they hold two beliefs: that of building a relationship with their subordinates to facilitate learning and to provide guidance and support.

5.3 Discussion pertaining to research question 2

Research question 2 was aimed at examining, what are the empowering coaching behaviours exhibited by senior managers that facilitate learning and development?

5.3.1 Empowering coaching behaviours

The findings suggest that senior managers in CoGTA, Gauteng, have the following empowering coaching behaviour in common, namely sharing information and stepping back.

a. Sharing information and stepping back

> *Okay, like, GD already had experience in the area but he didn't have experience in strategic planning. So I am using him more in strategic planning and, remember, we were very short-staffed, so the M and E stuff, I do most of that because it's something that he is used to and he knows, but I am using him more on the strategic planning side so that he can learn* (P 4).

Managers explained that they helped their staff to learn, by sharing information and allowing their subordinates to manage their own work, activities, and learning. The empowering coaching behaviour of sharing information and stepping back is in line with the taxonomy identified by Ellinger and Bostrom (1999), which is transferring ownership and holding back. This behaviour is further supported by research conducted by DiGirolamo and Tkach (2019), Ellinger et al. (2006), Ellinger et al. (2008), Ladyshewsky (2010), McCarthy and Milner (2020), Seemann et al. (2020), and Wheeler (2011). DiGirolamo and

Tkach (2019) explored managers' and leaders' use of coaching skills, and the results of their study indicate that managers empowered their teams by allowing them to learn by giving them responsibility, allowing them to take risks, make decisions, trust their judgement and promote positive accountability (Batson & Yoder, 2012). All of these factors support the findings of studies presented in the current literature.

An interesting finding was that one manager, P 6, indicated that he/she did not empower staff. However, the participant further described behaviours that were indicative of what had been identified as coaching behaviours (Ellinger et al. 2018; Ellinger & Bostrom, 1999).

This is supported by claims in the current literature that even though managerial coaching and coaching behaviours are a growing trend, little is known about how managers conceptualise, define and measure coaching skills and behaviours (DiGirolamo & Tkach, 2019; Ellinger & Bostrom, 1999; Hagen, 2012). Coaching in the public sector is a relatively new discipline (Govender, 2009; Swart et al., 2005) and has been identified as a skills gap (Mkhonza & Letsoala, 2017). This could explain why this participant did not know that the behaviour that he/she exhibited was in fact a coaching behaviour. If managers do not know what coaching behaviours need to be exhibited for effective learning to take place in the workplace, they will be unable effectively to exhibit it, understand it and develop it further.

5.4 Discussion pertaining to research question 3

5.4.1 Facilitating coaching behaviours

Research question 3 was aimed at examining, what are the facilitating coaching behaviours exhibited by senior managers that facilitate learning and development?

Table 7: Facilitating coaching behaviours identified in this study.

Facilitating coaching behaviours
Fostering learning
Providing feedback
Setting and communicating goals
Asking investigative questions and working together

Four facilitating coaching behaviours were identified in this study: fostering learning, providing feedback, setting and communicating goals, and asking investigative questions and working together. Providing feedback, and setting and communicating clear goals were identified in this study as facilitating coaching behaviours and are supported by research done by Anderson (2009, 2013), Beattie et al. (2014), Ellinger et al. (2006), Ellinger and Bostrom (1999), Seemann et al. (2020) and Steelman and Wolfeld (2018). According to Anderson (2013), both planning and goal-setting as well as effective feedback are key characteristics of managerial coaching, while Seemann et al. (2020) found that goal-setting ranked third in the coaching behaviours identified, preceded by questioning and building trust. The literature on managerial coaching behaviours places asking questions in the empowering category of coaching behaviours (Ellinger et al., 2006; Ellinger & Bostrom, 1999; Ellinger et al., 2008; Ladyshewsky, 2010; McCarthy & Milner, 2020; Seemann et al., 2020), although the findings of this research differ from that finding in that asking investigative questions was found to be a facilitating coaching behaviour, along with working together.

a. Fostering learning

The findings of the current study indicate that encouraging learning is both a formal and an informal process, which is supported by the literature (Ellinger & Bostrom, 1999; Ladyshewsky, 2010). In the current research informal refers to attending conferences or training that is not part of the performance management discussion. This also includes when a manager requests that the staff member should do some research for learning purposes. However, this was not as critical a finding as the formal process of fostering learning. The formal process is mainly done during the performance appraisal session. The performance appraisal allows for training and development initiatives to be discussed. These discussions and follow-ups are behaviours exhibited by managers to foster learning.

> *When I conduct my assessments with the subordinates, I always ask them, to say, in terms of your skills, in terms of your education level, how far are you? I even go to the extent of asking ... even their subordinates, to say, are your subordinates registered, are they using this opportunity of the bursary that we have in the department? I will always ask those questions* (P 3).

Ladyshewsky (2010) examined the manager's role as a driver of organisational development, and the findings suggest that coaching by the manager is part of the overall organisational development and performance management process, which includes facilitating the performance appraisal process. In addition, the culture of the organisation in implementing the entire performance management system, including performance appraisal, discussion of the personal development plan and submitting these plans to the human resources department, following up on the planned training and allowing the staff member to attend the training are all facilitating coaching behaviours exhibited by the manager. An important point to note is that conducting the performance appraisal of staff is a mandatory requirement for all senior managers, in

accordance with the DPSA's LMCF (DPSA, 2011), which could explain why the entire sample is shown as conducting performance appraisals.

b. Providing feedback

There is agreement among scholars that providing feedback is an important characteristic of coaching, more specifically for managers who coach (Anderson, 2009, 2013; Batson & Yoder, 2012; Beattie et al., 2014; Dahling et al., 2016; DiGirolamo & Tkach, 2019; Ellinger & Bostrom, 1999; Ellinger & Bostrom, 2002; Graham et al., 1994; Grant, 2006; Hunt & Weintraub, 2002, 2011; Jug, Jiang, & Bean, 2019; Mayhead, 2020; McCarthy & Ahrens, 2011; McCarthy & Milner, 2020; Steelman & Wolfeld, 2018). The current research provides further support for the role of feedback in coaching and confirms that coaching is intrinsically linked to the feedback process (Ellinger & Bostrom, 1999; Mayhead, 2020; Seemann et al., 2020).

In the current research managers provided feedback in different forms: general feedback, as indicated by P 1, "I will always say, perfect, very good, excellent, brilliant, this is good. I'll sit down and write something on a paper and give [it to] that person", which, according to Jug et al. (2019), implies that the feedback is about the person and not the work.

On the other hand, specific feedback is also provided, as indicated by P 10:

> *I always start with the good work that they do, and say this is good, great work that you have done. Have you considered this? Have you thought about a different angle? Can this be done differently? So, I always do it in a conversational way.*

This feedback related to a specific task, and the manager asked the subordinate to reflect on and assess different ways and options. The way that feedback is provided is supported in the explanation provided by Ellinger and Bostrom (1999) and Jug et al. (2019). Ellinger and Bostrom (1999) explained that there are three ways of providing feedback, namely observational, reflective, and third-

party feedback. The findings suggest that managers use observational and reflective feedback when they provide feedback to subordinates. It is interesting to note that in the current study the third approach identified by Ellinger and Bostrom (1999), third-party feedback, did not feature in this research. Third-party feedback refers to feedback provided by an internal customer, including colleagues and other managers, similar to 360° feedback. The only difference is that it does not need to be done during the performance appraisal cycle as this feedback process can take place throughout the year (Ellinger & Bostrom, 1999). The lack of evidence for this type of feedback could possibly be related to the way that the manager assesses an individual's performance, in isolation from others. Secondly, many managers do not get feedback, so they are reluctant to provide feedback and, lastly, it could be the way that the department facilitates or does not facilitate these types of feedback dialogues. The Leadership and Competency Framework is not specific on how to provide feedback, and where to source information for feedback. The framework only makes reference to providing constructive feedback (DPSA, 2011a).

A less significant finding of this study was that one manager said he/she did not provide feedback, which was included in the findings as an anomaly. The manager explained that he/she did not receive feedback from their managers or subordinates. This is an indication of a lack of general third-party feedback, which could be a departmental feature.

> *… and perhaps the reason why I don't give my team the positive feedback that they require is because it's not something that is done with my leadership or with my manager* (P 9).

A few managers highlighted the same sentiment. However, P 9 was specific about positive feedback, while other managers just indicated feedback in general. It was not significant enough to be regarded as a theme. This is nevertheless contrary to the findings of Steelman and Wolfeld (2018), who reported that managers who are inclined to receive feedback are more inclined

to use feedback in their coaching. Even though managers indicated that they did not receive feedback, 14 line or senior managers provided feedback. So, whether managers who exhibit coaching behaviours receive or do not receive feedback, they are still inclined to provide feedback. In addition, this can be explained, in terms of the LMCF, in which providing constructive feedback is a key behavioural indicator (DPSA, 2011).

c. Setting and communicating goals

This study indicated that facilitating of coaching behaviour involving the setting clear goals is a very structured, formal process.

> *The process starts by calling managers for input(s) into the plan templates. This is where I immediately convene meetings with my subordinates, to afford them a chance to understand the strategic direction of the department and afford them an opportunity to share their views and input(s) on the template, especially in areas where they are affected* (P 11).

A resounding common thread in this research emerged as being that setting clear goals is a very formal process and often starts by looking at the department's strategic plan, which has already been developed by then. In addition, taking these strategic plans and, in smaller work teams, clarifying roles and responsibilities, which is supported in principle in the literature (Anderson, 2009; Ellinger & Bostrom, 1999; McCarthy & Milner, 2020; Seemann et al., 2020). The coaching behaviour of setting and communicating goals in this research resembles the notion of second-generation coaching. Where the organisational goals are already set and individuals need to perform their role within their set parameters, the manager's role is tap into the individual's potential to maximise their performance (Brockbank, 2008; Grant, 2017).

One manager explained that his/her role with regard to setting and communicating goals was to get everyone to understand the goals and get their support for it.

> *... this is the direction where the department wants to go to and then as such my role in ensuring that the direction of the department is achieved, I am going to do 1, 2, 3, 4. So that is how we make sure that everybody is on board, even the PAs, even the administration; everybody is on board* (P 3).

This is supported by Ellinger et al. (2018), Ellinger and Bostrom (1999), and Kim (2014), who explained that the behaviour of setting and communicating goals exhibited by managers was about clarifying the way that the employee fitted into the bigger picture, and how employees' goals affected organisational goals.

d. Asking investigative questions and working together

The literature places asking questions in the Empowering behaviour cluster and working together in the Facilitating behaviour cluster (Ellinger & Bostrom, 1999; Hamlin, Ellinger, & Beattie, 2006; Hamlin, Ellinger, & Beattie, 2004). The findings of the current research suggest that, in the context of CoGTA, Gauteng, asking investigative questions and working together are coaching behaviours that happen simultaneously, and are regarded as facilitating coaching behaviours, which contradict the current literature and taxonomy to a certain extent.

> *So it is my daily responsibility … So you'll just reflect to say that, okay, look at this spreadsheet. Are we on the right direction? We sit down, we look, but it is not a matter of putting forth your ideas. It is just to get what a person is thinking. Every Monday we would be rehearsing what we need to do for the week, what were the problems and that helps in terms of deliverables* (P 7).

In the current research context, the manager asks questions to gain clarity and more information, then assists the subordinate with some form of direction or

proposed solution. A critical element is that the manager supports the subordinate throughout the process. These behaviours are synonymous with the behaviour required in the LMCF, which encourages participation and understanding, gaining support, commitment and agreement with a view in the end to achieve a desired goal (DPSA, 2011a).

Seemann et al. (2020) explains that, in their study to assess the skills and behaviours of managers who coach, “to ask important questions” was the second-highest behaviour identified. These results support the question-framing behaviour that was identified. The behaviour of “working it out together” was a behaviour supported by Wheeler (2011), and the findings of this study indicated that working it out together could promote learning, although a negative impact it might have is that it could lead to dependency. This dependency may negate the learning that may have taken place as this behaviour is linked to the control and command element of the manager’s responsibility. Both these behaviours are supported in the literature, except that in this study the questioning framework fell in the Facilitating behaviour taxonomy category.

5.5 Conclusion

The findings suggest that managers in CoGTA, Gauteng, believe that their role was to facilitate learning by building a relationship with their subordinates and providing guidance and support. Further findings reflect that managers exhibited both empowering and facilitating coaching behaviours, which were linked to the LMCF that governs their role. The empowering behaviours identified in this research were sharing information and stepping back, while the facilitating behaviours reflected four distinct coaching behaviours, namely fostering learning, providing feedback, setting and communicating goals, and asking investigative questions and working together.

The picture derived from the findings indicate that context plays a significant role, both in the bigger context, which is the world that we live in, and the smaller context, the public sector. As the context plays such a major role, CoGTA,

Gauteng, should strongly consider aligning the LMCF with the new way that managers are required to perform their role. The department should ensure that coaching not only occurs as prescribed by the framework but that it is a constantly lived experience for both the manager and the subordinate and therefore not just done for the sake of compliance.

CHAPTER 6 CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter summarises the key findings derived from the research with regard to coaching behaviours. The objective of this research was to explore the empowering and facilitating coaching behaviours of senior managers in CoGTA, Gauteng. It makes recommendations for the public sector to consider when engaging with this new role of a manager as well as areas to focus on when developing training for managers who do coaching. Lastly, this chapter presents recommendations for future research and provides concluding remarks.

6.2 Conclusions of this study

Research concerning the new role of a manager, that of coach, is limited and even more so in the public sector in South Africa. Thus, the study explored what managers felt their role was, whether they exhibited coaching behaviours and what those coaching behaviours were.

An interpretive research methodology governed the research, which allowed a qualitative research method to be employed. In accordance with this method a semi-structured interview was administered to a sample of senior managers employed by CoGTA in Gauteng. To make sense of the data, the researcher used a thematic analysis process, which yielded three main themes and seven sub-themes, which contributed to an understanding of the manager's role as well as the coaching behaviours exhibited by these managers.

In summary, the research demonstrated the following relating to CoGTA, Gauteng:

- Managers believed that their role was to facilitate learning, which supported the idea that coaching was a new tool in the manager's toolkit.

- The role of facilitator of learning or coach was strongly linked to the relationship between the manager and the subordinate and the manager's role was therefore to build and maintain that relationship.
- In addition to building relationships, managers felt that their role was to provide guidance and support, which was a new finding in terms of the beliefs of managers with regard to their role.
- The context and working environment played a critical role in how managers saw their role as well as what coaching behaviours were exhibited (Campbell & Evans, 2016; Kim, 2014).
- Senior managers exhibited empowering coaching behaviours, although in this study only one of these behaviours was identified, namely sharing information and stepping back, which was supported in the literature and reflected in the taxonomy of coaching behaviours.
- Encouraging learning was a process that involved both formal and informal discussions with managers. The formal discussions took place through the performance appraisal process, which was indicative of the context and working environment. The context is governed by various regulations and DPSA guidelines, which stipulate that performance management is a key function of the manager.
- Giving feedback is a critical element of coaching and here, once again in this context, it is the function of the manager in accordance with the LMCF to provide feedback to subordinates.
- The coaching behaviour of setting and communicating goals, in this study, represented the notion of second-generation coaching. The department's strategic plans are developed without input from the rest of the department, the manager's role is to provide clarity, explain the functions, get the cooperation, and manage the performance of the staff.
- Asking investigative questions and working together are facilitating coaching behaviours that take place simultaneously, which contradicts the findings of current research, which regards question-framing as empowering behaviour.

- Lastly, the LMCF provided a basis on which managers can coach. The findings reflected that managers' coaching behaviours were governed by the people management and empowerment competency components of the LMCF.

The insights gained from this study are that managers in CoGTA, Gauteng, exhibit coaching behaviours and that these behaviours are mainly governed by their role as managers. In addition, the findings provided further understanding of the exact behaviours that were exhibited. These behaviours could be developed further to ensure that coaching is done optimally, in so doing achieving the desired effect for individual members of staff and for the organisation. Furthermore, this research provided some evidence to enhance the understanding of managerial context in the public sector and add to the existing literature on managerial coaching.

6.3 Recommendations

This section provides some recommendations to the department in respect of managers who exhibit coaching behaviour. It also gives guidance with regard to areas of focus for the development of training material that specifically relates to managers in the public sector who coach.

6.3.1 Recommendation to the department

Managerial coaching or the concept of manager as coach is an ever-growing organisational tool and a human resource development strategy in the workplace, especially in the public sector at present. As the research has shown, the LMCF serves as a foundation for coaching. However, this foundation needs to be revised to include the new role of a manager, namely that of facilitator of learning. This argument also encompasses to encourage coaching to become part of the everyday management of staff.

The department should realise the potential of managerial coaching of members of staff and its contribution to both the national and provincial priorities of building

a capable, ethical and developmental state. Managerial coaching can assist with increasing the competence of the public sector by allowing learning to take place in ways other than formal training.

6.3.2 Recommendations for managers who coach

Managers should be aware that their role has evolved from the traditional role of planning, leading and control to include coaching. More specifically, this means coaching to facilitate learning. A critical element to consider is that, as managers, they would be performing multiple roles, that of coach and that of manager, and the manager needs to learn to manage these multiple roles. When a manager takes up the coaching role, he or she needs to be mindful of the power dynamics in their relationship with their subordinates and issues concerning confidentially. There is a thin line that could be crossed when the coaching relationship and behaviours become one of dependency. Therefore a manager must be aware of this and ensure that learning takes place.

6.3.3 Recommendation for development of training material

Traditional training of coaches is specifically designed for external coaches and often follows a specific method. The results of this research provide insight into the some of the coaching behaviours that a public sector manager exhibits and therefore contribute to the development of training programmes in line with these behaviours.

The results of this research can serve as a framework for the development of training material that relates specifically to the public sector. The focus should be on explaining the nature and the role of the coaching manager and the critical element of building a relationship through trust, understanding, empathy, guidance, and support. Other areas that should be included in the training should be effective listening and questioning skills, how to provide feedback effectively, and how to communicate effectively. This includes how to communicate the strategic direction of the department, how to motivate employees to achieve a

common goal and promote performance. In this context, there should also be a review of the LMCF, with a specific focus on the competencies that the managers require to perform their role.

6.4 Suggestions for further research

The research focused on exploring the coaching behaviours exhibited by senior managers in CoGTA. A sample of 15 senior managers was purposively selected to participate in semi-structured interviews. The findings provided insight into the coaching behaviours of senior management and highlighted areas for future research, including:

- Future research could consider using an expanded sample including other departments and possibly those in other provinces.
- This research only focused on senior managers, although future research should include subordinates in the study to try and understand how they experience their managers as facilitators of learning.
- The cultural element of the context and the working environment should be further investigated in an effort to understand if culture has an impact on the manager's role and their propensity to coach.
- Future research could include participatory action research to coach the managers on behaviours not exhibited in the current study's sample, for example question-framing, active listening, and so forth.

6.5 Conclusion

Coaching in the 21st century is at the heart of management and it is a competency that should be identified, developed, and implemented. It is a management tool that can be used in both formal and informal settings. This management tool, when used appropriately, allows the manager to facilitate learning, and the resoundingly positive outcomes are beneficial for the organisation and the individual. The public sector in South Africa is hampered by poor service delivery, maladministration, and poor performance. The South African Government has institutionalised a key priority at the national, provincial and local levels, which is to build a capable, ethical and developmental state.

To realise this priority, the public sector should become more competent and professional, with the focus on developing staff through formal and informal processes. Coaching by senior managers is a management tool that can be implemented to facilitate learning. The study aimed to explore whether senior managers in CoGTA, Gauteng, exhibited coaching behaviours, and furthermore to identify these behaviours.

The findings indicate that senior managers actually exhibit both empowering and facilitating coaching behaviours. The findings of this study reflect the groundwork that has taken place and provide a basis on which specific training programmes can be developed that target senior managers in the public sector. By developing coaching behaviours of senior managers, their ability to exhibit and utilise these behaviours correctly will have a positive impact on the development of other public sector officials, in so doing contributing to developing the state. The greater outcome would be an improvement in service delivery, better-functioning municipalities and departments and, finally, an effective and fully functioning governmental system.

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APPENDIX A: LEADERSHIP MANAGEMENT COMPETENCY FRAMEWORK

This table represents the LMCF that was developed by the Department of Public Service and Administration, South Africa.

Core Competencies: Presents the idea behind the competency, succinctly defines what that idea means; and proposes typical behaviours which illustrate the competency	**Process Competencies:** Explains how the function is performed by employing these competency techniques
Strategic capability and leadership **People management and empowerment** Must be able to manage and encourage people, optimise their outputs and effectively manage relationships in order to achieve organisational goals. Programme and project management. Financial management Change management	Knowledge management Service delivery innovation Problem-solving and analysis Client orientation and customer focus Communication

(DPSA, 2003, 2005, 2011a, 2011b)

APPENDIX B: CONCEPTUAL MODEL

The table below represents Ellinger & Bostrom's (1999) coaching behaviour clusters matched with the core competency of people management and empowerment from the LMCF. There is significant match between the behaviours, and as a result it was used as a conceptual framework to investigate and understand coaching behaviours of line managers in the public sector.

Ellinger and Bostrom (1999) *taxonomies describe behaviours that are associated with managerial coaching.*	***People Management and Empowerment*** *(DPSA, 2003, 2005, 2011a, 2011b) This competency is defined as a manager: "Must be able to manage and encourage people, optimize their outputs and effectively manage relationships in order to achieve organisational goals*
Empowering cluster Question-framing to encourage employees to think through issues. Being a resource – removing obstacles Transferring ownership to employees Holding back	Behavioural indicators Encourages participation and mutual understanding. Delivers messages in a manner that gains support, commitment, and agreement. Identifies high-potential individuals and provides them with targeted opportunities for growth

Facilitating cluster Providing feedback to employees Soliciting feedback from employees	⟺	Provides constructive feedback and recognises all contributions. Recognises and rewards desired behaviours and results and remedies inappropriate behaviour.
Working it out together – talking it through Creating and promoting a learning environment	⟺	Creates mechanisms and structures for sharing of knowledge in the organisation; promotes the importance of knowledge-sharing within own area; nurtures a knowledge-enabling environment. Conducts development and career planning dialogues with employees. Mentors employees to promote their learning. Builds cooperation, loyalty and helps achieve consensus.
Setting and communicating expectations – fitting into the bigger picture Stepping into the other's role to shift perspective Broadening employees' perspective – getting them to see things differently	⟺	Supports and respects the individuality of others and recognises the benefits of diversity of ideas and approaches. Takes others' perspectives into account when communicating, negotiating or presenting

		arguments (e.g., presents benefits from all perspectives).
Using analogies, scenario and examples		Uses appropriate information systems to manage organisational knowledge.
Engaging others to facilitate learning		Ensures the respective strengths of team members are used in order to achieve the team's overall objective.

APPENDIX C: SEMI-STRUCTURED INTERVIEW GUIDE FOR SENIOR LINE MANAGERS

Explain the purpose of study at high level. Obtain the signed consent form. Request permission to record the session and explain that the information is confidential and that only my supervisor, the examiners and I will see the results. Explain that there are no right or wrong answers and that they should answer as truthfully as possible in relation to themselves.

The research is aimed at exploring the facilitative and empowering coaching behaviours enacted by managers.

	General Information
1	How long have you been working in the Public Sector?
2	How long have you been working in CoGTA?
3	How many years have you been a Director?
	Coaching Mindset/Beliefs
Researcher's reference	The following questions are aimed at assessing the managers mindset and beliefs regarding their role as a manager and as a facilitator of learning:
4	How would you describe your management style?
5	What qualities/characteristics do you believe are critical to perform your role?
6	What beliefs do you hold in your role as a manager?
7	How do these beliefs influence the way you manage your staff?

	Empowering coaching behaviours
Researcher's reference	The following questions are aimed as assessing what action/behaviours managers have done in the past or currently do to empower their subordinates with regard to their work/tasks and learning:
	Assessing questioning framework / Being a resource
	Assess transferring ownership / Holding back
8	How do you believe you have empowered your subordinates to perform their job as well as learn and develop?
9	Describe a time when a subordinate came to you with a new/difficult/challenging task/activity/action, what did you do to assist them?
10	Describe a situation when you required information or clarity on your subordinate work. What did you do to obtain that information?
	Facilitating coaching behaviours
Researcher's reference	Assess create and promote a learning environment
	Setting and communicating expectations

	Use analogies, scenarios, and examples/ engaging others to facilitate learning/working it out together
	Giving and receiving feedback
	Broadening employees' perspectives, create a learning environment
11	How to do believe you have facilitated your subordinates' learning and development at work?
12	Describe a time when you shared knowledge with your subordinate or direct reports for them to complete a task. What did you do?
13	Please describe a specific situation where you had to share the department's directions / strategic objectives with your subordinate as well as explain their role in achieving the objectives? How was this done?
14	If an employee is having difficulty in performing an assigned task, how would you assist them? Please provide me with a specific action and how and what you did?
15	Describe a time when you had to give your subordinate feedback on work that they performed well at. How did you give the feedback?

16	Describe a time when you had to give your subordinate feedback where they performed poorly on a task/activity. How did you give the feedback?
17	Describe a time when you received feedback from your subordinate? How was the feedback given to you? How did you feel about receiving that feedback?
18	How do you create a learning environment in your department?

APPENDIX D: UNIVERSITY ETHICS APPROVAL

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

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

CLEARANCE CERTIFICATE **PROTOCOL NUMBER: WBS/BA0107573E/367**

PROJECT TITLE Coaching Behaviours of Senior Managers within the Department of Co-Operative Governance and Traditional Affairs in Gauteng

INVESTIGATOR	Zeenat Motalieb
SCHOOL/DEPARTMENT OF INVESTIGATOR	MM (Business & Executive Coaching)
DATE CONSIDERED	12 June 2020
DECISION OF THE COMMITTEE	Approved unconditionally
RISK LEVEL	LOW RISK
EXPIRY DATE	28 FEBRUARY 2021
ISSUE DATE OF CERTIFICATE 26 June 2020	**CHAIRPERSON** __

(Dr MDJ Matshabaphala)

cc: Supervisor: Ms Venessa Mogatusi

DECLARATION OF INVESTIGATOR

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

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

Signature **Date** 30/06/2020

APPENDIX E: APPROVAL FROM DEPARTMENT OF COOPERATIVE GOVERNANCE AND TRADITIONAL AFFAIRS

GAUTENG PROVINCE
CO-OPERATIVE GOVERNANCE AND TRADITIONAL AFFAIRS
REPUBLIC OF SOUTH AFRICA

Enquiries: Office of the HOD
vuyokazl.jongwana@gauteng.gov.za

University of the Witwatersrand
Business School
2 St David's Place & St Andrews Road
Parktown
Johannesburg
2193

To Whom It May Concern

APPROVAL FOR RESEARCH TO BE CONDUCTED AT THE DEPARTMENT OF CO-OPERATIVE GOVERNANCE AND TRADITIONAL AFFAIRS

The Department of Co-Operative Governance and Traditional Affairs provides approval and consent for Ms Zeenat Motalieb, student no. 9701577Y, to conduct research in the department as part of her Masters in Management: Business and Executive Coaching degree.

Yours sincerely,

MS THANDEKA MBASSA
HEAD OF DEPARTMENT
DATE 03/12/12

APPENDIX F: INFORMED CONSENT LETTER AND FORM FOR MANAGERS



The Graduate School of Business Administration
2 St Davids Place
Parktown
Johannesburg
2193

PO Box 98
WITS
2050

Website: www.wits.ac.za

Name of person and company

Dear x

MMBEC research information sheet and consent form: Coaching behaviours of senior line managers within the Department of Cooperative Governance and Traditional Affairs in Gauteng.

Who am I

My name is Zeenat Motalieb from the MIS directorate. I am completing my Masters in Business and Executive Coaching at Wits Business School. Part of the requirements in completing the Master's is conducting research.

What am I doing?

I am conducting a qualitative study, using a case study methodology using the Department of Cooperative Governance and Traditional Affairs as my site and senior managers (Directors) as the target for the study. The research is aimed at assessing the coaching behaviours of senior line managers from both the managers' and subordinates' perspectives.

Your participation

Please note that your participation is **completely voluntary** and that you are not forced to participate in this study.

If you agree to participate, I will be conducting the research by way of an interview, which will be done via Microsoft Teams and will take between 45 and 60 minutes. With your

permission, the interview will be recorded to ensure accuracy. The interviews will be **confidential, and you will remain anonymous**.

Confidentiality

All information gathered from the interviews will be kept confidential. The recordings of the interviews will be stored on the researcher's personal, password-protected laptop and only the researcher will have access to the recordings.

Benefits

The study will be helpful to understand coaching behaviours of senior managers and highlight what areas can be recommended for development.

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

If you have any complaints about ethical aspects of the research or feel that you have been harmed in any way, please feel free to contact the Programme Manager at the Wits Business School, Dr J Msimango-Galawa, at 076 477 2788.

If you have any questions or concerns about the research, you can call my research supervisor, Ms. Venessa Mogatusi, at 0721821961.

I hope that this information sheet answers all your questions. If you any other questions, please let me know.

I trust that you will participate in the study.

Yours sincerely



Zeenat Motalieb

CONSENT

I hereby agree to participate in the research on "Coaching behaviours of senior line managers". I understand that my participation is voluntary and that my participation and information gathered will be kept confidential and that I will remain anonymous.

Name of participant.....

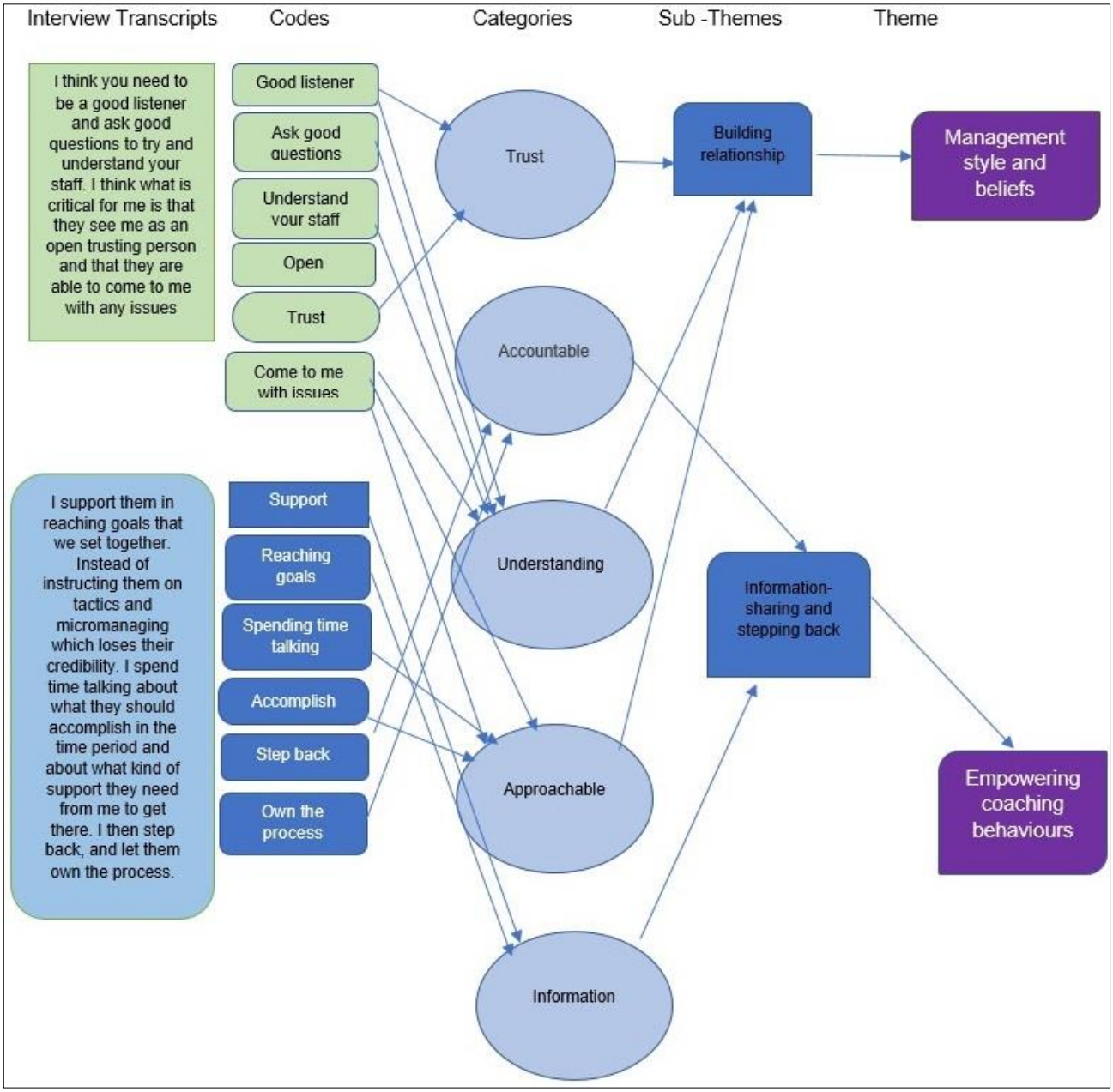
Signature of participant Date.....

I hereby provide my consent to the audio - recording of the interview

Name of participant .....

Signature of participant Date .....

APPENDIX G: EXAMPLE OF AN AUDIT TRAIL



APPENDIX H: SUMMARY OF CODES

Manager's style and beliefs	Empowering coaching behaviours	Facilitating coaching behaviours
Empathy Support Trust Relationship Good listener Communication Open door policy Guidance and support Encouragement Intervene People potential Nurture Conversation Interpersonal skills Working relationship with team Responsibility Initiative Accountable Come to me	Sharing information Create that space Holding them accountable Asking questions Pass it on Discuss Argue Measure progress Clarity Milestone What do you think? Show them Explain Give examples Give a platform	Sitting together Giving feedback Verbal feedback Written feedback Team feedback Appreciate Thank you Performance contract Performance Development Plan Annual Performance Plan Meetings Discussions Team Goals Targets One-on-one Learn with team

APPENDIX I: CONSISTENCY TABLE

Research question	Data-collection method	Data analysis method	State literature-based propositions	Conclusion based on current research	Highlight key differences between the literature and the findings
1. Do senior managers in CoGTA, Gauteng, believe that they are facilitators of learning? 1.1 What beliefs do senior managers hold about this role?	Semi-structured interview guide. Questions 4,5,6 & 7	Thematic analysis	Literature indicates that coaching is a new competency required by managers in the 21st Century. Coaching is the heart of management (Anderson, 2009, 2013; Batson & Yoder, 2012; Campbell & Evans, 2016; Ellinger et al., 2018; Ellinger & Bostrom, 2002; Evered & Selman, 1989; Fatien & Otter, 2015; Hunt & Weintraub, 2002; Hunt & Weintraub, 2011; Kunos, 2018; Ladyshewsky, 2010; Lawrence, 2017; Mayhead, 2020; McCarthy & Milner, 2020; Wheeler, 2011; Whitmore, 2009).	The findings indicate that senior managers believe that their role is to facilitate learning. The beliefs include building relationships with the subordinate and providing guidance and support. The findings support the literature that a manger's belief influences their management style and whether they will coach.	Providing guidance and support is a new finding and is different from findings in the literature.
2. Do senior managers in CoGTA in Gauteng exhibit empowering and facilitating coaching behaviours?	Semi-tsructured interview guide.	Thematic analysis	Ellinger and Bostrom (1999) explain that coaching behaviours are a critical measure to understand, investigate and assess coaching behaviours.	The findings suggest that managers exhibit both empowering and facilitating coaching behaviors.	The behaviours exhibited are supported in literature. In addition, the Leadership and Management Competency Framework is the foundation of these behaviours, as they govern managers' recruitment, management of staff and management of work.

2.1 What are the empowering coaching behaviours exhibited by senior managers that facilitate learning and development?	Semi-structured interview guide. Questions 8,9 & 10	Thematic analysis	Ellinger and Bostrom (1999) developed a taxonomy which explained empowering coaching behaviours exhibited by managers. These behaviours are supported by other authors (Ellinger, 2003; Ellinger, Beattie, & Hamlin, 2010; Ellinger et al., 2018; Ellinger et al., 2006; Ellinger & Bostrom, 1999; Ellinger & Bostrom, 2002; Ellinger et al., 2011; Ellinger et al., 2003; Ellinger et al., 2008; Ellinger et al., 1999; Evered & Selman, 1989; Fatien & Otter, 2015; Hagen, 2012; Hamlin et al., 2006; Hamlin et al., 2004; McCarthy & Milner, 2020; Seemann et al., 2020)	One behaviour, sharing information and stepping back, was identified in the thematic analysis.	In the current study two behaviours that are identified in the taxonomy (conceptual framework) were not evident, namely question-framing and being a resource. The current findings reflect that sharing information and stepping back is one action. The context of this study plays a critical role in the behaviours, the Leadership and Management Competency Framework governs behaviours in the public sector.
2.2 What are the facilitating coaching behaviours exhibited by senior managers that facilitate learning and development?	Semi structured interview guide. Questions 11,12,13,14,15 & 16	Thematic analysis	Ellinger and Bostrom (1999) developed a taxonomy which explained facilitating coaching behaviours exhibited by managers. These behaviours are supported by other authors (Anderson, 2013; Batson & Yoder, 2012; Beattie, 2006b; Beattie et al., 2014; Berger & Berger, 2011; Bianco et al., 2002;	The findings of the research indicated four facilitating coaching behaviours that were exhibited by senior managers, including fostering learning, providing feedback, setting, and communicating goals as well as asking investigative questions and working together.	Asking investigative questions was a new finding and not evident in the literature. The literature places question-framing in the Empowering behaviour cluster, while the current research found this to be a facilitating coaching behaviour. The context of this study plays a critical role in the behaviours. The Leadership

			Brocato, 2003; Campbell & Evans, 2016; Dahling et al., 2016; David & Matu, 2013; Dawber, 2019; DiGirolamo & Tkach, 2019; Ellinger, 2003; Ellinger et al., 2018; Ellinger et al., 2006; Ellinger & Bostrom, 1999; Ellinger & Bostrom, 2002; Ellinger et al., 2011; Ellinger et al., 2003; Ellinger et al., 2008; Ellinger et al., 1999; Evered & Selman, 1989; Fatien & Otter, 2015; Gilley et al., 2010; Graham et al., 1994b; Grant, 2017; Hagen, 2012; Hamlin et al., 2006; Hamlin et al., 2004; Jug et al., 2019; Kim et al., 2013; Matsuo, 2018; McCarthy & Milner, 2020; Orth et al., 1987; Passmore, 2007; Seemann et al., 2020; Steelman & Wolfeld, 2018; Wheeler, 2011; Whitmore, 2009)		and Management Competency Framework governs the behaviours in the public sector.