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The perceived value and positioning of coaching in a leadership development programme within a state-owned entity

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The perceived value and positioning of coaching in a leadership development programme within a state-owned entity

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

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ABSTRACT

Organisations around the world are embattled in the corporate race to secure highly skilled talent to stay ahead of the human resources recruitment curve. Additionally, many top performing employees within organisations also need to be stimulated to remain at the top of the skills curve and ultimately, to serve their organisations. The format of such stimulation is often undertaken by organisations in the form of leadership development programmes.

Most leadership development programmes employ coaching as a self-development tool with the intention of perpetual learning through positive change. The common understanding is that coaching contributes to the performance of organisations. It has however, been found that coaching on its own cannot withstand the responsibility of determining organisational wellness, which motivated this study to research the value-add which coaching contributes to leadership development programmes and to explore whether such value-add is partial to the positioning of coaching in the development programmes.

The purpose of this study is to suggest best practices for the positioning of coaching in corporate leadership development programmes, to derive optimal value for organisations. The data was collated through a thematic analysis of information drawn from semi-structured interviews. The study drew largely from the personal experiences of graduates from a leadership development programme within a State-Owned Entity in the logistics fraternity. Executive level employees were interviewed for senior levels of work experience. The key finding of this study is that coaching must be included in the strategy phase of planning within an organisation for purposes of alignment of all stakeholders, for high levels of leadership support and ultimately, for the creation of environments conducive for effective coaching. When coaching is strategically dealt with, the contribution of this study enables organisations to obviate probable downstream failure of coaching practices through the aligned buy-in of organisations from the highest levels of leadership and it provides a road map for effective placement of coaching in future leadership development programmes. Coaching is most effective when supported by various fundamentals, in this case, by its positioning within leadership development programmes for optimal value extraction.

Keywords: Value of Coaching; Shift; Leadership Development Programmes; Learning.

DECLARATION

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

Name: **Samantha Lynn Herbert**

Signature:

A handwritten signature in black ink, appearing to read 'S. Herbert', written over a light blue rectangular background.

Signed at Johannesburg

On the 24th day of September 2022

DEDICATION

As with all the journeys of my life, I give thanks to my Heavenly Father, God, who holds me in His favour all the days of my life. I am reminded of His promise to prosper me in the book of Jeremiah: chapter 29, verse 11 and I dedicate this work to his command as it stands in the Good News Bible, in the book of Proverbs 5:13: “Always remember what you have learnt. Your education is your life – guard it well” (Bruce, 1970, p. 631).

I also dedicate this work to all the females in my life. May it serve as testament to you that with discipline, dedication, desire and an abundance of faith, all things are possible, and growth is certain. I salute my Mom, who is currently 83 years old, for starting the tradition of perpetual learning and for entrusting the learning baton to me.

I would like to thank my nucleus for their immense support of my journey. It is my deepest hope that our collective family efforts and sacrifices, during this learning chapter of our Herbert lives, bear fruit for us and embolden us to contribute, perpetually, to a better society. Together we can and we will!

Thank you for the support sounds miniscule and insignificant and so I take and share the guidance of the Roman poet, Horace, in his renowned delectation of Carpe Diem!

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Thank you, Bradley, for being there, especially for the technical support and the endless version control of this document.

I wish to acknowledge my girls, Kirsty, and Leah, for their moral support and for giving up their bedrooms, as I encroached on everybody's space in nomadic fashion. Thank you for showing me that you care, in your own special ways.

I completed my research report with a heavy heart, as I read through Dr Rajohane Matshediso's comments and guidance, posthumously. "Raji, I completed the race and I am so deeply saddened that you are not around to see me over the finish line. Rest in eternal peace Raji."

Thank you to Dr Jabulile Msimango - Galawe for graciously taking over the reins in my time of need and for availing herself to me. She made my transition seamless and it was filled with kindness. Thank you, dearest Dr J.

To the beautiful strangers, whom I met on this journey and who became close friends, thank you for the support at many a wee hour of the morning. May our meeting of paths blossom into a lifelong friendship of more paths to cross.

To Transnet for allowing me to conduct the research on their leadership development programme and to the colleagues who participated in my research, despite the organisation undergoing an extremely challenging time, affecting many of the participants directly. Thank you for your time and for caring enough to assist me with my studies.

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LIST OF ACRONYMS

IPA: Interpretive Phenomenological Approach

LDP: Leadership Development Programme

TFR: Transnet Freight Rail

TNP: Talent Nurturing Programme

CHAPTER 1. INTRODUCTION

This chapter introduces the reader to the purpose of the study on the perceived value and positioning of coaching in a leadership development programme. The case study used was the Talent Nurturing Programme, hosted by Transnet, a State-Owned Entity of the Government of South Africa. The context of the study is outlined by including the research problem under investigation and the associated objectives, presented in the form of research questions.

The significance of the study is to assess the existence of sufficient research on the topic under review and to contribute to the body of knowledge around the use of coaching in the development of human resources through leadership development programmes. By expounding on a case study, where a leadership development programme is actively implemented and sponsored by the Group Chief Executive Officer of Transnet, the intention of this chapter is to highlight key areas of support of the research study. The goal is to contribute to the body of knowledge on coaching when reviewed in association with its perceived value and its positioning within leadership development programmes, for the implementation of best practices within organisations.

1.1 Purpose of the Study

The purpose of this qualitative study is to explore how coaching affects the outcome of Transnet's Talent Nurturing Programme. The intent is to emphasize the importance of positioning coaching within the leadership development programme, for it to change the candidates of the programme and ultimately to strengthen the knowledge and skills base of Transnet. The aim of this research study is to suggest best practices for the positioning of coaching in corporate leadership development programmes.

1.2 Context of the Study

Organisations, worldwide, are faced with the arduous task of remaining competitive in highly complex business environments. As early as 2006, the high-pressured working environments emerged as a universal phenomenon, seeking focused address. One of

the key components towards tackling this challenge was through the constructive building of human talent pipelines for organisations to keep abreast of their competition.

Organisations targeted and competed to recruit highly talented employees, as an investment into the performance of the organisation. Coaching became synonymous with the development of this talent pool in driving organisational outputs, with circa 85% of large organisations in North America and the United Kingdom following that trend, then. Of interest was that Australia and Europe acknowledged the significance of the potential, perceived benefits of coaching for the deliverables of organisations, however, they noted with caution the gap in knowledge on the actual impact of coaching (De Haan, Kivistö, Hakkinen, Rautelin, & Hänninen, 2010).

Coaching, being a relatively new concept and method of both learning and teaching in organisations, has become a standard feature in leadership development programmes, globally. Even though it has presence within leadership development programmes, the need for coaching is ever evolving as the world of business innovates and evolves constantly. In a study conducted by Mangion (2017), it was found that coaching was mainly employed by global corporates to battle the proverbial talent war, suggesting confirmation of the data collated by Carter (2006) and a continuation of the trend, years later. There is a view that if the learning opportunities are created and supported by the organisation, through a learning culture, performance will invariably take place (Kodz & Campbell, 2010). In a mutual relationship, coaching had become the draw card for talented professionals, whilst earning global corporates accolades for their perceived interest in human resources and by default, drawing from the benefits of successful coaching interventions within the organisations. In the same study, Human Resource Practitioners were surveyed to ascertain the value which coaching contributed to organisations and 26% of the Human Resources respondents found little to no value derived from coaching. In a separate study in the same year, investigating how coaching contributed to organisational health, the value of the employment of coaching was difficult to determine, as coaching had previously been earmarked for executives only, whereas in the year of the study, it emerged that coaching was openly offered across grade and salary levels in the business, thus skewing the data (Sharma, 2017). It appeared as though coaching had become a common feature in leadership development programmes, with little knowledge on the impact that it had on the business (Mangion, 2017).

In searching for more recent statistics to compare with the positioning of coaching within leadership programmes, of interest was that approximately 15 years later, coaching was still highly associated and almost premised on the talent pool and coaching to organisational fitness. However, a 2018 study in Poland found that participants in the leadership development programmes experienced the programme in isolation to the direct line manager. The study highlighted that participants found that their direct line managers were less involved in their development (Kedziora, Piotrowicz, & Kolasinska-Morawska, 2018). The absence of the line manager, as a key stakeholder in the development of an employee or team member, emerged as a glaring shortcoming and contributed to the development of this study. The aim of the study is to suggest best practices in the positioning of coaching in leadership development programmes.

Closer to home in South Africa, a recent study on the effectiveness of executive coaching for leadership development, found that structured leadership development programmes encourage momentum and continuity in the development of leaders. It also became apparent, through the study, that leadership development emerged as vital in South Africa (Mvelase, 2019). Coaching has, since its introduction to the business world in the 1970s, grown in prevalence in the workplace as an approach to training. The natural home for coaching, under this guise, is generally in the leadership development programmes, the disadvantage of which, is that those programmes are introduced at various levels across the business, leaving a level of inconsistency in its positioning in the workplace (Zuñiga-Collazos, Castillo-Palacio, Montaña-Narváez, & Castillo-Arévalo, 2020).

Transnet was earmarked to provide the case study for this research due to its diverse, yet unique operational areas of work, where coaching was employed as a foundational block to its Talent Nurturing Programme. The first cohort for this programme was deployed in June 2012, for a period of two years. Transnet currently employs approximately 56 301 employees (Transnet, 2021), nationally, of which approximately 120 employees per cohort, were earmarked for attendance of the Talent Nurturing Programme. Even though the entire cohort of 120 employees did not fall within the ambit of the targeted grade levels for this study, a wide spectrum of formal coaching experiences was enjoyed due to the diverse operational landscapes within this monopoly, logistics organisation (Transnet, 2018).

1.3 Research Problem and Motivation of the Study

Coaching has become synonymous as a developmental tool and / or practice to support and improve individuals through self-awareness, organisations through improved performance delivery and ecosystems through cultural awareness. Many countries and major corporates employ coaching as a standard human capital lead indicator for corporate wellness, largely to address organisational performance in highly complex and competitive business environments (Kibe & Muathe, 2018). Studies show multiple variations of coaching approaches introduced to address the challenge of complexity and uncertainty which has become the norm in the world of business, in addition to the normal competitive domains of competition such as product, service and pricing (Kovacs & Corrie, 2017). Studies conducted globally, among continents, countries, and organisational executive levels, focused on coaching as the response and conduit to addressing the universal complexity faced by corporates (Allen, Manning, Francis, & Gentry, 2011). While coaching was sufficiently allocated to address performance, little evidence was documented on the measurement of its value add. This glaring vacuum in documenting the value of coaching presented a problem to be addressed by this study.

Similarly to coaching, as the central instrument for the address of organisational performance, it became equally standard practice to premise the learnings from coaching via leadership development programmes (Davis, 2014; Grider, Lofgren, & Weickel, 2014). While much has been documented in the form of statistics on how many corporate bodies undertook leadership development programmes and the duration and cost implication of the programmes, very little data existed on the impact of the implementation of such programmes (Kodz & Campbell, 2010; Mettl, 2019). In conjunction with the earlier lack of value gauging of coaching, the further lack of data on positioning of coaching in leadership development programmes posed a problem to the holistic view of the two fundamental constructs for informed and effective organisational performance.

The consequence of lacking data on the value and positioning of coaching in leadership development programmes, presents corporates, such as Transnet, which face evolving complexity on a constant basis, with a blind spot in counteracting this challenge of performance delivery in an evolving environment. The problem is that organisations are aware that coaching and leadership development programmes are crucial to their improved performance and survival in the business ecosystem, however, they implement

those tools without knowledge of their true value and whether they were implemented and positioned appropriately for maximum success. Coaching, if not addressed, will sadly be implemented as a safety measure and a control to organisational performance and not as a return on investment towards organisational prosperity. If this were the case, the true value of coaching will have a threatened life span, with a shortcoming on its real meaning through inadequate understanding of its implementation, positioning, and execution. This study therefore delves into the sparsity of knowledge on the value which coaching brings to the effect of leadership development programmes, when well positioned.

1.4 Research Questions

The main research question is: In which ways is coaching positioned to bring value to Transnet's Talent Nurturing Programme?

This study explores the main research question through the following sub-questions:

1. Which aspects of the leadership development programme placed coaching central to growth and development?
2. How did coaching change the graduates from Transnet's Talent Nurturing Programme?

1.5 Significance of the Study

Today, coaching seems more attuned to everybody being a coach in his / her own right and is much more flexible towards inclusivity of requirements, such as coaching of groups, gender orientations, cultural biases, religious followings and an extension into the study of how learning happens, as opposed to somebody teaching and directing the coachee (Hanson, 2015). This concept of flexibility in approach was aptly coined as a shift in thinking, which inspired the study to contribute to the body of knowledge on the value of coaching in leadership development programmes.

This study explores coaching and its multitude of tentacles in addressing the aspect of growth and development through coaching. The aspect of growth through learning and

in turn, learning from coaching, explores growth holistically, regardless of the combination of growth of an individual in his / her personal capacity, growing the individual as an employee or team member in a corporate environment or growth through the individual employee towards the bottom line of the organisation. In his work on measuring the impact of executive coaching, Levenson (2009) stipulates that the benchmark of business success to serve as a gauge to determine the success of coaching is far-fetched. In his findings of his study of the measurement of the impact of coaching, he affirmed that coaching had to be linked to specific aspects of the bottom line of an organisation, such as finances, strategy, or a combination of those two main constructs of the business. He furthermore agreed that coaching, indeed, has a direct impact on behavioural change and learning, which drew the attention of this study to contribute to the discussion on how coaching could change the coachees, as a result of such learning and growth, to deliver enhanced value through transference of knowledge. This study sought to add the factor of positioning of coaching in leadership development programmes, as opposed to positioning of coaching in relation to organisational constructs.

In a different study concluded by the University of Wollongong, much has been done in researching how organisations could provide support to the learning journey of employees, through identified training, inclusive of coaching. The University study directs that employees would require organisational opportunities in the form of projects or conducive environments to be provided for coachees to practice what they have learnt and to practice the transfer of knowledge from their learning experiences. The study, which was headed by Milner, McCarthy, and Milner (2018), cites a paucity of research in the types of support required for employee coaching and the required strategies in support of managers imparting their learnings through coaching. In a similar and recent study, also exploring the strategies to be employed to foster a learning through coaching environment, Hullinger (2020) deduce that development strategies for coaches, through continuous learning, should include five main practices, amongst these practices were reflection and learning networks, which is similar to the University of Wollongong study referred to earlier, implying that work environments are key to the idea of practicing learning through coaching.

Furthermore, this study sought to hone into what seemed to be familiar constructs of coaching, namely, leadership development programmes, shifts and learning. Links (2020) purports that mindset matters when considering performance. This article

resonated as Transnet is largely made up of operational businesses (Transnet, 2021) and mindset is said to train the brain for when it is required to act, especially, through times of evolution and uncertainty, something which is a requirement within an operational environment on a minute-by-minute basis. However familiar the specific constructs seem to the business arena, the study aimed to highlight the perceived disjointed nature of the synergies and dependencies between these constructs. Notably, all of the articles referenced to this point, referred to key constructs of the proposition of this study, however, none of the articles suggested the positioning of coaching in leadership development programmes. This study found that more weighting was placed on the elements to improve coaching, such as working environments and the types of training required to engender learning through coaching.

This study seeks to influence best practices for the positioning of coaching in leadership development programmes for optimal value to be extracted from such programmes. The intention of this study is aimed at adding a knowledge value - add to organisations and specifically, organisational functions or departments where coaching is acknowledged and utilised for learning. The study intends highlighting the success of coaching initiatives, which are well embedded and positioned in learning development programmes, for the attention of such departments and their managers or leaders, who have undergone well positioned coaching, for a prolific effect of more departments joining the practice for widespread success across functions and organisations and potentially, sectors within an ecosystem.

The above discussion is important for the Human Resources practitioners to understand, as they are normally the custodians and developers of the organisational leadership development programmes. A clear understanding of the underpinning fundamentals for successful leadership development programmes is crucial for them to sell the concepts of significance to the organisation and its leadership, as key stakeholders. The idea is to drive the roles that the organisation, its leadership, and the graduates will play in delivering successful leadership development programmes through the appreciation of the real purpose of coaching in such programmes. This study explores the shifts in mindset as a result of coaching for substantiation to the above stakeholders, for proper positioning of coaching for effective delivery and optimal derived value from leadership development programmes.

1.6 Delimitations of the Study

The following delimitations of the study apply:

- The study focuses on graduates operating at Executive level and above. The intention is to draw from high levels of experience for optimal reflection of work experiences
- Transnet runs more than one leadership development programme. This study only focused on Transnet's Talent Nurturing Programme.

The underpinning theory for this study is the transformational theory, mainly for the extraction of personal and somewhat biased views and opinions, to draw from real experiences of the graduates.

1.7 Definition of Terms

The following terms and / or words are frequently used within the study and are defined for purposes of clarity in Table 1.

Table 1: Definition of Terms

Term	Definition
Best Practice	Tried and tested methods and practices in the form of use cases for coaching experiences.
Coaching	Where a coach enables another to broaden perspective to achieve a resolution to a challenge through learning.
Leadership development	Deliberate efforts by an organisation to improve the make-up of its leadership.

Leadership development programmes	Leadership development programmes are practices and structures used to improve individuals through personal mastery.
Learning	Learning is a result of processing thoughts through the practice of reflection.
Shift	Shift refers to a mental movement of perspective in the coaching process, to foster growth.
Transformative Learning	“Transformative learning takes place when this process leads us to open up our frame of reference, discard a habit of mind, see alternatives, and thereby act differently in the world” (Mezirow and Associates, 2000 as cited in Cranton & King, 2003, p. 32).
Transformational Learning Theory	“We make meaning of the world through our experiences...we develop habits of mind or a frame of reference for understanding the world, much of which is uncritically assimilated. In the process of daily living, we absorb values, assumptions, and beliefs about how things are without much thought” (Cranton & King, 2003, p. 32).

1.8 Assumptions

The following assumptions are noted as potential influencers to the outcome of the research study and include, however, are not limited to the following:

- Participants to the study can adequately recall their coaching experiences. The risk of responding partially to the coaching experiences could dilute the details and hamper the outcome of the study.

- The participants will feel free to offer candid responses to the interview questions, as opposed to feeling fearful of being overlooked for future opportunities or deemed to be ungrateful for past development opportunities. Vague or broad responses could pose missed opportunities to make explicit recommendations for future development programmes.
- The participants keep their interview discussions confidential to avoid coached or prepared responses in subsequent interviews.

1.9 Report Structure

This report leads the reader through the purpose, context, and significance of this study in chapter 1, followed by a literature review over a tenure of time, highlighting findings and documentation on the key constructs of this study.

The intention of the first two chapters is to place the study in the mind of the reader and to provide some of the most commonly raised and read articles on the key factors of this study, based on their listings on the research engines.

Chapter 3 provides a navigation into the administration of the study and how it was conducted, followed by chapter 4, which reveals the data as it appeared from the semi-structured interviews.

This chapter includes the grouping of information into themes to create a plausible storyline for the reader to follow.

Chapter 5 consists of the arguments raised by the study in marrying the literature reviewed articles and documents, with the data which emerged from the semi-structured interviews.

Chapter 6 concludes the study with suggestions from the study to key stakeholders, as a contribution to the body of knowledge in the field of coaching.

CHAPTER 2. LITERATURE REVIEW

2.1 Introduction

This chapter singles out coaching as the central theme from which supportive learning theories are employed to activate the shift in the mindset of coachees. Adult learning theories suitably enhance the type of learning required to create the shift in the mindset, before teaching or transference of knowledge can take place. Sammut (2014) lauds the Transformative Learning Theory with the mechanics to drive a mental shift. This chapter expounds on world views and studies which argue for and against the research proposition that leadership development programmes positively influence organisational performance when coaching is favourably positioned within these programmes.

2.2 Background Discussion

Leadership development and coaching both carry the stigma of being pro-active learning tools, suggesting that it is a hands-on, on-the-job, or operational-training approach, often not taken as seriously as required. Literature suggests that both tools, leadership development programmes and coaching, are often not what they should be, considered to be powerful developmental strategies and in fact, can be used as strategic ammunition for effective organisational performance. This approach has a hefty dependence on leadership support and backing to drive the culture of coaching, as a performance tool, from the top (O'Flaherty & Everson, 2005). In keeping with the strategic characteristics of leadership development programmes and coaching, the andragogic foundation of coaching places the learning element and how learning is transferred in the form of teaching, in relationship to each other. Furthermore, bringing into the equation, the leader, who is expected to transfer learnings, by empowering him/herself through reflection and experience, each on their own and together as a triad, strengthen the rationale of including coaching in leadership development programmes (O'Flaherty & Everson, 2005).

Leadership development has emerged as a seminal concept, largely associated with organisational strategies to grow human resources through change. The irony of this concept, however, resides in the multitude of perspectives encompassing leadership development. In a study conducted by Curtin University in Australia, on foundational inputs to effective leadership development, Cacioppe (1998), quoted Professor Alan Mumford as linking leadership development to the senior leaders within organisations, suggesting that leadership development was most effective when the development of future leaders was owned and executed by senior leaders. (Mumford, 1993, as cited in Cacioppe, 1998) advocated that leadership development advanced both the seniors, who were executing the training and the managers, who were being developed, in a mutual relationship. He purported that senior leaders, through this method of leadership development, were attuned to the needs and progress of their managers, suggesting a means of performance management and feedback processes and, additionally, as they developed those managers, they were freeing themselves as seniors, to learn and execute different tasks, suggestive of perpetual learning and relevance to the business / organisation.

In a later study focusing on the relationship orientation of organisations and their strategic approach to leadership development, Hanson (2013) argued differently to Mumford, in that he placed the success of leadership development on the responsiveness of the manager to be developed. He associated the internal development process of the future, potential leader with the value system of that individual, thus leading to a point of acceptance of any developmental interventions. He argued that leadership development required alignment between the organisation, its leaders, and the chosen approach, prior to a form of leadership development, such as coaching, was employed. This argument posited that the position of organisational alignment and the will of the manager to be developed was premised by the requirement for a strategy, to lead the decisions around leadership development. His argument suggested that this all-important foundational block of strategy was often skipped, leading to unsupported and subsequent unsuccessful leadership development initiatives. Supporting the notion of ownership by potential leaders, Petrie (2011, p. 17) advocated: "Leadership development can become democratized, if workers get a better understanding of what development is, why it matters for them and how they can take ownership of their own development".

Day (2000), in a review of the context of leadership development, indicated that leadership development had graduated from a one-size-fits-all to a perpetual growth initiative(s), which had no limits to geographical location or to format. He discussed the concept of coaching employed as a method of leadership development. He also supported the movement away from leadership development initiatives taking the form of formal, classroom learning programmes only, to a combination of formal and informal learning, such as the inclusion of on-the-job projects and action learning. In favour of a more flexible approach to learning development, mainly for maximum contextual benefit to the organisation, Davis (2014), affirmed that leadership development was too fluid to be constrained by any particular form and that excellence in leadership development was defined by the strategic rigour of the organisation on the leadership development strategy and the associated plan of execution for that organisation. In a more recent study of more than 200 organizations, Mettl (2019) attributes the most glaring failure of leadership development to lie in organisational strategies which fail to integrate expertise and experiences of both the potential leader and the seasoned senior leader, thus rendering the content of the leadership development initiative(s) irrelevant and devaluing the foundation of the strategy.

While leadership development, on a pragmatic level, seeks to develop and grow employees, Kombarakaran, Yang, Baker, and Fernandes (2008, p. 78) demonstrate, "...that executive coaching is an effective method of leadership development." Their study narrows the growth through coaching to specific areas of change in relationships, people management, goal setting, productivity, and communication, highlighting these areas as critical success areas for development and leadership respectively. Contrary to this view, Jones, Woods, and Hutchinson (2014) agree that executive coaching is generally effective, however, their study is premised on the suggestion that clarity is lacking on which specific outcomes of executive coaching can be measured. The point made by their study is, in the absence of identification of specific areas of measurability through executive coaching, organisations are blind to measuring whether the employees are a good match to the leadership development opportunities, such as coaching, and their impact to the bottom line of the business. Notably, in a more recent paper on the efficiency and purpose of coaching, Roupnel, Rinfre, and Grenier (2019) agree, years later, that coaching is a means of training or development, with a limitation on measuring the true value-add of coaching. Their study maintains that there is a heavier weighting placed on the value of coaching through enabling self-reflection and transformation of individuals. This suggests that the organisation enjoys value from

coaching, as a secondary beneficiary, from the development of the employee, as an individual. Interestingly, their study attaches the value of coaching to leadership development, on a short-term basis and relies more on mentoring to develop leaders over a longer term. There is an alignment of thinking between their study and that of Kombarakaran et al. (2008), mentioned earlier in this chapter, in that coaching may be regarded as a shorter term developmental intervention, however, the efficiency and value is believed to be confined to specific areas of development, such as leadership skills.

In assessing some of the most difficult outcomes of coaching, Gallo (2015) extends the result of coaching beyond growth and change in the employee and adds that the change is always meant to be positive. This suggests that coaching provides a platform for constructive amendments within the employee and ultimately, for the benefit of the organisation. She specifies that the intention of the coaching process is to foster and result in trust and trusting relationships. This view provides an extended position on coaching and solidifies the premise that coaching results in positive change, which supports the notion that coaching is a means and method of development and ultimately, of growth.

Adding to the value-add mechanisms from coaching in a business environment, it would be remiss to exclude the views of Swart and Harcup (2013), who posit that coaching transfers individual learning to collective learning, suggesting a natural progression of learning transfer from the individual, through practicing learnt behavioural changes and benefiting organisations, whether through teams, committees, cultures or organisational routines, such as productivity improvement or performance. Their study acknowledges the importance of the coachee's attitude and eagerness to learn, for coaching to be effective in the ways discussed in this paragraph. The study places more emphasis on the individuals' ability to change his / her own behaviours through flexibility and a positive attitude and to practice through experiential learning within organisational platforms, such as teams and groups of people, suggesting that if those intangible attitudes are in place, then organisational learning and change will happen. Their study implies proliferation through coaching, which gives meaning to the name of their study: "If I learn, do we learn?" (Swart & Harcup, 2013). The rest of the ensuing chapter introduces, via literature review, the key concepts of this research study and the relationships which these concepts have with each other. The aim of this literature review, through the insights of this chapter, is to suggest best practices in support of the propositions made

by the study, for the positioning of coaching in the leadership development programmes for corporates who would find value in the rationale of the study for their organisations.

2.3 Theoretical Foundation

Coaching often employs triadic relationships for it to be effective, e.g., the coach, the coachee and the organisation forming a triad (Palmer & Whybrow, 2018, p. 263). In consideration of these relationships and its attribution to success, this study considered a triadic relationship of coaching and leadership development programmes representative of learning, with teaching and transference of knowledge taking on the second arm of the triad and the underpinning theory of Adult Learning Theories to completing the triadic relationship. Brockbank (2006) delves deeply into the levels and types of learning which happens under certain conditions and contexts, where Elaine Cox, (2006) in her work on evidence-based coaching, links learning theories to coaching in practice. This suggests that there may well be a link between the experience of coaching in addition to or independent from the theory of coaching (Stober & Grant, 2010). The intention is to use this thinking as an explorative key to understand the value of the experience of coaching in leadership development programmes. Furthermore, the study explores further that if there is value experienced from the coaching, then to what extent does its further cause shifts in thinking for the coachee and ultimately, for the organisation. Of interest and suggestive of further delving, is the notion that learning could even undermine or weaken one of the variables in the triadic relationship as put forth by the study. This study viewed constructive and positive attributes in all of its potential triadic relationships for the case study, not considering that there may be a negative impact to a link in the ecosystem, which is normally the organisation (Harris, Lowery-Moore, & Farrow, 2008). This is a potential extension of the study which may pose an opportunity for research at a later stage.

Referencing the earlier discussion on the complexity in which businesses have to operate and the evolving, consistently disrupted environments, and the tenets of Mezirow (1997), Transformative Learning Theory is best suited to underpin the theory for this study. The change management referred to in this discussion, is aptly supported by the Transformative Learning Theory as it appears as though typical organisational performance will be something of the past and leaders will have to develop flexibility in response to a consistently changing environment, with morphing character traits.

Through the Transformative Learning Theory, the leader is forced to reflect on the environment and on him / herself within the eco-system and ask basic questions of him / herself. This is the point at which a shift in thinking or altering of viewpoint is born, as a response to change (Taylor & Cranton, 2013). In more recent work, supportive of the theory that transformative learning enables the shift in thinking through reflection, Arnold and Prescher (2017) purport that behavioural changes are dependent on transformative learning taking place as a prerequisite, thus expanding the change beyond the level of just the individual, but further inclusive of the organisation as well.

Taylor and Cranton (2013) advocate that transformational leadership is said to enhance morale, culture and organisational performance (Odumeru & Ogbonna, 2013). This theory is different and should not be confused with a different leadership theory, Transactional Leadership Theory, which contrary to Transformational Theory, seeks to maintain the status quo and to resist change. In support of the underpinning Transformational Theory, this study considers the contributions of Experiential Learning Theory as well. Lewis and Williams (1994), indicate, in their studies, that learning is often routinely embedded through past experiences. This notion fits with the reflective learning of the Transformative Learning Theory and the concept of deep learning, where the learner or coachee takes personal ownership of the learning experience through experiential learning (Brockbank, 2006; Lewis & Williams, 1994). This study is alert to the possibility that experiences from coaching, underpinned by Experiential Learning Theory, initiate via reflection of the experience, a change in belief and in some cases, belief systems as well. This change in belief is underpinned by Transformational Learning Theory, which in turn, is the nexus where learning can graduate to transfer of knowledge or teaching. The triad of coaching, experiential learning and transformational learning is potentially the ideal experience for the coachee and most likely where the most value will reside for this study. This assumption is made, given the fact that coachees can and may only experience one of the learning theories and could still yield a successful coaching outcome for the coachee, all be it, it may not be the optimal outcome.

As this study actively seeks out the value of coaching through shifts in mindsets, so does a change of worldview enable the ability to share experiences and learning through teaching. (Perkins and Salomon, 1992, as cited in Harris et al., 2008) identify the transfer of learning, as the point when the experience either enhances or undermines the current views of the learner. To this end, this study uses the practical elements of Transformative

Learning and Experiential Learning to support the idea that coaching is important in the Transnet Talent Nurturing Programme and that coaching furthermore adds value, by shifting the mindsets of the graduates from the Talent Nurturing Programme.

Considering that the learning theories require an active event, such as reflection or experience, to fundamentally underpin the outcomes of effective change, there are other grounding fundamentals which are spoken of as derivatives of the successful end results of change. These fundamentals include the reliance of leadership support and conducive organisational cultures to ensure that the theory does not operate in a vacuum from the ecosystem where the change is sought. Similarly, there is a reliance on the coachee to also provide a willingness to learn and to eventually teach, to give life and extension to the derived change. Such an open mindset from the coachee, provides the organisation, in turn, with an opportunity to measure critical business credentials such as expenses for training, inclusive of time, financial spend, return on investment / employee and improved culture. These requirements afford responsibilities and necessities on each of the triadic components, for holistic success within the business (Lewis & Williams, 1994). The key tenets of the transformational learning theory, as outlined by Mezirow (1997) highlight the likely order of events and the need for social interaction in moving towards the conscious work of reaching the desired state of a mental shift. The social interaction(s) emphasizing the need for transformational learning to underpin the transitioning of thinking or experiencing, to socializing or verbalising for the evolution to become a process of sound boarding and visualizing of a new thinking. Somewhat of a calculated shift in thinking, providing comfort to the learner that work and deep thought has gone into the transition or new way of thinking. The following order underpins the transformational learning journey:

- A disorienting dilemma to initiate the need for shift of mind or for a change in approach
- Engagement in critical reflection, often accompanied by internal tension due to the belief system being challenged
- Ensuing reflective discourse, where the above internal tension is dissected by means of discussion or debate or a proverbial litmus testing of the new thinking
- Resultant in the action of the shift in thinking (Baumgartner, 2001).

2.4 The Positioning of Coaching in Transnet's Leadership Development Programme

Most organisational interventions stem from a strategy, which considers an issue or concern, the impact and risk of the concern and the remedial actions and interventions, together with its forecast consequences for the business. Given the dilemma of the retention of skills in a fast evolving and complex work environment, as discussed in chapter one of this report, the issue of talent management has become a necessity for discussion in the strategic realms of organisations. A common understanding is that businesses require people to drive strategic intent, largely addressing the longevity of leadership capabilities within the organisation. Discussions on talent management require the strategic, collective buy-in of leadership cadres, accepting that talent within the organisations requires a level of training investment beyond the norm. The return on such investment includes, amongst finances and time, also the building of capacity for the next generation of leaders within the organisation. "It requires enormous political tact to determine timing of job assignments and aligned organisation processes for moving targeted people into key positions. Finally, it requires systematic and candid reviews at both the executive and board level about business conditions, key positions, and possible candidates for those roles" (Ulrich and Smallwood (2012, p. 55). The result of these strategic considerations is a leadership development programme which looks at development over time. Developments vary from one programme and organisation to another, however, the foundational expectation of leadership development programmes which include coaching, is that self-awareness is heightened, personal barriers and limitations are uplifted through remedial actions and behaviours are constructive (Kets de Vries & Korotov, 2010).

2.4.1 *Leadership Development Programmes*

These programmes are "...expanding the collective capacity of organizational members to engage effectively in leadership roles and processes" (Day, 2000, p. 2). In a more recent investigation into leadership development and the trends which it carries with it, leadership development is differently coined to the chosen definition for the purposes of this study. Where leadership development is seen for the benefit of organisational

strength, Mettl (2019) defines leadership development as any action undertaken to strengthen the team.

Leadership development programmes are, furthermore, often linked to the organisation's values and vision to canvas and employ an aligned view of the organisation. The value and vision, often refers to and infers, the culture of the organisation. The role of the leadership development programmes is to engender the culture of the organisation through, amongst other vehicles, knowledge sharing, talent proliferation and ultimately, to cash in on healthy bottom line balanced sheets (Conger & Benjamin, 1999).

Literature suggests that there are critical success factors to effective learning development programmes, which comprise the inclusion of coaching in these learning interventions. These factors imply that there are standard and requisite foundational principles to be followed in the development of these programmes. J McGovern (2001) incorporates a strategy for the upskilling of line managers, the customising of development plans to the needs of each identified top performer, extended coaching programmes and measurements for training spend against efficacy of the development plan and programme. Ulrich and Smallwood (2012) subscribe to the same strategic foundations for development programmes and focus on branding the targeted group as talent. They assert that the effectiveness of the leadership development programme starts with the creation of a leadership brand by the professionals earmarked for leadership extension into the future. This suggests a level of ownership from the employees. Their strategic constructs call on a business case for the leadership development programmes, where investment from the organisation is forecast against targeted employee productivity, strategy execution and reputation. These tenets cascade into the performance review process of employees, as a measurement of success and potentially of commitment from the employee. Such detailed mapping of leadership development programmes models elements of transparency, clear communication and informed investments of time, costs, and productivity. Their strategy delves down to the level of multi-faceted training requirements to include work experience and opportunity to practice learnings at work, formal learning through learning academies and life experience. All the above training models are split into ratios according to the needs of the employee.

The final suggestion of solid planning and commitment to the strategy of leadership development programmes is the insistence that the review process be finalised at an

executive board level, as a show of complete commitment and alignment with the leadership of the organisation. In support of this view on measurement, in a study conducted by the McKinsey Consulting firm, the deduction was made that amongst the most highlighted reasons for the failure of leadership development programmes, is the failure to measure results. The study suggests that the content of the development programme and the intense planning thereof becomes peripheral if the learning loop is not closed with performance reviews, measurement and the inclusion of this intention to measure, upfront, in the strategy phase (Gurdjian, Halbeisen, & Lane, 2014). Weindling (2003, p. 25) refers to this lack of evaluation and measurement as a weakness and such practice is clear in “happy sheets” which are distributed for evaluation at the close of a programme, suggesting questionable sincerity in the feedback process and in the intention of measuring the bottom line of the business.

In a similar study on corporates, the finding indicated varying views on the tenure of leadership development programmes. In a sample of 24 businesses interviewed, 42% of organisations felt that leadership development programmes should last for one year or less, with 29% indicating that such development programmes should last two years or less. Surprisingly, 21% of the organisations indicated three years or less for a leadership development programme and 13% alluded to three years or more. The variation in opinions on the tenure of development programmes could be linked to embedding skills within the organisation and investment from the organisation for a meaningful Return on Investment, from a strategic point of view (Joy McGovern et al., 2001). The only extension to the importance of the all-important review process is that such evaluation should include opportunities within the business, for learnings from the development programmes to be implemented or practiced. In a listing of best practice constituents for leadership development programmes among world class organisations, the inclusion of coaching as a development tool remained constant (Holt, Hall, & Gilley, 2018).

Coaching and leadership development programmes are synonymous with learning, which forms the foundation for both this study and for the proposition under discussion. In his expression of the essence of coaching, the author of the *Inner Game*, Timothy Gallwey, aptly campaigns, “Coaching is unlocking a person’s potential to maximize their own performance. It helps them to learn rather than teaching them” (Whitmore, 2002, p. 8). Purpose refers to reasons for doing something, however, when Whitmore (2002) refers to coaching for purpose he premises the pedagogy on the human need to assist another in the form of learning and he particularly raises the idea that this purpose

emerges from questioning, many times, ethics. The ensuing discussion seeks to expound on the linkage of these fundamental aspects of this study.

2.4.2 Coaching

This is "... a tool in the increasing shift towards informal, self-directed learning in organisations" (Ives, 2008, p. 2). Coaching, like learning, has a myriad of contextual interpretations, many of which have their roots in the sports arena. This is due to the late 1970s introduction of executive coaching to the world of business, as born from the insights of the coaching concept of tennis, in the book, *The Inner Game*, as outlined in the previous section. The varied paradigms which accompany coaching, for example, the sport paradigm, posits coaching in the frame of telling and doing to another and / or as pertaining to counselling. This context is loosely attached to the word 'coaching' and is incorrect for the purposes of this study, which prefers the transformational learning underpinning for coaching and is supported by the work of Rogers (2012), who believes that coaching lies within the coachee as a resourceful tool in the coaching process, as outlined in chapter one (Morrison, 2010).

Coaching, in this instance, aids the coachee to learn more effectively and shift the mindset to enable transference of knowledge and the learnings in the form of teaching. In their work on discerning coaching from training, Joy McGovern et al. (2001) postulate that coaching offers expanded reflection and thought-probing opportunities to enable coachees to determine their own responses and solutions, as opposed to being led by a trainer. Coaches were more attuned in their study findings, to hold coachees accountable for their own actions, as opposed to having the course of action done for the coachee or the organisation respectively. They also found that coaching encouraged coachees to discover and embrace their strengths and to align and steer these strengths towards moulding their work functions, to accommodate these capabilities, as opposed to having their strengths highlighted without further exploration. Given the discussions in this study, there is a link between coaching and the value which it offers, through teaching and extending the teachings into action.

Coaching repeatedly responds, through literature, to the vehicle through which change is introduced and supervised or monitored from experience. This change could stem from the strategic level of goal setting or planning, or it could be through the tactical process of self-reflection on how the coachee handled a situation and how it could be

handled differently. The point being raised, is that coaching is employed to bring about change. Kombarakaran et al. (2008) outline various methods to train people for change, however, the findings of their study determined that coaching distinguishes itself uniquely in behavioural practice, through positioning of this practice centrally during coaching. Through behavioural practice, the coachee is coached on his/her unique management style, their unique personality approach, and the opportunity to provide and receive, both negative and positive feedback on personal behaviours and its impact. In a similar study done through the University of Insead, the study found that change becomes a reality through coaching and of importance is the identification of the relevant stakeholders to enhance the change through coaching, such as, colleagues, line managers, team members / subordinates and even family members. This finding supports the earlier mentioned study in that change embraces the individual holistically and employs methods such as self-reflection to nurture change from deep within the coachee (Kets de Vries & Korotov, 2010).

While there is consistent direction towards the inclusion of coaching in leadership development programmes and its distinctive focus on change within the coachee, there is evidence that the impact on the value of coaching is dependent on factors to foster the practice of coaching. These include, similarly to some of the critical success factors for leadership development programmes as discussed earlier in this report, factors such as performance feedback, strategy, emotional, social, political literacy and understanding of the business context (Trevillion, 2018). The factor of sound strategy suggests a structure or framework of strategic intention, followed by sound planning and delivery plans for coaching to work. It also suggests that if the culture of the organisation and the buy-in from the top structures within the organisation is not supportive of a growth and development culture, then the distinguishing traits of coaching, on its own, will not be effective. This shows the importance of the positioning of coaching in the development plans and the significance of having coaching included at the strategic phase, to experiential delivery stage and finally, to feedback and pay back phase. Issues such as the duration of the coaching intervention, can be a lead indicator on whether the culture and buy-in from the leadership level within the organisation is present and sincere.

In a study on the experience from having coaching as a learning platform within an organisation, 81% of executives believed that coaching adds value and has proven not to be a fad. The study found that 88% of the executives saw coaching as a science or discipline, as opposed to merely employing common sense. The last group of executives

attributed the time spent in coaching to a positive Return on Investment. The study uncovered that executives saw coaching as a method and means of handling and managing top performers and ultimately, retaining their skills within the organisation. Of interest in the same study was the view that the Return on Investment was attributed to enabling management to coach their teams. In so doing, sparing the organisation of the expense of external coaching services. Furthermore, the view existed that the true value of coaching was dependent on the involvement of management, throughout the coaching process. This demonstrates the various views on the type of value which coaching adds to organisations and the varied views on the critical success factors for coaching to add value, which addresses the positioning of coaching within an organisation (Kombarakaran et al., 2008).

In a different study on the value of coaching in achieving goals, the study found that the number of coaching sessions held by the coachee had different success outcomes. The study found that as little as four sessions was found to be sufficient and effective in some cases, with the greater consensus amongst executives finding between eight and ten sessions to be the recommended number of sessions for effective coaching to be experienced. The finding suggested that coaching is to be experienced or present in the DNA or culture of the organisation over a long period of time, suggesting embedding a culture of learning, development and ultimately, change for the benefit of the organisation and the coachees / employees for purposes of retention, however, it has been found that shorter coaching durations are effective when used for specific business targets, such as goal setting or planning (Grant, Curtayne, & Burton, 2009). With the tenure of coaching being linked to the efficacy of the coaching outcomes, this factor directs the study to assume a link between the positioning of coaching and the value which it delivers, whatever the value determination may be within the organisation.

2.4.3 Proposition 1

Transnet's Talent Nurturing Programme is underpinned by coaching, as a learning instrument, for the growth and development of the organisation.

2.5 Coaching Changes the Graduates from Transnet's Talent Nurturing Programme through the Practice of Learning and Teaching

When coaching forms a triad with learning and teaching, one is most likely to achieve an outcome related to performance. Whitmore (2002) warns against using coaching for the exclusive intention of organisational performance, in which case, he fears failure of the coaching intervention. He posits that organisations need to become learning vessels if they are to support the proverbial ever-changing business environment. He directs that if coaching is employed for the correct reasons with the correct approach, then secondary aspects, such as work morale, coping mechanisms and personalities are positively affected. The secondary aspects become crucial to organisational performance, encouraging a holistic approach, rather than deploying coaching and organisational performance in vacuums. The following discussion explores the notion that interconnected reliance of each of the key constructs of this study outweighs each construct on its own.

2.5.1 *Learning*

Coaching is considered a conduit for learning, if training is seen as an opportunity to learn (Olivero 1997). In a later review on learning and coaching, the work of (Sammut, 2014) refers to the commonalities between coaching and learning, especially when searching for transformation or the shift which we referred to earlier in this report. Reference is made to the extension and clarification of the meaning of one's experience. Learning has a multitude of definitions, predominantly bolstered by the context of the learning, for example, learning through disabilities or learning through study methods. Common to all the definitions explored by the study and the underlying reason for its feature, are the core components of experience and clarity (De Houwer, Barnes-Holmes, & Moors, 2013). Learning is imperative to this study, as it is a critical action which needs to take place before the mindset shift can take place and in turn, for transference or teaching to take place. Brockbank (2006) posits that coachees can transform in their thinking and acquire the much-needed shift if they use reflection as a tool to assist them in questioning, assessing, and reconsidering their views on topics or their work. Considering that learning is one of the most important outcomes of leadership development programmes and the underpinning reason for the positioning of coaching

in these programmes, the theory around transformational learning supports this study holistically. Transformation and the ability of the coachee to allow for a shift in thinking, as well as to extend the learning from the coaching interventions in the workplace, makes for a foundational input to this study and supports the inclusion of the Transformative Learning Theory. While Moon (2004) divides learning into surface learning and deep learning as approaches, he asserts that the learning approach of the learner and in the case of this study, reference would be made to the coachee or the graduate, is all dependent on the experience of the coachee. Similarly, and reinforcing the notion that learning and transformation complement each other in pursuit of change, Olivero et al. (1997) endorse the work of Sammut (2014), where she refers to the commonalities between coaching and learning, specifically when searching for transformation or the shift referred to earlier in this report. This suggests that there is no one approach to learning for the coachee, as experiences change and differ from one person to another. It is common practice to believe that any form of learning is beneficial, all be it in some cases, not in relation to the original purpose for the learning. A Harvard Review explicates that learning can indeed be counterproductive, it can expose learning for the wrong reasons and can achieve unwanted results e. g., learning ways of becoming autocratic in ones' leadership style. This viewpoint, once again, suggests that learning does not happen in isolation and considers factors such as environment, culture, and personalities (Beer, Finnström, & Schrader, 2016). Passmore and Fillery-Travis (2011) were earlier aware of this thinking, except that they single out cognition, the emotion of the coachee and the individual's frame of mind and attitude to want to change through learning. Notably, there is a view which uses this theory of the attitudinal approach towards change on the part of the coachee and highlights the influence and significance of related stakeholders, such as, the coach, peers, coachees and teams to exert emotional pressure on the coachee, forcing a view and an understanding of the requisite change. This influence forces the coachee to have a view on the gap between where the coachee finds himself in relation to the issue at hand and where he / she should be striving towards. The gap comes about through learning and making it extremely difficult for a coachee, in conjunction with these stakeholders, to reject change. Coachees from the referenced study, attribute behavioural change to the various learning interventions, such as group and team coaching, action plans, practice of newly learned behaviours and their impacts. They also felt that the contact and future network within the learning community created strong support for future transformations (Kets de Vries & Korotov, 2010).

In summary, the objective of learning is always to transform through change. Learning, however, does not take place in a vacuum, instead, the success of learning is made up of several supportive constituents within an ecosystem, as discussed in the above paragraph. The total workings of the ecosystem furthermore creates a critical framework within which the successful outcome of learning through coaching thrives. The ethos of organisational culture appears consistently in the literature review, as a key example of such a requisite framework. The point is that if the organisational culture is not one of support and alignment with learning, through conducive learning environments and opportunities for application of learning through projects, the learning experience and the objective of transformation will be tainted and in all likelihood, will be counterproductive to its intention (Milner et al., 2018). The same account holds true for the method of learning, such as coaching, in that there has to be a link between the transformational change through learning and the support frameworks within the organisation, which could serve as barriers or conduits to successful learning through coaching, depending on the veracity of such support frameworks (Levenson, 2009). Hullinger (2020, p. 13) articulate that: “A growth mindset sees obstacles as opportunities and as a constructive part of the learning process. Learning also means finding lessons and inspiration in the success of others.”

2.5.2 Teaching

Teaching is described by Whitmore (2002) as a term relating to guidance, coaching and management, suggestive of telling or transference. While coaching can include an element of telling, this form of telling relates to experience or reflection where coaches or leaders relay their experiences for the benefit of learning. (Stewart et al, 2008, p 88 as cited in Stewart & Palmer, 2009), refer to coaching transfer as: “the sustained application of knowledge skills, attitudes and other qualities acquired during coaching into the workplace.” By extension of this theory, the study would be incomplete if it did not explore the teaching styles in relation to learning. In his work on this aspect of learning, Foster (2007) purports that teaching and learning cannot be studied in isolation when investigating the experiential aspect of transformation. The co-dependency between coaching, learning, and teaching for the benefit of learning and organisational performance is elevated by the topic of teaching, which is presumed to be amongst the values which this study is seeking to unearth. A Harvard Business Review professes that the best leaders are the greatest teachers and purports that great leaders never limit

their transfer of knowledge to work related learning only. They almost always extend this transfer of knowledge to life, which suggests a level of coaching among the value indicators which this study seeks to unveil (Finkelstein, 2018).

Stemming from the benefit of teaching in relation to learning, Milner et al. (2018) discuss the value of support which the coachees receive during their coaching journeys. Transference becomes a significant factor and presents itself and experience through learning through coaching. This is followed by passing the learning, through teaching or transference e.g., the coachee teaching or coaching his/ her team or peers, thus creating a wider pool of knowledge and ultimately, improved productivity and performance within the organisation.

The above demonstration of the maximum benefit of coaching through transference indicates that the positioning of coaching in learning environments, influences the extent to which its purpose can be stretched and the benefit, of the multiplier effect of skills and knowledge. In a related study, Holt et al. (2018) recommend that positioning could refer to different levels of training and coaching for different levels of coachees within the organisation, thus enforcing more focused and fit-for-purpose outcomes through tailored coaching briefs and achieving the maximum benefit of coaching through transference or teaching others. The referenced study places emphasis on treating coachees according to their individual needs and views to foster transference and collaboration through teamwork.

In a comparison between teaching and coaching, Reid, Cook, Viedge, and Scheepers (2020) dissect the clinical differences between coaching and teaching and despite the fact that there are various distinguishing differences, the overall finding was that teaching is linked to subject knowledge, whereas coaching incorporates knowledge through insights from experience, such as actions and practice. The finding of the study was that teaching and coaching coexist in proximity to the Adult Learning Theories and mostly in overlapping principles in its delivery. The study believed that maximum benefit would be derived from a hybrid of the two disciplines, which was coined the nexus, in their report.

While it is evident that teaching plays a pivotal role in both coaching and learning experiences, for organisational bench strength, Sharma (2017) warns against the risk of missing the intangible value which coaching delivers, often in immeasurable dimensions. This aspect indicates that this study may fall short of collating comprehensive value which coaching brings to organisations, especially if the study focuses on tangible

deliverables. The study takes note of this and will contribute towards inclusivity of intangible measures in the following chapter, where the design of the study is planned. In continuing with potential pitfalls around teaching and the risk of not paying sufficient attention to the value of teaching as a contributor to organisational performance, this study recognises that even though the underpinning Transformational Learning Theory resonates with the method of unveiling the value and positioning of coaching in leadership development programmes, there is an equally pressing acknowledgement that Kolb's Learning Theory also affirms learning through teaching. Kolb's Learning Theory explicates that the teacher, specifically, becomes more flexible, reflexive, and open to change through employing the constructs of the theory. If these attributes are linked to the shift which this study implies is the required inflection point required for learning to be converted to teaching, then Kolb's Learning Theory will partly frame this study.

2.5.3 Proposition 2

Coaching changes the graduates from Transnet's Talent Nurturing Programme through the practice of learning and teaching.

2.6 Conceptual Framework

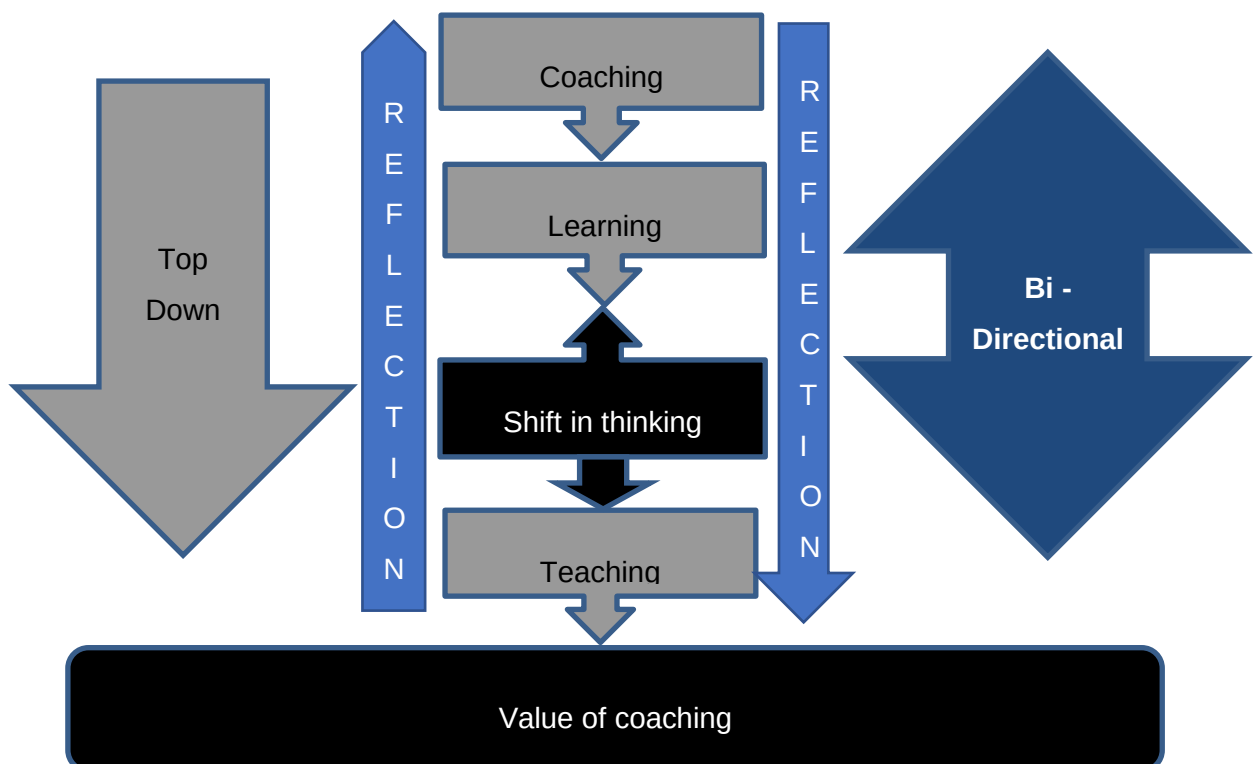


Figure 1: Conceptual Framework

This model identifies the shift in thinking, under learning, as the point of inflection for impact (value) to happen. Preceding the significant move to a shift in thinking, the framework assumes the chain of fundamentals leading to such a shift. The process of an uncomfortable experience or a dilemma happens in order to move the coachee towards questioning his/her thoughts and beliefs. This causes sufficient discord to force questioning, reflection, and interrogative strategies to provide answers to relieve the internal tension. This process is generally highly strained because it often leads to questioning of belief systems and forces the realization of potential misguided thinking or behaving, raising emotional turmoil. This is somewhat of a burning platform which forces change. This apex of the internal pressure leads to different forms of socializing, depending on the emotional response of the coachee. Some may require counselling, where others may act out in behavioural patterns, outside of the norm. The socializing aspect is fundamental to the coachee for confirmation of the decision to transition in thinking or believing. This is the tension before the acceptance of a new dawn of thinking, leading to the shift in thinking (Baumgartner, 2001). It is for this reason that the central point of “shift” in the diagram changes the flow from a top - down approach to a two-way approach, suggesting that once there is a shift in thinking, the learning in the coachee is diverted to a bi-directional flow of knowledge.

The coachee becomes sensitive to learning further, more consistently and becomes confident enough to transfer the learning, thus extending the learning into teaching. This way the organisation benefits from upskilling the coachee and the team or peer to whom he/ she extends the learning. Ultimately, the organisation benefits from the bench strength of the individuals who make up the team and from the multiple teams which work independently as well. The anchor theory is the Transformative Learning Theory, which Mezirow (1997), as a lead theorist in his study, asserts, that people reach a capacity of knowledge, relating to values, frameworks and opinions, which formulate their worldview and outlook on life. Often, this state of mind leads to mundane responses to life from a habitual perspective. When learning happens under these conditions, the person withdraws into somewhat of a selfish, inwardly focused, and integrative space where reflection becomes the focus of that space. It is at this point where the body of knowledge is shaken, questioning what happens and ultimately, learning takes place. There are sufficient arguments against this thinking of Mezirow, specifically around the above theory in relation to a lack of cultural diversity, however, this study views the person holistically, leaving little to no difference of opinion if any factors of diversity were not included (Taylor & Cranton, 2013).

Downstream learning theories such as Transformational and Experiential learning theories and practices are employed to support the basic theory of transformative learning in this study. This aspect of the branching out from the anchor learning theory, is important for the study to ascertain whether the learnings are profound and effective enough for them to morph into teaching. It is believed that learning and teaching become mutually dependent on each other, for an effective, expanded body of knowledge building and the resultant use of that knowledge. "For most of our participants in our study, teaching is more than a set of strategies to enable students to reach the teacher's goals for their learning" (Foster, 2007, p. 38). The argument raised is that both teaching and learning trigger learning and therefore the relevance of the Transformative Learning Theory, through experience and self-reflection, supports this thinking. In the meantime, Lewis and Williams (1994) report that experiential learning is also of significance in how learning is received and the selling point for Experiential Learning Theory is that it justifies acquiring self-knowledge.

The theoretical underpinnings of this study form the foundational arguments for the research questions which are outlined in chapter one. The key conclusion from the chapter is that the concepts words and phrases in this study can exist on their own, and can sufficiently hold their own for action, namely, learning, coaching and / or leadership development, however, this study observes that these key concepts almost always work in a dual or a triadic relationship. The triadic relationship is always underpinned by theory, for effective learning.

2.7 Conclusion of Literature Review

The literature review in this chapter indicates that coaching plays an important role in leadership development programmes, however, it often loses its impact when left to operate in isolation. Even though coaching has far-reaching positive effects to the wellness of businesses, its primary purpose is to influence change in coachees. Seamless, positive effects of coaching occur when it is accompanied by supportive environmental factors, such as learning cultures or eager coachees, for value-adding services. In order that coaching is continuously paired with support structures for value delivery, coaching has to feature in the planning phases of organisations for well-planned and focused directives to be delivered.

Proposition 1: Transnet's Talent Nurturing Programme is underpinned by coaching, as a learning instrument, for the growth and development of the organisation.

Proposition 2: Coaching changes the graduates from Transnet's Talent Nurturing Programme through the practice of learning and teaching.

CHAPTER 3. RESEARCH METHODOLOGY

This chapter outlined the planning and design of the research, considering the rationale and purpose of the study. Given that coaching is an experienced activity, whether used for teaching or for learning, the study employed an Interpretive Phenomenological Approach (IPA). IPA is associated with lived and experiential data in answering the research questions (Creswell, 2007).

Significant to this chapter, were the supporting tasks for the research methodology, including the data collection methods, the research instrument, and the associated tools for data analysis. The research methodology was underpinned by a consistent research design, highlighting the population sample and size, together with the research instrument.

Furthermore, the following chapter outlined a qualitative study to explore the value of coaching in leadership development programmes and the extent to which the coachees used the learnings from their coaching sessions, at their respective workplaces. The answers to these questions should vary, depending on the individual experiences from the sample of participants. Creswell and Creswell (2017) maintain that individual meanings attributed to experiences or human challenges is more favourably employed through qualitative studies, as a tool of interpretation and comprehension.

The contents of this chapter include the outlined ethical considerations and the documented limitations of this study. The planning tool considered trustworthiness and a timetable of tasks, together with lead times for timeous completion of the study.

3.1 Research Approach

This qualitative study was underpinned by sourcing the subjective experiences of the executive managers and higher organisational graded levels, during their attendance of the two-year leadership development programme, sponsored by the Group Chief Executive of Transnet. This study followed an interpretivist paradigm in that the collection of data and the method of analysis was planned to source the understanding of what happens in reality when attending a leadership development programme. Merriam and Tisdell (2016) advocate that a purposive paradigm reinforces an interpreted, meaningful description of the participants' reality. This made the final report rich in descriptions of

personal experiences in line with Leedy (1989), who described a phenomenological approach as a strong foundation and a typical partnering strategy to a qualitative study. The approach sought the experiences and the personal deliberations of the participants in relation to the research questions. The researcher expected to receive differing views and responses due to the uniqueness of the individual's feelings and thoughts, which the qualitative approach aptly allowed latitude for such data to be documented and analysed. Additionally, the interview guide, equally allowed flexibility to deviate from posing structured, rigid questions. Unstructured questions and / or follow up questions during the interview, were posed, once the researcher detected an interesting perspective in the responses to the questions. These questions which were not necessarily asked verbatim in every interview, facilitated the reaching of the proverbial crux of the experiences of the respondents, which would not have been permissible through the rigidity of a quantitative study of measurement (Creswell and Creswell 2017).

Transnet was chosen as the case study, given its active implementation of a leadership development programme which was expected to yield insights to the questions raised by this study. The researcher requested that the name of the organisation be allowed in the report, with the express intention that participant's ideas and suggestions could be incorporated into the ongoing curriculum refinement of the studied leadership development programme and for the design of future leadership development programmes. The rationale was to zoom in on the richness of the data, through experiences of employees of the organisation, thus appealing to the validity strategy of the qualitative research make-up, making the results more realistic and bespoke (Creswell & Creswell, 2017).

3.2 Research Design

The design of this qualitative research proposal was inspired by the social aspect of having executive level managers join each other monthly, from across the diverse business operations, to experience learning through various methods, one of the methods being coaching. The study was on high alert during the research, for behaviours, attitudes and contrasting experiences which may have emerged from the answers to the research questions. The unpredictable nature of the responses was what labelled the study as explorative in nature. The choice of study was validated against the chosen approach of a case study. The case study aligned with the foundations

provided by the phenomenological approach, in that the nature of the design associated itself with rich and descriptive data from the participants. It furthermore enabled the scrutiny of the genetics of the specific bounded case, which in this instance was the Talent Nurturing Programme. The case study design extended itself well, to the data collection process through multiple sources of information, such as documents, reports, observations, semi-structured interviews, all of which revealed a plethora of data (Merriam & Tisdell, 2016). This demanded of the researcher to spend extensive timespans in the field, sourcing the data and processing the visuals of the experiences sketched by the participants (Creswell & Poth, 2016). The exploratory information thus made for exciting views and approaches to the various challenges faced by the coachees; however, it made the data complex to analyse.

Semi-structured one-on-one interviews comprised, largely, open-ended questions for latitude of the participants to express themselves. All interviews were conducted on the online platform of Zoom, as at the time of the interviews, there were strict restrictions imposed by the Government of South Africa in relation to the mass, collective contribution towards minimizing the spread of the Corona Virus through direct contact. The online option for conducting the interviews allowed the participant to participate in the interview in the comfort and privacy of his / her own space, as opposed to potentially having face-to-face interviews at the office, under normal circumstances, prior to the Corona Pandemic. The researcher used the opportunity of using an online platform to potentially benefit from the assumptions, as documented in chapter one of this document. The privacy of dialling in from a private location, which was the homes of the participants due to the Corona Virus restrictions, would support the assumption that participants would be more open to share candid responses, without fear of being overheard. The assumption of responses being less likely to be shared amongst other participants was high because the selected participants to the study was not shared. The focus of the interview was to get the participant to share his / her views on whether the coaching created a shift in the thinking and what that shift meant to the participant, where such experiences were vividly remembered. A further focus was to ascertain whether the coachee or the participant, used interchangeably in this study, made use of the learnings in their workspaces when they returned to their daily work. Finally, the number of questions was limited to work within the confines of avoiding a time-consuming interview, yet allowing for free, social responses from the participants.

3.3 Population and Sample

The targeted population for this study was aimed at executive management level and higher within Transnet, across the business. The participants had to have participated in the Talent Nurturing Programme for senior levels of experience.

The sample was derived from a purposeful sampling regime. According to Merriam and Tisdell (2016, p. 95), "Purposeful sampling is based on the assumption that the investigator wants to discover, understand and gain insight and therefore must select a sample from which the most can be learned". Furthermore, the purposive sampling required selection criteria which fitted the study, which suited the narrowed down selection of the specific leadership development programme, namely, the Talent Nurturing Programme, as Transnet facilitates more than one leadership development programme within the business. This study opened the sample to any of the business units within Transnet, as the organisation consists of six organisational divisions and the population could have moved from their original organisational unit or function between the years 2012, when the first cohort of the Talent Nurturing Programme was launched, and 2021, at the time of this study conducting interviews. Leedy (1989), purports that unstructured interviews, with purposive sampling could range from five to twenty-five participants, due to the specificity of the sample. Merriam and Tisdell (2016), pity researchers with low thresholds for indistinctness, as they indicate that a sample size is undefined and has no distinct number on which to base studies. In a more recent publication, Creswell and Creswell (2017) confirm that the prescribed sample size is non-existent, however, they offer typical estimates of between three and ten participants for qualitative studies with a phenomenological approach. In the case of this study, executive level graduates from the Talent Nurturing Programme were limited and the organisation was going through a reorganisation exercise, at the targeted management levels on which this study was focusing. The study decided on a sample of six, with the intention of interviewing at least one person from the organisation's operations, at least one from the business / commercial perspective and at least one participant from the people management function. The mentioned functions are core to the business of Transnet, as a logistics organisation, and the study was content with interviewing participants from support functions, after securing the core business function representation. This study adopted the insights of six participants, as the ideal number for this study, as the idea was not to engage a large group of participants for a general idea of the themes but rather to actively engage on the personal and bespoke

experiences of a small group. This approach was guided by Hancock, Amankwaa, Revell, and Mueller (2016) who direct that amongst the inconsistent approaches to reach saturation point of ideas and themes from the data, smaller groups are employed when the study is interested in personal experiences. Whilst their guide supports an academic approach to the justification of a small sample size, the practical aspect of Transnet, at the time of this study, was in the midst of an organisational wide reorganisation exercise, with many of the graduates having left the organisation through a voluntary severance process. This practical aspect of availability of participants supported the academic limitation on the sample size. The criteria for the sampling fell under the non-probability sampling standard, which suited the intended inquiry on the shift in thinking because of coaching and the extent to which learnings were used in the workplace, as a value add.

Given the diversity of the South African population, the representation of race and gender were not specified. The study and its data on racial and gender participation could potentially form a base for further studies in the future.

3.3.1 *Population*

The population consisted of executive management level and above within Transnet, across business functions. The filtered population of executive management and above, addressed the specific grouping of management with the intention of receiving senior levels of work experiences. The population limitation of executive level and above filtered the number of available graduates to a minimum as the senior levels within the organisation had been affected and dealt with through an organisational reorganisation and downsizing exercise within the organisation.

3.3.2 *Sample and Sampling Method*

This study possessed a database from Transnet, consisting of previous cohorts of Talent Nurturing Programme graduates. The initial plan was guided by Fusch and Ness (2015), who guide that saturation is more easily reached with smaller groups and therefore this study activated six interview participants, which was further supported by the interview process, when the same themes were recurring among the participants. There was therefore no need to expand the number of participants, as no new coding was required, mainly due to the specific nature of the Talent Nurturing Programme.

The following factors were included in the criteria:

1. Graduates from the Talent Nurturing Programme
2. Executive Level or higher within the management cadre
3. Function or Department within the organisation

Due to the social distancing protocols of the Corona Virus pandemic, the participants were interviewed on the technology platform, Zoom, and the session was regarded as a face-to-face or one-on-one interview.

The interviews adopted the format of a standard list of questions, mainly open-ended, for allowance of sharing experiences without limitation and to accommodate different responses in accordance with varied experiences. This format also provided comfort to the participant that their responses were not being prescribed by the study (Merriam & Tisdell, 2016).

Each participant of the interviews was invited to participate in the processes via an electronic formal letter. The letter informed the potential participant of the background to the study, the reason why the person had been earmarked to participate in the study and coverage of the ethics followed by the study.

3.4 The Research Instrument

The one-on-one interviews were semi-structured and formed the primary means of data collection. The questions were standardised and accompanied by the electronic letter of insight into the expectation for the interview session and to ensure that the study covered all the requirements for the session. The interview guide, attached as appendix C of this document, provides a view of the question structure. The opening question served as an ice breaker to set the participant at ease and to assist the study to locate the function within the business where the participant was operating at the time of the study. The approach to the questioning regime was attuned to the guide of Creswell and Creswell (2017), who purport that qualitative researchers are interested in the experience and the reality of the chain of events. The questions were all designed to address the two main constructs of the research study, mainly addressing the positioning of coaching and the potential value which may have emerged from coaching and the leadership

development programme. There were two closed questions, however, each of the six participants chose to elaborate on their answers which was well received by the study, as extra data.

The semi-structured format of the interview provided a productive, yet less formal environment for the participant to share freely their responses to the questions, without any fear of judgement. The evidence resided in the less structured format of the interview questions. The questions were asked flexibly during the individual interview sessions; however, the questions sought specific information. There was no set order of the wording. The final two questions requested the participants to provide their opinion on changes for future cohorts of the Talent Nurturing Programme. The idea was to follow the guide of Creswell and Creswell (2017), in their belief that data from participants would be in words or pictures, rather than numbers, so that the study can interpret and reconstruct the data in a responsible, yet logical format of understanding and in the case of this study, for future development of the programme or similar leadership development programmes.

3.5 Procedure for Data Collection

The participants were chosen from a database of previous cohorts of the Talent Nurturing Programme. These documents were sourced from the Human Resources Department. Each cohort consisted of various management levels, which made the process fairly complex to sort amongst the grade levels of the graduates. The study then structured the managerial levels into the various functional departments across the business. A random process of selection was made from the filtered information, however, an additional process of filtering ensued as many of the executive level graduates had already left the organisation through its reorganisation exercise. A number of participants were not contactable, which allowed the study to keep the limit of the population size of the participants, ensuring varied experiences from the different disciplines of the programme. The study contacted each of the six identified participants telephonically to confirm their position within the organisation and to obtain approval from them, to receive the participation letters. The researcher explained the process to be followed and provided a high-level framework of the study. The participants were aligned to the reason for their selection and were assured of their anonymity throughout the study. All of the telephonic discussion requirements and provisions were included in the

participation letters. Diaries were consulted and electronic meeting requests were set up according to the availability of the participants. All the interviews were done via the Zoom platform, as face-to-face meetings were limited at the time of the study, due to the lockdown protocols of the Corona Virus. Transnet employees were working from their homes during the time of the study. Parallel to the recording of the interviews and the data received from the participants, the researcher documented informal notes, of points of importance for the study. The notes often signalled to the study, dominant themes emerging from the data, as well as research interpretations from visual data such as body language. The practical structure adopted during the data selection and the subsequent coding and deriving of themes was underpinned by the useful guide of (Brawn and Clarke, 2006, as cited in Maguire & Delahunt, 2017).

In order that the informal nature of the notes did not distract the study into unproductive areas, this study was guided by a checklist, together with a plan to ensure that the correct data was collated at the correct data collection points (Leedy, 1989). Participant's confidentiality was secured through a signed letter of confidentiality and this aspect was reiterated with each of the participants during their interviews.

There were no requests for face-to-face, in-person interviews to take place at the Transnet offices, even though the locked down level of restrictions of interactions amongst people, according to the national government of South Africa, was at a tolerance level, supportive of in-person meetings. These locked down levels were considered as a government requirement to the response of the contamination levels of the Corona Virus at the time of the interviews. As a standard, the interviews were conducted on Zoom, which was the official technology platform for meetings within Transnet. With the permission from the participants, the interview sessions were recorded, with voice recording being a standard requirement for recording purposes and video recording was not compulsory. The data was collected in the official business language of South Africa, namely, English.

3.6 Data Analysis and Interpretation

This research study followed an inductive approach to the data analysis process, as is common for qualitative studies. The inductive approach allowed for the researcher to observe general indicators such as behaviours, voice tone and general positioning of

responses to questions as indicators in the broader interpretation of the data. The data was interpreted through grouping of thoughts, mainly identified as subjective analysis, as the researcher relied on intuition for the placement and grouping of the data. Even though the inductive approach to this study was employed, it was not uncommon for the researcher to use elements of the deductive analysis approach, specifically after creating themes through the inductive analysis process. The deductive analysis sought to give meaning and substantiation to the themes developed in the study, through additional data inclusion (Leedy, 1989).

Table 2: Data Handling Phases for Thematic Analysis

Chronological Action
1. Familiarise the data
2. Develop codes
3. Derive themes
4. Assess the themes
5. Distinguish the themes
6. Document the themes

Source: (Maguire & Delahunt, 2017)

According to Douglas (2017), the generation of themes from experiences is a core process under the interpretivist approach. This study therefore followed the thematic content analysis process leveraging its inherent characteristic of making sense of what would ordinarily be regarded as complex data. The complexity, in this research study,

emerged largely from the myriad of experiences and points of view which the different participants had, pertaining to the same topic in the interview processes.

Thorne (2000) documents in his work that all qualitative analyses follow the same process, regardless of the chosen approach. Confirming the use of these standard processes in the later theoretical studies with a mere difference in the naming convention, this study therefore followed the following process for purposes of structure to the data analysis (Merriam & Tisdell, 2016).

Comprehending the phenomenon being studied was linked to the purpose statement, as documented in chapter one of this report. The intention was to have a clear big picture in mind and clarity on what it was that the study wished to unearth. This step was followed by the phenomenological theoretical framework of understanding the experience(s) shared by the participants. The benefit of having the clarity on the preceding steps was that it was meant to lead and enable the study to seek patterns in the responses, for grouping in the form of coding. Open coding allowed the study to latch onto exact words or relative words and / or phrases which could form a familiar belonging to a particular code. For the purposes of checking that the study did not veer from the initial step of understanding and linking the process to the purpose of the study, the following point of the study introduced an opportunity for reflection and structure to ensure such alignment to the purpose, through formulating themes from the myriad of data codes, which had been collected up to that point in the study. The themes were meant to highlight prominent insights which emerged throughout the various interviews. There was an opportunity, at that point, to revert to the initial codes and to rethink the themes and the relevance of the codes to each theme, in the form of correct placement or belonging to a particular theme. The categorisation stemmed from the combination of the various codes and considered the constant comparative method of relating the responses and experiences.

3.7 Limitations of the Study

This study undertook the highest commitment of sourcing and receiving the data in its purest form, however, given that the source of the data was humans, there was an element of unpredictability. Considering such unpredictability, the following limitations to this study were documented for purposes of transparency.

Some of the participants of previous Talent Nurturing programmes had already left the organisation, as a result of the reorganisation exercise within Transnet and a subsequent voluntary severance process. This limited the number of available graduates for participation in this study. The absence of senior level graduates left a gap of unknown insights to the study. The time lapse between the interview and the actual learning experience may have been too far apart to capture the real value of experiences, with the first cohort having been expedited in 2012.

This study focused on the executive management level with the intention of senior / leadership learning and work experience; however, the real experiential learning is known to happen on the ground where the operations happen in practice, as opposed to the helicopter oversight learning. This study was deprived of those insights; however, it provided strategic insight to the propositions set by this study, which may well assist in applying the concepts in other organisations. This limitation could well be relieved somewhat in the assumption that many of the executives who participated in the study, may have been promoted from those experiential learning, operational levels. The study drew from this possibility, even though it was not a prerequisite, given that the graduates from the Talent Nurturing Programme would have completed several years of in-service work with Transnet, as a qualification criterion for selection.

3.8 Trustworthiness

By its name, trustworthiness refers to the credibility and honesty of a study. Gunawan (2015) postulates that trustworthiness is determined by the reader of the research. Alongside the ethical considerations of this study, trustworthiness was demonstrated through the transparency throughout the study, especially when interviewing the participants, as many of them were likely to be among the readers of the research outcomes, given their contribution to the study and their presence within the organisation. In this study, participants were offered insight into the processes which were mandatorily followed, under the management of the university, in order to reach the point of invitation to participate in this study. Each participant was offered access to any of the documents which were cleared by both, the organisation used as the case study, as well as the university, supervising the study. In the invitation to participate in the study, appended to this document as the Participation Information Sheet, the participants were provided with contact details where any concerns around the study could be lodged and

independently dealt with, outside of the researcher's influence. The contact details of the supervising authority for this study was documented and offered for free contact. The Participant Consent Form, also appended to this document, allowed for each participant to circle their consent on specific areas of contact during the interviewing process. These ranged from consent to provide visibility through camera access, voice recording and for anonymous references to be made to their comments. The administration efforts to this study, intended to provide the foundation of Trustworthiness for participants to have comfort in their participation in the study and for the unknown readers of this study, whom the researcher may not have had an opportunity to provide comfort and to display credibility.

3.8.1 *Transferability*

According to Burchett, Mayhew, Lavis, and Dobrow (2013), transferability speaks to whether the level of reliability and suitability of research findings in a new setting, will be the same as in its original setting. When considering the aspect of transferability, the study focused on the experience of transparency and trust by the participants. Knowing that Transnet was merely a case study in this research and that the recommendations were intended for leadership development programmes outside of Transnet as well, much focus was assigned to ensuring that transferability was sufficiently embedded in the research. At the start of each interview, the researcher took time to provide the context of the study and an opportunity for each participant to ask any questions of clarity, to ensure understanding of the study. This study furthermore addressed the issue of transferability in the interview questions for continuity and transparency of information. The context gained, allowed for transferability to other areas, functions, organisations, thus contributing to the positive trust-building efforts within the relationship of the researcher and participants, for application of the research elsewhere. The participants were asked to provide their opinions on areas which required changing or suggested improvements for future cohorts of the programme under scrutiny.

3.8.2 *Credibility*

Patton (1999) asserts that if deliberate attention is paid to three aspects of data handling, namely, of detailed methods, techniques of collating and analysing the data and reverting to the trustworthiness levels between the population, the study and the implementation

of practical questioning techniques, credibility will prevail. Credibility in this sense correlated to the reliability of the study and its findings. Given that the research sought to understand the experiences and views of the participants, through the data provided, the participants were best suited to confirm credibility. This was done through their assessment of the transparency of the research processes, through availability of documentation and constant opportunities for the interview to become a two-way channel of questioning, for ease of reference to the participants.

3.8.3 *Dependability*

In their articulation of dependability as a measure to check validity of the same research study at a different time, Pandey and Patnaik (2014) direct that employing the services of an auditor to rigorously check the aspects under trustworthiness, are key for alignment of the outcomes. In this study, the research supervisor was approached for quality check of dependability. Through this process, the auditor authenticated the dependability aspect of the study, after assessing that even if the same study had been replicated, the likelihood of the outcomes being the same were lowered by the independent world views and the uniqueness of the respective participants.

3.8.4 *Confirmability*

Confirmability is the measure indicating that the research findings are representative of the population and not predominantly of the researcher (Pandey & Patnaik, 2014). The ability of the researcher to manage objectivity has links to the credibility indicator, answering the question whether the research would be able to stand on its own, without the influence of the researcher. This study ensured the population was offered the contact details of the supervising authority of this study for access to the authority, without prejudice. At the end of each of the interviews, the participants were reminded of the channels where entry and the contact details to the study would be granted for their free access.

3.9 Ethical Considerations

Leedy (1989) suggests that the fundamental ethical consideration to ground and underpin any and every research study, is to steer from harming any participant or object

in the study. With this as a foundational pillar, this study documented and specified this commitment to the participants in the signed declaration form. At the juncture of signing the participant form, the participants were reminded that participation in the research study remained voluntary and that each participant would be within their full rights to change their mind(s) about participation, at any point of the research process. The intention was to assure the participants of transparency and to ensure that the honesty of the study and its intention was always felt.

The study shared with each of the participants the way in which responses would be dealt with for purposes of anonymity. The interviews were recorded, on Zoom and copies of the interview with the participant(s) could be shared with them confidentially on request. Participants were assured that names would not appear in the analysis of the data or in the final report. The participants were provided with the details of the supervisor for this study, providing the participant with an objective avenue for any issues which he / she felt that they could not raise with the study. An example of the detailed participant information sheet and the consent form are attached to this report and marked under Addendums A and B, respectively.

The research did not proceed until ethical approval was obtained from the University of the Witwatersrand Business School. Transnet, as the host of the case study, equally provided their ethics requirements and approval before any information was shared or participants were approached.

Ethics play a pivotal role in the protection of the participants in the research study, however, the protection extended beyond the participants, to the actual study as well, as Merriam and Tisdell (2016) purport that the validity and reliability aspects of the study hinge heavily on the ethical considerations and practices within the study.

3.10 Conclusion

The above chapter provided a map of the design followed for the data used in this study. The emphasis focused on the processes followed in preparation of receiving such information and the methods employed to assure anonymity of the participants. The entire planning and execution process, as shared in the above chapter, intended to protect the integrity of the study through a detailed outline of trustworthiness and its related processes.

Whilst the planning for the receipt of data was critical to the success of this study, the handling of the data was equally important for purposes of giving meaning to the study. A detailed account on how the data was received, coded according to similarities, and grouped into themes for the creation of a logical storyline for this study is discussed in the next chapter, four, of this report.

CHAPTER 4. PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the findings drawn from the semi-structured format of interviews with graduates from the Talent Nurturing Programme within Transnet. The questions were developed to support the main question: “In which ways is coaching positioned to bring value to Transnet’s Talent Nurturing Programme?”

The data provided a foundation for similarities and differences to be highlighted from different participants’ experiences and views of their participation within the leadership development programme. This chapter outlined some of these congruencies in the form of themes which were drawn from like or similar data, which responded to a particular question resembling similarities in thoughts from the participants.

The demographics of the participants were not material to the study, except that the targeted audience would have to have attended the Talent Nurturing Programme within Transnet and they would have to have been operating at an executive management level, as a minimum, for purposes of senior managerial experience. This chapter briefly described the demographics of the participants for overall reach across the core business functions within the ecosystem and mainly to reinforce the study’s alignment with the aspects of transferability and credibility, as outlined in chapter three of this report.

This chapter encapsulates the methodology followed to draw data, formulate themes from the data and to present the findings for clarity of process and creation of a logical storyline for the reader to follow.

4.2 Demographic Information

The participants were chosen from the cohorts of the Talent Nurturing Programme spanning from the first intake of 2012. Due to the small number of available participants, the study avoided the selection focus of gender and race.

Table 3: Business Functions Represented from the Talent Nurturing Programme

Department	Number of participants
Commercial	1
Human Resources	1
Human Resources	1
Legal, Risk & Compliance	1
Risk Management	1
Operations	1
<u>Total number of participants</u>	<u>6</u>

The functional unit was included but not the role within the functional unit and these actions were undertaken by the study to protect the anonymity of the participants and most importantly, of their views, as many of them spoke candidly about their respective experiences. The seniority of the executive level and above was important and was a prerequisite in order to draw from the knowledge of experienced professionals and to test their views against what the literature was indicating. The process of protecting the anonymity of the participants with such a small sample was enabled by the magnitude of the headcount within Transnet, where it becomes nearly impossible to navigate which employees participated in the study.

4.3 Overview of Thematic Analysis and Themes

In this chapter, the data from the semi-structured interviews were examined and linked to the interview questions posed under each of the propositions which were raised for this study. The data was the driving factor in creating themes for a credible storyline, through the grouping of key factors which resonated with a main idea. The idea was for the reader to make sense of the information being presented, versus the propositions of the study. The findings presented a trend of responses, suggesting a grounding prerequisite of administration in the planning of the Talent Nurturing Programme, followed by the actual experiences of the graduates, based on the successes and failures of their reflections of their cohorts. These experiences presented a myriad of valuable take-aways from the programme, which assisted the study to formulate themes from the coded groupings of data. Table 4 provides a snapshot of the main themes, the coded data groups which inspired the formulation of the themes for this study and the questions posed in relation to the information.

Table 4: Emerging Themes from Coded Data Groups

Main Theme	Coded Data Groups	Source Interview Questions
Strategy	Purpose	1. What was the purpose of Transnet's Talent Nurturing Programme? 2. What worked well in the programme? 3. What did not work well in the programme?
	Objectives	
	Culture	
	Training	
Coaching Experience	Reflection of coaching experiences	1. At which point of the programme was coaching introduced? 2. Was the time allocated for your coaching sufficient? 3. What would you change in the Talent Nurturing Programme for future cohorts?
	Opinions and views from experiential learning	

Benefits of Coaching and Leadership Development	Benefits for Transnet	1. Did you benefit from your coaching sessions? 2. What, in your opinion, did Transnet benefit from the Talent Nurturing Programme?
	Benefits for Graduates	
	Dual Benefits	
Reflection and Transfer of Knowledge	Environmental Factors	1. Did you use any of the learnings from your coaching sessions to develop others? 2. What value did you gain from the Talent Nurturing Programme? 3. Is there anything which I have not asked of you today, which you would like to raise with Transnet for future leadership development programmes?
	Culture	
	Return on Investment	
	Strategic Projects	
	Programme	

4.4 The Positioning of Coaching in Transnet's Talent Nurturing Programme

The interview questions sourcing data on the positioning of coaching within Transnet's Talent Nurturing Programme were grouped and the retorts of the respective participants were tabulated accordingly. Codes were allocated to the responses, with each new idea earning a new code and similar or like responses grouped into the same code. The group of like codes were tabulated and presented in clusters. The study then extracted themes from the clustered information, with the clusters forming sub-themes to create structure and a logical storyline.

It was evident from the responses to questioning around the purpose of the Talent Nurturing Programme that the leadership development programme originated from a strategic decision taken by the organisation. Each of the participants raised the issue of Transnet dealing with key talent within the organisation. Of interest was that each of the participants raised key talent in relation to a different strategic intention, suggesting varied understanding on the strategy taken by the organisation. The following are some of the extracts from the participants.

Participant 1:

“How you deal with that talent in organisations is to ensure that these people are not frustrated with where they are and are fed from a perspective of, they need to understand that these people operate at a different level. So, it’s essentially putting together a team of people that will deal with some of the strategic projects in the organisation to assist EXCO and advance the organisation’s agenda.”

Participant 2:

“The Talent Nurturing Programme came about as one of the talent strategies to elevate talent presence within Transnet. Transnet in totality, where we wanted to make sure that through the talent management processes, we were able to showcase our talent from different levels. Where exceptional performance is recognised through the programme.”

Participant 3:

“My view is that I guess there was a need for the organisation to make sure that there’s continuity and as such generating and finding a pipeline for continuous talent to come through to take and position the organisation for its future.”

Participant 4:

“At that stage, was to identify talent or key talent in the organisation, and to ensure that they are given the skill set, the development programmes in order for them to rise to higher levels in the organisation and for the organisation to benefit from their skills, from their talents and from their contribution in a seamless manner.”

Participant 5:

“They took top performers, obviously, and enhanced what they felt the individual required because we all have our skills gaps and this programme was designed to perhaps provide you with that added skill, obviously to take you to the next level of your career in the organisation.”

Participant 6:

“How to make use of the competent resources, one and secondly, how do we get new people into a level of competence where they could be utilised or meaningfully deployed.

Now that was for retention purposes, that's where initially it emanated from, however, since then it's also gone into how we reward those people who are good performers within a talent management framework."

Linked to the views and interpretations of the strategic intention of the development programme, the study ventured into supplementary data on what worked well in the leadership development programme. Surprisingly, even though the data dictated varied views on the strategic intention of the Talent Nurturing Programme, the views on the successes of the programme were largely aligned, with each of the six participants mentioning, both, having access to an internal network of colleagues to reference with, as well as the varied learnings of the programme as features which worked well in the programme.

It is of importance to note, for purposes of context, that Transnet at the time of the interviews for this study, was undergoing a difficult process of reorganisation and each of the participants had been directly affected by the process in some form. The participants were either not placed within the new structures or had to move within the organisation, to operate at grade levels lower than their previous salaried grades or even to operate outside of their organisational function(s) of expertise. The data indicated an overwhelming reference to leadership values and / sponsorship, whether in response to what worked well or what did not work well in the leadership programme.

While the consensus through the data showed that the Talent Nurturing Programme was indeed a good programme, there were sufficient criticisms on what did not work well in the leadership development programme. There was agreement through the data, that the programme did not prepare the graduates for the change in culture, through leadership changes. Notwithstanding that the general consensus was that the Talent Nurturing Programme was a good programme, criticism was lodged on the level of content which was shared across the levels of management, with Participant 1 and 3 sharing sentiments through voicing their reproaches. Participant 1 articulated: *"I found that in our sessions there were a lot of people that were frustrated because it was almost, to put it loosely, an insult to them in terms of what material was shared, whilst for others, it was changing moments in their lives."* Participant 3 shared a similar view and voiced: *"If I looked at some of the content. There was some of the content that I would basically say, you know, when you're studying for a programme, they will give you credits. Some people should just get credits for certain of those, move on to the next so that we don't*

have duplication but then other people appreciate the reinforcing of what they've already done years ago."

The data divulged a potential flaw in the structuring of the programme in that two participants raised concern around the programme not ringfencing the attendees' time to focus on the training. Both participants indicated that they were expected to deliver on their daily jobs, whilst attending the Talent Nurturing Programme, thus diluting the learning experience. Whilst all the responses were accounted for through the data coding and grouping and the report has attempted to populate these responses in a storyline later in this chapter, the data showed aligned thinking around reviews, both positive and negative, on the Talent Nurturing Programme.

What worked well in the Talent Nurturing Programme



- A professional network of colleagues to sound board against across business functions
- Like minded and skilled people within reach
- Visible sponsorship
- Trust relationships
- Recognition of talent in the organisation
- High energy levels of candidates
- Resilient teams were built
- Prestige

What did not work well in the Talent Nurturing Programme



- No certification of the programme
- Inconsistent time frames of the programme offerings
- The training was generic across management levels and did not take into account individual needs
- Programme was drawn out with contractual limitations on any alternate studies
- The level of content of some of the tutorials was not stimulating for some
- The programme did not prepare candidates for a possible leadership and culture change in the organisation

Figure 2: Successes and Gaps in the Talent Nurturing Programme

The study was cautious not to lose any data provided by the participants and therefore tabulated below, a view of the responses which were not repeated by any two of the participants. The following outliers were only raised once out of all the six interviews conducted.

What worked well in the Talent Nurturing Programme

- “The way in which people were identified. So people were identified in terms of a set criteria and that was openly discussed at the TFR executive level and people were familiar and knew who was taking part and why.”
- “I think the trust aspect was quite profound in that group or cohort.”
- “I think its also by the programmes that this group of people were running through they were able to gauge what worked what didn’t work, and then also to use it as a core benchmarking group..”
- “I think what worked well in the programme is obviously the new learnings most certainly helped...”
- “I got some soft skills...I think I got a lot of confidence from the programme”

What did not work well in the Talent Nurturing Programme

- “There was a misalignment between the recruitment and selection and the talent management process.”
- “So I think that the programme was compressed too much.”
- “I tried to use whatever I could from it. I have a disposition towards training or interventions that I’ve been what I called forced to be on. I always believe that any intervention should be planned, structured and focused on what that individual needs. I believe in bespoke interventions...It was really general and we were all put on the same and treated the same. So that for me didn’t work.”
- In the programme lasting three and a half years, I felt I lost two years of study. I have nothing to show from this talent nurturing programme. What was offered in the beginning was not what we saw in the end.”

Figure 3: Reviews, Mentioned in Isolation, by the Participants

from largely in agreement on views up to this point of the study, to differing and contrasting responses to questioning around coaching experience(s). Only two of the six participants felt that the number of coaching sessions offered, were not sufficient, yet all six participants replied to the question on the introduction of coaching to the programme, differently. Table 5 displays the differences in responses, as discussed in this paragraph.

Table 5: Display of Differing Recollections of Coaching

Questioning around positioning of coaching in the leadership programme, inquiring at which point of the programme coaching was introduced.		
Participant	Response	Comment
Participant 1	<i>"To be honest, I can't remember exactly but I think during the middle of the programme when coaches were introduced."</i>	<i>"I think coaching would have worked far better if once the coaching was done during the project, that there was some level of continuity in terms of coaching and development of the individual."</i>
Participant 2	<i>"Because we follow a 70/20/10 approach to development is that there is coaching throughout the programme."</i>	<i>"In some instances, we had to increase the numbers but it was generally 10 sessions."</i>
Participant 3	<i>"I think coaching was closer to the end of the programme because it's structured in such a way that you go through certain learnings and understandings and then once you know yourself, you know the tools, you have the toolbox, then it was then at that stage where later on they introduced the coaching at the end."</i>	<i>"Firstly, I don't think coaching is something that you have a start and an end necessarily. When you want to do coaching at the executive level, it is something that you have to assist you. As you go along, you tap into it when you require it. That's my opinion."</i>
Participant 4	<i>"I think coaching was introduced somewhere in</i>	<i>"I think it varied before, from person to person,</i>

	<i>the middle of the programme.”</i>	<i>depending on how receptive they were to having a coach at that point in time.”</i>
Participant 5	<i>“My coaching was introduced towards the end of the programme so I got about 10 coaches from a private coach that I still use now.”</i>	<i>“I would have maybe felt that coaching should have come from the very onset of the course and obviously the 10 coaching sessions should have been divided through the duration of the course, to also help you mentally obviously, develop from the programme.”</i>
Participant 6	<i>“So initially there were, for some executives, 10 slots allocated. Then they had to increase it to 20 because on a needs basis but I think coaching was not in my understanding of what coaching is and what is required in terms of coaching, is that I don’t think it was properly integrated into the programme because you should have brought coaching on board from day one and not way towards the end of the programme just for 10 sessions.”</i>	<i>“Lastly, coaching shouldn’t be an event where you appoint a coach and you just hope for the best and you tick your 10 sessions.”</i>

The data to this point of the study, directed the study to group the data into a structured format for further discussion in chapter 5 of this report. The structuring of the data arose

from the grouping of information from the various codes, with the intention of creating order to the data. The process of structuring of the data created an appropriate link to the positioning construct of this study. The following representation contains the formulation of the first theme of Strategy, placed as a result of structuring the data under the construct of positioning. The representation indicates that the Talent Nurturing Programme emerged from a planning process for strategic outcomes of Transnet. There appeared to be clear purpose and objectives, which resulted in the deliberate emergence of a culture within the organisation, which directed the format and type of training required to uphold such a strategic intention. The strategy theme is discussed in chapter 5 of this report.

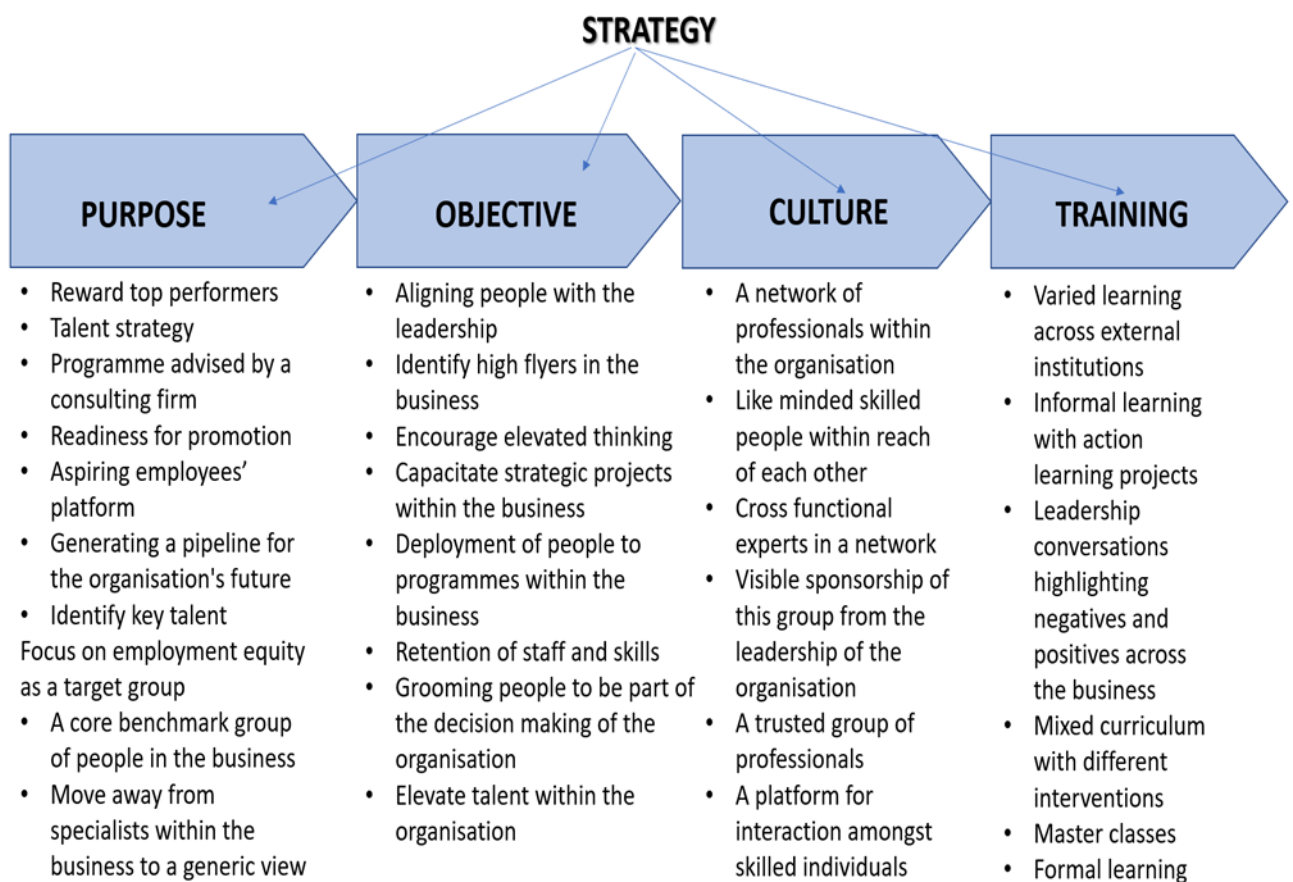


Figure 4: Summary of the Data from the Analysis Phase

Next, the study followed the logical step from formulating structure to the data, in relation to the positioning of coaching in the Talent Nurturing Programme and progressed to the

opinions and views of the graduates from their coaching experiences during the programme. The data emerged with a continued trend of variation in views and experiences on coaching. The study coded and grouped the experiences into the second theme of this report, namely, coaching experience. The following graphical representation depicts the data in response to the positioning of coaching and the thoughts and opinions which were highlighted when reflected upon by the graduates of the programme.

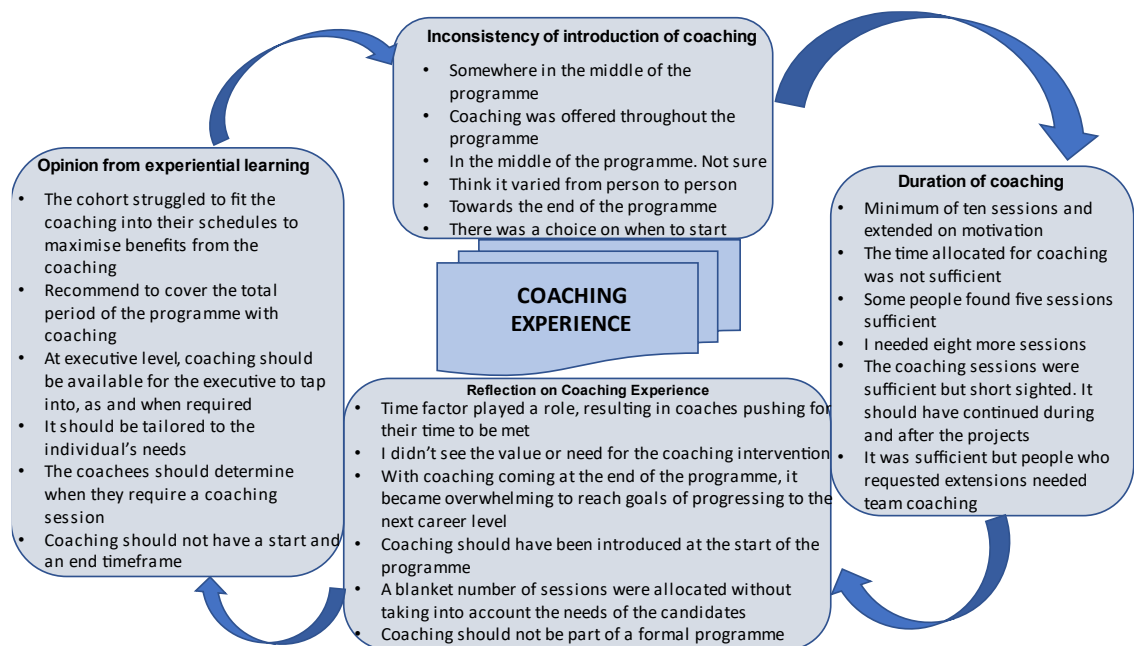


Figure 5: Summary of the Data on the Coaching Experience

The first two themes of this study, theme 1: Strategy and theme 2: Coaching Experience are elaborated upon in chapter 5 of this report from the perspective of answering the sub-question of the research: Which aspects of the leadership development programme placed coaching central to growth and development?

The study derived from the above information that many of the graduates from Transnet's Talent Nurturing Programme had progressed their careers into the leadership echelons of the organisation, however, reference was made to many graduates who were still in their same positions and job roles since 2012. This suggested a flaw in the design of

the programme, leaving the development and progression of graduates to chance, rather than by design.

Proposition 1:

Transnet's Talent Nurturing Programme is underpinned by coaching, as a learning instrument, for the growth and development of the organisation.

4.5 Coaching Changes the Graduates from Transnet's Talent Nurturing Programme through the Practice of Learning and Teaching

The study searched for sources of benefit to support the construct of value, extracted from Transnet's Talent Nurturing Programme in response to the sub-question of the research, namely: How did coaching change the graduates from Transnet's Talent Nurturing Programme?

The intention was to support and substantiate questioning in the informal interviews on benefits derived from both the leadership development programme and coaching, per se. The study thus interrogated benefits derived by both the organisation and the individual or employee, coded and grouped the data into theme 3 of this study, namely, benefits of coaching and leadership development. Of interest from the data analysis, was the fact that there were fewer benefits derived for the individual per se, and more benefits for the individual to bring to the organisation, for mutual gain. The data showed indications of a win-win programme, suggesting that if the individual was upskilled then the organisation would benefit, by default. Without having insight into the data, one of the participants shared in the interview: *"There was growth for many and I think when you have growth with your leadership, that is something that the organisation will benefit from."*

Two outliers in the data felt that the benefit which Transnet invested in employees was to the detriment of Transnet, through losing the employment of those individuals. The

data was further complicated by the fact that a third participant felt, in contrast to the above two participants, that employment retention was a definite benefit which Transnet gained by virtue of running the Talent Nurturing Programme. The two data inputs provided contrary views from participants from the same programme. The following provides a snapshot of what the data indicated as views on the benefits from the Talent Nurturing Programme.

Participant 1:

“That’s why there’s an exodus of people that didn’t want to be in this organisation, or you can say there’s been an exodus of people because you developed them to such a degree that you’ve empowered them to think outside the organisation.”

Participant 3:

“There was growth for many, and I think when you have growth with your leadership, that is something that the organisation will benefit from.”

Participant 5:

“Transnet did not get the returns from that investment. Obviously, it cost a lot of money to have put us through that pace. I mean, some of it was quite rigorous, we got trained, we’ve got these skills and we went back to our normal jobs and people exited the organisation. There was no knowledge transfer that took place.”

Participant 6:

“Transnet benefited in that I think a number of people were into the programme for at least two years and then having been on the programme, it’s very rare that people would not have stayed for a year thereafter or even two years after, so retention was definitely one benefit.”

The following graphical representation provides a visual on the varied views on benefits derived from the Talent Nurturing Programme, showing the large mass of mutually beneficial factors for both Transnet and for the graduates from the leadership development programme.

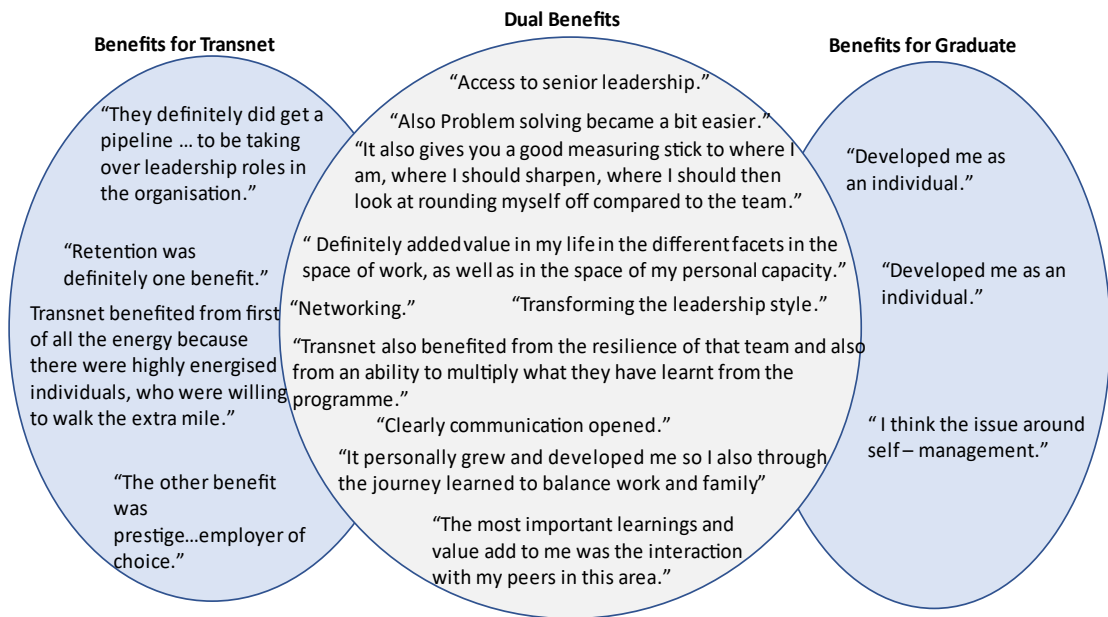


Figure 6: Data between the Organisation and the Graduates

There was a resounding positive response from questioning around the benefits of coaching, barring one participant, whose outlook and attitude towards coaching was not constructive for reasons not delved into by the study. The participant shared however: *"My personality type doesn't appreciate the probing type of approach to me. I am an introvert; I like to keep my things to myself and the initial approach was the probing one. So, I think if the initial approach was quite different, I would have maybe enjoyed it more."* There was one other negative outcome to the coaching due to the breakdown of trust between the coach and the coachee, however, the coachee maintained that there was benefit from the coaching sessions and had a positive outlook towards the coaching. The participant shared: *"Definitely, I benefited from my coaching sessions but there was an individual issue and I think it applied only to me. The coaching, up until the time there was a breakdown in trust, the coaching worked very well."*

The study moved to its fourth and final theme of Reflection and Transfer of Knowledge deducted from the data. There were mixed response to coachees extending their learnings from coaching on to others. The data, however, indicated an overall positive response to the questioning relating to transference of knowledge from coaching, with participants sharing instances where such learnings were passed on to others. There

was one instance where the participant could not decide on a yes or no response and chose both options as a response. There were two further instances, where the participants both had a positive response to the coaching and did in fact pass on learnings with confident and unambiguous responses. The two participants were not sure that the passing on of the learnings were due to their coaching experiences though.

The following excerpts provide a view of some of the participants' answers in support of the data indications to whether coachees transfer knowledge from their learnings of their coaching sessions.

Participant 1:

"I think it's a yes and no answer. I think it's a yes, you do have some of the things that you have through practice, brought into your behaviour so it became learnt behaviour and then you kind of shared that with the individuals. But there was and still is a massive disconnect between what the organisation seeks to do with the programme and in that vis-a- vis a current tone of the organisational culture. In fact, there's a massive, massive disconnect between the two. So, whatever you taught or you tried to advance as a leader, when you come into the organisation, you're not given space to exercise that. In this organisation, unfortunately, there's a lot of thoughts around leadership and there's good ideas but once that is done, you come back into an organisation that culture consumes you."

Participant 2:

"Absolutely. For me youth development has been something that is very close to my heart, so both at work and in my personal space, I used the learnings to do career coaching."

Participant 3:

"I believe I'm a natural mentor and a mentor has got to do with work, but once you mentor long enough, you actually become prone to coach as well."

Participant 4:

“Yes, I did. I think the biggest thing for me was to say, when are you a coach and when are you a mentor because sometimes at work, when we think we’re coaching, but we’re actually mentoring people.”

Participant 5:

“Yes. A lot of the teachings that came out of the Talent Nurturing Programme, I took to our young professionals, obviously implemented some of them in their training plans, obviously given them the career advice, the guidance and then the mentoring and the coaching and assistance and whatever else was required.”

Participant 6:

“Yes. I did in the sense that I then started acting as a coach, so I did benefit and then in applying that in other areas.”

The benefits and drawbacks from coaching and the level of knowledge transference which happened due to coaching, formed part of the data analysis, through the scrutiny of the responses relating to these factors of this study. The data indicated, in instances where there were resounding benefits to coaching, the likelihood of transference of knowledge, was likely to happen. Similarly, the data directed that where there were obstructions and obstacles to the coaching process, transference of knowledge was most likely hampered due to the nature and interference of such hurdles. The following table includes some of the direct quotations from participants in relation to their coaching experience. This was linked to their responses on whether they transferred knowledge from their coaching journeys.

Table 6: Positive Environmental Factors and Learning from Coaching

Participant	Environmental Factor(s)	Transference of Knowledge
Participant 1	<i>"So, I found as an individual, from an individual relationship, I thought that was a breakdown in trust."</i>	<i>"I think it's a yes and no answer. So, I think there is a disconnect, up until the organisation's culture moves in a direction, you'll be mopping up the ocean and probably that's why, in my mind, some of the leaders that were with me had left the organisation because probably they found that they could not practice in an environment that's not conducive."</i>
Participant 2	<i>"I have absolutely benefited and I can say especially when I was transitioning into a group role. Moving from a divisional head function into a group functional role, so that actually helped me transition effectively into that role."</i>	<i>"Absolutely. I have been able to in my spare time. Even though I'm not a certified coach but to understand how to advise people from a career coaching perspective."</i>
Participant 3	<i>"As I said, just not personally, the value that many others found."</i>	<i>"I do believe that we are multipliers and leadership is something that we need to multiply on, not just skill sets, so moving from mentoring into coaching with different individuals, depending on where they are is something that I do utilise in general."</i>
Participant 4	<i>"I think I must say, I did benefit from my coaching sessions, maybe not my</i>	<i>"It's a process. It doesn't just happen immediately. You don't become vulnerable; you have to build a relationship of trust with</i>

	<i>initial exposure from the coaching sessions.”</i>	<i>your coach. Once you’ve overcome those barriers, I think you get into the real value adding and the real contribution that coaching can add in your life.”</i>
Participant 5	<i>“Extremely, intensively. I think for me a lot of clarity came through from the coaching. I had a few inhibitions or limitations that I had to work towards that was identified through my coaching sessions, and obviously sometimes when you’re so close to your own picture, that you can’t see your own fault, you need somebody from a distance to come in and obviously observe and mine was a lot of career related.”</i>	<i>“Yes. I’m very passionate about that. So, it’s nice to hear that validation but it’s through my journey from what I’ve learned that I can also impart to some.”</i>
Participant 6	<i>“Yes. I think I benefited, personally, but I’ve identified early on what the issues are that I would have liked to have dealt with and I have shared those also with my line and obviously with the coach. So, we agreed, these are the things that we think we need to work on and so I benefited.”</i>	<i>“Yes. I did in the sense that I then started acting as a coach and applying that in other areas.”</i>

The study maintained the thread of drawing from graduates’ first-hand experiences and applying the important coaching skill of listening, through their suggestions for change

and recommendations for improvement. The following table organised the data into the main themes which emerged as areas requiring improvement and attention.

Table 7: Views on Improving the Talent Nurturing Programme

Main Areas Requiring Improvement	Participant Comments and / or Suggestions
CULTURE	Participant 1: <i>"There's a deficit in terms of value, from a perspective of do people see this as a loyal business, you know, so brand deficit, there's definitely a brand deficit."</i> Participant 2: <i>"How many alumni do we have who are shining out there and talking very good about the programme? Through proper sponsorship and proper executive coaching included, and mentorship. How do we make sure that we increase? How do we make sure that we create mentors out of these people that go through these programmes?"</i> Participant 3: <i>"I think we continue with these programmes; we develop, new leadership comes out. That which we said was going to be the archetype of what we intended to do in the organisation. If I must look back, it has totally, I would say for the worst part, it has crumbled."</i> Participant 4: <i>"What I would change and for me it is more a case of, I would suggest that leaders themselves and when I say leaders, I would say top management have to go through a similar exercise amongst themselves as a team. So, I think that that is one of the biggest stumbling blocks or we need to get that balance right, where the leadership themselves don't just come and endorse there and it's like give a speech at the beginning of the programme and then go back and do the same behaviours or do the behaviour that is so in contradiction of what the programme is teaching."</i>

	Participant 5: <i>"I could have created much more value than I have done thus far, if I'd been given the platform to say, you know what, go create. I could have made a few changes."</i> Participant 6: <i>"You are put on the programme as an employee and then your line manager forgets about you being on the programme."</i>
RETURN ON INVESTMENT	Participant 1: <i>"It almost seems that its non-recognised, you know. I come in; I start afresh. I don't consider anything in terms of previous talent and so forth. So, you start to then say, the company invested all this money in me, time, effort to put me through this thing and yet if there's a leadership change. The culture of the organisation is zero based, everything is forgotten, start again and that type of thing."</i> Participant 2: <i>"Then your 20 percent will be group work. So, you do your impact assessment there in the 20 percent so that you don't start talking about what is the return on investment. So, you start including return on engagement before even people move out of the programme."</i> Participant 3: <i>"We're sitting with a different culture today, with different people and you ask yourself, what happened then to the talent management? What happened to this pipeline? What happened to all these good initiatives to get people from one point, get them to transition to the next, winning accolades for the type of programmes and initiatives. But yet it didn't deliver what one would want it to deliver."</i> Participant 4: <i>"If you're sending your team into a programme on trust, also demonstrate how you trust, demonstrate how you are willing to trust them. So, I would say practice what you preach. I'm just thinking then, if we don't get that right, the return on investment is going to be minimal."</i>

	Participant 5: <i>“What’s the purpose of training these people, investing in these people, and then keeping them in their jobs when you’re not even giving back on what they so deserved?”</i> Participant 6: <i>“Past programme participants who have since been on the programme continue to excel. Identify those, keep track of those and make them mentors or coaches so that having been on the programme, it doesn’t become a two-year journey. You forget about those people and then you don’t keep track of their performance. So, develop them into mentors or even coaches for others so that there’s in house coaches and you don’t just have external coaching.”</i>
STRATEGIC PROJECTS	Participant 1: <i>“By way of example, following the project that needed to be delivered as the outcome of that training. Nothing else was ever given to myself or colleagues that I know by virtue of talent management, this was cohort whatever, here’s a project that EXCO requested and implemented. It was just abandoned, so good talent lost, I guess.”</i> Participant 2: <i>“I think for me the effective communication. Do we know how many people have been promoted on this programme? Do we know how many people have led critical projects on the programme?”</i> Participant 4: <i>“The biggest thing around the programme was the action learning project. That programme is very difficult. The teams find it very difficult to implement. When they come back into the organisation, either because it was just a very good idea and the research that was done when they come back into the organisation, they’re going to say: oh, we’re not ready for that and then it’s a wasted opportunity.”</i> Participant 5: <i>“Transnet did not maybe think this whole thing through. I think there were quite a few people that</i>

	<i>had quite a lot to offer from this course. There were quite good projects that came out of it that never obviously filtered out into the operational areas. It was projects that were presented at the course and then when you left and everybody went back to their normal jobs, nobody picked up. There was nobody, sponsors never followed up. All of that valuable effort for the three and a half years, I felt, just fizzled out when everybody just went back to their normal spaces and got into their normal routines.”</i> Participant 6: <i>“Lastly, we need to make sure that the action learning items are properly managed, that we track, that we prioritise which ones could be implemented, that it becomes part of our strategic project register.”</i>
PROGRAMME	Participant 1: <i>“So I think continuity is key and probably that some things you could put and I’m advising as questions that can go into the bank: how do you create continuity by virtue of making sure that the programme is married to the organisation and not individuals?”</i> Participant 2: <i>“So the lesson learned and what I would improve would be then to say let’s make it more a young leaders’ programme and get people to apply to the programme and they may come and present themselves, rather than we cluster them according to performance and things like that. Get people who really want to be recognised and be the programme, apply the programme.”</i> Participant 3: <i>“I think firstly I would need something more bespoke. So, I do believe if it was more personalised, bespoke, specifically aimed at the person’s experience, their shortcomings and possibly the development areas that a certain tool can identify, or whether it be tools from surveys or psychological tools or matrices that are there, but just something that is more specifically directed for certain people.”</i> Participant 4: <i>“I think that was one of the things that I really do believe that it’s no use sending people on leadership</i>

	<i>development programmes if you're not willing to incorporate leaders themselves. Leadership themselves, or EXCO themselves are not willing to incorporate the learnings that the team has contributed towards."</i> Participant 5: <i>"Firstly, I think it's how the candidates are chosen and sometimes I feel that the criteria that was used was based on your scorecard. The people that scored, I think higher than three for the last three consecutive years, were put on the programme and that also leaves open to if your manager likes you or not. You can be a sterling employee and your manager doesn't like you so you're not going to get on the programme but you have a lot to give the organisation."</i> Participant 6: <i>"If you're going to be on the programme for two years, then let the coaching be for two years, not ten sessions."</i>
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The above information suggested to the study that the value of coaching in leadership development programmes is unappreciated and not fully understood. The literature suggested that there is a myriad of indicative value benefits from coaching, however, these derived value(s) are not explored to provide specific value adds to the development of coachees. This study discovered that transfer of knowledge is a specific value add from coaching, only when accompanied by supportive environmental factors.

Proposition 2:

Coaching changes the graduates from Transnet's Talent Nurturing Programme through the practice of learning and teaching.

4.6 Summary of the Findings

The above chapter provided a road map of how raw data was organised to create the four main themes of this study, namely:

1. Strategy,

2. Coaching Experience,
3. Benefits of coaching and leadership development and
4. Reflection and transfer of knowledge

Each of these four themes was expounded on and more insight was provided through the direct quotations of graduates from the Talent Nurturing Programme having been asked to reflect on their leadership development programmes and experiences.

The key result from organising the data into logical storylines is that coaching played an important role in the Talent Nurturing Programme, however, if the strategic intention of the programme was not supported by the highest levels within the organisation, all the hard work of working on supporting the learning intervention will come to naught. Leadership backing of coaching is of paramount importance to the successful outcomes of leadership development and the value which coaching can deliver for the organisation.

The discussion of the data as presented in this chapter is elaborated on in a detailed discussion in the following chapter. The intention in the ensuing chapter is to utilise the data in the form created in this chapter and to simulate it against literature on this topic and the research questions for which it is intended to provide answers.

CHAPTER 5. DISCUSSION OF THE FINDINGS

5.1 Introduction

The format of this chapter outlines the linkages between the literature on the topic, the subsequent propositions raised from the research and the data provided by the participants to the semi-structured interviews of the study. Of interest was the fact that many of the experiences and in most cases, the opinions of the participants concurred and were well aligned with the literature highlighted in the study, yet there were instances where the responses and outcomes differed and veered from the expected conclusions and from the literature content, leading the reader to some of the pain points of this study. The highlighted areas in this chapter were included to guide the reader to some of the suggested changes from the participants, which are included and fleshed out in more detail in chapter six.

Even though the demographic profiles of the participants were outlined in chapter three and four of this report, this chapter provides a high-level description of the demographic profile of the participants, for purposes of context in that the responses did not originate from one particular corporate function or unit within the business and therefore provide widespread background and insight. The demographics did not play a standard requisite function in this study and are referred to superficially, to protect the anonymity of the participants.

5.2 Demographic Profile of Participants

The study used a sample of executive level employees who graduated from the Transnet Talent Nurturing Programme to participate in a semi-structured interview. The executive level of employment was specifically outlined as a prerequisite, given that the Talent Nurturing Programme was offered across different management levels and this study sought the experiences of senior level graduates of the programme. The purpose of the interview was to extract data from the opinions and experiences of the Talent Nurturing Programme graduates. Aspects such as race and designation within a department have been omitted from the description, to avoid deducing the identity of the respective participants. The presentation of departments in the following table, indicated that the participants were representative of the organisation broadly, in support of varied views

and relative to diverse areas of expertise and functional background. In the instance of two participants from the same function, the areas of focus within the function were deliberately omitted for consistency of protecting the identity of the participants, however it should be noted that the two colleagues work in different disciplines of the business function. The approach of anonymity of the participants was enabled by the sheer size and the vast geographic footprint of the organisation, across South Africa, making the identity of the participants unpredictable.

5.3 The Positioning of Coaching

The following discussion relates to questioning in the semi-structured interviews on positioning of coaching in leadership development programmes. The research question was: Which aspects of the leadership development programme placed coaching central to growth and development?

On analysing the multiple responses to the compendium of questions on the positioning of coaching in the Talent Nurturing Programme, the study delved into the first theme which was formulated in chapter four of this report, namely strategy, for congruencies between the data and the literature review. Strategy as an overarching kick-off theme provided a start point in unpacking the rationale of the Talent Nurturing Programme for analysis purposes. Literature also dictates that in the United States, there is an understanding amongst approximately 73% of executives that organisational success is largely driven by the strong linkages between retention of talent and the organisations' strategy (Ibidunn, Osibanjo, Adeniji, Salau, & Falola, 2015).

5.3.1 Strategy

The literature appraised in chapter two of this report, direct explicitly that leadership development is born from a strategy or strategic intention of an organisation. Furthermore, the success rate and efficacy of the leadership development initiative(s) is largely dependent on the strategic grounding and backing which it receives from the organisation. In an Australian University study, Cacioppe (1998) linked the growth of human resources as the main strategy of organisations, to ensure longevity of leaders for successful organisations. The strategy focused on bestowing ownership of human resource development to management levels, for growth of a pipeline of leadership skills

into the future and to enable flexibility and growth of the management levels into new areas of growth. Hanson (2013) extended the idea of organisational strategies to focus on human development, as opposed to technology, however, he emphasised that the success of such a strategy would be reliant on the attitude of the human resource (employees) towards being developed for such purposes, as aligned to the organisational strategy. When analysing the Transnet Talent Nurturing Programme and graduates from different cohorts and years of attending the leadership development programme, it was clear that Transnet employed a strategy for development of human resources. They were branded as the talent of the organisation, yet the fundamental involvement of the employees appeared to have been missing. It was evident in the various responses that there was no aligned understanding of the strategy employed by Transnet. The study deduced this from the various responses from the participants to the questioning on the leadership development programme, suggesting that the strategy took place separately from the employees and the involvement of the employees, as a critical stakeholders for success. One participant shared that the strategy to employ a leadership development programme was suggested by a consulting firm and another participant mentioned that the Talent Nurturing Programme emanated from a strategy session. The rest of the participants were surprised that they were being asked to outline the origins of the development programme and offered their opinion on how the strategy came about. The above data indicated that there was indeed a strategy for the development of human resources within Transnet, however, divergent to the guide of Petrie (2011), explicating that when human resources are aligned to the strategy of the organisation, with clarity on why the strategy is being employed and how the involvement of the employee fits into the strategy, the likelihood of ownership and joined forces between the organisation and the employees is far higher, with far-reaching positive effects. This critical link with the subjects to the strategy appeared to be missing, leaving the veracity of the foundation of the strategy somewhat deficient.

This study ventured further into the finding on the strategy taken by Transnet and its subsequent strength, by focusing it into key strategic blocks which were raised by the participants and grouped according to relevance or similarity of thought. The grouping of these similar ideas inspired the structuring of sub-themes and substantiated its presence under the umbrella of the strategy theme.

a. Purpose

The danger of indistinct role clarity through inconsistent purpose and alignment to the organisational strategy is one of the biggest threats with the result of ineffective leadership development programmes. Tavakoli and Teimouri (2010, p. 558) affirm: “There must be a fit between organisational strategy and leadership development strategy and a fit among the elements of the leadership development strategy.” This study regarded the employees who were elected for the Talent Nurturing Programme as a key element to the leadership development strategy and programme. When questioning the graduates from the development programme on the purpose of the Talent Nurturing Programme, there was a general thread of understanding that the purpose of the programme revolved around the management of talent within Transnet. Talent management was mentioned by all of the participants; however, talent management was not the primary and resounding or even first mentioned element, driving responses on the purpose of the leadership development programme.

Given the varied views and particular words used, such as, “I guess” and “my understanding” indicates that there was no aligned message which went out to the employees to brief them on the purpose of their development and development programme. This assumes the lack of a common goal. Whilst the common theme of talent management throughout the interviews could potentially earn positive attitudes and efforts from the employees identified for the leadership development programme, it would be left to chance, rather than having a united vision and common understanding of the grounding purpose of the development programme and the targeted outcome of the process. This phenomenon is confirmed by the work done by Mettl (2019, pp. 16-17), where he asserts: “How organisations carry out leadership development determines their success rate.” and “High-performing businesses have comprehensive programs that are championed by the CEO and business leaders to develop talent and leadership skills throughout the organisation. The problem arises when HR operates independently of the rest of the business.” While this study did not single out HR as the function operating independently of the leadership development programme, as per the literature review and the leadership vision, value was extracted from the view that organisational success rates of leadership development programmes are hampered by the lack of integrated views and common goals, through parties operating independently. The study continued with the thread of foundational inputs to the strategy and questioned along the

objective sought by implementing the Talent Management Programme and listed it as a sub-theme to the strategy theme.

b. Objective

In following the line of strategy, where organisations have a purpose or mission statement to describe why the strategy exists and the objectives, duly describing the specific tasks to be undertaken to support and ensure that the purpose goals materialise, this study grouped the participants' ideas of these objective tasks as summarised in the following illustration.



Figure 7: Views of the Objective of the Talent Nurturing Programme

Mettl (2019, p. 8), maintains that: "Organisations should have their leadership development objectives properly laid out to warrant that their efforts are invested in the right direction." When considering the participants' ideas on the objectives of the Talent Nurturing Programme, there seemed to be little distinction between what they thought the purpose of the programme was and what they regarded as the objective of the programme. This gap in distinction led the study to question the reliability of the overall strategy of the leadership development programme. While clarity was provided in the

literature review around objectives being the verbs or actions to achieve the visionary purpose, as demonstrated by Conger and Benjamin (1999, p. 2), who highlight one of the main objectives for leadership development programmes as: “building teams of leaders and leaders of teams.” While the participants seemed to muddle the purpose and the objectives of the Talent Nurturing Programme, there was one participant, who coincidentally did not adopt coaching as a training tool for himself but he responded : “I do believe that we are multipliers and leadership is something that we need to multiply on, not just skill sets, so moving from mentoring into coaching with different individuals, depending on where they are is something that I do utilise in general.” While the comment quoted by the participant aligned squarely with the literature, however, it was a comment from one of the six participants and the use of language, such as “I believe” and “Is something that I utilise in general” led the study to maintain that the clear objectives of the Talent Nurturing Programme were routinely shared with the graduates, hence the interchangeable understanding between purpose and objective. With levels of uncertainty in a foundational block such as objectives, there was an increase in risk of missing the intention of the procedural line of getting the correct fit of employee, to execute on specific goals and tasks at the correct time for the attainment of the aligned objectives (Tavakoli & Teimouri, 2010).

c. Culture

“In its very broadest sense, culture serves to delineate different groupings of people on the basis of the extent to which each group is perceived and perceives itself to share similar ways of seeing and interacting with the animate, inanimate and spiritual world (Benedict 1934; Kluckhohn & Strodtbeck 1961; Trompenaars 1993 as cited in Willcoxson and Millett (2000, p. 92). When considering the cited definition of culture, it became evident in this study that there was a construct of culture built into the strategy of the Talent Nurturing Programme. The data analysis in this study, however, highlighted culture as an ambiguous phenomenon within the organisation. When questioned around the successes of the leadership development programme, the aspect of creating and developing a strong internal network of professionals within the organisation was raised by all of the participants, with great regard for the network. One participant extended the appreciation of the network, to include the core value of trust, in that this was a value nurtured within the specific cohort and enabled the group to perform more effectively. The raising of trust as a value element is well aligned to the work of Gallo (2015), who maintains that coaching within leadership development programmes is intended to

nurture trust and trust relationships respectively. Yet, when questioned around the areas of improvement of the leadership development programme, culture was raised in a negative context. The context of culture appeared to be linked to the change in leadership, thus linking leadership development and the Talent Nurturing Programme, per se, to a previous leadership regime and the association of the development programme to a culture of learning and development by that regime. Participants criticised the leadership development programme for not preparing the graduates from the programme for the eventuality of a change in leadership culture. This trend of thought led the study to the literature review of this report, where O'Flaherty and Everson (2005) warned against the likely failure of development programmes which did not enjoy the backing and support of the leadership cadre. Organisations circling the 30% mark, highlight lack of leadership involvement in leadership development programmes, amongst the leading reasons for leadership development programmes not delivering their full potential and value (Mettl, 2019). Those were the view(s) of the internal graduates from the programme, however, when perusing the study on leadership development, Mettl (2019) cited that when culture is considered from the perspective of new leaders, suggestive of external entries to the company, performance is negatively affected by the difficulty experienced by the new leaders to adjust to the new organisational culture. This viewpoint directed this study to consider and appreciate, both the pain points from the perspective of the employee and that of leadership member(s) respectively, generally entering the leadership role from an external environment to the organisation. This view was supportive of the position of Arnold and Prescher (2017), that behavioural changes were reliant on a transformative learning experience, taking into account the behavioural changes of both the individual and the organisation respectively. The dynamics of a significant tenet such as culture in this report, made it difficult to name the type of culture of Transnet, e.g. a learning culture or culture of management by fear, as it seems to have changed over time and the study did not allocate significance to the year in which the graduate attended the Talent Nurturing Programme for alignment with the organisational culture at the time of the programme. Conger and Benjamin (1999) maintain that the purpose of leadership development programmes is to propagate the culture of the organisation and yet when questioned around the elements which did not work well with Transnet's Talent Nurturing Programme, the culture was mentioned consistently as a negative of the programme. Two of the graduates mentioned a work culture, suggesting a lack of buy-in from the leadership towards the Talent Nurturing Programme, where graduates were called out

of their development sessions to attend to work matters or employees were expected to be working a normal day's work and attend the development training of the day, simultaneously. Three more graduates mentioned that the biggest downfall of the Talent Nurturing Programme was that it did not consider that the leadership culture would change and that the change in leadership negatively impacted the entire programme. One participant shared that the programme only worked well when employee development was visibly valued by the leadership and this was formalised through an employee value proposition. The change in leadership and the subsequent loss of the support of the development culture within the organisation was raised consistently as a negative attached to the programme. This suggested to the study that employees expected that provision be made for such changes through the administration of the programme. Tavakoli and Teimouri (2010) direct that the main goal of any leadership development programme is to build and stabilise leadership strength during periods of change. They see leadership development as a fluid discipline due to the common element of change and propose that organisations have a proactive plan for the possibility of new strategies and leaders, suggesting that change should be expected and planned for in the design of strategies and leadership development programmes. The study did not encounter such proactive planning, based on the responses of the graduates, as cited in this paragraph.

d. Training Programme

In the literature review of this report, Roupnel et al. (2019), in the last three years, have asserted that coaching is strategically appointed as a vehicle of training in a leadership development programme. This suggests that there should be a conscious selection made or process followed for the inclusion of coaching in leadership development programmes. When questioning the Talent Nurturing Programme graduates, it was evident that the graduates were not consulted or included in the decision to employ coaching as a training tool. Their views included opinions of when to introduce coaching within the business, where to introduce coaching in line with the outputs of the coachees and various views on the duration and accessibility of coaching by the coachees.

When venturing further into the make-up of the Talent Nurturing Programme, there appeared to be a specific strategy and format for the programme, however, unknown to the participants in the programme. The programme was split into 70% of the training being done within the organisation and through action learning, 20% through teamwork

and peer learning experiences and 10% was administered by formal, academic learning. In the literature review, Sammut (2014) was lauded for her assertion that there is no one way or method of learning. When considering the 70-20-10 split of the components of training for the Talent Nurturing Programme, it would be incorrect to overlook the fact that the leadership programme consisted of various approaches and methodologies, which supports the literature on this topic. A third graduate suggested that leadership development programmes include the participants' involvement in building the training programme. This study found the view of the last participant to be well within range of the work done by Mettl (2019), which found that leadership success rates were highest in instances where there were collaborative efforts to include those employees to be trained for the leadership development programmes. Their study also placed higher value on the judgement of the employees to be trained, to highlight their own and their peers' areas of development, through co-creation, above the opinion of the organisation through the Human Resources department.

While it could be deduced that the graduates from the programme were not involved in the planning of the Talent Nurturing Programme, it appeared as though there was alignment with the literature indication that leadership development programmes are best delivered through varied learning approaches. Leskiw and Singh (2007) affirm that learning programmes have progressed from the traditional theory based, formal lectures to a combination of action learning journeys and formal academia.

While literature suggests that leadership development programmes should, more often than not, include coaching as a driver for change, the efficacy of coaching remains reliant on a strong link to an organisational strategy, a solid plan and delivery schedules. An extension of these critical success factors for coaching to work, is the crucial aspect of support from leadership cadres and without compromise, a culture, supportive of growth and development (Trevillion, 2018). The above prerequisite for successful coaching directs that the positioning of coaching in a leadership development programme remains key to the Return on Investment of coaching. With the above insights into the visionary planning unit of Transnet's Talent Nurturing Programme, the study sought to expand on the coaching experience to explore what the reality of coaching offered within the programme.

5.3.2 Coaching Experience

In the literature review of this report, it emerged that coaching has extensive reach within business and therefore needs to be filtered to specifics, such as leadership development or coaching experiences, in order for its otherwise difficult to measure efficacy, to be highlighted (Kombarakaran et al., 2008). Roupnel et al. (2019) further postulate that the coaching experience is more measurable through the enablement of self-reflection and individual transformation. The following discussion thus seeks out specific areas of coaching, which constitute the graduates' experience of coaching for greater insight into the positioning of coaching in the Talent Nurturing Programme.

In the literature review of this report, the aspect of time and coaching appeared significantly, with a particular study crediting time spent on coaching as a direct link to organisational Return on Investment, retention of skills and the enablement of management to coach their teams (Kombarakaran et al., 2008). In the study of Transnet's Talent Nurturing Programme, there was a mixed response to the timing of the introduction of coaching to the programme. Of interest to the study was that participants replied to the question around the timing of the introduction of coaching to their programme and each participant added their own view on how the coaching experience should have differed from their individual experiences. The varied responses on when the coaching took place within the programme, extended to the duration of the coaching experience. There seemed to be alignment with the literature standard of between eight and ten sessions (Grant et al., 2009), yet the graduates varied from one participant only taking up two of the allocation of ten sessions to another participant paying privately for a further eight sessions. When considering the literature standard and the varied uptake of sessions from the graduates, the study could reduce the difference in approach to the coaching experience and to the mere preference of individual choice. However, there was a greater likelihood of such individual choice being linked towards a personal attitude towards coaching. This study noted the perpetual chain of inconsistency throughout the study.

Mettl (2019) found that 25% of organisations pinpointed the largest challenge for effective leadership development implementation, inclusive of coaching, was the demand on time allocation for this important discipline within the business. He also found that the average duration of eight months was spent on leadership development programmes within an organisation and 36% of organisations requiring more than one

year for completion of their programmes. Indications from the Talent Nurturing Programme was that the programme was planned to be completed within two years, with one participant complaining about the programme lasting for three and a half years, with restrictions on further formal studies, where an accreditation could have been attained. A different participant felt that there were logistical issues with the cohort in question and the programme was compressed. The study noted inconsistency in the views of graduates, which seemed to have been extended and linked to the inconsistency of experiences in the Talent Nurturing Programme.

This study proposes that when positioned correctly within Transnet's Talent Nurturing Programme, coaching produces future leaders for the organisation.

5.4 Change through Coaching and the Practice of Learning and Teaching

The research question being addressed in the ensuing discussion was: *"How did coaching change the graduates from Transnet's Talent Nurturing Programme?"* The address of this question is supported by the third theme, Reflection and Transfer of Knowledge.

When considering the value which coaching brings to the leadership development arena, literature proclaims coaching as a strategic pillar of leadership development programmes. O'Flaherty and Everson (2005) place a large reliance on nurturing a coaching culture within the organisation, for maximum value of the development programme. They also maintain that coaching relates to the andragogic foundation of transference of learning to others. By extension of this view, Taylor and Cranton (2013) insist on the process of reflection by the coachee, questioning him/herself, considering the environment and once clarity prevails on these foundational blocks of learning, then transference of knowledge can take place. This thinking is supported by Arnold and Prescher (2017), who purport that the shift in thinking through behavioural change is reliant on the crucial process of self-reflection for transfer of knowledge to happen. When asked to reflect on the value derived from coaching in the Talent Nurturing Programme, there was an overall appreciation and acknowledgement for the value resulting from coaching. The benefits raised by the participants, varied and notably, these acknowledgements of benefits from coaching, included two participants who had

negative experiences in the coaching sessions. One having had a breakdown in trust in the coaching relationship and the other felt that the approach of the coach was too probing and led to the graduate attending only two of the allotted coaching sessions. The observation by the study aligned well with the literature referenced at the beginning of this proposition in that, regardless of the fact that there were negative experiences to some of the coaching experiences, this study requested that the graduates reflect on their experience and there appeared to be a shift in thinking, which resulted in a positive regard to coaching.

Lewis and Williams (1994) focused on the prerequisite of reflection and / or experience for behavioural change to happen. They furthermore posited that the environment and culture should be conducive to such change or learning to happen before teaching can take place. In the same way that they placed emphasis on the environment, they also considered the coachee as an environmental factor in that the coachee would need to have an attitude, open to coaching, a willingness to learn and subsequently, to be open to extending the learning through teaching. According to Tavakoli and Teimouri (2010), the way things are perceived and the way things get done in an organisation is a culmination of attitudes, values, norms and beliefs within a system, which we refer to as the organisational environment or culture. Supportive of this thinking is the work of Mettl (2019), which adds the involvement of the leaders of the organisation to the equation, for higher success rates of growth of the coachees. In the data analysis of this study, the aspect of corporate culture, leadership and trust were raised across the participants' reflections. One participant spoke positively about the trust levels which were stimulated in the cohort of that year. This response from the participant, fits perfectly with the literature on the fundamental existence of trust before value can be extracted from coaching. When transference of knowledge is regarded as value, then it would appear that trust has to exist first, before teaching and transferring of knowledge can take place.

The literature referenced in this theme refer to the criterion of a conducive environment and culture for coaching, to deliver value for the coachee. Reference is made to the involvement of the leadership or management in the leadership development programme as part of the environment or learning culture in the driving of value from coaching. All six participants referred to a current culture within the leadership, which did not support leadership development, thus there was a negative tone and position on the culture at the time of the interviews. Aptly, one participant referenced the value of having access to and the support of leadership for value added coaching to have happened. The

participant indicated because the, then, Group Chief Executive made time to walk the floors and invite proposals from the graduates, it provided comfort that projects would arise and that such opportunities could be taken up. One graduate indicated that it felt as if the communication flood gates had opened and that there was a connection between the leadership and the Talent Nurturing graduate. The reflections of the graduates converged with the thinking of De Houwer et al. (2013), who insist on the logical structure of gaining clarity first, before learning can take place and this then followed the work of Brockbank (2006), who postulates that thinking can be transformed to attain the shift that is required for learning to graduate to teaching or transfer of knowledge, if reflection is used as a tool in the chain of events leading to the point of transfer. Each of the graduates offered that they had passed on knowledge to their teams, which led this study to believe that the value of coaching lies in the fact that the graduates were able to transfer learnings and multiply knowledge. This study explored the benefits of coaching and leadership development programmes as a fourth theme to see if there were any congruencies with the coaching experience.

5.4.1 *Benefits of Coaching and Leadership Development*

When considering the value of coaching in Transnet's Talent Nurturing Programme, the study assimilated the responses to both the benefits of the leadership development programme and the benefits of coaching, as the study deduced from the responses, that many of the benefits of the programme were either related to coaching or enabled by coaching. When reverting to the work of Day (2000) in the literature review of this report, he shared in his assessment of leadership development, that it had advanced from a generic approach of learning to a continuous initiative of driven growth. He purported that learning should migrate from the traditional classroom style learning to a multi-faceted offering of learning, where further in the literature review of this report, Gallo (2015) stretches coaching deliverables beyond the boundaries of just growth, but includes positive transformation of employees. This study affirmed this approach by reviewing the work of Riddle and Ting (2006), who propose that most employees most likely will learn, grow and transform if exposed to the correct learning environments and cultures. They also expound on this thinking by guiding coaches to assist the employees with self-reflection specifically on what worked well and what did not. When perusing the data on the benefits from the Talent Nurturing Programme, in chapter four of this report, the benefits to the graduates and to the organisation, independently, were

minimal in comparison to the dual benefits, where both the graduate and the organisation benefited. This study deduced these benefits from responses by the participants to what worked well. Riddle and Ting (2006) believe that reflection on what worked well assists employees to move from self-reflection to execution and to mount the action of transfer of knowledge. The following is a snapshot of benefits from the Talent Nurturing Programme and from the individual coaching through the programme.

Dual Benefits for Transnet and the graduates from the Talent Nurturing Programme



- "Access to senior leadership."
- "Also, problem solving became a bit easier."
- "It also gives you a good measuring stick to where I am, where I should sharpen, where I should then look at rounding myself off compared to the team"
- Definitely added value in my life in the different facets in the space of work as well as in the space of my personal capacity."
- "Networking."
- "Transforming the leadership style."
- "Transnet also benefited from the resilience of that team and also from the ability to multiply what they have learnt from the programme"
- "Clearly communication opened."
- "It personally grew and developed me so I also, through the journey, learnt to balance work and family."
- The most important learnings and value add to me was the interaction with my peers in this area."

Benefits from Coaching as part of the Talent Nurturing Programme



- "Definitely, I benefited from my coaching sessions. They certainly helped me in my life in terms of understanding leadership, in terms of understanding the organisation, the culture."
- "I have absolutely benefited and I can say especially when I was transitioning into a group role."
- "It helped me to understand the dynamics of relationships as well as people."
- "There was value. The type of questions, the types of things that were asked and discussed."
- "I found that coaching worked for me when I was ready to receive being coached."
- "Extremely, intensively. I think for me a lot of clarity came through from the coaching. I had a few inhibitions or limitations that I had to work towards."
- Yes. I think I benefited personally."

Figure 8: Benefits from the Talent Nurturing and Coaching Programmes

This study extended the above platform for creating an environment for appreciation of experience(s) through awareness and acknowledged the data finding in chapter four of this report, that there appeared to be a link between a positive coaching experience or environmental factor and the chance that the graduate, from a positive experience and reflection, would transfer knowledge to others, whether peers, teams, or subordinates. The above information provided a foundation for this study to maintain proposition 2: ***Coaching changes the graduates from Transnet's Talent Nurturing Programme through the practice of learning and teaching.***

5.5 Chapter Conclusion

In this chapter, the study compared the literature review of chapter two with the data emanating from this study. The study found a general concurring of the data of chapter five with the literature discussed in chapter two of this report, however, the findings found that the inconsistency in the understanding of the strategic intention had a significant negative impact on the successful execution of the leadership development programme and ultimately, the organisation missed out on the true value extraction of coaching for the growth of the organisation.

The discussion was largely divided into two parts, with the first half discussing the literature and responses of the study in answering the research question 1: “Which aspects of the leadership development programme placed coaching central to growth and development?”

The most significant of the conclusions for this chapter was that coaching is required to be suitably positioned within the strategic planning phase of the leadership development programme for effective results of the leadership development programme.

The second half of this chapter discussed the literature and the study responses to the second research question: “How did coaching change the graduates from Transnet’s Talent Nurturing Programme?”

The significant conclusion in this half of the chapter was that coaching, on its own, could not deliver the desired results of changing the coachees, however, when accompanied by positive environmental factors, then coaching shifts the coachees from Transnet’s Talent Nurturing Programme through the practice of learning and teaching.

The conclusions and recommendations from the findings of the data in chapter four and the subsequent discussion in this chapter are outlined in chapter six of this report.

CHAPTER 6. CONCLUSIONS & RECOMMENDATIONS

6.1 Introduction

This chapter concludes the research report by answering the questions which it intended to answer. These suggestions stem from the reactions from the participants during the interview process, seeking their opinions and ideas, given their respective experiences, both in the Talent Nurturing Programme and within the working environment of Transnet.

For structure and ease of relating the original arguments to the various responses, the format of this chapter links the themes created by the study, after coding the responses to the research questions, to the original research questions, as documented in chapter one of this report. The links are delivered in the form of a discussion, to include context and the expounding of a point. The chapter also provides suggestions for continued thought or further studies, as an indicative guide of the boundaries and limitations of the study.

Chapter six provides a discussion on the findings of the study of the Perceived Value and Positioning of Coaching in a State-Owned Entity.

6.2 Conclusions regarding Research Question One

Question 1 of this study reads as follows: Which aspects of the leadership development programme placed coaching central to growth and development?

With purpose acting as a lead indicator and foundational strategic block to the strategy, linking how coaching was purposed and positioned in the Talent Nurturing Programme, it became evident that the said strategy to which the purpose was attached, was insufficiently aligned amongst the stakeholders within the organisation. The main stakeholders were the targeted employees for the development programme, the leadership of the organisation, who should sponsor such programmes and the Human Resources Department, as the crafters of the programme.

The following discussion was underpinned by the self-reflective requirement of Transformative Learning Theory. In his work on trying to understand the meaning of

actions which do not deliver the results ideally planned for, Mezirow (1997) talks about leaning into the point of view of purpose, through reflection, as was the case in the research question of this study, investigating the purpose of coaching in the development programme. He teaches communicative learning, where the process of reflection forces an understanding of purpose, values, and beliefs in order to ensure a critical reflective process. This background formed the foundation for the ensuing conclusions and recommendations of this study.

With strategy being the genesis of leadership development programmes, this study found that it was too frail in its existence and therefore impacted, both by design and inadvertently, the results of the leadership development outcomes. The very nature of a strategy demands direction and strong alignment for maximum benefit of the leadership development programme. This principle led the study to attribute the ambiguity of the strategy to a biased and varied view of the purpose of coaching in the Talent Nurturing Programme. Culture was also grouped, under the theme of strategy, however, it was highlighted as one of the most referenced factors in the study, suggesting that it impacted the graduates significantly and remained top-of-mind in their reflection of their leadership development experiences. In the case of this study, the culture appeared to have shifted from a nurturing and supportive of a talent development culture, to one which was critical of the entire make-up of the Talent Nurturing Programme and therefore non-supportive of talent development. As per the literature referenced in chapters two and five of this report, the absence of leadership support and the culture associated with such a gap in strategy, almost always leads to the demise of leadership development and in the case of this study, inclusive of coaching, which was used as a tool of leadership development in the Talent Nurturing Programme. The all-important factor of culture, through its influences of support from the organisation, therefore, has a direct influence on the training programme, up to the detail of whether or not to include coaching in future training development programmes or whether to include coaching at all within the organisation. This has a major impact on the placement aspect of coaching in the planning strategy of organisations. While culture touches on all aspects of the business, it appeared that through better consistency of behaviour and processes within the organisation, coaching could have been placed more solidly within the strategy of the organisation. The graduates could have played a more integrated role in putting together the training requirements for the programme, which could have had greater impetus on the gauging of value to the organisation from the Talent Nurturing Programme, such as Return on Investment.

This study found the importance of an integrated and team effort approach towards building and influencing a culture would be the cementing of the consistency of messaging, processes followed and the delivery of leadership development programmes. This would then largely influence the specificity of coaching and earning it a distinct place in the Talent Nurturing Programme and more importantly, in the strategy of leadership development in the organisation. During this study, it became evident that much literature exists on seeking the value of coaching, even though it has been raised as one of the most difficult aspects to measure, but little to none of the literature uncovered during this research has spoken about the positioning of coaching in leadership development programmes. This leads the study to believe that there may be many development programmes in existence, that are however, incorrectly placed or misplaced in the structures of organisations, leading to untapped value from large scale investments by corporates. In alignment with the underpinning Transformative Learning Theory, used in this study, Mezirow (1997) directs that such misplaced development programmes can be differently placed for positive positioning in structures and ultimately, for positive outcomes, on condition that the reflection process is advanced to a critical reflective frame of mind for the understanding of purpose through challenging the status quo.

6.3 Conclusions on Research Question Two

Research question 2 of this study read as follows: How did coaching change the graduates from Transnet's Talent Nurturing Programme?

The study asked various questions on what worked well for the graduates, in their cohort of the Talent Nurturing Programme. The idea was to see if coaching was raised independently of the development programme and it was not surprising that coaching was not mentioned, unless questioned on it directly. This finding aligned with the previous set of questions on the positioning of coaching, where there was misaligned responses regarding coaching and the coaching experience. The set of questions relating to this research question was posed in an effort to draw some of the benefits associated with the value derived from the programme. Furthermore, emphasis was focused on coaching, to home in on the reflections of the graduates' coaching experiences and their recollection thereof. All the graduates, including those who either had a negative coaching experience through breach of trust or those who were just

unsure or cautious about coaching per se, provided positive responses towards coaching. The reflections were largely accompanied by examples where coaching and / or coaching experiences were shared with others, together with positive results and the promotion of coaching from the graduates who cut their coaching sessions short during the Talent Nurturing Programme. Remarkably and notwithstanding the positive outlook on the coaching experience, the trend of inconsistency remained persistent, with varied responses to the value attained from coaching, by the graduates.

When considering the entire data provision from this study and the analysis thereof, to filter the idea that the positioning of coaching is critical to its successful delivery, there was an appreciation by this study for the foundational administrative work involved in placing coaching strategically within development programmes. The administration of placing coaching in the strategy, is seen to have a direct relation to the execution of coaching in the development programme, for the greater good, through growth, of the employee and the organisation, respectively, while the literature in this report directs that culture is one of the main determinants of the success of coaching, through the organisation's provision of fertile ground for coaching to happen. This fertile ground is made up of environmental factors, such as values, beliefs, norms, and principles within the organisation and is better known as the culture to employees. Further reading reviewed in this report has stipulated that the transfer of learning cannot happen without reflection of experiences first happening. When considering the responses from the graduates, together with the literature direction from this report, this study found that positive environmental factors, leading to positive experiences and reflections of those experiences, led to transference of knowledge. This then led the study to believe that even if the administration of strategy was perfectly organised to include coaching and the environment or culture was most welcoming of positive experiences, this study found that trust came up as a consistent prerequisite for communication to open, for coaching to continue, for graduates to feel comfortable to immerse themselves in the coaching with comfort. This study has added to the knowledge body by adding the element of trust as a prerequisite for successful transfer of knowledge, through positive coaching experiences. When considering the responses of some of the graduates who were sceptical of coaching, their responses ranged from completely acknowledging the value of coaching, despite the negative experience of lack of trust to promotion of coaching to others from a graduate who refused the coaching sessions. The graduate offered, that had the coaching approach been different or less intrusive, that the coaching may have been accepted and yet the graduate continued to transfer knowledge. This study

believes that the element of trust was restored within the graduate once the coach was removed from the ecosystem. Previous studies refer to the value of coaching in terms of measurable objectives of the organisation, such as Return on Investment, return on engagement or bottom-line income and profit. This study contributed to the body of knowledge in introducing the element of transference of knowledge as a value add to the discipline of coaching. Coaching therefore, with the requisite element of trust, changed the coachees of Transnet's leadership development programme, through the transference of knowledge and ultimately, by multiplying the knowledge base within the organisation. Where this study concludes that mindsets are changed through learning and teaching, Fischer (1999) supports this thinking by referring to learning and thinking when changing mindsets and stipulates a belief of lifelong learning in response to changing mindsets. This study documented the transfer of knowledge as a multiplier effect, as a starting point to lifelong learning and perpetual change within leadership development programmes for effective organisational growth.

6.4 Recommendations

This study made the following recommendations.

Table 8: Recommendations

RECOMMENDATIONS TO THE ORGANISATIONS
The importance of a conducive and supportive learning culture within the organisation was highlighted amongst the top requirements from all of the participants. Mention was made of the fact that there was a disconnection between the strategy of the programme and the organisational culture of the organisation. There was significant linkage of Return on Investment to the culture of the organisation, suggestive in this study, of a loss of returns from the investment in leadership development through a mismatch of culture. The recommendation from this study is therefore to position coaching significantly within the strategy phase of the organisational planning. The intended outcome is to demonstrate support and buy-in of coaching from the highest levels within the organisation and for the culture to find its roots from the demonstrated, deliberate behaviours of the organisation, commonly known in the business environment as, setting the tone with regards to coaching. Such strategic

positioning of coaching is envisaged to earn the returns on investment which the organisation is seeking and provides a structured and traceable line of events for implementation of proper measurement controls for coaching. This will contribute to the lack of measurements for value derived from coaching.

RECOMMENDATIONS TO THE EXECUTIVE COMMITTEE OF TRANSNET

In line with the outcry for the creation and development of a culture within which true learning and multiplying of learning could happen, through trust relationships within the organisation, there was a petition raised that the leadership of the organisation undergo a similar development programme or the same programme for appreciation of the volume of learning and the support required to do justice to such a leadership development programme. This suggestion supported the literature suggestions that leadership development programmes fail due to the lack of involvement of management in the content and the development of the training structure.

Still maintaining the pertinence of culture for successful positioning and value extraction from coaching, the study suggests that the leadership endorse and actively propagate that the culture of the organisation is not linked to an individual or a body, such as the leadership team, to ensure life after the departure of those individuals and / or bodies.

RECOMMENDATIONS TO HUMAN RESOURCES

Through positioning of coaching strategically within the organisation, the study suggested that the leadership development programme be accredited through recognised educational structures. The reflections of the graduates highlighted the need for trust relationships within the various ecosystems of the business. This aspect was regarded by the study as a fundamental which focused coaching could address and contribute to the multiplier effect of transference of knowledge for a far-reaching impact within the organisation. This view emanated from a view of value extraction of coaching through transference of knowledge. In order that coaching be elevated through its positioning within the organisation, in the leadership development programme and through a form of accreditation of the internal coaches, the study envisages more interest from the graduates and more weighting attached to coaching as a value add to the organisation.

Action learning projects are suggested to become part of the curriculum and measured by the leadership team through partnerships between a leadership team member or the head of a function, as an active sponsor of such projects. This would provide the leader with an active role to play within the project, to expose the employee and the project to the organisation through branding and joint ownership of the projects. This is an area where coaching could be

included as a measurement in the performance management tracking of such projects to indicate returns on investment in the measurement of choice, e.g., return on communication through coaching.

Whilst the leadership development programmes were suggested to be standard in terms of the deliverables, the study suggested bespoke, intentional variations of training such as types of recommended coaching e.g., team coaching, individual coaching, life coaching, specialist coaching as per the requirement of the employee. This would attach a level of uniqueness to the training approach, avoiding a generic approach and resultant generic outcomes.

RECOMMENDATIONS TO THE GRADUATES OF THE TALENT NURTURING PROGRAMME

Having experienced different iterations of the Talent Nurturing Programme and having provided reflections of coaching experiences, the study suggested involving graduates from the programme to advise on improvements for future cohorts of the development programme. Advanced coaching qualifications and coaching opportunities, through internal projects are suggested to potential coaches from the graduate pool of employees. The suggestion is made in an effort to avoid overlooking graduates, who would be interested in becoming in-house coaches for maximum value extraction, through familiarity with the organisational landscape and the leadership development programme and its intended outcomes.

The study suggests that the attendance of the Talent Nurturing Programme be contracted between the organisation and the employee for pay-back in the form of coaching to others, e.g., teams, subordinates, peers. This would contribute additionally to the returns of value from coaching, through transference of knowledge.

6.5 Suggestions for Further Research

This study limited the research in this report to the Talent Nurturing Programme and there are multiple development programmes within the organisation and within the State-Owned fraternity. There would be value in testing the experiences across these programmes for finer understanding of the value of coaching and the progression of its existence within organisations for further development.

This study noted the consistent value appreciation from the graduates of having access to an internal network of professional peers across the business functions. The study did not delve into the real impact and value of this important phenomenon, which

appeared to have far - reaching effects for the business and for the unpacking of its relation to coaching. Such a study could offer much towards developing the knowledge bank of the relationship between networks and coaching.

Even though the underpinning theory followed during this study was the Transformational Theory and its tenet of reflection, this study used the theory superficially and did not delve into the depths of the theory in relation to coaching. Such a study would bring much correlation between the action of coaching and the outcomes thereof. The literature in this report refer to a scarcity of information on the value of coaching and a quantitative study of this nature would contribute valuably to such a paucity of knowledge.

APPENDIX A - PARTICIPANT INFORMATION SHEET

Participant Information Sheet

Dear

My name is Samantha Herbert, and I am a Masters student in Management of Business and Executive Coaching at the University of the Witwatersrand in Johannesburg. As part of my studies, I am required to undertake a research study, and I am researching The Perceived Value & Positioning of Coaching in a Leadership Development Programme within a State- Owned Entity

As part of this project, I would like to invite you to take part in an online interview. The interview will take approximately 45 minutes to complete. With your permission, I would also like to record the interview using the video and audio functionality on either MsTeams or Zoom, whichever the agreed upon platform.

You will not receive any direct benefits from participating in this research, and there are no disadvantages or penalties for not participating. You may withdraw at any time or not answer any question if you do not want to. The interview will be completely confidential. The information you give to me will be securely held and will only be used for the purposes of this research study. I will not use your name in my report, when referring to your input via the online interview process. If you experience any distress or discomfort at any point in this process, we will stop the interview or resume another time.

If you have any questions during or afterwards about this research, feel free to contact me on the details listed below. This study will be written up as a research report, which will be available online through the university library website. If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email Shaun.Schoeman@wits.ac.za

Yours sincerely,

Samantha Herbert (0834639023)

Email : Samantha.Herbert@transnet.net

Supervisor : Dr Rajohane Matshediso

Telephone : (072 227 6060)

Email : Rajohane.Matshediso@wits.ac.za

APPENDIX B - PARTICIPANT CONSENT FORM

Consent Form

Title of project : The Perceived Value and Positioning of Coaching in a Leadership Development Programme within a State-Owned Entity

Name of researcher : Samantha Herbert

I, _____ agree to participate in this research project. The research has been explained to me and I understand what my participation will involve. Please circle the relevant options below.

I agree that the researcher may use anonymous quotes in his / her research report YES NO

I agree that the interview may be audio recorded YES NO

I agree that the interview may be video recorded YES NO

I agree that the information I provide may be used anonymously by other researchers following this project YES NO

..... (Signature)

..... (Name of participant)

..... (Date)

APPENDIX C - SEMI - STRUCTURED INTERVIEW GUIDE

QUESTIONS
1. Explain your current role within the organisation?
2. What was the purpose of Transnet's Talent Nurturing Programme?
3. What worked well in the programme?
4. What did not work well in the programme?
5. What, in your opinion, did Transnet benefit from the programme?
6. At which point of the programme was coaching introduced?
7. Was the time allocated for your coaching sufficient?
8. Did you benefit from your coaching sessions? Elaborate.
9. Did you use any of the learnings from your coaching sessions to develop others? Discuss.
10. What value did you gain from the leadership development programme?
11. What would you change in the Talent Nurturing Programme for future cohorts?
12. Is there anything which I have not spoken about today, which you would like to suggest or raise with Transnet for future leadership development programmes?

APPENDIX D - ETHICS APPROVAL NOTIFICATION

Graduate School of Business Administration
University of the Witwatersrand, Johannesburg



Wits Business School Ethics Committee
Constituted under the University Human Research Ethics Committee (Non-Medical)

Ethics Clearance Certificate

Ethics protocol number: WBS/BE2219740/578

This certificate is only valid with a legitimate ethics protocol number and signed by the Researcher (below).

Project title	The perceived value and positioning of coaching in a leadership development programme within a State Owned Entity
Investigator / Researcher	Mrs. Samantha Herbert
Nature of Project	MM (Business & Executive Coaching)
Decision of the Committee	Approved, provided stakeholders and participants are guaranteed confidentiality.
Issue Date of Certificate	2021-04-15
Expiry date	Date of submission of the project report
Chairperson	Prof Anthony Stacey ☎ +27 11 717 3587 ☎ +27 82 880 4531 ✉ anthony.stacey@wits.ac.za

A handwritten signature in black ink, appearing to read 'A Stacey', positioned next to the contact information for the Chairperson.

Declaration by Researcher

One copy must be signed by the Researcher and returned to the Chairperson of the Wits Business School Ethics Committee.

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

A large, stylized handwritten signature in black ink, appearing to read 'S Herbert', written over a horizontal line.
Signature

16 April 2021
Date:

APPENDIX E - PERMISSION LETTER RECEIVED FROM THE ORGANISATION



19 January 2021
1020 Bloubos Avenue
Roodepoort
Weltevreden Park Ext 45
1709

samantha.herbert@transnet.net

Dear Samantha Herbert

Re: Request for permission to conduct research at Transnet SOC Ltd

Your email of request for permission to conduct research at Transnet on "The Perceived Value & Positioning of Coaching in a Leadership Development Programme within a State-Owned Entity"

We duly note the conditions of the study for strict academic purposes, the results of the study will be submitted to Transnet, and the research will be confidential and that anonymity for both respondents and the organisation is guaranteed. Should you or the Wits University Business School want to publish the study in any other manner than the final assignment, Transnet will be approached for permission to do so.

Based on the above conditions, your request to conduct the research study in Transnet is granted and permission is granted to make mention of Transnet's name within the study. We are looking forward to the outcomes and recommendations of your study and the positive contributions towards the marketing strategy of Transnet.

Yours Sincerely

A handwritten signature in black ink, appearing to read 'Lradebe'.

Ms Lerato Radebe

General Manager: Talent Management

Date: 04/03/2021

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*Executive

Interim Group Company Secretary: Ms S Bopape

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TRANSNET HAS A 'ZERO GIFTS' POLICY. NO EMPLOYEE IS ALLOWED TO ACCEPT GIFTS, FAVOURS OR BENEFITS

APPENDIX F - CONSISTENCY MATRIX

Main Research Question: In which ways is coaching positioned to bring value to Transnet's Talent Nurturing Programme?						
Objectives	Literature Review	Propositions	Research questions	Source of data	Type of data	Analysis
To assess whether coaching was centrally positioned to Transnet's Talent Nurturing Programme.	(Day, 2000) (Brockbank, 2006) (Taylor & Cranton, 2013) (Sammut, 2014)	Transnet's Talent Nurturing Programme is underpinned by coaching, as a learning instrument, for growth and development of the organisation.	"Which aspects of the leadership development programme placed coaching central to growth and development?"	Semi-structured interviews with candidates from past cohorts of Transnet's Talent Nurturing Programme	Qualitative	Thematic
To explore the shifts in the graduates due to coaching during Transnet's Talent Nurturing Programme.	(De Houwer et al., 2013) (Beer et al., 2016) (Sharma, 2017)	Coaching changes graduates from Transnet's Talent Nurturing Programme through the practice of learning and teaching.	How did coaching change the graduates from Transnet's Talent Nurturing Programme?	Semi-structured interviews with candidates from past cohorts of Transnet's Talent Nurturing Programme	Qualitative	Thematic

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