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An exploration of coaching practices in leading South African companies

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An exploration of coaching practices in leading South African companies.

Zia Delphine Attlee

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 (Business and Executive Coaching).

Johannesburg, 2013

"Coaching is no longer seen as a perquisite exclusively for executives—it is used throughout an organization, with individuals and teams. Many companies now train managers in coaching skills, or employ internal coaches, to create a coaching culture."
(Bennet & Bush, 2009)

ABSTRACT

This research uncovered the coaching practices of the leading South African companies. The objective of the study was to explore whether these companies use coaching in their organisations and to provide other South African organisations and coaches with an understanding of how the most successful South African companies manage the coaching process and whether they evaluate the outcomes of the coaching process.

This study used an explanatory sequential mixed methods design. The quantitative phase consisted of an online questionnaire completed by 49 of the top 100 companies listed on the Johannesburg Stock Exchange (JSE). The qualitative phase involved semi-structured interviews with 11 of the top 100 JSE listed companies.

Coaching programmes in the leading companies of South Africa have been in place for one to three years and are predominantly used for leadership development and performance management. The main recipients of coaching in these companies are executives, senior managers and up-and-coming talent. Leading South African companies integrate coaching with the organisation's talent management strategy or the organisation's business strategy.

The leading South African companies select external coaches based on coaching experience, business experience, recommendations and qualifications and contract them to work with executive and senior management levels. They also use internal coaches but mostly to coach up-and-coming talent and graduates. They do not enforce the supervision of coaches and engaging in supervision is mostly decided by the coaches themselves.

Measuring of coaching outcomes is important to the leading companies of South Africa and therefore most of these companies measure its impact.

This research provides key insights into the coaching practices of the leading South African companies. The research also provides guidance to coaches and organisations in South Africa on how coaching can be used to develop individuals and organisations.

DECLARATION

I, Zia Delphine Attlee, 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 (Business and Executive Coaching) in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

Zia Delphine Attlee

Signed at ……

On the …….. day of …… 2013

DEDICATION

I would like to dedicate this research to my Heavenly Father who provided me with the opportunity and strength to pursue this course.

ACKNOWLEDGEMENTS

I would like to thank all the participating companies. Without your responses and willingness to share your coaching practices this study would not have been possible.

I would like to thank my supervisor, Dr Hilary Geber, for her continual support and guidance throughout this research study.

To my father, who has been my role model and mentor, thank you for making it possible to follow my dreams.

To my mother, my greatest supporter, thank you for your endless encouragement and thoughtful words.

To my husband, my rock, thank you for your patience, reassurance and love throughout this journey.

TABLE OF CONTENTS

ABSTRACT ..... **III**

DECLARATION ..... **IV**

DEDICATION ..... **V**

ACKNOWLEDGEMENTS ..... **VI**

LIST OF TABLES ..... **XI**

LIST OF FIGURES ..... **XII**

CHAPTER 1: INTRODUCTION **1**

1.1 PURPOSE OF THE STUDY 1
1.2 CONTEXT OF THE STUDY 2
1.3 PROBLEM STATEMENT 5
1.3.1 MAIN PROBLEM 5
1.3.2 SUB-PROBLEMS 5
1.4 SIGNIFICANCE OF THE STUDY 5
1.5 DELIMITATIONS OF THE STUDY 6
1.6 DEFINITION OF TERMS 6
1.7 ASSUMPTIONS 7
1.8 OUTLINE OF RESEARCH 8

CHAPTER 2: LITERATURE REVIEW **9**

2.1 INTRODUCTION 9
2.2 DEFINITION OF COACHING 9
2.3 COACHING IN ORGANISATIONS 19
2.3.1 PURPOSE AND SCOPE OF COACHING IN ORGANISATIONS 22
2.3.3 RESEARCH QUESTION 1 27
2.4 MANAGEMENT OF THE COACHING PROCESS 27
2.4.1 SELECTION OF COACHES 29
2.4.2 COACHING CREDENTIALS 32
2.4.3 INTERNAL AND EXTERNAL COACHES 36
2.4.4 SUPERVISION OF COACHES 38
2.4.5 RESEARCH QUESTION 2 41
2.5 MEASURING THE EFFECTIVENESS OF COACHING 41
2.5.1 RESEARCH QUESTION 3 44
2.6 CONCLUSION OF LITERATURE REVIEW 44
2.6.1 RESEARCH QUESTION 1: 45

2.6.2 RESEARCH QUESTION 2: 45
2.6.3 RESEARCH QUESTION 3: 45

CHAPTER 3: RESEARCH METHODOLOGY 47

3.1 RESEARCH METHODOLOGY 47
3.2 RESEARCH DESIGN 49
3.3 POPULATION AND SAMPLE 51
3.3.1 POPULATION 51
3.3.2 SAMPLE AND SAMPLING METHOD 51
3.3.2.1 PHASE ONE 52
3.3.2.2 PHASE TWO 52
3.4 THE RESEARCH INSTRUMENT 53
3.4.1 PHASE ONE 53
3.4.2 PHASE TWO 53
3.5 PROCEDURE FOR DATA COLLECTION 53
3.5.1 PHASE ONE 54
3.5.2 PHASE TWO 54
3.6 DATA ANALYSIS AND INTERPRETATION 55
3.6.1 PHASE ONE 55
3.6.2 PHASE TWO 56
3.7 LIMITATIONS OF THE STUDY 56
3.8 VALIDITY AND RELIABILITY 57
3.8.1 PHASE ONE 57
3.8.2 PHASE TWO 58
3.8.3 MIXED METHODS VALIDITY 59

CHAPTER 4: PRESENTATION OF RESULTS OF PHASE ONE .. 61

4.1 INTRODUCTION 61
4.2 DEMOGRAPHIC PROFILE OF RESPONDENTS 62
4.3 RESULTS PERTAINING TO THE QUESTION ON COACHING IN ORGANISATIONS AND THE PURPOSE AND SCOPE OF COACHING 64
4.3.1 COACHING IN ORGANISATIONS 64
4.3.2 PURPOSE AND SCOPE OF COACHING 65
4.4 RESULTS PERTAINING TO THE QUESTIONS ON THE MANAGEMENT PROCESS OF COACHING 70
4.4.1 SELECTION OF COACHES AND COACHING CREDENTIALS 70
4.4.2 INTERNAL AND EXTERNAL COACHES 73
4.4.3 SUPERVISION OF COACHES 75
4.5 RESULTS PERTAINING TO THE QUESTIONS ON THE MEASUREMENT OF COACHING OUTCOMES 76
4.5.1 EVALUATION OF COACHING OUTCOMES 76
4.6 SUMMARY OF THE RESULTS 80

CHAPTER 5: PRESENTATION OF FINDINGS OF PHASE TWO 81

5.1 INTRODUCTION 81
5.2 DEMOGRAPHIC PROFILE OF RESPONDENTS 82

5.3 FINDINGS 82
5.3.1 THEME ONE: COACHING IN THE BUSINESS CONTEXT 83
5.3.1.1 COACHING AND BUSINESS STRATEGY 83
5.3.1.2 COACHING AND LEADERSHIP DEVELOPMENT 85
5.3.2 THEME TWO: EXTERNAL COACHES 86
5.3.3 THEME THREE: INTERNAL COACHES 87
5.3.3.1 BECOMING AN INTERNAL COACH 87
5.3.3.2 TIME SPENT COACHING INTERNALLY 88
5.3.3.3 TRAINING OF INTERNAL COACHES 89
5.3.3.4 REPORTING LINE OF INTERNAL COACHES 90
5.3.3.5 WHO DO THE INTERNAL COACHES COACH? 90
5.3.4 THEME FOUR: SELECTION OF COACHES 91
5.3.4.1 BUSINESS EXPERIENCE 92
5.3.4.2 COACHING CREDENTIALS 92
5.3.4.3 QUALIFICATIONS 93
5.3.4.4 COACHING EXPERIENCE 94
5.3.4.5 PROFESSIONAL PSYCHOLOGISTS 94
5.3.5 THEME FIVE: MEASUREMENT OF COACHING OUTCOMES 96
5.3.5.1 DIFFICULTY IN MEASURING COACHING OUTCOMES QUANTITATIVELY 96
5.3.5.2 IMPORTANCE OF MEASURING COACHING OUTCOMES 97
5.3.5.3 FUTURE INTENTION TO MEASURE COACHING OUTCOMES 98
5.3.5.3 METHODS USED TO MEASURE COACHING OUTCOMES 98
5.3.6 THEME SIX: SUPERVISION OF COACHES 99

CHAPTER 6: DISCUSSION OF THE RESULTS AND FINDINGS 101

6.1 INTRODUCTION 101
6.2 DEMOGRAPHIC PROFILE OF RESPONDENTS 101
6.3 SIMILARITIES IN COACHING PRACTICES IN SOUTH AFRICAN AND INTERNATIONAL ORGANISATIONS 102
6.3.1 USE OF COACHING 102
6.3.2 PURPOSE AND SCOPE OF COACHING IN ORGANISATIONS 103
6.3.3 SELECTION OF EXTERNAL COACHES 104
6.3.4 EXTERNAL COACHES AND INTERNAL COACHES 106
6.3.5 MEASUREMENT OF COACHING 107
6.4 DIFFERENCES IN COACHING PRACTICES IN SOUTH AFRICAN AND INTERNATIONAL ORGANISATIONS 109
6.4.1 LENGTH OF TIME ORGANISATIONS HAVE USED COACHING 109
6.4.2 CHANGES FORESEEN FOR COACHING 110
6.4.3 INTEGRATING COACHING WITH THE ORGANISATION'S TALENT MANAGEMENT STRATEGY, BUSINESS STRATEGY AND LEADERSHIP DEVELOPMENT PROGRAMME 111
6.4.4 RECIPIENTS OF COACHING 113
6.4.5 SUPERVISION OF COACHES 113
6.4.6 MEASUREMENT OF COACHING 114
6.5 CONCLUSION 115

CHAPTER 7:CONCLUSIONS AND RECOMMENDATIONS 116

7.1 INTRODUCTION 116
7.2 CONCLUSIONS OF THE STUDY 116
7.3 RECOMMENDATIONS 118
7.3.1 RECOMMENDATIONS FOR ORGANISATIONS 118
7.3.2 RECOMMENDATIONS FOR COACHES 120
7.3.3 RECOMMENDATIONS FOR COACH TRAINING INSTITUTIONS 120

7.4 SUGGESTIONS FOR FURTHER RESEARCH 121

REFERENCES 123

APPENDIX A 138

TOP 100 COMPANIES 2011 (FM, 2011) 138

APPENDIX B 140

APPENDIX C 150

LIST OF TABLES

Table 1: Synthesized* [Unified Perspectives]/Composite Conceptualizations* of the Variants of Coaching 12

Table 2: Scope of practice: Psychology 17

Table 3: Key challenges facing coaching 21

Table 4: Assumptions about Executive Coaching and Psychology 33

Table 5: Advantages and Disadvantages of online surveys 54

Table 6: Potential validity threats and strategies to minimise the treats 59

Table 7: Responding organisations according to the JSE sectors 63

Table 8: Length of the coaching intervention 66

Table 9: Increase in use of coaching from 2006 to 2011 68

Table 10: Criteria used to match the coach and coachee 71

Table 11: Criteria used in selecting external coaches 72

Table 12: Specific groups of employees coached by internal and external coaches 74

Table 13: Evaluation of coaching outcomes 76

Table 14: Evaluation of coaching outcomes according to specific groups of employees 77

Table 15: Stakeholders evaluated 77

Table 16: Stakeholders responsible for evaluating the coaching outcomes 78

Table 17: Criteria used to evaluate the coaching process 78

Table 18: Successful and unsuccessful coaching processes 79

Table 19: Themes and subthemes from the qualitative data analysis 83

Table 20: Comparison of methods used to evaluate the outcomes of the coaching process..... 108

LIST OF FIGURES

Figure 1: Context of Selection and Matching in Executive Coaching 30

Figure 2: Conceptual Framework: Coaching Supervision..... 40

Figure 3: Explanatory sequential research design..... 50

Figure 4: Phase one of research 62

Figure 5: Period of time of coaching 65

Figure 6: Phase two of research..... 81

CHAPTER 1: INTRODUCTION

1.1 Purpose of the study

The purpose of this research is to uncover the existing status of coaching practices within South Africa's leading companies. In order to outline the findings, the study aims to explore the role of coaching in some of the most successful companies in South Africa and compares their coaching practices with the coaching practices of other South African and international organisations.

The study aims to determine how many of the leading South African companies use coaching and provides insight into the reasons for which coaching is most often used. Furthermore the study attempts to identify the specific groups of employees within these companies that receive coaching.

This study is also concerned with how the coaching process is managed and describes the criteria used to select coaches as well as the credentials seen as necessary to be called a coach. These companies' preferences in terms of contracting external or employing internal coaches are explored, in addition to the companies' practices of supervision of coaches.

The study attempts to verify how many of the leading South African companies measure the outcomes and effectiveness of a completed coaching intervention and describes the methods used in the measurement process.

The value of this study lies in the ability to give other organisations that wish to implement coaching programmes guidance in how leading companies in South Africa are using coaching to develop their employees. Coaches will be able to establish what is considered as best practice and areas for further research will emerge, allowing for growth and enhancement of the industry.

The companies that are included in the sample are the top hundred companies listed on the Johannesburg Stock Exchange (JSE) as identified by *Financial Mail*, a South African business publication. Quantitative and qualitative data will attempt to delineate

how coaching interventions can be used successfully within an organisation and will give an overall perspective of some of the current concerns for the coaching industry.

1.2 Context of the study

Coaching has developed and gained popularity in the last number of years (Hall, Otazo, & Hollenbeck, 1999; McDermott, Levenson, & Newton, 2007; McKenna & Davis, 2009). As an industry it has grown to such an extent that a study conducted by the International Coach Federation (ICF) and PricewaterhouseCoopers (PwC) in 2007 indicated that coaching represents an annual worldwide industry of US$1.5 billion (Brennan, 2008).

The coaching industry in South Africa has also shown significant growth. Coaches and Mentors of South Africa (COMENSA), a professional association representing coaches and mentors in South Africa, was established in 2006 (COMENSA, 2006). The association has since grown to represent over 1 140 coaches and mentors across the various provinces in South Africa. Another association that holds a presence within South Africa, the International Coach Federation (ICF), has 19 217 members from different countries and 209 registered members in South Africa.

With the World Wide Web allowing quick and efficient access to information and ways to communicate, coaches in South Africa can join associations based in Europe, North America and other parts of the world. These associations include: Worldwide Association of Business Coaches (WABC); Association for Professional Executive Coaching and Supervision (APECS); European Mentoring & Coaching Council (EMCC); Institute of Coaching; Society for Coaching Psychology (SCP); The Global Coaching Community and NeuroLeadership Institute. This list is by no means exhaustive and there are and will be many more associations and organisations that represent the coaching industry.

With the increasing demand for qualified coaches, a number of training offerings have been made available for aspiring coaches, and as the industry develops Universities and Management schools are progressively offering formal qualifications in the coaching related areas. The Association of Coach Training Organizations (ACTO) and The Graduate School Alliance for Executive Coaching (GSAEC) are two associations that

evaluate and guide coach training and education internationally. As of 2011 two South African business schools, Wits Business School and Stellenbosch Business School, are offering business coaching degrees at a Master's level.

The significant growth and increased popularity of coaching, especially for individuals assuming leadership positions in organisations, can partly be explained by major organisational changes overarching all sectors of the economy (Huffington, 2006). Uncertainty prevails as economies attempt to manage political volatility, climate change, energy constraints, and global competitive demands (Heifetz, Grashow, & Linsky, 2009). Leaders will continue to seek help from coaches as the complexity of the business environment increases (Charan, 2009).

With the exponential growth in the coaching industry, it is said that coaching has arrived at a significant maturation point. Grant and Cavanagh (2004) attributes this maturation to the following three influences: "(1) coaching experience; (2) the increasing entry of professionals into coaching; and (3) the increasing sophistication of management and Human Resource (HR) professionals" (p. 1). However Coutu and Kauffman (2009) give a word of warning to prospective coach users: "[c]oaching as a business tool continues to gain legitimacy, but the fundamentals of the industry are still in flux. In this market, as in so many others today, the old saw still applies: Buyer beware!" (p 92).

Knowledge about similarities and differences of coaching practices across countries, organisations and practitioners is thus critical in assisting in the advancement of coaching as an industry. Understanding the coaching industry is advantageous to a number of stakeholders such as coaches, clients, academia and training institutions.

Various authors have conducted studies to gain a sound understanding of the coaching climate and coaching practices (Bono, Purvanova, Towler, & Peterson, 2009; Dagley, 2010; Whybrow & Palmer, 2006), and several organisations such as ICF and PwC (2008, 2012), American Management Association (AMA) (Tompson et al., 2008), Chartered Institute of Personnel and Development (CIPD) (2009), NeuroLeadership Group (NLG) (2011), and Coaches and Mentors of South Africa (COMENSA) (2011) have conducted surveys to increase their knowledge about the coaching industry.

Not only has coaching been researched internationally but also in specific countries such as the United Kingdom (Jackson, 2005; Peel, 2004), Australia (Binstead & Grant, 2008; Grant, 2008; Grant & O'Hara, 2008; Spence, Cavanagh, & Grant, 2006), New Zealand (Brooks & Wright, 2007), the United States (Brennan, 2008) and Asia (Nangalia & Nangalia, 2010).

When reviewing the literature for studies done on coaching, specifically in South Africa, results are not as prevalent as in other subject areas. To date, only a few published articles on coaching could be found in the SA Journal of Industrial Psychology (Cilliers, 2005, 2011; Koortzen & Oosthuizen, 2010). Articles on coaching in South Africa are more prevalent in the popular press (Abbott & Bennett, 2011; Burmeister, 2012; Jorgensen, 2011; Price, 2011; Stout Rostron, 2011).

During the last decade, research addressing the way in which coaching is aligned with organisations to improve business results has increased significantly (Kahn, 2011). If coaching is to succeed in growing as an additional form of training, it is imperative that the impact of coaching on individual performance and organisational performance is understood (MacKie, 2007). One way of understanding and improving the value of coaching in South African organisations is to gather data about coaching practices in organisations from various industries.

Although the profile of coaches in South Africa has been studied (Steenkamp, Odendaal, & Le Roux, 2011), and surveys have been conducted by associations such as COMENSA and ICF, there is no published research exploring coaching practices in leading companies in South Africa.

Drawing on the present literature available as well as the results gathered from the survey and interviews, this research attempts to fill the current research gap and proposes to offer coaches and organisations an opportunity to understand the current coaching practices within leading companies in South Africa.

1.3 Problem statement

1.3.1 Main problem

To analyse the coaching practices within South Africa's leading companies by analysing qualitative and quantitative data gathered by means of a survey and individual interviews.

1.3.2 Sub-problems

The first sub-problem is to examine whether coaching is implemented within the leading companies in South Africa.

The second sub-problem is to understand how the coaching process is managed within the different companies.

The third sub-problem is to explore whether the outcomes of the coaching process are being evaluated.

1.4 Significance of the study

The study will attempt to fill the gap created by the lack of research published on coaching practices specifically within South Africa's leading companies. As mentioned earlier in this report, several surveys have described coaching practices globally and within specific countries, but there is a need to understand how coaching is being used by leading South African companies. No scientific evidence has been provided on whether most of these companies use coaching in their organisations, how they manage the process and if they measure the outcomes of the coaching intervention.

The majority of international empirical research is contextual or based on surveys and focuses on the coach/coachee characteristics or coaching as a specialised activity (Grant & Cavanagh, 2007). Furthermore, research in South Africa is limited to only a few studies, including a study on the dynamic of coach-coachee matching and the role that language, gender and race play in terms of the matching (Makhalima, 2011), and a study on profiling the coaching industry in South Africa (Steenkamp, et al., 2011).

Some research reports have dealt with the topic of coaching and the effectiveness of the coaching relationship (Robertson, 2001), the use of executive coaching as a method of executive development (Lester, 2002), the role coaching plays in leadership development (Ferreira, 2011; Rumboll, 2005), the use of executive coaching as a tool for advancing black individuals into senior management positions (Motloung, 2007) and executive coaching for school principals (Motsohi, 2012). No explicit research exists on the topic of coaching practices in the leading companies of South Africa.

The study will provide guidance to organisations who wish to introduce coaching into their business or improve their current coaching practices. The results will inform practice and will be helpful to coaches who want to learn what the coaching trends within the leading companies are. Additionally, this study will add to the body of knowledge in coaching research and will be useful to academia and training and education institutions in terms of aligning training or education programmes with the current organisational trends as well as highlighting further areas for research.

1.5 Delimitations of the study

A few limitations of the study will be discussed. The study only included results from the 2011 top hundred listed South African companies identified by the *Financial Mail* (2011). There may have been other companies that could have added value to this study, but for the purposes of this particular research they have not been included.

The study assessed only the current coaching practices being applied within the companies selected and so does not take a longitudinal approach.

The study includes data gathered from one individual per company and is not based on data gathered from various employees within a company.

1.6 Definition of terms

- Coaching can be described as an intervention designed to assist the coachee to identify and accomplish set goals (Ives, 2008).

- The top companies refer to the top hundred companies listed on the Johannesburg Stock Exchange (JSE) as identified by *Financial Mail* (FM). These companies are referred to as the "SA Giants" and are ranked according to turnover (Financial Mail, 2011, p. 22).

- The leading companies of South Africa referred to in this study are the top hundred companies listed on the JSE who participated in this research.

- The sponsor is financially responsible for the coaching processes. This can be the organisation, the line-manager or a specific department within the organisation.

- The Coachee, also termed the client, is the person being coached (Valerio & Deal, 2011). 'Coachee' and 'client' will be used interchangeably in this research report.

- 'Coaching field' is used to describe coaching in a broader sense.

- 'Coaching types' describes the different forms of coaching that fall under the coaching field.

1.7 Assumptions

The assumptions that are made with regard to this particular study are:

- The number of participants will be adequate to gain satisfactory data.

- The majority of the companies identified will participate in the study.

- The participants included in the study will be able to share information on the coaching practices within their organisation. If the respondents have a lack of knowledge of their organisation's coaching practices it will affect the reliability of the results.

1.8 Outline of research

The following chapters contain a literature review in which the different perspectives and models used in coaching will be discussed. Studies on coaching in organisations, the management thereof and the evaluation of coaching outcomes will be included. A final summary of the research problem and sub problems will be provided.

The literature review will be followed by a discussion of the research methodology including the research design, the population and sample, the research instrument, procedure for data collection, analysis and interpretation of data, limitations of the study as well as validity and reliability.

The results pertaining to the research questions will be presented as well as a discussion of the results.

The research report will be concluded with recommendations and suggestions for further research.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

Coaching as an intervention designed to assist coachees in identifying and accomplishing set goals (Ives, 2008) can be used in various business contexts. It uses many theoretical approaches and models. The different types of coaching as well as the differences between coaching and the related psychology disciplines are clarified in the literature review.

The literature review also explores the international and South African studies done on coaching within organisations, focusing specifically on the purpose of coaching together with the scope of coaching in organisations. Selection of coaches, coaching credentials, the use of internal and external coaches and coach supervision are also discussed. The literature review also explores the literature related to evaluation and measurement of the coaching intervention.

To conclude, the literature review summarises the research problem and the sub-problems.

Please note that this research report uses British English; however where there is a direct quotation the original American English spelling will be kept. This should not be seen as a mistake and will be indicated with an asterisk (*).

2.2 Definition of coaching

Morris (2000) describes coaching as being similar to a financial management strategy; both processes allow individuals to assess their current position, their past position, where they want to move to and what the plan is to get there.

Coaching is still new, and as an emerging discipline there is no single agreed-upon definition (Hawkins, 2008; Ives, 2008; Jackson, 2005; Spinelli, 2008), and there have been varied ways to describe the term. The term ‘coaching’, originally derived from the French word ‘coche’, implies conveying a valued person from one location to another (Haas, 1992). The meaning is appropriate in the current context since coaching is

intended to move an individual towards an identified goal, as can be extrapolated from the definitions to be discussed.

Kilburg (1996) early on defined coaching as:

> *a helping relationship formed between a client who has managerial authority and responsibility in an organization* and a consultant who uses a wide variety of behavioral* techniques and methods to help the client achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction and, consequently, to improve the effectiveness of the client's organization* within a formally defined coaching agreement* (p. 142).

With a similar focus on goals, Hall et al. (1999) defined coaching as:

> *a practical, goal-focused form of personal, one-on-one learning for busy executives and may be used to improve performance or executive behaviour, enhance a career or prevent derailment, and work through organizational* issues or change initiatives* (p. 40).

A more general definition is that of Starr (2011):

> *coaching is a conversation, or series of conversations, one person has with another* (p. 4).

Without a clear universal definition many authors and practitioners have adapted their own definitions to suit their specific practices. To further complicate this process is the emergence of specific coaching types, such as:

- career coaching,
- personal/life coaching,
- group coaching,
- performance coaching,
- newly assigned leader coaching,
- relationship coaching,
- high-potential or development coaching,
- coaching to provide feedback debriefing and development planning,

- targeted behaviour coaching,
- legacy coaching,
- succession coaching,
- presentation/communication skills coaching,
- team coaching.

(Ennis, Goodman, Otto, & Stern, 2008)

Despite all the variations of coaching, the best known coaching types include business coaching, executive coaching and life coaching (Grant & O'Hara, 2008).

Even though the literature shows that despite the many inconsistencies that exist between the various definitions of coaching, the majority reveal similarities. Hamlin, Ellinger and Beattie (2009) scrutinised several definitions of coaching, business coaching, executive coaching and life coaching to identify a specific purpose and a process associated with each individual type of coaching. Commonalities were identified, and were used "to synthesize* a composite conceptualization* for each category (variant) of coaching" (p. 18). The results in Table 1 outline Hamlin, Ellinger and Beattie's work.

Table 1: Synthesized* [Unified Perspectives]/Composite Conceptualizations* of the Variants of Coaching

Categories/Variants of Coaching	***Derived Unified Perspectives /Composite Conceptualizations* of Coaching***
Coaching	*…is a helping and facilitative process that enables individuals, groups/teams and organizations* to acquire new skills, to improve existing skills, competence and performance, and to enhance their personal effectiveness or personal development or personal growth.*
Executive Coaching	*…is a process that primarily (but not exclusively) takes place within a one-to-one helping and facilitative relationship between a coach and an executive (or a manager) that enables the executive (or a manager) to achieve personal-, job- or organisational-related goals with an intention to improve organizational* performance.*
Business Coaching	*…is a collaborative process that helps businesses, owner/managers and employees achieve their personal and business related goals to ensure long-term success.*
Life Coaching	*…is a helping and facilitative process-usually within a one-to one relationship between a coach and a coachee-which brings about an enhancement in the quality of life and personal growth of the coachee, and possibly a life changing experience.*

Source: Hamlin, et al.(2009, p. 18)

It is clear that all four types of coaching described in Table 1 have a common process: attempting to help the individual or organisation through means of an intervention or

some form of facilitation (Hamlin et al., 2009). All the variants of coaching also hold a commonality of being intended to assist the individual in improving performance in specific areas and to increase personal effectiveness, personal development and personal growth (Hamlin, et al., 2009). The only difference, according to the authors, is the intention stated explicitly in the composite conceptualisation of 'coaching' that relates to assisting individuals, groups and organisations to improve skills and to acquire new skills.

Another type of coaching that shares in the commonalities of the other types is leadership coaching. Leadership coaching offers a unique approach to leadership development in four ways: first, it considers both the characteristics of the client and the client's organisation; second, it demands that the coach possess specific skills; third, it focuses on the relationship between coach and client; and fourth, leadership coaching requires the process to be adaptable in order to reach wanted outcomes (Ely et al., 2010).

Not only are there various types of coaching but also a great number of coaching approaches, most of which are adapted and based on psychological theories. A brief summary of some of the theories in coaching follows.

Cognitive-behavioural coaching stems from cognitive-behavioural therapy (CBT) and is used to assist the coachee in becoming aware of how thoughts or judgements can affect feelings and behaviour. The coachee can recognise, reflect and change certain thought patterns and once the coachee has changed his/her cognition, behavioural changes can take place (Ducharme, 2004; Good, Yeganeh, & Yeganeh, 2010).

The Gestalt approach is often advocated as an appropriate theory to use in coaching (Carr, 2009; Gillie, 2009a, 2009b; Siminovitch & Van Eron, 2006; Simon, 2009; Stevenson, 2005). According to Simon (2009) Gestalt theory can have a meaningful impact on the coaching process. The principles of this approach focus on concepts that explain the relationship between the environment and the individual, including "field theory, figure/ground relativity, paradoxical change, experiment, the cycle of experience and the importance of viewing resistance not simply as positive but as an organic reaction to otherness or difference" (Simon, 2009, p. 232). The author further explains

that Gestalt theory encourages optimism, creative choice and growth and development through contact and awareness.

The positive psychology paradigm focuses on positive aspects of human functioning such as happiness, hope, resilience and strength. Several articles and publications discuss the topic of positive psychology and related fields, such as appreciative inquiry and strengths coaching (Biswas-Diener & Dean, 2007; Gordon, 2008; Govindji & Linley, 2007; Kauffman & Linley, 2007; Linley, Woolston, & Biswas-Diener, 2009; Liston-Smith, 2008). The paradigm naturally lends itself to coaching and informs the coaching process with the coach being attentive to positive and negative emotions of the coachee, focusing on solutions rather than obstacles, recognising and developing the coachee's strengths and drawing from assessments and interventions that are empirical (Biswas-Diener, 2010).

Other approaches used in coaching include narrative coaching (Drake, 2007, 2011; Royston, 2011; Stelter, 2009; Stelter & Law, 2010), coaching from a humanistic perspective (Stober, 2006), ontological coaching (Sieler, 2007, 2011) solution-focused coaching (Cavanagh & Grant, 2011) and using psychodynamic approaches in coaching (Allcorn, 2006; Cilliers, 2005; Kilburg, 2004; Lee, 2011).

Not only are there different theoretical approaches that underpin coaching but an array of specific models exist and are used extensively in coaching practices. Popular coaching models include: ACHIEVE model (Dembkowski & Eldridge, 2003); Nested-levels Model (Weiss, 2004); ABCDE model (Neenan, 2006); Co-active coaching model (Whitworth, Kimsey-House, Kimsey-House, & Sandahl, 2007); GRACE model (Nijs, 2008); Integral model (Wilber, 2008) and GROW model (Whitmore, 2009). It is not clear which models are most popular and this question has not been asked in the coaching surveys (CIPD, 2009; COMENSA, 2011; NLG, 2011; Tompson, et al., 2008) consulted during this research report.

One of the leadership coaching models that has been widely used across numerous countries is a framework developed by the Centre for Creative Leadership. The leadership coaching framework consists of three aspects:

- *Relationship – the context within which the coaching occurs*

- *Assessment, challenge, and support (ACS) – the core elements of CCL's leader development model*
- *Results – the visible outcomes, both direct and visible and those that are indirect, that coaching focuses on achieving*

(Ting & Riddle, 2006, p. 34)

This framework is based on the traditional adult learning model and is accompanied by six principles that assist leaders in developing a goal, balancing reflection and action and emphasise personal responsibility in achieving results (Frankovelgia & Riddle, 2010). These six principles include:

Principle 1: Create a Learning Environment
Principle 2: Ensure the Coachee's Ownership
Principle 3: Facilitate and Collaborate
Principle 4: Advocate Self-Awareness
Principle 5: Promote Sustainable Learning from Experience
Principle 6: Model What You Coach

(Frankovelgia & Riddle, 2010, p. 130)

Clutterbuck (2012) postulates an appropriate structure for four coaching approaches: models-based, process-based, philosophy-based and systemic eclectic also referred to as managed eclectic (Megginson & Clutterbuck, 2009). Coaches need to move through each stage before they can comprehend and shift to the next stage (Megginson & Clutterbuck, 2009). The models-based approach is supported by a controlled style. When working from this approach the coach will typically ask him/herself: "how do I take them where I think they need to go?" and "how do I adapt my technique or model to this circumstance?" (Megginson & Clutterbuck, 2009, p. 5). Inexperienced coaches often rely on the models-based approach.

As the coach becomes more skilled he/she may work from a process-based approach with a contained style, asking him/herself critical questions such as: "how do I give enough control to the client and still retain a purposeful conversation?" and "what's the best way to apply my process in this instance?" (Megginson & Clutterbuck, 2009, p. 5).

More mature coaches work from a philosophy-based approach with a facilitative style and ask themselves questions such as: "what can I do to help the client do this for

themselves?" and "how do I contextualize* the client's issue within my philosophy or discipline?" (Megginson & Clutterbuck, 2009, p. 5).

Experienced coaches tend to work from a systemic eclectic approach with an enabling style. The critical questions the coach asks him/herself when working from this approach include: "are we both relaxed enough to allow the issue and the solution to emerge in whatever way they will?" and "do I need to apply any techniques or processes at all? If I do, what does the client context tell me about how to select from the wide choice available to me?" (Megginson & Clutterbuck, 2009, p. 5).

In his explanation of the different approaches, Clutterbuck (2012) proposes that all four approaches are acceptable to use in the coaching context. However, certain approaches can be more limiting for the coaching intervention. For instance the models-based approach only allows the coach to work from the specific model that he/she is proficient in using and could be limiting in allowing what is necessary to emerge from the coaching process. The most desirable and most transformational approach to work from is the systemic eclectic approach; however Clutterbuck (2012) states that only a few coaches are experienced and mature enough to use this approach.

From the literature it is evident that coaching can be applied to the work- and personal lives of individuals, resulting in some overarching similarities between coaches and therapists. The differences between coaching and psychology may therefore still be vague and a contentious issue for some individuals.

In South Africa there are five different registration categories for psychologists: clinical, counselling, industrial, educational and research psychology. The Health Professions Council of South Africa (HPCSA) defines the scope of practice for each category and the different scopes are outlined in Table 2 shown below.

Table 2: Scope of practice: Psychology

Category	**Scope**
Clinical Psychology	*Clinical psychologists assess, diagnose, and intervene in order to alleviate or contain relatively serious forms of psychological distress and psychopathology, or what is commonly referred to as "abnormal" behaviour.*
Counselling Psychology	*Counselling psychologists assist relatively well-adjusted people in dealing with normal problems of life concerning all stages and aspects of a person's existence in order to facilitate desirable psychological adjustment, growth, and maturity.*
Educational Psychology	*Educational psychologists assess, diagnose and intervene in order to facilitate the psychological adjustment and development of children and adolescents within the contexts of family, school, social or peer groups and communities.*
Industrial Psychology	*Industrial psychologists apply the principles of psychology to issues related to the work situation of relatively well-adjusted adults in order to optimise individual, group and organisational well-being and effectiveness.*
Research Psychology	*Research psychologists address any of the above professional categories, not to render services to the public in that field, but to apply research methods and techniques in order to contribute to the knowledge base of that particular field.*

Source: HPCSA (2002, p. 1)

The scope of practice of clinical psychologists includes diagnosing and treating serious cases of abnormal behaviour or psychopathology. Counselling psychologists on the

other hand help reasonably normal people with life problems and attempt to enable them to adjust psychologically, to grow and to develop. Educational psychologists treat children and adolescents, and industrial psychologists apply the principles of psychology in organisational settings to ensure optimisation of individuals and organisations. Research psychologists conduct research in any of the above mentioned categories to add to the body of knowledge of the specific field, but they do not offer any services in the particular fields.

There are some similarities between coaching and the scope of practice of counselling psychologists and industrial psychologists but when it comes to distinguishing coaching from clinical psychology it is evident that there is a major difference: coaching does not centre around people who have clinical mental health disorders (Grant & Stober, 2006; Palmer & Whybrow, 2005). Instead coaches aim to assist the coachees in expressing their own purpose and goals and to work towards achieving their ambitions, increasing their performance, or gaining a new skill or personal development (Grant & Cavanagh, 2007). The authors further differentiate coaching from psychology by noting that coaching is multidisciplinary in nature. According to Grant and Cavanagh (2007), coaching draws on the behavioural sciences as well as the methods and knowledge gained from other areas such as "business and economics, education, philosophy and religion" (p. 241).

Coaches work with human behaviour and development; it is thus likely that they will come across situations which they do not have the confidence or the relevant training to manage. The situations that coaches typically should avoid are described by Starr (2011, p. 15) as:

- *Ongoing dependency on class 'A' drugs, e.g. heroin, crack, cocaine.*
- *Significant alcohol issues, e.g. someone who drinks to get through the day.*
- *Where someone has experienced violent or sexual abuse and needs further support to deal with that.*
- *Where someone is abusing others, either physically or sexually.*
- *Mental illness, e.g. extreme and violent mood swings, ongoing depression etc.*

Such cases are seen as outside the scope of practice for coaching and should be referred to the appropriate professional.

As indicated in the discussion above, there is a plethora of definitions, approaches and models for coaching. The term 'coaching', in this research report, will refer to all types of organisational coaching including executive coaching, business coaching, and leadership coaching. The literature will focus specifically on these three coaching fields. Life coaching and related fields of coaching fall outside the scope of this study. Coaching, for the purpose of this report, is defined as a one-on-one process between a client and a coach. The coachee and the organisation have an input in setting coaching goals and the coach, using various behavioural techniques, helps the coachee to achieve his/her goals that are generally developmental in nature.

2.3 Coaching in organisations

Coaching in its earliest form can be traced back to Socrates, a Greek philosopher who lived during the 5th century BCE. Socrates used dialogue and questioning in the form of reflective reasoning and questioning to elicit greater insight and understanding (Carey, Philippon, & Cummings, 2011). The Socratic Method is still used today in discussions to prompt for answers and to elicit insight into the topic discussed.

Coaching has therefore existed informally for more than 2000 years, but it was only considered mainstream when mentioned in *Forbes* magazine in 1988 (Machan, 1988) when coaching was described as a "'controversial' hybrid of management consulting and psychotherapy" (Judge & Cowell, 1999, p. 71). Consulting, having a focus on organisational managers and senior leaders, increasingly started being referred to as executive coaching (Kilburg, 1996), and growing evidence suggested that traditional development methods are not always sufficient. This movement towards different forms of development such as individually tailored, practical and action oriented learning being included in executive development (Vicere, 1996), along with the 'war for talent' in the 1990s, gave rise to coaching as an intervention aimed at altering the behaviour of middle and senior managers (Feldman & Lankau, 2005).

The American Management Association (AMA)/Institute for Corporate Productivity Coaching Survey 2008 showed that more than half (54.7%) of the international sample had one or more coaching programmes in place in their companies and the majority of the programmes (41.3%) have existed for three to five years (Tompson, et al., 2008).

The industry grew to such an extent that in 2009, 90% of the respondents who participated in a Chartered Institute of Personnel and Development (CIPD) survey assessing the coaching industry reported that coaching takes place within their organisations (CIPD, 2009). According to the Coaches and Mentors of South Africa (COMENSA) National Research Survey: Positioning Coaching in South Africa 2011 report, 84% of the organisations who responded to the survey reported that they had a coaching programme and most programmes have only been in existence for one to three years (COMENSA, 2011).

Coaching was initially seen as an intervention used to assist leaders who were not performing or lacking interpersonal skills. More recently coaching is strategically used as a means to fast-track potential executives and to retain key talent. Coaching therefore has changed to being a desired status symbol, perceived by many individuals as a sign from their organisation that they have been identified as future leaders (Kilburg, 2000)

Even though coaching is perceived as adding value to individual and organisational development there are still some key challenges that the coaching industry seems to be confronted with. According to Hawkins (2008) these challenges are: creating value, ensuring quality, establishing an appropriate profession and moving beyond the individual focus in coaching and supervision. These challenges are described in more detail in Table 3 below.

Table 3: Key challenges facing coaching

Creating Value	*The growing requirement to demonstrate return on investment if the rapid growth in executive coaching is to be sustained.*
	The need to ensure we are serving the needs of the organisations that employ executive coaches as well as the individuals being coached.
Ensuring Quality	*The need to ensure the quality of coaching practice through agreed professional standards and effective supervision.*
	The need for organisations to actively to evolve better ways of organising and enabling their coaching services, and develop their coaching culture.
Establishing an Appropriate Profession	*The need to further develop theoretical and research thinking within coaching that builds on, but is distinct from, the research in psychology, psychotherapy and counselling.*
	The need to ensure effective professionalisation of coaching while avoiding the downsides of professionalism.
Moving Beyond the Individual focus in coaching and supervision	*The need to accommodate the growing focus on facilitating collective leadership, where leadership is seen to reside in relationships between people and groups. ….[t]his needs to impact on coaching and ….requires more experienced team coaches and organisational coaches.*

Source: Hawkins (2008, pp. 28-29)

The main challenges for coaches according to the COMENSA National Research Survey: Positioning Coaching in South Africa 2011 include marketing and educating the South African public about coaching, accreditation, credibility and professionalisation (COMENSA, 2011).

Similar obstacles identified by the coaching industry in the 2012 International Coach Federation (ICF) Global Coaching Study (ICF & PwC, 2012) and include issues such

as: individuals who are not trained but call themselves coaches; increasing the awareness of coaching benefits; and addressing the question of regulating the coaching industry.

It is essential to have a better understanding of coaching practices in organisations in order to address the challenges facing the coaching industry. There needs to be an awareness of why organisations use coaching, how the coaching process is managed and how the outcomes of the coaching process are measured.

2.3.1 Purpose and scope of coaching in organisations

Executive coaching has been described as a process that is used in organisations to implement new skills quickly in their leaders. Consequently it can fast-track transformation initiatives within organisations, and it assists in competencies being transferred to leaders across the organisation (Niemes, 2002). It focuses on developing executives and leaders and increasing their performance to ultimately improve organisational results (Stout Rostron, 2009).

Some of the key areas coaches have been asked to assist with include treating a problem individual, supporting the coachee in making a career transition and learning leadership skills (Peltier, 2001). Previously coaching was used to fix problem behaviour of people; however, the approach has become more developmental. The AMA/Institute for Corporate Productivity Coaching Survey 2008 found the most common reasons for companies using coaching are: to improve individual performance/ productivity (87.3%); to address leadership development/succession planning (81.7%); and to improve organisational performance (61.4%) (Tompson, et al., 2008). The CIPD survey reported 40% of the organisations responding to the survey use coaching for performance management followed by leadership and change management (CIPD, 2009). In a different survey, conducted by Harvard Business Review (HBR), the top three reasons why coaches are hired include: to develop people with high potential or to assist with change (48%); to act as a sounding board (26%); and to deal with derailing behaviour (12%) (Coutu & Kauffman, 2009).

Results from the COMENSA National Research Survey: Positioning Coaching in South Africa 2011 indicated that performance enhancement (93.2%) and management

development (90.9%) are considered the most common reasons for coaching being used (COMENSA, 2011). Other areas mentioned in the survey include skills development and employee retention (COMENSA, 2011).

In the different studies, performance management appears as the most common purpose of coaching in organisations. Coaching is also used widely for developing leaders and managers and is therefore often included as a component of organisational leadership development programmes, particularly for the reason that coaching is considered a capability-building intervention in organisations (Walker-Fraser, 2011).

Coaching is unique among business processes. It does not reduce information to constructs, and it honours and acknowledges the individual by improving self-insight and encouraging the individual to be more purposeful (Sherman & Freas, 2004). It is not unexpected that the demand for leadership coaching has increased within organisations (Ely, et al., 2010). Coaching can add value to organisations by allowing leaders to achieve what they could not have achieved before coaching; leaders who go through a coaching process gain new skills, abilities and perceptions often leading to improved performance (Hall, et al., 1999).

The popularity of coaching further suggests that individuals may be searching for a coaching relationship to be a resourceful partnership between themselves and the coach in order to alleviate the loneliness and frustration experienced in leadership roles (Huffington, 2006).

It may be apparent that coaching can assist with developing leaders, but organisations are demanding evidence that their investment in coaching is not only developing individuals and facilitating their performance but also benefiting the organisation (Hawkins, 2008). Stober (2008) found that coaching can be a valuable tool to use in organisational change and ultimately organisational development. Stober explains that by identifying where in the change process the individual and the team are, the coach can support the client by focusing specifically on those aspects needed in the particular phase of change.

There are times when the organisation's expectations are not met and when organisations are not informed of what goes on during the coaching sessions. Coaching can be expensive; it is also a lengthy process often lasting between six and twelve

months (COMENSA, 2011; Coutu & Kauffman, 2009; Tompson, et al., 2008). Peterson (2009) therefore recommends that organisations insist on getting formal and regular feedback even if it consists of qualitative reviews.

With companies looking for evidence that coaching can lead to organisational improvement, coaches are required to be proficient in attending to the needs of both the organisation and the individual (Hawkins, 2008).

Huffington (2006) uses the triad of coach, client and organisation to explain how the coach can act as a "mediating variable" (p. 16) between the client and the client's organisation. She states that by working with the individual to be aligned and engaged with the organisation instead of being disengaged, relationships with colleagues, managers and reports as well as management or leadership tasks, are improved. Furthermore, she warns that from an ethical point of view coaches need to be aware of the organisation where the client is employed, also seen as the 'third party in the wings', to ensure that the client does not use coaching to avoid relating to the organisation.

Similarly, Kahn (2011) provides an approach to business coaching that explains the way in which the coaching relationship (seen as a system) interacts with other interpersonal, organisational and intrapsychic systems during the coaching process. He further describes that it is useful to witness the boundaries of the three dimensions as though it exists on an axis; this allows the coach to ensure that the process aligns positively with the business expectations by tracking the dimensions thematically. Kahn (2011) termed his approach "Coaching on the Axis" and he uses the metaphor of a tree to depict the interface between the three dimensions (environment, individual and coaching relationship, and the dialogical process). The approach is useful in ensuring that "business coaching is properly linked to better business and that interventions remain relatively free from moral or clinical judgments" (p. 208).

As coaching impacts not only at individual level, but also at team and organisational levels, it should ideally be integrated and aligned with the organisation's business strategy. A study conducted by the NeuroLeadership Group (NLG) showed that 75% of the organisations stated that their coaching programmes are mostly linked to talent development, whereas fewer than 60% indicated coaching was linked to performance management. In total only a small amount indicated that coaching was not integrated

with their business strategy (NLG, 2011). The COMENSA National Research Survey: Positioning Coaching in South Africa 2011 however found that coaching is used mostly as a stand-alone programme and 75% of the respondents do not integrate their internal coaching programmes and performance management, whereas only 26.6% integrate coaching and training (COMENSA, 2011).

Integrating and aligning coaching with the organisation's business strategy would largely depend on the nature of the groups of individuals receiving coaching. In the early years of coaching a study done by Judge and Cowell (1997) found that most of the coachees were mid-level to senior managers, with half the coachees being at CEO level or reporting to the CEO. Due to the high costs involved, only a few organisations in this particular study invested in coaching for front-line managers. Their findings also showed that not only did executives engage in coaching, but so did professionals such as architects, doctors and entrepreneurs. Judge and Cowell's study also found that half of the time the coaching intervention was initiated by the recipient, while the other half of the time the client initiated the process after being instructed by superiors.

London (2002) found two categories of people receiving coaching:(a) high performing executives whose current behaviours are either interfering with or not adequate for their position; and (b) individuals who have been identified as potential leaders and are in need of skills development. The AMA/Institute for Corporate Productivity Coaching Survey 2008 reported that individuals with high potential were the most likely to receive coaching (72.3%), followed by executives (53.1%), whereas problem employees (29.7%) and expatriates (10%) were less likely to receive coaching (Tompson, et al., 2008).

Different results were discussed by the CIPD survey (2009): a third of the organisations who responded allow coaching for all their employees, 25% of the respondents reported that coaching is reserved for managers, just below 20% reported that they use coaching for individuals considered having high potential and for their future talent, and fewer than 10% of the respondents said they use it for executives at board level.

When comparing the most popular coaching types in organisations (leadership coaching, performance coaching, career coaching and executive coaching) there seem to be differences in the duration and the participants of the particular coaching types

(Bennett & Bush, 2009). Leadership coaching and executive coaching have the longest duration, lasting 6 to 18 months, while performance coaching and career coaching are a briefer process, 1 to 4 months, and 1 to 9 months respectively (Abbott & Bennett, 2011). The authors further describe the differences in the participants for the various coaching types: leadership coaching generally includes high potential or succession-plan candidates; performance coaching involves underperforming employees; career coaching is offered to develop employees or as part of succession planning or diversity programmes; and executive coaching is reserved for senior managers like CEOs, COOs, VPs and directors.

In 2004 it was estimated that about US$1 billion was being spent annually on coaching in the United States (Sherman & Freas, 2004). When it comes to expenditure, the AMA/Institute for Corporate Productivity Coaching Survey 2008 reported that coaching internationally is used more now than it was in the past by 63% of the organisations, and a mere 7.4% stated that they were using coaching less (Tompson, et al., 2008). The survey further showed that expenditure on coaching varied mostly between 0 – $24,999 (26.7%), $25,000 – $49,000 (20%), $50 000 - $99 999 (17.3), $100,000 – $500,000 (20%), $500 000 – $1 million (8%) and $1 million or more (8%) (Tompson, et al., 2008). Similar results were found in the CIPD study (2009), where 70% of the respondents in the study stated that their investment in coaching has increased or stayed the same, and only 20% reported reductions.

The study conducted by NLG showed 51% of the organisations had invested between $0 and $49,999 on coaching during their previous financial year (NLG 2011). Less than 20% spent between $50 000 and $99 999 or $100 000 and $249 999 and less than 10% spent between $250 000 and $499 999 or $500 000 and more (NLG, 2011). The 2012 ICF Global Coaching Study (ICF & PwC, 2012) found that coaches worldwide are generating approximately US$2 billion revenue annually.

According to the COMENSA National Research Survey: Positioning Coaching in South Africa 2011, the majority of coaches who responded to the survey charge between R450 and R800 per hour (27%); 16% charged between R200 to R400 per hour; 15% between R850 to R1200 per hour; and 14% charged R1500 and above per hour (COMENSA, 2011).

The literature reviewed on coaching in organisations and the purpose and scope of coaching shows that coaching is useful in assisting with individual and organisational development. Such issues as recipients of coaching, typical length of coaching programmes and the expenses related to coaching were discussed.

The review has led to the development of the first research question.

2.3.3 Research Question 1

Of the top 100 South African companies included in the study, how many implement coaching, what is the purpose of the coaching process, and what is the scope of coaching within the organisation?

2.4 Management of the coaching process

To have a greater understanding of how coaching is managed within organisations, it is necessary to look at the individual or department that is responsible for the selection of coaches. Qualifications or credentials of coaches need to be explored, as well as preferences in terms of employing internal coaches or contracting external coaches. Supervision as a form of professional development for coaches is a growing practice and there is a need to understand the role that organisations play in endorsing supervision.

Elder and Skinner (2002) found that the line manager is typically responsible for recognising an issue that needs to be addressed. The line manager subsequently hires an outside coach based on personal recommendations of his/her colleagues in human resources.

After studying the practices of various organisations, Brennan (2008) found that the responsibility for the selection of coaches (internal or external) and management of the coaching program often lies within "human resources, leadership development, organizational* effectiveness or a combination of any of the above" (p.187). Results from the HBR survey showed that coaching is most often initiated by the company's Human Resources department (HR) (29.5%), the coachee (28.8%), and then the manager (23%), followed by other (18.7%) (Coutu & Kauffman, 2009). Contrary to

HBR's results, the COMENSA National Research Survey: Positioning Coaching in South Africa 2011 results showed that senior leaders (52.3%) are mostly responsible for the implementation of coaching, HR is responsible in 34.1% of the organisations and line managers were only reported to be responsible in two cases (COMENSA, 2011).

The NLG study showed that most employees working on delivering the coaching programme within their organisations do this as part of their jobs and very few organisations have individuals or a dedicated team working on managing coaching (NLG, 2011).

When the organisation is involved in procuring and paying for the coach there exists a complex relationship between coach, coachee and the organisation, resulting in a triad.

To ensure the coaching process is beneficial for both coachee and the organisation, Sherman and Freas (2004) recommend that the triad consisting of the coach, the coachee and the organisation should choose goals that are beneficial to both parties and the aims should be integrated should they differ.

The framing of the contract between the coach, the organisation and the coachee is critical to ensure that the coaching process stays open to working with the organisation (Huffington, 2006). Some of the important issues identified by Huffington (2006) to consider when drafting the contract are listed below:

- The coach must be able to work with the coachee's agenda but at the same time stay close to the identified agenda of the organisation. This will result in some form of double-contracting, one contract with the organisation and one contract with the coachee. The coach should be aware of situations where divergence can take place and be attentive in not colluding with either of the parties.

- Another issue is confidentiality and it is recommended that the coach contract with the line manager or organisation that all progress reports will be created by both the coach and coachee and not by the coach alone.

- Evaluation is another issue to be discussed when drafting the contract. Evaluation methods could be built into the contract and the outcomes of the coaching process should be clarified by both the coachee and the organisation.

In coaching the relationship between the coach and coachee is an important aspect contributing to the success of the coaching intervention (Ely, et al., 2010; Gyllensten & Palmer, 2007; Kemp, 2008). For the coaching relationship to be effective the coach and coachee need to have a connection, trust and respect, which makes the selection and matching of the coach and coachee a delicate and sensitive matter.

2.4.1 Selection of coaches

Wycherley and Cox (2008) described the coach selection and matching process as important ingredients of a successful coaching relationship. Their matching process consists of six stages starting with the set up stage. During this stage the purpose of executive coaching is explored, and suitable executives are identified to participate. Earlier coaching interventions may be analysed and reviewed. The next stage consists of choosing a coach and the coach's reputation could influence the selection process. The third stage involves proposing the possible coaches to the client. During the fourth stage the client embarks on a selection process that could include assessment centres, interviews and checklists to select the most appropriate coaches. At the fifth stage a shortlist is created and HR matches a couple of coaches to the executive. In the final stage, the executive chooses the desired coach from the shortlisted candidates.

This process, described by Wycherley and Cox is depicted in Figure 1 displayed below.

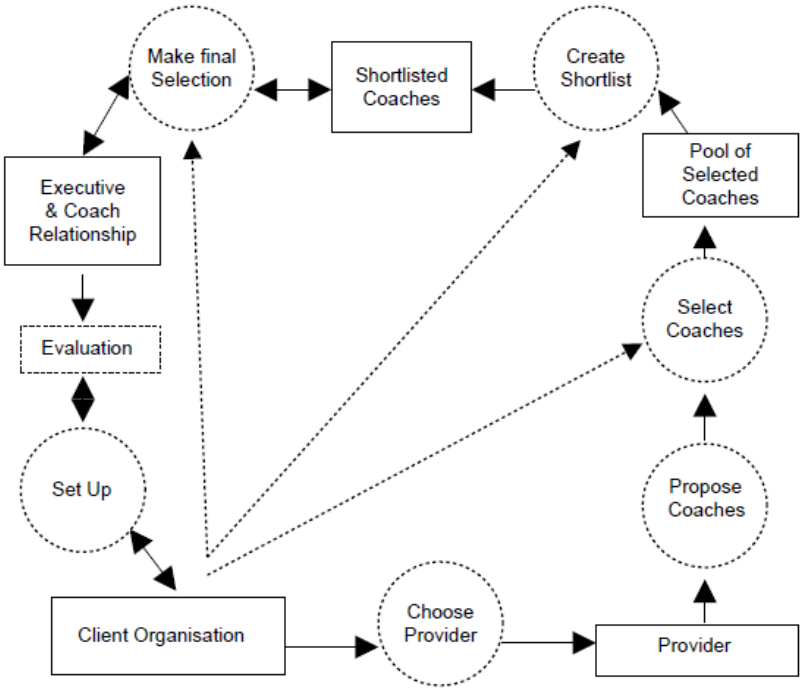


Figure 1: Context of Selection and Matching in Executive Coaching

Source: Wycherley and Cox (2008, p. 40)

It is recommended that the individual or executive identified for coaching is prepared and eager to be coached and that the individual has a choice in deciding who the coach should be, irrespective of who initiated the coaching arrangement (Scoular, 2009). According to Scoular (2009), knowing which methodology a coach uses is an essential question organisations should ask prospective coaches, as the best coaches are certain about what they can deliver and what outcomes can be expected.

The AMA/Institute for Corporate Productivity Coaching Survey 2008 showed that companies in their international sample mostly consider the coaches' expertise or the nature of the issue to be solved (92.5%) and personality (66.7%) when matching the coach with the coachee, whereas age (8.2%) and gender (6.5%) are not often considered when doing the coach-coachee matching (Tompson, et al., 2008).

From the COMENSA National Research Survey: Positioning Coaching in South Africa 2011 it is evident that the matching process takes place with the coachee selecting a coach from a pre-selected panel (45.7%) or with the coordinator determining the match (42.9%) (COMENSA, 2011).

Before matching takes place, companies and individuals need to select a panel of possible coaches. The selection of coaches, in practice, is often not standardised (Bono, et al., 2009; Brennan, 2008) and there is an on-going debate in the literature about who should be allowed to perform coaching and what experience, qualifications and training the coach should have (Bono, et al., 2009).

In a study published by Wasylyshyn (2003) executives looked for the following experience and credential criteria when choosing coaches: graduate level training in psychology (82%); experience in business/general management (78%); coaching experience and positive reputation (25%); experience in client's industry/knowledge of company culture (15%); trust in the judgement of person who recommended the coach (12%); and other (8%) such as "sufficient flexibility to accommodate to executive's schedule, good communication skills, common sense" (p. 97).

A more recent study, the AMA/Institute for Corporate Productivity Coaching Survey 2008, rated business experience (70.8%) as the most preferred criterion to use when selecting coaches (Tompson, et al., 2008). An interview with the prospective coach (59.4%) was rated as the second most important, followed by recommendations from a trusted source (59.1%), consulting experience (57.8%), validated client results (38%), accreditation (34.3%), coaching certifications (28.2%), university degree in applicable field (27.1%), counselling or therapy experience (25.7%), and having a Ph.D. (4.3%) (Tompson, et al., 2008).

Results from the NLG survey showed respondents see proven results with past clients in a similar role to the coachee as the most important criterion (44%) when selecting external coaches (NLG, 2011). Other criteria in order of importance include: coaching qualifications (42%), recommendations from peers (41%), assessment of the coach's skills (37%), previous experience in a role similar to the coachee (18%), university qualifications (17%), previous experience within the same industry as your organisation (10%) and background in psychology or counselling (8%) (NLG, 2011).

In South Africa specifically, credibility/ track record (83.4%), professional training (72.1%) and professional knowledge (65.1%) are among the highly rated criteria used to select coaches (COMENSA, 2011).

When selecting coaches, Grant (2009) suggests that organisations insist on coaches having training in mental health matters in order to know when to refer their coachees to relevant professionals if necessary. He further states that organisations that do not do so fail to meet their ethical obligations towards caring for their executives (Grant, 2009). However, the results of the studies discussed above show that a background in psychology is not necessarily one of the most important criteria considered when selecting coaches (NLG, 2011; Tompson, et al., 2008). Results of the HBR survey (Coutu & Kauffman, 2009) also indicated that coaches and even psychologists who participated in the survey ranked 'background as a psychologist' second from the bottom out of a list of credentials, suggesting they do not place high value in psychological training being a prerequisite to coach. The respondents indicated that experience coaching in similar setting (65%), clear methodology (61%) and quality of client list (50%) are most important when buyers select coaches. Commenting on the survey results, Scoular (2009) proposes that the results could be an indication that the respondents did not see the connection between psychological training and business insight.

2.4.2 Coaching credentials

With no specific training, experience, accreditation or qualifications required to practice as a coach (Ely, et al., 2010), there are currently no barriers preventing anyone from entering the coaching industry.

Individuals from various backgrounds such as consulting, psychology, counselling, and training are offering additional coaching services without necessarily embarking on getting the essential coaching education and experience (Brennan, 2008). In a survey done by Judge and Cowell (1997), the coaches that participated showed a wide range of backgrounds and qualifications ranging from drama to psychology. The majority of the participants (90%) had business and social science qualifications at a Master's level and to lesser extent (45%) Doctoral degrees. The diversity of coaches in terms of their background potentially strengthens and enhances the field (Bluckert, 2004).

Some studies argue that psychology professionals are more equipped to practice coaching due to their specific training and understanding of human development (Brotman, Lloyd, Liberi, & Wasylyshyn, 1998; McKenna & Davis, 2009; Sperry,

2004). Others emphasise the importance of coaches having the necessary business knowledge and understanding of the business context in which their client operates (Diedrich & Kilburg, 2011; Passmore, 2012).

Because there are many psychologists trained as coaches, they are proposing that psychologists offer more to coaching than individuals trained as coaches who do not have a psychological background (McKenna & Davis, 2009). Stern (2009), however, proposed a counter-argument to the five assumptions about executive coaching made by McKenna and Davis (2009). The researcher has compared the assumptions and the alternative assumptions in Table 4.

Table 4: Assumptions about Executive Coaching and Psychology

Assumptions made by McKenna and Davis (2009) according to Stern (2009, p. 268)	**Alternative assumptions suggested by Stern (2009, pp. 268 - 270)**
Psychologists have a superior contribution to bring to executive coaching compared with professionals from other disciplines.	*Psychologists, along with professionals from many other disciplines and areas of expertise, should work collaboratively and share their different areas of knowledge and perspectives through a multidisciplinary base of knowledge and practice.*

The ‘‘client’’ is the individual being coached with the primary focus on his/her relationship with the coach, his/her individual differences, motivating and changing his/her individual behaviour, and contracting for engagement with that individual.	*There are multiple clients in most executive coaching projects. The first and primary client is usually the organization* for which the individuals or groups being coached work. The second client is the individual or group being coached. The third is the individuals' or groups' manager/board and their company's human resources professionals. The coach must form a partnership to contract for engagement with all of these clients and collaborate with them in support of the coaching.*
The primary goal of executive coaching is to remediate individual client's problems that interfere with his/her working effectively in the organization.*	*The most important things to achieve in executive coaching are results for the organization*, and the development of the individuals/groups being coached and of the organization* (their capabilities and effectiveness to achieve organizational* results).*
Coaching happens in one-on-one meetings occurring about every 4–6 weeks.	*Executive coaching happens in one-on-one and group meetings with the individuals being coached as well as through other forms and forums of communication. It can happen at various degrees of frequency and that frequency can change over the course of the coaching.*

The primary competencies of coaches and the measuring of coaching outcomes should focus primarily on the ability to bring about individual change.	*The competencies of coaches and the measuring of coaching outcomes should focus on the ability to develop and advise leaders and potential leaders and bring about results viewed as important from the perspectives of the different members of the coaching partnership (the people being coached, their key constituents, and other key members of the organization*).*

With the notion that anyone can call themselves a 'coach', any provider can offer coach training, promising 'certification' or 'accreditation' (Brennan, 2008; Grant & O'Hara, 2008). There is some concern that this might impact adversely on the coaching industry (Brennan, 2008), but coaching users (such as HR professionals and private clients) are becoming increasingly educated and more sophisticated in their selection of coaches, demanding evidence and validity of coach training (Grant & Cavanagh, 2004).

Good coaches are seen as empathetic and welcoming. They listen exceptionally well – reflecting on what is said, building rapport and asking questions that clarify the solution/s for the client's problem/s. They are honest, have integrity and set the appropriate boundaries to ensure professional behaviour at all times (Brotman, et al., 1998).

Furthermore, good coaches understand existing organisational issues, human motivation and the way that emotions and personality can impact on leadership (Kombarakaran, Yang, Baker, & Fernandes, 2008).

The necessary competencies and skills are not often obvious to the individuals and organisations who want to make use of the services of a coach. Clients are therefore increasingly relying on credentials to ensure that coaches have the necessary competencies and skills to provide value-add and quality coaching.

2.4.3 Internal and External coaches

Internal and external coaches offer different benefits to the coachee and the organisation requesting the intervention.

Coachees often prefer external coaches because of the perceived confidentiality and anonymity, offering the coachees a 'safe place'. External coaches may also be seen as unbiased or objective and could offer various industry and organisational related experience (Hall, et al., 1999).

In other instances internal coaches are preferred because they offer an understanding of the organisation and the internal culture and politics (Hall, et al., 1999; Wasylyshyn, 2003). With organisations aspiring to create a coaching culture within the organisation, they are increasingly opting to develop internal coaches (Hall, 2003). Internal coaches may also be preferred by some clients or organisations because the coaching can be regulated and kept consistent (Ely, et al., 2010).

The NLG study showed 67% of the organisations who responded to the survey have used internal coaches and 66% hire external coaches (NLG, 2011). Of the organisations who have internal coaches, 60% indicated they have fewer than 10 internal coaches delivering coaching and only 17% indicated they had more than 50 internal coaches (NLG, 2011). Of the organisations who hire external coaches 74% use between one and ten external coaches and 3% indicated that they use more than 50 (NLG, 2011).

From the AMA/Institute for Corporate Productivity Coaching Survey 2008 it is evident that most companies internationally contract external coaches for executives (53.8%) and managers (40.9%) and to a lesser extent for supervisors (21.2%) and all employees (10.9%) (Tompson, et al., 2008). The survey also showed that internal coaches are mostly used for supervisors (45.5%), managers (42.4%), and all employees (38.5%), but internal coaches are not as often used for executives (24.6%) (Tompson, et al., 2008). Similar results were reported in the CIPD study with more than 60% of the respondents indicating that they use external coaches and consultants to provide coaching and to develop coaching programmes (CIPD, 2009).

The COMENSA National Research Survey: Positioning Coaching in South Africa 2011 revealed that 81.8% of the coaches used are external and 59.1% are internal, with 20.5%

of internal coaches being line managers that coach (COMENSA, 2011). The line manager coaches in the COMENSA study are mostly trained by external coaches (27.3%), by attending an external (25%) or internal (25%) training course or trained by other internal coaches (15.9%) (COMENSA, 2011). Internationally, training for internal coaches consist mostly of courses aimed at teaching people how to coach (39.3%), external development programmes (33.9%) and external coaches hired to teach internal employees how to coach (32.2%) (Tompson, et al., 2008). Existing internal coaches training new coaches (27.4%) and e-learning systems (9.8%) are less often used as training methods (Tompson, et al., 2008).

South Africa has a unique multi-cultural context and the selection and matching of coaches could prove to be more complicated than is experienced in Europe or the United States. When selecting internal or external coaches, demographic factors such as ethnicity, gender, age and language should be kept in mind. Research conducted by (Makhalima, 2011) showed that:

- individuals prefer to select their own coaches.
- age is important when selecting a coach especially where the coach is the same age or older than the coachee.
- the language capability of the coach is seen as important.
- race is not a conscious factor when selecting a coach but when the coachees actually select their coaches there are some unconscious elements present in the selection process. The actual practice matching results showed that black male coachees and black female coachees select white male coaches and then black male coaches. White male coachees and white female coachees select white male coaches before selecting black and white female coaches. Indian female coachees select white female coaches and coloured male coachees and coloured female coachees select white male coaches.
- gender is not important at a conscious level.

In a study looking at the need for coaching of black executives in South Africa, Myres (H. Myres, personal communication, January, 2012) found that in the coaching context

diversity is seen as beneficial by black executives. The differences in race, ethnicity, language, age and gender result in different world views, and the individuals in the study confirmed that being challenged by someone with a different world view allows for higher level thinking. There is also an element implying that black executives can leverage the experience that white coaches have (H. Myres, personal communication, January, 2012).

Managing external and internal coaches is often a separate issue as internal coaches often fulfil a dual role: juggling their 'day job' and coaching. Coaching supervision is seen as a desirable practice to assist coaches in managing the complexities of contracting with the coachee as well as the coachee's organisation and will be discussed next.

2.4.4 Supervision of coaches

Supervision of coaches in the business context is similar to the supervision practices used in the psychology professions. The purpose of supervision is firstly to provide support and continuous learning for the coach by means of ongoing consideration of the coaching process; and secondly to act as a quality control mechanism for the client (Bluckert, 2004). Most coaches from a psychological background see supervision as a given whereas coaches with other backgrounds may not be as supportive of the practice (Bluckert, 2004).

Research in terms of coaching supervision is still in its infancy and there is little research supporting what goes on during the supervision process. In a UK study conducted by CIPD, while 86% of the coaches that participated in the study indicated that coaches should have supervision, only 44% of the participants actually have supervision; 88% of the organisations who provide coaching services reported that coaches should have supervision; however only 23% of them provide supervision (Arney & Schwenk, 2007). The results of this study indicate what is echoed in the literature: that supervision is a new practice and although it is deemed important it still is not fully integrated into the coaching practice.

The COMENSA National Research Survey: Positioning Coaching in South Africa 2011 showed 68% of the coaches undergoing supervision (COMENSA, 2011). Supervision

seems to differ for internal and external coaches. According to the NLG survey, 20% of the organisations indicated there were formal frameworks in place for internal coaches and 28% indicated that there were formal frameworks for external coaches (NLG, 2011).

As in coaching, the majority of supervision models are borrowed from therapeutic professions such as narrative supervision (Congram, 2011) and the Gestalt supervision model (Gillie, 2011), but there is no consensus on how appropriate the therapeutic model is for coaching supervision (Moyes, 2009).

Passmore and McGoldrick (2009) led a study in the UK that critically observed supervision practice and explored the perceptions of supervision. The study showed that coaches agreed that supervision offered benefits to their coaching practices through raising awareness about their practice, boosting confidence, encouraging perseverance and offering a sense of belonging (Passmore & McGoldrick, 2009). The authors further proposed a theoretical framework for coaching supervision comprising of influencing factors, the supervision process, conditions, limiting factors, the potential of supervision and experienced outcomes. The supervision process is depicted in a diagram shown in Figure 2. The process is divided into three stages: context, process and outcomes. The context includes the needs, expectations and aspirations which inform the process. The process itself consists of the fit between the coach and the supervisor, the behaviours of both, and the supervisor's experience. The outcomes stage is represented by perceived benefits and specific and tangible outcomes such as improved confidence and enhanced ethical maturity. When the coach adopts such factors it can have a positive impact on the coachee and in turn the coachee's organisation.

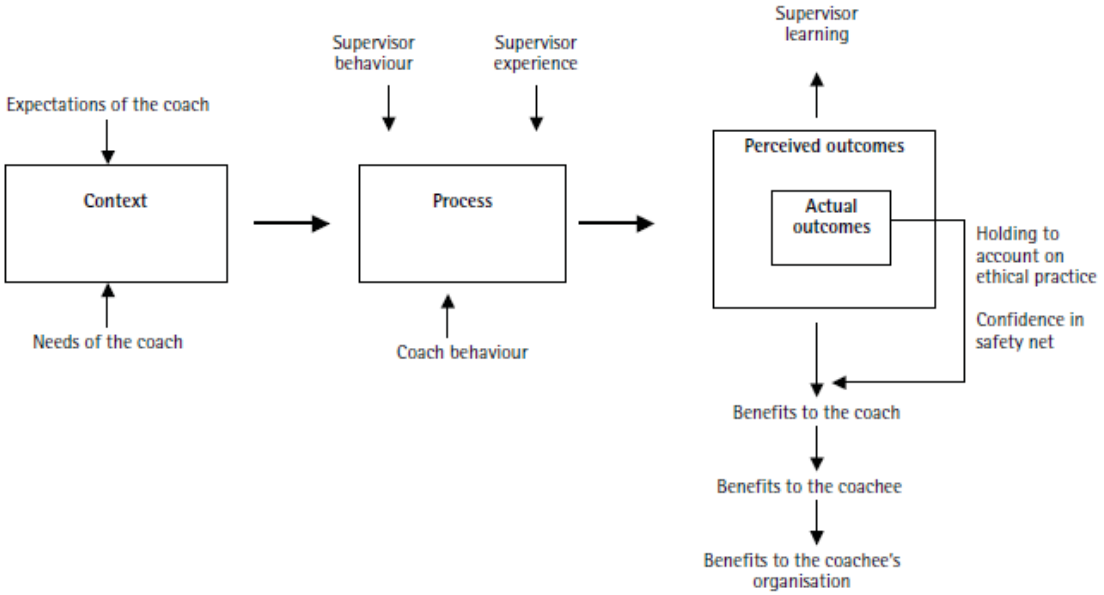


Figure 2: Conceptual Framework: Coaching Supervision

Source: Passmore and McGoldrick (2009, p. 159)

Arney and Schwenk (2007) suggest organisations follow the "wheel of good practice" and adapt it to suit their needs. The "wheel of good practice" proposes that supervision:

> *takes place regularly; focuses on client, organisation and coach needs; provides continuing professional development to the coach; quality assures coaching provision; provides support for the coach; generates organisational learning; manages ethical and confidentiality boundaries; and balances individual, group and peer supervision* (p. 3).

COMENSA, representing the South African coaching industry and committed to following international trends in terms of coaching, released their first Coach/Mentor Supervision Policy in 2010. In the policy it is stated that the COMENSA Code of Ethics requires all members to undergo regular coach/mentor supervision with a qualified coach/mentor supervisor with a ration of 1:15 hours of supervision to coaching or mentoring (COMENSA, 2010). However it is not clear if organisations require their

coaches to undergo supervision and no literature could be found to clarify how organisations in South Africa manage coaching supervision.

The literature reviewed on the process of selection of coaches, coaching credentials, internal and external coaches and supervision led to the second research question.

2.4.5 Research Question 2

How do the top 100 South African companies manage the coaching process?

2.5 Measuring the effectiveness of coaching

As with most business practices, organisations often need or demand an estimation of the value added or Return on Investment (ROI) (Brennan, 2008). Several authors (De Meuse, Daib, & Leec, 2009; Feldman & Lankau, 2005; MacKie, 2007) have discussed the topic of evaluating coaching effectiveness.

Requesting evidence of ROI is reasonable, but not always realistic as measuring ROI is mostly context specific (De Meuse, et al., 2009). The authors further explain that the ROI metric is dependent on two factors: (a) the costs included in the implementation of the coaching programme, and (b) the monetary gain from the coaching programme. According to De Meuse et al. (2009), measuring these aspects is difficult due to the uniqueness of every coaching intervention.

Not all companies insist on measuring the ROI of coaching. In an interview, a manager of executive coaching at Deloitte & Touche USA said that she does not believe that ROI will ever be able to measure the true value of coaching and therefore they rely on using qualitative data when assessing the effectiveness of coaching (Sherman & Freas, 2004).

To prove the value of coaching, organisations who responded to the AMA/Institute for Corporate Productivity Coaching Survey 2008 indicated they mostly use individual performance evaluations (57.8%), increase in individual productivity (56.3%), satisfaction with programme (50%), impact on engagement (38.1%) and increase in individual assessment tool scores (35.5%) when measuring the success of coaching

(Tompson, et al., 2008). The study does not indicate the percentage of respondents not measuring the effectiveness of coaching.

The CIPD study (2009) however, reported that almost half the respondents do not measure the effectiveness of coaching. When they do measure the value of coaching, 22% indicated that they evaluate the coaching outcomes through improvements in key performance indicators (KPIs) and nearly 20% of the respondents reported using stories and testimony (CIPD, 2009). 8% reported using return on expectation (ROE) methods with less than 3% using ROI methods (CIPD, 2009). The NLG survey (2011) also showed a high percentage (29%) of respondent organisations not measuring the impact of coaching. The majority of the respondents who do measure (41%) use observation-based methods and 31% use individual performance metrics with less than 10% measuring full return on investment (NLG, 2011).

According to the COMENSA National Research Survey: Positioning Coaching in South Africa 2011 most organisations use feedback from coachees and line managers (72.7%) to evaluate the value of coaching (COMENSA, 2011). Quantitative measures include 360˚ measurements (52.3%), KPI measurements (27.3%), competence assessments (18.2%) and ROI measurements (6.8%), whereas anecdotal evidence (45%) and satisfaction surveys of the coach (40.9%) are used as qualitative measures (COMENSA, 2011).

It is evident that different organisations use different methods in evaluating the value of coaching. Authors also offer different suggestions or solutions to evaluating coaching outcomes. Leedham (2005) suggested a pyramidal model of evaluating executive coaching, where the bottom of the pyramid includes the following key factors: "the skills of the coach, the personal attributes of the coach, the coaching process, [and] the coaching environment" (p. 38).

When the above foundational factors are put in place, the coachee can move to the inner personal benefits level:

1. Clarity and focus (coachee gains self-awareness of themselves and their values and focuses on a specific purpose).
2. Confidence (as self-awareness increases the coachee feels more relaxed).
3. Motivation (the coachee is inspired to change themselves and the organisation).

After embracing the inner benefits, the coachee is ready to demonstrate the outer personal benefits seen by others:

1. Skills (enhanced knowledge and understanding of the job related skills and the capability to improve by themselves).
2. Behaviours (improvement in behaviour with team and other individuals).

Finally, the coachee is able to reach the peak of the pyramid that adds value to the organisation:

1. Results (performance is improved, productivity is higher, there is greater career development and problems or issues are resolved).

To evaluate leadership coaching, Ely et al. (2010) recommend considering all possible stakeholders in the coaching process, including the coach, client, organisation and the coach's organisation. They further propose focusing on outcomes (a summative evaluation) to measure the effectiveness of coaching as an intervention, as well as processes (a formative evaluation) to account for the uniqueness of coaching. As a summative evaluation, the authors adapted the classic Kirkpatrick (1996) four-level model to assess leadership coaching. The criteria used for evaluation include reactions, learning, behaviour, and results. To evaluate the formative component Ely et al. (2010) included the client, the coach, the client-coach relationship and the coaching process. These are all aspects that can impact on the effectiveness of the coaching intervention (Ely, et al., 2010).

Ely and Zaccaro (2011) later provided additional investigation into the three elements of the framework discussed in Ely et al. (2010). The elements are functionally related and identifying the evaluation stakeholders involved is the first step that provides an understanding of the motives and biases that could influence the evaluation process. The next step is based on the needs of the stakeholders and includes selecting the most appropriate formative and summative criteria where formative criteria assist in identifying how the coaching process can be improved, and summative criteria allow for the evaluation of the coaching engagement and its effectiveness. The third and final step is to select methodologies that are appropriate in collecting data relevant to the stakeholders (Ely & Zaccaro, 2011).

Anderson (2011) suggested evaluating ROI by adopting a coaching approach. This he says can be done by "asking the right questions and constructing a story of value creation. We look at value creation as the impact of coaching in terms of both tangible and intangible benefits" (p. 351).

During their evaluation of the coaching literature, Feldman and Lankau (2005) found that most of the studies that have been done to evaluate coaching effectiveness use short-term affective reactions as the outcomes, and do not include behavioural changes, client learning or organisational outcomes as criterion variables. More rigorous research is needed, specifically comparing coaching performance before and after the intervention, and by using control groups to explore coaching effectiveness to other developmental relationships (Feldman & Lankau, 2005).

Evaluating the outcomes of coaching assists in furthering the practice and research of coaching and shows the need for the third research question.

2.5.1 Research Question 3

How do the top 100 South African companies measure coaching outcomes and effectiveness within their organisations?

2.6 Conclusion of Literature Review

A review of the literature revealed that even though there is no single definition for coaching, the coaching discipline is moving towards maturation and a common understanding of what business coaching is. Many organisations see value in coaching and implement coaching programmes.

Coaching is no longer seen as an intervention aimed only at developing individuals; organisations are increasingly asking for proof of the impact coaching has on the organisation self. Even though organisations confirm that their use of coaching has increased, it seems that coaching is still mostly reserved for those individuals identified as high potential employees.

Managing the coaching process is important. The success of the coaching intervention often depends on selecting and matching the coachee with the right coach; however

with coaching being an unregulated discipline, organisations have different standards in selecting their coaches.

The use of internal and external coaches depends on the purpose of the coaching and the organisation's needs. Both internal coaches and external coaches offer unique contributions to the coaching process. Coaching supervision is a further development in the coaching field to ensure that coaches remain professional and ethical, that they get the necessary psychological support and develop theoretical and practical acumen (COMENSA, 2010).

Coaching is seen as an expensive investment and HR professionals are concerned that the value of coaching needs to be measured. The measurement practices differ from organisation to organisation.

Although the COMENSA National Research Survey: Positioning Coaching in South Africa 2011 makes reference to coaching in organisations, management of the coaching process and measuring the value of coaching, there is no research showing what happens in leading South African companies and how their practices compare to international practices. This shows a gap in the literature and has led to the design of the three research questions explored in this research report.

2.6.1 Research Question 1:

Of the top 100 South African companies included in the study, how many implement coaching, what is the purpose of the coaching process, and what is the scope of coaching within the organisation?

2.6.2 Research Question 2:

How do the top 100 South African companies manage the coaching process?

2.6.3 Research Question 3:

How do the top 100 South African companies measure coaching outcomes and effectiveness within their organisations?

The literature review has looked at the issues relating to coaching in organisations, the purpose, scope and management of coaching, and the measurement of the coaching outcomes.

The following chapter discusses the research methodology used to gather data, analyse the data and interpret the findings.

CHAPTER 3: RESEARCH METHODOLOGY

This chapter explains the methodology that was used to address the research questions stated above. The research methodology is outlined, followed by a description of the research design, a discussion of the population and sample, the research instruments used, and the procedures for data collection and methods of data analysis and interpretation. This chapter includes a description of the research limitations, as well as the validity and reliability of the research.

3.1 Research methodology

A mixed methods methodology was chosen as suitable for this study. This paradigm recently evolved with methodologists and researchers believing that when addressing research questions, both quantitative and qualitative perspectives as well as the methods thereof are useful (Johnson, Onwuegbuzie, & Turner, 2007). Mixed methods research has increased in popularity specifically in the social, behavioural and related sciences and with the "Journal of Mixed Methods Research" being published by Sage Publications from 2007 onwards, research projects using the paradigm have mushroomed (Bergman, 2009).

Tashakkori and Creswell (2007) defined mixed methods as:

> *research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program* of inquiry* (p. 4).

Cresswell and Plano Clark (2007) designed a definition to describe an approach that includes a methods and philosophical orientation:

> *Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis and the mixture of qualitative and quantitative approaches in many phases and mixing both quantitative and qualitative data in a single study*

> *or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone* (p. 5).

They later stated that a definition of mixed methods should include various viewpoints and updated their definition to:

> *In mixed methods, the researcher:*
>
> - *collects and analyzes* persuasively and rigorously both qualitative and quantitative data (based on research questions);*
> - *mixes (or integrates or links) the two forms of data concurrently by combining them (or merging them), sequentially by having one build on the other, or embedding one within the other;*
> - *gives priority to one or both forms of data (in terms of what the research emphasizes*);*
> - *uses these procedures in a single study or in multiple phases of a program* of study;*
> - *frames these procedures within philosophical worldviews and theoretical lenses; and*
> - *combines the procedures into specific research designs that direct the plan for conducting the study.*
>
> (Creswell & Plano Clark, 2011, p. 5)

Mixed methods is not always a suitable methodology for all research questions. Research designs that justify the use of mixed methods include studies where one data source may not be sufficient in explaining the results; when exploratory results need to be generalised; a primary method needs to be enhanced by using a second method; there is a need to employ a theoretical stance; and multiple research phases can provide an understanding of a research objective (Creswell & Plano Clark, 2011).

MacKie (2007) found that a number of studies published on coaching were in survey form, reporting on the perceived effectiveness and areas that were supposedly affected. MacKie also states that the information gathered is valuable but not rigorous enough.

Considering that there are numerous published surveys on coaching practices, this study followed a mixed methods methodology allowing for two phases. The first phase was concerned with quantitative data, and the second phase focused on qualitative data. Designing the research in two phases addressed the concern of depth and academic rigor. The reason for opting for a mixed methods methodology was "explanation" (Bryman, 2006, p. 106), one method was used to explain the results produced by another method.

This research study aimed to use both a questionnaire collecting quantitative and some qualitative data during phase one, and semi-structured interviews providing qualitative data. Using only the quantitative data might have been problematic as relying only on the statistical results would not have allowed for enough academic rigour; however, verifying the statistical results by conducting semi-structured interviews added qualitative substance to the results and was decided to be an appropriate strategy to use in exploring the identified problems. It is for this reason that mixed methods was chosen to be the most appropriate methodology to use.

3.2 Research Design

This study followed an explanatory design where qualitative data was used to explain or add to the initial quantitative data (Punch, 2009). The design can be defined as an explanatory sequential mixed methods design (Creswell & Plano Clark, 2011).

During the first quantitative phase of the study an e-mail was sent to the sample requesting them to complete a questionnaire. A link was included in the e-mail directing them to the online questionnaire. Using an electronic questionnaire ensured that respondents not residing in Gauteng could be reached. This method also allowed the respondents to complete the questionnaire at a convenient time and place.

During the second qualitative phase, eleven respondents were identified based on the results of the survey, and asked to participate in a semi-structured interview. These respondents were contacted via e-mail or telephone and a suitable time and place was arranged for the interview.

Finally the qualitative results were analysed and the results from both phases were interpreted and integrated. In order to make the explanatory sequential mixed method design clear, the researcher designed a figure based on the description and graphs given by Cresswell and Plano Clark (2011) to illustrate the research design. The figure is depicted as Figure 3 below.

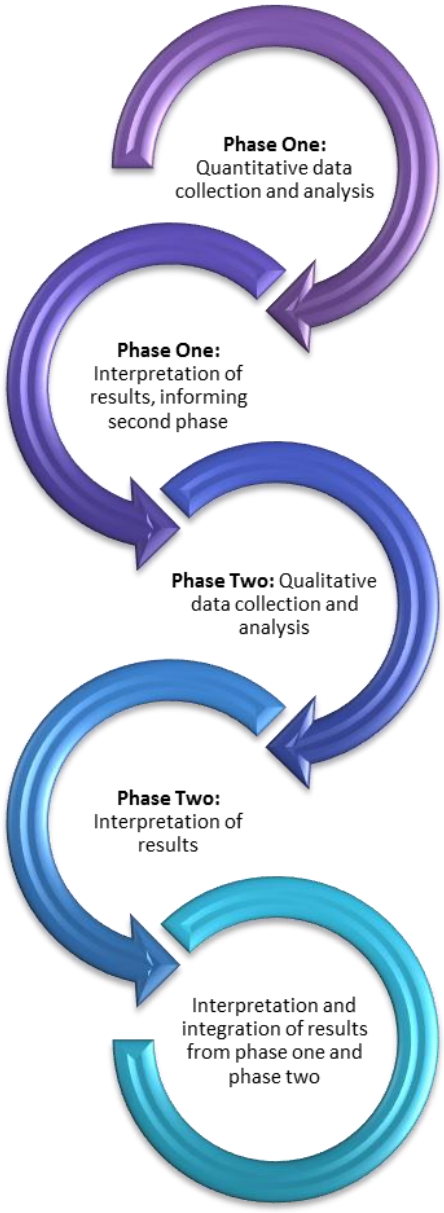


Figure 3: Explanatory sequential research design

The advantages of this design lies in the straightforward, sequential approach allowing for the data to be collected in two phases. The results are discussed in two separate sections ensuring that the reader has a clear description of the findings (Creswell & Plano Clark, 2011). Another advantage in using this design was that triangulation could be performed, ultimately strengthening the research outcomes. A certain amount of subjectivity from the researcher's side could also be eliminated through the use of the online questionnaire, and depth and understanding of the results was gained in using a semi-structured interview.

One disadvantage of the research design was the amount of time it required. Adequate time needed to be allocated to both of the phases of the research project, and the interviews could only be conducted once the participants had completed the online questionnaire.

3.3 Population and sample

3.3.1 Population

The population was defined as the leading companies in South Africa. It therefore comprises of employees who are managing the coaching processes within these leading companies of South Africa. These individuals would have a sound understanding of how coaching is specifically used in the company, how it is managed and if the outcomes are measured.

3.3.2 Sample and sampling method

Purposive sampling allows a sample to be selected in line with the study's requirements (Boeije, 2010). This method was used in both phase one and phase two of the research. Participants were specifically selected according to certain traits allowing for a representative sample (Gray, 2009).

The *Financial Mail* has a long-standing reputation for being a reliable and current business publication and publishes an annual edition dedicated to South Africa's pre-eminent companies, determined and ranked by turnover (Financial Mail, 2011). It was decided to include the top hundred listed companies on the Johannesburg Stock

Exchange (JSE) as the sample. A table listing the companies selected can be viewed under Appendix A.

Some of the companies on the list are listed twice as different holding groups. These companies were not counted as two separate companies, but as one. There were also companies listed on the JSE that had no offices in South Africa. These companies could therefore not be contacted and were excluded in the study. As a result of these two factors the sample consisted of 96 companies.

3.3.2.1 Phase one

During phase one, individuals within the identified companies who could comment on the company's coaching practices were contacted via e-mail and telephone and requested to complete the online questionnaire. A total of 55 companies responded to the questionnaire; however, six questionnaires were incomplete and were disregarded, reducing the total sample of phase one to 49 of the top hundred JSE listed companies.

3.3.2.2 Phase two

During phase two, individuals were contacted via e-mail or telephone and invited to participate in the interviewing phase. Those who took part in phase two had completed the questionnaire in phase one and were from companies who had responded positively in terms of using coaching in the organisation.

After the first few interviews it became evident that the same issues were being brought up by the interviewees. Glaser and Strauss (1967) suggested that the researcher execute own judgement in terms of when to stop interviewing. The point at which the interviewer has heard the same information repeatedly is called theoretical saturation. A judgement call was made after 11 interviews, at which point it was believed theoretical saturation had occurred.

3.4 The research instrument

Phase one made use of an online questionnaire as a research instrument and phase two made use of a semi-structured interview to collect qualitative data from the respondents. The research instruments are described in the subsequent sections.

3.4.1 Phase one

The online questionnaire used in phase one was based on the literature that addresses the research problems in chapter two. A number of close-ended as well as open-ended questions were designed to address the research problems. The questionnaire can be viewed under Appendix B.

Once the online questionnaire was drafted it was reviewed by two external experts to ensure all the questions in the questionnaire were measuring all aspects of the research problems. The reviewed online questionnaire was field tested by five individuals not included in the sample; this pre-test was essential to the design of the survey (Fowler, 2009).

After the field test, final changes were made and a link to the questionnaire was sent out via e-mail to the identified individuals in the sample.

3.4.2 Phase two

Based on the initial results of the online questionnaire in phase one, a semi-structured interview schedule was designed. The questions in the interview schedule were aimed at understanding the responses given by the respondents during the survey and to further address the research problems provided in chapter two of this research report. The semi-structured interview schedule can be viewed under Appendix C.

3.5 Procedure for data collection

The data for phases one and two were collected sequentially. The procedures for collecting data as well as the advantages and disadvantages of the procedures are elaborated on in the following sections.

3.5.1 Phase one

The first phase allowed for data collection in terms of an online questionnaire, also referred to as an online survey. The advantages and disadvantages of using an online survey are discussed by Fowler (2009) and listed in Table 5.

Table 5: Advantages and Disadvantages of online surveys

Advantages (Fowler, 2009)	**Disadvantages (Fowler, 2009)**
The cost of data collection is low.	E-mail addresses need to be correct
Data collection can be quick.	Eliciting cooperation is a challenge.
It is possible to present questions needing visual aids.	People without internet access cannot participate in the survey.
It is possible to ask questions with longer or more complex response categories.	The questionnaire needs to be designed thoroughly.
Asking batteries of similar questions may be more acceptable to respondents.	Posing open questions may not be useful.
Collecting sensitive data is more likely to be valid because the respondent does not have to share the answers with the interviewer.	With the interviewer not present it is difficult to ensure that all questions are answered and all question objectives are met.
The respondent has time to think about the answers, check records, or consult with others.	With the interviewer not present it is difficult to regulate who answers the questions.

3.5.2 Phase two

Semi-structured interviews were used during phase two to collect qualitative data. During the interviews, data was collected by taking extensive notes and by means of a digital audio recorder to ensure that all data shared during the interviews was captured accurately. The advantage of using this qualitative form of data collection for the second phase lies in the added explanatory data that can supplement the data collected in the

first phase. Interviews have benefits in terms of developing rapport and trust as well as providing rich, in-depth qualitative data (O'Leary, 2010).

One of the limitations of using an interview schedule is that it is open to interviewer bias. To limit the amount of bias, the questions were asked in a similar manner to all the respondents, and to ensure the standardisation of the interviews they were all conducted face-to-face with the interviewees.

3.6 Data analysis and interpretation

The data of the two phases was analysed separately. The quantitative and qualitative data from phase one was analysed first using descriptive statistics. The qualitative data from phase two was analysed to elaborate on the findings of phase one. The data analysis methods used during the different stages are discussed below.

3.6.1 Phase one

The data analysis and interpretation of phase one was adapted from a procedure suggested by Fowler (2009). The steps below were followed in preparing the data for statistical analysis:

a) Organising the data in a file, in other words designing a format. The data was automatically exported from the online questionnaire programme Qualtrics into an Excel file.
b) Designing a code. The respondents' answers were automatically assigned labels that could be interpreted by computer software.
c) Coding. This is the process where responses were turned into standard categories, the responses were exported with the answers of the questionnaire represented as labels.
d) Data cleaning. Finally data was checked for completeness, accuracy and consistency before the analysis was performed.

The statistical method used to analyse the data is referred to as descriptive statistics. The aim of descriptive statistics is not used to test hypotheses, but used to describe data using measures of central tendency, measures of variability, tables, charts and graphs

(Kremelberg, 2011). The results of the first phase of this study are illustrated and summarised using tables, charts and graphs.

In addition the Chi-square test was used to test the possibility of association between different variables. The results of a Chi-square test only indicate if there is a relation between two variables and do not indicate the magnitude of the relationship or dependency.

3.6.2 Phase two

During phase two the data was analysed in terms of conventional content analysis as described by Hsieh and Shannon (2005). Conventional content analysis is usually used when the study's aim is to describe an occurrence, without any preconceived theories or categories (Hsieh & Shannon, 2005). The content of the semi-structured interviews was analysed inductively in an attempt to allow themes and categories to emerge from the data through analysis and comparison of the data (Zhang & Wildemuth, 2009).

The process used to analyse the data was adapted from Braun and Clarke (2006) and Zhang and Wildemuth (2009). The interviews were transcribed, and checked against the audio recordings to ensure accuracy. It was imperative to be familiar with the data and the transcripts were therefore read and re-read before initial coding of the data started. The data was coded using a software programme, InVivo. Once the content of the interviews were coded the coding consistency was checked to ensure that the coding of the data was consistent and reliable. The codes were categorised and clustered into themes and after reviewing the themes a visual representation of the different themes was made allowing the themes to be named or defined. In conclusion, relationships or relevant patterns that emerged were interpreted and reported on.

3.7 Limitations of the study

- Using a mixed method framework makes it difficult to subscribe to a particular research paradigm such as positivism or interpretivism.
- The questionnaire was not completed by all the identified companies.
- The study only elicits the views of one individual per company and not of various stakeholders within the different companies.

3.8 Validity and reliability

Validity in quantitative research pertains to whether the instrument measures what it says it is intending to measure (Gray, 2009). Quantitative validity also refers to the validity of the conclusions drawn from the results (Creswell & Plano Clark, 2011).

Reliability in quantitative research asks the question of whether the instrument consistently measures what it says it is intending to measure (Gray, 2009). However, in qualitative research the term validity is not seen as applicable (Dellinger & Leech, 2007; Golafshani, 2003; Onwuegbuzie & Johnson, 2006). The terms "credibility", "dependability", "transferability" and "confirmability" (Lincoln & Guba, 1985) are preferred in qualitative research.

Combining quantitative and qualitative approaches can cause additional concerns in terms of validity. Creswell and Plano Clark (2011) recommend addressing the forms of validity for both quantitative and qualitative data as well as the possible issues that may arise from connecting the quantitative and qualitative strands of data.

A discussion of the validation criteria for the two phases and for mixed methods research follows.

3.8.1 Phase one

To ensure reliability of the answers provided by the respondents the same questionnaire was administered to all the participants. Definitions were provided to ensure that unfamiliar or unclear terms and questions had the same meaning to all the respondents. In addition, the wording of each question was evaluated and an attempt was made to exclude badly defined terms.

Content validity was established by asking experts to determine whether the items of the questionnaire were representative of the items or questions asked. Two external experts were asked to review the items of the questionnaire and adjustments were made based on their recommendations.

External validity, also known as generalisability, refers to "whether results of a study can be generalised beyond the specific research context" (Boeije, 2010, p. 180). This

would imply that the research results can apply to other populations. If a study is not externally valid, it indicates that the findings are only applicable to the specific population selected for the study. Due to the number of respondents representing less than 50% of the sample group the research does not meet the external validity criteria. The aim of the research however is not to develop a new theory, but rather to provide insight into the coaching practices of the leading companies in South Africa.

3.8.2 Phase two

In order to ensure the trustworthiness of the qualitative research, the issue of confirmability was addressed. Confirmability can also be explained as objectivity, and it is concerned with presenting the results as a true reflection of the ideas and experiences of the participants and not as the interpretation and preferences of the researcher (Shenton, 2004). Steps that were taken to ensure that the results of the qualitative phase were depicted as a true reflection of the interviewees' experiences is a detailed description of the procedures followed in collecting and analysing the data. The interviews were recorded and fully transcribed and the researcher continuously reflected on the inferences made, and compared the findings to the original transcripts to ensure the interviewees' experiences and points of view were depicted in the results at all times.

Dependability in qualitative research is similar to reliability in quantitative research. Shenton (2004) recommends addressing dependability of research by reporting the procedures of data collection and analysis in detail. This report includes sections covering the research design and the manner in which it was implemented, the report also elaborates on the data collection method as well as a section appraising the research and making recommendations for future research.

Transferability is used in qualitative research to describe external validity. To ensure transferability of the qualitative results to the rest of the population, interviews were conducted with companies from across the various industries. Two of the 11 interviews were conducted with companies situated in the Western Cape allowing for some diversity in terms of geographical location. The data collection was abandoned at the point where theoretical saturation occurred.

Credibility is comparable to internal validity. Credibility has been described as "the degree of fit between the participants' realities and the investigator's constructions and representations of these realities" (Tashakkori & Teddlie, 2009, p. 109). To ensure credibility during phase two, the interview was standardised for each interviewee. The researcher personally conducted all the interviews, ensuring that a deep understanding of the coaching practices within the organisation was obtained. Inductive content analysis was used to allow themes to emerge from the qualitative data to ensure the credibility of the research.

3.8.3 Mixed methods validity

The possible validity threats identified by Cresswell and Plano Clark (2011) applicable to this explanatory sequential mixed methods design relate to the data collection, analysis and interpretation. Potential threats and strategies to minimise potential threats, adapted from Creswell and Plano Clark (2011), are detailed in Table 6.

Table 6: Potential validity threats and strategies to minimise the treats

Potential threats	**Strategies employed to minimise threats**
Issues that may arise from data collection	
Inappropriate individuals are selected for quantitative and qualitative data collection phases.	The same sample population was used for both the quantitative and qualitative data collection phases.
Inappropriate sample sizes are used for the quantitative and qualitative data collection phases.	A large sample size was used for the quantitative phase and a smaller sample size was used for the qualitative phase.
Participants chosen for the follow-up phase are inappropriate and do not assist in explaining the results.	All the participants of the qualitative phase participated in the quantitative phase.
Issues that may arise from data analysis	
Selecting insignificant results to follow up on in the second qualitative phase.	A statistician was consulted and the most strongly reported results were used to explore further.

Issues that may arise from interpretation	
The data sets are interpreted in reverse order.	The two data sets were interpreted in accordance with the research design. The quantitative results were interpreted followed by the interpretation of the qualitative results.

This chapter provides an in-depth discussion on the research methodology used to address the research questions. The chapter discusses the research design, the population and sample, the research instruments, the procedures for data collection and the data analysis methods. The chapter also covers a description of the research limitations as well as the validity and reliability of the research.

As the research is a mixed methods methodology and an explanatory sequential mixed methods design the quantitative data is discussed in detail in the next chapter.

Because phase one is quantitative the researcher used the terminology results. For the second qualitative phase the terminology findings is used. The terminology results and findings are therefore not mutually exclusive or contradictory.

CHAPTER 4: PRESENTATION OF RESULTS OF PHASE ONE

4.1 Introduction

The quantitative and qualitative results from the first phase of the research is presented in this chapter. Data from the online questionnaire was analysed and descriptive statistics used to summarise the data collected. The qualitative data gathered from the open-ended questions was coded and is presented according to the predominant themes that emerged from the results. The data is subsequently presented in tables and in graphs within the context of the research questions.

Figure 4 below shows the section of the explanatory sequential research design covered in this chapter.

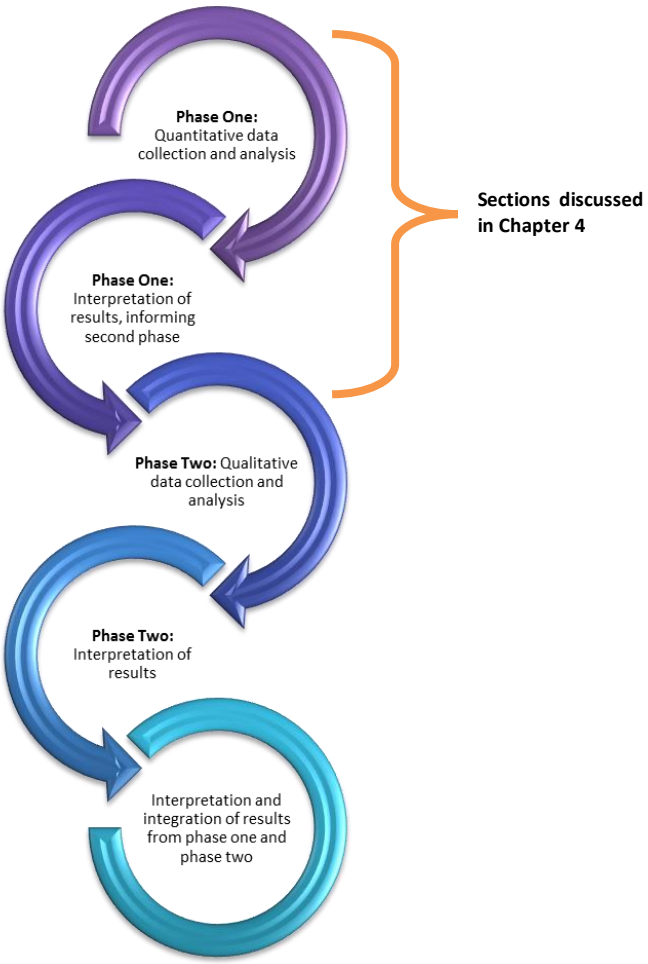


Figure 4: Phase one of research

4.2 Demographic profile of respondents

Fifty-five of the top 100 JSE listed companies responded to the online questionnaire. Six of the questionnaires were incomplete and removed on advice of the statistician, reducing the sample to 49. Of the 49 companies that responded, six companies were among the top ten Johannesburg Stock Exchange (JSE) listed companies and 32 companies were among the top 50 JSE listed companies.

The companies were from various sectors with the majority of the respondents being from the mining and the construction and materials sectors. Table 7 provides a summary of the responding organisations according to the different JSE sectors.

Table 7: Responding organisations according to the JSE sectors

JSE Sector	Percentage representing the sector
Mining	14%
Construction & Materials	10%
Banks	8%
Food Producers	8%
General Industrials	8%
Life Insurance	8%
General Retailers	6%
Industrial Transportation	6%
Forestry & Paper	4%
Industrial Metals & Mining	4%
Media	4%
Nonlife Insurance	4%
Beverages	2%
Electronic & Electrical Equipment	2%
Food & Drug Retailers	2%
Health Care Equipment & Services	2%
Mobile Telecommunications	2%
Real Estate Investment & Services	2%
Travel & Leisure	2%

Most of the respondents (n=38) were from Human Resources or Human Capital departments.

4.3 Results pertaining to the question on coaching in organisations and the purpose and scope of coaching

To address Research Question 1, the survey results pertaining to the use of coaching as well as the purpose and scope of coaching in organisations are shared in the sections that follow.

4.3.1 Coaching in organisations

The results from the survey show that 88% of the respondents use coaching in their organisations, with 12% not using coaching in their organisations. Of the companies who do not use coaching in their organisations 50% reported that they are "not sure" why their companies are not using coaching and 33% selected the "there is no need for it" option, whereas 17% selected the option "we used to implement coaching in our organisation, but not anymore".

These results of this research are similar to the results of the Chartered Institute of Personnel and Development (CIPD) survey which showed 90% of the respondents have coaching in their organisations (CIPD, 2009) as well as the Coaches and Mentors of South Africa (COMENSA) National Research Survey: Positioning Coaching in South Africa 2011 indicating that 84% of the responding organisations have a coaching programme (COMENSA, 2011).

Figure 5 shows that the companies using coaching within their organisations, indicated that 38% have been doing so for one to three years. Of the respondents, 29% have been using coaching for more than five years whereas 19% indicated four to five years and 14% indicated that they had been using coaching for less than a year.

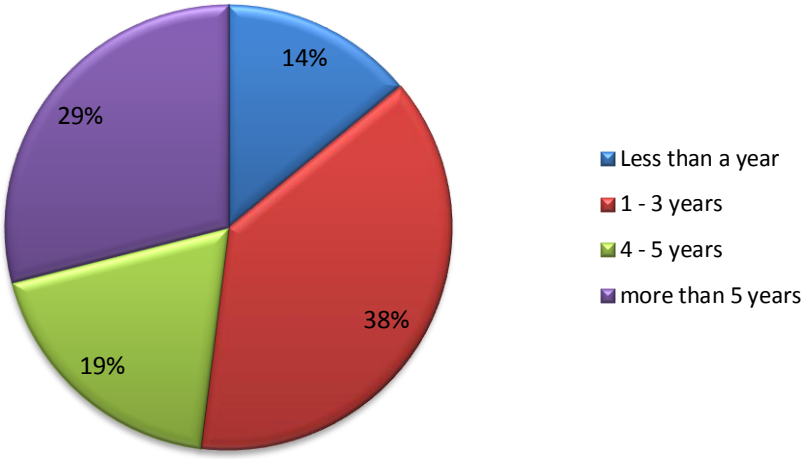


Figure 5: Period of time of coaching

The results of the survey concur with the COMENSA National Research Survey: Positioning Coaching in South Africa 2011 where 54% of the respondents indicated that coaching programmes have only been in existence for one to three years (COMENSA, 2011). The results show that coaching is comparatively newly used in South African organisations.

The results shared in this section show most of the companies who participated in the survey use coaching and more than 50% of the coaching programmes have been running for less than five years. To further understand how coaching is used in organisations, the results regarding the specific purposes of coaching in organisations are shared.

4.3.2 Purpose and scope of coaching

The respondents indicated that coaching is mostly used for "leadership development" and secondly to "increase performance". The respondents further indicated that coaching is used "to increase specific skills", followed by "to address specific problems".

The results of the survey showed that the respondents do not often use coaching for "organisational development", which is interesting seeing that coaching can form an integral part of and facilitate organisational change as suggested by Stober (2008).

Other coaching purposes indicated by respondents include: “aligning culture”, “behavioural change in terms of values”, “motivation”, “people skills”, “personal development”, “talent retention” and “to assist transitions”.

The results of the survey are similar to what was found in the Harvard Business Review (HBR) survey, where coaching is most often used to develop individuals and less often used to assist with derailing or problem behaviour (Coutu & Kauffman, 2009). The results of the survey furthermore coincide with the results from the American Management Association (AMA)/Institute for Corporate Productivity Coaching Survey 2008 (Tompson, et al., 2008), the CIPD survey (CIPD, 2009) as well as the COMENSA National Research Survey: Positioning Coaching in South Africa 2011 (COMENSA, 2011); all of these surveys listed performance enhancement and leadership or management development as the most common reasons for using coaching.

Coaching interventions vary in duration. The results depicted in Table 8 indicate that coaching for leadership development lasts mostly more for than 6 months. Coaching to increase performance mostly lasts for 3 to 6 months while coaching to increase specific skills lasts for more than 6 months. In cases where coaching is used to address specific problems the duration is mostly 3 to 6 months and when used for organisational development it lasts 3 to 6 months or more than 6 months.

Table 8: Length of the coaching intervention

Purpose of coaching	**Duration of coaching**		
	3-6 months	**Less than 3 months**	**More than 6 months**
Leadership development	n = 16	n = 3	n = 20
Organisational development	n = 6	n = 1	n = 6
To increase performance	n = 14	n = 5	n = 9
To increase specific skills	n = 5	n = 8	n = 9
To address specific problems	n = 8	n = 7	n = 4

n = number of responses

According to Abbott and Bennett (2011), leadership coaching lasts between 6 and 18 months and performance coaching lasts 1 for to 4 months. The results from the survey confirm the guidelines that Abbott and Bennett (2011) recommended for South African coachees.

When asked "to what extent is coaching integrated with your organisation's talent management?" 60% of the respondents indicated that coaching is somewhat integrated with the organisation's talent management, 26% indicated that it is fully integrated and 14% reported that it is not integrated. Of the respondents 46% indicated that the integration of coaching with the organisation's talent management is effective and 7% indicated that it is ineffective. Only 12% indicated that it is very effective and 34% indicated that it is neither effective nor ineffective.

Similarly, when asked "to what extent is coaching integrated with your organisation's overall business strategy?" 50% indicated that it is somewhat integrated, 29% indicated that it not integrated and 21% indicated that it is fully integrated. The results showed that 46% of the respondents believe the integration of coaching with the organisation's overall business strategy is effective, 7% indicated that it is ineffective, 5% very effective and 41% neither effective nor ineffective.

The survey results are similar to the NeuroLeadership Group (NLG) survey, which showed that coaching is mostly integrated with the business strategy (NLG, 2011) and differs from the COMENSA National Research Survey: Positioning Coaching in South Africa 2011, which showed that coaching is mostly a stand-alone programme (COMENSA, 2011).

The reasons for coaching interventions, the duration of the coaching interventions and the strategic alignment of coaching with the company's talent and business strategy have been presented above. The following section describes the survey results relating to the scope of coaching in organisations.

The results indicate that executives, senior managers and up-and-coming talent fall within the main groups of employees receiving coaching. Some companies indicate that graduates receive coaching and only a few companies indicated that all employees receive coaching.

The results differ slightly from the AMA/Institute for Corporate Productivity Coaching Survey 2008 (Tompson, et al., 2008) and the CIPD survey (CIPD, 2009). The AMA/Institute for Corporate Productivity Coaching Survey 2008 reported that high potentials are more likely to receive coaching than executives (Tompson, et al., 2008) and the CIPD survey reported that a third of the organisations allowed all their employees to be coached, whereas only 10% of the respondents use it for individuals at executive level (CIPD, 2009).

The data in Table 9 shows that most of the responding companies have increased their use of coaching within the last five years for executives, senior managers, up-and-coming talent and graduates, but not for all employees.

Table 9: Increase in use of coaching from 2006 to 2011

Category	Number of responses	
	Yes	No
Executive	19	14
Senior Managers	27	11
Up-and-coming talent	24	9
All employees	7	12

The respondents were asked to comment on the reason/s for increasing coaching for the specific groups of employees over the last five years. The primary reason for increasing coaching for executives seems to be for leadership development. Coaching for senior managers was also increased primarily for leadership development, whereas increased coaching for up-and-coming talent was to support talent management and used as part of personal and leadership development. The respondents who reported increased coaching over the last five years for all their employees mainly did it to improve skills. For graduates, coaching was increased to prepare them for the "world of work" and used as part of induction or workplace orientation.

According to the 2012 International Coach Federation (ICF) Global Coaching Study (ICF & PwC, 2012) coaches worldwide are generating annual revenue of approximately US$2 billion. When it comes to coaching expenditure in the leading South African companies, the results vary. Some companies do not have any expenses as internal coaches are used, whereas other companies spend up to R 20 million annually on

coaching. A number of companies (n=7) indicated that costs of coaching within their organisations are unknown. When calculating the average of the amounts provided in the survey, coaching expenditure is approximately R 1 284 400 per year.

The respondents were asked, in an open-ended question, to comment on the changes that they foresee for coaching within their organisations. Seven themes emerged from the data and these are listed below in order of prominence:

- increased use of coaching in their organisations
- using coaching across all levels of the organisation
- using internal capacity and using more internal coaches
- integrating coaching with leadership development
- making coaching part of the organisational culture
- using coaching to develop young talent
- making coaching part of leaders' roles
- increased demand in measuring the outcomes of the coaching process.

The themes emerging from the data will present some challenges but there is a disjuncture between the changes that leading South African companies foresee and the challenges facing the coaching industry. Not all challenges facing the coaching industry (such as professionalisation of coaches, regulating the coaching industry, moving beyond individual coaching by improving team and organisational coaching, educating the market about the benefits of coaching, ensuring quality and creating value (COMENSA, 2011; Hawkins, 2008; ICF & PwC, 2012)) are addressed by the changes identified by the leading companies of South Africa. This implies that the priorities of the leading companies in South Africa in terms of coaching differ from the priorities of coaches.

This section revealed the results related to the recipients of coaching, the reasons for increasing coaching for certain groups of employees, annual expenditure of coaching as well as the challenges foreseen for coaching. The results involving the questions asked around the management of the coaching process are presented in the following section.

4.4 Results pertaining to the questions on the management process of coaching

To address Research Question 2, the survey results concerned with selection of coaches, coaching credentials, internal and external coaches and supervision are presented.

4.4.1 Selection of coaches and coaching credentials

In terms of implementing coaching within the organisation, individual line managers (n=26) and human resources (n=25) are predominantly responsible. Talent managers (n=17), coaches (n=11) and employees themselves (n=9) are to a lesser extent involved in implementing coaching within the organisation. Other significant parties that have been identified in implementing coaching include: Executive Committee (ExCo), Executive Directors, Learning and Development Managers, Organisational Development Practitioners and the Training and Development department.

Interestingly, both the HBR survey (Coutu & Kauffman, 2009) and the COMENSA National Research Survey: Positioning Coaching in South Africa 2011 (COMENSA, 2011) did not show the line manager as the main initiator of coaching. Instead coaching is most often initiated by HR, the coachee (Coutu & Kauffman, 2009) and senior leaders (COMENSA, 2011).

From the survey it is evident that individual line managers (n=21) are also more often involved in the matching process than the coachees (n=16). Other parties involved in the matching process include the training department, learning and development manager, talent manager, human resources, organisational development practitioner, external providers or external coaches and performance consultants.

The results differ from the COMENSA National Research Survey: Positioning Coaching in South Africa 2011 where coachees are shown to select the coaches more often than the coordinator (COMENSA, 2011).

It is significant that this research shows that the coachee is involved in the matching process less than the line manager, especially as the coaching relationship is considered as one of the most important success factors to coaching interventions (Ely, et al., 2010; Gyllensten & Palmer, 2007; Kemp, 2008). One would therefore expect the coachee to

play the biggest role in the matching process, which is not the case in this research study.

According to the criteria from the literature, the respondents were asked to rank the criteria used in matching the coach and coachee from 0 to 10 indicating the importance of the criterion used. The mean of each of the criteria was calculated with the results summarised in Table 10 below. The respondents rated "experience" as the most important criterion when it comes to matching the coach and coachee and "gender" as the least important criterion. Other significant themes such as chemistry between coach and coachee, specific attributes of the coach, specific skills and knowledge of the coach and business needs, emerged from the respondents' specific responses.

Table 10: Criteria used to match the coach and coachee

Criteria	Mean
Experience	8.22
Other	6.62
Language	4.94
Age	3.88
Ethnicity	3.53
Gender	3.00

According to the AMA/Institute for Corporate Productivity Coaching Survey 2008, experience was also one of the main considerations when matching the coach with the coachee (Tompson, et al., 2008). The results are also similar to Makhalima's (2011) study where language and age were shown to be more important than gender in the matching process.

The results of the survey indicated that "coaching experience" (n=23), "specific business expertise" (n=20) and "recommendations" (n=17) are the most important criteria when selecting external coaches. Membership of associations and professional registration seem to be less important in selecting external coaches. Relevant coaching qualifications such as a certificate or postgraduate degrees in coaching were selected as more important than psychology qualifications. Other criteria used in selecting external coaches include: any form of formal qualifications; ICF accreditation with ACC or PCC

levels being the minimum; a Consciousness coaching qualification; and selection of external coaches done by a service provider. The results are shown in Table 11.

Table 11: Criteria used in selecting external coaches

Criteria	Number of responses
Coaching experience	23
Specific business expertise	20
Recommendations	17
Coaching qualification (Certificate)	14
Professional coaching qualification (Master's Degree/PhD in Coaching)	14
Psychology qualification (Master's Degree/PhD in Psychology)	10
Other	9
International Coach Federation (ICF) membership	8
Coaches and Mentors of South Africa (COMENSA) membership	7
Health Professions Council of South Africa (HPCSA) registration	6
Worldwide Association of Business Coaches (WABC) membership	1

Other studies also showed that business experience, recommendations and coaching qualifications are considered important factors when selecting coaches (NLG, 2011; Tompson, et al., 2008).

According to the COMENSA National Research Survey: Positioning Coaching in South Africa 2011, credibility/track record, professional training, professional knowledge, passion to develop others and people skills are the most important criteria considered when selecting coaches (COMENSA, 2011). Furthermore the COMENSA survey found COMENSA registration as important (COMENSA, 2011) but this was not deemed important in the research results.

The results presented in this section described the matching process of the coach and coachee as well as the most common selection criteria used when buyers select external coaches. The following section will describe the research results pertaining to internal and external coaches.

4.4.2 Internal and external coaches

The data reveals that 49% of the respondents only contract external coaches and 9% only employ internal coaches. Of the respondents 35% use both internal and external coaches and 7% indicated that they use neither external nor internal coaches. It is possible that the respondents who are using neither external nor internal coaches did not fully understand the question and therefore responded negatively to both options.

The COMENSA National Research Survey: Positioning Coaching in South Africa 2011 found there is a significant number of external coaches (81.8%) coaching in organisations and a smaller percentage, but still a substantial amount, of internal coaches and HR practitioners (59.1%) who coach (COMENSA, 2011). The data from this research study confirm the results of the COMENSA study in terms of the distribution of external and internal coaches in organisations. The NLG study, on the other hand, showed organisations use internal coaches (67%) as often as they use external coaches (66%) (NLG, 2011).

The respondents employing internal coaches were asked how many internal coaches they employ. The results vary from 1 to 20 (n=2), 20 to 40 (n=1), 40 to 60 (n=2) and over a 100 (n=1). Due to the open-ended nature there were a few non-specific answers (n=4). Two respondents indicated that all line managers have the responsibility of coaching and four respondents indicated that their internal coaches are full-time employees who coach as part of their regular job.

The NLG study stated that the majority of the responding companies have fewer than 10 internal coaches and very few indicated that they have more than 50 internal coaches (NLG, 2011).

The respondents contracting external coaches were asked how many external coaches they contract. The majority of them indicated that they contract between one and ten external coaches (n=21). Only a few companies indicated that they contract between 10 and 20 external coaches (n=5) or between 20 and 30 coaches (n=4). With the question being open-ended some respondents (n=5) gave non-specific answers.

The results are similar to the NLG study, which showed that 74% of the responding organisations hire between one and ten external coaches (NLG, 2011).

The results in Table 12 show that external coaches are used more often than internal coaches to coach executives and senior managers; up-and-coming talent is coached equally by internal and external coaches. The results further show that all employees and graduates are more often coached by internal coaches.

Table 12: Specific groups of employees coached by internal and external coaches

Employees coached	Number of responses	
	Internal coaches	External coaches
Executives	7	28
Senior Managers	12	31
Up-and-coming talent	19	19
All employees	8	1
Graduates	12	4

The AMA/Institute for Corporate Productivity Coaching Survey 2008 also found that external coaches are more often used for executives and managers than for internal coaches (Tompson, et al., 2008).

The responding companies indicated that internal coaches mostly receive coaching skills training (n=14), followed by completing an external coaching certificate (n=11) to equip them to coach. Other preferred training methods include in-house coaching skills training (n=8) and external coaching workshops (n=8), whereas the least prefer training methods to provide skills to internal coaches include completing an external coaching degree (n=3) and other methods (n=2).

The COMENSA National Research Survey: Positioning Coaching in South Africa 2011 showed that in cases where line managers coach, they are mostly trained by external coaches (27.3%), by attending an internal course (25%) or an external training course (25%) and lastly trained by other internal coaches (15.9%) (COMENSA, 2011).

When contracting external coaches the responding companies predominantly brief the external coaches on the requirements or the desired outcomes of the coaching process. Other companies brief the external coaches on the company culture or the business strategy, and a few companies indicated that the brief is specific to the project, that they provide the external coaches with the coachee's psychometric assessment results, or that there is limited or no brief.

This section presented the results concerning internal and external coaches, the specific groups of employees coached by external and internal coaches and the training or brief provided to the different coaches. The following section will present the results related to coach supervision.

4.4.3 Supervision of coaches

The results from the survey show that 44% of the respondents require their coaches to attend supervision sessions, 40% indicated that they do not require their coaches to be supervised and 16% indicated that they do not know what supervision entails. The respondents who indicated that supervision is required stated that supervision is provided by:

- internal supervisors such as the talent managers or learning and development managers;
- external supervisors selected by the coaches themselves or the organisation;
- the service provider or consulting organisation
- the coach's accrediting body or association

According to the COMENSA National Research Survey: Positioning Coaching in South Africa 2011, the number of coaches engaged in being supervised (68%) is higher than is indicated in this study (COMENSA, 2011).

To examine whether there was a relationship between contracting external coaches and requiring the coaches to undergo supervision, a Pearson chi-square test was conducted. No significant relationship was found (chi square value = 4.980, df = 2, p = 0.0829).

Similarly, the results of a Pearson chi-square test showed that there was no significant relationship between the employment of internal coaches and the requirement for coaches to undergo supervision (chi square value = 0.949, df = 2, p = 0.6222).

In addition, a Pearson chi-square test revealed that there is no significant relationship between the period of time that coaching has been used and requirement for coaches to undergo supervision (chi square value = 8.628, df = 6, p = 0.1956).

This section showed the results related to the management process of coaching in the responding companies. The results involving the questions about evaluating the impact of coaching are presented in the following section.

4.5 Results pertaining to the questions on the measurement of coaching outcomes

To address Research Question 3, the survey results concerned with the evaluation of coaching outcomes are presented.

4.5.1 Evaluation of coaching outcomes

The majority of the respondents (81%) indicated that they do evaluate the outcomes of the coaching process while 19% of the respondents reported that they do not measure the outcomes of the coaching process.

These results differ from the CIPD and NLG surveys where a high percentage of respondents indicated they do not measure the impact of coaching (CIPD, 2009; NLG, 2011).

The results in Table 13 show that when coaching outcomes are evaluated, the organisation is the most involved in setting the outcomes, followed by the individual and then the coach. Other stakeholders involved in setting the outcomes include HR and the line manager.

Table 13: Evaluation of coaching outcomes

Outcomes set by	Number of responses
Organisation	26
Individual	24
Coach	14
Other	4

The respondents who indicated that coaching was measured measure the outcomes of executives, senior managers and up-and-coming talent more frequently than all employees and graduates, as shown in Table 14.

Table 14: Evaluation of coaching outcomes according to specific groups of employees

	Number of responses				
Employees	**Always**	**Often**	**Sometimes**	**Rarely**	**Never**
Executives	**11**	**6**	3	3	6
Senior Managers	**13**	**11**	5	1	1
Up-and-coming talent	**13**	**6**	5	3	1
All employees	3	2	3	2	**10**
Graduates	**7**	**4**	2	2	4
Other	3	2	1	1	10

The stakeholders that are most often evaluated, as shown in Table 15, include the coach and coachee. The COMENSA survey (COMENSA, 2011) did not indicate which stakeholders are most often evaluated.

Table 15: Stakeholders evaluated

	Number of responses				
Stakeholders	**Always**	**Often**	**Sometimes**	**Rarely**	**Never**
Coach	12	10	5	1	1
Coachee	20	8	4	0	0
Coachee's organisation	3	5	4	3	5
Coach's organisation	5	2	5	1	4
Other	0	1	1	1	7

The results show that the responsibility of evaluating the outcomes rests predominantly with the employees themselves and the individual line manager as shown in Table 16. HR, coaches and Talent Managers also play a role in evaluating the outcomes whereas other stakeholders include the Group HR Director, Group Training Manager and Learning and Development Manager.

Table 16: Stakeholders responsible for evaluating the coaching outcomes

Stakeholders	Number of responses
Individual Line Manager	23
Employees themselves	20
Human Resources	16
Coaches	11
Talent Manager	9
Other	4

The COMENSA National Research Survey: Positioning Coaching in South Africa 2011 also showed that line managers and coachees are most often involved in evaluating the impact of coaching (COMENSA, 2011).

The criteria used to evaluate the coaching outcomes were rated from 0 to 10 indicating the importance of the criteria used. The mean of each of the criteria was calculated with the results summarised in Table 17. The respondents rated "individual feedback from coachees" as the most important criterion when evaluating the outcomes of the coaching process and "impact on bottom-line" as the least important criterion. "Other" criteria include: 360˚ feedback; feedback from the line manager; changes in behaviour; and making use of Kirkpatrick's levels.

Table 17: Criteria used to evaluate the coaching process

Criteria	Mean
Individual feedback from coachee	8.23
Individual feedback from coach	7.32
Increase in coachee's productivity	7.17
Impact on bottom-line	5.48
Other	5.93

Various research studies show organisations use individual performance evaluations, individual productivity, satisfaction with program, testimonies, observation-based methods and 360˚ measurements when evaluating the impact of coaching (COMENSA, 2011; NLG, 2011; Tompson, et al., 2008).

Of the respondents measuring the outcomes of the coaching process, 62% indicated that both qualitative and quantitative methods are used, whereas 35% indicated that they use only qualitative methods and 3% indicated that they use only quantitative methods.

The respondents were asked to respond openly to the questions: "When do you consider a coaching process successful?" and "When do you consider a coaching process unsuccessful?" The major themes that emerged from the data are summarised in Table 18 below.

Table 18: Successful and unsuccessful coaching processes

Successful Coaching Process	Unsuccessful Coaching Process
Outcomes are achieved	No improvement in coachee's performance
Behaviour change from the coachee is evident	Coach and coachee match is unsuccessful
Improvement in coachee's performance	No behaviour change from the coachee is evident
Improved business results	Outcomes are not met
Improvement in specific skills	
Both organisation and coachee gain from the process	
The coachee no longer requires supervision	
The coachee is promoted	

The data in Table 18 is related to the reasons for the leading companies in South Africa using coaching. From the results in the previous section under purpose of coaching, it is clear that companies mostly use coaching for leadership development and to increase performance. Coaching is also used to increase specific skills and to address specific problems. Outcomes assessments such as "improvement in coachee's performance", "improvement in business results", "improvement in specific skills", "no improvement in coachee's performance" and "no behaviour change from the coachee" are therefore directly linked to the purpose of coaching.

A Pearson chi-square test was conducted to examine whether there was a relationship between the extent in which coaching is integrated with the organisations' overall business strategy and whether the outcomes of the coaching process are measured. The

results revealed that there was no significant relationship between the two variables (chi square value = 2.265, df = 2, p = 0.3223).

A Pearson chi-square test was also conducted to examine whether there was a relationship between the extent in which coaching is integrated with the organisations' talent management and whether the outcomes of the coaching process are measured. The results revealed that there was no significant relationship between the two variables (chi square value = 4.586, df = 2, p = 0.1010).

Furthermore, the relationship between the duration of the coaching in organisations and whether the outcomes of the coaching process were measured was not significant after a Pearson chi-square test was conducted (chi square value = 2.953, df = 3, p = 0.3989).

This section described the factors used in the measurement of coaching outcomes.

4.6 Summary of the results

This chapter described the results from the online questionnaire used to collect data during phase one. This data was used to describe the coaching practices of the organisations that responded to the questionnaire.

The following chapter describes the findings of the second phase of the explanatory sequential research design.

CHAPTER 5: PRESENTATION OF FINDINGS OF PHASE TWO

5.1 Introduction

The qualitative results from the second phase of the research are presented in this chapter. The qualitative data collected by means of the semi-structured interviews were coded and grouped into broader themes. The major themes were broken down into subthemes and are described in order to address the research questions.

Figure 6 below shows the section of the explanatory sequential research design covered in this chapter.

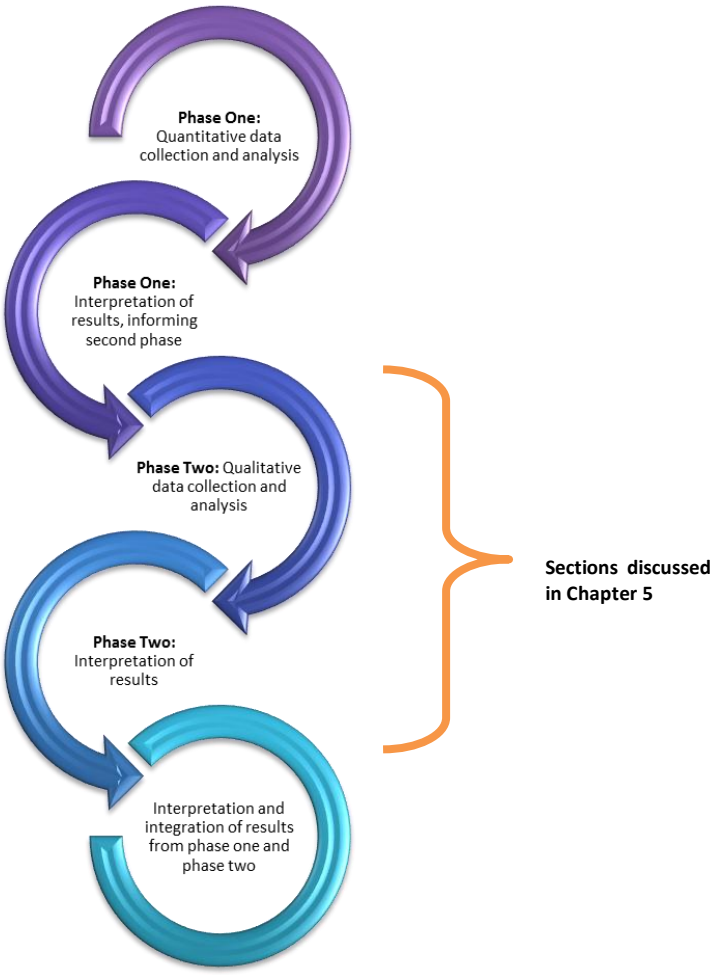


Figure 6: Phase two of research

5.2 Demographic profile of respondents

Based on the results of the first phase, a number of companies were identified and invited to participate in the second phase of the research. The companies were carefully selected according to the survey results and represent various Johannesburg Stock Exchange (JSE) sectors. The companies that participated were from the following sectors: banks, beverages, construction and materials, food producers, forestry and paper, general retailers, health care equipment and services, mining and nonlife insurance.

A total of 11 companies participated in the qualitative phase. Eight companies in the sample were situated in Gauteng and two companies were situated in the Western Cape.

Some companies had used coaching in their organisations for a number of years and other companies were in the process of implementing a coaching programme. Five of the companies in the sample had used coaching for one to three years, three companies used coaching for four to five years and three companies had used coaching for more than five years.

5.3 Findings

The findings that emerged from the data have been categorised into a number of themes and subthemes. The six major themes and relevant subthemes are summarised in Table 19.

Table 19: Themes and subthemes from the qualitative data analysis

Theme One	**Subthemes**
Coaching in the business context	Coaching and business strategy
	Coaching and leadership development
Theme Two	
External coaches	
Theme Three	**Subthemes**
Internal coaches	Becoming an internal coach
	Time spent coaching internally
	Training internal coaches
	Reporting line of internal coaches
	Who do the internal coaches coach
Theme Four	**Subthemes**
Selection of coaches	Business experience
	Credentials
	Qualifications
	Experience
	Professional psychologists
Theme Five	**Subthemes**
Measurement of coaching outcomes	Difficulty of measuring coaching outcomes quantitatively
	Importance of measuring coaching outcomes
	Future intention to measure coaching outcomes
	Methods used to measure coaching outcomes
Theme Six	
Supervision of coaches	

Each of the six themes with their subthemes is discussed in the sections following.

5.3.1 Theme One: Coaching in the business context

The first theme that is discussed is coaching in the business context. The two subthemes are coaching and business strategy and coaching and leadership development.

5.3.1.1 Coaching and business strategy

The findings show that the majority of the companies interviewed do not see coaching as a business strategy because coaching is not yet formalised within the organisation;

coaching is still seen as a remedial intervention and coaching is seen as part of the organisation's development strategy.

One company mentioned that human resources (HR) sees coaching as a strategic enabler but when it comes to executive level coaching is not yet part of the business strategy.

> *Depends on who you speak to. In HR, it is definitely seen as a strategic enabler. Let's call it a strategic enabler. In the broader business, I think there is still a lot of sentiment that is –'OK when you not doing so well, we calling in a coach.' So it is something we have been changing for the last two years and it's getting much better. But I wouldn't say that if you spoke to the powers that be, that they would say, coaching is quite part of our business strategy.*
>
> (Transcript 5)

Coaching has also been described as a developmental strategy that is part of the business strategy but coaching in itself is not part of the company's business strategy.

> *No we don't see it as a business strategy, we see it as a developmental strategy that is part of the business strategy or the HR strategy, but I don't think it features as a business strategy.*
>
> (Transcript 9)

The findings concur with the Coaches an Mentors of South Africa (COMENSA) National Research Survey: Positioning Coaching in South Africa 2011, indicating coaching as mostly a stand-alone programme (COMENSA, 2011). However the NeuroLeadership Group (NLG) survey which comprises an international sample showed that only a small percentage of the responding organisations did not integrate coaching with their business strategy (NLG, 2011).

Coaching as part of leadership development is described in the following section.

5.3.1.2 Coaching and leadership development

Five of the eleven companies interviewed said they integrate coaching with leadership development, whereas six of the companies said they do not integrate coaching with leadership development.

> *It is integrated into our leadership development and it is integrated into our greater people development as well – strategy – so you will see coaching as a block on our main framework.*
>
> (Transcript 7)

Two of the companies that integrate coaching with leadership development indicated that it is not integrated to the extent that is needed and they are planning to have a more integrated model of leadership development and coaching.

> *It is actually separate to be honest with you. This is not the answer I wanted to give you but it's the only answer I can give you. It's linked to the methodology so that areas that haven't been deployed don't get coached which is actually stupid.*
>
> (Transcript 11)

In those instances where coaching is not integrated with leadership development it is due to coaching being in the early stages of implementation or because it is believed that the individuals should want coaching as opposed to enforcing coaching in the leadership development programme.

The findings show that although leadership development is seen as one of the most common reasons for companies using coaching (CIPD, 2009; Tompson, et al., 2008), companies do not necessarily integrate coaching with their leadership development programmes.

The following section describes the findings relating to the second theme, concerning external coaches.

5.3.2 Theme Two: External coaches

The findings show that employees at executive level prefer to receive coaching from external coaches because of an increased sense of confidentiality associated with external coaches.

> *...our external coaches, and it is why it is focused on our executive leaders, they don't like to be coached by an internal person; we have some really brilliant internal coaches and it is not about their coaching, it is about their relationship to the organisation. So if you are going 'I have some reservations about some of the people on the board' it is not a conversation that you want to have with someone who is tied to (company's name removed).*

(Transcript 7)

External coaches are also considered to be more accomplished than internal coaches.

> *...that is driven mainly by executive egos. Executives don't like to take coaching from internal. In the old adage that comes from ages and ages – not sure exactly where it comes from, that you are never a prophet in your own time. You only get recognised after you have gone. Those kind of issues. The credibility, you can't get enough coaches at the level of credibility for people who are at the top of the organisation so you have to use external resources.*

(Transcript 10)

In addition to the reasons stated above, more funds are available at senior executive level to contract external coaching providers.

> *...the practical answer is if you have budget then you can have an external coach. The theoretical answer actually turns out more or less the same, it is the more senior people who have the budget, so it tends to be executive level more.*

(Transcript 1)

The findings are similar to the American Management Associations (AMA)/Institute for Corporate Productivity Coaching Survey 2008 results which showed that external coaches are used in 53.8% of the cases for executives and less often for managers, supervisors and all employees (Tompson, et al., 2008). The findings also confirm the observations made by Hall, et al. (1999), stating external coaches are seen as unbiased and objective and are therefore preferred by coachees.

This section described the findings related to the contracting of external coaches. The following sections describe the findings pertaining to internal coaches.

5.3.3 Theme Three: Internal coaches

Internal coaches provoked a lot more discussion and are therefore categorised in five subthemes. The subthemes describe how individuals become internal coaches, how much time is spent coaching internally, the different training options offered to internal coaches, who the internal coaches report to and who they coach.

5.3.3.1 Becoming an internal coach

The findings show that in most of the companies interviewed, anyone in the company can volunteer to be trained as an internal coach.

> *Anyone can volunteer to do the seven month training programme through (organisation's name removed), which is run internally, we have just completed our fourth intake, we did three last year, one this year and two next year. So they have to complete that, they have to do all their assignments and their letters, and they have to say they want to coach internally.*
>
> (Transcript 1)

A few companies select individuals before allowing them to become skilled as internal coaches.

> *...our internal coaching we go through quite a rigorous process of selection, so they are people who have to be nominated by the cluster and part of that nomination is that they are people of good standing in the business, that they are high achievers, that they are sort of anywhere from middle management upwards, predominantly senior management and executive; and then we put them through assessments, so we assess for two things: emotional intelligence and cognitive reasoning, high levels of cognitive reasoning, so they can see the thread, see the golden thread, see the trends. And then we also have an interview with them.*
>
> (Transcript 7)

The findings in this section revealed that the practices regarding the selection of internal coaches are not standard across the companies interviewed. The following section describes the findings regarding the amount of time internal coaches spend on coaching.

5.3.3.2 Time spent coaching internally

The findings indicate that the companies use, or plan to use, internal capacity by training certain employees to become internal coaches in addition to their regular job roles.

> *...so they retain their line job and then they give up a portion of their balanced score card to this. We don't actually say how much – it must be on the balanced score card and we have people who range from 2% to 100%. So we have people who have capacity for maybe 1, and some people that this is all they do. And we don't mandate, they negotiate that with their line.*
>
> (Transcript 7)

A lack of funds is one of the main reasons for wanting to make coaching part of some individuals' line jobs. The companies indicated that there are not enough funds to employ full-time internal coaches.

I don't see a situation where we have full time internal coaches, because there is just not the money to put into it.

(Transcript 1)

The findings show that internal coaches are well used and confirm that the leading companies in South Africa also use internal coaches in the same way as other international (NLG, 2011) and South African organisations (COMENSA, 2011).

The next section describes the findings regarding the training provided to internal coaches.

5.3.3.3 Training of internal coaches

The findings indicate that the leading companies in South Africa who employ internal coaches train them differently. One company required that their internal coaches complete a six-month intensive training.

We then also have a pile of internal coaches, and they have all done at least a six month intensive training program.

(Transcript 7)

Some of the leading companies in South Africa send their internal coaches on workshops combined with supervision and individual coaching.

And the process we are going through now, we are doing specific training. We are taking them out, it is a five day if you want to call it theory, but then it is backed up by individual coaching and supervision.

(Transcript 8)

International and South African studies have found that internal coaches are often trained by attending courses aimed at developing coaches or are trained by external coaches (COMENSA, 2011; Tompson, et al., 2008).

This section described the training methods used by the leading companies of South Africa to train their internal coaches. The following section describes who the internal coaches report to.

5.3.3.4 Reporting line of internal coaches

The internal coaches, according to the findings, mostly report to their line managers or to the head of HR (HR Director).

> *I think that would be an HR policy, reporting probably by training and development department reporting to executive HR director. So it would definitely be HR controlled.*
>
> (Transcript 3)

One of the companies indicated that their internal coaches do not report to anyone about their coaching and they would have to change this approach in the future.

The findings in this section show that internal coaching is controlled in different ways in the leading companies. Some companies require their internal coaches to report to their line managers, suggesting coaching is part of the individual's key performance areas, whereas other companies require their internal coaches to report to HR.

The following section describes who gets coached by the internal coaches.

5.3.3.5 Who do the internal coaches coach?

The clients of the internal coaches vary according to the company's coaching policy. Some companies prefer internal coaches to coach people outside their business units.

> *And all the clients choose people outside their business units!*
>
> (Transcript 1)

Some companies allow the manager to coach their direct reports within their own business units.

I think most of our employees have a good relationship with their managers and it's not life coaching. It's really performance coaching. There is a difference there – it's not 'I have this value system and I have these filters and I see world in this way.' It's not, 'how can you as manager help me to alter myself', it's not about that. It's really what goals do you set for yourself. Is it realistic, is it appropriate in our environment for your job. How can I optimise that for you, how can I create that environment, what thought processes do you have that our manager can assist you in reaching your goals, what are your obstacles and why is that an obstacle. It's more that than life coaching.

(Transcript 6)

The level of the clients of the internal coaches varies from front line staff, up-and-coming talent, and middle managers to senior managers.

Once we start getting down to merging talent to up-and-coming leaders to middle management to senior management, internal coaches are brilliant. Absolutely brilliant at that level.

(Transcript 5)

The findings correspond with the AMA/Institute for Corporate Productivity Coaching Survey 2008 results indicating that internal coaches are more often used for supervisory and management levels than for executive level (Tompson, et al., 2008).

These sections revealed how internal coaches are selected, the amount of time the internal coaches spend coaching, the training internal coaches receive, who the internal coaches report to and at what levels the internal coaches coach.

The following sections describe the criteria used to select coaches.

5.3.4 Theme Four: Selection of coaches

The companies interviewed had a broad range of selection criteria that they use when selecting coaches to be on their coaching panels. The most prevalent subthemes that

emerged from the interviews include business experience, coaching credentials, qualifications, coaching experience and professional psychologists.

Some of the other subthemes include references, listening skills, emotional intelligence, chemistry and age, but were not as prevalent as the aforementioned subthemes and will therefore not be discussed.

5.3.4.1 Business experience

Six of the companies interviewed confirmed that business experience is an important factor that they consider when selecting coaches.

> *…there is no way that someone with no business experience can coach an executive and don't take that there is no way they can understand really what that person is exposed to. The thought processes, the expectations, the pressures, etc.*
>
> (Transcript 6)

The results from the AMA/Institute for Corporate Productivity Coaching Survey 2008 also show that business experience is considered one of the most important factors when selecting coaches (Tompson, et al., 2008).

Companies also consider other factors when selecting coaches, such as coaching credentials which is described in the following section.

5.3.4.2 Coaching credentials

When considering credentials during the selection of coaches, the companies interviewed prefer coaches with International Coach Federation (ICF) accreditation.

> *I am looking for ICF credentialing to PCC level and above and the beauty of that for me is that if they haven't done recognised training that is actually fine, they can still apply through ICF and ICF does all the work then, to see whether they meet the criteria.*
>
> (Transcript 1)

One individual indicated that their company does not require the coaches to have specific credentials because coaching is not yet a regulated profession.

> *I think it must be their choice, I don't think the, coaching isn't regulated enough to say that membership to a specific association will be a deal-breaker. Because at the moment there is no barriers to enter. Anybody can become a coach but also anybody can be a member of any coaching organisation. So it is not really – I don't believe in that.*
>
> (Transcript 9)

The AMA/Institute for Corporate Productivity Coaching Survey 2008 named accreditation as one of the important factors when selecting coaches, but does not state the specific accreditation (Tompson, et al., 2008). The COMENSA National Research Survey: Positioning Coaching in South Africa 2011 showed COMENSA registration as an important factor when selecting coaches (COMENSA, 2011). The COMENSA results and the findings from this research study indicate that South African companies are more likely to consider credentials or accreditation when selecting coaches.

Apart from credentials, qualifications also emerged as a subtheme and is discussed in the following section.

5.3.4.3 Qualifications

The results show that the leading companies do consider qualifications when selecting coaches. The type of qualification is not important (business or coaching, degree or certificate) but some qualification is necessary, however.

> *...if we were looking from – for new coaches from scratch – via a programmer, GIBS business school or Wits business school, I think I definitely would look at qualifications. Master's level would be more attractive than not, whether it was a business qualification or a specific coaching qualification.*
>
> (Transcript 3)

Similar to the findings of this research, studies have shown that coaching qualifications and university qualifications are also considered important when selecting coaches in other countries (NLG, 2011; Tompson, et al., 2008).

Coaching experience is described in the following section.

5.3.4.4 Coaching experience

An important selection criterion in selecting coaches is coaching experience. The companies interviewed feel strongly about their coaches having coached others for a number of hours and in some cases this is the most important criterion in selecting coaches.

> *So I think experience, because it is an unknown discipline, experience would probably count more than a qualification – if you came in with a qualification and had not had practice, that wouldn't count much.*
>
> (Transcript 2)

Credibility or track record was considered the most important factor when selecting coaches in the COMENSA National Research Survey: Positioning Coaching in South Africa 2011 (COMENSA, 2011). In the AMA/Institute for Corporate Productivity Coaching Survey 2008, recommendations were also considered important (Tompson, et al., 2008). The leading companies in South Africa, similar to other South African organisations and international organisations, also prefer to contract coaches with experience and a longstanding track record rather than coaches who are qualified but do not have as much practical experience.

Psychologists as coaches are described in the following section.

5.3.4.5 Professional psychologists

The findings indicate that there is no consensus in terms of coaches having a psychology qualification. A few of the leading companies prefer their coaches to be registered psychologists because they believe psychologists have a solid understanding of human behaviour.

> *…firstly I would say that you need to be a qualified psychologist… Because when you coach you don't always work with the tangible stuff; you work with the intangible stuff, you work with the behaviour of people, the characteristics of people, in Afrikaans we say 'die psige van mens'.*
>
> (Transcript 4)

Some of the leading companies do not require their coaches to be registered psychologists, because they see coaching and psychology as two separate practices.

> *…the qualification for me is not around being a psychologist. We've had psychologists come into organisations and because they are psychologists they go along and say 'we are going to go and use them as coaches for the business'. Some of those people have been the biggest failures, because they don't actually understand coaching. They understand psychology but not coaching. They read a few books, but again they haven't been practiced in the world of coaching. So you have got to be very careful by saying 'I am a psychologist so by default I am a coach'. Or 'I am an industrial psychologist so by default I am a coach'. And I think that is something that one must be very, very careful of.*
>
> (Transcript 8)

The findings confirm that there is confusion in the market in terms of who is better suited to do coaching. Some leading companies prefer their coaches to be registered psychologists taking a similar standpoint as Brotman, et al. (1998), McKenna and Davis (2009) and Sperry (2004). The other leading companies in this study do not necessarily endorse registered psychologists as coaches and prefer that their coaches have coaching knowledge and experience, which is in line with what Diedrich and Kilburg (2011) and Passmore (2012) wrote.

It is evident from the findings that companies look at various factors when selecting coaches. The most important criteria, according to the findings, include business

experience, a qualification and coaching experience. Companies differ in opinion when it comes to credentials and a psychological qualification when selecting their coaches.

The following section describes the findings pertaining to the measurement of coaching outcomes.

5.3.5 Theme Five: Measurement of coaching outcomes

Four subthemes emerged from the discussion around measurement of coaching outcomes. The subthemes are: difficulty in measuring coaching outcomes quantitatively; the importance of measuring coaching outcomes; planning to measure coaching outcomes; and methods used to measure coaching outcomes.

5.3.5.1 Difficulty in measuring coaching outcomes quantitatively

The findings indicate that some leading companies in South Africa find it difficult to quantitatively measure the coaching outcomes.

> *...I think that is a tough one because I think – it's not a completely to say quantitative – it's not just a statistical – tick this box, tick that box, like you answering questions about a solar heating system or - it's a very difficult thing to measure…*
>
> (Transcript 3)

One interviewee stated that it does not seem possible to measure coaching quantitatively.

> *...I would love to see how a company measures it quantitatively, because I don't think you can. I just think you put lots of numbers in it and then you call it quantitative, but it is not. It is just subjective using numbers.*
>
> (Transcript 1)

The literature agrees that measuring coaching quantitatively proves to be difficult because every coaching intervention is unique (De Meuse, et al., 2009). It is also said that measuring the Return on Investment (ROI) of coaching does not measure the real value of coaching and therefore qualitative methods are recommended instead when measuring the impact of coaching (Sherman & Freas, 2004).

The following section describes the importance of measuring coaching outcomes.

5.3.5.2 Importance of measuring coaching outcomes

The companies interviewed indicated that it is important to measure the outcomes of coaching to track whether the coaching has made a difference in the behaviour of the individual being coached.

> *Measuring is important because obviously you want to see if it is actually adding value to the individual. So it is more based on the individual that is being coached, their perception of the coaching that he/she has received.*
>
> (Transcript 4)

Some companies mentioned that measuring the impact of coaching is critical due to the high costs involved in coaching.

> *Absolutely, otherwise it is just a nice, expensive conversation.*
>
> (Transcript 1)

From the findings it is evident that measuring the impact of coaching is considered important to the leading companies in South Africa. Interestingly, international studies have shown a high percentage of organisations not measuring the outcomes of their coaching programmes (CIPD, 2009; NLG, 2011).

Although the leading companies see the value of measuring coaching outcomes, a number of the interviewees indicated that they are not measuring the impact of their coaching interventions but plan to measure the outcomes in the near future. These finding forms a separate subtheme and is described in the following section.

5.3.5.3 Future intention to measure coaching outcomes

From the previous section it is apparent that companies see the importance of measuring the coaching outcomes; however some companies have indicated that they will only be implementing a measurement strategy the following year.

> *…next year is going to be more of a focus around trying to get as many measurables in as we can, because we are going through a cost cutting exercise, and it will be nice to get some figures if we can.*
>
> (Transcript 1)

The findings therefore suggest that the leading companies in South Africa are aware of the importance of measuring the outcomes of coaching and those companies who were not measuring at the time of the interviews were planning to measure the impact of the coaching interventions in the future.

The methods used in measuring the coaching outcomes are described in the following section.

5.3.5.3 Methods used to measure coaching outcomes

The findings indicate that when the coaching process is being measured, companies prefer to use various methods. The qualitative and quantitative methods include feedback sessions, surveys, 360˚ questionnaires, performance evaluations and return on development expectation (RODE).

> *…we evaluate the person rather than the coaching and we do that normally with a behavioural 360 instrument and obviously then a normal performance management process.*
>
> (Transcript 5)

The COMENSA National Research Survey: Positioning Coaching in South Africa 2011 showed that similar measurement methods are being used throughout South Africa when measuring the impact of coaching, for instance feedback from coachees and line

managers, 360˚ measurements, satisfaction surveys and KPI measurements (COMENSA, 2011).

Supervision of coaches is described in the following section.

5.3.6 Theme Six: Supervision of coaches

The findings revealed that the companies are in favour of the coaches attending supervision sessions or joining supervision groups.

> *I think it is important. But not in the classical line manager supervision process. I think it is around supervision in the more professional psychology conversations that you might have around supervision. It is around professionalism, it's around continuous development, it's around sometimes we have some really serious issues.*

(Transcript 10)

The findings further show that although companies agree with coaches attending supervision sessions, many do not enforce this.

> *It's crucial. For on-going professional development it's critical and also it is a different way of regulating as well, so I'm pro that. You can't enforce it. Nobody will know.*

(Transcript 9)

The findings are similar to a study conducted by Chartered Institute of Personnel and Development (CIPD), which showed that most of the companies providing coaching services agree that coaches should have supervision, but only a small percentage provided supervision (Arney & Schwenk, 2007). In a South African study conducted by COMENSA, 68% of the participating coaches indicated they attend supervision sessions (COMENSA, 2011).

The findings suggest that companies endorse supervision; however, attending supervision is mostly dependent on the coach. Both internal and external coaches seem to make the choice themselves about attending supervision.

This chapter dealt with the six themes and the relevant subthemes that emerged from phase two of the explanatory sequential research design. The chapter discussed the findings pertaining to coaching in the business context, external coaches, internal coaches, selection of coaches, measurement of coaching outcomes and supervision of coaches.

The discussion of the quantitative and qualitative results and the implications thereof is elaborated on in the following chapter.

CHAPTER 6: DISCUSSION OF THE RESULTS AND FINDINGS

6.1 Introduction

This chapter integrates the results of phase one and the findings of phase two by describing the major similarities and differences between the coaching practices of the leading companies in South Africa and other South African and international organisations. The discussion aims to provide insight into these South African companies' coaching practices by focusing specifically on the purpose and scope of coaching, the management process of coaching as well as the measurement of coaching outcomes.

6.2 Demographic profile of respondents

The 2011 top 100 JSE listed companies were invited to participate in the research. An online questionnaire was made available to all the companies and 55 companies responded. Some of the questionnaires were incomplete and for data analysis purposes the incomplete questionnaires were removed, reducing the total number of respondents to 49. The online questionnaire therefore had a 51% participation rate.

Six of the responding companies were among the top ten JSE listed companies and 32 were among the top 50 JSE listed companies. According to Brennan (2008) the responsibility for managing the coaching process often lies within human resources. It is therefore not surprising that more than half the respondents (77.6%) were from human resources or human capital departments in responding companies.

The companies represented a number of different JSE sectors including: mining; construction and materials; banks; food producers; general industrials; life insurance; general retailers; industrial transportation; forestry and paper; industrial metals and mining; media; nonlife insurance; beverages; electronic and electrical equipment; food and drug retailers; health care equipment and services; mobile telecommunications; real estate investment and services and travel & leisure.

Based on the survey results, 11 companies were invited to participate in the second, qualitative phase, of the study. The companies invited for the second phase were selected to represent different industries as well as different phases in their use of coaching.

All 11 companies participated in the second phase of the research. Two of them were situated in the Western Cape and eight in Gauteng. The companies represented the following JSE sectors: banks, beverages, construction and materials, food producers, forestry and paper, general retailers, health care equipment and services, mining and nonlife insurance.

Five of the participating companies have been using coaching for one to three years, three participating companies have used coaching for four to five years and three participating companies have used coaching for more than five years.

The following sections discuss the most significant similarities and differences found in my research and other South African and international studies.

6.3 Similarities in coaching practices in South African and international organisations

There are five significant similarities between this research study and other South African and international studies. They involve the use of coaching, the purpose and scope of coaching in organisations, the selection of external coaches, external and internal coaches and the measurement of coaching.

6.3.1 Use of coaching

The use of coaching is the first important similarity between the leading companies of South African who participated in this research and other South African and international organisations. The results of my study show that 88% of these companies use coaching in their organisations. The Chartered Institute of Personnel and Development (CIPD) survey showed 90% of the responding organisations use coaching (CIPD, 2009) and the Coaches and Mentors of South Africa (COMENSA) National

Research Survey: Positioning Coaching in South Africa 2011 showed that 84% of the responding organisations use coaching (COMENSA, 2011).

It is clear that the leading companies in South Africa use coaching as often as international organisations and other South African organisations, and more organisations use coaching than not.

The majority of the companies in this research study who do not use coaching reported that they are not sure why coaching is not used. Some companies stated that there was no need for it and only a few indicated that they used to implement coaching but discontinued making use of it. My research did not focus particularly on why companies do not use coaching and therefore no further probing was done to establish the reasons behind not using coaching. One could speculate that those companies who do not use coaching may have mentoring programmes instead of coaching programmes. It is also possible that companies discontinued making use of coaching due to the high costs and the recent economic recession experienced worldwide. Coaching may still have a reputation for fixing poor performers and not yet be seen by employees as a sign of being identified as a future leader as described by Kilburg (2000).

6.3.2 Purpose and scope of coaching in organisations

The purpose and scope of coaching is the second noteworthy similarity between the leading South African companies who participated in this research and other South African and international organisations. The results of my research showed that coaching is most often used for leadership development and to increase performance. Coaching is also used to increase specific skills, to address specific problems and to a lesser extent for organisational development.

International studies (CIPD, 2009; Tompson, et al., 2008) and a South African study (COMENSA, 2011) also showed that coaching is most often used for performance enhancement and for leadership or management development and less often for managing derailment (Coutu & Kauffman, 2009).

My research verifies Stern's (2009) assumption that coaching is more often used for developmental purposes and less often for remedial purposes. My research also supports

the statement from Ely, et al. (2010) that the demand for leadership coaching has increased, and indicates that organisations believe in Stout Rostron's (2009) statement: using coaching to improve leaders' performance ultimately improves the organisation's results.

Interestingly, my research results showed that companies do not often use coaching in organisational development. Stober (2008), however, indicated that coaching can be a valuable tool to use in organisational change and organisational development (Stober, 2008) and can be implemented at various phases of the change process.

6.3.3 Selection of external coaches

The selection of external coaches in leading South African companies who participated in this research and other South African and international organisations is the third similarity. My research showed that the leading companies in South Africa rate coaching experience, specific business expertise, recommendations and coaching qualifications as the most important factors they consider when they select external coaches. Business experience, coaching experience and qualifications also emerged as important factors during the qualitative phase of my research.

International studies give the same factors (business experience, recommendations and coaching qualifications) as the most important factors when selecting coaches (NLG, 2011; Tompson, et al. 2008). Similar factors, credibility or track record, professional training and professional knowledge, were chosen in the COMENSA National Research Survey: Positioning Coaching in South Africa 2011 (COMENSA, 2011).

Professional psychology qualifications and coaching credentials provoked some discussion during the qualitative phase of this study. There were differences in opinion between the different companies on these matters. Some companies prefer their coaches to be professional psychologists: "…firstly I would say that you need to be a qualified psychologist" (Transcript 4), whereas some companies do not require their coaches to have professional psychological qualifications:

> *...some of the external coaches that we have used, the ones that have been an absolute disaster, have been the academics: they*

> *have come in, said 'I am a psychologist and have read 1000 books and I have four masters degrees and I kind of know how this all works' – because they don't understand how business works. Those have failed dismally.*
>
> (Transcript 8).

The differences in opinion are also evident in the literature, with various authors stating that psychologists are better suited to be coaches (Brotman, et al., 1998; McKenna & Davis, 2009; Sperry, 2004) and some authors emphasising that a professional psychology qualification is not as important as having coaching knowledge and experience (Diedrich & Kilburg, 2011; Passmore, 2012). A professional psychology qualification is however not as important as business experience, coaching experience and coaching qualifications when selecting external coaches.

In terms of coaching credentials, my research findings showed that although it is not one of the most important factors companies consider, those who do look at coaching credentials endorse coaches with International Coaching Federation (ICF) credentialing because ICF registration at a particular level shows that the coach has completed a certain number of practical hours. ICF credentialing, in other words, provides organisations with a guarantee that the coach has a certain level of coaching experience and this, as mentioned above, is considered important for companies.

The Harvard Business Review (HBR) survey recommended that buyers consider the following three criteria when selecting coaches: the coach's experience coaching in a similar setting, whether the coach has a well-defined methodology and the quality of the coach's client list (Coutu & Kauffman, 2009). In essence, my research showed that the leading companies of South Africa, like other organisations worldwide, do, in fact, use the criteria mentioned in the HBR survey.

In considering these findings, coaches are advised to have some qualification to prove that they have theoretical background in coaching or business if they want to coach in the leading companies of South Africa. They should also have business experience and, most importantly, practical experience.

6.3.4 External coaches and internal coaches

The use of external and internal coaches is the fourth significant similarity between my research and other studies. Many leading companies of South Africa who participated in this research use both external and internal coaches like other organisations in South Africa (COMENSA, 2011) and international organisations (NLG, 2011).

When it comes to coaching at executive and senior management level, leading companies prefer using external coaches. This is also true of international organisations. The American Management Association (AMA)/Institute for Corporate Productivity Coaching Survey 2008 showed that external coaches, more often than internal coaches, coach executives and senior managers (Tompson, et al., 2008). Executives and senior managers prefer external coaches because there is an increased sense of confidentiality associated with coaches who are not formally tied to the organisation. This was also given in the literature as one of the main reasons why external coaches are preferred (Hall, et al., 1999). According to my research findings, funds are also more readily available at executive and senior management level which makes contracting external coaches at these levels viable.

My research findings show that the leading companies in South Africa mostly use their internal coaches to coach up-and-coming talent and graduates. These internal coaches usually retain their line jobs and give up a certain portion of their time to coach people outside their business units, or in some cases their direct reports. The internal coaches are mostly volunteers and attend training in the form of workshops or training courses. The training provided to the internal coaches is similar to the training other South African organisations offer their internal coaches (COMENSA, 2011). When it comes to the reporting line of internal coaches, it varies from company to company. Some internal coaches report to their line managers and some internal coaches report to Human Resources (HR). My research showed that the leading companies in South Africa intend to increase their use of coaching and use more internal coaches. There is thus a need for clearer guidelines to what is considered best practice and for implementing internal coaching programmes.

6.3.5 Measurement of coaching

The measurement of coaching outcomes is the fifth noteworthy similarity. The methods used in the leading companies of South Africa, who participated in this research, to measure the coaching outcomes are similar to the methods used by other South African organisations and international organisations.

The methods used in evaluating the outcomes of the coaching process in these leading companies, in order of importance, include:

a) individual feedback from coachees
b) individual feedback from the coach
c) increase in coachees' productivity
d) impact on bottom line
e) other (360° feedback; feedback from the line manager; changes in behaviour; and making use of Kirkpatrick's levels)

Similar methods have been found to be important in other studies; however the order of importance is not always the same. The international studies (CIPD, 2009; NLG, 2011; Tompson, et al., 2008) have individual performance measurements as one of the most important methods used to measure the impact of coaching. The COMENSA National Research Survey: Positioning Coaching in South Africa 2011 (COMENSA, 2011) and my research study, on the other hand, show that in South Africa individual feedback from coachees is the most important method used to measure the outcomes of the coaching process. A comparison of my research results and the results of other studies is depicted in Table 20 below.

Table 20: Comparison of methods used to evaluate the outcomes of the coaching process

Order of importance	My research study	AMA/Institute for Corporate Productivity Coaching Survey 2008 (Tompson, et al., 2008)	CIPD survey (CIPD, 2009)	NLG survey (NLG, 2011)	COMENSA National Research Survey: Positioning Coaching in South Africa 2011 (COMENSA, 2011)
1	Individual feedback from coachees	Individual performance evaluations	Improvement in key performance indicators	Observation-based methods	Feedback from coachees and line managers
2	Individual feedback from the coach	Increase in individual productivity	Stories and testimonies	Individual performance metrics	360˚ measurements
3	Increase in coachee's productivity	Satisfaction with program	Return on expectation (ROE) methods	ROI methods	Anecdotal evidence
4	Impact on bottom line	Impact on engagement	ROI methods		Satisfaction surveys of the coach
5	Other (360˚ feedback, feedback from the line manager; changes in behaviour; and making use of Kirkpatrick's levels)	Increase in individual assessment scores			KPI measurements
6					Competence assessments
7					ROI measurements

Interestingly, all the studies (CIPD, 2009; COMENSA, 2011; NLG, 2011; Tompson, et al., 2008) show Return on Investment (ROI) measurements as the least preferred measurement criteria; ROI does not appear in my research results.

The findings of phase two of my research study provide some insight into the reason companies prefer not to use ROI methods in this context. During the interviews, the companies indicated that measuring the impact of coaching using quantitative methods is more difficult than using qualitative methods. De Meuse, et al. (2009) explained that to measure the ROI of coaching two factors are required: (a) the costs of the coaching programme and (b) the financial gain from the coaching programme. These factors, according to De Meuse, et al. (2009) are difficult to measure as each coaching intervention is unique.

It is therefore not surprising that the leading companies of South Africa predominantly use both qualitative and quantitative methods when measuring the outcomes of coaching. It is important to note that they are proactive when it comes to measuring the outcomes of coaching and use similar methods to those that international and other South African organisations use.

The most significant differences between my research study and other South African and international research is discussed next.

6.4 Differences in coaching practices in South African and international organisations

There are six significant differences between this research study and other South African and international studies. These differences are: the length of time organisations have used coaching; the changes foreseen for coaching, integrating coaching with the organisation's talent management strategy, business strategy and leadership development programme; the recipients of coaching; the supervision of coaches; and measurement of coaching.

6.4.1 Length of time organisations have used coaching

The length of time that organisations have used coaching is the first important difference. The results of my research study show that most of the leading companies of South Africa who participated in this research have used coaching for one to three years. The COMENSA National Research Survey: Positioning Coaching in South Africa 2011 results also show that more than half their respondents have had coaching

programmes for one to three years (COMENSA, 2011). Both the COMENSA study and my study were conducted in 2011; an earlier study, done in 2008 by the AMA, showed that most companies then had used coaching programmes for one to three years (Tompson, et al., 2008). This implies that South African companies have not been using coaching for as long as other international companies have and that coaching programmes in South Africa are fairly new.

6.4.2 Changes foreseen for coaching

The second difference that emerged from my research relates to the changes that the leading companies of South Africa who participated in this research foresee for coaching in the future and the challenges that face the coaching industry.

My research showed that the following changes for coaching in their organisations are intended:

- increased use of coaching in their organisations;
- using coaching across all levels of the organisation;
- using internal capacity and using more internal coaches;
- integrating coaching with leadership development;
- making coaching part of the organisational culture;
- using coaching to develop young talent;
- making coaching part of leaders' roles;
- and increased demand in measuring the outcomes of the coaching process.

The changes mentioned above do not address all the challenges facing the coaching industry identified by Hawkins (2008), COMENSA (2011) or International Coach Federation (ICF) and PricewaterhouseCoopers (PwC) (2012).

Hawkins (2008) identified the following challenges for coaching: "creating value", "ensuring quality", "establishing an appropriate profession" and "moving beyond the individual focus in coaching and supervision" (p. 28-29). According to the COMENSA National Research Survey: Positioning Coaching in South Africa 2011, the main challenges for South African coaches are: marketing to and educating the South African public about coaching, accreditation, credibility and professionalisation (COMENSA,

2011). The ICF Global Study identified as the main challenges for coaches globally issues such as individuals who are not trained but call themselves coaches; increasing the awareness of coaching benefits; and addressing the question of regulating the coaching industry (ICF & PwC, 2012).

Although there is a difference in wording between the discussed changes and challenges, ideally the changes for coaching in organisations should attend to the challenges facing the coaching industry.

Only two challenges identified by Hawkins (2008) are addressed by the changes foreseen by the leading South African companies. These two challenges are creating value and ensuring quality (Hawkins, 2008). If these companies make coaching part of their organisational culture and increase the demand for measuring the outcomes of coaching it will address these two challenges, but the issues around professionalisation, regulation, accreditation, increasing awareness and educating the market, focusing on the collective in coaching, and supervision and training of coaches are not addressed by the proposed changes. It is therefore apparent that there is a mismatch between the issues coaches are faced with according to the surveys and what the leading companies of South Africa are focusing on in the future. Coaches and organisations using coaching should understand each other's needs in order to grow and sustain the coaching industry.

6.4.3 Integrating coaching with the organisation's talent management strategy, business strategy and leadership development programme

The third noteworthy difference revolves around the integration of coaching with the organisation's talent management strategy, business strategy and leadership development programme.

My research has shown that the majority of the leading companies of South Africa who participated in this research fully integrate or partly integrate coaching with their talent management strategies. More than half the companies stated that the integration is effective or very effective.

Similarly, most of the leading companies of South Africa indicated that coaching is integrated or somewhat integrated with their company's business strategy, and half of these companies indicated that the integration of coaching with their company's business strategy is effective or very effective.

My research results are similar to the NeuroLeadership Group (NLG) survey, which also showed that coaching is in most cases integrated with the business strategy (NLG, 2011). My research results however differ from the COMENSA National Research Survey: Positioning Coaching in South Africa 2011, which showed that coaching is mostly a stand-alone programme (COMENSA, 2011). The coaching practices of the leading companies of South Africa in this case are more similar to the coaching practices of international organisations than those of other South African organisations.

The findings from the qualitative phase explain why some companies in this research study did not see coaching as a business strategy and can provide an explanation for why other South African companies use coaching as a stand-alone programme (COMENSA, 2011). In some companies coaching still has a reputation for being remedial and is therefore not fully used as a developmental and organisational development tool. Coaching may also not be formalised in the company and needs to be used for a period of time before the company sees the value of coaching. In two cases, coaching is seen as part of the company's development strategy instead of the business strategy: "…we don't see it as a business strategy, we see it as a developmental strategy that is part of the business strategy or the HR strategy, but I don't think it features as a business strategy" (Transcript 9).

In terms of integrating coaching with their leadership programmes, some of the leading companies indicated that they do not integrate coaching into their leadership development programmes. These companies believe that individuals should want coaching and therefore coaching should not be enforced on candidates attending the leadership development programme. Coaching is also new in some of these organisations and still needs to be formalised and integrated. The leading companies of South Africa did however indicate that integrating coaching with leadership development as one of the changes expected for coaching in the future.

6.4.4 Recipients of coaching

The fourth significant difference that emerged from the research results and the literature pertains to the recipients of coaching. The main recipients of coaching in the leading South African companies who participated in this research are executives, senior managers and up-and-coming talent. Some companies use coaching for their graduates and only a few companies allow coaching for all employees.

An earlier study by Judge and Cowell (1997) showed that recipients of coaching are mostly mid-level to senior manager or at CEO level. More recently, London (2002) found that high performing executives who needed to change their behaviour and potential leaders were the main recipients of coaching. My research results are therefore similar to London's (2002) findings.

My research results differ from the AMA/Institute for Corporate Productivity Coaching Survey 2008 which showed that high potentials were more likely to receive coaching than executives (Tompson, et al., 2008) and the CIPD survey which showed that a third of the responding organisations allow all employees to be coached; only 10% of the responding organisations use coaching for individuals at executive level (CIPD, 2009).

It is possible that international companies have used coaching longer than South African companies and have seen the value of using coaching at all levels of the organisation, not just for executives, senior managers and up-and-coming talent. There is also the issue of expense. Possibly coaching in South Africa is reserved for high performing individuals due to the high costs involved. It should be noted though that the leading companies foresee using coaching at all levels in the future as mentioned earlier in this chapter.

6.4.5 Supervision of coaches

Supervision of coaches is the fifth difference. The number of coaches engaged in being supervised according to the COMENSA National Research Survey: Positioning Coaching in South Africa 2011 (COMENSA, 2011) is much higher than the number of leading companies of South Africa, who participated in this research, requiring their

coaches to attend supervision. In most cases it is up to the coaches themselves to decide whether they want to engage in being supervised or not.

According to my research findings companies seem to be in favour of supervision for coaches but do not feel that they can enforce this. In the UK the situation is similar, with the CIPD survey showing that although organisations encourage supervision for coaches only a few of the organisations provide this service to their coaches (Arney & Schwenk, 2007).

Passmore and McGoldrick (2009) illustrated the importance of coaching supervision with their proposed theoretical framework. It indicates that coach supervision assists coaches to enhance their ethical maturity and to see the positive impacts of coaching on the coachee and the coachee's organisation. South African organisations should therefore focus on putting policies in place for coach supervision and ensure that the service is readily available for their internal coaches.

6.4.6 Measurement of coaching

The sixth important difference relates to the evaluation of coaching outcomes. Most of the leading companies of South Africa who participated in this research evaluate the outcomes of the coaching process; only a small percentage indicated that they do not measure the impact of coaching. Measuring coaching outcomes is important for these companies because coaching is considered expensive and the companies want to know whether the coaching has had an impact on the coachee's behaviour or not.

Interestingly, two international studies have shown that a high percentage of respondents do not measure the impact of coaching (CIPD, 2009; NLG, 2011). This suggests that leading South African companies are more prone to measuring the outcomes of coaching than international companies. They are therefore more advanced in terms of evaluating the impact of coaching interventions. External coaches wanting to coach individuals in the companies of South Africa should therefore have some form of post-coaching evaluation built into their contracts to satisfy the needs of these organisations. Ely et al. (2010) and Ely and Zaccaro (2011) provided useful guidelines for coaches to evaluate their coaching interventions.

If organisations continue to demand that the value of coaching interventions be determined, it is likely that more studies will emerge, satisfying the need for more rigorous research about the long-term value of coaching, as Feldman and Lankau (2005) mentioned. Measuring the outcomes of coaching will also assist coaches to become more aware of the impact of their coaching interventions and enable them to reflect on what worked well and what can be improved in their coaching practices.

6.5 Conclusion

This chapter integrated the results of phase one and the findings of phase two of the research. The chapter provided key insights into the coaching practices of the leading companies of South Africa by discussing the most significant similarities and differences of my research and other South African and international studies.

The following chapter discusses the recommendations and suggestions for future research which have emerged from this study.

CHAPTER 7:CONCLUSIONS AND RECOMMENDATIONS

7.1 Introduction

This research study set out to uncover the existing status of coaching practices in South Africa's leading companies. The research questions were aimed at understanding how many of these companies implement coaching within their organisations and to uncover the purpose and scope of coaching with these organisations. The research questions were also concerned with the management process of coaching and whether these companies measure the effectiveness of their coaching interventions.

With this chapter the study draws to a close by summarising the key findings, providing recommendations to all the stakeholders identified at the onset of this research, and making suggestions for future research.

7.2 Conclusions of the study

This study uncovered how many of the leading companies of South Africa, who participated in this research, are using coaching and it provides insights into the reasons for which coaching is most often used. This study also identifies the specific groups of employees within the companies that receive coaching.

The process of managing coaching is described in this study, focusing on the criteria used to select external coaches as well as the organisations' preferences in terms of contracting external coaches and employing internal coaches. Supervision for coaches is also discussed.

This study further examined how the leading companies of South Africa measure the outcomes and effectiveness of a coaching intervention.

The three key points of this study are summarised below:

Firstly this research showed that most of these companies use coaching, although they have not used coaching for as long as international organisations have. Leadership

development and performance management are the main reasons for using coaching, which is the same for other South African organisations and international organisations.

Secondly, the leading companies are on par with other South African organisations and international organisations when it comes to criteria used to select external coaches. Coaching experience, business experience, recommendations and coaching qualifications are the most important factors considered when selecting their external coaching panels. Both external and internal coaches are used, with the external coaches mostly working at executive and senior management level and the internal coaches coaching up-and-coming talent and graduates. Methods used in measuring the impact of coaching interventions are also similar to the methods used in other South African organisations and international organisations.

Thirdly, this research showed that in some instances the leading companies of South Africa are more advanced than other South African and international organisations. They mainly integrate their coaching programmes with their talent management strategy and/or their business strategy. This differs from other South African organisations, which mostly use coaching as a stand-alone programme (COMENSA, 2011). Measuring the outcomes of the coaching intervention happens more often in the leading South African companies than in international organisations.

Improvements can be made to coaching practices of the leading South African companies in terms of encouraging the supervision of coaches and allowing coaching to be used at all levels of the organisation.

This research is valuable in showing what the leading companies of South Africa do in terms of their coaching practices. To date there is no other research that has investigated the coaching practices of these companies. This research is useful for other South African organisations wanting to implement coaching and for South African coaches who want to learn what is considered best practice. This research also sourced data on South African organisations which has not yet been available in the literature. This study differs from the other surveys because it marries quantitative and qualitative data. None of the other studies exploring coaching practices in organisations use a mixed methods methodology.

7.3 Recommendations

The conclusions of this study provide recommendations to organisations, coaches, and coach training institutions.

This study provides organisations with information on the coaching practices of some of the leading companies of South African who participated in this research. Organisations that intend to implement or improve their coaching practices are able to base their coaching practices on the findings of this study.

7.3.1 Recommendations for organisations

Other South African organisations can learn from the similarities and differences between the practices of this group of South African companies and those of other South African and international organisations, specifically the practices below.

The leading South African companies who participated in this research contract external coaches for executive and senior management levels. Coachees at executive or senior management level are more willing to engage in the coaching process when the coaches are external because external coaches offer a sense of anonymity and confidentiality.

Using internal capacity for internal coaching is an effective approach to save costs and allows more employees to have access to coaching. Internal coaches should be trained to ensure they have a solid theoretical foundation and the correct skills to coach effectively in their organisations.

Coaching not only has impact on the individual but can also impact the individual's team and the organisation. Coaching should therefore be integrated with the organisation's talent management or business strategy instead of using coaching as a stand-alone programme. This would ensure that coaching does not conflict with the organisation's strategic objectives.

The leading companies of South Africa recognise the importance of measuring coaching interventions. Measuring the outcomes of the coaching intervention allows the organisation to assess the impact of coaching and can show the organisation, coach and coachee whether the intervention was successful in meeting the specified outcomes.

South African organisations can improve on some of the practices of the leading South African companies by following the recommendations suggested below.

This research has shown that leadership development is one of the main reasons for organisations using coaching which should therefore be integrated with and aligned to the organisation's leadership development programme. This would ensure that coaching intervention is congruent with the organisation's leadership strategy.

International organisations are more inclined to implement coaching across all levels of the organisation than the leading companies of South Africa. Implementing coaching across all levels of the organisation ensures that more employees have access to coaching and can facilitate the growth and development of individuals as well as the organisation.

Being aware of the challenges facing the coaching industry will enable South African organisations to support the coaching industry. Greater alignment can be formed between the practices of coaches and the needs of the organisations allowing the coaching industry to develop and grow.

Organisations should set up policies and procedures for coach supervision. Currently coach supervision is mostly decided by the coaches themselves. If organisations are to use internal coaches, supervision for coaches should be made available and encouraged. External coaches should also be encouraged to attend coach supervision. Coach supervision offers various benefits to coaches such as raising awareness of their practices, providing support, discussing ethical and confidentiality issues and ensuring the development of the coach (Arney & Schwenk, 2007; Passmore & McGoldrick, 2009).

The research has shown that the leading companies of South Africa that are more inclined to measure the outcomes of the coaching intervention than international organisations. South African organisations can however be more pro-active in measuring the hard data of coaching interventions. Measuring coaching quantitatively as well as qualitatively can assist in assessing the value of coaching not only over a short-term period but also over a long-term period.

7.3.2 Recommendations for coaches

Coaches who want to coach in the type of organisation used in this research can learn from this study and adapt their coaching practices to satisfy the needs of organisations. The following recommendations are applicable to coaches.

The leading companies of South Africa who participated in this research consider coaching experience, business experience, recommendations and coaching qualifications when selecting external coaches. Coaches should be aware of these criteria and continue developing themselves at each of these levels. Coaches who do not meet these criteria are less likely to be selected for the external coaching panels of the leading companies of South Africa.

These companies integrate their coaching interventions with their talent management and business strategies. Coaches should therefore be aware of the impact that the coaching intervention can make at individual level, team level and organisational level. Coaches can view the coaching as a systemic intervention as suggested by Kahn (2011) and ensure that they ask the necessary questions to ensure their coaching interventions do not conflict with the organisation's strategy.

The leading companies of South Africa measure the outcomes of their coaching interventions. To coach in companies like these, coaches will need to have a solid understanding of what evaluation methods are available and how to use these methods to effectively measure the impact of their coaching interventions. Coaches can assist organisations with evaluating the outcomes of the coaching intervention by having their own quantitative and qualitative measurement processes in place and by keeping records to show how many interventions have been successful.

As South Africa's the leading companies increase their use of internal coaches, the opportunity arises for experienced external coaches to work with internal coaches, using their experience to mentor, train and supervise them.

7.3.3 Recommendations for coach training institutions

Based on this research, coach training institutions can adapt and develop their coaching. It is recommended that these institutions align their coaching qualifications with the

needs of the buyers of coaching and the suppliers of coaching. Training programmes should enable coaches with the necessary skills and tools to compete in a competitive and dynamic market. Coach training programmes can include coaching modules, business modules and practical modules. Training institutions can assist companies in training their internal coaches and can also provide specialised training for experienced coaches wanting to become coach supervisors.

7.4 Suggestions for further research

No other research to date has investigated the coaching practices of the leading companies of South African. This study hopefully will lead to further research on this topic. A larger sample is recommended for future studies which will allow for more advanced statistical analysis to be done.

A longitudinal study would be useful to compare the coaching practices of these companies over time. This could elicit some interesting results such as the changes of coaching practices and needs of organisations.

Some themes emerged from the second phase of this research but they were not discussed in the findings chapter. These themes fall outside of the scope of this research study but would be useful to explore in further studies:

The status and reputation of South African coach associations: a number of interviewees shared their disillusionment with the current coach associations in South Africa. Many of the respondents in this research are coaches themselves and indicated that South African coach associations do not address the needs of coaches or of the buyers of coaching. Coach associations are important for the growth and development of the industry and further research could assist in establishing the needs of coaches and buyers of coaching so that the associations can address both these stakeholders' needs.

The future of coaching was another interesting topic that emerged and is worth studying in more detail, especially around the issue of the regulation of coaching.

Although the supervision of coaches was discussed in this study, further research could be done on this topic to understand the best ways of training coach supervisors and what is considered best practice when implementing coach supervision in the organisation.

One of the interviewees in the second phase asked whether the effects of coaching are sustainable. Evaluating the impact of coaching was covered in this study but more research is needed to assess the long-term effects of coaching on the coachee as well as the organisation.

This innovative study uncovered the existing status of coaching practices within some of South Africa's leading companies by using an explanatory sequential mixed methods design. This research compared the coaching practices of these companies with the coaching practices of other South African and international organisations. The key similarities and differences between the coaching practices of the leading South African companies who participated in this research and other South African and international organisations were discussed. Recommendations were made to South African organisations using or wanting to use coaching, South African coaches and South African institutions providing coach training. The research report also provided suggestions for further research to assist in the growth and development of the body knowledge related to coaching.

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APPENDIX A

Top 100 Companies 2011 (FM, 2011)

Ranked	Company Name	Ranked	Company Name
1	BHP Billiton Plc	51	Clicks Group
2	British American Tobacco Plc	52	JD Group
3	Anglo American Plc	53	Hosken Consolidated Invest
4	SABMiller Plc	54	Remgro
5	Standard Bank Group	55	Distell Group
6	Sasol	56	Group Five
7	Sanlam	57	Harmony Gold Mining Company
8	MTN Group	58	AECI
9	The Bidvest Group	59	Africa Rainbow Minerals
10	Absa Group	60	Lonmin Plc
11	Shoprite Holdings	61	Reunert
12	FirstRand	62	MMI Holdings
13	Nebank Group	63	Aspen Pharmacare Holdings
14	Vodacom Group	64	Super Group
15	Mondi*	65	Mr Price Group
16	Mondi Plc *	66	Allied Technologies
17	Pick n Pay Stores*	67	Tongaat Hulett
18	Pick n Pay Holdings *	68	Omnia Holdings
19	Imperial Holdings	69	Life Healthcare Group Holdings
20	Compagnie Fin Richemont **	70	The Foschini Group
21	Gold Fields	71	Illovo Sugar
22	Steinhoff International Holdings	72	Astral Foods
23	Massmart Holdings	73	Sun International
24	Anglo Platinum	74	AVI
25	Sappi	75	Afgri
26	Old Mutual Plc	76	Discovery Holdings
27	Barloword	77	Stefanutti Stocks Holdings
28	Telkom SA	78	Assore
29	The Spar Group	79	Rainbow Chicken
30	Aveng	80	Eqstra Holdings
31	Murray & Roberts Holdings	81	Truworths International

32	AngloGold Ashanti	82	Pretoria Portland Cement
33	ArcelorMittal SA	83	Combined Motor Holdings
34	Grindrod	84	Clover Industries
35	Datatec	85	Palabora Mining Company
36	Naspers	86	Hulamin
37	Impala Platinum Holdings	87	Cashbuild
38	Kumba Iron Ore	88	Capital Shopping Centres Group
39	Woolworths Holdings	89	Evraz Highveld Steel & Van
40	Liberty Holdings	90	Adcorp Holdings
41	Netcare	91	African Oxygen
42	Allied Electronics Corp	92	Avusa
43	Tiger Brands	93	Basil Read Holdings
44	Nampak	94	Zurich Insurance Company SA
45	Medi-Clinic Corp	95	Raubex Group
46	Blue Label Telecoms	96	Adcock Ingram Holdings
47	Oando Plc **	97	Growthpoint Properties
48	Pioneer Food Group	98	Mvelaphanda Group
49	Wilson Bayly Holmes-Ovcon	99	Caxton CTP Publishers & Printers
50	Santam	100	Business Connexion Group

* Companies listed twice as separate holding groups, but counted as one company in the research study.

**Companies listed in South Africa but with no offices in South Africa, therefore excluded from the sample.

APPENDIX B

Research Instrument: Phase One



Default Question Block

Thank you for choosing to participate in this survey. This survey is necessary for of a study conducted as part of the Master of Management in Business Executive Coaching degree through Wits Business School.

Please note the survey is voluntary and should only take about 15 minutes to complete. All personal information will remain confidential, and no specific companies' names will be linked to specific findings, however global trends and practices will be commented on.

Thank you for your participation in this study and feel free to contact us if you have any enquiries.

Yours sincerely,

Zia Attlee
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Dr Hilary Geber (Supervisor)
University of the Witwatersrand

Definitions:

Coaching:
A one-on-one process between a client and a coach. The client also referred to as the coachee sets his/her own goals. The coach, using various behavioural techniques, helps the coachee to achieve his/her goals that are generally developmental in nature.

Internal coaches:
Coaches that have been employed by the organisation to do coaching, the coaching duties in this case will form part of their job description. This excludes line managers that perform coaching as part of their managerial duties.

External coaches:
Coaches that consult and are contracted by the organisation to coach specific employees.

Name

Surname

Company

Department

Job Title

Is coaching utilised within your organisation?

- ○ Yes
- ○ No

If "No", why not?

- ○ There is no need for it.
- ○ Not sure
- ○ We used to implement coaching in our organisation, but not anymore.

What were the reasons for terminating coaching in your organisation?

- ☐ Number of contracted sessions were completed
- ☐ Coach and coachee did not match
- ☐ Coach's experience insufficient
- ☐ Coachee unwilling to participate further
- ☐ Lack of funds
- ☐ Outcomes not measurable
- ☐ Other

If coaching has been terminated would you consider launching another coaching programme in the future?

- ○ Yes
- ○ No

If "Yes" for what purpose/s?(May select more than one option)

- [ ] Leadership development
- [ ] Organisational development
- [ ] To increase performance
- [ ] To increase specific skills
- [ ] To address specific problems
- [ ] Other

If "Yes" how long has coaching been utilised in your organisation?

- ◯ Less than one year
- ◯ 1 – 3years
- ◯ 4– 5 years
- ◯ More than 5 years

Why is coaching utilised?(May select more than one option)

- [ ] Leadership development
- [ ] Organisational development
- [ ] To increase performance
- [ ] To increase specific skills
- [ ] To address specific problems
- [ ] Other

How long is the coaching intervention?

	Less than 3 months	3-6 months	More than 6 months
» Leadership development	◯	◯	◯
» Organisational development	◯	◯	◯
» To increase performance	◯	◯	◯
» To increase specific skills	◯	◯	◯
» To address specific problems	◯	◯	◯
» Other	◯	◯	◯

Who has received coaching in your organisation during the last year?

	Please indicate number of employees in this category	Please select relevant option/s
	Number	Category
Executives		☐
Senior managers		☐
Up and coming talent		☐
All employees		☐
Graduates		☐
Other		☐

How many South African Rands do you spend on coaching annually?

Have you increased your utilisation of coaching in your company within the last five years?

	Please select		If "yes" please explain why.
	Yes	No	Yes
Executives	○	○	
Senior managers	○	○	
Up and coming talent	○	○	
All employees	○	○	
Graduates	○	○	
Other	○	○	

What changes do you foresee for coaching in your organisation in the future?

To what extent is coaching integrated with your organisation's talent management?

- ○ Fully integrated
- ○ Somewhat integrated
- ○ Not integrated

How effective is the integration of the coaching with your organisation's talent management?

- ◯ Very Effective
- ◯ Effective
- ◯ Neither Effective nor Ineffective
- ◯ Ineffective
- ◯ Very Ineffective

To what extent is coaching integrated with your organisation's overall business strategy?

- ◯ Fully integrated
- ◯ Somewhat integrated
- ◯ Not integrated

How effective is the integration of the coaching with your organisation's overall business strategy?

- ◯ Very Effective
- ◯ Effective
- ◯ Neither Effective nor Ineffective
- ◯ Ineffective
- ◯ Very Ineffective

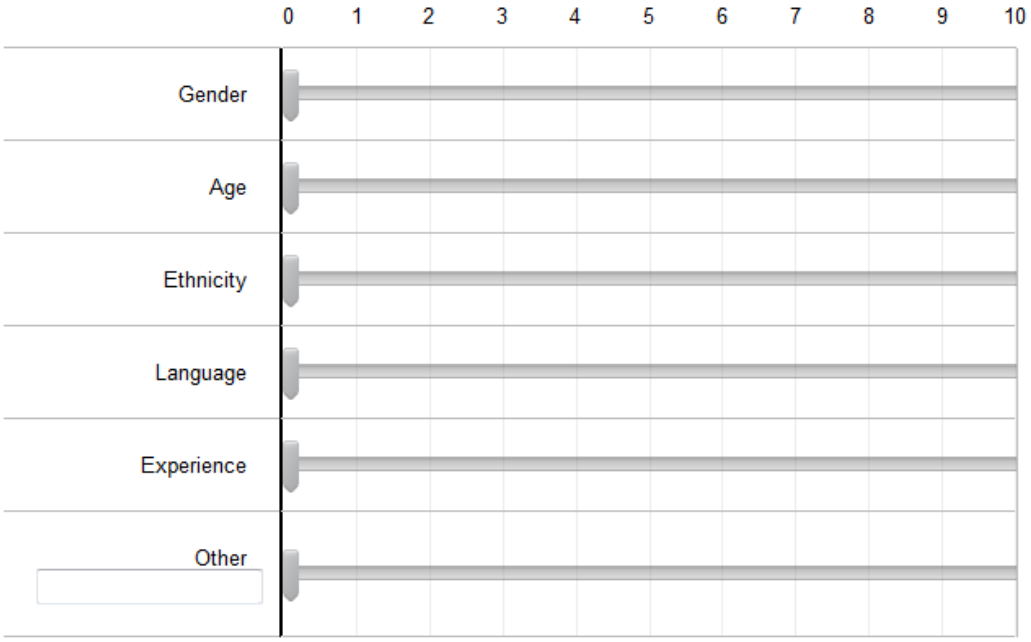
Who is responsible for implementing coaching within your organisation?(May select more than one option)

- ☐ Human Resources
- ☐ Talent Manager
- ☐ Individual Line Manager
- ☐ Coaches
- ☐ Employees themselves
- ☐ Other

Who is involved in the matching of the coach and coachee? (May select more than one option)

- ☐ Individual Line Manager
- ☐ Coachee
- ☐ Other

Which criteria are used to match the coach and coachee? (Please move the slider to indicate the importance of criteria used)



Does your organisation employ internal coaches?

- Yes
- No

If "Yes", how many internal coaches do you employ?

Does your organisation contract external coaches?

- Yes
- No

If "Yes", how many external coaches are currently contracted?

Who do the coaches coach?

	May select more than one option	
	Internal coaches	External coaches
Executives	☐	☐
Senior Managers	☐	☐
Up and coming talent	☐	☐
All employees	☐	☐
Graduates	☐	☐
Other	☐	☐

When employing internal coaches, what training do they receive? (May select more than one option)

- ☐ Coaching skills training
- ☐ In-house coaching skills training
- ☐ External coaching workshop
- ☐ External coaching certificate
- ☐ External coaching degree
- ☐ Other

When contracting external coaches, what preparation/brief do they receive?

Which criteria are used to select the external coaches? (May select more than one option)

- ☐ Psychology qualification (Master's Degree/PhD in Psychology)
- ☐ Professional coaching qualification (Master's Degree/PhD in Coaching)
- ☐ Coaching qualification (Certificate)
- ☐ Recommendations
- ☐ Specific business expertise
- ☐ Coaching experience
- ☐ Coaches and Mentors of South Africa (COMENSA) membership
- ☐ Health Professions Council of South Africa (HPCSA) registration
- ☐ International Coach Federation (ICF) membership
- ☐ Worldwide Association of Business Coaches (WABC) membership
- ☐ Other

Do you require coaches to undergo supervision?

- ○ Yes
- ○ No
- ○ Do not know what supervision entails

If "Yes", who does the supervision?

Do you evaluate the outcomes of the coaching process?

- ○ Yes
- ○ No

If "Yes", who sets the outcomes? (May select more than one option)

- ☐ Organisation
- ☐ Individual
- ☐ Coach
- ☐ Other

If "Yes", do you evaluate the outcomes of the following groups, and to what extent? (May select more than one option)

	Always	Often	Sometimes	Rarely	Never
Executives	○	○	○	○	○
Senior managers	○	○	○	○	○
Up and coming talent	○	○	○	○	○
All employees	○	○	○	○	○
Graduates	○	○	○	○	○
Other	○	○	○	○	○

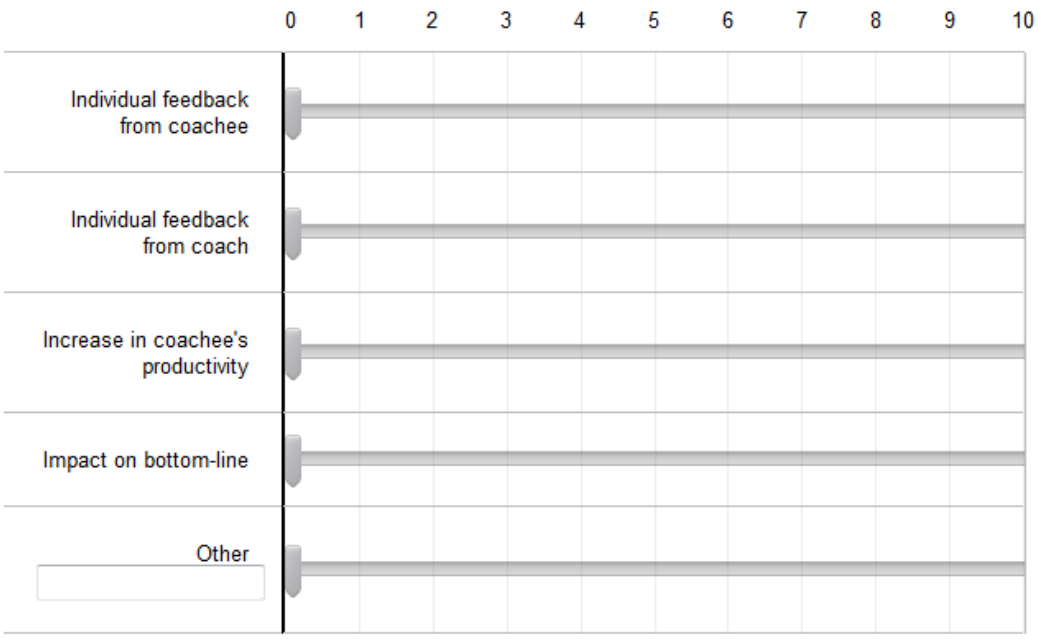
Who do you evaluate? (May select more than one option)

	Always	Often	Sometimes	Rarely	Never
Coach	○	○	○	○	○
Coachee	○	○	○	○	○
Your Organisation	○	○	○	○	○
Coach's organisation	○	○	○	○	○
Other	○	○	○	○	○

Who is responsible for evaluating the outcomes? (May select more than one option)

- ☐ Human Resources
- ☐ Talent Manager
- ☐ Individual Line Manager
- ☐ Coaches
- ☐ Employees themselves
- ☐ Other

How are the outcomes evaluated? (Please move the slider to indicate the importance of criteria used)



What methodologies do you use in evaluating the outcomes?

- ○ Qualitative methods
- ○ Quantitative methods
- ○ Both qualitative and quantitative methods

When do you consider a coaching process successful?

When do you consider a coaching process unsuccessful?

APPENDIX C

Research Instrument: Phase Two

1. Describe your understanding of coaching in your company.
2. Is there a specific coaching model that is used in this organisation?
3. Does your company see coaching as a business strategy? If so what type of business strategy?
4. Is coaching and leadership development seen as separate in your organisation or is it completely integrated?
5. Is coaching part of your organisational culture?
6. What is your opinion of the qualifications needed to become a coach?
7. What is your opinion of the criteria used to select coaches?
8. Coaching experience and business experience seem to be more important than coaching qualification when selecting external coaches. What do you make of this?
9. The results of the survey seem to show that companies are moving towards utilising internal capacity and making coaching part of certain employees' job descriptions. Does your company plan to do this?
10. When using/ planning to use internal coaches who do/will they report to?
11. How is the sponsor involvement in the coaching process?
12. How do they contract for the process?
13. What do they do about confidentiality?
14. What is your opinion of supervision for coaches?
15. Do you think it is important to measure the outcomes of the coaching process?
16. Most companies seem to measure the outcomes of the coaching process by using both qualitative and quantitative measures. Do you use any metrics (ROI, 360s, questionnaires) in your evaluation of the coaching process?
17. How do you view the coaching profession?
18. What do you foresee for the coaching profession for South Africa?
19. Is there anything else significant that you would like to raise that can have an impact on the research?