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Factors influencing the use of managers as performance coaches in a human settlement organisation in South Africa

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Factors Influencing the Use of Managers as Performance Coaches in a Human Settlement Organisation in South Africa

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ABSTRACT

Organisations in today's competitive economy have come to appreciate some of the inherent benefits to be gleaned from using managerial coaching in their existing people and performance management strategies to create a learning organisational culture. While there is recognition of the importance of the role of managers as performance coaches, the concept has not been fully embraced.

This study investigated the factors influencing the use of the manager as performance coach concept within the Human Settlements organisational context in South Africa. The primary research problem being that the concept of managers as performance coaches, as a critical element of the organisation's performance management policy, was ostensibly not being conducted within the organisation, which in turn impacted on the organisation's overall performance. Moreover, the study explored the potential reasons why performance coaching was not taking place, from the perspective of the supervisor.

An exploratory qualitative methodology was selected to conduct the study at a Human Settlements organisation in Gauteng, South Africa. A purposive sampling technique was followed to select the fifteen (15) supervisors/managers as participants, having not complied with the performance coaching requirements of the organisation's performance management policy.

The study builds on the emergent research on managers as performance coaches and presents the practical implications for practitioners and organisations seeking to implement performance management systems that incorporate managers as performance coaches to enhance organisational performance. The importance of understanding the organisational culture and context when selecting a performance management system that incorporates the manager as performance coach concept cannot be underestimated. The study illuminates the vital role of Leadership in driving organisational performance if performance management systems incorporating the manager as performance coach concept are to succeed.

The findings from the study identified the organisational culture and context, the human resources function, the overall performance management policy and performance coaching as an element of the performance management system, the impact of the organisational strategy on interrelationships and dependencies within the organisation, the supervisor and their capabilities, the work environment, the Leadership as a contributing factor, non-compliance to the performance management policy, lack of consequence management practices and compliance to policies, as influencing factors in the use of managers as performance coaches within this Human Settlements organisation.

KEY WORDS: Manager-as-Performance Coach, Performance Management, Non-compliance, Consequence Management.

DECLARATION

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

Name: Jeanine Dennis **Signature:**

Signed at ……

On the 2nd day of July 2021

DEDICATION

I dedicate this research report to God, my heavenly family, including my late father, my precious son, husband and mother for their unwavering support and encouragement through the entire process. I will always be eternally grateful for your presence in my life.

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LIST OF ACRONYMS

Acronym	Description
CEO	Chief Executive Officer
CIPD	Chartered Institute of Personnel and Development
COVID-19	Coronavirus Disease
EXCO	Executive Committee
HR	Human Resources
HRD	Human Resources Development
KPA	Key Performance Area
KPI	Key Performance Indicator
LMX	Leader-Member Exchange
MANCO	Management Committee
MBTI	Meyers-Briggs Type Inventory
NDoHS	National Department of Human Settlements
NDP	National Development Plan
NPC	National Planning Commission
OD	Organisational Development
PSC	Public Service Commission
QDA	Qualitative Data Analysis
RO	Research Objective
SMART	Specific, Measurable, Attainable, Realistic,
VUCA	Volatility, Uncertainty, Complexity, Ambiguity

CHAPTER 1: - INTRODUCTION

1.1 Introduction

In Chapter 1 the purpose and context of the study will be presented followed by the research problem, research objectives, as well as a brief summary of the significance of the study, the delimitations and assumptions are presented.

The aim of this research is to investigate the perceived factors that might be influencing the use of managers as performance coaches, in a Human Settlements Organisation in South Africa.

The study further aims to establish the potential reasons why supervisors (which include line managers, managers, and senior managers) might not be conducting performance coaching as prescribed by the organisation's performance management policy and procedures, from the perspective of the supervisor.

1.2 Context of the Study

The context of this study is based on the academic research literature on the application of the use of the manager as coach, where coaching ought to be fully embedded into the performance management system of a human settlements organisation.

Such research may be of interest to organisations that wish to embed managerial coaching into their existing people and performance management strategies to create a learning organisational culture. Although a review of the literature on managerial coaching has become more popular within the management and human resource development fields, along with other fields such as nursing, research on the efficacy and outcomes of managerial coaching is still considered underdeveloped, both domestically and in international contexts (Agarwal, Angst, & Magni, 2009; Gilley, Gilley, & Kouider, 2010; Cox, Bachkirova & Clutterbuck, 2018).

Managerial coaching is also referred to as manager-as-coach, developmental, employee, or performance coaching in academic literature, and is for the most part

an unstructured process of giving individualised attention and guidance to subordinates to improve their performance and address personal challenges (Dahling, Taylor, Chau, & Dwight, 2016). Ellinger, Ellinger, Hamlin & Beattie (2010), concurs and provides a similar definition of the manager as coach stating that it can be described as a managerial tool that assists and supports employees to learn and improve upon their performance, by providing the requisite guidance, and encouragement for the betterment of the employee. Woo (2017), provides a different perspective stating that it is seen as a method of increasing organisational competitiveness by placing emphasis on the improvement of relationships between supervisors and subordinates and thus motivating both to improve.

The nature of the supervisor/subordinate coaching relationship is unique in comparison with other coaching relationships and practices such as executive or leadership coaching, peer coaching and life coaching. Gregory and Levy (2010, p. 111) best defines employee coaching within the context of this study, as follows:

> *"A developmental activity in which an employee works one-on-one with his/her direct manager to improve current job performance and enhance his/her capabilities for future roles and/or challenges, the success of which is based on an effective relationship between the employee and manager, as well as the use of objective information, such as feedback, performance data, or assessments."*

Ting and Riddle (2006), supports the notion that the managerial coaching endeavour relies heavily on the strength and quality of the coaching relationship to support the performance feedback aspect of managerial coaching and states that the manager/subordinate relationship would therefore differ widely across individual subordinates. This is because a typical supervisor-subordinate relationship would commonly encompass much more than just coaching (Gregory & Levy, 2010). It would include working together over years, encompass a variety of experiences of past performance reviews, positive and negative feedback exchanges, and other elements of their history together that impact the coaching relationship in some way (Gregory & Levy, 2010). The coaching relationship is therefore only one component of the existing supervisor-subordinate relationship. Although more research was conducted on the value of these coaching relationships, less research is done on

how the relationship impacts on the effectiveness of the coaching itself (Gregory & Levy, 2010).

Early research established the effectiveness of coaching was reliant on identifying when to coach and according to Mumford (1993) there are several potential precursors for identifying triggers of learning for supervisors where coaching might be appropriate. This may include new work assignments, new challenges, a shock or crisis, problem-solving within a group, different standards of performance or expectations, or an unsuccessful piece of work – this was supported in later research (Beattie et al., 2014).

On the other hand, whilst gaps and deficiencies of existing employees were reported to be the most common catalyst for performance coaching interventions, a qualitative study by Ellinger (2003) also identified other factors such as political and developmental complexities that served as triggers for coaching interventions (Ellinger et al., 2006). Examples cited from the research was high consequence issues that precipitated the need for performance coaching in prioritised assignments or projects and employee transitions that required supervisors to actively seek ways to develop the skills and capabilities of their subordinates (Ellinger et al., 2006).

The South African business context and other factors such as ethical dilemmas, political changes, corporate governance protocols, project complexity, funding constraints, community unrest, and societal pressures for housing delivery influence the Human Settlements organisation's managerial space and how employees are managed to perform on strategic objectives (Companie, 2020). The above are some of the factors that have a bearing on the supervisor and subordinate relationship, and how the work context is dealt with (Gregory & Levy, 2010; Thompson & Cox, 2017; Thompson, 2019).

According to Ellinger et al. (2006), whilst some supervisors may recognise the importance of the coaching role, research suggests that factors such as short-term demands on managers, time pressures, lack of rewards or recognition for assuming the developmental roles, confusion about their roles, lack of a learning organisational climate conducive to coaching, and lack of skills and competencies may be potential

barriers that influence some supervisors in stepping fully into the performance-coach role within organisations such as the organisation under study.

This study aims to contribute towards understanding why managerial coaching would not be fully incorporated in the workplace when some of these factors are potentially experienced in the work context of the organisation under study, and could result in increased productivity, if implemented effectively.

In this study, a state-owned entity, established by an Act of Parliament to operate as a juristic person and public entity of the National Department of Human Settlements (NDoHS), will be examined to assess the state of managerial coaching and its implications on organisational performance. The state-owned entity is an extension of the Department of Human Settlement and sector's capability in the scope of its service and is mandated:

> *"...to identify, hold, develop and release state, communal and privately owned land for residential and community purposes and for the creation of sustainable human settlements; ensure and monitor that there is centrally coordinated planning and budgeting of all infrastructure required for housing development; and monitor the provision of all infrastructure required for housing development."*

In 2014 this mandate was expanded to include property development, project management, as well as the provision of human settlements support to other spheres of government. To support the revised business case, the organisation implemented an enhanced performance management system, which highlighted the importance of combining formal and/or informal coaching sessions with continuous and real-time on-the-job performance feedback conversations, to support employees in their contribution to achieve organisational, departmental, team and individual goals and objectives. Although the performance coaching is integrated as part of the performance management system, it has not yet gained traction with supervisors and based on poor submission rates of quarterly coaching reports, appears not to be widely implemented.

1.2.1 Performance Management within a Human Settlements organisation

Figure 1.1 below illustrates the performance management cycle a Human Settlements organisation, which starts with planning and contracting.

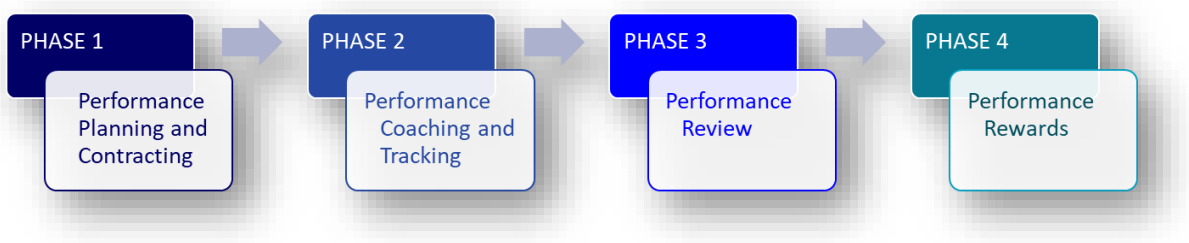


Figure 1.1: Illustration of the basic performance management cycle

Source: Performance management manual (2018)

Both the supervisor and subordinate should contribute to the discussion and agree on the outputs being contracted. Once performance contracting has taken place, the focus of the performance management process is towards the coaching of employees and tracking their performance throughout the year.

This process would entail informal, day-to-day monitoring through performance conversations, feedback, and on-the-job coaching, where required. Compulsory monthly one-on-one coaching sessions between the manager and subordinate to track performance and adjust course where necessary, is required. Formal mid-year and year-end performance reviews take place to assess performance against objectives. The performance rewards phase follows in the form of performance or incentive bonuses for eligible employees, based on the year-end performance review outcomes that are measured against an overall score on a four-point performance rating scale. The moderation committee, which is comprised of top management and chaired by the Chief Executive Officer (CEO), is convened to review and moderate the provisional departmental and individual performance scores against organisational performance (strategic objectives) of the organisation.

The moderation committee ratifies all performance rating scores which are then deemed as final. Disputes or disagreement on the final performance score is dealt

with by means of a formal appeal process and is considered by the Chair of the Moderation Committee, who is the final authority on the outcome of the appeal. Employees, who fail to meet a minimum score of the three (3), deemed good or competent performance, will undergo a poor performance management programme. The cycle of performance contracting starts after final assessment is concluded and the performance contract based on the cascading of strategic objectives that are approved for the following financial year is completed accordingly.

The main purpose of the phases is to successfully achieve the objectives and goals set for the year, on organisational, departmental, team and employee levels.

Figure 1.2 below illustrates the role of the supervisor/manager in performance management at a Human Settlements organisation.



Figure 1.2: Illustration of the role of the supervisor/manager
Source: Performance management manual (2018)

This study investigates possible factors that may influence the use of managers as performance coaches, as an embedded practice in the performance management system of a Human Settlements organisation.

1.3 Research Problem

Based on the above information, the primary research problem for this study will be defined.

1.3.1 Primary Research Problem

The primary research problem examined in this study are factors influencing the use of managers as performance coaches, in the context of the organisation's performance management policy (Gregory & Levy, 2010), to uncover the potential reasons for the apparent non-compliance to the policy guidelines and its effects on organisational performance (Gregory & Levy, 2010).

The link between performance management and managerial coaching as a means to achieving strategic objectives is notably absent. This omission inadvertently creates the perception that managerial coaching and performance management in general, is inconsequential in achieving organisational objectives which influences the level of buy-in to the manager as coach concept.

The implementation of the manager as coach concept is therefore influenced by the perceived level of endorsement from Leadership on managerial coaching as a strategic priority (Fatien & Otter, 2015; Grant & Hartley, 2013; Hawkins, 2012; Rowland et al., 2017).

This research investigates the factors that might influence the use of managers as performance coaches in a Human Settlements organisation.

1.4 Research objectives

The following research objectives were defined for this study:

Research objective 1: To Identify the perceived factors that might influence the use of managers as performance coaches in a Human Settlements organisation.

Research objective 2: To investigate the influence of the identified factors on the use of managers as performance coaches in a Human Settlements organisation.

Research objective 3: To investigate the influence of apparent non-compliance in the use of managers as performance coaches on organisational performance of a Human Settlements organisation?

1.5 Research questions

Based on the above research objectives the following research questions were defined for this study:

Research question 1: What are the perceived factors that might influence the use of managers as performance coaches in a Human Settlements organisation?

Research question 2: What is the influence of the identified factors on the use of managers as performance coaches in a Human Settlements organisation?

Research question 3: What is the consequence of the apparent non-compliance on the use of managers as performance coaches on organisational performance of a Human Settlements organisation?

1.6 Significance of the study

The importance of the study is that it contributes positively towards academic knowledge in the use of managers as performance coaches in the Human Settlements context in South Africa, and examines the perceived factors that might influence how readily managers incorporate managerial coaching as an integrated tool in performance management practices. The study also examines how non-compliance with the performance management policy and lack of clear consequence management influences organisational performance which is not usually combined in research on managerial coaching.

Recent studies on managerial coaching have focussed on coaching behaviours on employee performance (Zuñiga-Collazos, Castillo-Palacio, Montaña-Narváez, & Castillo-Arévalo, 2020; Ribeiro, Nguyen, Duarte, de Oliveira, & Faustino, 2020; Kim, 2010) and the benefits of coaching on career commitment, job performance, work engagement (Ladyshewsky, & Taplin, 2018). The interplay between organisational

learning culture, the manager as coach, self-efficacy, and workload on employee work engagement (Vandenberghe, Bentein, & Panaccio, 2017; Raza, Ali, Ahmed, & Ahmad, 2018; Ali, Arbi, Raza, Malik, & Sheikh, 2020).

Most studies focus on how managerial coaching enhances performance of employees (Zuñiga-Collazos, Castillo-Palacio, Montaña-Narváez, & Castillo-Arévalo, 2020; Ribeiro, Nguyen, Duarte, de Oliveira, & Faustino, 2020; Kim, 2010), however few studies have however been conducted on the factors influencing the integration of managerial coaching as an embedded practice within performance management and the consequences on organisational performance when the strategy is not fully endorsed by leadership (Hawkins, 2012).

The study examines factors that could potentially influence the implementation of managerial coaching, such as the supervisor capability to undertake managerial coaching and foster high leader-member-exchange relationships with subordinates, the influence of organisational culture and how this affects productivity and the work environment. The role of Leadership in driving managerial coaching as a legitimate management practice to leverage continuous learning and development towards organisational performance objectives, and how these factors cannot be under-estimated if managerial coaching is to thrive, is further examined.

The study further seeks to uncover some of the consequences of the identified factors to better understand how contextual factors influence organisational performance. The study therefore contributes to the body of research towards understanding some of the complexities influencing the use of managers as performance coaches within a Human Settlements organisation.

The study would therefore provide guidance to a variety of groups in the business community. Groups that may benefit from the research are as follows:

- Organisations investigating the effectiveness of the use of managers as performance coaches for incorporation into their performance management systems.

- Organisations seeking guidelines and recommendations on implementing the manager as performance coach in their organisations.
- Human Resource practitioners investigating the potential influences and complexities of using the manager as the performance coach concept into their organisations to better understand and refine their performance management practices.

1.7 Delimitations of the study

The research is a case study focusing on the perceived factors that influence supervisors' ability or willingness to consistently implement performance coaching as part of the performance management system. The study excludes mentoring, which is an agreement between two individuals to improve career development (Joo, Sushko, & McLean, 2012; Woo, 2017).

Only supervisors having subordinates and were based in the Gauteng Province, Head Office of the subject organisation, were interviewed. The study focused on the use of managers as performance coaches of individual subordinates, although supervisors might be responsible for team performance.

Of the qualifying supervisors based in the Head Office, Gauteng, only those supervisors who did not consistently submit the quarterly coaching reports for their subordinates over two consecutive quarters of the performance management cycle were considered as interview subjects.

1.8 Definition of terms

The definitions provided in this section are pertinent to this research.
Coaching: Kilburg (2000) defines coaching as a helping relationship between a supervisor and a subordinate to achieve mutually identified goals to improve performance, which will subsequently improve the effectiveness of the organisation.
Coaching behaviours: Ellinger et al. (2006) suggests four aspects of managerial coaching behaviours: “the manager as coach should communicate openly with others, needs to take a team approach instead of an individual approach with tasks,

tends to value people over tasks, and should accept the ambiguous nature of the working environment."

Performance coaching: Agarwal, Angst and Magni (2009) describe Performance coaching as "...coaching occurs in the on-going and persistent interaction between a supervisor and employee in which the supervisor provides constructive and developmental feedback, helps subordinates handle difficult problems or situations, and creates opportunities for practicing complex procedures before using them in the work setting in order to improve employees' performance."

Managerial coaching: Ellinger et al. (2010) has defined managerial coaching as "…a practice that helps employees learn and improve problem work performance by providing guidance, encouragement and support."

Performance Management: Bacal (1999:3) defines performance management as "…an ongoing process of communication and it is undertaken in partnership with the employee and his or her immediate supervisor".

1.9 Assumptions

It was assumed that the supervisors would make themselves available to participate and contribute to the research; that their responses to the questions would be based on their lived experiences within the organisational context; that all information was conveyed in honesty and to the best of their ability; that the participants understood the performance management policy and guidelines as it relates to managers as the performance coach of employees, as well as the organisational reporting requirements.

1.10 Conclusion

Chapter 1 introduced the purpose of the study which investigates factors influencing the use of managers as performance coaches in a Human Settlements Organisation in South Africa. The context, research objectives, significance of the study, as well

as the parameters within which the research study was conducted is presented to set the foundation for the discussion taking place in subsequent chapters.

The five chapters of this research study are further outlined below:

Chapter 1 - Introduction*:* In this chapter, the study was introduced and the background to the research problem provided. The research problem, and research objectives were defined, as well as a brief summary of the significance of the study, the delimitations and assumptions were provided.

Chapter 2 - Literature Review: In this chapter, the academic literature was reviewed on the use of managers as performance coaches and presented the information from recognised authors, journals, academic publications, and company records. The perceived factors influencing managers as performance coaches, with the associated propositions, were presented.

Chapter 3 - Research Methodology: This chapter provides the research design and methodology to be followed, as well as a description of the research instrument, data collection and analysis methods selected for this study.

Chapter 4 - Presentation of Findings and Discussion: The findings from the data analysis were presented in this chapter, as well as the discussion pertaining to each proposition in relation to the literature reviewed in Chapter 2. In the previous Chapter 4 the findings from the thematic data analysis derived from the data collected from the interview transcripts was presented, as well as the discussion pertaining to each of the propositions in relation to the literature reviewed in Chapter 2.

Chapter 5 – Discussion of Findings Recommendations: In Chapter 5 the findings of the literature review will be presented. The results of the primary study will be presented by research objective.

Chapter 6 – Conclusion and Recommendations: In Chapter 6, the findings from the propositions listed in Chapter 1 will be reviewed and the answers to the research questions will be presented. Only the key differences between the initial propositions

and the findings will be highlighted in the discussion. Recommendations will be presented for further research.

In Chapter 2 the literature review of the study will be presented.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The purpose of the literature review chapter is to examine the peer-reviewed research literature pertaining to the use of managers as performance coaches in organisations. The review will include the concepts as defined in the research objectives, the definitions and approaches to performance coaching, with a view to examining perceived factors that may potentially influence supervisors in conducting performance coaching with their subordinates or not, as found in academic literature.

The literature review will further discuss managerial coaching as it relates to performance management and ultimately organisational performance. The relevant theories that inform managerial coaching as a way to propel organisational performance, pertinent definitions, an analysis of the perceived factors that may influence the use of managers as coaches. The perceived factors reviewed will include, the supervisor/manager, their capabilities, the work environment or context, leadership commitment, compliance to the performance management policy, and consequence management as contributing factors that may influence the use of managers as performance coaches in a Human Settlements organisation.

2.2 Organisational Performance

As background, organisations world-wide are facing similar challenges of keeping up with an ever increasing VUCA (volatility, uncertainty, complexity, ambiguity) world (Bennett & Lemoine, 2014; Jamali, Khoury, & Sahyoun, 2006) where they need to find effective ways of adapting and creating more efficient ways of improving organisational performance through developing its employees (Kotter, 2008; Senge et al., 1999). Many organisations in South Africa have caught on and have sought to address these challenges by engaging in Human Resources Development (HRD) strategies that aim to ensure sustainable productivity and effectiveness through investing in their human capital (Anderson, 2013; Ellinger, Ellinger, Bachrach, Wang, & Elmadağ Baş, 2011; Rowland, Hall, & Altarawneh, 2017). Leaders and managers are increasingly being expected to develop employees and facilitate their learning as

a result of human resources practices being devolved to supervisor level (Johnson & Szamosi, 2018; Keegan, Huemann, & Turner, 2012).

Organisations have therefore leveraged efforts in developing the competencies of supervisors to help employees engender effective working relationships within workplace networks (Lengnick-Hall & Lengnick-Hall, 2003). The premise is that relationships are the foundation of organisational capabilities and poses an important resource for sustainable competitive advantage. Leaders therefore capitalise on individual differences to create shared values and beliefs about learning, to embed a learning organisational culture (Hawkins, 2012; Kotter, 2008; Lengnick-Hall & Lengnick-Hall, 2003).

2.2.1 What is Performance Management

Performance management as contended by Aguinis (2019) very simply is the link between the goals of the individuals with team goals which in turn are connected to the goals of the entire organisation. This demonstrates the importance of the need for the performance management system to have clear strategic congruence. They must all link together in order to be effective. Whether this is a process whereby management coordinates the effective management of individuals and teams to attain high levels of organisational performance or establishes a shared understanding about what is to be achieved and the approach to leading and developing people in support of that which must be achieved, ultimately, it is the way in which the supervisor and subordinate collaborate to sustain, improve, and build on existing employee performance is of great importance (Armstrong & Baron, 2005).

According to Aguinis (2009), performance management creates a direct link between individual performance and organisational performance objectives and makes the employees' contribution explicit which creates a shared understanding of what and how strategic objectives are to be achieved.

2.2.2 Performance Management defined

Performance is defined by Král and Králová (2016, p. 2) "…as a way of doing that an individual or groups of individuals is expected to show in a particular period". A performance management system normally has goals or a job description, precise job projections, makes provision for feedback, and coaching, where required (Zeb, Rehman, Saeed & Ullah, 2014, p. 281).

According to Obisi (2011), performance of an organisation can only be effective and efficient if all employees are continuously appraised and assessed. This is most often the reason why many organisations implement performance management systems.

2.3 Theoretical Foundations of Manager-as-Performance-Coach

Given the complexity of organisations, the theories and coaching approach that is selected as most suitable, must take into consideration the desired coaching outcomes and will ideally align with the relevant strategic imperatives, that speaks to the organisational context (Hawkins, 2012; Megginson & Clutterbuck, 2006).

When considering the theory that best underpins the objectives of this study, the Leader-member-exchange (LMX) theory which espouses leadership, learning organisations and job performance as interwoven, aligns itself positively with the use of the manager as performance coach concept. According to Joo (2012), LMX emphasises the importance of engendering quality professional relationships and networks within organisations that uphold the principles of creating a learning organisational culture (i.e. embedded performance management systems and strategic leadership capability). He further contends that the relationship-based approach to leadership correlates well with effective leadership processes incorporating the development of mature leadership partnerships between leaders/supervisors and followers/subordinates that garners multiple benefits for the individual, team and organisation (Joo (2012); Breevaart, Bakker, Demerouti, and van den Heuvel (2015).

Although the LMX theory incorporates both transactional and transformational leadership on the premise of a dyadic social exchange process that begins with a more limited social transaction, it is important to understand that as the relationship matures and increases in quality, it becomes more effective and transformative, expressing all the positive potentials for the supervisor, subordinate and organisation (Graen & Uhl-Bien, 1995; Van Breukelen, Schyns, & Le Blanc, 2006; Saleem, 2015). This aligns well with the fundamentals of the use of the manager as performance coach relationship and outcomes (Tanskanen, Mäkelä, & Viitala, 2019).

2.4 Perceived Factors Influencing Performance Coaching

Some of the factors cited in the available research literature that influence the use of managers as performance coaches will be presented in the next section.

2.4.1 Supervisor as a contributing factor

Beattie, Kim, Hagen, Egan, Ellinger, and Hamlin, 2014 asserted that the use of the manager as performance coach is often viewed by managers as a compliance exercise. This is because of the devolvement of people management from Human Resources to management (Johnson & Szamosi, 2018; Keegan, Huemann, & Turner, 2012). The changing role of managers is very often viewed as an additional administrative responsibility that takes them away from their real responsibilities and as a result, the coaching aspects of people management has also been labelled as administration, when the role holds so much potential to advance productivity (Conway & Monks, 2009; Maxwell & Watson, 2006).

Because of the pressurised work environments, most supervisors find themselves over-worked (Goleman, 2000), and pressed for time – the situation very often leads to subordinates being placed last on the priority list with appointments for performance coaching sessions either not being kept, or being regularly postponed (Beattie et al., 2014). This indirectly sends a message that the coaching sessions and/or the employee themselves, are not important. Situations that could be turned into teachable moments or coaching opportunities are very often not recognised or missed because of the work environment (Conger, 2013). In many instances

supervisors struggle to simply be available to subordinates for daily interaction (Keegan et al., 2012).

The transition of supervisors' management styles from hierarchical and transactional to coaching and transformational has progressed very slowly, particularly in the south African context and there is a need to change their management styles (Fatien & Otter, 2015) from instructive, advice giving, challenging, or confronting, to more facilitative, encouraging, and motivating management styles (Ladyshewsky, 2010). Knowing when to switch appropriately could be daunting without the requisite training and skills (Hawkins, 2012), which could impact on the subordinate, who would most likely fear performance coaching and not embrace it as an opportunity to develop. Supervisors should ideally tailor their approach to the individual subordinate being coached (Conway & Monks, 2009) and not apply a one-size-fits-all approach (Jones & Spooner, 2006).

Proposition 1: The supervisor is not fully committed to the concept of the use of managers as performance coaches.

2.4.2 Supervisor capability as a contributing factor

Managers particularly in technical environments struggle with soft skills and cultivating the emotional intelligence needed to engage in coaching discussions (Goleman, 1990; Companie, 2019). Engaging in active listening and being present is a skill that is not taught or acquired in education and training (Fatien & Otter, 2015; McCarthy & Ahrens, 2011). This could be difficult for many supervisors to apply and sustain with subordinates, which creates discomfort with the manager in the performance coaching process. Giving negative feedback and dealing with the reactions from subordinates can be uncomfortable and stress inducing, resulting in avoidance to engage in managerial coaching (Schermuly, 2014).

The supervisor should therefore be trained on managerial performance coaching and further provide training to their subordinates on the principles, as without the subordinate's understanding of what performance coaching is about, it will create a disconnect in common understanding about why coaching is important and what

potential benefits can be realised through coaching (Megginson & Clutterbuck, 2006).

Training for managers as performance coaches should be integrated and available for all levels and should be specifically tailored to the organisational context; specifically supervisor expectations based on the organisational strategy (Beattie et al., 2014). The programme should ideally be over an extended period allowing for coaching practice and follow up, before coaches are accredited, certificated, or licensed (Hawkins, 2012; Megginson & Clutterbuck, 2006). Hawkins (2012) agrees, and states that if the supervisor is not adequately trained on coaching principles, process, skills, and behaviours, then the manager as performance coach concept becomes ineffective without tangible performance outcomes (McCarthy, & Milner, 2013).

Proposition 2: The supervisor is not adequately trained and experienced to conduct performance coaching.

2.4.3 Work environment as a contributing factor

Because supervisors/managers have a history with their subordinates, past performance appraisals, rapport, trust, and confidentiality can play an important role in open communication as key foundations for effective performance coaching (Ladyshewsky, 2010). If trust is not securely in place, or if the subordinate experiences discomfort in being coached for performance, coaching is unlikely to be effective (Colquitt, Scott & LePine, 2007; McCarthy & Ahrens, 2011). Coaching therefore cannot have a one size fits all approach in its application (Jones & Spooner, 2006). If the relationship of the supervisor/subordinate is dysfunctional, and there is a lack of any of the key foundational factors mentioned above, including discomfort in showing vulnerability (Saks & Gruman, 2014; Ting & Riddle, 2006), then communication becomes strained and uncomfortable for both parties, resulting in avoidance or excuses for not participating in managerial performance coaching (Grant & Hartley, 2013).

According to a study conducted by Ellinger, Ellinger, Bachrach, Wang, and Elmadağ Baş, 2011, they found that in organisations where there is encouragement of relationship-based working environments characterised by employees making connections and building networks, enabling trust, and nurturing of strong collaboration amongst employees, this tends to reduce the need for developmental interventions by managers. They contend that managerial coaching literature supports the suggestion that organisational context is a critical factor in determining the extent to which an organisation relies on managers as coaches. Effectively, managerial coaching can only occur if both manager and subordinate are receptive and ultimately, each organisation will differ in establishing optimal levels of managerial coaching and other developmental interventions depending on the specific organisational context and individual needs (Ellinger et al., 2011).

Collaboration and sharing of coaching experiences amongst managers in the performance coaching role, is often not encouraged (Aguinis, 2009; Hawkins, 2012). Supervisors tend to focus their energies on task specific collaboration when required, but similar time is not afforded to creating manager as performance coach communities of practice (Franke & Felfe, 2012). Being coached by peers should ideally be encouraged to gain from the experience of being a coachee (McCarthy & Milner, 2013). Coaching is not always seen as a legitimate organisational work practice if leadership does not actively encourage, support and drive coaching as such (Ellinger et al., 2006).

It is widely recognised that the manager as performance coach process requires privacy, reflective space, and preparation for the coaching engagement. If the organisation is not supportive in creating the resources for the use of managers as performance coaches that create an enabling and conducive performance coaching environment, then the process becomes difficult and cumbersome to engage in as intended (Ladyshewsky & Taplin, 2018; Ting & Riddle, 2006).

Workplace environments that epitomise participation, openness and psychological safety may be more beneficial to learning than others (Mazutis & Slawinski, 2008).

Proposition 3: The work environment is not conducive to the use of managers as performance coaches.

2.4.4 Top Leadership as a contributing factor

Top management, or Leadership, is responsible for the organisation's strategy and the implementation of policies and procedure to manage employee performance within the organisation (Jabbar & Hussein, 2017).

There should be a constant interplay between the mission, vision, and strategic objectives (Aguinis, 2009). The strategic planning process communicates the organisation's mission and strategic objectives to employees. Strategic planning allows for the purpose or reason for the organisation's existence to be clearly defined and understood by employees. Communicating the vision for what the future of the organisation looks like and the plan for getting there is crucial. If there is a lack of understanding about where the organisation wants to go or if the relationship between the organisation's mission and strategy is unclear, there will be a lack of clarity on what each employee needs to do to contribute towards strategic objectives (Aguinis, 2009; Armstrong, 1994).

Performance management and the concept of managers as performance coaches must be driven by top management, with credible role models that champion the integration of performance coaching. This can be done by recognising and rewarding coaching behaviours as part of the management function (Grant & Hartley, 2013; Tansky & Cohen, 2001). The concept of managers as performance coaches is unlikely to be taken seriously as a legitimate managerial practice, if not fully endorsed by Leadership; thus buy-in from all levels of the organisation is needed for managerial performance coaching to be integrated and embedded in the organisational culture (Fatien & Otter, 2015; Grant & Hartley, 2013; Hawkins, 2012; Rowland et al., 2017).

Leadership is responsible for building the culture of the organisation (Senge,1990). Leaders should therefore ensure that a healthy, performance focussed culture is

encouraged, and that the organisational culture is firmly embedded in the organisational structure and strategy (Fatien & Otter, 2015).

Proposition 4: Top management is not fully committed to the strategy of the use of managers as performance coaches.

2.4.5 Consequence management as a contributing factor

The age-old adage of 'you get what you measure' is still true today (Armstrong, 1994). According to Munzhedzi (2016) as long are there are no consequences for inappropriate behaviour, public institutions often continue to have findings on non-compliance with policy prescripts. He further posited that the executive responsible for accountability should enforce appropriate consequences for officials not complying with the requirements of an applicable regulation (Munzhedzi, 2016). It can therefore be suggested that if there is no measurement of compliance and adherence to the performance management policy, and no consequences for non-compliance, there is no reason or incentive for supervisors to change their behaviours. The Public Service Commission (PSC, 2008) report echoed the concern that Senior Managers did not use performance management effectively and often entered into performance agreements for compliance purposes only. It was further reported that the ineffective use of performance management was an indicator of inadequate accountability and delinquent compliance in the public service (PSC, 2008).

To ensure compliance, it should be included in the performance management policy as a Key Performance Indicator (KPI) for all supervisors, irrespective of job title or level. This will ensure that supervisors conduct performance coaching when required, which in turn will increase the morale of the subordinates and have a positive effect on productivity and ultimately, organisational performance.

Proposition 5: There are no consequences for not complying with the performance management policy.

The above factors, although not exhaustive, are some of the key factors influencing performance coaching by supervisors/managers.

2.4.6 Compliance to the Performance Policy as a contributing factor

The Public Service Commission (PSC) responsible for oversight and monitoring of the South African public service, in its discussion document to evaluate some of the key features of the public services included the performance management system as a topical issue. The PSC's assertion was that a prerequisite for effective performance management was good accountability frameworks (PSC, 2014). This concept was supported in the National Development Plan (NDP) for public service where it was stated that in many public service institutions' accountability had been eroded:

> "*The absence of a process for consequence management is largely due to the lack of a coherent accountability framework, which links job descriptions and responsibilities, performance management and bureaucratic purpose*" (NPC, 2011, p. 427).

Munzhedzi (2016, p. 2) concurred with the need for accountability frameworks and included the following that had eroded in the process:

> "…*reporting on progress, performance, failures, successes, actual versus targeted performance and the general exercise of authority, delegated by a superior authority*."

The NDP further emphasized the dictum that: 'Managers must manage' and that the dictum should be applied at all levels of the public service, and as such, should be an implicit part of the management function that is accountable for compliance (PSC, 2014).

Proposition 6: There is an apparent culture of non-compliance to the performance management policy that has a direct impact on organisational performance.

2.5 Propositions defined for this study

To explore these objectives further, the following propositions and questions in Table 2.1 were formulated:

Table 2.1: Summarised research objectives, propositions, and questions

RO	Research Objective	State Proposition	Research Question
1.1	Identify the perceived factors that might influence performance coaching in a Human Settlements organisation.	The supervisor is not fully committed to the concept of performance coaching.	What are the perceived factors that might influence the use of managers as performance coaches in a Human Settlements organisation?
1.2		The supervisor is not adequately trained and experienced to conduct performance coaching.	
1.3		The work environment is not conducive to performance coaching.	
2.1	To investigate the perceived influence of the identified factors on performance coaching in a Human Settlements organisation.	Top management is not fully committed to the strategy of performance management.	What is the influence of the identified factors on the use of managers as performance coaches in a Human Settlements organisation?

3.1	Investigate the impact of apparent non-compliance of performance coaching on organisational performance of a Human Settlements organisation.	There is a culture of apparent non-compliance to the performance management policy that has a direct impact on organisational performance.	What is the consequence of the apparent non-compliance on the use of managers as performance coaches on organisational performance of a Human Settlements organisation?
3.2		There are no consequences for not complying with the performance management policy.	

Source: Researcher

2.6 Conclusion

In this chapter, the academic literature was reviewed on the use of managers as performance coaches and presented the information from recognised authors, journals, academic publications, and company records. The perceived factors influencing managers as performance coaches, with the associated propositions, was presented.

To address these research objectives and propositions from the study data, a specific research methodology will be followed as presented in Chapter 3, the findings derived from the data analysis conducted on the research data collected from the semi-structured interviews will be presented in Chapter 4 and the conclusion and recommendations will be presented in Chapter 5.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

The following section will present the research methodology and research design that will be followed for this study. The data collection will be introduced, as well as the population and sampling technique. The planned research instrument, an interview schedule together with the procedure for data collection will be described. The data analysis, which will be thematic analysis, is described and the limitations to the study will be presented. The trustworthiness of the research as well as the ethical steps to be taken will be discussed.

3.2 Research Approach

According to Ajagbe, Sholanke, Isiavwe and Oke, (2015, p. 320), a qualitative study can be defined as a process of:

> "*understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting*."

Qualitative research focusses on how people perceive the world and how they make sense of personal experiences (Ajagbe, et al., 2015). Therefore, a qualitative study endeavours to gain an in-depth understanding of a situation that is complex.

For this study, a qualitative approach will be used, as the study aims to investigate and gain a deeper understanding of the perceived factors influencing the use of the manager-as-a-performance-coach strategy that was implemented at a human settlements organisation.

3.3 Research Design

According to Zikmund (2003, p. 65), a research design, is a "…master plan specifying the methods and procedures for collecting and analysing the needed

information.” Exploratory research aims to explore the research questions and is not intended to provide final or conclusive solutions to existing problems.

The advantages of selecting an exploratory design for this study are that an exploratory design will save time and resources as it determines the type of research at an early stage. An exploratory design is also very flexible and lends itself to adaptation when change is required. The disadvantages of using an exploratory design for this study are that the number of samples are relatively small, and will not represent the entire senior, middle, and junior management team.

For this study, an exploratory design was used, as the study sought to explore the perceived factors influencing the use of managers as performance coach strategy that was implemented at the human settlements organisation. Identifying the perceived factors will enhance understanding on why the use of supervisors as performance coaches is apparently resisted as a strategy, which conversely will assist in making recommendations to the organisation on how to fully entrench the strategy into the performance management system.

3.4 Population and Sample

In this section the target population and sampling method used will be presented.

3.4.1 Population

According to Rahi (2017), a population is the total collection of elements about which reference need to be made.

Only supervisors/managers who have subordinates and are based at Head Office in Gauteng will form part of the target population. The target population will be the 24 supervisors based at Head Office that did not comply with the policy: each having a range of between one (1) and ten (10) direct subordinates reporting to them. The study focused on the use of managers as individual performance coaches although managers/supervisors may be responsible for team performance.

3.4.2 Sample and sampling method

According to Teddlie and Yu (2007), qualitative research typically uses purposive sampling techniques that may be defined as selecting units (e.g. individuals or groups) specifically for the reason that it is associated with answering a research study's questions.

For this study, a non-random sampling method, with a purposive sampling technique was used, where not every element in the population has an equal chance of being selected, and the selected participants were subject to inclusion and/or exclusion criteria, set by the researcher. The inclusion criteria was supervisors/managers who had not consistently; over two consecutive quarters of the performance management cycle, submitted performance coaching reports, as required. From the qualifying target population of 24 supervisors/managers at Head Office, only those supervisors/managers who were non-compliant, was considered as interview subjects.

According to Marshall, Cardon, Poddar, and Fontenot (2013), their research into developing evidence-based guidelines for estimating the ideal sample size in single case qualitative research studies found that in general, between 15 and 30 interviews were selected by authors in leading IS Journals. The sample size for this study was fifteen (15) supervisors/managers at Head Office, based in Gauteng, and factors such as annual leave, sick leave, study leave, resignation, and unavailability on the scheduled date, was taken into consideration. The sample size of 15 could be reduced if saturation was reached before all interviews had been conducted.

The participants included supervisors/managers who did not submit proof that performance coaching was conducted, and more specifically, failed to submit the completed "record of coaching template" documentation, to confirm that the process was undertaken and adhered to for two consecutive quarters.

3.5 Data Collection Methods

According to Rahi (2017), there are broadly, two categories of data used in research, namely, primary, and secondary data. In primary data, the data is collected from the primary source by means of direct observations, questionnaires, and interviews, where a researcher obtains the raw data directly from the respondents. Secondary sources of data refers to instances where information is gleaned from data already gathered and recorded, that allows the researcher to extract information from data that already exists (Rahi, 2017).

Gill, Stewart, Treasure, & Chadwick (2008) states that there are three basic forms of research interviews, namely, structure, semi-structured and unstructured interviews. As this study seeks to gain a better understanding of the perceived factors influencing the use of managers as performance coaches as a performance management tool, semi-structured interviews were used to gather the data.

For this study, the instrument used was an interview schedule to gather primary data. A list of interview questions was drafted to gain more in-depth information from the selected respondents on why the use of managers as performance coaches concept as a strategy by the Human Settlements organisation, is not embedded as part of the performance management system.

3.6 The research instrument

The primary method for collecting data was semi-structured interviews that although not completely formal, followed a specific interview protocol, where the questions were designed up front. The researcher was however still able to probe the participant, but in a more structured manner, with less of a conversational feel. This interview method afforded greater flexibility to the researcher to obtain in-depth information on a phenomenon.

The interview schedule contained two parts, A - B (See Appendix B).

Part A focussed on collecting biographical or demographic information from the participants. Demographics that will be used in this study are (a) the years of

experience on supervisory level, and (b), the number of subordinates reporting directly to the supervisor, as this could be contributing factors to the capability, experience, and workload of the supervisor. Other data collected was (c) indirect subordinates reporting to the supervisor and (d) the supervisor's highest qualifications.

Part B comprised 12 open-ended questions on the possible factors which might impact on performance coaching.

The data collected for this study will be stored in a lockable safe by the researcher for the required time as stipulated by Wits Business School, where after it will be destroyed and discarded.

3.6.1 Interview Questionnaire items linked with research objectives

An overview of how constructs and concepts identified in literature link up with items in the questionnaire presented in Table 3.1 below.

Table 3.1: Link between research objectives, state propositions and interview guide questions

RQ	Research Objectives	State Proposition	
1	To identify the perceived factors that might influence the use of managers as performance coaches in a Human Settlements organisation. .	1. 1 The supervisor is not fully committed to the concept of the use of managers as performance coaches.	B4, B5 and B 6
		1.2 The supervisor is not adequately trained and experienced to conduct performance coaching.	B5
		1.3 The work environment is not conducive to the use of managers as performance coaches.	B6
2	To investigate the influence of the identified factors on the use of managers as performance coaches in a Human Settlements organisation.	2.1 Top management is not fully committed to the strategy of the use of managers as performance coaches.	B2, B11 and B12

3	To investigate the influence of apparent non-compliance in the use of managers as performance coaches on organisational performance of a Human Settlements organisation.	3.1 There is a culture of apparent non-compliance to the performance management policy that has a direct impact on organisational performance.	B7 and B9
		3.2 There are no consequences for not complying with the performance management policy	B3, B8 and B10

To answer these research objectives data was collected with semi-structured interviews as presented in the next section.

3.7 Procedure for data collection

Fieldwork: The data collection method for this study was semi-structured interviews, which was conducted face-to-face with each participant or remotely via Microsoft Teams due to the COVID-19 pandemic, where requested by the participant. The face-to-face interviews were conducted in a private venue at the Head Office site in Gauteng Province. All participants were approached prior to ascertain their willingness to participate in the study and was presented with the covering letter for signed consent. The informed consent form clarified the purpose of the study, that participation was voluntary, that all information would be kept strictly confidential, that all precautionary steps would be taken to ensure that no harm came to any participant, that interviews would be recorded to maintain the accuracy of data and that no personal details of any participant would be linked to the data provided. Participants were also assured that they could withdraw from participating in the study at any time. A more detailed description is provided in the ethical considerations section of the report.

3.8 Data analysis and interpretation

Sykes, Gani and Vally (2016, p. 274) defined data as “...facts, observations, and information that comes from investigations, and is the foundation upon which new knowledge is built'. Authors such as Bryman and Bell (2011) and Braun, Clarke, Hayfield and Terry (2014) emphasised the need for all researchers to learn thematic analysis, as it is flexible and has the benefit of identifying and translating concepts into themes from the collected data.

Thematic analysis was utilised to analyse the data that was gathered for this study, as it provided the opportunity to identify patterns and themes in the data collected, which would be further explored. Thematic analysis consists of the following six steps:

- *Step 1: Develop an understanding of the data:* Reviewing the data from each participant numerous times in an iterative process to allow for an analytical process to unfold that addressed the research questions in a meaningful way (Braun & Clarke, 2006).
- *Step 2: Generation of initial codes:* This aspect required being cognisant of interesting features of the data that could represent some type of phenomenon. This phenomenon may be a concept, belief, action, theme, cultural practice, or relationship. The data is then collated into initial codes to generate coding categories developed in a methodical manner (Braun & Clarke, 2006; Tracey, 2019).
- *Step 3: Searching for patterns of meaning:* The transcribed interviews and initial codes were captured into the computer aided qualitative data analysis software using QDA Miner Software Programme. The programme helps in systematically coding, querying and building theory from qualitative data (Tracey, 2019).
- *Step 4: Reviewing themes:* This is the process of reflecting, reviewing, and checking to establish whether the identified themes are appropriate and fit in relation to the coded extracts and the overall data set (Scharp & Sanders, 2019).

- *Step 5: Defining and naming themes:* This is the process of naming the themes so that it conveyed the essence of what the theme is and is not (Scharp & Sanders, 2019).
- *Step 6: Creation of findings report:* This process seeks to find compelling examples that provide strong evidence linking to the research questions of the study (Scharp & Sanders, 2019).

3.9 Limitations of the study

In most studies, the researcher will face limitations, which are outside their control:

- With qualitative research, the answers cannot always be generalised as being representative of the entire population, as only a small sample at one organisation was used.
- Transcribing the individual interview sessions from video and voice recordings was time consuming, which had an impact on the cost and time of the study. Transcriptions were outsourced to a professional.
- Qualitative research is subjective and often the researcher's bias is questioned, however, for this study, a statistician was appointed for the analysis.

3.10 Trustworthiness of the research instrument

The measures for rigour in quantitative research namely, internal validity, reliability, and objectivity, cannot be applied to qualitative research, however, the criteria in qualitative research, which is not an exact science, but rather an attempt to gain a deeper understanding of a phenomenon, is trustworthiness (Gunawan, 2015). Trustworthiness becomes a matter of persuasion whereby the researcher is viewed as having made their practices visible and auditable.

Unlike quantitative research, the qualitative approach tends not to rely on instruments with proven and established metrics for validity and reliability, and hence trustworthiness was tested, which included sub-sets such as transferability, credibility, dependability and confirmability (Nowell, Norris, White, & Moules, 2017).

3.10.1 Transferability

Transferability is the extent to which the results obtained from the study can be transferred by the readers to 'other contexts'. In this study, 'other contexts' refers to similar circumstances, populations, and/or phenomena. Purposive sampling was used to show that the research findings could be applicable to other situations or contexts, such as public service departments. Thick description means that all the research processes, from data collection, context of the study, to production of the final report will be explained (Anney, 2014).

3.10.2 Credibility

Credibility, or face value, is to establish whether credible information was obtained from the research participants. Credibility was checked sporadically during the interview process, by asking confirmation questions. An inspection was conducted during the process of thematic analysis to determine the degree of similarity in responses from individual participants, to see if it was consistent (Anney, 2014).

3.10.3 Dependability

An inquiry audit was done to establish dependability, which requires an external checker to review the data analysis to ensure that the findings are consistent and could be repeated under the same or similar conditions (Miles, Huberman, & Saldana, 2014, p. 312). In this study, the raw data and transcription of the recordings were outsourced and conducted by an impartial statistician to check and validate for dependability.

3.10.4 Confirmability

This is the degree to which the findings of the study can be confirmed by other researchers. According to Miles et al. (2014), confirmability is associated with the researcher's ability to be objective. Thus, all necessary steps were taken to present the participants' responses and views, and not that of the researcher’s. For this research a voice recorder or video recording via Microsoft Teams was used to record

the interviews. Notes were taken on the disposition and body language of the participants, as this provided additional clues to the participants' demeanour. Video recordings that were converted to audio together with the voice recorded interviews, were sent via email to an independent transcriber immediately or soon after each interview.

3.11 Ethical Considerations

Simundic (2013), posited that bias refers to any deviation from rigour during the data collection, data analysis, and publication thereof that could lead to distorted results and or inaccurate conclusions. However, it should be noted that bias can be deliberate or unintentional. For this study, the researcher was mindful of trustworthiness in the study and ensured that participants provided credible information and tested this by utilising probing questions where appropriate during the interview process (Cooper et al., 2014; Tracey, 2019).

While qualitative research is exploratory, it is acknowledged that the data collected from participants in the interview is subjective and based on the lived experiences of the participants in the organisational context. The data collected was therefore analysed with limited bias. For this study, the participants were selected to be representative of subject matter experts, irrespective of race or gender. Ethical considerations were adhered to, to ensure that no participant suffered any adverse consequences by participating in the study (Cooper et al., 2014). Ethical research puts an obligation on the researcher to act with integrity and commitment to not misrepresent or manipulate the data, results, and findings of the study (Cooper et al., 2014; Tracey, 2019).

No harm to participants: The potential harm to respondents may be disciplinary action for breach of confidentiality in sharing organisational information with a third party. This potential harm was managed by obtaining overall permission from the Human Settlements organisation’s Accounting Officer to conduct the research using the resources of the organisation (Cooper et al., 2014; Tracey, 2019).

Informed consent: Written consent to participate in the study was obtained from the respondents after providing the relevant information about the objectives of the study (Cooper et al., 2014; Tracey, 2019).

Permission to conduct the study: Written permission was obtained from the organisation's Accounting Officer, to conduct this study at the organisation's Gauteng site, using the relevant resources (Cooper et al., 2014; Tracey, 2019).

Confidentiality and anonymity: The participants understood the clauses confirming that their participation, identities, and responses would be kept confidential. The participants were advised that participation was voluntary, and that all personal information collected would not be shared or published. They further understood that the data would be saved in a safe place and destroyed after the study, by signing the consent form (Cooper et al., 2014; Tracey, 2019).

3.12 Conclusion

In this Chapter 3 an account of the research methodology employed by the researcher within the qualitative research paradigm was described. Trustworthiness of the results and issues concerning rigour i.e. credibility, transferability, dependability, and confirmability was demonstrated and lastly, ethical issues were included with an account of how these ethical considerations would be addressed, was presented.

In the next Chapter 4 the findings and discussion of the data analysis will be presented.

CHAPTER 4: PRESENTATION OF FINDINGS AND DISCUSSION

4.1 Introduction

In Chapter 4 the findings from the thematic data analysis derived from the data collected from the interview transcripts will be presented, as well as the discussion pertaining to each of the propositions in relation to the literature reviewed in Chapter 2. The research questions were used to organise the data gathered from the interviewing process with the participants. Codes were established to manage emerging themes from the data. The responses that specifically answered the stated propositions were used to discuss and explain the results in the context of the literature review.

4.2 Participation rate

Semi–structured interviews were conducted with 15 participants who occupy supervisory positions within the Human Settlements organisation.

4.3 Demographical data of the participants

The demographical information of the 15 participants from the Human Settlements Organisation is presented in Table 4.1 below.

Table 4.1: Demographical data of the participants of the semi-structured interviews (*n* = 15)

Years of experience as a supervisor?	**Total**
1-5 years	1
6-10 years	4
11-15 years	2
More than 16 years	8
Number of direct subordinates?	
1-3 subordinates	9
4-6 subordinates	4
7-10 subordinates	1
More than 11 subordinates	1
Number of indirect subordinates?	
1-5 subordinates	7
6-10 subordinates	1

More than 20 subordinates	1
None	6
Qualifications	
Degree / Diploma	5
Honours Degree	2
Master's Degree	7
No Data	1

As presented in Table 4.1 above, more than 8 of the participants have more than 16 years of experience as a supervisor, followed by 4 that have between 6 and 10 years of experience. Two of the participants have between 11- and 15-years' experience as supervisors, while one participant has less than one year of supervisory experience. Nine of the participants have between 1 and 3 direct subordinates followed by four participants that have between 4 and 6 direct subordinates. There is one participant who has between 7 and 10 direct subordinates and one participant with more than 11 direct subordinates.

A total of six participants have no indirect subordinates while seven has between 1- and 5 indirect subordinates. One participant has between 6 and 10 indirect subordinates and another has more than 20 indirect subordinates. Five of the participants have a degree or diploma and two have honours degrees. Seven of the participants have master's degrees and one participant submitted no qualification data.

4.4 Thematic analysis of qualitative data

A thematic analysis method was used to analyse the data collected from the 15 participants by means of semi-structured interviews. The aim of the semi-structured interviews was to develop answers to the following research objectives as defined in Chapter one of this study and provide answers to:

> **Research objective 1:** To identify the perceived factors that might influence the use of managers as performance coaches in a Human Settlements organisation.

Research objective 2: To investigate the influence of the identified factors on the use of managers as performance coaches in a Human Settlements organisation.

Research objective 3: To Investigate the influence of apparent non-compliance in the use of managers as performance coaches on organisational performance of a Human Settlements organisation?

The collected data obtained from the semi-structured interviews was analysed with a 6-step thematic analysis to determine patterns or relationships within the data. The transcribed data was coded and grouped into themes, and a thematic map was created as presented in Figure 4.1 below.

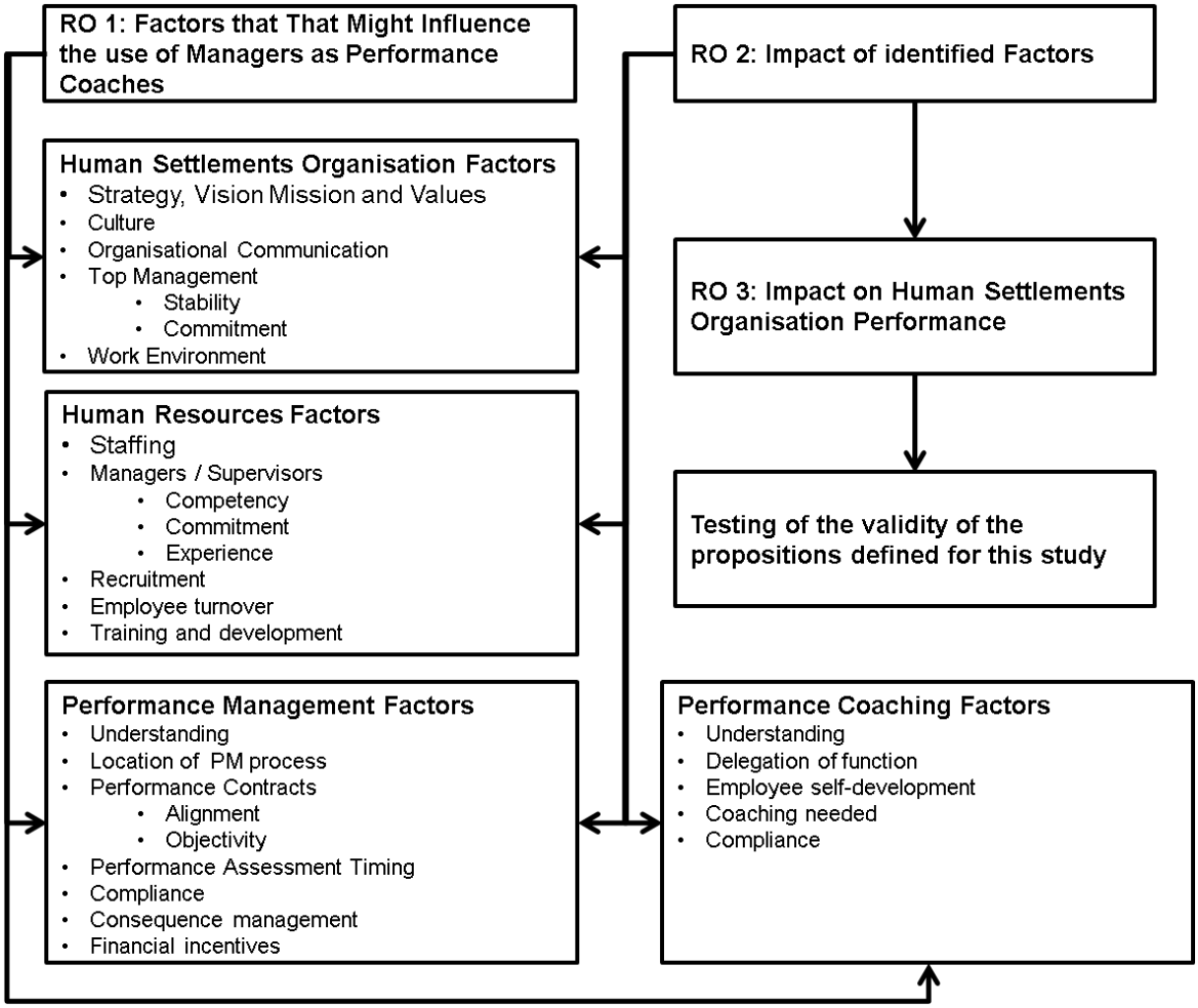


Figure 4.1: Thematic Analysis of the perceived factors that might influence the use of managers as performance coaches

The thematic map presented in Figure 4.1 will serve as the structure for the findings and discussion. The first of the main themes provides a background to the study and the other provides answers to the research questions. The reader must bear in mind that there may be overlaps or grey areas between the different findings that are reported.

4.5 Main Theme: Perceived Factors That Might Influence the Use of Managers as Performance Coaches

In the following section, the focus will be on reporting the findings of the thematic analysis that will be used to answer the first research objective of this study.

> ***Research Objective 1:*** *To identify the perceived factors that might influence the use of managers as performance coaches in a Human Settlements organisation.*

Based on the information collected from the participants, the following factors were identified as those that might have an influence on the ability of supervisors to be used as performance coaches in a Human Settlements organisation.

4.5.1 Theme: Human Settlements Organisation as a Factor

This theme provides the context of the Human Settlements organisational culture from the participants' point of view. This is how the participants, as employees experience the organisation on a day to day basis. As one participant stated: "*you have to understand how the system as a whole functions to understand the functioning of the organisation*" (Participant 9).

4.5.1.1 Sub-theme: Strategy, Vision, Mission and Values

The primary objective of the Human Settlements organisation is to provide housing. "*We need to deliver housing to people who need it, the eradication of the homeless battle*" (Participant 5). Over the last number of years, the organisation seems to be directionless because of ever changing top management or leadership. Some participants struggled to determine the strategic intent and vision of the organisation. "*There is no vision and no consistency in the Human Settlements Organisation; there*

is no direction" (Participant 10). This statement is supported by the following statement. "*Many employees do not even know what the organisation is trying to focus on in this current financial year*" (Participant 7).

The organisation is perceived as largely a reactionary organisation, which strives to attain targets set on a national level, rather than going out to innovate and create a sustainable organisation. "*If an organisation loses its strategic focus in a strict business environment, it would go out of business*" (Participant 7). According to the participants, two of the organisational values are performance orientation and excellence that can be linked to creating a performance culture. The importance of these two values is highlighted with the statement "*It is not only about performance, if we do not have that (meaning the values) as one of our key strategic goals, it's not going to be taken seriously*" Participant 2).

How the organisation is living its values is questioned by the participants. "*How are we living out our values? Are they just there by name, what is our lived experience of that value? If there is a different value system at top management, how can we respect those values?*" (Participant 9).

According to Jabbar and Hussein (2017), top management, or Leadership, is responsible for the organisational strategy and the implementation of policy and procedure to manage employee performance within the organisation (Jabbar & Hussein, 2017).

4.5.1.2 Sub-theme: Organisational Culture

The participants reported that the employees are not happy; it seems that there is a certain amount of fear amongst the employees.

There is a culture of not doing things on time. There are policies and procedures in place on how things should be done, but in many cases the employees will ignore it. "*The employee knows what to do, but because of behaviour based actions, related to ignorance, they choose to ignore what they are supposed to do*" (Participant 5).

There is a culture element of factionalism, us and them, where new people are not regarded as part of the organisation. "*It depends on who you are and on which side you are on to get your way, not about principles or policies*" (Participant 9). This finding is summarised in the following statement: "*The organisation is in a state of disarray for two years now, there is a culture of fear and intimidation, bullying - so that affects performance. It might be different in the regions, but where I am, the culture is very pervasive*" (Participant 9).

Managers as performance coaches are unlikely to be taken seriously as a legitimate managerial practice, if not fully endorsed; thus buy-in from all levels of the organisation is needed for managerial performance coaching to be integrated and embedded in the organisational culture (Fatien & Otter, 2015; Grant & Hartley, 2013; Hawkins, 2012; Rowland et al., 2017).

4.5.1.3 Sub-theme: Organisational Communication

It appears that organisational communication is a challenge within this organisation. Employees do not understand where the organisation is going or what they are supposed to be doing within the organisation. "*I'm dreading tomorrow as many people are leaving and we have not had sessions or training to tell us what's happening or what will happen when they leave*" (Participant 9). The grapevine seems to become the dominate communication channel within the organisation. "*There is minimal communication, and you get info in the passages, there is no proper communication. People worry about their contracts being terminated, others in the passage know their contracts will be extended, how do they know?*" (Participant 13).

If the relationship of the supervisor/subordinate is dysfunctional, and there is a lack of any of the key foundational factors mentioned above, including discomfort in showing vulnerability (Saks & Gruman, 2014; Ting & Riddle, 2006), then communication becomes strained and uncomfortable for both parties, resulting in avoidance or excuses for not participating in managerial performance coaching (Grant & Hartley, 2013).

4.5.1.4 Sub-theme: Top Management

In this organisation turnover in top management positions creates a serious problem of instability for this organisation. The following statements highlight the magnitude of the human resource problem in key positions. "*In the last year, we have had 8 CEO's*" (Participant 4). The outcomes of excessive turnover in key positions cause the following disruptions within the organisation. *"If you have a strategic leader with his own vision, and it gets implemented, but before it is fully implemented, there comes another one with his own vision, everything becomes disorientated; we do not have a vision to rely on*" (Participant 5).

Leadership is responsible for building the culture of the organisation (Senge,1990). Leaders should therefore ensure that a healthy, performance focussed culture is encouraged, and that the organisational culture is firmly embedded in the organisational structure and strategy (Fatien & Otter, 2015).

4.5.1.5 Sub-theme: Top Management Stability

Top management instability has had the impact that employees on tactical level struggled to determine the strategic intent and vision of the top management. Some participants expressed the view that top management was overly comfortable in dealing with operations and did not engage enough on a strategic level as they should - possibly that they were misdirected about what organisational performance is. Another reason was highlighted with the following statement. "*I think they speak about organisational performance and understand it, they are diligent, they want the organisation to perform, but they are paralysed by the contextual environment*" (Participant 9).

4.5.1.6 Sub-theme: Top Management Commitment

If top management is not committed to effective performance management, the performance of the organisation will deteriorate. In the past there was commitment, but this has changed. *"I believe that managers were committed to performance coaching and improving employee performance. However, in the past four years in the organisation – things have changed. It is every man for himself*" (Participant 1).

4.5.1.7 Sub-theme: Work environment

According to most of the participants the work environment is not conducive to performance coaching as driven by the dominant culture in the work environment; "*A culture of fear and intimidation that affects the work environment negatively*" (Participant 1).

It is widely recognised that the manager as performance coach process requires privacy, reflective space, and preparation for the coaching engagement. (Ladyshewsky & Taplin, 2018)

4.5.2 Theme: Human Resources functions as a Factor

In this section the findings about some key human resources concepts related to performance management will be presented.

4.5.2.1 Sub-theme: Staffing

The success of the organisation depends on the quality of the people it employs and how effectively they are managed. Participants reported that the organisation needs some restructuring as there does not seem to be equal staffing or resourcing between departments and that this may have an impact on employee morale. It seems that there may be perceived weakness within the organisation pertaining to how employees are promoted as one participant stated, "*This organisation has changed so much in the last 3 years. Managers become CEOs immediately*" (Participant 13).

4.5.2.2 Sub-theme: Managers and Supervisors

Managers or supervisors play an important role in the effective management of employees. They are primarily responsible for ensuring effective performance management within the organisation. This aligns well with the fundamentals of the use of the manager as performance coach relationship and outcomes (Tanskanen, Mäkelä, & Viitala, 2019).

Employees work better if they are led by example. Supervisors who do not lead by example create a problem as subordinates emulate what the supervisors do. "*If the manager does not take an interest in doing something, and they don't follow up, the subordinate will do the same*" (Participant 11).

This is supported in the literature where Beattie et al. (2014) stated that the perception is often that performance coaching by managers is forced upon staff, and in addition, because most supervisors are very busy, appointments for performance coaching sessions are often not kept, or are regularly postponed (Gregory & Levy, 2010). This sends a message that the coaching sessions and/or the employee themselves, are not important, valued, and respected.

4.5.2.3 Sub-theme: Supervisor Competency

A spectrum of views was reported by the participants. There are managers who have management skills and apply it effectively. However, some of the participants reported that most managers did not understand the organisation's expectations of their roles. "*Managers need training, as managers concentrate on work and forget you are working with people, they are not machines*" (Participant 13).

They might have theoretical knowledge but in practice they lack competence in managing their subordinates effectively. Some of the supervisors are competent but might lack the will to apply their skills on developing their employees. "*Most of them don't necessarily care, they just want the job done, the majority of managers may exhibit narcissistic behaviour, they don't want anyone to shine, only themselves to look good*" (Participant 3).

According to Fatien and Otter, (2015) performance coaching could be painful for supervisors from several perspectives. Engaging in active listening and being present is a skill that is not taught or acquired in education and training.

4.5.2.4 Sub-theme: Supervisor Commitment

A total of 10 participants indicated that there was very low commitment to performance coaching within this organisation. Some participants indicated that in

the past there was commitment but during the last year or two there was a steep downward trend in commitment. "*You may find pockets of commitment in the organisation, but it is not a consistent behaviour*" (Participant 2). Many supervisors are not committed to implementing performance management as pointed out by the following contribution. "*You will find some employees, in the entire time they worked in the Human Settlements Organisation, they never once sat down with their supervisors and do performance management*" (Participant 5).

This finding is supported in the literature as Keegan et al. (2012) posited that in many instances supervisors struggle to simply be available to subordinates for daily interaction.

4.5.2.5 Sub-theme: Soft Skills Experience of Supervisors

One of the challenges identified by the participants is the lack of soft skills amongst supervisors. Employees are approached in a negative way that is deemed not conducive to fostering good relationships and employee growth and development. "*Main reason is that people look at coaching as if a person doesn't know anything. They don't look at the task at hand from the positive point of view but in a negative way*" (Participant 4).

4.5.2.6 Sub-theme: Training resources

The ability of management to identify training needs as part of personal development plans in the contracting and coaching process might be lacking. The availability of financial resources for training purposes is linked to job specific criteria. If Human resources are approached with a good motivation on the training needs of employees, funding can be made available. "*Where there are gaps such as training or financial, or performance, the gaps becomes part of the agreement between the supervisor and individual as to what training can take place*" (Participant 2).

4.5.3 Theme: Performance Management Function as Factor

Performance management is a tool to ensure that work is delivered and is a continuous process (Bacal, 1999). In this section, the findings related to key concepts in performance management will be presented.

4.5.3.1 Sub-theme: Performance Management Understanding

On a strategic level, the organisation has set long term strategic objectives aligned to the National Department's priorities over a five-year period. The next step is to define organisational objectives that describe the actions needed to achieve the set strategic goals. These organisational objectives translate across the organisation to become tactical departmental objectives. These objectives are short-term (annual) and are further cascaded to the lower levels of the organisation as operational objectives. This means that all employees of the organisation are individually and collectively responsible for the achievement of the organisational strategic objectives. "*It must measure each individual and overall. Performance is overall, it cannot be on only a part, each employee must contribute to the overall organisational performance*" (Participant 7).

This statement is supported in the literature by Obisi (2011), who stated that the performance of an organisation can only be effective and efficient if all employees are continuously appraised and assessed. Megginson and Clutterbuck, (2006) asserted that performance coaching by managers should not be viewed as negative, or punitive, but as an opportunity to identify and rectify specific behaviours and shortcomings, which could be focussed on and corrected. Only then will all stakeholders benefit from the role of manager as performance coaches (Megginson & Clutterbuck, 2006).

These operational objectives are encapsulated in individual performance contracts that are used to monitor individual employee performance. Performance management is defined by the participants as "*a system used to monitor the performance of an individual and the organisation over a set period of time*"

(Participant 14) and "*to ensure the work is done, so you constantly monitor, ask for proof of work done*" (Participant 6).

This definition is supported in the literature by Bacal (1999, p. 3) that defines performance management as "…an ongoing process of communication and it is undertaken in partnership with the employee and his or her immediate supervisor".

4.5.3.2 Sub-theme: The Location of Performance Management

Human resources is the custodian of the performance management policy and is responsible for supporting the administration of the function, but management is responsible for the execution of performance management of employees. According to some of the participants, the performance management function rests with the Human Resources Department and not with line management, which is not the case within the organisation. "*Put performance back in the managers KPAs, performance management is a skill, not an HR task, let the managers do performance*" (Participant 6).

Conway and Monks, (2009) pointed out that there is often the perception that some supervisors view the role as performance coach as an additional administrative responsibility, or burden, that takes them away from their real responsibilities and as a result, they resist and resent having to engage in coaching. Very often, coaching is seen as an HR responsibility that was unfairly foisted upon supervisors.

4.5.3.3 Sub-theme: Performance Contract

The planning process comprises performance contracting as the first step in the performance management cycle, but the implementation thereof seems to differ between departments within the organisation. "*The consistency of the first step is very different in each department*" (Participant 2).

The content of the performance contract for similar functions seems to differ significantly across the organisation. In some cases, the content is mediocre, and others at a higher level. "*What we have found was that managers have a very soft and very different approach to how they develop performance contracts*" (Participant

2). It was reported that in many instances management focusses on the outputs of the performance contract and forget behavioural attributes, values, and code of conduct within the workplace to guide and coach employees; "*We are technically involved in our function, without focussing on the people element of being a manager*" (Participant 2).

Another participant reported the shortcomings in some performance contracts as being more focussed on keeping employees busy rather than ensuring that the content clarifies performance expectations that support the attainment of organisational performance goals. "*If you look closely at what are the indicators, is it to support the organisational performance, or is it just a contract developed to ensure a person is busy throughout the year*" (Participant 2).

4.5.3.4 Sub-theme: Objectivity of Performance Management

Performance contracting involves a human element in that the manager or employee's behaviour is influenced by thoughts, emotions and opinions on their lived experiences which creates a potential for bias in the assessment process as pointed out by the following contribution: "*All assessments are subjective by nature. We cannot pretend that we are not emotional. You cannot separate emotion from output or divorce yourself from your personal bias*" (Participant 3). If more than two people are involved in the performance management of an individual the chances are good that the assessment is not objective; "*So the performance of that individual is down to your perception, and to get around that, we include more evidence of deliverables that was met in that financial year*" (Participant 3).

There is some element of subjectivity linked to the implementation of the performance process as highlighted in the following statements "*If my output as a financial person is to pay invoices, and I do that, it does not mean I follow the correct processes, we are not measuring the detail*" (Participant 4) and "*I would say it is objective to a fault. This is to say that some of the assessments have been too generous*" (Participant 7).

The relationship with the supervisor plays an important role in the objectivity of the performance assessment, if the relationship is not good then it often poses a challenge for the employee "*It is very subjective as it depends on the relationship you have with your manager more than the portfolio of evidence that is needed to support achievement of performance goals"* (Participant 1). In some instances, the performance assessment is very lenient because performance incentive bonuses are involved. "*We shy away from the difficult things. So, we ignore it, hoping it will go away. We overlook the poor performance and give a 3 and then we also get bonuses"* (Participant 11). Performance assessment can have a demoralising effect on employees who do not receive performance feedback in the form of coaching. Employees are under the impression that they are performing well, but then are confronted with a negative performance assessment. "*I think it is problematic as people feel they put in an effort but then get a not met, it is problematic"* (Participant 11).

4.5.3.5 Sub-theme: Performance Assessment Timing

The performance management cycle includes two formal assessments, a mid-year review at 6 months and a final review at the end of the performance management cycle (12 months). If the performance assessment process is not supported by regular and on-going performance coaching sessions, then the performance assessment itself becomes a challenge as very often it is too late to apply corrective action. "*Time management with employees is seen as a secondary function in people management; they don't get measured on that in their own contracts, so they focus on the technical and not managerial functions*" (Participant 3).

4.5.3.6 Sub-theme: Compliance to the Performance management Policy

The deadlines for submission of performance information i.e. performance contracts, performance assessments and performance coaching reports are communicated by the human resources department. Line managers are required to comply with the deadlines for submission of the information for performance monitoring and record keeping as well as decision making purposes. The challenge within the organisation is that there is a lack of adherence to deadlines and malicious compliance to

performance management processes is prevalent in that submission of performance information is undertaken for the express purpose of complying with deadlines rather than ensuring the growth and development of employees through performance coaching. In many instances it is being done under duress, for the sake of compliance and not for the benefit of the employees. "*The organisational culture that is so bad because we do things for compliance and not for the intended purposes*" (Participant 1).

The participants expressed agreement that management was not committed to performance coaching and most managers did not engage with subordinates other than for mere compliance's sake as coaching was deemed not to be a priority in this organisation. *"You have an operational deadline that needs to be met, this resulted that performance assessments that are due on 30 June will be ignored, and eventually submit in July*" (Participant 9). One reason for non-compliance is *"the lack of understanding of a coaching role*" (Participant 2).

4.5.3.7 Sub-theme: Consequence management

There seemed to be a lack of concern about non-compliance or adherence to deadlines for performance coaching reports in this organisation because there seemed to be no consequences for offenders. "*They work around poor performance and what deliverables have not been met, but there are no consequences if they do not implement performance management*" (Participant 2). An identified consequence to non-compliance seemed to be the incentive bonuses as a financial impact on employees. "*The only thing is, if you don't comply, you don't get a bonus. I've not heard of anyone who has been disciplined for non-compliance*" (Participant 11).

According to Munzhedzi (2016) as long are there are no consequences for inappropriate behaviour, public institutions often continue to have findings on non-compliance with policy prescripts. He further posited that the executive responsible for accountability should enforce appropriate consequences for officials not complying with the requirements of an applicable regulation.

4.5.3.8 Sub-theme: Financial incentives

The link between performance management and financial incentives in the form of a bonus is tenuous. It was found that the perception of some supervisors was that the bonus incentive was used as a disciplinary tool as reflected in the followings statement: "*So if it happens that you are in conflict with your supervisor, it can be used to suppress or deny you financial remuneration*" (Participant 1). This sentiment is reflected in the statement. "*It is a tool that is used to suppress individuals in this organisation*" (Participant 1).

As performance management is linked to reward in the form of incentive bonuses, there is a perception that the financial incentive linked to performance is manipulated by management to serve their own agendas. "*There is a deliberate setting of a target that is missed, and it becomes a way of conning the supervisor to accept a lower target to get a higher score to get a bonus*" (Participant 12).

4.5.4 Theme: Performance Coaching Function as Factor

In this section the findings about key concepts related to performance coaching will be presented.

4.5.4.1 Sub-theme: Understanding of Coaching

The participants reported that there seemed to be a lack of understanding amongst employees and supervisors about what coaching is and how it could benefit subordinates and management, despite training received from human resources. The application of performance coaching across different departments seemed to be inconsistent and poses a challenge for cultivating effective and cohesive organisational performance. "*You cannot performance coach a department in one direction if the other departments are going in another direction*" (Participant 10).

4.5.4.2 Sub-theme: Delegation of Managerial Responsibilities

Participants reported that some line managers may not understand how the performance coaching role forms part of their management responsibilities and may

lack some of the personal attributes needed to be an effective performance coach. It was reported that in some instances this function was delegated to a subordinate who might not have the needed skills or experience required. "*We automatically give a function to an individual who might not be skilled and may not have the knowledge of what coaching entails*" (Participant 2).

4.5.4.3 Sub-theme: Employee's Self-development

Some of the participants expressed that employees are employed for their skills and experience in a job function and that it was expected of employees to perform and take responsibility for their own growth and career development. The following statement from a supervisor reflects this sentiment. "*As a manager I don't want to know if you are happy, I want a result, I expect a result, I am not interested in moving you up, if you want to move up, go. Go study, get your degree, and you can outperform yourself, and if there is a vacancy, you can apply*" (Participant 6).

4.5.4.4 Sub-theme: Compliance to the Coaching Policy

A reported challenge for supervisors is the prescript on the frequency of coaching engagements that needs to be provided to employees. It was alluded that coaching was a waste of time. "*This organisation is doing babysitting, we ask them how they are, how we can help them*" (Participant 6).

It was found that there is a culture of non-compliance to corporate deadlines and not adhering to timeous submission requirements. Compliance with policies and procedures is not prioritised, and in many instances the employees will ignore reminders on compliance to the performance coaching requirements of the performance management policy. "*The employee knows what to do, but because of behaviour based actions, related to ignorance, they choose to ignore what they are supposed to do*" (Participant 5).

4.6 Main Theme: Influence of Identified Factors as Contributing Factors

In this section the focus will be to report on the findings of the thematic analysis to answer the second research question.

Research Objective 2: *To investigate the influence of the identified factors on the use of managers as performance coaches in a Human Settlements organisation.*

The influence of the identified factors on the ability of supervisors to be used as performance coaches in a Human Settlements organisation is presented in the next section.

4.6.1 Theme: Human Settlements Organisation

Factors linked to the Human Settlements organisation might have an influence on the ability of supervisors to be used as performance coaches are presented in the next section.

4.6.1.1 Sub-theme: Influence of Strategy, Vision, Mission and Values

The organisation is mostly perceived as being a reactive organisation that delivers on targets set at a national level rather than proactively going out to innovate and create a sustainable organisation. "*If an organisation loses its strategic focus in a strict business environment, it would go out of business*" (Participant 7).

4.6.1.2 Sub-theme: Influence of Organisational Culture

Organisational culture refers to "how things are done" within the organisation. This organisation is exhibiting signs of a fragmented organisational culture. The participants reported that the morale is low amongst employees and that most employees do not appear to be happy with the organisation; it further seems that there is a certain amount of fear amongst the employees. "*The organisation is in a state of disarray for two years now, there is a culture of fear and intimidation, bullying, so that affects performance. It might be different in the regions, but where I am the culture is very pervasive*" (Participant 9).

4.6.1.3 Sub-theme: Influence of Organisational Communication

The participants expressed concern about the lack of clear communication. Employees do not seem to understand where the organisation is heading or what

they are meant to be focussing on as an organisation. There is an absence of clear leadership in "steering the ship". This will have an impact on organisational performance. The grapevine seems to have become the dominate communication channel within the organisation. "*There is minimal communication, and you get info in the passages, there is no proper communication*" (Participant 13).

4.6.2 Theme: Influence of Human Resources functions

Factors that relate to the Human Resources function might have an influence on the ability of supervisors to be used as performance coaches are presented in the next section.

4.6.2.1 Sub-theme: Influence of Staffing

The success of the organisation depends on the quality of the people it employs and how effectively they are managed. If employees are not managed effectively, it will have an impact on the employees' performance and in turn impact organisational performance. "*If the manager does not take an interest in doing something, and they don't follow up, the subordinate will do the same*" (Participant 11).

4.6.2.2 Sub-theme: Influence of Training resources

Financial resources are needed to provide training and development to employees to ensure that they are competent to execute the job function for which they were employed. If skills gaps are not addressed with training and development, this will have an impact on employee performance which in turn will have an impact on organisational performance. "*I am technical, but now I need to do other work like programming and development. It becomes part of my KPA, and I need coaching to develop my skills set – send me on training*" (Participant 10).

4.6.2.3 Sub-theme: Influence of Performance Management Understanding

Participants have reported a lack of understanding about what coaching is and how performance coaching can benefit the supervisor, subordinate, and organisation. Some supervisors have a level of trepidation regarding coaching and performance

management. Performance coaching seems to have become a compliance exercise to get rid of the onerous task rather than integrating coaching into the daily operations to enhance performance. Continuous coaching provides direction and focus on achievement of goals. "*Many people don't understand where we are going or what we are doing*" (Participant 13).

4.6.2.4 Sub-theme: Influence of Employee Turnover

It was found that turnover of skilled and experienced employees was a major problem for the Human Settlements organisation. Staff turnover will have a major impact on organisation performance. This is reflected in the statement "*High volume of resignations of experienced employees and loss of memories*" (Participant 14).

Employees leave the organisation for a number of reasons. Good, skilled employees leave the organisation because they do not feel recognised and valued for their contributions towards the organisation. *"Employees will get to a point where they will leave if they cannot find a point where their performance and the organisation's performance align*" (Participant 2).

4.6.2.5 Sub-theme: Influence of Recruitment and Retention

The organisation appoints and trains Assistant Town Planners, these employees cannot be appointed to Town Planner positions if they do not meet the required years of experience criteria. This finding is supported in the statement that: "*When we recruit, we want people with 5 years of training*" (Participant 4). If the high employee turnover rates of the Human Settlements organisation are taken into consideration, there must be a reciprocal increased rate of recruitment processes within the organisation.

It appears that those who resign are just as easily replaced with new appointments without addressing the primary cause of employee turnover, for example: "*The organisation does not pay market related salaries, engineers for example come in at entry level salaries, we train them, and they leave in 3 years*" (Participant 4). Participants feel that management is not committed to addressing the real cause of

employee turnover as "*if management was committed, they will manage that, they will look at hiring, look at the age, monitor them*" (Participant 4).

4.7 Main Theme: Influence on Human Settlements Organisation Performance

In this section the focus will be on reporting the findings on the thematic analysis to answer the third research question.

> ***Research Objective 3:*** *To investigate the influence of apparent non-compliance in the use of managers as performance coaches on organisational performance of a Human Settlements organisation?*

Performance management as contended by Armstrong and Baron (2005) is a process whereby management coordinates the effective management of individuals and teams to attain high levels of organisational performance. According to Ellinger, et al. (2010) delivering on tasks often provides a valid excuse for not taking on issues that requires reflection, such as performance coaching. For supervisors performance coaching is an event that may take them out of their comfort zones and requires a different mind-set, which must be learned by supervisors who are responsible for performance coaching.

Based on the information collected from the participants, the Human Settlements organisational performance is impacted directly or indirectly by many internal factors as presented above. Some of the factors that influence organisational performance are highlighted below.

- *Performance Management:* Bacal (1999, p. 3) defines performance management as "…an ongoing process of communication and it is undertaken in partnership with the employee and his or her immediate supervisor". According to Obisi (2011), performance of an organisation can only be effective and efficient if all employees are continuously appraised and assessed. Some participants reported not having received coaching from their line managers, as prescribed by the performance management policy, they only engaged in the performance assessment procedures. From the information collected it is clear that performance management in this Human

Settlements organisation is ineffective. In some instances, employees are unintentionally remunerated for non-performance, which in turn will have a negative impact on the organisation's financial performance.

- *Not meeting organisational targets:* If the Human Settlements organisation cannot eradicate the housing backlog, it might result in the organisation closing down which will have a devastating effect on the employees and the communities they serve.
- *Employee retention:* In general most of the participants expressed the view that the organisation is not performing as it should, and that this had a negative impact on employee retention as highlighted by the statement: "*If overall we are really not performing, it just turns into a vicious cycle where people just give up*" (Participant 15). Excessive employee turnover and recruitment has a negative impact on the bottom line of any organisation. It is very costly for any organisation from a financial and performance point of view.
- *Coaching Compliance*: Coaching compliance is not a priority in this organisation. "*The reason for non-compliance is the lack of understanding of a coaching role*" (Participant 2).
- *Abuse of the performance management system:* As performance management is linked to a financial reward in the form of an incentive bonus, the system is manipulated. "*There is a deliberate setting of a target that is missed, and it becomes a way of conning the supervisor to accept a lower target to get a higher score to get a bonus*" (Participant 12). This implies that the organisation in some cases unintentionally rewards employees for non-performance.
- *Consequence Management:* Based on the data collected it is clear that consequence management is not applied in this organisation. No organisation can function effectively if there are no consequence processes in place. *"I know is that in terms of the policy if you perform below par i.e. below performance score of 3 then there is disciplinary action. I have never seen anyone who has undergone this*" (Participant 15).
- *Employee's view of reality:* It was found that how employees view processes and the reality is possibly not aligned. This is highlighted by the following

statement that is possibly not the case. "*This organisation has changed so much in the last 3 years. Managers become CEOs immediately*" (Participant 13).

- *Employee's financial impact:* Based on the information collected from the participant's, non-compliance to the performance management policy by supervisors has a financial impact on subordinates as they might not receive incentive bonuses.

4.8 Conclusion

In this Chapter 4 the participation rate and the demographical data collected from the 15 participants was presented. This was followed by a presentation of the findings of the thematic analysis. Lastly the findings of the trustworthiness of the 6 propositions defined for this study was compared with the data collected from the participants.
In Chapter 5 the conclusion and recommendations for the study are presented.

CHAPTER 5: DISCUSSION OF THE FINDINGS

5.1 Introduction

In the previous Chapter 4 the findings from the thematic data analysis derived from the data collected from the interview transcripts was presented, as well as the discussion pertaining to each of the propositions in relation to the literature reviewed in Chapter 2. In this Chapter 5 the findings of the literature review will be presented. The results of the primary study will be presented by research objective and conclusions will be drawn from the research questions. The chapter ends with a conclusion about the research itself.

5.2 Research objectives for the study

The following research objectives and the propositions linked to them were defined for this study.

Research Objective 1: To identify the perceived factors that might influence the use of managers as performance coaches in a Human Settlements organisation.

- Proposition 1: The supervisor is not fully committed to the concept of the use of managers as performance coaches.
- Proposition 2: The supervisor is not adequately trained and experienced to conduct performance coaching.
- Proposition 3: The work environment is not conducive to the use of managers as performance coaches.

Research Objective 2: To investigate the influence of the identified factors on the use of managers as performance coaches in a Human Settlements organisation.

- Proposition 4: Top management is not fully committed to the strategy of the use of managers as performance coaches.

Research Objective 3: To investigate the influence of apparent non-compliance in the use of managers as performance coaches on organisational performance of a Human Settlements organisation?

- Proposition 5: There are no consequences for not complying with the performance management policy.
- Proposition 6: There is a culture of apparent non-compliance to the performance management policy that has a direct impact on organisational performance.

5.3 Discussion on the findings of the study

In this section, the findings from the literature review and primary research is presented.

5.3.1 Findings from each of the Propositions

The research findings in relation to the literature review on managers as performance coaches highlighted deficiencies in authentic leadership where the organisational policies espousing employee development to facilitate their learning and productivity was not fully realised (Johnson & Szamosi, 2018; Keegan, Huemann, & Turner, 2012). Supervisors are adequately equipped to meet the changing demands on the supervisory role, which would include helping employees engender effective working relationships within workplace networks and develop continuous improvement and innovation (Lengnick-Hall & Lengnick-Hall, 2003). The premise that relationships are the foundation of organisational capabilities for sustainable competitive advantage may not always be practiced effectively in different organisational contexts. The findings from this study highlight the shortcomings in matching human resource capability with appropriate organisational systems.

According to Aguinis (2009), performance management creates a direct link between individual performance and organisational performance objectives and makes the employees' contribution explicit, which creates a shared understanding of what and

how strategic objectives are to be achieved. The finding of the study shows how not making the link between individual performance and organisational strategic objectives explicit, impacts the effectiveness of the entire performance management system. When there is a disconnect between the manager as performance coach concept in the strategic goals of the organisation it inadvertently sends the message that the role of managers as performance coaches is not a priority, is not important or of strategic relevance. The performance management policy and performance coaching as a strategy, should therefore be congruent with unit and organisational strategic objectives (Aguinis, 2009).

The leader-member exchange (LMX) theory espousing the interrelationship between leadership, learning organisations and organisational performance was supported in the study. The use of managers as performance coaches is intended to elevate good manager-subordinate relationships and build trust within the organisation. According to Joo (2012), LMX emphasises the importance of engendering these quality professional relationships and networks within organisations to uphold the principles of creating a learning organisational culture (Tanskanen, Mäkelä, & Viitala, 2019). When the quality of the manager-subordinate relationship is low and trust is undermined, learning and development within the organisation is negatively impacted (Saleem, 2015).

The study found that perceived bias of managers for or against the subordinate eroded the trust relationship between supervisors and employees. Low LMX status meant that some subordinates felt disadvantaged by strained relationships affecting performance assessment and financial incentives based on performance outcomes. The lack of transparency and communication furthermore served as a barrier to creating relationship-based leadership networks, ultimately having an adverse effect on the development of progressive partnerships between leaders/supervisors and followers/subordinates. The Human Settlement organisation did not reap the positive potentials of positive LMX for organisational performance and in the assessment of the researcher remained at the social transactional leadership level (Graen & Uhl-Bien, 1995; Van Breukelen, Schyns, & Le Blanc, 2006).

The perceived factors influencing the manager as performance coach concept within the Human Settlements organisation included the supervisor as a contributing factor, supervisor capability as a factor, the work environment, top leadership, consequence management, and performance management compliance.

Supervisor as a contributing factor

The assertion by Beattie, et al., 2014 that the use of the manager as performance coach was viewed by managers as a compliance exercise was supported in the study and confirmed that managers found compliance to the prescripts of performance coaching time consuming in the busy schedules (Goleman, 2000). Busy supervisors tended to be time poor, spending very little quality time with subordinates (Conger, 2013), and when they did, they often missed or did not recognise coaching opportunities.

The role of manager as performance coach was also viewed as an additional administrative responsibility that syphoned away time and energy from their real responsibilities hence many put aside the task until the very last. In some instances supervisors struggled to simply be available to subordinates for daily interaction (Keegan et al., 2012). Participants reported ignoring reminders for the submission of performance information and regularly postponing coaching and performance reviews inadvertently sending the message that the coaching sessions and/or the employee themselves, were not important, valued and respected (Beattie et al., 2014). This contributed to the culture of non-compliance to deadlines and the performance management policy prescripts throughout the organisation.

The study found that coaching was seen by some of the participants as an HR responsibility which is contrary to the performance management policy of the organisation (Conway & Monks, 2009; Maxwell & Watson, 2006).

It was noted by some participants that supervisors had not learned to adapt their management styles (Fatien & Otter, 2015) from instructive, advice giving, challenging, or confronting, to more facilitative, encouraging, and motivating management styles (Ladyshewsky, 2010). Soft skills were found to be lacking in the technocratic environment of the human settlements organisation, affecting employee

engagement in coaching sessions. Due to inadequate training and experience, supervisors tended to resort to their default management styles (Conway & Monks, 2009) applying the ill-advised one-size-fits-all approach (Jones & Spooner, 2006). Engaging in active listening and being present is a skill that was not necessarily taught or acquired in education and training programmes (Fatien & Otter, 2015; McCarthy & Ahrens, 2011). This was identified in the study as a shortcoming in supervisory capability which created discomfort with managers in the performance coaching process. This accounted for some of the avoidance behaviours reported by participants when engaging in managerial coaching of subordinates (Schermuly, 2014).

Supervisor capability

Participants reported never having themselves been coached by their supervisors hence it would be difficult for those participants to be enthusiastic champions of coaching. According to Anderson, 2013, positive coaching experiences will encourage enthusiastic champions of coaching, while negative experiences will tend to encourage beliefs that it is a waste of time, in accordance to the experience. The sentiment from participants in the study was that coaching subordinates was a waste of time, similar behaviours demonstrated by the level of coaching engagement with their supervisors (Anderson, 2013).

According to Beattie et al. (2014), training for managers as performance coaches should be integrated and available to all levels and should be specifically tailored to the organisational context (Beattie et al., 2014). The study highlighted the need for the organisational context to be taken into consideration when introducing such interventions as detailed in the recommendations on findings of the study. A programme over an extended period allowing for both coaching practice and follow up, before coaches are accredited, certificated, or licensed (Hawkins, 2012; Megginson & Clutterbuck, 2006) is further endorsed with the need for training on coaching principles, process, skills, and behaviours. Without these foundational principles the manager as performance coach concept becomes ineffective without tangible performance outcomes. Subordinates should also benefit from training to

understand why coaching is important and what potential benefits could be realised through coaching practice (Megginson & Clutterbuck, 2006).

Work environment

The study found that relational factors played a key role in influencing the commitment of some managers to the performance coaching role. Factors such as the history between manager and subordinate, past performance appraisals, rapport, trust, and confidentiality (Gregory & Levy, 2010) did play a role in the perceived level authenticity of the manager in succeeding in the performance coaching role (Ladyshewsky, 2010). If trust was not securely in place, or if the subordinate experienced discomfort in being coached for performance, then coaching was unlikely to be effective (Colquitt, Scott & LePine, 2007; McCarthy & Ahrens, 2011). If the relationship of the supervisor/subordinate was dysfunctional, or lacked any of the foundational principles (Saks & Gruman, 2014; Ting & Riddle, 2006), then communication tended to be strained or uncomfortable for both parties, resulting in avoidance or excuses for not conducting managerial coaching (Grant & Hartley, 2013). The study supported the literature on the relational factors affecting the work environment.

According to a study conducted by Ellinger, et al. (2011), organisations that encouraged relationship-based working environments, enabled greater trust, and collaboration amongst employees which tended to reduce the need for developmental interventions by managers. They contend that managerial coaching literature supported the suggestion that organisational context was critical in determining the extent to which an organisation would rely on managers as performance coaches. Each organisation would therefore differ in their optimal levels of incorporating managerial coaching with other developmental initiatives depending on the specific organisational context and organisational needs (Ellinger et al., 2011). The study found that due to the organisational context and work environment, managerial coaching would be unlikely to be widely accepted.

Based on the study, and the admissions of participants, collaboration and sharing of coaching experiences amongst managers in the performance coaching role, did not

often occur and was not encouraged (Aguinis, 2009; Hawkins, 2012). Supervisors tended to focus their energies on task specific collaboration when required, but similar time was not afforded to creating manager as performance coach communities of practice (Franke & Felfe, 2012). In the context of the study, it was confirmed that coaching was not always seen as legitimate work and was not actively encouraged or supported by leadership as recommended by Ellinger et al. (2006). The work environment was seen as a key influencing factor in the use of managers as performance coaches.

Top management

Jabbar and Hussein (2017) asserted that top management was responsible for the organisation's strategy and the implementation of policies and procedures to manage employee performance and as such, there should be strong synergy between the mission, vision, and strategic objectives to individual operational objectives (Aguinis, 2009). The study found that participants did not always see the link as clearly and as a result, were confused about the organisation's mission and strategic objectives and how their role factored into meeting those objectives.

The study found that performance management and the concept of managers as performance coaches was driven by HR rather than by top management. This context gave rise to the false impression that the concept of managers as performance coaches was not part of the legitimate role of managers and not fully endorsed by Leadership; thus buy-in from all levels of the organisation suffered. If managerial coaching is to be integrated and embedded in the organisational culture it must be championed and supported by Leadership (Fatien & Otter, 2015; Grant & Hartley, 2013; Hawkins, 2012; Rowland et al., 2017).

Consequence management

According to Munzhedzi (2016) the lack of consequence management for inappropriate behaviours in public institutions will perpetuate findings on non-compliance to policy prescripts. He further posited that executives responsible for accountability frameworks should enforce appropriate consequences for officials not complying to applicable regulation (Munzhedzi, 2016). The study found that there was little compliance and adherence to the performance management policy, and no

apparent consequences for non-compliance. This endorsed the continuation of the behaviours that flout compliance to performance management and the manager as performance coach concept within the Human Settlements organisation and was viewed as a contributing factor to the lack of assimilation of the concept in managerial practices of the organisation.

5.3.2 Findings from the primary study

In this section the results from the data collection arising from the research questionnaire will be discussed in the context of the literature review section are presented.

5.3.2.1 Demographic profile of respondents

As presented in Table 4.1 above, out of the 15 participants a total of 8 had more than 16 years supervisory experience with only 1 that had less than 5 years of supervisory experience. The majority of the participants had between 1 and 6 subordinates except for one who had more than 11 subordinates. A total of 6 participants had no indirect subordinates while 7 participants had between 1 and 5 indirect subordinates and the other 2 participants had more subordinates. All of the participants are well educated as 5 of the participants had a degree or diploma and 2 had honours degrees while 7 of the participants had master's degrees.

5.3.2.2 Research Objective 1 findings

To identify the perceived factors that might influence the use of managers as performance coaches in a Human Settlements organisation.

The findings from the first research objective to identify the perceived factors that might influence the use of managers as performance coaches includes in random order, that there seemed to be confusion about the strategic direction of the organisation and how compliance to the performance management policy and manager as performance coach concept fits into the strategic objectives of the organisation. According to Aguinis (2009), the primary purpose of a performance management system is to assist the leadership to achieve strategic objectives. By

linking the organisation's strategic objectives to individual performance objectives, the performance management system reinforces the behavioural expectations consistent with the attainment of strategic organisational objectives.

Aguinis (2009) furthermore asserts that by linking individual performance objectives to organisational strategic objectives, even if for some reason the individual performance objectives were not met, it serves to communicate what the highest strategic priorities towards meeting organisational performance objectives are. Based on participants' reports there did not appear to be any link between the manager as performance coach concept in the strategic goals of the organisation. This inadvertently sends the message that the role of managers as performance coaches is not a priority, is not important or of strategic relevance.

The performance management system and performance coaching as a strategy should be congruent with unit and organisation's strategy, culture, and contextual considerations for the strategy to succeed (Aguinis, 2009).

There is an evident culture of non-compliance to corporate deadlines, policies, and procedures. Although the Human Resources department coordinates the submission of performance information and communicates relevant information and reminders to staff about deadlines and compliance to policies and procedures, these are not adhered to and there are no apparent consequences for non-compliance, which enables the perpetuation of non-compliance across the organisation.

There further seemed to be confusion with some managers about where the accountability and responsibility for performance management resided - the human resources department or the management. Managers did not seem to have the same understanding that performance management, including performance coaching, was part of management's role and responsibilities. This could indicate a need for a specifically tailored training initiative geared towards management responsibilities within the human settlements organisational context.

Some managers felt that resources across the organisation was inconsistent which led to some departments being under-resourced, over-worked and experiencing a

pressurised work environment characterised by exhausted and time-poor managers having limited time to meet with individual subordinates for coaching sessions.

Many supervisors in the organisation are technical experts due to the built environment core skill set in the human settlements context, who are not necessarily equipped at the same levels of capability to assume the performance coaching role. Many did not seem to understand what the coaching role entailed and how it could benefit themselves, their subordinates and organisational performance. This could indicate a lack of training, experience, skills, and behaviours that would enhance self-efficacy in coaching their subordinates. With some supervisors, there was no interest in fostering coaching relationships due to the management style of the supervisor or for other reasons that included strained relationships and lack of trust. Many supervisors viewed the performance management requirements of performance coaching as an administrative burden that carried little or no value in core business deliverables.

Another challenge identified was that the disruptive changes in the external environment such as changes in directives from the National Department in the sector which was often mirrored within the organisation and manifested in frequent changes within the executive leadership team. This created instability and inconsistent messages about the strategic direction and priorities of the organisation. What further exacerbated the contextual challenges was that the primary stakeholder often adjusted its deliverables or targets based on political priorities.

The organisational culture of the human settlements organisation seemed to be characterised by employees who are not engaged, and who do not feel safe to engage with or challenge top management and its decisions. There seemed to be a culture of management by fear and intimidation which creates poor collaboration, and a stifling of innovation and creativity which hinders organisational performance.

5.3.2.3 Research Objective 2 findings

To investigate the influence of the identified factors on the use of managers as performance coaches in a Human Settlements organisation.

The findings from the second research objective to investigate the influence of the factors influencing the use of managers as performance coaches was mostly attributed to the Leadership of the organisation and how successful they were in creating an organisational culture conducive to fostering a learning environment, characterised by collaboration, cohesion underpinned by the values of the organisation (performance orientation, team work, excellence, integrity and accountability) amongst employees in a complex and changing workplace.

5.3.2.4 Research Objective 3 findings

To investigate the influence of apparent non-compliance in the use of managers as performance coaches on organisational performance of a Human Settlements organisation.

It was found that Performance management was a process whereby management coordinates the effective management of individuals and teams to attain higher levels of organisational performance. Performance coaching while not a human resources department function but a core management function of supervisors, was not deemed as such within the organisation and hence was not seen as a core skill to be mastered and applied as part of the management function. If the performance management processes of an organisation are not implemented effectively and supervisors do not adhere to their intended roles as performance coaches, it could be posited that the influence on organisational performance will potentially manifest in the following adverse findings as detailed below.

It was found that *performance management* in this Human Settlements organisation was inconsistent and ineffective. In many instances the application of the performance management system differed across departments with the competence of managers to implement and apply the prescripts of the policy differing vastly depending on the understanding, capacity, ability and inclination of the supervisor to carry out the role of manager as performance coach as intended. The competence of the manager to effectively review employees in an objective manner with limited bias was questioned by some participants.

It was found that there was a perception that some employees were unintentionally remunerated for non-performance, because of the manipulation of the performance review processes – this will impact the financial performance of the organisation. In addition, some participants expressed that non-compliance to the performance management policy by supervisors had a perceived *financial impact on subordinates* as some did not receive incentive bonuses affecting employee engagement and morale negatively thus impacting organisational performance.

It was found that most participants agreed that n*ot meeting organisational targets* might ultimately result in the organisation closing down which would have a devastating effect on the employees and the communities they serve. An ineffective and non-performing organisation will have an impact on *employee retention* that may be costly for the organisation in terms of staff turnover and consequential recruitment costs having an adverse effect on the bottom line of any organisation.

Performance c*oaching compliance* does not seem to be a priority in the Human Settlements organisation. This implies that performance was not being monitored and reviewed on a regular basis resulting in the deterioration of optimal performance or in some instances, non-performance of employees that is not being timeously corrected or addressed, leading to the corrosion of employee performance and organisational performance in general, over time.

In this Human Settlements organisation, performance management is linked to a financial reward in the form of an incentive bonus. It was found that some employees and supervisors *manipulated the system* in different ways resulting in financial gain for some. It was apparent that *consequence management* was not prioritised or applied in a clear and consistent manner, leaving a perceived vacuum in this regard. No organisation can function effectively if there are no consequence processes in place.

There further appeared to be an *absence of communication and transparency* about events within the organisation and inaccurate information is inadvertently distributed via the informal grapevine having a negative impact on employee morale, productivity and ultimately, organisational performance. Based on this statement, it

was found that some employees had the perception that people were appointed in positions without the required qualifications and experience.

5.3.3 Research Conclusion

In this section the conclusions of the study, is presented by research question.

5.3.3.1 Research question 1 conclusions

What are the perceived factors that might influence the use of managers as performance coaches in a Human Settlements organisation?

5.3.3.2 Research question 2 conclusions

What is the influence of the identified factors on the use of managers as performance coaches in a Human Settlements organisation?

The conclusions for this objective is derived from the set of Propositions defined for this study in Chapter 2.

Proposition 1 conclusion: Based on the above information it can be concluded that *proposition 1* is credible in that it was stated that supervisors were not fully committed to the concept of the use of managers as performance coaches.

Proposition 2 conclusion: Based on the above information it can be concluded that *proposition 2* that stated that supervisors are not adequately trained and experienced to conduct performance coaching is credible.

Proposition 3 conclusion: Based on the above information it can be concluded that *proposition 3* that stated that the work environment is not conducive to the use of managers as performance coaches is credible.

Proposition 4 conclusion: Based on the above information it can be concluded that proposition 4 that stated that top management is not fully committed to the strategy of the use of managers as performance coaches, is credible.

Proposition 5 conclusion: Based on the above information it can be concluded that proposition 5 that stated that there are no consequences for not complying with the performance management policy, is credible.

Proposition 6 conclusion: Based on the above information it can be concluded that proposition 6 that stated that there is a culture of apparent non-compliance to the performance management policy that has a direct effect on organisational performance is credible.

5.4 Conclusion

In this Chapter 5 the findings of the literature review was discussed and presented. The results of the primary study was presented by research objective and the conclusion for each proposition confirmed. In chapter 6 the research questions will be answered, and recommendations will be presented to stakeholders will be made as input to the improvement of the outcomes of the study.

CHAPTER 6: CONCLUSIONS & RECOMMENDATIONS

6.1 Introduction

In the previous Chapter 5 the findings of the study in relation to the literature review were presented together with the conclusions. The findings from the propositions listed in Chapter 1 will be reviewed and the answers to the research questions will be presented. Only the key differences between the initial propositions and the findings will be highlighted in the discussion. Recommendations will be presented for each of the stakeholders mentioned in Chapter 1 and suggestions for further research will be presented. The chapter ends with a conclusions about the study.

Conclusions regarding research question 1

What are the perceived factors that might influence the use of managers as performance coaches in a Human Settlements organisation?

The supervisor is not fully committed to the concept of performance coaching.To summarise the findings from the first objective, the commitment from supervisors to undertake the performance coach role with their subordinates was questioned, and this was potentially due to the supervisors not being adequately trained and sufficiently experienced to conduct the managerial coaching. The work environment was furthermore not deemed conducive to managerial coaching. These were some of the perceived factors arising from the propositions that influenced the use of managers as coaches within the Human Settlements organisation under study.

Supervisor commitment as a factor.

Although there were a number of factors that had an influence on the findings on the implementation of managerial coaching, the supervisor's commitment taking on the coaching role was questioned. This study uncovered that managers did not necessarily view employee coaching as part of their managerial responsibilities particularly in the human settlements environment where there was an over-reliance on technical expertise rather than on the people management aspects of the managerial role (Companie, 2020). There seemed to be confusion about whether it

was a management or human resources responsibility to coach staff and engage in performance management activities.

The study found that commitment to one-on-one coaching with subordinates was undermined by the endorsement from leadership to focus their energies on housing delivery. Supervisor commitment was therefore diverted from people management as a priority. In this study, the work demands on managers was deemed a valid excuse for not conducting performance coaching and this seemed to receive endorsement from leadership (Ellinger, et al., 2010) as no consequence management was practiced and the commitment of the supervisor was diverted to delivery where leadership recognition and reward was directed.

Inadequately trained and experienced supervisors as a factor

It was found that the lack of commitment and competence of the manager to conduct coaching was interlinked. Many line managers had the capability, and technical competence but tended to lack the people skills (Companie, 2020). Most of the participants had postgraduate education that would include a management component, but they often did not seem to apply the training in practice.

Some participants reported that there seemed to be a confusion or lack of understanding amongst employees and supervisors about what coaching entailed and how it could benefit them, despite training received from human resources and coach training service providers. The application of coaching across different departments therefore seemed to be inconsistent and ineffective. There was a strong indication that a tailored training programme was needed based on the organisation's context to ensure that all employees have the same understanding of the role of managerial coaching and its benefits (Megginson & Clutterbuck, 2006).

The work environment not being conducive as a factor

According to the participants, the work environment was not conducive to performance coaching and this was mostly in reference to how it felt to be in the workplace. Coaching was not seen to be conducted or encouraged by leadership and there did not appear to be endorsement for coaching subordinates as a

legitimate organisational work practice (Ellinger et al., 2006) because top management themselves did not conduct coaching with subordinates.
The organisation was certainly equipped with sufficient resources for managers and subordinates to have access to appropriate spaces to conduct coaching, however the support for coaching from leadership seemed to be lacking (Ladyshewsky & Taplin, 2018; Ting & Riddle, 2006). As much as it seemed that there was a lack of commitment from supervisors to incorporate coaching into their daily interactions with subordinates, similarly, there seemed to be a lack of commitment from leadership to support coaching as a way of developing employees to enhance performance.

There was agreement amongst participants that the dominant culture and management styles in top management was authoritative and characterised as management by intimidation. The work environment was evidently highly pressurised, and this had affected how managers related to subordinates. A coaching environment relies on good manager-subordinate relationships and trust (Ladyshewsky, 2010). Participants reported power dynamics being observed in performance appraisal and potential bias of managers for or against the subordinate which has affected trust relationships (Saks & Gruman, 2014; Ting & Riddle, 2006). If trust was not securely in place, or if the subordinate experienced discomfort in being coached for performance, coaching would be unlikely to be effective (Colquitt, Scott & LePine, 2007; McCarthy & Ahrens, 2011). This was supported in the study.

The low Leader-member-exchange status meant that some subordinates felt dissatisfied and disadvantaged by strained relationships which affected performance assessment and financial incentives outcomes. The reported lack of transparency and communication furthermore served as a barrier to creating good relationship-based leadership networks, ultimately having an adverse effect on progressive employee relationships (Graen & Uhl-Bien, 1995; Van Breukelen, Schyns, & Le Blanc, 2006). Ideally workplace environments that epitomise participation, openness and psychological safety may be more beneficial to learning than others (Mazutis & Slawinski, 2008).

Some of the observed consequences identified by supervisors was the increased staff turnover rates of core skills and the resultant need to recruit suitable candidates at market related remuneration, from the competitive human settlements sector. The strain on current resources to accommodate the lead time for training and development of new appointees and the time investment needed to get them acquainted with organisational procedures, project deliverables and standards, results in a disruption in performance outcomes. The organisation's succession planning of key positions, the loss of institutional knowledge and the financial impact to the organisation would further impact on the organisational performance.

6.2 Conclusions regarding research question 2

What is the influence of the identified factors on the use of managers as performance coaches in a Human Settlements organisation?

The perceived factors influencing the manager as performance coach concept included the leadership of the organisation because it had a significant role to play in communicating and directing the organisation towards building and maintaining a performance coaching culture. The participants expressed the view that the extended period of leadership instability, had taken a toll on staff morale and the overall performance of the organisation had suffered as a result. The various changes in leadership had consequently diluted clear strategic direction on where the organisation was heading and what the key priorities were (Aguinis, 2009). This was viewed as demonstrating a lack of commitment towards driving performance orientation and the positive potentials of creating a performance culture.

The commitment from top management to the strategy of performance management and coaching was questioned as it did not seem to feature in the organisation's strategic objectives. The link between achieving organisational objects and the coaching of subordinates as required in the performance management policy, was not established, nor made evident (Grant, 2013). The espoused values of the organisation did however include performance orientation, excellence, teamwork, integrity, and accountability. Participants reported the expectation to see the values

demonstrated by their lived experiences in the organisation and this seemed to be deficient.

6.3 Conclusions regarding research question 3

What is the consequence of the apparent non-compliance on the use of managers as performance coaches on organisational performance of a Human Settlements organisation.

The study highlighted the need for employees to see leadership demonstrating the behaviours espoused in the values of the organisation. As example, the accountability for effective implementation of organisational policies and procedures, resides with the leadership and therefore must be displayed at this level. Participants reflected on the level of accountability in top management for the pervasive non-compliance to the performance management policies and procedures, the lack of adherence to corporate deadlines, the lack of apparent consequence management, and expressed that these issues were not sufficiently prioritised by Leadership.

The tacit message that the lack of accountability for addressing non-compliance inadvertently sends to the lower levels of management is that compliance is not important. Few supervisors were able to identify consequences for non-compliance and some supervisors were only able to identify the incentive bonus as a financial consequence for non-performance. The overall perception was that leadership was not committed to organisational performance.

It is part of management’s role and responsibilities to ensure the effective implementation of organisational policies and procedures. If management is not held accountable and there are no consequences for non-compliance, it will have a serious impact on the day to day business operations, which in turn will have an impact on organisational performance.

The impact of the apparent non-compliance in the use of managers as performance coaches in the Human Settlements organisation are contextual factors influencing the organisational culture, the unclear strategic intent and vision of the organisation, top management instability, culture elements such as factionalism, weak organisational communication, top management not being committed to effective performance management, the work environment, managers and supervisors competency and commitment, training and development, understanding of the performance management process, lack of compliance and no clear consequence management processes in place.

The resultant impact on organisational performance is the pervasive top down leadership approach, characterised by inadequate communication, intimidation, and bullying. The work environment seemed to be marred with uncertainty, instability, and fear. The resultant organisational climate is one of disengaged, demoralised employees, with increased staff turnover, loss of core skills and wasted resources impacting organisational performance.

Some of the observed consequences identified by supervisors was the impact of the increased staff turnover rate of core skills and the resultant need to recruit suitable candidates at market related remuneration, from the competitive human settlements sector. The strain on current resources to accommodate the lead time for training and development of new appointees and the time investment needed to get them acquainted with organisational procedures, project deliverables and standards, results in a disruption in performance outcomes. The organisation's succession planning of key positions, the loss of institutional knowledge and the financial impact to the organisation would further impact on the organisational performance.

6.4 Recommendations

Based on the findings of this study the following recommendations are suggested:

The Human Settlements organisation should ideally embark on an inclusive strategic planning process on an annual basis to communicate to organisation's mission and strategic objectives. Some of the participants – all at management level – reported

not understanding where the organisation was headed and what they ought to be doing. There should be a constant interplay between the mission, vision, and strategic objectives (Aguinis, 2009) particularly in the face of changing priorities, such as is prevalent in the human settlements sector. Strategic planning allows for the purpose or reason for the organisation's existence to be clearly defined and understood by employees. Communicating the vision for what the envisioned future for the organisation looks like as well as the plan for getting there, is crucial. If there is a lack of understanding about where the organisation wants to go or if the relationship between the organisation's mission and strategy is unclear, there will be a lack of clarity on what each employee needs to do to contribute towards strategic objectives (Aguinis, 2009). This was confirmed by the research findings.

The recommendation is for a Learning and Development strategy to be developed by the Human Resources Department in consultation with the Leadership, to build a coaching culture within the organisation. The purpose of the initiative would be address some of the concerns highlighted in the study about the lack of commitment demonstrated by top management in creating a culture that is committed to learning and development that would include the managerial coaching concept to build a progressive organisation with a coaching culture. This will legitimise the manager as performance coach role within the organisation and enhance organisational performance to meet both internal and external stakeholder expectations on strategic performance objectives.

The leadership of the organisation however has a significant role to play in communicating and spear heading the movement towards building and maintaining the performance coaching culture. The first step would be to capacitate leadership to champion the performance coaching culture. If a coaching culture is to be imbedded into organisational culture, it has to start at the leadership level. If leaders were to speak about the rationale for coaching and the benefits thereof, they need to first experience the benefits for themselves. They then need to actively learn the skill of coaching so that they can coach their subordinates to develop as leaders from within the organisation. This can be facilitated by external professional executive coaches contracted to individual executives to support them in addressing areas of development in their leadership styles, as example.

O’Neill (2005) suggested the three key factors methodology that is based on setting up a coaching contract for success by helping the leader to identify three key factors around a specific business challenge that they faced. These factors would ideally include areas that leaders manage every day but whose potential is under-utilised. The three factors might include 1) the strategic goals that managers need to achieve, 2) the leadership behaviours that they need to display, and 3) the team interaction that is needed by subordinates in order to achieve the stated results. The three key factors therefore needs to be uppermost in the minds of leaders on a daily basis for the linkages to coaching and achievement of results to be effective. The challenge is therefore to customise each of the identified objectives with appropriate units of measurement to clearly link performance to the interrelationship with the coaching intervention and the return on investment to the organisation. This means that the measures would need to be defined in such a way that the participants identify how they will know (in observable behaviours) when the objectives have been achieved. Four simple factors are used in measurement of results i.e. quality, quantity, time, and cost. In addition, the measures described should be SMART i.e. specific, measurable, attainable, realistic, or relevant and time bound. It should also be observable and repeatable by the leadership to re-enact similar results by following the identified process and methodology. A further suggestion is to track pre- and post-surveys of the leader and coaching behaviours which track their frequency before and after the coaching contract was set up (O’Neill, 2005).

A concurrent intervention could be a tailored leadership development programme based on the assessment of leadership competencies underpinned by the organisation’s values to support the journey towards building a coaching culture in the Human Settlements organisation.

In some organisations, the 360-degree assessment instrument, a personality type assessment such as the MBTI instrument and or other types of assessments like change management, conflict management, and emotional Intelligence competency assessments depending on the specific level of management and the rationale for undergoing the leadership competency assessments. In addition, executive development programmes from reputable business schools are incorporated to address identified developmental needs together with the suggested external

executive coaches. The coaches could engage in individual and leadership coaching simultaneously focusing on the identified areas of development (Scheepers, 2012). It is important to note that the 360-degree feedback systems work best in organisations where there is a culture that is supportive of open and honest feedback. If the organisational context is not appropriate, the intervention is less likely to have positive outcomes (Aguines, 2009).

For supervisors and employees, the opportunity could be made available to participate in a Leadership Development Programme that would ideally be run concurrently, incorporating both formal lectures and practice-based development activities tailored for high potential future leaders from throughout the organisation. The programme should allow for skills practice back in the workplace (Grant, 2010).

The implementation of a structured development programme together with on-going in-house training by Human Resources to impart basic performance coaching skills to managers and equip employees to be coached effectively must be encouraged.

For those managers showing good potential, their coaching skills can be transferred in peer-coaching communities of practice endorsed by top management. The aim would be to develop a cadre of master coaches – people with a natural talent for developing others, who are willing to take on the additional tasks of being a role model, coaching less able peer managers in coaching skills and, in some cases, being an upward coach to more senior managers, where appropriate.

The Human Resources Department, with the support of Leadership, could play an invaluable role in providing opportunities to review and monitor good managerial coaching practices, by encouraging organisation-wide initiatives to recognise and reward managers who demonstrate commitment to the manager as performance coach role and acts as a role model for the leadership behaviours that the organisation values and seeks to embed within the Human Settlements organisation.

Furthermore, the development of practices for measuring compliance, providing feedback on the quality of managerial coaching, and communicating the benefits of coaching as well as identifying cultural and systems barriers to the further development of coaching behaviours necessary for building a coaching culture within

the organisation would assist in opening up broader possibilities for a healthier organisational culture.

Many of the respondents cited factors affecting the work environment that made the concept of manager as coach less likely to succeed given the context of the organisation. When making recommendations to address some of the factors highlighted, it becomes apparent that the organisation may be dealing with various manifestations of workplace bullying. Forms of bullying include the hierarchical management styles of the Leadership, poor communication and transparency, distrust between management and employees, reports of bias and manipulation of targets for financial gain, unequal allocation of resources with the same performance expectations, increased staff turnover and the resultant repercussion for those who need to compensate for the loss of human resources and the impact on performance, and factionalism (us vs them). The result is demoralised, disengaged, over-worked, pressurised, and time poor employees. The work environment is not fertile ground for the coaching endeavour.

Making employees aware of factors influencing the work environment and what workplace bullying and harassment looks like through awareness programmes and focus groups to promote dialogue on the subject, can assist in identifying the behaviours in the organisation so that issues can be addressed timeously to the betterment of the organisation. The awareness programme should include a communication strategy and multi-media dissemination of information about the topic as well as the routes that can be taken to remedy occurrences of workplace bullying through recourse mechanisms such as complaints to HR, grievance procedures, disciplinary action, Employee Assistance Programme interventions or external remedies in law such as Council for Conciliation Mediation and Arbitration (CCMA), Labour Court and beyond. Posters on the Code of Good Practice on Workplace Bullying or Harassment together with contact details where legal assistance and resources are available can be mounted in visible and accessible places through the workplace premises where it can be seen by employees in common spaces.

Ongoing training on the subject would assist in keeping the momentum of awareness about how it manifests in organisations and what to do when confronted with such experiences, should be communicated in a structured manner.

As refers to the finding in the research that supervisors were not fully committed to the concept of the use of managers as performance coaches. The recommendation is that commitment to the performance management policy, which includes the manager as performance coach concept, be addressed by leadership and preferably, the Accounting Officer or Chief Executive Officer (CEO) of the Human Settlements organisation. It is understood that driving a performance coaching culture starts at leadership level and behavioural scientists such as Bandura (1977), recognised the ability of positive role models and leadership in general, to shape and change organisational behaviour as proven key influencers in any organisation (Bandura, 1977). Enthusiastic support for the manager as performance coach concept as an important aspect of being a performance driven organisation together with clear and consistent messages about the importance of adhering to the performance management policy and procedures from respected internal figures and personalities would send a clear message that the organisation is serious about its commitment to the performance management policy and performance coaching. It is vital to make a strong business case with strong overt high-level support for the manager as performance coach initiative, to ensure buy-in from senior management so that the message is consistent and cascaded down to lower levels of staff (Grant, 2013).

There is an important role for Human Resources (HR) professionals to play in developing a change management strategy driven by top management in the Human Settlements organisation. An effective strategy taking the unique challenges and contextual issues of the organisation into consideration will be well placed to address some of the shortcomings identified in the study about the culture of the organisation.

The development of a suitable communications strategy would be key to inform the organisation about the benefits of effective performance management with the

manager as performance coach positioned as a key driver in enhancing organisational performance.

Most respondents could not identify consequence management procedures however a respondent mentioned disciplinary action whilst another mentioned the financial consequence of not receiving an incentive bonus.

Managing compliance includes making rules that are known and clearly understood by all so that they can be followed. The consequences of non-compliance and its sanctions commensurate with the associated risk and context, should therefore also be clearly communicated, and understood by the organisation.

Although it was noted that there are no clear consequence management procedures for non-compliance to the performance management policy, it can be argued that breaches in the code of conduct and organisational policies and procedures carries the sanction of corrective action through disciplinary procedures.

The organisation could consider an approach where leadership accepts and takes accountability for compliance to the performance management policy in the first instance, and actively promotes the benefits of monitoring performance through reporting and driving compliance. If the Executive Team models the desired behaviour by completing their performance contracts first and cascades these well in advance of deadlines to lower level management and employees, this will set the right example to the organisation. Experiencing the benefits of being coached should furthermore be high on the agenda of leadership so that they can promote the practice from the perspective of having experienced the positive results that coaching can bring to organisational performance objectives. This will assist in further enhancing communication that performance management and performance coaching is a priority and is important through demonstrable action and behavioural change.

Job descriptions of all supervisory positions must be updated to include the responsibilities of supervisors. It was apparent that because most of the staff are technical experts, they tended to focus on technical goals to the detriment of their

supervisory responsibilities (Companie, 2020). There seemed to be confusion about whether performance management fell within the ambit of management responsibilities. For this reason, it would be important to clearly document the organisation's expectations on the responsibilities of supervisors in a clear and unambiguous manner in all supervisory job descriptions. This will strengthen the acceptance of these responsibilities as part of the role and responsibilities in the management of subordinates. Adherence to all performance management and coaching procedures would be encompassed in compliance to all organisational policies and procedures.

Performance contracts of all supervisors are furthermore to include the relevant KPI's associated with supervisory positions including timeous submission of accurate and up to date performance information including performance coaching reports of subordinates, as part of the current performance management policy.

Recommendations made through annual performance information audits should be implemented to ensure continuous improvement together with the ongoing training on identified shortcomings. Managers not implementing the recommendations should be subject to poor performance management procedures or stronger corrective measures for dereliction of duties as a consequence. This will send a message about the seriousness of the organisation in addressing the vacuum in consequence management procedures.

Organisations could further consider establishing a committee comprised of Human Resources and Management to oversee Performance Management matters such as the quality and consistency of performance measures in contracts, the objectivity and fairness of performance assessment against performance evidence, alignment between reported individual performance against organisational performance, non-compliance, poor performance, non-adherence to deadlines, consequence management, monitoring and evaluation, audit report outcomes and recommendations for continuous improvement within the organisation.

If the organisation is truly performance driven as stated in its values, they would invest more resources in performance improvement initiatives such as performance

coaching. Finding an influential leader with an affinity for coaching could serve as a lever to promote the performance coach concept and build on the momentum that the Leadership will create by calling for performance coaching champions from across the organisation who could serve of coaching role models within the organisation, to embed the practices firmly into the future.

Some participants attributed the apparent non-compliance to the culture of the organisation, and to leadership as the role models of behavioural expectations, having an adverse impact on organisational performance. The culture of an organisation must be taken into consideration when implementing performance management systems.

Addressing the culture of an organisation although not easy, can be undertaken if the risk of not changing means failure.

Kotter's eight steps for transforming the organisation (Kotter, 2012) would be a potential guide for leadership on how best to initiate a change management process to address the current organisational culture challenges. The disadvantage for this organisation would be the on-going instability of the Leadership Team and finding credible members from the leadership to drive the change initiative. The other disadvantage is that because of the constantly changing leadership, the organisation had experienced multiple change management initiatives in accordance with the vision of the new executive.

In circumstances such as these, Kotter (2012), posits that transformation often gets a boost when a new CEO with strong leadership ability is appointed.

With the current decline in organisational performance levels, it would be easier for a new leader to convince the organisation of the need for urgent change than someone currently in the system. There is opportunity in adversity. Communicating broadly, the *urgency in the need for change* would be the first of an eight-step phased approach to transforming a dysfunctional and fragmented organisation to a healthy, performance driven organisation (Kotter, 2012).

Creating a powerful guiding coalition, lead and driven by the CEO, together with experts from a wide variety of technical fields, would need to be established. The coalition team would comprise high-level experts from the built environment, change management practitioners, information and technology and other associated experts with influence, to guide the organisation as committed change champions (Kotter, 2012).

The guiding coalition would *create a clear vision*. Because the current organisation is characterised by a top down approach, the recommendation would be to consider a participatory approach to establishing the new vision for the organisation. Focus groups are a good way to include employees in developing a new vision for the organisation's future (Kotter, 2012).

Communicating the vision and strategic objectives widely by means of every communications platform available. The coalition team would be front and centre in enthusiastically proclaiming the new vision and demonstrating the behavioural changes that they want the organisation to emulate (Kotter, 2012).

Actively *empowering others to act* on the vision by creating the space for creativity and innovation by developing high potential employees and giving them the scope to take risks in a supportive environment. Removing obstacles and blockages to the development of new streamlined systems and processes that would accelerate the realisation of the new vision (Kotter, 2012).

Planning for and creating short term wins by identifying low hanging fruit and exploiting these to achieve tangible performance improvement. Capitalising on the achievements by communicating them widely. Next, to implement the enhanced changes. Recognise and reward achievement of employees involved by further investing in their development thereby creating new leadership from within the organisation that will embed the new vision into the envisioned organisation (Kotter, 2012).

Consolidating improvements and creating more changes based on the momentum of the quick wins, to capitalise on the credibility of enhanced performance through the

systems changes, adjusted policies, procedures, and processes aligned with the consolidated changes. Developing new standard operating procedures across the organisation taking the new systems and policy changes into account. Reinforcing the new behaviours by seeking to place the right people in the right positions through training and development, succession planning, recruitment, and selection processes. Match and place processes together with job profiling can be included, depending on the organisational context (Kotter, 2012).

Institutionalising the new approaches by clarifying and communicating the links between the new systems, policies, and procedures to enhanced efficiencies and the meeting of specific performance objectives is critical, particularly since it was lacking previously. Continue to promote the new way of creating innovation in programmes, projects and teams led by coalition team members, and change champions (Kotter, 2012).

The research found that the lack of clear linkages in the strategic objectives to performance management within the organisation which might pose a hinderance in the overall understanding of employees and management that the on-going management of performance is critical to the attainment of strategic objectives (Grant, 2013). A participant mentioned that the organisation's values did not seem to be demonstrated in the lived experiences of employees within the work environment. At the time of the study, the values were re-introduced as generic indicators in the performance contracts of management level employees including the Leadership.

The agreed process should be kept as simple as possible to make the results conservative and credible based on the data provided. The methodology must be followed closely – leaving out any part that might compromise the integrity of the study and will lower the credibility of the outcome. The results of the findings must be communicated, and the data should be used to make informed decisions based on the outcomes and recommendations for changes in future development programmes embarked upon in the organisation (Philips & Philips, 2005).

6.5 Suggestions for further research

The recommended areas for further study are:

An exploratory design was chosen to explore factors influencing the use of managers as performance coach strategy because of the limited time to conduct the study. It would be recommended that a study be conducted with a larger sample size that includes managers from provincial offices across the nine provinces of the organisation to establish whether the findings based on a cross section of a point in time at the Head Office cite, is consistent with the findings highlighted in this study.

A study can alternatively be undertaken from the perspective of the subordinate in the human settlements organisation, to research the influence of relational factors on the perceived effectiveness of the use of managers as performance coaches on organisational performance.

A study can further explore the impact of the manager as performance coach strategy on team performance outcomes, as this study excluded team coaching and focussed on individual performance and its impact on organisational performance outcomes.

A study can also explore the impact of low leader-member exchange on the effectiveness of the manager as performance coach strategy on organisational performance outcomes.

A study on how organisational performance is affected when leaders are perceived as being authentic and committed to performance management principles espoused in the manager as performance coach concept can be explored. Is enhanced organisational performance through the manager as performance coaching concept contingent on top management commitment and support?

6.6 Conclusion

The findings from the study identified the organisational culture and context, the human resources function, the overall performance management policy and

performance coaching as an element of the performance management system, the supervisor and their capabilities, the work environment, the Leadership, non-compliance to the performance management policy, and lack of consequence management practices, as factors influencing the use of managers as performance coaches within this Human Settlements organisation. Based on the above information it was concluded that all of the research objectives were met, and the research propositions posed, were answered.

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Appendix A: Cover Letter

Dear Participant

I, Jeanine Dennis, am a Master's student in the field of Business and Executive Coaching at Wits Business School (WBS), and am requesting your participation in data collection for research purposes. The data gathering is a course requirement, which will assist me to fulfil the requirements for the above-mentioned study programme at WBS.

The questions will be focussed on the topic: F*actors influencing the implementation of supervisor/manager-as-performance-coach in a Human Settlements Organisation in South Africa.*

1. Participation in this study is voluntary.
2. Executive approval to conduct this research was obtained.
3. All precautionary steps will be taken to ensure that no harm comes to any participant during this study.
4. The interview will be recorded to maintain accuracy of the data obtained.
5. No personal details of any participant will be linked to data provided.
6. Participants' privacy will be maintained during the study.
7. The interview will take 60 minutes to complete.
8. You may withdraw from participating in the study at any time.

Thanking you for your time and consideration. Please do not hesitate to contact me should you require any clarity.

Yours Sincerely

J Dennis (MMBEC Student)

Email: Jeanine.Dennis@thehda.co.za

Cell: 082 690 4941

Declaration: I hereby confirm that I understand the above and participate in this study voluntarily.

Signature: **Date:**

Appendix B: Interview Schedule

The study will answer the research objectives presented below:

- Identify the perceived factors that might influence performance coaching in a Human Settlements organisation.
- To investigate the impact of the identified factors on performance coaching in a Human Settlements organisation.
- Investigate the impact of apparent non-compliance with performance coaching on organisational performance of a Human Settlements organisation.

Part A: General Information

A1. Years of experience as a supervisor?	
1-5 years [ ]	11-15 years [ ]
6-10 years [ ]	More than 16 years
A2. Number of direct subordinates?	
1-3 subordinates [ ]	7-10 subordinates [ ]
4-6 subordinates [ ]	More than 11 subordinates [ ]
A3. Number of indirect subordinates?	
1-5 subordinates [ ]	11-20 subordinates [ ]
6-10 subordinates [ ]	More than 20 subordinates [ ]

Part B: Questions to investigate the perceived factors that might influence performance coaching.

B1: Please define, in your own words, what the concept of performance management means to you.

B2: Do you think that it is top management's commitment to enhance organisational performance?

B3: How would you as a supervisor/manager address poor performance or performance improvement?

B4: Do you believe that supervisors/managers are fully committed to the concept of performance coaching to improve employee performance? Motivate your answer.

B5: Do you think that supervisors/managers have the necessary competencies and experience to conduct performance coaching? Motivate your answer.

B6: Describe how you think the work environment is conducive, or not conducive, to the practice of performance coaching?

B7: What do you see as the reasons behind the apparent culture of non-compliance with the performance management policy?

B8: What are the consequences for supervisors who do not comply with the performance management policy?

B9: What do you think the impact of apparent non-compliance of the performance management policy will be on organisational performance?

B10: What do you think the impact of ineffective organisational performance will be on the employees of the organisation?

B11: What will you, as a supervisor/manager, do to enhance the practice of performance coaching within the organisation?

B12: What recommendations would you make to top management to ensure that a culture of performance is created and maintained within the organisation?