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Behaviours within South African business coaching relationships that facilitate excellent outcomes

Helen Palmer

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

Johannesburg, 2019

ABSTRACT

This study articulates coach and coachee behaviours within South African business coaching relationships that facilitate excellent outcomes. This study therefore contributes to the development of the theoretical body of knowledge on coach and coachee behaviours. The study utilised a qualitative approach to interview respondents (within eight coaching dyads) using a semi-structured interview. This served as the primary data source. The data was analysed by identifying common themes across the coach group and the coachee group. This was supplemented with analyses within and across the eight coaching dyads to identify the behaviours that appear to be dominant and critical. Based on the literature review and research findings, there are six components in defining excellent coaching outcomes: (i) greater self-awareness; (ii) change in mind-set; (iii) clarity; (iv) goal achievement; (v) change in behaviour; and (vi) a coaching relationship to go back to (a new finding). In order to achieve these outcomes, both the coach and the coachee must deliberately display specific behaviours. For the coach, this means actively displaying 23 behaviours and for the coachee, it means actively displaying seven behaviours. Three new findings emerged for coach behaviours, namely: taking time to get to know the coachee; being consistently prepared for the coaching sessions; and maintaining contact between coaching sessions. The findings suggest that there may be critical behaviours for both the coach and coachee. For the coach there are three behaviours that appear to be most critical, namely: creating a safe space; contracting; and using various methodologies, tools and literature. For the coachee, there are three behaviours that appear to be most critical, namely: being open-minded; taking ownership and responsibility; and doing the work and taking action. The uniqueness of this research lies in including behaviours of both the coach and the coachee as they relate to excellent coaching outcomes. Therefore, the findings provide value to both coaches and coachees who are currently coaching or being coached. The findings may specifically inform their overall coaching process, paying specific attention to the key behaviours that facilitate coaching excellence. Coach trainers and coaching supervisors may benefit in terms of coach training and supervision of existing and potential coaches. Established coaching accreditation bodies may also find the study a useful contribution to the current understanding and depth of the topic. The research contributes significant value through its evidence-based definition for excellent coaching outcomes and two coaching models for coach and coachee behaviours respectively.

KEY WORDS

Behaviours, business coachees, business coaches, coaching excellence, coaching models, coaching outcomes.

DECLARATION

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

Name: Helen Jane Palmer Signature: 

Signed at Johannesburg

On the 29th day of March 2019

DEDICATION

I firstly dedicate this study to God, to whom all the glory is given. He has blessed me with the ability, strength and resilience to persevere and to overcome!

To my beloved husband, Derek, for your unconditional love, support and belief in me. You are a true blessing in my life.

Lastly, I dedicate this study to my family who have always been interested in my education. Thank you for your love and encouragement. You helped me to see the humour and lighter side of life during tough moments.

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To my supervisor, Ingra Du-Buisson Narsai, whose calm wisdom, insights and guidance have made me soar above adversity and reminded me to always aim for the stars! Thank you for your incredible support and guidance on my learning journey. Mostly, thank you for always believing in me – I will be forever grateful.

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To Jacques Myburgh, the chair of the COMENSA Research Portfolios Committee, who went above and beyond to assist me with distributing invitations to potential respondents and sent countless emails validating COMENSA statistics and figures. Thank you for your dedication, professionalism and incredible support.

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LIST OF ACRONYMS

COMENSA	Coaches and Mentors of South Africa
GSAEC	Graduate School Alliance for Executive Coaches
ICF	International Coach Federation
SAQA	South African Qualifications Authority
SMART	Specific, Measureable, Attainable, Realistic and Time-based (goals)
USA	United States of America
WABC	World Association of Business Coaches

CHAPTER 1. INTRODUCTION

1.1 Purpose of the study

This research is a qualitative practice-oriented and theory-based study that identifies the behaviours of coaches and coachees in professional coaching practice in South Africa. Specifically, the coach and coachee behaviours that facilitate excellent coaching outcomes are identified and articulated. The definition of “excellent” for the purposes of this research is based on the unique perspectives of the individual coaches and coachees. The conceptual framework of the study is represented by Figure 1.1 below. Figure 1.1 represents the individual perspectives of the coaches and coachees in coaching dyads in South Africa. These perspectives combine to form a practical perception-based view of the behaviours that facilitate excellent coaching outcomes.

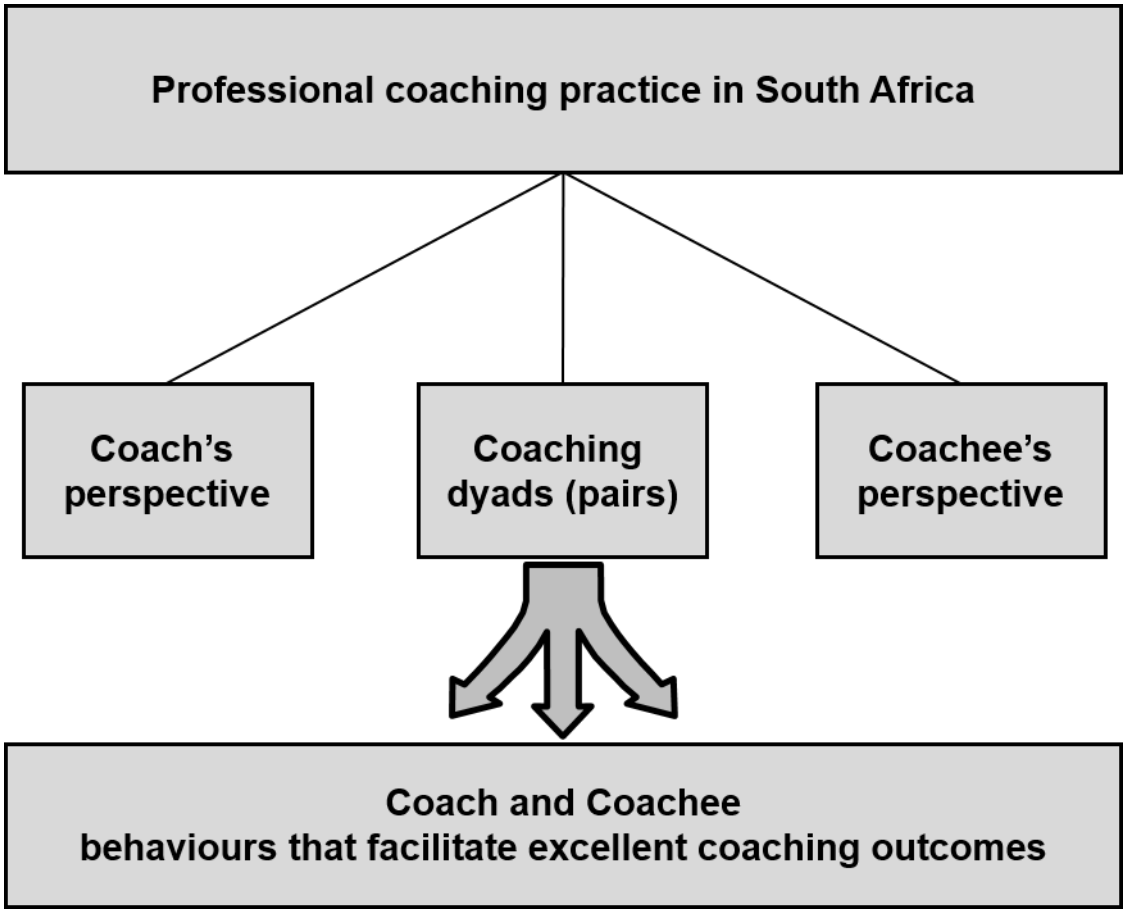

Figure 1.1: Conceptual framework of the study

Source: Developed by the researcher, 2019.

1.2 Context of the study

This research is focused on business and executive coaching in South Africa. According to Cox, Bachkirova and Clutterbuck (2014), coaching is a powerful vehicle for increasing performance, achieving results and optimising personal effectiveness. Ciporen (2015) and Passmore (2016) maintained that coaching is one of the fastest-growing professions and is today accepted as a widely-used resource for personal development. At the heart of coaching lies the idea of empowering people by facilitating self-directed learning, personal growth and improved performance (Passmore, 2016). Coaches and Mentors of South Africa (COMENSA), defined coaching as a professional, collaborative and outcomes-driven method of learning that seeks to develop an individual and raise self-awareness so that he or she might achieve specific goals and perform at a more effective level (COMENSA, 2018a).

Rogers (2012, p. 7) highlighted the role of the coach in facilitating these coaching outcomes (as outlined above) by advocating that the role of the coach is to work with the coachee to achieve the coachee's full potential. Abbott and Bennett (2011, p. 32) emphasised that the coachee has a key role to play in ensuring their own positive coaching outcomes by taking ownership and responsibility for their coaching journey. It is evident in this context, that coaching is about learning, change and action that enables a coachee to be even more effective. The roles of the coach and coachee in achieving these outcomes are also highlighted.

Coaching is an emerging profession that continues to develop, both globally and in South Africa. The estimated total global revenue from coaching in 2015 was $2.356 billion USD (ICF 2016, p. 10). In 2000, the International Coach Federation (ICF) membership stood at 3 240 members. By 2017, ICF membership had grown to 30 578 members in 138 countries. In April 2018, this membership had grown to 33 711 members in 144 countries, with 412 members being from South Africa (ICF, 2018a).

As at November 2018**,** COMENSA had 1 343 individual members of which 61 are credentialed members as recognised by the South African Qualifications Authority (SAQA). COMENSA membership continues to grow each year (Myburgh, 2018). As coaching continues to grow, the role of the coach and coachee is drawn into the spotlight with respect to professional standards and consistency in coaching practice.

One of the ways in which coaching in South Africa is promoted and cared for is through the development of behavioural standards for coaches. COMENSA is currently actively driving the use of behavioural standards and the process of credentialing in South Africa. COMENSA's mission is to support professional practice and a learning culture in coaching and mentoring through standards and ethics (COMENSA, 2018b). To support

this mission, they developed the COMENSA Coaching Competency Behavioural Standards Framework (COMENSA, 2018c) that sets out behavioural standards per credentialing level. According to Price (2018), the framework was born from a need for a standard baseline in coaching and mentoring that is uniquely South African. The unique "stand out" behavioural standard, that is not featured anywhere else in the world, is cultural diversity management which addresses behavioural standards related to cultural diversity in coaching practice in South Africa. The framework was co-developed by a team of experienced coaches and coaching professionals. It has been tested in a rigorous credentialing process and has been evaluated and moderated and has been found to fulfil all the assessment criteria of fairness, reliability and validity (Price, 2018).

The COMENSA Coaching Competency Behavioural Standards Framework (2018c) sets the standard for the behaviours required to ensure credentialing as a COMENSA coach in South Africa. There is no doubt that behavioural standards help to regulate the coaching industry and therefore actively care for the profession. It is therefore reasonable to conclude that, if more coaches become aware of and start to demonstrate these behaviours in their coaching practice, they will actively facilitate the achievement of the desired coaching outcomes articulated above.

However, there are two main role players in any coaching relationship – the coach and the coachee. It is observed that the behaviours of the *coachee* are not included in the COMENSA framework and therefore this study may offer a valuable contribution to the existing body of knowledge. This study sought to contribute to the current understanding about coaching behaviours from the perspectives of *both* the coach and the coachee. The coach and coachee both contribute towards the coaching process and therefore the behaviours each of them demonstrate will ultimately impact upon the quality of coaching outcomes. The behaviours that appear to be critical in facilitating excellent coaching outcomes have been identified and articulated. The COMENSA framework was used as the benchmark standard for excellent coach behaviours for this study as it offers the most recent and South African standard for comparison.

1.3 Research problem

The main research problem is to articulate the behaviours of coaches and coachees in South Africa that facilitate excellent coaching outcomes.

Coaching is deemed an effective intervention for the learning and growth of coachees (ICF, 2016; Passmore, 2016). According to Kampa and White (2002), coaching can help to develop leadership behaviours. Coaching can positively affect stress reduction (Gyllensten & Palmer, 2005) and enhance resilience (Green, Grant & Rynsaardt, 2007).

Coaching can also support goal setting and enhance self-confidence (Evers, Brouwers & Tomic, 2006). Whitmore (2017, p. 75) stated that coaching outcomes include self-belief, self-motivation, choice, clarity, commitment, awareness, responsibility and action. The positive outcomes and benefits of coaching are evidence of its effectiveness as a process. It could be argued that coaching outcomes are influenced by the specific behaviours of the coach and coachee. Whitmore (2017, p. 11) stated that coaching is as much about the way things are done, as about what is done. The main research problem is therefore informed by the following sub-problem: *If coaching is an effective intervention, what do coaches and coachees need to **do** to facilitate excellent coaching outcomes?*

The uniqueness of this research lies in the inclusion of both the coach and the coachee's behaviours as they relate to coaching outcomes. Passmore (2010) asserted that few studies have considered the coachee's behaviour or the coachee's experiences. Brand and Coetzee (2013) offered support for the inclusion of the coachee's perspective by maintaining that many articles have been published, describing executive coaching and its value from the coach's perspective, rather than that of the coachee. This study therefore includes the perspectives of both the coach and coachee in order to add to the depth of understanding with respect to the behavioural standards that currently exist.

This research is not intended to set out best practices for coaches and coachees or to recommend a behavioural code of conduct, but rather to contribute towards the current literature and understanding of the coaching behaviours that facilitate excellent coaching outcomes. In this way, the study seeks to care for the coaching profession in South Africa through inspiring coaches and coachees to adopt or incorporate these behaviours into their everyday coaching processes and practices.

1.4 Research objectives

The objectives of this research are:

1. To articulate excellent coaching outcomes;
2. To articulate the behaviours of the coach that facilitate excellent coaching outcomes;
3. To articulate the behaviours of the coachee that facilitate excellent coaching outcomes.

1.5 Research questions

The following research questions frame this study:

Question 1: What constitutes excellent coaching outcomes?

Question 2: What are the behaviours of an excellent coach?

Question 3: What are the behaviours of an excellent coachee?

1.6 Significance of the study

It has been made evident that coaching as an emerging, global profession is reliant upon clear standards and behavioural guidelines within which coaches can ethically and professionally practice in South Africa. Despite increasing membership and growth (as outlined in Section 1.2), several issues remain with respect to the inconsistent nature of coaching, which is generally characterised by a lack of standardisation (Maritz, 2013). Individuals who decide to become coaches typically enter the profession from diverse backgrounds, such as senior management, organisational development, human resources and counselling (De Haan, Culpin & Curd, 2011). According to Grant (2004), those who employ business coaches are becoming more sophisticated and better informed, seeking an articulation of the underpinning theoretical frameworks, skills and behaviours adopted by coaches. It is this wide range of backgrounds and the plethora of coaching models and approaches that potentially result in individual coaching professionals practicing in vastly different ways (De Haan et al., 2011).

These multiple methods, behaviours and approaches may be confusing for business, coachees and coaches alike. Coaching outcomes may also be affected as a result of certain ineffective behaviours on the part of the coach and coachee.

Grant and Stober (2006) maintained that specific behaviours make all the difference in coaching. They believe that it is important to understand what coaches actually *do* (how they behave) to be effective in coaching. While coaching competencies have emerged for coaching, Passmore (2014) argued that these competencies should be behaviourally based so that they can be readily observed during an assessed coaching session.

Extensive research has been conducted on coach behaviours. Older studies conducted by Hall, Otazo and Hollenbeck (1999) found a set of coach behaviours that coachees found helpful. These included behaviours such as reflecting, being available and having good listening skills. Passmore (2010) conducted research on coach behaviours from the perspective of the coachee and found that coachees value certain key behaviours and personal attributes of their coach. These include common sense, challenge and support, confidentiality and being collaborative.

In the South Africa context, COMENSA have defined behavioural standards per credentialing level for coaches in an effort to bring about standardisation and consistency (Myburgh, 2018). These behaviours relate to specific competencies that include contracting; communicating; building trust and rapport; creating awareness and opportunities for learning; designing actions and managing accountability; and maintaining a coaching presence. The COMENSA Coaching Competency Behavioural Standards Framework (2018c) was used as the benchmark, local standard for this study. This framework, as part of the initial research and pilot, included the perspectives of the coachees related to the behaviours of the coach only. As part of their ongoing research philosophy, COMENSA review and update this framework to stay relevant and aligned to the changes in the coaching profession (Price, 2018). However, the Coaching Competency Behavioural Standards Framework (2018c) does not look at what both the coach and coachee should do to facilitate excellent coaching outcomes. This study sought to add additional findings to the current understanding of the behaviours that facilitate excellent coaching outcomes – from the practical, experience-based perspective of both the coach and coachee. The direct benefit of this study for COMENSA may be a level of academic confirmation or support of the existing behavioural standards as well as the potential to articulate additional coach and coachee behaviours that COMENSA could use to enhance their behavioural framework during future reviews. This research may be useful to both coaches and coachees who are currently coaching or being coached. The findings may specifically inform their overall coaching process, paying specific attention to the key behaviours that facilitate excellence in the coaching profession. Coach trainers and coaching supervisors may benefit in terms of coach training and supervision of existing and potential coaches. Other established coaching accreditation bodies may also find the study a useful contribution to the current understanding and depth of the topic.

1.7 Delimitations of the study

This study sought to articulate the behaviours of both the coach and the coachee that facilitate excellent coaching outcomes from the unique perspectives of both the coach and coachee (in completed coaching dyads).

The delimitations of this research study are:

a) The study is limited to coaching dyads in South Africa who have been in a coaching relationship.
b) Only business and executive coaches and coachees were interviewed for the purposes of this research.

c) The coaches and coachees were sampled from a diverse range of industries, cultures, backgrounds and experience.

d) The study excludes the following:

- A defined set of best practice coaching behaviour standards;
- Credentials and formal qualification requirements of the coach;
- The perspective of the coach's supervisor or the coachee's employer; and
- Factors that promote excellence for the coaching profession in South Africa as a whole.

1.8 Definition of terms

The definitions used in this research study are set out in Table 1.1.

Table 1.1: Definition of terms

Term	Definition
Behaviour	Things or actions that the coach or coachee does (Passmore, 2010).
Business and executive coaching	Coaching senior executives and all other levels within organisations (Scoular, 2011). The terms business and executive coaching are used inter-changeably throughout this study.
Coach	Someone who accelerates change and who motivates and challenges the coachee to incorporate new behaviours (Zeus, Skiffington, 2000).
Coachee	The person who receives the professional coaching service (Joo, 2005).
Coaching	Unlocking people's potential to maximise their own performance. It is helping them to learn rather than teaching them (Whitmore, 2017).
Coaching outcomes	Positive learning and changes in the coachee due to the coaching process. Examples include increased self-awareness, developing new attitudes or perspectives, clarity in purpose and meaning, or personal growth. (Hall et al., 1999, Passmore, 2016).
Coaching relationships	Partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential (ICF, 2018b). Coaching relationships are also referred to as coaching dyads in this study.
Excellent coaching outcomes	In the context of this study: Excellent coaching outcomes is defined based on the unique perspectives of the individual coaches and coachees who's selection criteria included that they must have achieved significant growth/outcomes from the coaching process (researcher's definition).This definition will be developed as an outcome of this study.
Critical behaviours	In the context of this study: The most important behaviours, as perceived by both coaches and coachees *within* and *across* coaching dyads, for facilitating excellent coaching outcomes (researcher's definition).
Dominant behaviours	In the context of this study: The important behaviours, as perceived by both coaches and coachees *within* coaching dyads, for facilitating excellent coaching outcomes (researcher's definition).

1.9 Assumptions

The following research assumptions were made:

a) The respondents reflected their normal perspectives and experiences;
b) The number of respondents is sufficient to gain acceptable data;
c) The respondents were motivated to participate in the study; and
d) The respondents provided truthful and accurate perspectives based on their own reality.

CHAPTER 2. LITERATURE REVIEW

2.1 Introduction

This chapter explores what coaching is, the outcomes of the coaching process, factors influencing coaching outcomes, excellent coaching outcomes, and the behaviours of both the coach and coachee that facilitate excellent coaching outcomes.

2.2 Definition of topic: The practice and value of coaching

In order to answer the research questions, one firstly needs to understand the context within which the research is taking place. The following section seeks to provide insight into the practice and value of coaching, both globally and in South Africa.

There are numerous definitions of coaching in the literature. Some show synergies in focus and the outcomes of the coaching process. Others emphasise one specific aspect, for example, business performance, learning, growth or personal transformation. As this study is focused on executive and business coaching, the business context is therefore relevant. Definitions that emphasise the business aspects of coaching include the following:

> *Business coaching is the process of engaging in regular, structured conversation with a "client": an individual or team who is within a business, profit or non-profit organisation, institution or government and who is the recipient of business coaching. The goal is to enhance the client's awareness and behaviour so as to achieve business objectives for both the client and their organisation (World Association of Business Coaches, 2011).*

According to Kahn (2011), the key purpose of executive and business coaching is to inspire leaders to make behavioural changes which transform themselves thereby increasing business results and performance.

The above definitions clearly highlight the importance of the organisation in the process and specifically that business coaching does not happen in isolation of the organisational context within which the individual works – they are deeply interrelated and interdependent. The main objective seems to be to support alignment between the coachee and the organisation they work for.

Further coaching definitions place emphasise on the importance of the *coaching relationship* or *partnership* between the coach and coachee and that coaching is a *learning process*. The following definitions are evidence of this:

"Executive coaching is a highly personal learning process that involves action learning and a partnership relationship with the coach, which enables the executive to reflect on his/her own behaviour and impact as a leader" (Bluckert, 2005).

Rogers (2012, p. 7) defined coaching as: "Working with clients to achieve speedy, increased and sustainable effectiveness in their lives and careers through focused learning. The coach's sole aim is to work with the client to achieve all of the client's potential – as defined by the client." The ICF described coaching as "partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential" (ICF, 2018b).

Coaching is also, significantly about *change* and *action*, with a strong focus on *outcomes.* According to Rogers (2012, p. 8), "Clients come to coaching because they want something to change. Essentially they want to be more effective and the core purpose of coaching is to close the gap between potential and performance."

For some coachees, they come to coaching because they are seeking *greater purpose* and *meaning* in their lives. The following definitions support this premise by emphasising self-awareness, personal growth and fulfilling a life's purpose. People come to coaching because they want a better quality of life; more fulfilment, better balance, or a different process for accomplishing their life desires (Whitworth, Kimsey-House, Kimsey-House & Sandahl, 2007). According to Palmer (2003), coaching involves a process of self-awareness and self-insight, where the coach believes the coachees know their own minds better than anyone else and ultimately know the answers to their own questions.

It is evident from the literature that coaching is a relationship between a coach and a coachee that is centered on the personal growth and development of the coachee. It is coachee led and is about learning, action and change. In some cases, it is about personal transformation. The coach acts as a facilitator of the process in support of the coachee's agenda and goals. Coaching is outcomes focused and the actions and behaviours of the coach and coachee impact on coaching outcomes. What is not clear from these definitions is precisely (deliberately and with intention) what a coach does to facilitate the achievement of the coachee's coaching goals. The specific behaviours of the coach are not clear. Likewise, these coaching definitions do not address the critical role of the coachee in supporting their own goal achievement and success. The precise behaviours that the coachee needs to demonstrate are not clear. The specific behaviours of the coach and coachee are the focus of this study. Therefore, it stands to reason that existing definitions of coaching could benefit from expansion by incorporating the behaviours of the coach and the coachee. Coaching outcomes could then be better understood if one

firstly understands the precise behaviours demonstrated by both parties to achieve these outcomes.

The following section articulates coaching outcomes, specifically focusing on excellent coaching outcomes. The critical roles of both the coach and coachee in the process are emphasised.

2.3 Defining excellent coaching outcomes

Excellent coaching outcomes for a coachee may be influenced by many different factors. The factors influencing coaching outcomes are explored below followed by a review of positive and excellent coaching outcomes respectively.

2.3.1 Factors influencing coaching outcomes

In order to understand the context of how coach and coachee behaviours may facilitate excellent coaching outcomes, it is necessary to understand the factors that influence coaching outcomes. Several key contributing factors articulated in the literature are described in this section.

a) **Business context:** There is strong support in the literature for coaches to not lose sight of the business context within which coachees work and to ensure that the outcomes of coaching are aligned to business needs. According to Kahn (2011), an effective business coaching relationship brings the coachee (executive) and the environment (business) into dialogue in a way that promotes alignment, integration and improved performance. Business coaching is about business, otherwise it is unacceptable, possibly even unethical, for business to pay for coaching which is failing to deliver business outcomes and for which there is no clear intention for a return on investment (Kahn, 2011, p. 198).

b) **The coaching relationship:** Hall et al. (1999) maintained that coaches should be focused on the importance of the relationship with their clients. The value of connecting personally and the classic non-directive helping qualities of coaches, such as reflecting, caring, integrity and commitment to the client's development, all drive success. DeNisi and Kluger (2000) stated that the relationship quality between coach and coachee, especially a trusting relationship, seems to be a factor that could optimise the process of self-development in coaching. Bluckert (2005) indicated that the coaching relationship is a critical key success factor in the coaching process. Jones and Spooner (2006) supported this view by stating that central to the work in coaching is the creation of an effective working relationship between the coach and coachee and that without such a relationship, the work in coaching cannot start. Further to these findings, Gyllensten and Palmer (2007) found that "unless a good

enough relationship was developed in the coaching, relevant achievements would not be made" (Gyllensten & Palmer, 2007, p. 175).

c) **Matching:** Joo (2005) argued that selecting coaches and matching them to coachees is critical to coaching effectiveness. According to Hodgetts (2002), personal chemistry, gender, socio-economic background and life experiences are important considerations in effective coaching matches.

d) **Entry and contracting:** Sills (2003) described the entry and contracting phase as involving a clear shared agreement about the goal of the work, the direction and the desired outcome and a clear understanding about how the coaching work would happen and what the role or tasks of each party would be. According to Bluckert (2006), the purpose of contracting is to facilitate productive outcomes and to reduce the likelihood of misunderstandings and failed expectations in the future. It is evident that entry and contracting are factors influencing the desired coaching outcomes.

e) **Rapport:** Rogers (2012, p. 46) proposed that rapport is a "way of being" with your coachee. When you are in rapport with your client, you also mirror your client in the way you are sitting or standing, and you match your client in terms of voice volume, gestures, space, language, pace and energy. You are entering that person's world. Real rapport also comes from unconditional acceptance of the client. In this space, the client is more likely to discover new things and achieve their coaching goals.

f) **Trust:** Trust is seen as a critical aspect of coaching that influences coaching outcomes. Covey (2006) stated that trust truly does change everything. Once you create trust – genuine character and competence-based trust – almost everything else falls into place. According to Rogers (2012, p. 30), a coaching conversation is unlike most other discussions as it involves an unusually high level of trust and candour on both sides. Creating and sustaining this unusual environment is what gives coaching its power.

g) **Goal setting:** Goal setting is deemed a critical factor influencing coaching outcomes. Rogers (2012, p. 109) argued that goal setting matters. It matters to the client because the process of setting a goal clarifies what, exactly, they need and want to get out of the coaching. It matters to the coach because without this clarity you would not be able to work with the client. Rogers (2012, p. 109) further stated that the process of goal setting directs your client's attention and improves performance.

h) **Self-reflection:** The coach and coachee should be committed to their own journey of development. A critical part of this development is the practice of self-reflection. Gilbert and Trudel (2005) described reflection as a process that helps turn experience into knowledge and involves thought and exploration. Abbot and Bennet (2011, p. 57) stated that self-reflection is the ability to have a coaching conversation

with yourself. This allows for reflection on different situations, leading to increased awareness and the ability to choose appropriate responses. Self-reflection allows the coach and coachee to review their own behaviours and then to take corrective action where necessary.

i) **Behaviours of the coach:** Passmore (2010, p. 57) described coach behaviours as "things which the coach does". According to Peterson (1996), a distinguishing behaviour of a successful coach is that they have passion in helping their clients grow. They are also able to inspire and motivate their clients. Brotman, Liberi and Wasylyshyn (1998, p. 42) described outstanding coaches as approachable, compassionate and having the ability to relate well to others. They ask clarifying questions and are excellent listeners who reflect accurately what is said. They are known for their high level of integrity, honesty and professional conduct. Joo (2005) asserted that the most important qualifications for a coach are character and insight, distilled as much from the coach's experience as from formal training. These characteristics are integrity, confidence and experience. Passmore (2007) maintained that coaches need to employ a series of behavioural interventions to affect positive coaching outcomes. It is reasonable to conclude that the coach's behaviours (for example: show integrity, be confident, inspire, motivate, show compassion and use your experience) will have a positive impact on the outcomes of the coaching process.

The next section explores what constitutes positive coaching outcomes.

2.3.2 Positive coaching outcomes

Early qualitative studies conducted by Hall et al. *(*1999) found evidence of positive learning and changes in behaviours by the coachee due to the coaching process. This involved developing new attitudes or perspectives, such as increased self-confidence and self-awareness. Changes in behaviours included becoming more adaptable in relationships with others and increasing their work performance.

Stout-Rostron (2009) found three key ways in which the positive outcomes of coaching can be visibly seen and felt by the coachee and the coach, namely: visible behaviour change; improved performance and business results; and personal and professional development. Dagley (2010) found that great coaching results in behaviour change. In all three studies, behavioural change in the coachee was the marker for a positive coaching outcome.

Stout-Rostron (2009) and Rogers (2012) found that the achievement of coaching goals was a positive coaching outcome. Brand and Coetzee (2013) conducted a qualitative study of the experiences of coaches and coachees engaged in a coaching programme.

Some of the positive outcomes for the coachees included: Increased self-awareness; being able to clarify their personal values, beliefs, goals and dreams; personal growth; gaining insight into their behaviour; feeling more confident; improved relationships with colleagues and clients; being able to lead team members more effectively; and having a stronger focus on organisational issues. The coaches also reported that they had learnt something new from every coaching experience, and felt that they were adding value to someone else's journey of growth and development (Brand & Coetzee, 2013).

Witham (2013) maintained that coaching outcomes can result in clarity around purpose and meaning. This is an individual awareness of existing in the world, exploring what it means to exist and to be with others, to make choices and to take responsibility for those choices. Van Deurzen (2012) described this as an existential approach to coaching that uses the ordering of thoughts, feelings, experiences and actions, enabling people to bring their behaviour and actions in line with their best intentions, motivations and purpose. Passmore (2016) confirmed that the outcomes of coaching at an individual, coachee level include (amongst others): increased self-awareness and self-reflection; clarity in purpose and meaning; personal growth; and higher motivation and performance.

These studies added the outcomes of personal growth and development, clarity in purpose and meaning, increased self-awareness, self-reflection and learning as being markers for positive coaching outcomes. In the 2017 Sherpa Executive Coaching Survey respondents were asked to provide their own open-ended comments about the positive outcomes of coaching (Sherpa Coaching, 2017). While responses varied to some degree, some clear themes emerged: improved awareness; lasting behavioural changes and improved relationships in all aspects of life, not just business (Sherpa Coaching, 2017).

Behavioural change is found to be a consistent theme in studies conducted between 1999 and 2017, albeit the addition of *lasting* behaviour change now being an enrichment to the earlier findings. It is evident that coaching is, overall, a positive process that delivers value and tangible outcomes for both the coach and coachee. Visible behaviour change and increased self-awareness seem to be the most evidenced and dominant positive coaching outcomes. All the positive coaching outcomes that have been articulated are summarised in Table 2.1.

Table 2.1: Summary of positive coaching outcomes

Coaching outcome	Author
Increased self-awareness	Hall et al. (1999); Brand & Coetzee (2013); Passmore (2016); Sherpa Coaching (2017)
Changes in mind-set and new learning: i.e. new attitudes and perspectives	Hall et al. (1999)
Changes in behaviour: Becoming more adaptable in relationships; improved relationships with others; increasing work performance and results; personal and professional growth and development; lasting behavioural change	Hall et al. (1999); Stout-Rostron (2009); Dagley (2010); Brand & Coetzee (2013); Passmore (2016); Sherpa Coaching (2017)
Achievement of coaching goals	Stout-Rostron (2009); Rogers (2012)
Increased self-reflection	Hatton & Smith (1995); Gilbert & Trudel (2005); Abbot & Bennet (2011); Passmore (2016)
Clarity in purpose and meaning	Van Deurzen (2012); Brand & Coetzee (2013); Whitham (2013); Passmore (2016)

2.3.3 Excellent coaching outcomes

For the purposes of this research, it is necessary to determine what constitutes excellent outcomes. Specifically, what differentiates a positive and an excellent coaching outcome? While positive coaching outcomes have been found to include increased self-awareness, behavioural change, mind-set change and personal and professional growth and development, it is not yet clear what an *excellent* coaching outcome would be.

While Hall et al. (1999), Stout-Rostron (2009), Dagley (2010) and Sherpa Coaching (2017) all found that behaviour change is a marker for positive coaching outcomes, Dagley (2010, p. 76) also found that excellent coaching outcomes seem to be *sustainable* and that such changes occur as a result of positive individual personal and/or professional growth. The themes of personal and professional growth and sustainable outcomes are evident here. It has also been made evident by Stout-Rostron (2009) and Rogers (2012) that the difference between good and excellent coaching outcomes is influenced by the type of coaching goal set by the coachee. Rogers (2012, p. 119) argued that in coaching, we work with two different kinds of goals, transactional (performance) goals and transformational (learning) goals. Transactional goals are specific tasks that the client wants to achieve (for example: delivering an effective presentation). Transformational goals have far more power – they are about intrinsic satisfaction, internally focused and about real learning for the client. This view positions transformational goals as being more powerful and as a key influencing factor in determining excellent coaching outcomes.

Hawkins and Smith in Cox et al. (2014, p. 228) described transformational coaching as enabling coaches to create fundamental shifts in their capacity to change their habitual way of doing things in their work and in their lives. This is achieved through transforming their way of thinking, feeling and behaving in relation to specific situations that they find problematic. Hawkins and Smith (2014, p. 228) further stated that this transformation is delivered through focusing on the shift that needs to happen in the coaching space so that a *sustained change* takes place beyond the coaching session. It would seem that the themes of transformational coaching goals and sustainable behaviour change are still relevant from these findings.

According to transformational learning theory, there are several necessary conditions and processes that can create a paradigm shift of perspective in adults. These common themes are central to Mezirow's (1997) original theory of transformation – individual experience; critical reflection and rational discourse. As transformational learning theory has evolved, others were added: holistic orientation; awareness and context; and an authentic practice have emerged as being equally as important (Taylor, 1998).

A study conducted by Sammut (2014) looked at how transformative learning theory is applied in coaching (if at all). The findings of the study revealed four emerging themes: Space and context of the coaching environment; learning in the coaching relationship; dialogue; language and communication; and transformation. The research also found links between coaching and adult learning theory, specifically Mezirow's six core elements of transformation (as outlined above). Sammut's study showed that all these elements were actively used by coaches.

It is evident that the outcomes of transformation, lasting and sustainable behaviour change seem to be the differentiating markers between positive and excellent coaching outcomes. Table 2.2 summarises the excellent coaching outcomes as identified above.

Table 2.2: Summary of excellent coaching outcomes

Coaching outcome	Author
Transformational change in the coachee (transforming their way of thinking, feeling and behaving)	Mezirow (1997); Taylor (1998); Dagley (2010); Rogers (2012); Hawkins & Smith (2014); Sammut (2014)
Lasting, sustainable behaviour change in the coachee	Dagley (2010); Rogers (2012); Hawkins & Smith (2014)

2.3.4 Proposition 1: What constitutes excellent coaching outcomes?

Based on the literature review for both positive and excellent coaching outcomes, it is proposed that excellent coaching outcomes encompass seven key components:

1. Increased self-awareness;

2. Increased self-reflection;
3. New learnings and a mind-set change;
4. Clarity in purpose and meaning;
5. Achievement of coaching goals;
6. Transformational change; and
7. Lasting, sustainable behaviour change in the coachee.

Based on these emerging components from the literature, it is proposed that the following definition of excellent coaching outcomes is relevant:

A coachee who achieves excellent coaching outcomes firstly gains increased self-awareness through self-reflection which leads to new learnings and a mind-set change (new ways of thinking and feeling). This mind-set change may lead to greater clarity in purpose and meaning. As a consequence, the coachee is then enabled to achieve transformational coaching goals that result in lasting, sustainable behaviour change.

The next section explores the specific behaviours of an excellent coach in order to facilitate excellent coaching outcomes.

2.4 What are the behaviours of an excellent coach?

Coach behaviours have proven to be an important factor in determining the successful outcome of a coaching intervention. Stober and Grant (2006) suggested that it is important to understand what coaches do, both to be effective in coaching relationships and coaching outcomes. Hall et al. (1999) identified coaching behaviours that were helpful and less helpful in order to establish what works best in coaching. These were from the unique perspectives of the coachees and the coaches. The helpful behaviours included giving honest feedback, connecting personally, demonstrating integrity and being a good listener.

Dagley (2010, p. 69) stated that exceptional coaches are able to engage and motivate coachees towards action and change. Furthermore, the work of exceptional coaches is at its most distinctive when the required behaviour change is especially demanding, and when the coaching outcomes are based on transformational change.

According to Carter, Blackman and Hicks (2014), effective coaching outcomes do not only depend on the skills and experience of the coach. Blackman et al. (2015) suggested that all coaches should display certain *behaviours*.

These include:

1. Maintain confidentiality and be honest;
2. Display empathy and acceptance of the coachee;
3. Be organised and communicate clearly; and

4. Display self-confidence.

The behaviour of contracting is highlighted as being of key importance for the coach. Sills (2003) described the contracting phase as involving a clear shared agreement about the goal of the work – the direction and the desired outcome; and a clear understanding about how the coaching work will happen and what will be the role or tasks of each party. Passmore (2016) advocated that establishing a clear contract upfront is a key behaviour of a master coach (or could be argued, an excellent coach). COMENSA (2018c) outlined that a coach must negotiate agreement for a coaching interaction, including the coaching relationship and the process of coaching.

The behaviour of holding confidentiality is also highlighted in the literature. When the coach holds the confidentiality of the coachee, this forms the basis for a trusting and open coaching relationship (Blackman, Hay & Carter, 2015; Brennan & Wildflower, 2014; Jones & Spooner, 2006; Passmore, 2010). Passmore (2010) stated that holding confidentiality is typically part of a code of conduct or ethical code for a coach. COMENSA (2018d) included this important behaviour is their Code of Ethics in Section 3.3.9, which clearly states that a coach must honour the confidentiality agreement in the coaching relationship.

Williamson (2011, p. 10) identified coaching presence as being a key behaviour of the coach and defined presence as “the balance of personal power and persuasion with compassion and connection”. According to Felgen and Lewis-Hunstiger (2011, p. 5), ‘being present’ is a state in which a person is fully attentive in the moment, not only to what is happening, but also to what might unfold (p. 134). Tolle (2008, p. 137) stated that just being present for the client is enough to bring about feelings of rapport and well-being. According to Bluckert (2014), a coach’s presence is a key behaviour and determines whether they attract and interest the coachee. COMENSA (2018c) have identified the behavioural standard of “maintaining a coaching presence” and advocated that a coach must stay fully connected with the coachee, without distraction.

Warmth and empathy are two key behaviours that are deemed important for the coach to display. Rogers (1957) found that a coach needs to display an empathetic understanding towards the coachee. In this way the coachee feels understood, valued and accepted. Kilburg (1997) and Wasylyshyn (2003) argued that an important behaviour of effective coaches is displaying empathy. Nelson and Hogan (2009) maintained that the coach must be able to respond empathetically to coachees, allowing them to feel respected and understood. De Haan et al. (2011) stated that warmth is a key behaviour of a coach. Cuddy, Kohut and Neffinger (2013, p. 56) affirmed this by stating that prioritising warmth helps you connect immediately with those around you, demonstrating

that you hear them, understand them, and can be trusted by them. Moore and Jackson (2014) stated that, when coaches radiate warmth, patience and empathy, clients are better able to let go of the past, accept themselves and feel self-compassion. COMENSA (2018c) advocated that a coach should physically adjust their tone, pitch, pace and volume to empathise with the client's emotional state. It is clear, that displaying empathy facilitates the process of building trust and connection between the coach and coachee.

From the coachee's perspective, the ability of the coach to develop a good rapport in the coaching process is deemed an important behaviour. Brotman et al. (1998) and COMENSA (2018c) maintained that establishing rapport is important to the overall success of the coaching relationship.

The ability of the coach to create a personal connection with the coachee and openly share their own stories appears in the literature as being key to building a trusting coaching relationship and facilitating positive coaching outcomes. The importance of creating a deep and personal connection with the coachee has been emphasised by several authors (Cox et al., 2014; De Witham, 2013; Haan et al., 2011; Hall et al., 1999; Kilburg, 1997; Wasylyshyn, 2003). COMENSA (2018c) advocated that coaches must connect with their coachees on a deep level and share their own experiences lightly. This indicates that a coach should share relevant stories that add value to the coachee. Drake (2014) maintains that when a coach or coachee shares their own stories about their lives, it helps to build connection and rapport.

The behaviour of vulnerability is evidenced as being critical for an excellent coach. Brown (2012) defined vulnerability as the birthplace of love, belonging, joy, courage, empathy and creativity. Totino and Mangini (2018) advocated that coaches should embrace vulnerability and display this behaviour, where relevant. They argued that coaches need to train themselves to reframe vulnerability from an expression of weakness to a source of strength, creativity and connection.

Sue-Chan and Latham (2004) found that a coach needs to display credibility. Luebbe (2005) maintained that providing candid feedback to the coachee is an important behaviour of the coach.

The behaviour of listening deeply is evidenced as being important for a coach. Rogers (2012, p. 50) outlined three key levels of listening that serve as a guide for a coach on how effectively they may be listening to the coachee: Level 1 is where the coach is aware of their inner dialogue, for instance around the anxiety of being good enough, and asks questions to gain facts for their own benefit. They may also talk more about themselves and give advice. Level 2 is where most of the effective coaching takes place. The coach and coachee are in rapport and the coachee does most of the talking, working from the

coachee's agenda. The coach focuses on what is being said and *not* being said. Level 3 is what Rogers (2012, p. 51) calls "radio field" listening – this is listening for the silences, hesitations, metaphors and emotion behind the words. This is the level at which a real connection takes place. Whitmore (2017, p. 93) referred to deep listening as "listening with heart". It involves listening to the non-verbal messages, such a voice tone, facial expressions and body language. It means listening for the emotion, feeling and meaning to establish the heart of what is being conveyed by the coachee.

McAdam (2005) believed that there are several behaviours that are non-negotiable for coaches who want to deliver the desired outcomes of a coaching process. They firstly need to know themselves, their strengths and limitations. They then need to be passionate about learning and understand the organisational context within which coaching takes place. Lastly, they need to have undergone professional coaching training. Maister (2003) argued that what you know now and what you can do now, what your current success is built on, will unavoidably depreciate in value unless you actively work on learning new things and building new skills.

According to Jones and Spooner (2006), a coach should be confident of their abilities, demonstrate confidentiality and be friendly without becoming a friend. Nelson and Hogan (2009) stated that the coach must create an atmosphere of trust so that the coachee can risk being honest about his or her concerns, perceptions and expectations of the coaching process itself. The coach must also be seen as an expert in facilitating change and knowledgeable about business processes, the organisation and the nature of effective leadership. The coach behaviour of using relevant context and experience has been highlighted by McAdam (2005) and Nelson and Hogan (2009). Kahn (2011) advocated that coaches much understand the systemic context within which the coaching takes place and bring their own understanding of organisations and their experience into the coaching space for the benefit of the coachee. According to COMENSA (2018c), a coach must use their own knowledge and experience as a resource in a way that supports but does not impose on the client's decisions. A coach should also share from their own experience in a way that invites the client to do their own thinking. This is in contrast to the view of Rogers (2012) and Eggers and Clark (2000), who argued that a business coach requires skills and expertise in being a coach, but not necessarily expertise in the coachee's particular domain or field.

Rogers (2012, p. 66) stated that "the coach does not need to be right, does not need to understand the content or the whole story (only what, matters to the client) and does not need to understand the client's professional world". Rogers (2012) argued that the more

a coach knows about the content, the more likely they will be seduced into being the "expert".

According to De Haan et al. (2011), there are three coach behaviours that have the most impact on coaching outcomes, namely: directing, challenging and "playing the devil's advocate". The most helpful behaviours from the coach were found to be listening, understanding and encouragement, followed by knowledge, empathy, authenticity and involvement. These findings are in support of Rogers (1957), who determined that coachees appreciate support, encouragement, listening and understanding. Other behaviours that were observed by De Haan et al. (2011) were calmness and humour.

Coaching behaviours identified by Dagley (2010, p. 67) include credibility, empathy and respect, holding the professional self, diagnostic skill and insight, range and flexibility in approach, and a philosophy of personal responsibility.

Passmore (2010) identified 11 coach behaviours that coachees place value on:

1. Maintaining confidentiality;
2. Containing emotions;
3. Using a mixture of challenge and support;
4. Stimulating problem-solving and setting take-away tasks for the coachee;
5. Being collaborative;
6. Using the self as a tool;
7. Encouraging the development of alternative perspectives;
8. Using effective communication skills, such as listening, questioning and reflecting;
9. Staying focused during the session;
10. Being empathetic; and
11. Making use of a variety of tools and techniques.

Making use of a variety of **tools and techniques** is also supported by Dagley (2010) and COMENSA (2018c), who advocated that coaches need to have knowledge of a range of theories, techniques and skills.

Later research conducted by Passmore (2016) provided a list of indicative behaviours which might be commonly used by master coaches. These include establishing a clear contract, building a trusting relationship, facilitating the coaching agenda, facilitating reflection and learning, managing emotional and organisational boundaries and reviewing the coaching outcomes.

Sieler (2014) argued that a critical behaviour of the coach is to create a safe environment for inquiry, learning and discovery through a deeply respectful, professional relationship with the coachee. Moore and Jackson (2014) maintained that the coach should create

an “oasis” for the coachee that is calm and positive and conducive to good coaching. COMENSA (2018c) supported this view as one of their behavioural standards for the coach includes maintaining a safe space in which the coachee can courageously explore their thinking.

It is also evident that a coach should deliberately create structure and focus in the coaching sessions. Abbott (2014) maintained that the coach must have the skills to create structure and focus in order to move the coachee from feeling overwhelmed to a state where possibilities emerge. Passmore (2016) stated that, when a coach structures a session with intention and focuses the coachee on their goals, this promotes excellent outcomes. Skilful coaches are able to track the coaching process and know at any time which section they are in and where they are aiming to go next (Passmore, 2016, p. 126).

The behaviour of assigning homework to a coachee was also highlighted in the literature. Valcour (2015) maintained that positive outcomes are encouraged when the coach ends each coaching session with something for the coachee to take away and read, reflect on or do.

Paying attention to the setting in which the coaching takes place is also considered a key behaviour of the coach. According to Starr (2007), one of the key elements of coaching is providing the client and coach with a comfortable space within which to conduct the coaching sessions. As part of the contracting phase of the coaching intervention, deciding on a physical setting in which the coaching sessions can take place is listed as an important consideration (Hart, Blattner & Leipsic, 2001). Miles, Huberman, and Saldana (2014) supported this view that the physical setting in which the coaching conversation takes place has an influence on the cognitive, emotional and behavioural responses from both coachee and the coach.

The findings from the ICF global coaching study (2016) highlighted the high value professional coach practitioners place on ongoing training and credentialing. Their research also revealed that managers/leaders using coaching skills place a similarly high premium on these markers of professionalism. Rogers (2012) supported this view by maintaining that coaches need to continually develop themselves through networking, updating skills and qualifications, reading and attending conferences.

The importance of coaches participating in supervision has been highlighted by various authors. Rogers (2012) and Hawkins and Smith (2014) advocated that supervision is a fundamental aspect of continuing personal and professional development. It provides a protected and disciplined space in which the coach can reflect on particular client situations and relationships (Hawkins & Smith, 2014, p. 391). Supervision is a process to which all coaches need to commit (Rogers, 2012, p. 215). Passmore (2016) defined

supervision as the process by which a coach, with the help of a supervisor, can attend to understanding better both the client system and themselves as part of the client-coach system, and by so doing transform their work and develop their craft. COMENSA (2018c) advocated that a coach must commit to lifelong learning via continual professional development.

Working with diversity is seen as a key behaviour of a coach. Rosinski (2010) maintained that coaches need to view culture as an advantage, rather than an obstacle. COMENSA (2018c) included a behavioural standard for managing context and diversity, stating that the coach must work with diversity and adapt behaviour in response to unfolding contextual and cultural differences. They must work with issues such as prejudice, bias and stereotyping within unfolding cultural contexts. They must demonstrate an understanding of and show empathy for past, current and future cultural contexts.

2.4.1 Summary of excellent coach behaviours

From the literature review, it is apparent that there are numerous behaviours that coaches need to display to facilitate excellent outcomes. The researcher is cognisant that these are merely pointers of behaviour and that the true value of this research lies in precisely articulating the specific behaviours that facilitate excellent coaching outcomes from the perspectives of both the coachee and coachee. For example: The literature states that a coach must be a good listener. It could be argued that this is an obvious or unsurprising behaviour to most educated coaches. Therefore, in an attempt to articulate a precise, critical marker of behaviour, one outcome could be that the coach should listen *deeply* and then describe what listening deeply actually means and would involve. For the purposes of this research, the emphasis was placed on articulating the key behaviours (what the coach and coachee should actually do) to facilitate excellent coaching outcomes. The coach behaviours articulated in the literature are summarised into categories for ease of assimilation in Table 2.3 below.

Table 2.3: Summary of coach behaviours

Category 1: Matching, contracting & building a connection		
No.	**Behaviour**	**Author**
1.	Establish rapport	Brotman et al. (1998); COMENSA (2018c)
2.	Conduct chemistry sessions	Brotman et al. (1998); Hall et al. (1999); Hodgetts (2002); COMENSA (2018c)
3.	Set appropriate boundaries	Brotman et al. (1998)
4.	Ensure a good match between yourself and your potential coachee upfront	Hall et al. (1999)
5.	Establish clear objectives	Hall et al. (1999)
6.	Build trust	Nelson & Hogan (2009); Rogers (2012); COMENSA (2018c)
7.	Create a safe space	Moore & Jackson (2014); Sieler (2014) COMENSA (2018c)
8.	Establish a personal connection with the coachee Telling stories (storytelling)	Kilburg (1997); Hall et al. (1999); Wasylyshyn (2003); Drake (2014); COMENSA (2018c)
9.	Pay attention to the coaching setting	Hart et al. (2001); Starr (2007) Miles et al. (2014)
10.	Contract upfront with the coachee	Sills (2003); Passmore (2016); COMENSA (2018c)
Category 2: Coach skill and competence		
No.	**Behaviour**	**Author**
11.	Have no personal agenda	Hall et al. (1999)
12.	Be credentialed and trained as a coach	Hall et al. (1999); McAdam (2005); ICF Global Coaching Study (2016)
13.	Understand business and organisational context	McAdam (2005); Passmore (2007); Nelson and Hogan (2009); De Haan et al. (2011)
	Hold your professional self	Dagley (2010)
14.	Display honesty	Brotman et al. (1998); Hall et al. (1999); Rogers (2012); Blackman et al. (2015)
15.	Display expertise in facilitating change	Nelson and Hogan (2009)
16.	Be passionate about learning	Hall et al. (1999); McAdam (2005); COMENSA (2018c)
17.	Display insight into the coachee's issues	De Haan et al. (2011)
18.	Display credibility	Sue-Chan and Latham (2004); Dagley (2010)
19.	Display authenticity	Gonzalez (2004)
20.	Display empathy	Rogers (1957); Kilburg (1997); Brotman et al. (1998); Wasylyshyn (2003); Nelson and Hogan (2009); Dagley (2010); Passmore (2010); Cuddy et al. (2013); Moore and Jackson (2014); Blackman et al. (2015); COMENSA (2018c)

Category 2: Coach skill and competence (continued)		
No.	**Behaviour**	**Author**
21.	Display presence	Tolle (2008); Williamson (2011); Felgen & Lewis-Hunstiger (2011); COMENSA (2018c)
22.	Display integrity	Brotman et al. (1998); Hall et al. (1999)
23.	Display common sense	Passmore (2010)
24.	Display openness	Hall et al. (1999)
25.	Display understanding	De Haan et al. (2011)
26.	Display acceptance	Blackman et al. (2015)
27.	Display care for the coachee	Hall et al. (1999)
28.	Display curiosity	Rogers (2012)
29.	Display self-awareness	McAdam (2005)
30.	Display self-confidence	Jones and Spooner (2006); Blackman et al. (2015)
31.	Display interpersonal skills	Kilburg (1997); Wasylyshyn (2003)
32.	Display organisational skills	Blackman et al. (2015); COMENSA (2018c)
33.	Display vulnerability	Brown (2012); Totino & Mangini (2018)
34.	Demonstrate exceptional listening skills	Rogers (1957); Kilburg (1997); Brotman et al. (1998); Hall et al. (1999); Wasylyshyn (2003); De Haan et al. (2011); Rogers (2012); Whitmore (2017); COMENSA (2018c)
35.	Ask skillful questions	COMENSA (2018c)
36.	Adjust tone, pitch, pace and volume to empathise with coachee's emotional state	COMENSA (2018c)
37.	Communicate clearly and effectively	Passmore (2010); Blackman et al. (2015)
38.	Contain emotions and stay focused	Passmore (2010); Abbott (2014)
Category 3: Coach style and approach		
39.	Be a sounding board	Hall et al. (1999)
40.	Ensure availability and accessibility	Hall et al. (1999)
41.	Display a range and flexibility in coaching approach and tools	Dagley (2010); Passmore (2010)
42.	Work in a collaboration way	Gonzalez (2004); Passmore (2010)
43.	Work with diversity and adapt behaviour in response to unfolding context and cultural differences	Rosinski (2010); Rogers (2012); COMENSA (2018c)
44.	Be unafraid	Rogers (2012)
45.	Be friendly, but not a friend	Jones & Spooner (2006)
46.	Support the coachee in developing alternative perspectives	Passmore (2010)
47.	Show support and encouragement of the coachee	Rogers (1957); De Haan et al. *(*2011)
48.	Play the "devil's advocate"	De Haan et al. (2011)
49.	Give challenging and candid feedback	Hall et al. (1999); Lubbe (2005); De Haan et al. (2011)

Category 4: Coach ethics		
No.	**Behaviour**	**Author**
50.	Display confidentiality	Jones & Spooner (2006); Passmore (2010); Brennan & Wildflower (2014); Blackman et al. (2015); Passmore (2016)
51.	Display respect for the coachee	Nelson & Hogan (2009)
52.	Observe where trust is lacking and discuss this freely	COMENSA (2018c)
Category 5: Creating awareness and opportunities for learning		
53.	Create awareness in the coachee	COMENSA (2018c)
54.	Reflect on what has been said by the coachee	Brotman et al. (1998); Hall et al. (1999); Gosling & Mintzberg (2003); COMENSA (2018c)
Category 6: Designing actions and managing accountability		
55.	Design actions and follow up with the coachee	Hall et al. (1999); COMENSA (2018c)
56.	Manage accountability of the coachee	COMENSA (2018c)
57.	Display commitment to the coachee's success	Hall et al. (1999)
58.	Keep focus and structure	Abbott (2014); Passmore (2016)
59.	Assign homework to the coachee	Passmore (2010); Valcour (2015)
60.	Challenge and push the coachee	Hall et al. (1999)
61.	Balance challenge with support	Passmore (2010)
Category 7: Creating opportunities for personal and professional growth		
62.	Participate in ongoing training and credentialing	Rogers (2012); ICF (2016)
63.	Participate in supervision	Rogers (2012); Kahn (2011); Hawkins & Smith (2014); Passmore (2016); COMENSA (2018c)

2.4.2 Proposition 2: What are the behaviours of an excellent coach?

It is proposed that an excellent coach needs to display most (if not all) of the identified behaviours. However, it is not clear from the literature which behaviours specifically facilitate *excellent* coaching outcomes.

2.5 What are the behaviours of an excellent coachee?

Passmore (2010) asserted that few studies have considered the coachee's behaviours (given "a voice" to the coachees themselves), although Bush (2005) recognised the coachee's commitment to the process as a key determinant of success. Like Bush (2005), Brand and Coetzee (2013) argued that the coachee needs to commit to the process for several sessions as it is not a quick-fix approach. It takes energy and commitment from the coachee to make coaching successful. Evered and Selman (1989) emphasised the importance of the coachee being ready to create change, and that if this

is not evident, the coachee could experience the process as being very frustrating. According to Abbott and Bennett (2011, p. 10), it is critical that the coachee reflects on the goals they want to achieve. Grant and Cavanagh (2014) maintained that reflective practices by the coachee are critical to creating purposeful change. Abbott and Bennett (2011, p. 11) further stated that the intensity of the coachee's motivation or willingness to achieve their goals is very important to the overall success of the coaching process. Carter et al. (2014) identified five coachee behaviours that are important to a good coaching process. These factors place a shared responsibility on the coachee for the success of the coaching process. These coachee behaviours include: willingness of the coachee to be coached; the reflective ability of the coachee; the openness of the coachee to learning and change; the commitment of the coachee to the coaching process; and the receptiveness and willingness of the coachee to act on what comes out of the coaching.

Sztucinski (2001) proposed that coachee ownership of the coaching process is critical to a positive coaching process. According to Spence and Oades (2011), irrespective of whether coaching is focused on the acquisition of a particular skill, improved performance, or is more developmental in nature, a coachee's success will depend on how well they can manage their thoughts, feelings and actions in support of their particular goal. Rogers (2012) maintained that, in order to achieve a successful coaching outcome, the coachee must assume a position of having a high degree of self-respect and respect for the coach.

Abbott and Bennett (2011, p. 49) asserted that in order for a coachee to achieve their desired outcomes, they need to be an *active partner* in the process. They advocated eight ways in which a coachee may be an active partner, namely:

1. Be open and honest – share relevant information that will assist the coach in facilitating the coaching process more effectively;
2. Ask questions – examples include asking questions to ensure understanding and asking questions to clarify meaning;
3. Make suggestions – related to trying certain actions or focusing on a specific issue;
4. Keep a coaching file and take notes – this will assist the coachee in tracking their progress and serve as a prompt for homework or agreed actions;
5. Make the changes – focus on doing homework and experimenting with different approaches;
6. Prepare for the coaching sessions – this involves setting time aside to reflect on homework and any actions the coachee has implemented. Reflection is a key part of being prepared for the next coaching session;

7. Receive feedback from the coach – this may be positive, encouraging feedback or developmental feedback; and
8. Give feedback to the coach – this is important so that the coach can adjust the coaching process to be more effective for the coachee if necessary.

2.5.1 Summary of excellent coachee behaviours

From a review of the literature supporting coachee behaviours, it is evident that coachees need to display specific behaviours to facilitate excellent coaching outcomes. These behaviours are summarised in Table 2.4.

Table 2.4: Summary of coachee behaviours

Behaviour	Author
Ask questions and make suggestions	Abbott & Bennett (2011)
Be honest	Abbott & Bennett (2011)
Being ready to create change	Evered & Selman (1989)
Display respect for the coachee and the coach	Rogers (2012)
Display ownership over and choice in participating in the coaching process	Sztucinski (2001)
Set and achieve coaching goals	Abbott & Bennett (2011); Rogers (2012)
Display commitment to the process	Bush (2005); Brand and Coetzee (2013); Carter et al. (2014)
Keep a coaching file and take notes	Abbott & Bennett (2011)
Manage thoughts, feelings and actions	Spence & Oades (2011)
Display willingness to be coached	Carter et al. (2014)
Display an ability to be reflective	Carter et al. (2014)
Display openness to learn and to change	Carter et al. (2014)
Prepare for the coaching sessions	Abbott & Bennett (2011)
Receive feedback from the coach Give feedback to the coach	Abbott & Bennett (2011)
Be willing to act on the outcomes of the coaching Make the changes	Evered & Selman (1989); Carter et al. (2014); Abbott & Bennett (2011)

2.5.2 Proposition 3: What are the behaviours of an excellent coachee?

It is proposed that an excellent coachee is engaged and committed to the process of coaching and ready for change to take place. They display honesty and an openness to learn and to change. They take ownership of and responsibility for their own coaching process. They proactively set and achieve their coaching goals and prepare for each coaching session. They ask questions and make suggestions, take notes and keep a coaching file. They display the ability to reflect and to actively manage their thoughts, feelings and actions. They demonstrate self-respect and respect for the coach. They are

able to give and receive feedback and if they have ownership and choice over the coaching process, they are more likely to achieve excellent coaching outcomes.

2.6 Conclusion of literature review

This chapter has provided an overview of the literature pertaining to the definition of coaching, understanding excellent coaching outcomes and identifying coach and coachee behaviours. Despite the various definitions of coaching in the literature, the ultimate goal remains the same: To ensure a meaningful and effective coaching process that generates results – i.e. facilitates performance enhancing behavioural change that ultimately moves the coachee forward (Hall et al., 1999; Kahn, 2011; Kilburg, 1997; Passmore, 2007; Rogers, 2012).

There are many factors that contribute towards coaching outcomes – particularly the behaviours of the coach and coachee. According to Bass and Bass (2008), typically identifying the traits of an effective leader leads to the selection of the right person, whereas identifying behaviours critical to leadership implies that people can be trained to become leaders. It is therefore reasonable to conclude that if excellent coaching behaviours can be clearly articulated, good coaches can be trained to become excellent coaches. Likewise, good coachees can also be trained to be excellent coachees. This may mean that training, performance and overall professional development could be accelerated just by articulating and adopting these specific coaching behaviours.

It is possible to have positive and excellent coaching outcomes. The key difference between positive and excellent coaching outcomes is related to lasting transformation of the coachee. Where lasting transformation has taken place in a coachee, that is the very definition of an excellent coaching outcome (Dagley, 2010; Hawkins & Smith, 2014).

There are numerous behaviours that have been identified for the coach and there appears to be common agreement on the key behaviours, skills and attributes of business coaches. These include being empathetic; working in a collaborative way; displaying honesty and integrity; contracting with the coachee; being self-aware; being understanding; being caring; displaying competence; listening and communicating well; and balancing challenge with support. However, it is not clear from the literature as to whether these coach behaviours specifically contribute towards *excellent* coaching outcomes.

Fewer behaviours have been identified for the coachee which include commitment to the coaching process, being receptive and willing to change and having the ability to be reflective (Brand & Coetzee, 2013; Bush, 2005; Carter et al., 2014; Rogers, 2012).

In summary, as coaching is a space for self-reflection, by clearly articulating the behaviours that facilitate excellent coaching outcomes, coaches and coachees are therefore better enabled to practice self-reflection by way of reviewing their own behaviours. This process of self-reflection may then allow for greater growth and personal development.

The literature has identified behavioural pointers for both the coach and coachee. However, precise behavioural markers that directly facilitate *excellent* coaching outcomes are not thoroughly articulated. It is proposed that if the critical coaching behaviours can be clearly articulated, training and performance in coaches and coachees can be accelerated. Coaches can be trained in these behaviours and coachees can be educated in terms of their own behaviours in facilitating excellent coaching outcomes. Coaching regulatory bodies may also include these behaviours in their behavioural frameworks to enhance their behavioural standards.

The three main research Propositions are summarised below.

2.6.1 Proposition 1: What constitutes excellent coaching outcomes?

A coachee who achieves excellent coaching outcomes firstly gains increased self-awareness through self-reflection which leads to new learnings and a mind-set change (new ways of thinking and feeling). This mind-set change may lead to greater clarity in purpose and meaning. As a consequence, the coachee is then enabled to achieve transformational coaching goals that result in lasting, sustainable behaviour change.

2.6.2 Proposition 2: What are the behaviours of an excellent coach?

It is proposed that an excellent coach needs to display most (if not all) of the identified behaviours summarised in Table 2.3. However, it is not clear from the literature which behaviours specifically facilitate *excellent* coaching outcomes.

2.6.3 Proposition 3: What are the behaviours of an excellent coachee?

It is proposed that an excellent coachee is engaged and committed to the process of coaching and ready for change to take place. They display honesty and an openness to learn and to change. They take ownership of and responsibility for their own coaching process. They proactively set and achieve their coaching goals and prepare for each coaching session. They ask questions and make suggestions, take notes and keep a coaching file. They display the ability to reflect and to actively manage their thoughts, feelings and actions. They demonstrate self-respect and respect for the coach. They are able to give and receive feedback and if they have ownership and choice over the coaching process, they are more likely to achieve excellent coaching outcomes.

CHAPTER 3. RESEARCH METHODOLOGY

3.1 Introduction

This chapter details the research methodology used to provide answers to the three research questions and three research propositions as outlined in Chapters 1 and 2. The research approach is outlined, followed by a description of the research design. The data collection methods as well as the population and sample are then detailed. The research instrument used and the process for data collection and methods of data analysis and interpretation are described. This chapter concludes with a description of the limitations of the study and what was done to ensure validity and reliability of the research.

3.2 Research approach

This research aimed to identify and articulate the behaviours of coaches and coachees that facilitate excellent coaching outcomes. As such, the study is perception and experience based. The study sought to articulate the behaviours that appear to be critical based on individual perceptions and therefore was reliant on the unique personal experiences, insights and narratives of the respondents. Based on this, the research approach selected to meet the needs of this study was a qualitative approach.

According to Davidson (2012), a qualitative approach to research subjectively assesses the attitudes, opinions and behaviour of the experience being researched. Jacob and Furgerson (2012, p. 1) maintained that at the heart of qualitative research is the desire to expose the human part of the story. Babbie and Mouton (2005) found that qualitative research enables the researcher to describe and understand human behaviour, rather than attempting to explain it in a statistical, quantitative manner. It allows the respondents to describe their attitudes and feelings without losing the rich descriptions and the essence of their experiences (Morse, 1994). Qualitative research infers that meanings and processes are not measured or examined meticulously but rather, insights are discovered and interpreted (Noor, 2008). A qualitative approach therefore allowed for rich and in-depth data to emerge in order to provide answers to the research questions as outlined in Chapter 2. According to Creswell (2003), when conducting qualitative research, the researcher is the primary instrument of data collection. As such, Greef (2011) maintained that he or she needs to have mastered interpersonal and communication skills. As the researcher is herself a practicing business coach, her self-awareness, listening and questioning skills were already well developed. Therefore, the research “instrument” was ‘’set up for success’’ to conduct the qualitative research

interviews. By making use of a qualitative approach in answering the research questions, the quality of the data received was based on a few prior assumptions that included: The respondents would reflect normal perspectives and experiences; the respondents would be motivated to participate in the study; and the respondents would provide truthful and accurate perspectives based on their own reality.

These assumptions were relevant for this research with respect to enabling the researcher to gain unbiased, unique and authentic perspectives from the coaches and coachees. All the research respondents who took part in this study fulfilled these assumptions and thereby added to the quality of the data received by using a qualitative approach.

In summary, a qualitative approach for this study was selected in order to capture the rich, unique and personal perspectives and experiences of the coaches and coachees. Mellon (1998, p. 174) captured this view eloquently by stating that, “As there is a natural storytelling urge and ability in all human beings, even just a little nurturing of this impulse can bring about astonishing and delightful results.”

3.3 Research design

A generic qualitative research design was selected for this study in order to understand the experiences of the coaches and coachees (Caelli, Ray & Mill, 2003). The design is practice-oriented and perception-based. It is practice-orientated in that the practical experiences of the coaches and coachees were articulated. It is perception-based in that it relied on the unique perceptions and insights of the coaches and coachees themselves.

An interpretivist paradigm within this generic qualitative approach was adopted. Interpretivism was selected due to the personal face-to-face interaction that was required in order to gain the unique perspectives of the coaches and coachees. According to Thanh and Thanh (2015), the interpretive paradigm allows researchers to view the world through the perceptions and experiences of the respondents. In seeking the answers, the researcher who follows an interpretive paradigm uses those experiences to construct and interpret his/her understanding from gathered data. Hansen (2004) maintained that interpretivists see reality as constructed in the mind of the individual in contrast to a single external entity. Meaning is hidden and needs to be brought to the surface through deep reflection, which can be achieved through the dialogue between the interviewee and the interviewer (Schwandt, 1994). Bhattacherjee (2012, p. 105) stated that the interpretivist approach is well-suited for exploring hidden reasons behind complex, interrelated, or multi-faceted social processes. Interpretive research can also help uncover interesting and relevant research questions and issues for follow-up research. The disadvantages

of interpretive research are that it tends to be time and resource intensive. Too little data can lead to false or premature assumptions, while too much data may not be effectively processed by the researcher (Bhattacherjee, 2012, p. 105). In order to overcome this challenge, great care was taken in ensuring that the interview questions only sought to provide answers to the research questions and propositions to avoid data overload. Conversely, to ensure there was enough data, the design of the interview questions was such that rich, quality data was gained from all respondents. Analysis of the data was conducted through content analysis (analysing what was actually said by the respondents) and thematic analysis (looking for key themes present in the data).

3.4 Data collection methods

The research design selected was a qualitative approach, within an interpretivist paradigm. The respondents were interviewed to gain insight into their unique views, experiences and perceptions regarding the specific behaviours that facilitate excellent coaching outcomes. Respondents who were interviewed did so voluntarily, and appointments were scheduled via electronic email invitations. Each coach and coachee was interviewed separately in a manner that was informal, conversational and guided by a semi-structured interview guide.

Two separate interview guides were developed, one for the coach and the other for the coachee. Each interview was approximately 60 minutes in duration. The interview guides were formulated by referencing the research questions, the three research propositions and the COMENSA Coaching Competency Behavioural Standards Framework (COMENSA, 2018c).

Interpretivists believe an understanding of the context in which any form of research is conducted is critical to the interpretation of data gathered (Willis, 2007, p. 4). To this end, context creating questions were included at the beginning of the interview schedules for the purposes of interpreting the data correctly and possibly noting additional themes or propositions related to the unique context of the respondents.

Preparation before each interview was vitally important, as qualitative research relies on the researcher as the main instrument (Creswell, 2003). The researcher was therefore fully present and connected with the interviewee throughout the interview in order to not miss any important data or “between the lines” content. Emphasis was placed on listening deeply and questioning skilfully. The interviews were recorded using two voice recording applications on an Apple iPhone and an iPad. The audio recordings support the reliability of the research process and findings. The audio files were sent to an external transcriber for transcription.

Overall, the semi-structured interview approach allowed for a conversation that was flexible and free-flowing, allowing the respondents to include other information that the questions might not have been directly asking for. The confidential nature of the interviews enabled the coaches and coachees to share openly, without fear of any negative consequences, adding to the authenticity and reliability of the data received. It is acknowledged that some respondents may have felt a loyalty towards each other which may have impacted on the full truth being gleaned. Objectivity of the data is therefore difficult to gauge.

3.5 Population and sample

This section covers the population and sample used for this research study.

3.5.1 Population

For the purposes of this research, the population is coaching dyads in South Africa, who represent different industries, genders and races. Triangulation was achieved by making use of three distinct reference points for the study: the coach perspective; the coachee perspective; and the COMENSA Coaching Competency Behavioural Standards framework (COMENSA, 2018c). According to Heale and Forbes (2013), triangulation in research is the use of more than one approach to researching a question. The objective is to increase confidence in the findings through the confirmation of a proposition using two or more independent measures. The combination of findings from two or more approaches therefore provides a more comprehensive picture of the results, than either approach could do alone.

3.5.2 Sample and sampling method

Purposive sampling implies that people are selected with a specific purpose in mind (Neuman, 1997). Purposive sampling was used for this research to ensure that specific elements would be included (for example: the coach and coachee must form part of a completed coaching dyad in South Africa). Strauss and Corbin (1990) showed support for purposive sampling by maintaining that the more widespread the sample, the more the conditions and variations that will be discovered and built into the theory, and therefore the greater the generalisability of the research findings. The sample size was determined by saturation of the data and was not dependent on the number of respondents. According to Hansen (2004), data saturation occurs when the researcher is obtaining no new data from the interviews and coding process.

The coaches and coachees were selected on the basis that they were in a coaching dyad, i.e. the coach has previously coached the coachee. This fact makes the study

unique in that it incorporates the perspectives of both the coaches and coachees in a unique coaching relationship as opposed to interviewing different, unrelated groups. Furthermore, interviewing coaching dyads allowed for synergies to emerge between the coaches and coachees themselves related to specific coaching behaviours.

Linder-Pelz and Lawley (2015) maintained that the outcomes of coaching cannot be observed during a coaching session. The outcomes of coaching are often complex, difficult to define and not known until after the event. Completed coaching dyads were therefore deliberately sourced to be interviewed. In one case, the relationship was ongoing, but the dyad had already completed in excess of 10 coaching sessions together. The sample was purposefully selected in that they needed to meet the following specific criteria:

a) The sample should comprise coaches and coachees who have had business coaching;
b) The sample should represent an even distribution of male and female to gain a holistic view from both gender perspectives;
c) All eight coaches and eight coachees should have completed their coaching relationship together or had at least six coaching sessions to date;
d) All respondents should have undertaken business coaching within the last 18 months (this ensured that their experiences were fresh in their minds and could be easily recalled);
e) All coaches should have accumulated at least 500 hours of coaching experience to date (to ensure quality and reliability of data); and
f) All respondents must have felt that they had achieved significant growth/outcomes from the coaching process (they had the ability to uniquely define “excellent” coaching outcomes).

The total number of respondents interviewed is summarised in Table 3.1.

Table 3.1: Profile of respondents

Description of respondent	Number interviewed
Coaches	8
Coachees	8
TOTAL number of respondents	**16**

3.6 The research instrument

The research instrument used for this research was a qualitative, semi-structured interview, guided by an interview guide. Rubin and Rubin (1995) described semi-structured interviews as when the interviewer introduces the topic, then guides the

discussion with specific questions. It is mostly used when the interviewer is interested in the understanding, knowledge and insights of respondents and when the content, flow and choice of topics change to match what the respondent knows and feels. Devers and Frankel (2000, p. 268) stated that the degree to which interviews are structured varies. There are four factors that influence this degree of structure. The first is the purpose of the study. When the study is exploratory, an open-ended interview guide is recommended. The other three factors include the extent of existing knowledge about a subject, the availability (time) of the population, and the number and complexity of cases.

The use of semi-structured interview questions allowed for flexibility during the interviews and to ask questions out of sequence when necessary. It also allowed the respondents the opportunity to answer the questions in their own way and therefore allowed for greater depth to be achieved. Interesting thoughts and comments were probed further to reveal additional information that was useful to the research purpose.

The semi-structured interview relies on the researcher as the main instrument (Creswell, 2003) and it was therefore important that rapport and trust were created and maintained with the respondents. The format of the interview schedule began with general demographic and context questions that enabled the understanding of the context (lens) within which the data was received and analysed. The interview schedule was structured in such a way that the questions were tailored to the coaches and coachees respectively. An open-ended question was included at the end of the interviews in order to accommodate any other relevant information that the coach or coachee felt they wanted to include. Direct quotations were taken *verbatim* from the interviews to illustrate the points being made and support the findings. Refer to Appendix C for the two interview guides (research instruments).

3.7 Procedure for data collection

According to Rubin and Rubin (1995), qualitative researchers frequently select interviewees according to their social networks. In this case, the research respondents were purposely selected based on a specific set of criteria (detailed in Section 3.5.2 above) and were sourced from the researcher's personal and professional network, direct referrals and the COMENSA membership list in South Africa.

Respondents were invited to be part of the study through three direct channels. The first channel was through COMENSA's monthly newsletter (published on the first Wednesday of every month) whereby two separate invitations were sent out (on different dates) to the COMENSA member list inviting potential respondents who met the research criteria to participate in an academic research study. As part of ensuring transparency and

ethical conduct, COMENSA required that a copy of the research proposal together with the ethical clearance certificate was made available to them in order to assess whether the research met the criteria for publication in their newsletter, thereby giving the research further credibility in the eyes of the COMENSA membership community.

The second channel was through direct telephone calls and lastly, direct and personal emails were sent to targeted coaches and coachees (Refer to Appendix A for the invitation sent to potential respondents). The potential respondents were motivated to participate in the study by emphasising that they would be contributing to the growing knowledge base of this emerging field and as such, their participation would be greatly valued and remembered. All respondents who took part in the study would also receive a link to the completed study for their future reference.

Respondents who accepted the invitation, did so voluntarily. When a respondent met the research criteria, further details about the study were sent via email. A key strategy to encourage coachee participation, was asking the coaches to nominate their coachee first. The willingness of the coachee to participate was therefore enhanced and they then already had an initial view of the research objectives before the researcher contacted them with more detail. The confidential nature of the interview and the research findings was emphasised again in the follow-up communication. All participating respondents were required to complete and sign a consent form prior to their interview. The consent form included details pertaining to the nature of the interview, the purpose and that it would be recorded (Refer to Appendix B for the consent form). One consent form was not signed, but the respondent confirmed her consent verbally in the interview itself.

The individual interviews were then scheduled via separate electronic diary invitations sent from the researcher. Five interviews were conducted face-to-face and 11 interviews were conducted via the Zoom-for-business video conferencing online application (due to logistical reasons). The interviews were approximately 60 minutes in duration and were conducted in English. All interviews were recorded and once each interview was completed, the audio files were sent via WeTransfer to an external transcriber. An email thanking the respondent was sent after each interview as another way of acknowledging their time and contribution.

After receiving the transcripts back, the researcher conducted an initial review of each transcript, looking for any obvious researcher bias or errors. According to Curtin and Fossey (2007), the use of “member checking” or testing the emerging findings with the respondents is a way of increasing the validity of the research findings. Member checking can be done by sending the interview transcripts to each participant and then asking them to read them and provide any necessary comments or corrections (Carlson, 2010). The researcher therefore ensured the integrity of the data by then actively validating each interview transcript with the relevant respondent via email and through tracked changes in the actual transcripts. The data was then loaded into a qualitative data analysis tool called ATLAS.ti. (Version 8) for analysis and coding.

Figure 3.1 below illustrates the complete data collection procedure (as described above).

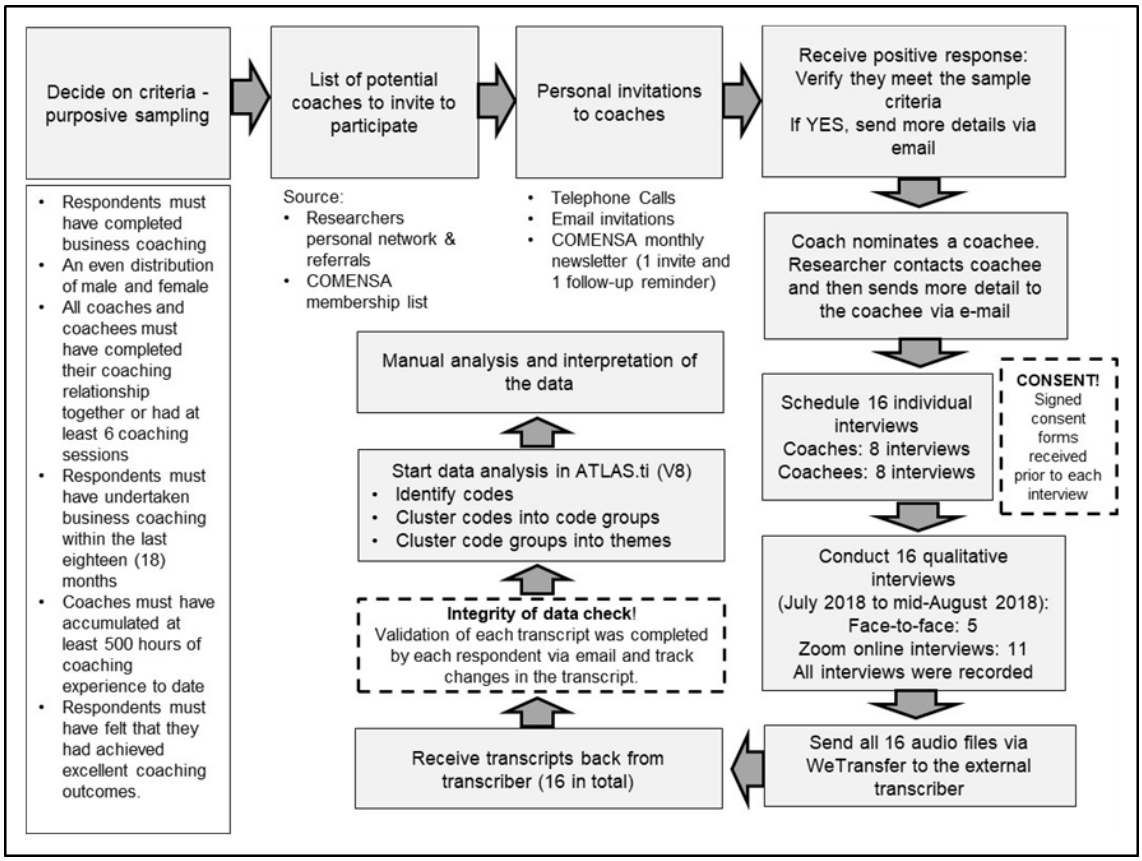

Figure 3.1: Procedure for data collection

Source: Developed by the researcher, 2019.

3.8 Data analysis and interpretation

The primary means of analysing the data in this research was through inductive data analysis. Strauss and Corbin (1998, p. 12) described inductive analysis as follows: “The researcher begins with an area of study and allows the theory to emerge from the data”. Conventional and summative content analysis was used to analyse the data. Conventional content analysis allows for an inductive approach where codes emerge from an immersion in the content of the information. Summative content analysis involves an initial count for the occurrence of words (Hsieh & Shannon, 2005).

The ATLAS.ti (Version 8) qualitative data analysis software was used to code the data directly from the interview transcriptions. To analyse the interview transcripts, codes were initially assigned to the data. Specifically, where similar perceptions were held, a code was assigned to identify patterns in the data. Once the initial codes were identified, focused coding (Saldaña, 2016) was conducted which involved identifying the codes that were conceptually related or numerally frequent or dominant in some way. Code groups were then created (Creswell, 2003) and the codes were clustered into these code groups based on similarity of content. Gerunds were then allocated to the articulated behaviours within the code groups in order to emphasise the action/s to be taken by both the coach and coachee. According to Charmaz (2014), gerunds go deeper into a studied phenomenon and identify actions and processes within the data.

The code groups were then clustered into higher level themes (Refer to Appendix D for a snapshot example of the code tables created showing the codes, code groups and themes).

The following qualitative data analysis process steps were therefore followed for this study for both the coach and coachee groups:

1. Identifying interview transcript codes (followed by focused coding);
2. Sorting of codes into code groups;
3. Sorting the code groups into higher level themes;
4. Compiling a descriptive presentation (models); and
5. Interpreting the data and discussion of the findings (Creswell, 2003).

A within-case data analysis and a comparative cross-case data analysis were also conducted as suggested by Bazeley and Jackson (2013). The process of within-case analysis involved the analysis of each coaching dyad separately. The within-case analysis laid the groundwork for further analysis, which entailed comparing the data sets across the eight coaching dyads, or cross-case analysis (Bazeley & Jackson, 2013). The aim of this phase of the analysis was to determine if the connections established in the

individual cases (coaching dyads) were similar across all cases and therefore are dominant. The behaviours that appeared to be dominant and critical were identified through the analyses across and within the eight coaching dyads. The behaviours that appeared to be dominant and critical were then articulated into a descriptive model for both the coach and coachee (Creswell, 2003).

3.9 Limitations of the study

There were times during the interviews that further elaboration of the feedback from the respondents could have taken place. However, due to time constraints, further elaboration was not always possible and could affect the richness of the data received.

It was possible that the respondents could not have been open and honest in the interviews which could have impacted the quality of data received. This limitation was pre-empted by re-emphasising the confidentiality of the research.

The study sought to ensure representation across demographics to reflect coaching dyads in South Africa. In terms of gender and representation across diverse industries, this was largely achieved (as is outlined in detail in Chapter 4). However, equal representation across races was not fully achieved. Only one Black female and one Indian female formed part of the sample. This was largely due to the purposive sample criteria for the study and the positive responses received to participate in the study. This limitation could affect the quality of the data received as a reflection of the South African context.

This study is limited in its scope and is therefore a snapshot based on a purposive sample at a specific point in time. Future interpretations might change if the study is repeated.

3.10 Validity and reliability

The purpose of validity in qualitative research is to establish whether the findings from the research study are true and certain (Guion, 2011). ‘True’, in this study, refers to whether the findings correctly mirror the experience of the respondents. ‘Certain’, in this study, refers to the whether the findings are supported with evidence. Guba (1981) described four criteria that should be pursued by qualitative researchers to ensure a trustworthy and valid study.

1. Transferability (external validity/generalisability);
2. Credibility (internal validity);
3. Dependability (reliability); and
4. Confirmability (objectivity).

These four criteria are described in the next section, specifically highlighting how this research meets the criteria of a trustworthy study.

3.10.1 Transferability

The term 'transferability' is used in qualitative research to describe external validity or generalisability. As this research design uses the interpretivist paradigm, there may be challenges for generalisability of the study. According to Bhattacherjee (2012, p. 105), the heavily contextualised nature of inferences drawn from interpretive research does not lend themselves well to replicability or transferability. As such, the research is seeking to build theory and not test it. According to Shenton (2004, p. 70), the results of a qualitative study must rather be understood within the context of the particular characteristics of the organisation or organisations and, perhaps, geographical area in which the fieldwork was carried out. This research used purposeful sampling, so the population is uniquely defined in order to answer the specific research questions. Shenton (2004, p. 70) recommended that, in order to assess the extent to which findings may be true of people in other settings, similar projects employing the same methods but conducted in different environments could well be of great value.

3.10.2 Credibility

The term 'credibility' is used to describe interval validity in qualitative research. Teddlie and Tashakkori (2009, p. 109) stated that credibility can been described as "the degree of fit between the respondents' realities and the investigator's constructions and representations of these realities". To ensure credibility of the study, the interview questions were standardised for each interviewee. The researcher also personally conducted all the interviews ensuring consistency in approach and how the questions were asked. Inductive content analysis (allowing the theory to emerge from the data) was used to support the credibility of the research. The researcher ensured credibility by keeping the original copies of all the signed interview consent forms, the audio recordings of each interview and the related transcriptions.

3.10.3 Dependability

Shenton (2004, p. 71) maintained that dependability of research can be demonstrated by reporting the detailed procedures for data collection and analysis. This would enable any future researchers to replicate the work. This research report therefore includes detail related to the research design, paradigm and approach. The research report also details the complete data collection method, the specific population and makes recommendations for future research arising out of this study. This aims to demonstrate that dependable and thorough research practices have been followed.

3.10.4 Confirmability

Shenton (2004, p. 72) stated that confirmability can also be explained as objectivity, as it is concerned with presenting the results as a true reflection of the ideas and experiences of the respondents and not as the interpretation and preferences of the researcher.

To support confirmability, the process followed in collecting, analysing and interpreting the data (refer to Section 3.8 above) has been fully outlined. The interviews were also recorded and fully transcribed by an external party. The researcher continuously reflected on the conclusions made in the research report, comparing them with the original recorded transcripts to ensure that the interviewees' perspectives were depicted in the analysis of the results, at all times.

CHAPTER 4. PRESENTATION OF FINDINGS

4.1 Introduction

This chapter is a presentation of results for the three research propositions outlined in Chapter 2. The chapter is structured as a tabulation of outcomes with associated quotations from the respondents from the semi-structured interviews. The focus of this chapter is on presenting the five main themes and the detail behind these themes. The next section explains specifically how the findings are presented and described.

4.1.1 Presentation of the results

By way of providing context and background to the respondent group who participated in this study, Section 4.2 presents and describes a summary analysis of the respondent profiles of the coaches and coachees. This provides the "lens" through which the findings can be viewed and understood.

The research interviews were conducted in such a way that eight coaches and eight coachees were interviewed separately. This was to avoid any respondent bias or emotion clouding the integrity of the data and to ensure complete confidentiality. As a result, two separate perspectives initially emerged with respect to defining excellent coaching outcomes (research proposition 1) – one view of the coach group and another view of the coachee group. These findings are presented first in Section 4.3 showing a comparison between the perspective of the coaches (as a group) and the view of the coachees (as a group). This comparison highlights the common themes that emerged between the two groups in defining excellent coaching outcomes.

The research was also designed so that the eight coaches and eight coachees who participated in the research represented eight separate and unique coaching dyads. As a result, a second comparison is presented that compares the common themes *within* the coaching dyads themselves. This is to identify the most dominant themes within the common themes in order to arrive at a specific and on-point definition for defining excellent coaching outcomes. Finally, an updated definition for defining excellent coaching outcomes is presented.

The second and third research propositions relate to identifying specific coach and coachee behaviours. Again, as a result of the interviews being conducted separately, two perspectives with respect to identifying excellent coach behaviours (research proposition 2) and coachee behaviours (research proposition 3) emerged across the coach and coachee groups. Namely, one view of the coach behaviours from the perspective of the coach group and then the coachee group and then another view of

the coachee behaviours from the perspective of the coach group and then the coachee group. For the purposes of clearly articulating the research findings, the themes that emerged across the coach and coachee groups for the coach behaviours are presented in Section 4.4. The common themes that emerged between the two groups are identified and each key theme is explained and described in detail. A second comparison is then presented that compares the common themes *within* and *across* the dyads themselves. This is to reveal the most dominant and what appear to be critical themes (with linked behaviours) in order to arrive at a model for coach behaviours.

The themes that emerged across the coach and coachee groups for the coachee behaviours is presented in Section 4.5. The *common* themes that emerged between the two groups are identified and each key theme is explained and described in detail. A second comparison is then presented that compares the common themes *within* and *across* the dyads themselves. This is to show the most dominant and what appear to be critical themes (with linked behaviours) in order to arrive at a model for coachee behaviours. The two coaching behaviour models therefore represent a synthesis of the behaviours from the findings that are deemed most dominant (in some cases appear to be critical) for the coach and the coachee respectively. Within the two behaviour models, the three coach and the three coachee behaviours that appear to be critical for facilitating excellent coaching outcomes are revealed.

4.2 Respondent context and background

4.2.1 Coach context and background

A summary of the profile of the coach respondents is presented in Table 4.1.

Table 4.1: Profile of respondents: Coaches

Respon-dent pseudo-nym	Gender	Race	Current job	Years of business experience	Highest qualifi-cation	Years of coaching	Coaching hours
Coach A	Female	White	Independent Consultant / Coach	30	PhD	20	6 000
Coach B	Male	White	Independent Consultant/ Lecturer/ Coach	38	Master's degree	8	2 500
Coach C	Male	White	Independent Consultant/ Lecturer/ Coach	30+	Certifi-cate	25 +	1 000 +
Coach D	Male	White	Independent Consultant/ Coach	38	Master's degree	18	20 000
Coach E	Female	White	Independent Consultant/ Organisational Psychologist/ Coach	26	Master's degree	16	1 000 +
Coach F	Female	White	Independent Consultant/ Organisational Psychologist/ Coach	32	Master's degree	10	4 000
Coach G	Female	White	Independent Consultant/ Coach	21	Master's degree	17	2 256
Coach H	Female	White	Independent Consultant/ Coach	17	Bache-lor's degree	12	200 recorded hours. 300 + informal hrs.

The coach respondents consisted of five female (white) and three male (white) coaches. Most of the coaches have over 30 years of business experience and over 16 years' experience as a business coach (one coach recording in excess of 20 000 coaching hours). All coaches are independent consultants, offering either group or individual coaching (or a combination of both) and two are Industrial Psychologists. One coach has completed her Post Honorary Doctorate (PhD) in business and executive coaching. The majority hold master's degrees either directly in or related to coaching, with one coach having a related bachelor's degree and another coach having completed a certificate programme in coaching. They have all completed at least six coaching sessions with their nominated coachee. The coaching methodology of each coach is also important to

identify in terms of understanding the matching process between the respondent coaches and coachees. For the purposes of this study, 'methodology' is defined as the overarching framework and tools and techniques as specific practical actions that can be applied. The findings reveal that most of the coaches adopt an eclectic and multi-dimensional approach to their coaching. They draw on a specific model, tool or approach based on their coachee's needs and relevance to their coaching goals. The findings further reveal that transition coaching, positive psychology, appreciative inquiry, neuroscience, and existentialism are dominant methodologies for this specific coach respondent group. The next section outlines the coachee profile.

4.2.2 Coachee context and background

A summary table of the coachee respondents' profile is outlined in Table 4.2.

Table 4.2: Profile of respondents: Coachees

Respondent pseudonym	Gender	Race	Current job/title	Industry/ Profession	Coaching sessions (with coach)	Years of business experience
Coachee A	Female	White	Executive country manager	Medical	12-15	20
Coachee B	Male	White	Finance executive	Finance	6	8
Coachee C	Female	White	Change management consultant	Human Capital	6	20
Coachee D	Male	White	Director: human resources	Beauty	15	24
Coachee E	Female	Indian	Head of legal	Hospitality	6	15
Coachee F	Female	Black	Senior team leader	Financial Services	6	13
Coachee G	Male	White	Senior diesel mechanic	Engineering	6	10
Coachee H	Female	White	Entrepreneur	Training & Development	6	20

The coachee respondents consisted of three male (White) and five female coachees (one Indian, one Black and three White). Most of the coachees have had over 15 years' business experience (across a range of industries). The majority also hold senior or executive positions in large corporates which, by the very nature of their roles, involve complex business problems and coaching agendas. They all completed their coaching relationship within the last 18 months and during that time, completed at least six coaching sessions with their coach. They all achieved excellent outcomes from the

coaching process. The reasons for the coachees deciding to engage in the business coaching process are summarised in Table 4.3.

Table 4.3: Summary of reasons for coaching: Coachee respondents

Coachee name	Reason for coaching
Coachee C & Coachee G	**Seeking employment**: Both coachees were without work at the time. They wanted to rebrand and market themselves to find suitable employment.
Coachee A and Coachee D	**Transition into new executive role**: Both coachees felt they needed support in their new roles as executives.
Coachee H	**Launching a new business**: An entrepreneur wanting support to launch a new business.
Coachee E	**Role preparation**: A coachee who needed support to transition to an executive role.
Coachee B and F	**Executive coaching**: An executive and a senior team leader whose companies supported and sponsored leadership coaching.

Rogers (2012, p. 149) stated that, “When clients come to coaching, they do it because they want their lives to change.” All the coachee respondents willingly came to the coaching space and wanted to do so to bring about some positive change in their lives, most of them with a fair degree of urgency. The findings with respect to the reasons for coaching also reveal three dominant themes. The first two themes are **transition** and **preparation,** including preparation for/transition to a new role; transition to/preparation for new employment and transition to/preparation for the launch of a new business. The third theme is **leadership coaching**, for those coachees new in their leadership roles and those who have occupied the positions for longer. It is an interesting finding that the dominant reasons given by the coachees for adopting coaching match directly to the dominant coaching approaches and models of the coaches. Namely a focus on transitions, preparation and leadership tools and models. The coaching needs of the coachees therefore play directly to the strengths of their coaches. In addition, most of the coaches have over 30 years of business experience (most having fulfilled “C” level roles) which also provides the relevant experience and context for most of the coachees who are either in or transitioning to executive/senior business roles. It is therefore reasonable to conclude that the matching process between the coaches and the coachees in this specific respondent group has been highly effective. Careful matching could therefore be an initial contributing factor that may promote excellent coaching outcomes.

4.3 Findings pertaining to Proposition 1: Excellent coaching outcomes

The coach and coachee perspectives for defining excellent coaching outcomes are presented below. The interview guide question for defining excellent coaching outcomes for both the coach and coachee were Questions 7 and 4 respectively.

Question 4 and 7: How would you define excellent coaching outcomes?

Proposition 1, as described in Chapter 2 is as follows: A coachee who achieves excellent coaching outcomes firstly gains increased self-awareness through self-reflection which leads to new learnings and a mind-set change (new ways of thinking and feeling). This mind-set change may lead to greater clarity in purpose and meaning. As a consequence, the coachee is then enabled to achieve transformational coaching goals that result in lasting, sustainable behaviour change.

When comparing the findings *across* the coach and coachee groups, six common codes in defining excellent coaching outcomes were found. These are illustrated in Figure 4.1. The red highlighted text indicates the six common codes across the coach and coachee groups. The black text indicates other descriptions that emerged from both the coach and coachee groups. The blue text highlights a new finding.

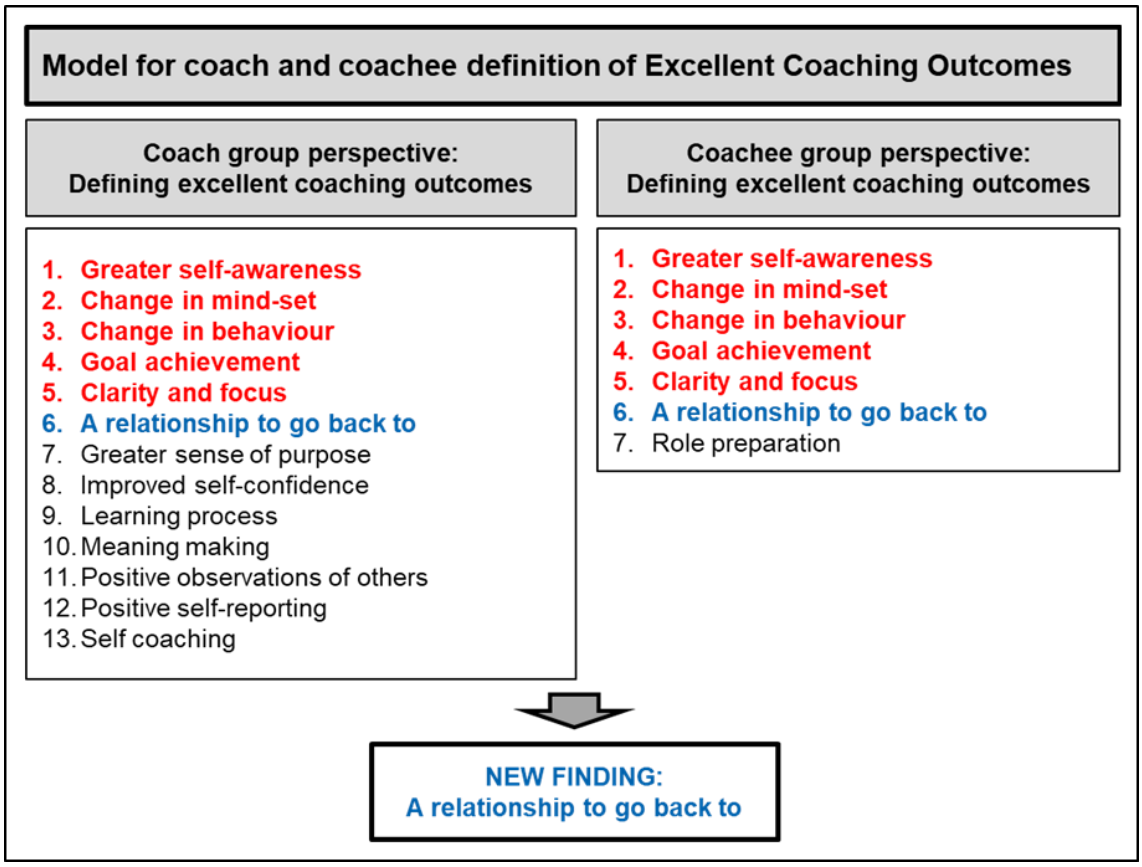

Figure 4.1: Excellent coaching outcomes: common codes

Source: Developed by the researcher, 2019

The common codes across the coach group and the coachee group were then compared *within* the dyads in order to establish which ones are *dominant.*

Table 4.4 shows the comparison of the common themes within the dyads together with supporting respondent quotations.

Table 4.4: Excellent Coaching Outcomes: Within dyad comparison of common codes

Dyad Number 1 – Coach B and Coachee B	
Coach Perspective	
Change in behaviour	*"So, it's (a) insight, (b) the desire to do something differently, (c) practicing that behaviour. I've had some clients say to me, I tried this new leadership style, it backfired. So, the second half of the coaching programme very often is, why don't you try this behaviour and see how it works and then we'll unpack it." Coach B.*
Greater self-awareness	*"I had one coachee who was the first guy in deep rural KZN, Matatiel, who got to university in his village. He was the first guy to get to university and he ended up working for an American multinational and the Americans couldn't understand why he couldn't fit in! I gave him this article and he said, I cannot believe this, do you mean I don't have to kiss goodbye to pretending to be someone else? Absolutely not. You have to work out how you take that and show up effectively*

	at that multinational. Changed his life, just that one insight. So, it's the self-awareness stuff which can have huge impacts like that." Coach B
Coachee Perspective	
Change in behaviour	*"I think for me one of the biggest things is that you change for the best, that you see a change process in yourself and that you work on your weaknesses. You won't overcome them completely and I think nobody is perfect by the end, but that you realise what are* my problems and you start tackling them." Coachee B.
Dyad Number 2 – Coach E and Coachee E	
Coach Perspective	
Goal achievement	*"…when I contract upfront I have a separate goals and development worksheet, if you like, where we contract right upfront and then we continuously go back and adjust and adapt through our conversations to say what is the measure of behaviour that we would like to see that would allow us to say we've achieved that goal?" Coach E.*
Change in mind-set	*"…it could involve personal insight and shifts and awareness of the individual." Coach E.*
Coachee Perspective	
Goal achievement	*"…we achieved our goal. I think what helped with this relationship was that right upfront we set a goal, so we knew what the target was and what we were trying to achieve. We knew what the obstacles were, and we mapped them out into themes for each one of our sessions. She'd give me homework based on whatever was happening at the time in the organisation around the theme and then I would report back to her and say, okay, in terms of my stakeholder web, this is the relationship I worked on this week, this is how I saw it impact that relationship because of whatever we're working on, etc. etc. So, it was a very defined kind of interaction." Coachee E*
Clarity and focus	*"…clarity comes." Coachee E*
Dyad Number 3 – Coach D and Coachee D	
Coach Perspective	
Greater self-awareness	*"…he's shared with me internal shifts about himself and how he perceives himself in terms of his emotional intelligence, in terms of self-awareness and self-perception, neurologically he's far more aware of what's happening to him when he's under stress and when he's not under stress, he can pick up heart rates, he can realise he's got to breathe now, so self-control and self-management and self-governance, it's a word he uses often." Coach D*
Dyad Number 3 – Coach D and Coachee D	
Coachee Perspective	
Change in behaviour	*"So the feedback was you are coming across as more mature and confident and sure of yourself and therefore actually other people are starting to trust you more in terms of what decisions you're making and following you in terms of if it's right or wrong, doesn't matter, people are following you, so that's what you need to push and move with." Coachee D*
Clarity and focus	*"I went through a couple of coaching sessions with Coach D and through that I moved into a space of being calm and clear about what my real options were and even if it wasn't ... even if I didn't necessarily feel in full control, I felt enough in control to be comfortable and confident that I was able to feel a sense of ownership and that this is my choice and I'm going to ... if it succeeds it's great, if not, I'll own it and move forward with it which was an important part for me." Coachee D*
Dyad Number 4 – Coach C and Coachee C	
Coach Perspective	
A relationship to go back to	*"Well I think I like to feel that at the end we've developed a relationship of trust, that it's one in which we could go back to if we need to, happily, and although I haven't really met with Coachee C ... I've met with her subsequently to discuss*

	how she's doing, we've had some email contact and I believe she's doing quite well. So, you could go back to it if necessary, quite confidently." Coach C

Clarity and focus	*"I think she had a much clearer idea of what she wanted to do in her working life and the kind of environment that she would like to work in and the kind of people she would like to work with and a really strong sense of the contribution that she could make and the value she can add in her working context." Coach C*
Coachee Perspective	
Greater self-awareness	*"I think excellent coaching outcomes are where the coach facilitates a growth or awareness in the other person, in the coachee. It's really about personal growth for the coachee and not so much about the coach." Coachee C*
Dyad Number 5 – Coach F and Coachee F	
Coach Perspective	
Goal achievement	*"…the context of her career, where she is in her career, where she came from and where she's going, what she's learning now that will help her in her next steps, what aspects of leadership she needs to define and what specific skills she needs to grow, what her blind spots are, how she can manage her team better, delegation, herself, time management, her managers and upward into the organisation in a way that helps her get her job done, how she impacts the perspective of her management team so they understand what's really going on, what she needs, how she can get the right kind of resources in order to get her team objectives done." Coach F*
Coachee Perspective	
Change in behaviour	*"The feedback I got from my manager was that I'm not so defensive anymore, whether or not I realised I was defensive before. I don't know. That, for me, was an indication of success to say that, okay, it's not even something that I realised myself, but it's somebody else who picked that up to say, you know, I can see your growth from this coaching. This is how you used to do things, but you've opened up a little bit more, you are open to exploring and this and that. So, that for me was basically an indication that this is actually successful." Coachee F*
A relationship to go back to	*"That's the thing, because already we've created this relationship, we know the boundaries, we are open with each other so of course it would be easier for me to go back to her than to now go start a new relationship elsewhere." Coachee F*
Dyad Number 6 – Coachee G	
Coachee Perspective	
Change in mind-set	*"I widened my spectrum of what I wanted to or what I would be willing to accept." Coachee G*
Dyad Number 7 – Coach H and Coachee H	
Coach Perspective	
Goal achievement	*"So, in terms of outcomes it's about achieving the result the client is looking for or as close as possible to that, especially from a business perspective. So, whether it's getting the clients what they want, processes they want, next steps, they need their mind-set blocks cleared, things like that, I get specific on what they want and that's the outcome for me." Coach H*
Change in mind-set	*"I could see her mind-set shift from I don't know that to do or where to go, feeling confused, and she got clarity, she knew what her next steps were, she was able to identify her own gaps and realised what questions she needed to ask, where she needed to go for help, so basically being able to get empowered in that process." Coach H*

Dyad Number 7 – Coach H and Coachee H	
Coachee Perspective	
Goal achievement	*"I think at the beginning you set out with your coach defining goals and benchmarks and what you're wanting to get out of the relationship, at the end of the process you want to be able to reflect and say, hey, I have boosted my confidence, I have achieved A, B, C, so I think you should have shifted from where you began in the coaching relationship, you should have achieved confidence, more wisdom, practical tools and ticked off the goals you wanted to achieve." Coachee H*
Change in mind-set	*"…it was my mind-set that I had to work on and I'm grateful for it, it forced me to upgrade myself because the parents I'm going to facilitate, I've now got more information and can speak from experience. When it's your own business you're putting yourself out there. So, it was overcoming those self-doubts and where they come from and the negative self-beliefs." Coachee H*
Dyad Number 8 – Coach A and Coachee A	
Coach Perspective	
Greater self-awareness	*"So, what I think is did the person shift in their understanding and self-awareness." Coach A*
Change in mind-set	*"The third aspect is, once you've made meaning and you've understood your context, you then have to think differently." Coach A*
Change in behaviour	*"I think an excellent outcome leads to a behavioural change, which can be broad, it could be managing stress, handling conflict, delegation more effectively." Coach A.*
Coachee Perspective	
A relationship to go back to	*"Excellent coaching outcomes for me would be the coach that is maybe a little bit more available and I don't say on my beck and call but with Coach A I would say, I need to speak to you urgently, do you have any time available and she would have." Coachee A.*

The comparison within the dyads revealed that there are clear synergies within dyads one, two and seven.

Dyad one showed congruence in saying that excellent coaching outcomes can be defined as a **change in behaviour** (by the coachee).

Dyad two showed congruence in saying that excellent coaching outcomes can be defined as **goal achievement** (by the coachee).

Dyad seven showed congruence in saying that excellent coaching outcomes can be defined in two ways: **goal achievement** and a **change in mind-set** (by the coachee).

As a result, the three dominant themes that emerged from the analyses within the dyads are:

1. Change in mind-set (new ways of thinking and feeling);
2. Change in behaviour (new ways of behaving); and
3. Goal achievement (achievement of the coaching goal).

It is noted that these dominant themes only occur in three out of the eight coaching dyads and therefore for completeness of defining excellent coaching outcomes, the common themes (which include the three dominant themes) are used to construct a definition for excellent coaching outcomes.

4.3.1 Summary of findings for Proposition 1: Excellent coaching outcomes

Based on the findings and comparisons above, the researcher proposes the following updated definition for excellent coaching outcomes:

A coachee who achieves excellent coaching outcomes has gained insight into their strengths and weaknesses and why they do and say the things they do (greater self-awareness). This increased self-awareness leads to new ways of thinking and feeling (**a change in mind-set**), which in turn leads to increased clarity and focus. Excellent outcomes are made visible when the coachee achieves their coaching goal (**goal achievement**) and starts to behave differently (**changes in behaviour**). At the end of the coaching relationship, if the coachee would be willing to go back to the same coach again in the future and vice versa; this is a marker of an excellent coaching outcome.

4.4 Findings pertaining to Proposition 2: Behaviours of an excellent coach

The interview guide questions for research proposition 2 for the coach and coachee respectively were Questions 8, 12; 5 and 6 (as set out below).

- Question 8: What do you think an excellent coach does?
- Question 12: What specific behaviours of yours do you believe have contributed most to facilitating excellent coaching outcomes for your coachee?
- Question 5: What do you think a coach does to facilitate excellent coaching outcomes?
- Question 6: What behaviours displayed by your coach had the most positive impact on your coaching outcomes?

Proposition 2 as outlined in Chapter 2 is as follows:

It is proposed that in order to facilitate positive coaching outcomes, coaches need to display most (if not all) of the identified behaviours. However, it is not clear from the literature whether these behaviours specifically facilitate excellent coaching outcomes.

In total, 31 codes were created for coach behaviours (from the perspective of the coaches) and 24 codes were created for the coach behaviours (from the perspective of the coachees) across all interview transcriptions. Some of the identified coach

behaviours are identical across the coach and coachee transcriptions and were coded as such. The next section compares the perspectives of the coach group and those of the coachee group on the coach behaviours that facilitate excellent coaching outcomes.

4.4.1 Comparison of coach behaviours between the coach group and the coachee group

4.4.1.1 Coach group perspective

From the 31 initial codes, seven code groups were then identified from the perspective of the coach group. The codes were clustered into the code groups based on content similarity. The seven code groups are as follows:

1. Before coaching: Administration;
2. Trust and connection with the coachee;
3. Refresh coaching skills;
4. Coaching process;
5. Diversity;
6. Supervision; and
7. Experience, context, tools and literature.

The seven code groups were then further clustered into three main themes. The three main themes for the coach behaviours are:

1. Theme 1: Building trust and connection;
2. Theme 2: Facilitating the coaching process; and
3. Theme 3: Committing to lifelong learning.

Table 4.5 summarises the process of clustering the identified eight code groups into the three main themes.

Table 4.5: Coach group perspective: Clustering of coach behaviour code groups into themes

Code group	Theme
Trust and connection with coachee	= Building trust and connection
Before coaching: Administration	= Facilitating the coaching process
Coaching skills	= Facilitating the coaching process
Coaching process	= Facilitating the coaching process
Diversity	= Facilitating the coaching process
Updating skills and experience	= Committing to lifelong learning
Supervision	= Committing to lifelong learning
Experience, context, tools and literature	= Committing to lifelong learning

4.4.1.2 Coachee group perspective

From the 24 codes, five code groups were then identified from the perspective of the coachee group. The codes were organised into these code groups based on content similarity. The code groups are as follows:

1. Before coaching: Administration;
2. Coaching skills;
3. Coaching process;
4. Trust and connection with the coachee; and
5. Experience, context, tools and literature.

These five code groups were then clustered into three main themes:

1. Theme 1: Building trust and connection
2. Theme 2: Facilitating the coaching process
3. Theme 3: Using various methodologies, tools and literature

Table 4.6 summarises the process of clustering the identified five code groups into the three main themes.

Table 4.6: Coachee group perspective: Clustering of coach behaviour code groups into themes

Code group	Theme
Trust and connection with the coachee	= Building trust and connection
Before coaching: Administration	= Facilitating the coaching process
Coaching skills	= Facilitating the coaching process
Coaching process	= Facilitating the coaching process
Experience, context, tools and literature	= Using various methodologies, tools and literature

4.4.1.3 Combined perspective of the coach and coachee groups on excellent coach behaviours

The overall three dominant themes (when combining the key themes identified from both the coach and coachee groups) for the coach behaviours are:

1. Theme 1: Building trust and connection;
2. Theme 2: Facilitating the coaching process; and
3. Theme 3: Committing to lifelong learning (which includes using experience; context; and various methodologies, tools and literature).

Within each theme, there are actions to be taken that articulate **how** these behaviours may be practically demonstrated by the coach. The next section details the main themes and supporting actions to bring these behaviours to life in the coaching space. These include the perspectives of both the coach and the coachee where applicable.

4.4.1.3.1 Theme 1: Building trust and connection

The theme of building trust and connection with the coachee can be behaviourally demonstrated by the coach in nine different ways. The supporting behaviours (stated as gerunds which highlight the action that needs to be taken by the coach), together with a description and respondent quotation are captured in Table 4.7 below.

Table 4.7: Building trust and connection: Supporting behaviours

Behaviour	Description and respondent quotations
Being present	Most coaches felt that the behaviour of being present with the coachee was fundamental to building trust and allowing the coachee to feel safe to open up to the coach. The following coach captured the essence of what this behaviour means: *"…be present to the person. So, whatever they are thinking or doing or wherever they're at, for them to feel that as I'm sitting there I'm another person that they can confide in, open up to and think things through with. That's such a key starting point because it opens up everything else and it allows the negotiation and discussion." Coach F* Another coach described presence as an energetic connection and is based on the coach's energy during the coaching session: *"My experience takes the coaching from step five to ten, but my presence gets the coaching established. I think it's a type of energetic connection because I think it's, do I look like someone they can speak to, but also will I have the energy, focus and insight to challenge and not allow them to be complacent." Coach F.* According to another coach, being present can also mean, actively maintaining eye contact and being in the moment with the coachee. *"What I must not do is to be unethical and there are millions of ways of being unethical, to not be in the moment, to not make eye contact, because my eyes should always be there on the eyes of the coachee, whether the coachee's eyes are everywhere except on my eyes, my eyes should always be there. So, if my eyes are not there, I'm not in the moment because then I'm thinking of my grocery list or whatever it might, that is not on." Coach G*
Creating a safe space	Most coaches expressed the importance of creating a safe space for the coachee in order to build trust and connection. The coaches specifically expressed that it was a critical behaviour for facilitating excellent coaching outcomes. *"A coach creates a safe space for somebody to express their thoughts and feelings raw, unfiltered, not having to posture. So, there's safety for them, it's a space of non-judgment, and very often that's all they need." Coach E* *"I think it has to be creating a safe, trusting environment where people can open up and be totally honest, it's the most important success factor. "Coach B*

Behaviour	Description and respondent quotations
	Most coachees also felt this was a critical aspect of ensuring they achieved excellent coaching outcomes…. *"I think the ability that he had to be really invested in me, so that gave me the safe space to have my own experience and to feel confident and comfortable that my own experience was a good enough experience for me. That really made a big impact." Coachee D* *"I think how she related to me, she often mentioned, you're quite young but when we were having the sessions, she didn't make me feel like I'm quite young, it was as if it's peers sitting and just having a discussion. So, she gave me that sense of comfort to say, look, this is a safe space for us to chat about anything." Coachee F.* The following coach explains how a coach can practically go about creating this safe space for the coachee. *"The coach creates a safe space. If you feel safe you can do it. How the coach creates a safe space is about being authentic, genuine, open, being equal, so there's a lot about the being because you can't just go in there and I don't just think contracting alone will create a safe space, I think it's a step, but if I contract and I'm not authentic or genuine I think they'll be skeptical." Coach A*
Being organised and reliable	The essence of this behaviour is for the coach to do what they say they will do, i.e. to send the relevant articles, literature, tools and coaching session summaries to the coachee. This helps to build trust and connection. The coach should also arrive on time and be prepared for the session, showing they can be relied upon. One coach articulated how being organised and reliable helped her coachee during the coaching process: *"I was organised, on time, she liked that I also used Zoom sessions and recorded the sessions so that you can listen to them afterwards, so I do know that having that consistent behaviour that the coachee knows what to expect, showing up on time, being professional, having a system that they know backs up this process, they understand the process flows, so I would straight after the session end it, as soon as the video converted I would immediately upload it to a central place for her to access, so she always knew that stuff was there. So, I know that's valuable for a coachee to have that kind of reliable support, which is obviously why you hire a coach, you want somebody who's there and helps you and is reliable." Coach H.* One coachee said that because her coach was always organised, it enabled her to schedule all her coaching sessions upfront and then manage other activities around that: *"I think she's very organised, maybe even more than myself, so long in advance I had the dates and if something is in your diary it's easy to manage." Coachee A*
Displaying empathy	Most respondents emphasised the importance of displaying empathy in building trust and connection to facilitate excellent outcomes. *"I think empathy with people and their journeys, I suppose also I've been on some journeys, myself – that helped me establish that empathy." Coach C* One coachee highlighted that an empathetic approach displayed by her coach was beneficial for her to open up and feel safe. *"… she just comes across as very warm, understanding. Empathetic… that's the kind of word that comes to mind to describe her kind of approach to the coaching sessions." Coachee E*

Behaviour	Description and respondent quotations
Holding confidentiality	All the coaches spoke about the importance of confidentiality, both when contracting upfront with the coachee and throughout the coaching process itself. *"……I find what often works quite well is to remind people at the beginning of the session and the end, if there's somebody feeling a bit tentative, I can see they're a little bit closed, is just to remind them of the confidentiality." Coach B* Two coachees felt that initially, it was the key thing that made them feel that they could trust their coach: *"Well the first thing was her disclosing that whatever we say in our sessions stays in our sessions. Of course, she'll give feedback but it won't be detailed as to what we're talking about. That on its own then assured me." Coachee F.* *"She stressed that she held our conversations confidential and at no point would she divulge anything that was discussed. She also made it clear what she would divulge as a consequence of her contract with ABC and feedback that was required to be given to the organisation. It was nice to have those parameters." Coachee E*
Displaying vulnerability	The behaviour of making yourself vulnerable as a coach was stressed by most coaches as being a key behaviour in building trust and connection with the coachee: *"I think my behaviours would have been any behaviours that helped open up the trusting relationship and I think the key one is vulnerability." Coach A* *"…what I've learned over the years…. is that it's very useful and powerful to show a level of vulnerability during the chemistry session… a way of connecting with people is to show a level of vulnerability, and that does work very well, people from that moment on immediately have a level of trust because you're so open and disclosed, it works very well." Coach B*
Personal connection and sharing stories	Creating a personal connection by sharing stories (where appropriate), was recognised by most of the coaches as being key to building trust and a deep connection with their coachee: *"I think it's that authenticity, that absolute openness and maybe I would also share stories of my own, not in an inappropriate way but I believe that helps facilitate connection. I would say something like, yes, I also get frustrated and impatient and intolerant with people, my kids say they don't how I can do anything because I'm always cursing at robots, so I would make myself human, I wouldn't say I'm having a major issue with my employees or whatever, but I would share stories, and I think the sharing of my humanity for want of a better word led to trust and that trust was what developed the space to work through the issues." Coach A* Another coach felt that when sharing your story, it must be with the permission of the coachee and how that can then create a powerful bond: *"Self-disclosure. If I think about therapy as opposed to coaching I think the same principles apply, one should not divulge or disclose one's own stuff because you bracket that, it's not part of it, but just as you would share examples to give the person a different perspective, at times it's appropriate to say this has been my experience, I'm not sure ... or firstly permission, would you like to hear about my experience on this particular issue and once the person has said yes, shown interest that they would like to hear, then you say this has been my experience and in a nutshell, this is what I have taken from it, and immediately if you've shared something that resonates and you've read it correctly, it's a very powerful bond." Coach E*

Behaviour	Description and respondent quotations
	This specific coach goes on to say that when you share stories, you shouldn't air your own "dirty laundry" and so there is an element of professionalism that goes hand in hand with sharing your personal story with your coachee: *"Without putting your dirty laundry in it. What you share is for the benefit of the learning of the client, it's not with the intent to offload or dump or get comfort from your client, be very responsible about your intention about sharing." Coach E* Another coach talked about the importance of letting coachees tell their own stories: *"…It's astonishing to me to watch people tell their story and at the end of the sessions you say how that went for you, wow, this is so amazing, I just had no idea. So somehow, they're bringing it out of their subconscious in a way they've never done before just by telling their story. That can be hugely powerful. So, I think it's the telling the story, doing the exercises, deliberately making them reflect on the readings, for example, and taking out what they take out of that reading that could be useful for them and helping them gain insight is really how it works for me." Coach B* A coachee felt that when her coach opened up and shared her personal story with her that it made her feel safe and that she could in turn, be open and honest with her coach: *"… whenever I would give a scenario of something that was going on in my life, she was able to relate it back to herself and tell me something about herself in a similar type of situation. So that also gave me a sense of comfort to say, okay, so obviously this person is comfortable with me and we are sharing open and honestly with each other." Coachee F* Another coachee shared that when his coach shared his personal story with him that it highlighted that they had much in common and that then helped him to connect with his coach sooner: *"I think in the beginning one of the most important things was that he basically really shared his experience with me. So he was, in fact immediately I took him serious, somehow. It is strange to describe it, but I think it put it on the same wavelength and that helped a lot." Coachee B*
Taking time to get to know the coachee	Most coachees felt that when their coach spent time really getting to know them, that this built trust and a deep connection: *"….she also did try identify with me in terms of who I am because she understood upfront what the things are that are important to me, my family system, so she'd ask me how one of my dogs was doing, by name, knowing that they were part of the family." Coachee E.* *"I think he really took the time to get to know and understand me and create a safe space for us, but he did it in a professional and confidential manner. He would say are you comfortable to discuss this?" Coachee D* Most coaches also felt that taking the time to get to know your coachee is a key behaviour that supports building trust and connection. *"I typically find that half of the programme is very much about building self-awareness, so it's either building on what people have done before and their self-awareness, or taking it to another level, which typically is what happens. So, it's greater strengths, values, personal vision, leadership styles, etc. and looking in some depth at who the person is. I find it useful as that's when I get to learn who the client is, actually." Coach B*

Behaviour	Description and respondent quotations
	One coach warns about jumping to goals and outcomes too soon in the coaching process as this can limit the quality and depth of the coaching experience for the coachee. As a coach, you should let the coachee have space to think and "be" and this allows for a depth of connection between the coach and coachee. *"Initially you need to let the person talk, I call it a wallowing space where they can just wallow and be and I think the being space that we give in coaching is underestimated by people who are on the extreme for solution focused. It's a really important space to just allow them to feel what they feel and feel that they can be anything that they want and I think that facilitates a really good working relationship, and if we get too quickly into goals and outcomes, I think we don't get the depth of work that we could get if we allowed them to just be." Coach A*
Being prepared for the coaching sessions	The behaviour of the coach being fully prepared for the coaching session was held by most coaches and coachees. One coachee expressed this is a succinct way: *"So, she would come in well prepared for what we were going to discuss on that day." Coachee E* Two coaches expressed how they mentally prepared themselves for coaching: *"I do my own little meditation centering exercise, you know, for a few seconds, to make sure that I'm present and I can feel her. You've got to feel the person, you've got to ... it's not cognitive connection, it's a ... so I've got to make sure that that emotional, somatic connection is there." Coach F* *"….but most of all I believe that a coach, myself, go in and it's almost like I go in a whisper prayer before every session going, please make my subconscious alive, make my ability to be insightful, to be aware, to be conscious, to read in between the lines, to listen to the person's heartbeat." Coach D*

4.4.1.3.2 Theme 2: Facilitating the coaching process

According to the coaches and coachees, the theme of facilitating the coaching process can be behaviourally demonstrated by the coach both before and during the coaching process in various ways as follows:

a) Before coaching: Administration;

b) During coaching: Managing the coaching process;

c) During coaching: Using coaching skills

The supporting behaviours, together with a description and respondent quotations are tabulated below (Tables 4.9, 4.10 and 4.11).

Table 4.8 outlines the administrative behaviours for the coach before the coaching process starts.

Table 4.8: Facilitating the coaching process: Before coaching: Administration

Behaviour	Description and respondent quotations
Selecting an appropriate coaching setting	Most coaches and coachees felt that the setting where the coaching takes place emerged as an important aspect about the coaching process and in facilitating excellent coaching outcomes for the coachee. One coach explained some practical aspect's related to the coaching sessions:

Behaviour	Description and respondent quotations
	"Always make sure that there's water available, to tell the coachee upfront it's a non-smoking space, to ensure there's always either a flipchart or paper and pencils available for both parties, to visually put on paper what we're thinking and compare notes… it supports the process." Coach G Two coachees expressed that when their coach applied thought to the coaching setting that would work best for them was a key factor in supporting their excellent coaching outcomes. *"I think what was important was environment, she always ensured that we met in my office. I think in hindsight it's probably because she wanted to keep me focused." Coachee E* *"I think sometimes for people working in a remote environment it's hard to build up an authentic relationship or to have an authentic coaching moment, but he's been very good in terms of doing that. So, he would pay attention to the small things which in a remote setting can become quite disturbing or disrupt the moment or context you're trying to set up and I always felt that he was very careful and deliberate to create the most focused and personable experience, whether it's face-to-face or in a remote setting." Coachee D*
Conducting chemistry sessions	Most coaches said that the chemistry sessions are a really important aspect of initially creating a connection with a coachee and establishing rapport. The finding was that a coach should conduct chemistry sessions, either face-to-face or via an online platform. All the coaches felt that the chemistry sessions are critical to firstly, determine whether the coach and coachee can work together and secondly, to clarify how the coaching relationship may work. *"I try to start with a chemistry session and sometimes it's just a coffee meeting. It may not always be a formal coaching meeting… just to see if this is something we could both work on and sometimes it is, and sometimes not. …." Coach C* One specific coach felt it was an opportunity to connect and establish whether there is a connection with the coachee and vice versa. *"So when I have a chemistry session like that I always try and show my personality a bit, so a bit loud and raucous, talking a bit about my career so that people can quickly get a sense of my personality and how easily they'd be able to talk to me." Coach B* One coachee felt that the time spent in a chemistry session is an opportunity to establish whether there is synergy and rapport between the coach and coachee. *"I think you do have to ensure there's a nice synergy between you and your coach, that you are a good match, a good fit because otherwise it will make it a bit more difficult. Before you're investing your time and money with a coach, have an opportunity of fifteen minutes face to face via an online platform so you can make sure it feels good for you. Coachee H*
Contracting	Most coaches expressed the critical importance of contracting with the coachee upfront in order to manage expectations and set out the "rules of engagement" to avoid any confusion later in the coaching process. *"…to me it's foundational because it gives you your foundation and your parameters, it's almost like the game plan and the terms of engagement and it gives a source of security and integrity and ethics so I know what the boundaries are I know when is 'yes', when is 'no', and there's always an exit clause, we can both pull out at any time." Coach D* *"I think it's critical, especially that I had two roles in the organisation and coaching her. I think it was important that she knew where the boundaries*

Behaviour	Description and respondent quotations
	were, what the expectations were, what she could talk about and could not, so it made her more comfortable. I think if we hadn't contracted, she wouldn't have opened up so easily." Coach A. *"…fundamentally important, it creates safety in my mind, it puts boundaries in place so there's some safety and there's clarity around what this thing is that I'm committing to…." Coach E* The majority of coachees agreed that contracting helps to manage expectations upfront. *"It helps to manage your own expectations around what to expect from the coaching process." Coachee B* One coach felt that emphasising confidentially in the contracting process was a tool to use to build trust upfront with the coachee: *"… it's only two pages long and it's really just a description of the undertaking of what I'm going to be doing and what I expect from the coachee. Two key clauses, one is cancellation and the other one is a song and dance about confidentiality and how no content from our conversations will ever be passed back to the coaching company or the clients, and that's so important and an important technique for building trust with coachee." Coach B* Most coaches also felt that the coaching contracts should be in writing and physically signed by both the coach and coachee: *"Always a written contract, always during the chemistry session we will briefly go through the agreement, what is expected from him, the collaborative aspect, the partnership component, and very much the hard work that we both put in, in order to reach a goal. Then he received a hard copy and an email copy which we both signed and when he came back for the second session obviously I signed on his form he emailed me back, so we both in the end have the set of consent form agreement, biographical detail, all of that, which is co-signed with the dates, that is standard procedure with me." Coach G* The majority of coachees also agreed that having a written contract was important and set them up for success in the coaching process: *"…he was one of the few coaches who puts a contract into place and I actually quite liked it, to have a contract there in place because you open up a lot in there and not only personally but also about the company, and I thought it was quite nice to have something written down.*" *Coachee B* According to both the coaches and coachees, the act of physically signing the contracts is powerful in terms of creating commitment to the process upfront. *"…they do sign it and we each have a copy of both. There is something around sitting across the table from each other and actually signing a document and then swapping and then signing it again, it does do something." Coach F* *"I think there's power in people signing a document, as much as we do things online, I do think that obviously it's important and also just from a protection point of view, on both sides. Coachee H*

Table 4.9 outlines the coach behaviours during coaching with respect to managing the coaching process with supporting quotations from the transcriptions.

Table 4.9: Facilitating the coaching process: During coaching: Managing the coaching process

Behaviour	Description and respondent quotations
Creating structure and focus	The majority of coaches and coachees felt that creating structure and focus was a key behaviour of the coach in order to facilitate excellent coaching outcomes *"...giving her some structure to work with her network and communicate the message that she wanted to put out. So, yes, getting some structure, I think, was useful." Coach C* One coachee felt that by her coach keeping her focused, she was able to achieve more: *"He really focused me in terms of he got me to write an elevator pitch, five minutes or less, one-minute elevator pitch. We condensed my strengths and it really was very focused, and I tend to be quite unfocused, especially when it comes to my strengths, I don't have a very high self-esteem, so he focused me and I practiced the elevator pitch a couple of times and it was really good." Coachee C* Another coachee expressed the value of her coach helping her to create structure: *"All of a sudden it eliminated that overwhelm and it suddenly became possible from it being completely overwhelming and I can't do this. It eliminated the fearful obstacles and provided me with that momentum that I needed, that positive momentum forward." Coachee H*
Setting homework and tasks	Most coaches said that in order to promote excellent outcomes, they had set homework and tasks for their coachees. Most coachees validated this by stating that they always had homework set between sessions. *"….what I think really works is that a lot of the work gets done between the sessions. I will send them an exercise like a values or a Gallup StrenghtsFinder exercise or a personal vision, whatever, and they work on this and bring it back into the session and share that with me." Coach B* *"There were things that we agreed she would do in between sessions, some of them may have been more or less challenging. One was just to rethink the tagline on her business card, for example, not hugely challenging but there was work to do. One was to map her network, to think about her own professional life before we did the interview at the start." Coach C* *"I'd always have homework. I'd always have to have read something that she gave me or action something against a model that we worked through." Coachee E.* *"Every session we would have different homework for me to do. Sometimes it wasn't something for me to provide feedback on but even if it was just something for me to read and think about and see if I could use it." Coachee F*
Maintaining contact	Most coachees felt that when the coach maintained contact with them between coaching sessions, it helped to facilitate the coaching process:

Behaviour	Description and respondent quotations
between sessions	*"…we touched based regularly, she would call or I would call and if there was an issue we were dealing with that came up during the period and I just needed some structure around how I was approaching things, we had regular contact in that regard." Coachee E* One coachee felt that it made her feel as if her coach sincerely cared about her: *"It's quite rare that that actual feeling that you get, that genuine feeling that you get that someone really cares about you and your growth. He checked in with me, checked how I was doing, he sent me on assignments. It was just a general feeling that came across by his actions." Coachee C* Another coachee felt that when his coach kept in contact with him between sessions that this helped him to stay focused and keep the momentum going. *"….momentum and it reconnects you back to what it is that you're trying to do and what that conversation was like and what you wanted to experiment in terms of behaviour, so it just helps to reconnect back to those things, and otherwise it's quite easy to fall back into the same patterns of behaviour." Coachee D*

Table 4.10 outlines the behaviours of the coach with respect to using their coaching skills during the coaching process with supporting quotations from the transcriptions. Four specific behaviours were identified by the respondents.

Table 4.10: Facilitating the coaching process: During coaching: Using coaching skills

Behaviour	Description and respondent quotations
Challenging and supporting	Most coaches felt that challenging the coachee was key, but that the challenging must be done in a non-judgmental way and be balanced with support: *"When you challenge the person in a safe space, non-judgmentally which is hard to do because it's easy to challenge but to challenge in a non-judgmental way is a lot harder. So, I think it's integrating it, challenging in a safe space but in a non-judgmental way with support. I think the challenging is really important. So, when I challenge, because I've done it with care, compassion, authenticity, openness, vulnerability, my challenging has been accepted so much more than when I used to challenge in a probably more directive way without so much being." Coach A* One coachee felt when her coach challenged her, it enabled her to consider new ways of thinking and behaving: *"They shouldn't tell you that you're wrong, I think, they should challenge why you did something or why you have a particular view so that you can do some introspection and you can analyse it and you can consider whether the next time you're faced with the same issue, where your actions need to be different or not." Coachee E*
Listening deeply	Most coaches and coachees said that when the coach listens deeply, that this then enables the coachee to feel valued, affirmed and accepted. *"I deliberately listen very deeply and allow them to feel heard, seen and heard. So, I listen and reflect back and acknowledge and using different techniques in order to allow the person to feel completely validated, heard, seen and loved as a human being. It's that unconditional, positive regard." Coach E*

Behaviour	Description and respondent quotations
	"I think listening for what is not there. People can obviously listen to content but it's listening to the emotions, to what's not being said, those kind of components. If you don't really listen at a deep level, I think you wouldn't be a good coach." Coach A *Deep, reflective listening emerged as a key skill of a coach that helps to affirm the coachee: "It's really, really important that they get a sense that you are truly and deeply listening to them and if you can do reflective listening, this gives them a sense of affirmation." Coach B* *"I really felt during that initial interview that I had been heard and that he had highlighted those real strengths that I have and he reflected that back." Coachee C*
Reflecting	The majority of the respondents felt that reflecting was another key behaviour facilitated by the coach that promoted excellent coaching outcomes: *"At the end of every session we always ask what he got out of it, what was good about it, what he'd improve." Coach D* *"We reflected on the homework but we also reflected on how did the last four weeks go, what changes happened, and did it help, didn't it help, and so that was quite, you know, quite important for us, and we spent always the first 10 minutes reflecting." Coachee B* *"I think how she did it by asking me what I've gained from the session, it actually gave me an opportunity to sit and reflect, because you know sometimes even though we are engaging, certain things you will only actually realise as you're saying them out loud, to say: Oh yes, there goes that light bulb. So that also had a huge impact in our sessions." Coachee F*
Embracing diversity	All the coaches felt that embracing diversity was a key behaviour in ensuring excellent outcomes for their coachee. What emerged is that embracing diversity can mean different things. One coach describes what it means for the coach to embrace diversity: *"….part of it is around surrendering one's own perspectives or instinctive ways of thinking and being open to the fact that other people sometimes do things differently and it's okay, and one can still be useful. It's important generally in coaching not to prejudge someone's situation on the basis of one's own beliefs or prejudices, to put those in a sense, on hold, and be that empty vessel that sometimes people talk about, and don't bring in judgment." Coach C* Most coaches said that diversity and any differences between the coach and coachee should not be the focal point. What is important is a connection with humanity first and then to identify similar thought patterns or views in life that help to create a connection with the coachee upfront: *"I think I see humanity first, diversity second and I think that the issues that have come up, gender issues, race issues and age issues. So, sexism, ageism and racism are secondary issues to the humanity of the person and what they're struggling with. When you work out what they're battling with, it makes a difference." Coach A* *"I find that the religious, gender, race differences don't matter." Coach F* *"That is part of the ethical conduct that politics and religion are not being discussed from my viewpoint. I'm hundred percent neutral on that with a hundred percent respect for where another person might be, their belief*

Behaviour	Description and respondent quotations
	system, their orientation, it is unconditional acceptance, nothing fazes me…" Coach G *"The short answer is, I stalk my clients before I meet them, on LinkedIn, it gives me an idea of who they are, where they come from, where they studied and what career path, specialisation they have. That's important. Depending on what I see, I might be more mindful of a particular potential. For example, if it's a young Black lady, I'll be careful about how I treat her as a millennial, for example, but in all honesty the brutal answer is I just show up and I be authentic and I create a connection and the rest of it doesn't matter." Coach B* Three coaches expressed three different ways in which to embrace diversity through displaying self-awareness, reserving judgement and using humour: *"My primary approach would be through my own self-awareness, self-insight, self-worth, so I'm aware of what those are so that when I bump up against difference, it's not a surprise. So, I guess that's probably arguably the most important thing to do as a coach is that level of self-awareness." Coach E* *"…the core of the way that I coach is that I stay neutral, so it's not about my religious beliefs, opinions. I have strong opinions on how to help a person transform but I cannot bring judgment into the situation." Coach H* *"I naturally use humour, I tell my story in the beginning of being raised by an African woman and then I find African's opening up more when I share that story. An African lady, the other day, told me that she's sure after meeting me after one coaching session that if they had to operate on me, my heart would be in the shape of Africa." Coach D*

4.4.1.3.3 Theme 3: Committing to lifelong learning

According to most respondents, the theme of committing to lifelong learning can be behaviourally demonstrated by the coach in four key ways:

a) Continually updating coaching skills and experience;
b) Participating in supervision;
c) Using context and experience; and
d) Using various methodologies, tools and literature.

Table 4.11 outlines these four supporting behaviours with relevant quotations from the transcriptions.

Table 4.11: Committing to lifelong learning: Supporting behaviours

Behaviour	Description and respondent quotations
1. Continually updating coaching skills and experience	The coaches highlighted that continually updating their coaching skills is critical to staying relevant and impactful. The key reasons why the coaches say this are as follows: *"I think as coaches we need to know what we're talking about from a theoretical perspective, I don't think it's enough to have a superficial knowledge about what you're coaching and I think you've got to be clear about why you think what you do, what you're drawing from, how you explain it, what the strengths and weaknesses are, and where the gaps are." Coach F* *"I think it's important for a human being because our personal growth and development, our personal awareness, our insights into ourselves is what creates a space for others to learn. So, if we are going to stand in a position where we create a space for our clients to learn, I think we need to be congruent and we need to have the same space for ourselves." Coach E* Other coaches articulated how they went about updating their coaching skills in five different ways: Completing formal training courses related to coaching; an affiliation to accredited coaching bodies; attending coaching conferences; facilitating communities of practice and doing ongoing coaching research. *"Luckily for me because I'm part of the pool of coaches at ABC, ABC is very into taking their coaches to the next level. So, they consistently have things on the Gallup StrenghtsFinder or narrative coaching, etc. So, luckily I'm able to sit on the back of that and I can even attend a couple of courses at ABC if I wanted to, because I've now become a professional associate which means that I'm exclusive to ABC business school for coaching purposes." Coach B* *"I facilitate community of practice for coaches that I see as part of my ongoing professional development." Coach C* *"I do a lot of research work and so, I do a lot of reading of best practices. I think I read a lot more academic articles than the average person." Coach A* *"I belong to quite a few professional bodies that invest in development. I belong to an organisation called GSAEC which is the Graduate School Alliance for Executive Coaches and they have conferences where papers are presented. So, I attend those conferences, and I often do assessment courses, I've done Enneagram and emotional intelligence and things like that. That helped me as a coach but they're not necessarily a coaching course, so I do other things around coaching." Coach A*
2. Participating in Supervision	All coach respondents felt that participating in supervision is a necessary and critical part of their growth and development as a coach. The ability to know your blind spots, your weaknesses and being able to be in a space where you can share to get real benefit out of it. Seven out of the eight coach respondents actively take part in supervision. *"I think it is so critically important and equally important regardless of how long you've been coaching because we are working with people's lives and emotions and we have our own lives and emotions and I think that there is so much, call it want you want, parallel process, projection, things that happen and if you're not mindful and don't reflect on it and just reflecting alone can help, but if you don't actually take it through to supervision you'll continue with the same patterns." Coach A*

Behaviour	Description and respondent quotations
	"I go to supervision weekly. I see a supervisor every week and that ensures I'm not slipping into bad habits and don't have blind spots, that I'm constantly being conscious around my impact on the other, so how I own my stuff and not put it in the mix. I guess that comes from my therapy, from psychology, so I'm very seriously dedicated towards that, so that links into my personal development." Coach E *"…it's really important for to have my own opportunity to share, talk, reflect, just so that the place is allocated appropriately, that it's in my space and not the coachee's space. It's about the learning, the parallel learning and the technical expertise. So, I also believe in keeping technical expertise up and supervision is part of that." Coach F*
3.Using context and experience	For both the coaches and coachees, the use of context and previous experience by the coach contributed towards facilitating excellent coaching outcomes. Two coaches explained how bringing their understanding of organisational context and previous corporate experience to the coaching process was beneficial for their coachee and facilitated the coaching process towards excellent outcomes. *"She also liked that I understood the context, what was happening in the context. She said that was valuable, she didn't have to spend time explaining what was going on. So, understanding context was important." Coach A* *"…there's also something around my background and life experience and leadership experience to be able to ... so, when she is talking about a leadership experience or something that happened, I can say, well, what is the other side to that. What do you think the person learned, what did your manager see about it, what does it mean to you in terms of leadership, what's important to you in terms of leadership from what you've said, what do you want to grow more with?" Coach F* Two coachees felt that when their coach had the relevant context and experience, it facilitated excellent outcomes for them. *"I think it's that experience and tapping into that experience and knowing when to use what… in my opinion, is what excellence is in coaching." Coachee A* *"So, they need to have the context and experience, very important." Coachee G*
4.Using various methodologies, tools and literature	The coaches emphasised that making use of various methodologies, tools and literature as they were relevant for the coachee, added immense value and was a critical contributing factor towards facilitating excellent outcomes for the coachee. Most of the coach respondents are trained in a range of methodologies. *"I'm trained in a range of models and theoretical backgrounds and approaches." Coach F* "*I bring in different ways of thinking without using only one, so I don't have one particular method that I always want to use and think as the formula for how to work in coaching." Coach C* *"My style is to make use of various frameworks from conversation. I don't have any ego attached to any particular framework or model." Coach E*

Behaviour	Description and respondent quotations
	The coachees felt passionately about the use of a variety of relevant methodologies, tools and literature and felt it was critical for their development and growth in the coaching process. *"She presented me with various models that I needed to work through, she'd explain the models and then I'd have to work through it. She taught me about the various languages associated with the different levels of work within an organization. We used lots of tools and practical ideas and things to start working with immediately. Relevant to that theme of the session for that day." Coachee E* *"He gave me articles I have not read before to get some academic insight into the ideas and into the place, was important." Coachee B* *"She shared interesting notes on the business side of things. So, I think sharing supporting documents or something that is going to be helpful, whether it is a worksheet or a template, it can make all the difference, …you know, sharing useful, practical, relevant information." Coachee H* *"She gave me a lot of ways to do it and how to prepare for those meetings, and I had actually one of my most difficult conversations with an employee last week and I used a lot of the tools that she gave me." Coachee A*

4.4.2 The behaviours of an excellent coach: Comparison within and across the dyads

In order to better understand which of the behaviours were *most dominant*, the researcher compared the responses *within* the dyadic coaching relationships themselves. The most dominant behaviours became evident where both the coach and coachee had said the same thing, i.e. where there was obvious congruence within the dyad.

In summary, the dominant behaviours (within the three main themes) that emerged from this comparison within the dyads were:

a) Theme 1: Building trust and connection

- Creating a safe space;
- Taking time to get to know the coachee; and
- Personal connection and sharing stories.

b) Theme 2: Facilitating the coaching process

- Setting homework and tasks;
- Contracting;
- Reflecting; and
- Creating structure and focus.

c) Theme 3: Committing to lifelong learning

- Using context and experience

- Using various methodologies, tools and literature.

These dominant behaviours were then compared *across* the dyads to look for further synergies. These behaviours therefore appear to be the *critical* behaviours amongst the list of dominant behaviours.

The findings suggest that the following three coach behaviours *across the dyads* may be critical:

1. Using various coaching methodologies, tools and literature (six out of eight dyads);
2. Contracting (six out of eight dyads); and
3. Creating a safe space (three out of eight dyads).

In terms of the dominant coach behaviours, these three appear to be *critical* ones for the coach to focus on. This does not mean that the other behaviours are not important, but rather that these three behaviours are where the coach should focus his/her energies on getting right first.

4.4.3 Summary of findings for Proposition 2: Behaviours of an excellent coach

A summary of all the coach behaviours, based on the research findings, is illustrated below in Figure 4.2: The Coach Behaviour Model.

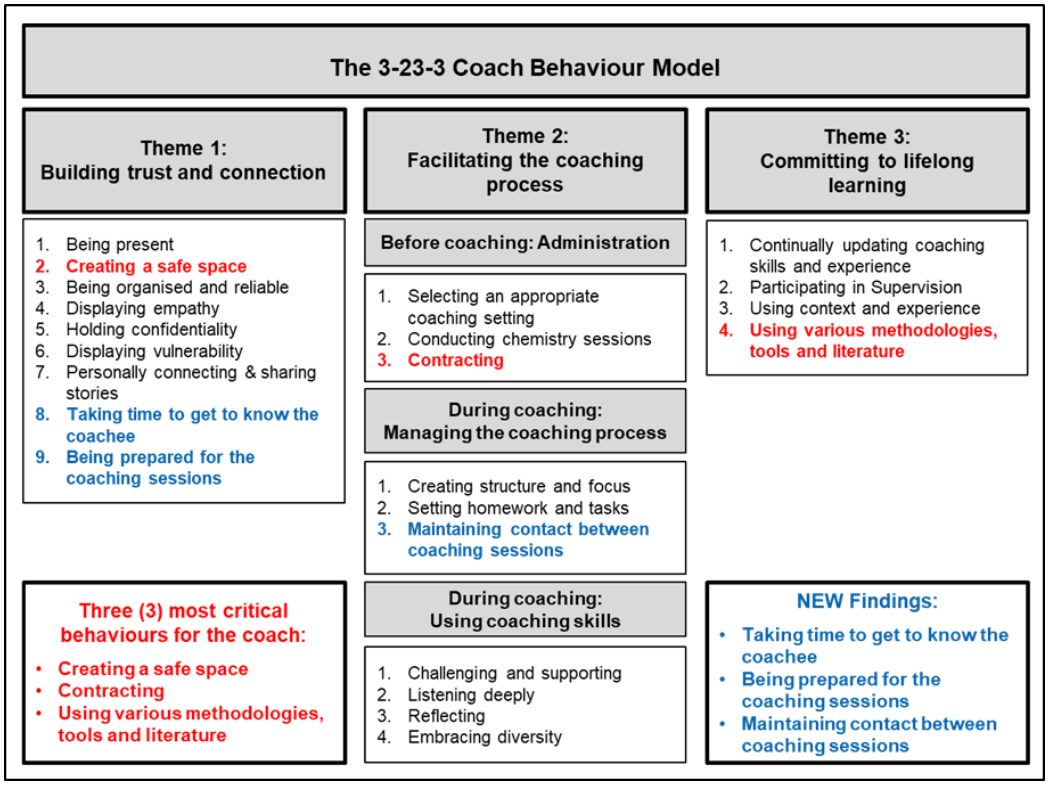

Figure 4.2: The Coach Behaviour Model

Source: Developed by the researcher, 2019.

Figure 4.2 specifically provides a summary view of the three main themes, the 23 emerging dominant behaviours and the three coach behaviours (highlighted in red text) that appear to be critical. Theme 2 has three sub-themes. The three new findings are highlighted in blue text.

It is evident from Figure 4.2 above, that a coach must display competence in three key areas of the coaching process: (i) building trust and connection; (ii) facilitating the coaching process; and (iii) committing to lifelong learning. Within these key areas, 23 behaviours emerged as being dominant and three may be critical (red). An excellent coach should focus their energy on the three behaviours that appear critical first.

4.5 Findings pertaining to Proposition 3: Behaviours of an excellent coachee

The interview guide questions for research proposition 3 for the coach and coachee were Questions 11, 12; 7 and 8 respectively (as set out below).

Question 11: What did your coachee do to facilitate excellent coaching outcomes?

Question 12: What behaviours displayed by your coachee had the most positive impact on their coaching outcome?

Question 7: What do you think a coachee does to facilitate excellent coaching outcomes?

Question 8: What did you do to support your own coaching process?

Research Proposition 3 as outlined in Chapter 2 is as follows:

It is proposed that an excellent coachee is **engaged** and **committed** to the process of coaching and ready for change to take place. They display **honesty** and an **openness** to learn and to change. They take **ownership** of and **responsibility** for their own coaching process. They proactively set and achieve their **coaching goals** and prepare for each coaching session. They **ask questions** and **make suggestions**, **take notes** and **keep a coaching file.**

They display the ability to **reflect** and to **actively manage their thoughts, feelings** and **actions**. They demonstrate **self-respect** and **respect** for the coach. They are able to **give** and **receive feedback** and if they have **ownership** and choice over the coaching process, they are more likely to achieve excellent coaching outcomes.

As part of the data analysis process, the researcher applied codes in ATLAS.ti to the behaviours that emerged from all interview transcriptions. In total, six codes were created for coachee behaviours (from the perspective of the coaches) and 10 codes were created for coachee behaviours (from the perspective of the coachees) across all interview transcriptions. Some of the identified coachee behaviours are identical across the coach

and coachee transcriptions and have been coded as such. The next section compares the perspectives of the coach group and those of the coachee group on the coachee behaviours that facilitate excellent coaching outcomes.

4.5.1 Comparison of coachee behaviours between the coach group and the coachee group

4.5.1.1 Coach group perspective

From the six initial codes identified for coachee behaviours across the eight coach transcriptions, six code groups were then identified. The codes were clustered into the code groups based on content similarity.

The six code groups are as follows:

1. Being engaged and committed;
2. Being open-minded;
3. Taking ownership and responsibility;
4. Trusting the process;
5. Respecting the coach and the coaching process; and
6. Doing the work and taking action.

These six code groups were then further clustered into two main themes from the perspective of the coach group. These are as follows:

a) Approach to coaching; and
b) Diligence.

Table 4.12 summarises the process of clustering the identified six code groups into the two main themes.

Table 4.12: Coach perspective: Clustering of coachee behaviour code groups into themes

Code group	Theme
Being engaged and committed	= Approach to coaching
Being open-minded	= Approach to coaching
Taking ownership and responsibility	= Approach to coaching
Trusting the process	= Approach to coaching
Respecting the coach and the coaching process	= Diligence
Doing the work and taking action	= Diligence

4.5.1.2 Coachee group perspective

From the 10 initial codes identified for coachee behaviours across the eight coachee transcriptions, 10 code groups were then identified. The codes were clustered into the code groups based on content similarity. The 10 code groups are as follows:

1. Being engaged and committed;
2. Being honest;
3. Being open-minded;
4. Taking ownership and responsibility;
5. Trusting the process;
6. Not cancelling or moving sessions;
7. Doing the work and taking action;
8. Goal setting;
9. Being ready for coaching; and
10. Ensuring synergy and rapport.

These 10 code groups were then clustered into three main themes. The three main themes for the coachee behaviours (from the voice of the coachee group) are:

1. Approach to coaching;
2. Diligence; and
3. Readiness.

Table 4.13 summarises the process of clustering the identified 10 code groups into the three main themes.

Table 4.13: Coachee perspective: Summary of coachee behaviour code groups and themes

Code group	Theme
Being engaged and committed	= Approach to coaching
Being honest	= Approach to coaching
Being open-minded	= Approach to coaching
Taking ownership and responsibility	= Approach to coaching
Trusting the process	= Approach to coaching
Not cancelling or moving sessions	= Diligence
Doing the work and taking action	= Diligence
Setting SMART goals	= Diligence
Being ready for coaching	= Readiness
Ensuring synergy and rapport	= Readiness

4.5.1.3 Combined perspective of the coach and coachee groups on excellent coachee behaviours

The overall two dominant themes (when combining the perspectives of the coach and coachee groups) for the coachee behaviours are:

1. Approach to coaching; and
2. Diligence.

Within each theme, there are actions to be taken that articulate **how** these behaviours may be practically demonstrated by the coachee. The next section lists the two themes and actions to bring these behaviours to life in the coaching space. These include the perspectives of both the coach and the coachee where applicable.

4.5.1.3.1 Theme 1: Approach to coaching

The approach that the coachee adopts to the coaching process is viewed as a key determinant of their success. The approach that a coachee should adopt can be behaviourally demonstrated in six key ways. These are tabulated in Table 4.14 below together with a description and supporting respondent quotations.

Table 4.14: Approach to coaching: Behaviourally demonstrated

Behaviour	Description and respondent quotations
1.Being engaged and committed	Most coaches felt that when the coachee actively engaged in the coaching and stayed committed throughout, that it was a key factor in facilitating their own excellent coaching outcomes*:* *"What surprised me was how totally committed he was to the process, unlike most coachees. It was refreshing." Coach B* *"I guess at the highest level she was fully committed, never cancelled sessions." Coach E* *The majority of coachees felt that being committed to the process and staying engaged was a key behaviour they displayed to support their excellent coaching outcomes: "I committed to the process." Coachee E* *"I think you have to be fully emotionally and intellectually invested." Coachee D*
2.Being honest	Displaying honest was a key behaviour that the majority of coachees felt was critical in facilitating excellent coaching outcomes: *"…being honest and authentic and real about where you were." Coachee E* *"I realised that I want to get the most out of this, to be completely honest, and to be vulnerable and to say it as it is ….not to hold back, to bear all, to admit when I say I am so bad at this, or I need to improve this." Coachee A* *"'…you have to be honest and you have to be participating." Coachee G*

3.Being open-minded	Most of the respondents expressed that the ability of the coachee to firstly be open-minded to the coaching process itself and then to have an open mind throughout the coaching process was an important behaviour. *"He came in hungry, he had an open mind…" Coach B* *"I think she was open and willing to engage, she put herself out there, made herself vulnerable, so that willingness to share and expose herself and not be defensive was a huge component. It's easier to coach when somebody's willing." Coach A* The coachees expressed their views on being open-minded. *"…the key thing is that as the coachee, that you are open to it." Coachee B* *"I think she would often say, I think the fact that you are so open-minded is what made this easy." Coachee A* *"I think because I told myself to say, okay, go in this with an open mind, get there, discover what it's all about and believe you me, once I discovered what it's all about I thought, of course I'm going to grab this opportunity with both hands, and now I realise that I've made certain changes in my life that probably wouldn't have happened without the coaching sessions." Coachee F*
4.Taking ownership and responsibility	Most respondents said that when the coachee took ownership and responsibility over their own coaching process that it empowered them to take action and to get the most out of the coaching process: *"I think probably it is the openness to listen and reflect and she was prepared to look at herself and say what am I doing and take responsibility that I think shifted her. So that led to actions but I think it was the taking responsibility that actually was the behaviour that shifted her." Coach A* *"She was proactive, involved, asked questions, she brought her own ideas, she was good at completing her homework and assignments, she owned the process, took it seriously." Coach H* *"Taking ownership for her own learning. I never had to go, I met her halfway, I never had to pull her along. She was bashing the door down." Coach E* One coachee felt that coachees also needed ownership over who coaches them and that this allows for the coachee to be open and to develop. *"…the coachee in a coaching relationship, you have to give them some freedom of choice in terms of selecting who they mentor with or who coaches them because that first step of ownership is a very important part of giving themselves permission to actually be open in the relationship and to develop." Coachee D*

4.5.1.3.2 Theme 2: Diligence

Displaying diligence throughout the coaching process was viewed as a key determinant of the coachee's success. Diligence can be behaviourally demonstrated in three key ways as tabulated in Table 4.15 below.

Table 4.15: Diligence: Behaviourally demonstrated

Behaviour	Description and respondent quotations
1. Respecting the coach and the coaching process	It was deemed an important behaviour of the coachee by both the coaches and coachees not to cancel or move coaching sessions often. If you commit to a session, you should not cancel unnecessarily. "*I didn't move any of the coaching sessions." Coachee E* *"She never cancelled sessions." Coach A* The coachees felt this was also a sign of respect for the coaching process and for your coach: *"…showing up for sessions, don't cancel on your coach all the time because that tells your coach, are you committed. So I think you really have to commit, respect the coach and respect your session and your time together." Coachee H* Linked to this behaviour, was arriving on time, which was another way of respecting the coach and the coaching process: *"….she arrived on time." Coach C*
2.Doing the work and taking action	Doing the work and taking action is a critical behaviour that all coaches and coachees articulated. The behaviour of doing the work incorporates completing the homework and tasks that are mutually agreed and then acting on new ways of thinking. This was key to the coachee not just achieving positive outcomes, but in achieving excellent coaching outcomes. The coaches expressed this behaviour in the following ways: *"She always did her homework." Coach E* "*He was very committed to the process. We worked through a similar process, I'd feed him some things, he'd go away, do the work, he was always committed to doing the exercises, he'd never come to a session and say he didn't have time to get to it, he did the reading and exercises that I asked him to do or suggested he do and he'd always come in with some kind of insight from it, what he should do with it." Coach B* The coaches and coachees also expressed that doing the homework between the coaching sessions was important and should be a non-negotiable behaviour on the part of the coachee: *"I think she practiced between sessions and came prepared.* *So she put into practice what we were doing, between sessions." Coach A* *"I did my homework." Coachee E* *"I think I did the work. He set me tasks every week and I was very committed to doing that." Coachee C* *"I definitely did all the home work. Everything ... every time I was asked to respond to something or put my inputs into something I prioritised that over whatever else, over the other things. You've got to be serious and you've got to prioritise." Coachee G* *"….following through with the actions. You really have to honour that time and invest in it and commit to it." Coachee H*
Goal setting	Most coaches agreed that the behaviour of goal setting was integral to the coachee achieving excellent coaching outcomes:

	"He has probably got the best set of goals that he took out of the coaching process at the end of it that I've seen, certainly in the top five percent of all my clients. I gave him the framework so he went and populated it, worked out what his goals were, we talked about how he could measure success, he set the dates, and he loved taking this out as a framework that he can then own and update." Coach B One coachee set Specific, Measureable, Attainable, Realistic and Time-based (SMART) goals in her coaching process and found them very helpful: *"It's very helpful because then you know what you're working towards, you know where you are, you know where you're lacking, and you need to improve and so forth." Coachee F* Two other coachees felt that SMART goals were not necessary or a key part in ensuring excellent coaching outcomes for them: *"I wasn't just looking for a transactional experience which I think is very easy to frame in a SMART context, but I was look for a more transformational experience which I think is harder to define in a SMART goal, specifically upfront." Coachee D* *"No. I think that actually it was better that it was a bit vague, especially for the phase that I was in. Had he set goals that I hadn't been able to reach I think that would have been detrimental, certainly for my self-esteem. So, it was very good that there weren't specific goals. There were goals after each session, but they weren't ... I wouldn't say SMART, no". Coachee C*

4.5.2 The behaviours of an excellent coachee: Comparison within and across the dyads

In order to better understand which of the behaviours were *most dominant,* the researcher compared the responses *within* the dyadic coaching relationships themselves. The most dominant behaviours became evident where both the coach and coachee had said the same thing, i.e. where there was obvious congruence within the dyad.

In summary, the dominant behaviours that emerged within the dyads were grouped into two themes.

A. Theme 1: Approach to coaching

a) Being open-minded;
b) Taking ownership and responsibility;
c) Being engaged and committed; and
d) Being honest.

B. Theme 2: Diligence

a) Resecting the coach and the coaching process;
b) Doing the work and taking action; and
c) Goal setting.

These emerging dominant behaviours were then compared *across* the dyads to look for further synergies. These behaviours therefore appear to be the *critical* ones amongst the list of dominant behaviours.

The findings suggest that the following three coachee behaviours across the dyads may be critical:

1. Being open-minded (four out of eight dyads);
2. Doing the work and taking action (four out of eight dyads); and
3. Taking ownership and responsibility (two out of eight dyads).

In terms of the coachee behaviours, these three appear to be the *critical* ones for the coachee to focus on.

4.5.3 Summary of findings for Proposition 3: Behaviours of an excellent coachee

A summary of all the coachee behaviours, based on the research findings, is illustrated below in Figure 4.3: The Coachee Behaviour Model. Figure 4.3 specifically provides a summary view of the two main themes, the seven dominant behaviours and the three coachee behaviours that appear to be critical (highlighted in red text).

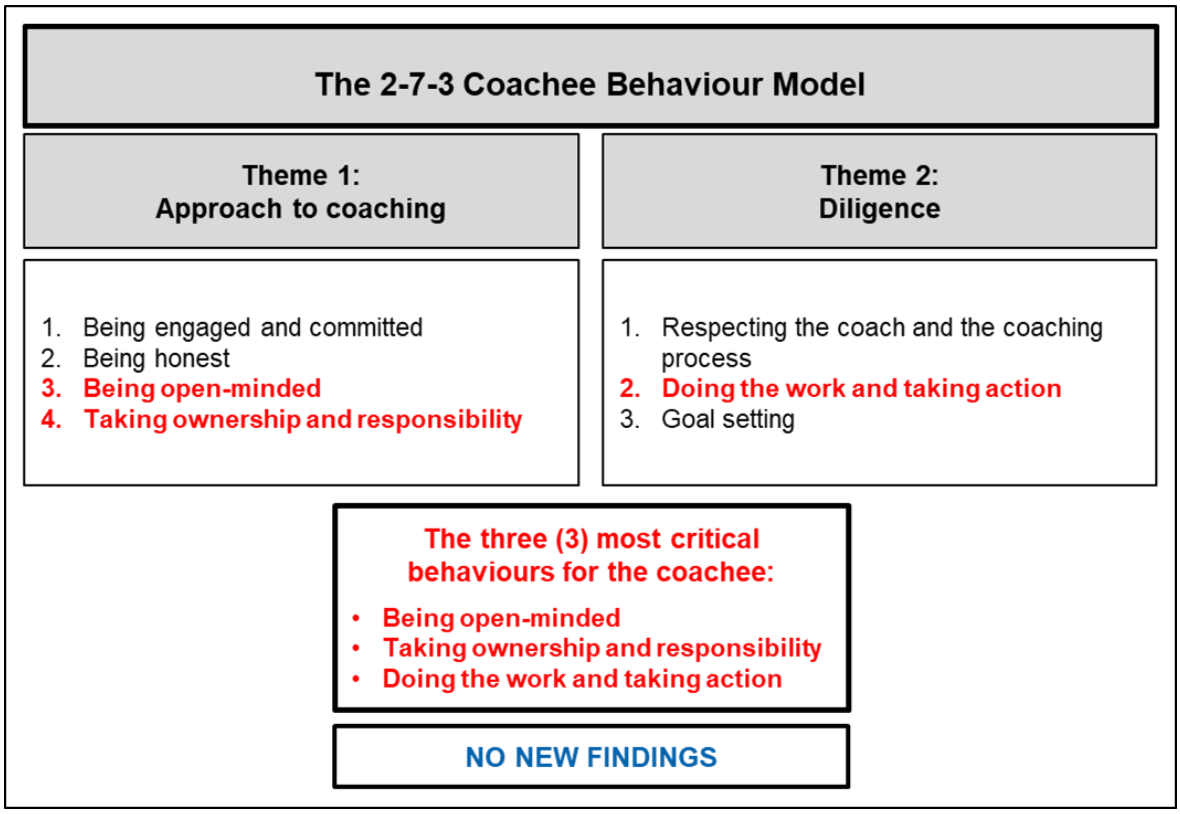

Figure 4.3: The Coachee Behaviour Model

Source: Developed by the researcher, 2019.

4.6 Summary of the findings

This chapter presented and described the findings from this research. An updated definition for excellent coaching outcomes was firstly presented followed by the findings related to the coach and coachee behaviours. Summaries of the behaviours of an excellent coach and an excellent coachee were presented in the form of two behaviour models: One for the coach and one for the coachee respectively. In this way, possible answers to the three research propositions were given.

In Chapter 5, the findings are discussed and interpreted in the context of the literature review. The order of the results and the discussion mirrors that of Chapter 4.

CHAPTER 5. DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter is a discussion, explanation and interpretation of the results presented in Chapter 4 for the three research propositions. The discussion of the results for each proposition is structured to present each finding, followed by an analysis of the finding in the context of the literature review.

5.2 Discussion pertaining to Proposition 1: Excellent coaching outcomes

This section is a description and discussion of the findings in relation to the literature review pertaining to Proposition 1 on defining excellent coaching outcomes. This analysis culminates in a working definition for excellent coaching outcomes based on input from both the research findings and the implications from the literature.

5.2.1 Theme 1: Defining excellent coaching outcomes

5.2.1.1 Meaning of the theme

In order to contextualise the behaviours that facilitate excellent coaching outcomes, it is necessary to firstly understand what excellent coaching outcomes encompass. The respondents were asked how they would define excellent coaching outcomes.

5.2.1.2 Evidence in the data

Based on the findings outlined in Chapter 4, Table 5.1 below lists the common code groups found in the data in defining excellent coaching outcomes.

Table 5.1: Code groups defining excellent coaching outcomes

Code group	Description
a) Greater self-awareness	Increased personal understanding of values, beliefs, ways of learning, thought patterns, self-governance and ways of behaving.
b) Change in mind-set	A change in thinking and feeling of the coachee.
c) Change in behaviour	A visible change in ways of doing things: i.e. managing stress better, handling conflict better, delegating more effectively.
d) Clarity and focus	Increased clarity on options, the type of work he/she would like to do, the contribution he/she would like to make and the value he/she can make in a working context. This also includes clarity around personal purpose and meaning within a work context.
e) Goal achievement	The achievement of coaching goals set at the start of the coaching process.
f) A relationship to go back to	Both the coach and coachee would like to carry on the coaching process within the existing dyadic relationship (same coach and same coachee).

The *dominant themes* that emerged from the analyses within the dyads were found to be:

1. Change in mind-set (new ways of thinking and feeling);
2. Change in behaviour (new ways of behaving); and
3. Goal achievement (achievement of the coaching goal).

Based on the research findings, the following definition of excellent coaching outcomes was proposed in Chapter 4:

A coachee who achieves excellent coaching outcomes has gained insight into their strengths and weaknesses and why they do and say the things they do (greater self-awareness). This increased self-awareness leads to new ways of thinking and feeling **(a change in mind-set),** which in turn leads to increased clarity and focus**.** Excellent outcomes are made visible when the coachee achieves their coaching goal **(goal achievement)** and starts to behave differently **(changes in behaviour).** At the end of the coaching relationship, if the coachee would be willing to go back to the same coach again in the future and vice versa; this is a marker of an excellent coaching outcome.

5.2.1.3 Comparison with the literature

A definition of excellent coaching outcomes was initially proposed by the researcher in Chapter 2 based on a review of the literature as follows:

A coachee who achieves excellent coaching outcomes firstly gains increased self-awareness and self-reflection which leads to new learnings and a mind-set change (new ways of thinking and feeling). This mind-set change may lead to greater clarity in purpose and meaning. As a consequence, the coachee is then enabled to achieve transformational coaching goals that result in lasting, sustainable behaviour change. Table 5.2 highlights the areas of overlap in the research findings and the literature regarding the definitions of excellent coaching outcomes.

Table 5.2: Overlap in the research findings and the literature: Defining excellent coaching outcomes

Research finding	Overlap in the literature	Author
a) Greater self-awareness	Increased self-awareness	Hall et al. (1999); Brand & Coetzee (2013); Passmore (2016); Sherpa Coaching (2017)
b) Change in mind-set	Changes in mind-set and learning: new attitudes and perspectives	Hall et al. (1999)
c) Change in behaviour	Sustainable change in behaviour	Hall et al. (1999); Stout-Rostron (2009); Dagley (2010); Brand & Coetzee (2013); Passmore (2016); Sherpa Coaching (2017)
d) Greater clarity	Clarity in purpose and meaning	Van Deurzen (2012); Brand & Coetzee (2013); Whitham (2013); Passmore (2015)

e) Goal achievement	Achievement of coaching goals Achievement of transformational coaching goals	Stout-Rostron (2009); Rogers (2012); Hawkins & Smith (2014)

As the comparison Table 5.2 above depicts, there is significant overlap, if not exact matches between the literature and the research findings. There is one NEW finding from this study in defining what constitutes excellent coaching outcomes. These similarities and the new finding are discussed below.

a) Greater self-awareness

The respondents felt that greater self-awareness was an excellent coaching outcome and that it was the starting point for the coachee from which to then achieve the goals of the coaching process. Self-awareness was described as the coachee having greater insight into their ways of thinking, feeling and behaving that may have hindered or enabled them. It is about understanding oneself in a *new way* which then lends itself to a positive change in thinking and feeling. This finding is congruent with the views of Hall et al. (1999), Brand and Coetzee (2013), Passmore (2016) and Sherpa Coaching (2017). They all found that increased self-awareness was a key outcome of a positive coaching process. Therefore, the data supports the literature.

b) Change in mind-set

The respondents articulated that a change in mind-set involves personal insights and shifts in the coachee and that this is a marker for excellent coaching outcomes. It involves thinking and feeling differently and in some cases, a wider perspective and attitude towards life and work. This finding is congruent with the views of Hall et al. (1999) who maintained that changes in mind-set involve developing new attitudes or perspectives, such as increased self-confidence. Therefore, the data supports the literature.

c) Change in behaviour

The respondents felt that changes in behaviour must be positive and that starting to do things differently was a sign of an excellent outcome. Examples of behaviour change were managing stress better, handling conflict better and delegating more effectively. The respondents also articulated that feedback from their managers and colleagues on their new ways of doing things was a key indicator of behaviour change and meant that the coaching was successful. This is supported by the views of Hall et al. (1999), Stout-Rostron (2009), Dagley (2010), Brand and Coetzee (2013) and Passmore (2016) who maintained that behaviour change by the coachee is a key outcome of a positive coaching process. These authors offered examples of behaviour change to be becoming

more adaptable in relationships, increased work performance and results and personal and professional growth and development. Therefore, the data supports the literature.

Dagley (2010) and Sherpa Coaching (2017) specifically argued that excellent outcomes are a result of behaviour change that is *lasting and sustainable over time*. This did not emerge in the findings for this study and so the researcher is not able to provide any support from the respondents for this finding in the literature.

d) Greater clarity

The respondents explained that “clarity comes” when the coaching process is excellent. Clarity can take the form of understanding new options available, the type of work he/she would like to do, the contribution he/she would like to make and the value he/she can make in a working context. This also includes clarity around personal purpose and meaning within a work context. This finding is consistent with the view of Van Deurzen (2012), Witham (2013) and Passmore (2016) who maintained that clarity in purpose and meaning is a key outcome of an excellent coaching process. Therefore, the data supports the literature.

e) Goal achievement

The respondents articulated that excellent coaching outcomes can be visibly seen through goal achievement by the coachee. The respondents felt that firstly setting goals and then achieving them meant that the coaching process had been excellent. Stout-Rostron (2009) and Rogers (2012) maintained that goal setting matters and that the achievement of coaching goals is critical to facilitate a positive coaching process; however, they are not clear whether this is a sign of excellence. Rogers (2012) and Hawkins and Smith (2014) specifically mentioned transformational coaching goals (intrinsic, internally focused, about learning for the coachee) as being a marker for excellent outcomes. This did not emerge in the findings for this study and so the researcher is not able to confirm support for this previous finding in the literature. Instead, the respondents in this study were clear that simply achieving the coaching goals meant an excellent coaching outcome for them.

The research findings revealed an additional component in defining excellent coaching outcomes: A relationship to go back to. This outcome is not covered in the literature and is therefore a NEW finding.

f) A relationship to go back to

The respondents stated that, if the coach and coachee both felt that they would willingly and confidently go back to the same coach and coachee, this was a clear marker for excellent coaching outcomes. This is the only finding that is relevant for both the coach

and the coachee. The finding speaks to the quality of the relationship formed between the coach and the coachee. The coachee respondents felt that, as the coach already had the context for and understood the coachee, it is simply easier to reinstate the relationship in the future. The coachees also expressed that, after the formal coaching processes had been completed, they would like to check-in with the coach and be able to contact the coach as issues arose in their working context. In this way, the coaching relationship continues. This outcome is new, and it is proposed that it is a key component of defining what constitutes excellent coaching outcomes.

5.2.2 Conclusion to Proposition 1: Excellent coaching outcomes

Based on the literature review and the research findings, the final working definition of excellent coaching outcomes is updated to be as follows:

Excellent coaching outcomes relate to both the coach and the coachee's experience of the coaching process. From the coachee's perspective, he/she must have gained a greater personal understanding of their values, beliefs, ways of learning, thought patterns, self-governance and ways of behaving **(greater self-awareness)**. This greater self-awareness leads to new ways of thinking and feeling **(a change in mind-set)** and **increased clarity** around **personal purpose** and **meaning.** Excellent outcomes are made visible when the coachee achieves their coaching goal **(goal achievement)** and starts to visibly behave differently **(changes in behaviour).** From the coach and coachee's perspective, if they **would be willing to go back to** the same coaching relationship again in the future, this is a distinguishing marker of an excellent coaching outcome.

A synthesis of the final working definition of excellent coaching outcomes, as described above, is represented in Figure 5.1 below.



1. **Greater self-awareness** (values, beliefs, ways of learning, thought patterns, self-governance and ways of behaving)
2. **Change in mind-set** (new ways of thinking and feeling)
3. **Clarity** (personal purpose and meaning)
4. **Goal achievement**
5. **Change in behaviour** (visible behaviour changes)
6. **NEW: A coaching relationship to go back to**

Figure 5.1: Working definition for excellent coaching outcomes

Source: Developed by the researcher, 2019.

Figure 5.1 synthesises the final six components of what constitutes excellent coaching outcomes based on the research findings and literature review comparison. The blue text denotes the NEW finding that emerged from the data: Excellent coaching has the outcome of a coaching relationship that the coach and coachee can go back to.

5.3 Discussion pertaining to Proposition 2: Behaviours of an excellent coach

The findings (as outlined in Chapter 4) revealed three main themes with respect to the behaviours of the coach. Within these three main themes, 23 behaviours were identified as **dominant** for the coach, with three specific behaviours appearing to be **critical.** Each theme was compared to the literature to establish any overlaps and similarities. There are two NEW findings that are highlighted and discussed.

5.3.1 Theme 1: Building trust and connection

5.3.1.1 Meaning of the theme

Trust and connection refer to the quality of the relationship created between the coach and coachee. The coaching relationship should be one that is built on establishing a deep connection and trust with each other. The respondents articulated various behaviours that contributed towards supporting the process of building trust and connection.

5.3.1.2 Evidence in the data

Based on the findings outlined in Chapter 4, Table 5.3 lists the common code groups found in the data for Theme 1: Building trust and connection.

Table 5.3: Code groups for the coach building trust and connection

Code group	Description
a) Being present	The coach must be fully present in the moment with the coachee and maintaining this presence.
b) Creating a safe space	The coach must create a space where the coachee feels safe to open up and be authentic and real with the coach.
c) Being organised and reliable	The coach must be organised for the coaching sessions themselves and be reliable – do what they say they will do.
d) Displaying empathy	The coach must be empathic (understanding) towards the coachee's issues and situation.
e) Holding confidentiality	The coach must not divulge any confidential information regarding the coachee or the coaching session if not agreed and disclosed upfront.
f) Displaying vulnerability	The coach must be genuine and make themselves vulnerable by sharing of themselves when appropriate and within context.

Code group	Description
g) Personal connection and sharing stories	The coach should personally connect with the coachee by establishing common ground. The coach should share their own story with the coachee - with permission, when relevant and within context.
h) Taking time to get to know the coachee	The coach must take time to really get to know the coachee – to understand their values, beliefs and personal and working life (as relevant).
i) Being prepared for the coaching sessions	The coach must arrive prepared and ready to conduct the coaching sessions. This means doing the preparation in time, before the start of the coaching session.

5.3.1.3 Comparison with the literature

The findings for Theme 1: Building trust and connection are the same or highly similar to the literature. Table 5.4 shows the overlap (congruence) in the literature and the findings related to Theme 1.

Table 5.4: Overlap in the research findings and the literature: Building trust and connection

Research finding	Overlap in the literature	Author
a) Being present	Maintaining a coaching presence	Tolle (2008); Williamson (2011); Felgen & Lewis-Hunstiger (2011); Bluckert (2014); COMENSA (2018c)
b) Creating a safe space	Creating a safe environment	Sieler (2014); Moore & Jackson (2014); COMENSA (2018c)
c) Being organised and reliable	Displaying organisational skills	Blackman et al. (2015); COMENSA (2018c)
d) Displaying empathy	Displaying empathy	Rogers (1957); Kilburg (1997); Brotman et al. (1998); Wasylyshyn (2003); Nelson & Hogan (2009); Dagley (2010); Passmore (2010) Cuddy et al. (2013); Moore & Jackson (2014); Blackman et al. (2015); COMENSA (2018c)
e) Holding confidentiality	Displaying confidentiality	Jones & Spooner (2006); Passmore (2010); Brennan & Wildflower (2014); Blackman et al. (2015); Passmore (2016)
f) Displaying vulnerability	Displaying vulnerability	Brown (2012); Totino & Mangini (2018)
g) Establishing a personal connection and sharing stories	Establishing a personal connection with the coachee Story telling	Kilburg (1997); Hall et al. (1999) Wasylyshyn (2003); De Haan et al. (2011); Drake (2014); Cox et al. (2014); COMENSA (2018c)

All the findings for Theme 1: Building trust and connection are discussed in detail in the context of the literature review below.

a) Being present

The behaviour of being present was identified as being key to building trust and connection. When the coach is deliberately present with the coachee, this allows the coachee to feel safe and to open up to the coach. This is consistent with the view of Williamson (2011) and Bluckert (2014, p. 83) who argued that a coach's presence is a key behaviour that contributes towards whether they attract and interest others and it can also be a critical factor in distancing them or putting them off. The research findings also show that a coach should display an energetic connection and be conscious of their energy during the coaching session. Another coach felt that not being present was a way of being unethical as a coach and that by the coach maintaining eye contact and focus, they demonstrated active presence to the coachee.

This finding is congruent with the behavioural standard identified by COMENSA (2018c) of "Maintaining a Coaching Presence". This standard outlines that a coach should be fully connected and present with the coachee with an observer attitude. The coach pays attention to the whole coachee, who the coachee is, how the coachee learns and what he/she can learn from the coachee. Finally, the coach should stay fully present and connected, whatever may arise. Felgen and Lewis-Hunstiger (2011, p. 5) also offered support to this view by stating that 'being present'; is a state in which a person is "fully attentive in the moment not only to what is happening, but also to what might unfold". Underlying this state is "conscious intention to serve the moment and those with whom you are sharing the moment" and "awareness" of finding meaning" (Felgen & Lewis-Hunstiger, 2011, p. 134). Tolle (2008) argued that, when the coach is fully present with the coachee, the coachee is more likely to feel rapport with the coach.

It is evident from the literature and findings that a coach must maintain display a coaching presence. This means maintaining eye contact, avoiding distractions, listening for meaning and bringing energy and focus into the coaching session. In doing so, the coachee is more likely to feel safe and open up. This in turn helps to facilitate the achievement of excellent coaching outcomes for the coachee. Therefore, the data supports the literature.

b) Creating a safe space

This behaviour was identified by most respondents as being a critical behaviour in facilitating excellent coaching outcomes. Support for this is found in the literature with the view of Moore and Jackson (2014, p. 320) who maintained that in each coaching session a coach should create an oasis for the coachee – one that is calm, mindful,

undistracted and positive. COMENSA (2018c) also support this behaviour in advocating that the coach must maintain a safe space in which the client can courageously explore their own thinking. This is also in congruence with Sieler (2014) who argued that a critical behaviour of the coach is to create a safe environment for inquiry, learning and discovery through a deeply respectful, professional relationship with the coachee.

The coachees felt that when their coach made them feel safe, it had a positive impact on their ability to learn and develop. According to the respondents, there are many ways in which a coach can demonstrate the creation of a safe space. These include being non-judgmental, being authentic, genuine and open. It is evident that how the coach is, "being", is equally as important in creating safe space as their behaviour in the coaching session. It can be concluded that a coach must create a safe space in order to facilitate excellent coaching outcomes. This means that a coach must demonstrate non-judgement, be authentic, be open, be genuine and be equal partners with the coachee. These behaviours help to create a climate of trust and genuine connection within which the coachee feels safe to be open up and fully engage in the coaching process. Therefore, the data supports the literature.

c) Being organised and reliable

The respondents felt that the core of being organised and reliable is that the coach should consistently do what they say they will do (for example: send the relevant articles, email the literature, follow up with the coachee etc.). They must also be professional and arrive on time, showing they can be relied upon. When the coach was organised, the coachees felt that they could plan better and schedule their coaching sessions upfront as their coach demonstrated high organisational skills. The behaviours of being organised and reliable are not well covered in the literature. Blackman et al. (2015) simply stated that coaches need to be organised. COMENSA (2018c) advocated that a coach should take responsibility for their own actions and demonstrate commitment to meeting obligations and keeping promises made. This speaks to the behaviour of being reliable, i.e. doing what you say you will do.

From the findings and limited literature, it is evident that by being organised and reliable, the coachees felt that they could plan better and trust the coach, which builds trust and connection. This in turn creates an environment for growth and the achievement of excellent outcomes by the coachee. Therefore, the data supports the literature. However, due to the lack of substantial literature on this specific behaviour, this finding is a developing area for the literature and to which further attention and study may be applied.

d) Displaying empathy

Most respondents identified that the way in which their coach responded to them when they shared their feelings and thoughts was important. The emphasis was on their ability to be empathetic through demonstrating warmth and understanding. Cuddy et al. (2013, p. 56) affirmed this by stating that prioritising warmth helps you connect immediately with those around you, demonstrating that you hear them, understand them, and can be trusted by them. Moore and Jackson (2014, p. 319) stated that when coaches radiate warmth, patience and empathy, clients are better able to let go of the past, accept themselves and feel self-compassion. COMENSA (2018c) advocated that a coach should physically adjust their tone, pitch, pace and volume to empathise with the client's emotional state. It is clear that displaying empathy helps to build trust and connection between the coach and coachee.

Earlier studies conducted by Rogers (1957) showed that, in order for people to self-actualise their inherent optimal nature, they need the right social environment in which one feels understood, valued and accepted for who they are. One of the key factors in creating this environment, is that the coach needs to display an empathetic understanding towards the coachee. In such an environment, Rogers (1957) reasoned, people are inclined to self-actualise in a way that is congruent, resulting in well-being and optimal functioning (Joseph & Bryant-Jeffries as cited in Palmer & Whybrow, 2008). Nelson and Hogan (2009); specifically emphasised the result of being empathetic towards the coachee in that is allows the coachee to feel respected and understood. The behaviour of empathy is extensively covered in the literature by Rogers (1957), Kilburg (1997), Brotman et al. (1998), Wasylyshyn (2003), Nelson and Hogan (2009), Dagley (2010), Passmore (2010), Moore and Jackson (2014), Blackman et al. (2015) and COMENSA (2018c), who all advocated that the coach should display empathy towards their coachee.

It can be concluded that, when the coach displays empathy by being warm and understanding, this helps the coachee to feel understood and safe. When the coachee feels safe, they can open up to the coach and the coaching process is then positioned in such a way to enhance the coachee's ability of achieving excellent outcomes. Therefore, the data supports the literature.

e) Holding confidentiality

The behaviour of holding confidentiality was articulated by most respondents. This is consistent with the literature with the views of Jones and Spooner (2006), Passmore (2010), Brennan and Wildflower (2014), Blackman et al. (2015), who all advocated that a coach must hold confidentiality.

The core of this behaviour was evident when the coach deliberately took the time to emphasise confidentiality upfront, as it helped the coachees feel that they could trust their coach and therefore feel free to be open and honest.

Brennan and Wildflower (2014, p. 435) specifically stated that the confidential nature of the relationship between coach and coachee forms the basis for trust within the relationship.

Holding confidentiality is typically part of a code of conduct or ethical code for coaches to adhere to (Passmore, 2016). However, it is not often spoken of as a coach behaviour. COMENSA included holding confidentiality in their Code of Ethics (COMENSA, 2018d) for coaches. However, the behaviour of holding confidentiality does not appear in their Coaching Competency Behavioural Standards Framework (COMENSA, 2018c) for coaches. In the coach behaviours for contracting, they advocate that the coach should set out the administrative aspects of contracting with the coachee. It is not clear if this includes the behaviour of holding confidentiality. It is suggested that the behaviour of holding confidentiality be explicitly included into the COMENSA Coaching Competency Behavioural Standards Framework (2018c), as it is a key behaviour to facilitate excellent coaching outcomes for the coachee.

From a review of the literature and the findings, it is evident that holding confidentiality is a deliberate behaviour of the coach. This means that it is not simply a clause in the code of ethics or the coaching contract, but it must be deliberately emphasised and discussed during contracting, before the coaching starts and throughout the coaching process to have the desired impact on the coachee, i.e. creating trust and willingness to be open and honest. Therefore, the data supports the literature.

f) Displaying vulnerability

The behaviour of making yourself vulnerable as a coach was stressed by most of the coaches as being a key behaviour in building trust and connection with the coachee. Specifically, the coaches felt that by making themselves vulnerable, they helped their coachee to feel they can trust them and to establish a warm, human connection. This is congruent with the view of Brown (2012, p. 33), who maintained that vulnerability is uncertainty, risk and emotional exposure, but it is also, “the birthplace of love, belonging, joy, courage, empathy and creativity.” Totino and Mangini (2018) supported the view that the coach must embrace vulnerability with their coachee. They maintained that coaches need to train themselves to reframe vulnerability from an expression of weakness to a source of strength, creativity and connection. It is evident that displaying vulnerability is a gift that a coach can give to the coachee. An excellent coach must create room to be vulnerable and to embrace vulnerability as a key aspect of an excellent coaching

process. It is the recognition that the behaviour of being vulnerable as a coach is a strength and not a weakness. Therefore, the data supports the literature.

g) Personal connection and sharing stories

Creating a personal connection and sharing stories by the coach was articulated by the respondents as being a key behaviour of the coach in facilitating excellent coaching outcomes. Specifically, the coach should only share their stories *when appropriate to do so* and *with the permission of the coachee*. The coaches cautioned that there must always be an element of professional care taken by the coach in that it is not a process of airing "dirty laundry", as one coach called it, on the side of the coach.

When the coach took the time to share their own stories (connect with humanity), it created a very powerful relationship of trust, which then created the space for the coachee to share their own stories and connect deeply with the coach. When the coachees shared their own stories, it was also a powerful tool in terms of creating personal insight and self-awareness, which helped enormously to move the coachee towards excellent coaching outcomes.

Drake (2014, p. 119) agreed, as the stories people tell about their lives are of considerable importance in coaching because there is an intimate connection between the ways in which people narrate their identities and enact their lives. Stories provide powerful openings to explore these connections because they bring to the surface how people construct and navigate their world and can be used to guide them in making shifts. By the coach and coachee both sharing their stories, it highlights what they may have in common and that alone can then create an instant connection/rapport between the coach and coachee.

The literature is clear about the importance of creating a deep, personal connection with the coachee. According to De Haan et al. (2011) and Cox et al. (2014), the nature of coaching requires that the coach connects with the coachee on a personal level, creating a relationship in which the coachee's trust is based not only on the coach's skill and knowledge, but also on the feeling that the coach is on their side and is a trustworthy human being.

COMENSA (2018c) advocated that coaches should connect with their coachee on a deep level and believe in the power of sharing a deep connection, rather than sharing methods and knowledge. Kilburg (1997), Hall et al. (1999) and Wasylyshyn (2003) all support the view that connecting personally with the coachee is a required behaviour of an excellent coach. It is evident that the coach should share their own stories with the coachee if appropriate and with their permission. They should encourage the coachee to share their own stories in turn. By making this "connection with humanity", the coachee

feels safe, connected and understood. This then promotes a healthy and positive environment within which to achieve excellent coaching outcomes. Therefore, the data supports the literature.

Behaviours H, and I below are NEW findings.

h) Taking time to get to know the coachee

From the findings, it is evident that the respondents felt that it is important that the coach takes the time to get to know the coachee. This helps to facilitate trust and connection.

When a coach jumps too quickly into the coaching process, focusing on goals and outcomes, the richness and depth of experience may be lost. Importantly, taking the time to get to know the coachee, means that self-awareness in the coachee is built. One way in which a coach can do this is to draw on any psychometric assessments completed by the coachee. Palmer and Whybrow (2008) stated that the underpinning logic behind using psychometric assessments and other relevant data in the coaching context is to provide an accurate and valid measure of relevant psychological characteristics. These provide objective information to help the development of greater self-insight. It is evident, that an excellent coach, who really gets to know their coachee, who pays attention to who they are, their values, their personal vision and how they learn, is more likely to create a trusting, deeper connection with the coachee, which lends itself to a more effective coaching process.

i) Being prepared for the coaching sessions

The behaviour of the coach being prepared appears to be an obvious one, but it is not well covered in the literature. Central to this behaviour is that the coach must prepare beforehand and arrive ready to go. This is consistent with the view of Rogers (2012, p. 216) who stated that a professional coach spends time before a session reviewing notes from the earlier sessions as a way of getting into the right frame of mind to work with the client. COMENSA (2018c) did not cover this specific behaviour in their Coaching Competency Behavioural Standards Framework (COMENSA, 2018c).

The coaches felt that preparing their *mind and hearts* for the session was of paramount importance to showing up ready for the coachee and the session. They explained that they do meditation and centering exercise beforehand to calm their mind and to be able to listen to the “heartbeat” of the coachee. It is evident that an excellent coach must be prepared. Preparation takes place by reviewing the notes from the previous coaching sessions beforehand, spending time in meditation or deploying various techniques to frame (centre) the mind for the sessions. Preparedness is key to facilitating an effective coaching session and effective coaching sessions naturally lend themselves towards the coachee achieving excellent coaching outcomes.

5.3.2 Theme 2: Facilitating the coaching process

5.3.2.1 Meaning of the theme

The theme of 'facilitating the coaching process' refers to all the behaviours that a coach would take to ensure a smooth and effective coaching process. This encompasses administrative tasks, managing the coaching process itself and deploying specific coaching skills during the coaching process.

5.3.2.2 Evidence in the data

Based on the findings outlined in Chapter 4, Table 5.5 lists the common code groups found in the data for Theme 2: Facilitating the coaching process.

Table 5.5: Code groups for the coach facilitating the coaching process

Code group	Description
a) Before coaching: Administration: Selecting an appropriate coaching setting.	The coach should pay attention to the selection of the coaching setting, ensuring that it is conducive to effective coaching.
b) Before coaching: Administration: Conducting chemistry sessions.	The coach must conduct a chemistry session which involves time to meet the coachee and to establish rapport and a connection before any coaching takes place.
c) Before coaching: Administration: Contracting.	The coach must contract upfront with the coachee around all the administrative elements of the coaching process, highlighting confidentiality.
d) During coaching: Managing the coaching process: Creating structure and focus.	The coach must ensure that structure is built into the coaching process and that the coachee remains focused throughout the coaching process.
e) During coaching: Managing the coaching process: Setting homework and tasks.	The coach must consistently set homework and tasks for the coachee to ensure momentum and accelerate the growth and development of the coachee.
f) During coaching: Managing the coaching process: Maintaining contact between coaching sessions.	The coach should follow up with the coachee between sessions, send reminders and keep in touch. This support helps in maintaining the energy and momentum of the coachee.
g) During coaching: Using coaching skills: Challenging and supporting.	The coach should challenge the coachee when appropriate but always balance this by offering support.
h) During coaching: Using coaching skills: Listening deeply.	The coach should listen on a level that listens for hidden meaning and what is not being said.
i) During coaching: Using coaching skills: Reflecting.	The coach should encourage the coachee to reflect regularly during the coaching process. Reflection enables new perspectives and ways of thinking to emerge.
j) During coaching: Using coaching skills: Embracing diversity.	The coach should use diversity as an advantage and create connections that are similar in thought or experience, embracing the differences and similarities with their coachee.

5.3.2.3 Comparison with the literature

The findings for Theme 2: Facilitating the coaching process reveal that there is congruence with the literature for most of the supporting behaviours. One NEW finding emerged that is discussed within this section.

Table 5.6 shows the overlap (congruence) in the literature and the research findings for Theme 2 for all the behaviours that emerged (both before and during the coaching process).

Table 5.6: Overlap in the research findings and the literature: Facilitating the coaching process

Research findings	Overlap in the literature	Author
a) Selecting an appropriate coaching setting	Paying attention to the coaching setting	Hart et al. (2001); Starr (2007); Miles et al. (2014)
b) Conducting chemistry sessions	Ensuring a good match between yourself and your potential coachee Establish rapport	Hall et al. (1999); Joo (2005); Hodgetts (2002); COMENSA (2018c)
c) Contracting	Contracting upfront with the coachee	Sills (2003); Passmore (2016); COMENSA (2018c)
d) Creating structure and focus	Keeping focus and structure Contain emotions and stay focused	Passmore (2010); Abbott (2014); Passmore (2016); Whitmore (2017)
e) Setting homework and tasks	Assigning homework to the coachee	Passmore (2010); Valcour (2015)
f) NEW: Maintaining contact between coaching sessions	Ensuring availability and accessibility Design actions and follow up with the coachee	Limited literature by: Hall et al. (1999); COMENSA (2018c)
g) Challenging and supporting	Balancing challenge with support Challenging and pushing the coachee	Hall et al. (1999); Passmore (2010); De Haan et al. (2011)
h) Listening deeply	Demonstrating exceptional listening skills	Rogers (1957); Kilburg (1997); Brotman et al. (1998); Hall et al. (1999); Wasylyshyn (2003); De Haan et al. (2011); Rogers (2012); Whitmore (2017); COMENSA (2018c)
i) Reflecting	Reflecting on what has been said by the coachee	Brotman et al. (1998); Hall et al. (1999); Gosling and Mintzberg (2003); COMENSA (2018c)
j) Embracing diversity	Working with diversity and adapting behaviour in response to unfolding context and cultural differences.	Rosinski (2010); Rogers (2012); COMENSA (2018c)

All the findings for Theme 2: Facilitating the coaching process are discussed in detail in the context of the literature review in the next section.

Before coaching: Administration

a) Selecting an appropriate coaching setting

The coach must ensure that the coaching setting is conducive to a productive and positive coaching experience for both themselves and the coachee. Practical components emerged such as making sure there is water available and any stationery that may be required is on hand. The coachees confirmed that selecting the right setting for the coaching, helps to create focus and facilitates excellent outcomes. It also emerged that this is a deliberate behaviour of the coach to ensure a personal and positive experience. This behaviour finds confirmation in the literature in the views of Hart et al. (2001). They maintained that deciding on a physical setting in which the coaching sessions take place is an important consideration. Starr (2007) and Miles et al. (2014) argued that the physical setting in which the coaching conversation takes place has an influence on the cognitive, emotional and behavioural responses from both client and coach.

It is reasonable to conclude that the behaviour of selecting an appropriate coaching setting is a behaviour of the coach that facilitates excellent outcomes for the coachee. Therefore, the data supports the literature.

b) Conducting chemistry sessions

The findings reveal that most coaches felt that the chemistry sessions are a really important aspect of initially creating a connection with a coachee and establishing rapport. The coach should conduct chemistry sessions, either face-to-face or via an online platform. These are deemed critical to determine whether the coach and coachee can work together and to clarify how the coaching relationship may work.

The literature also supports the view that an important part of any chemistry sessions is ensuring a good match between the coach and coachee upfront. Hall et al. (1999) advocated that ensuring a good match between yourself and your potential coachee upfront is critical to facilitating a positive outcome from the coaching. Joo (2005) also argued that selecting coaches and matching them to coachees are critical to coaching effectiveness. Brotman et al. (1998) and COMENSA (2018c) maintained that establishing rapport is important to the overall success of the coaching relationship.

In support of the literature, a key finding in Section 4.2.2 was that the matching process between the coach and coachee appeared to have been done very successfully as the needs of the coachees directly translated to the skills, work and life experience and main area of coaching expertise of the coaches. It is reasonable to conclude that as the

coachee respondents were well matched to their coach upfront, that they were “set up” for success in achieving excellent coaching outcomes.

This finding is consistent with the literature where Hodgetts (2002) asserted that personal chemistry, gender, socio-economic background and life experiences are important considerations in effective coaching matches. Matching was also identified in Section 2.3.1 as one of the key factors influencing positive coaching outcomes.

It can be concluded from an analysis of the findings and the literature that conducting chemistry sessions and ensuing a good match between the coach and coachee upfront is a key behaviour of the coach in facilitating excellent coaching outcomes. Therefore, the data supports the literature.

c) Contracting

The behaviour of contracting was identified as being a critical behaviour for the coach. Central to the behavioural finding is the notion that contracting is a foundational, non-negotiable, critical behaviour of the excellent coach. This is consistent with the view of Passmore (2016) who argued that establishing a clear contract upfront is a key behaviour of a master coach (or could be argued, an excellent coach). The respondents all felt that contracting helps to manage expectations and manage boundaries. This is aligned to the literature as COMENSA (2018c) advocated that a coach must negotiate agreement for the coaching interaction, including the coaching relationship and the process of coaching.

The findings also revealed that the contract must lay down the general “rules of engagement” between the coach and coachee. The literature supports this finding with the view of Sills (2003), who described the contracting phase as involving a clear shared agreement about the goal of the work (the direction and the desired outcome), a clear understanding about how the coaching work will happen, and what the role or tasks of each party would be. Importantly, the respondents articulated that confidentiality of the coaching process must be emphasised by the coach. Assurance of confidentiality gives both parties a sense of security, which then allows the coachee to feel safe and to trust the coach and be more likely to open up and be honest with the coach.

An interesting finding is that most respondents felt the contract should be *in writing* and that both the coach and coachee should *sign the contract*.

In summary, it is evident from an analysis of the literature and the findings that an excellent coach must contract upfront, they must highlight confidentiality and they should produce a written contract that is physically signed by all parties to the coaching contract. Therefore, the data supports the literature.

During coaching: Managing the coaching process

d) Creating structure and focus

The findings reveal that, when the coach helped the coachee to create structure and focus, it enabled them to move past feelings of being overwhelmed and have a clear view of their next steps. In support of this, Abbott (2014) maintained that coaching is a medium by which the complexity of situations can be unpacked, moving clients from being overwhelmed and confused to situations where possibilities emerge.

While the coach creates structure and focus, the coachee can stay focused on their coaching goal and on achieving excellent outcomes. Passmore (2016) further emphasised that when a coach structures a session with intention and keeps the coachee focused on their goal, that excellent outcomes are more likely. Skilful coaches are able to track the coaching process and know at any time which section they are in and where they are aiming to go next (Passmore, 2016, p. 126).

It is evident in the literature and the research findings that an excellent coach must demonstrate the behaviours of creating structure in the coaching sessions themselves and ensure that the coachee remains focused on their coaching goal. By doing so, excellent outcomes are facilitated. Therefore, the data supports the literature.

e) Setting homework and tasks

Setting homework and tasks is a key behaviour identified by the respondents as having an impact of the positive growth and development of the coachee. Most of the coach respondents felt that, in order to promote excellent outcomes, they had set homework and tasks for their coachees. This is congruent with the view of Valcour (2015) who maintained that a coach is more likely to get better results if they end each session with something for their coachee to take away and work on independently, i.e. homework.

Passmore (2010) found that, when homework tasks were reflective in nature, the coachees experienced this as being valuable, while more action-orientated tasks were perceived to be less valuable. The respondents, despite being very clear that homework was critical to facilitating excellent coaching outcomes, did not specify whether these tasks were reflective tasks or action tasks. Therefore, no direct comparison can be made with the literature in this instance and this may be an area for future research.

The majority of coachees articulated that they always had homework set between sessions and this was critical to keep momentum and focus between sessions. They could then reflect on this in the next coaching session. Valcour (2015) further argued that coaching homework should help a coachee make progress towards achieving a goal that he or she cares about. Sometimes the coach may suggest a homework assignment;

other times the coachee may propose one. Either way, devising appropriate homework involves talking with the coachee about what sorts of behaviours and experiences are likely to facilitate goal achievement, as well as what metrics can be used to measure progress toward that goal. In general, setting homework and tasks is not extensively covered in the literature. COMENSA (2018c) did not specifically outline a behavioural standard for setting homework and tasks for the coachee.

It is evident from the literature and the findings that an excellent coach must assign homework or tasks to the coachee (be they reflective in nature or action orientated). This homework must be mutually agreed and must be tasks that help the coachee progress towards their coaching goals. It is also evident that homework should always be set (this is non-negotiable) in order to facilitate excellent coaching outcomes. Therefore, the data supports the literature.

Behaviour F below is a NEW finding that emerged from the literature.

f) Maintaining contact between sessions

This behaviour is not covered in the literature and is therefore a new finding. COMENSA (2018c) outlined that a coach must ensure that the client keeps to the pace and time of desired time lines with reminders to the client. This may imply that they check in with the client between sessions, but it is not explicitly clear. The respondents articulated that, when the coach maintained contact with them between coaching sessions, this was a way of dealing with issues as they crop up. Consequently, coaching might happen between sessions, because in reality, life takes place in between the coaching sessions. The respondents also articulated that, when the coach maintained contact with them between sessions, this helped them to keep momentum and focus on the coaching process.

It is also a way for the coach to demonstrate that they care for the coachee, which in turn supports an excellent coaching process. It is evident that an excellent coach must maintain contact with the coachee between sessions to show they care, to help with any issues the coachee may be facing and to keep the momentum and focus in the coaching process. This finding may be one that requires further analysis and study and deliberate inclusion in future behavioural standards frameworks.

During coaching: Using coaching skills

g) Challenging and supporting

Most respondents articulated that the behaviour of challenging was important, but that the challenge should be done in a non-judgmental way, with care and compassion and most importantly, that it should be balanced and show support to the coachee.

This is consistent with the views of Rogers (1957), Hall et al. (1999) and Passmore (2010), who all maintained that the coach must challenge and push the coachee, but also support and encourage them at the same time. The coachees, in turn, felt that when their coach challenged them, it enabled them to consider new ways of thinking and behaving which are deemed excellent coaching outcomes. It is evident from both the literature and the data that the coach behaviour of challenging with support, is an important behaviour for the coach in delivering excellent outcomes for the coachee. Therefore, the data supports the literature.

h) Listening deeply

The behaviour of listening deeply was clearly articulated by most respondents. The coaches in particular, felt that when they listened deeply, that this helped the coachee to feel valued, affirmed and accepted. This is consistent with Rogers (2012, p. 45) who stated that genuine listening is about non-judgment and acceptance. Listening for *what is not there* (not being said) was also a key aspect of listening deeply in that an excellent coach should listen for hidden meaning and listen with heart, as advocated by Whitmore (2017).

One coach emphasised that reflective listening was important and that it has affirming power for the coachee. This is congruent with Whitmore (2017, p. 91) who stated that it is important to reflect back to the coachee, summarising the points being made. This will ensure correct understanding and reassure the coachee that they are being fully heard and understood. It is evident that the coach behaviour of listening deeply is extensively covered in the literature, specifically by Rogers (1957), Kilburg (1997), Brotman et al. (1998), Hall et al. (1999), Wasylyshyn (2003), De Haan et al. (2011), Rogers (2012), Passmore (2016) and Whitmore (2017). COMENSA (2018c) clearly advocated that the coach must listen actively to clarify and broaden understanding as well as to encourage thinking, while paying attention to both the said and unsaid.

From the analysis of the literature and findings, it is clear that an excellent coach must listen deeply, which means ‘‘listening with heart’’ to the unsaid. The coach must demonstrate Level-3, reflective listening so that they can affirm the coachee. They must listen in a non-judgmental way. By doing this, the coach is more likely to develop a deep connection with the coachee, which ultimately facilitates the coaching process and the achievement of excellent outcomes. Therefore, the data supports the literature.

i) Reflecting

The respondents articulated that, when the coach encouraged them to reflect regularly throughout the coaching process about their learnings, homework and experiences, this helped the coachees to learn, to process and to internalise the learnings and new awarenesses. This finding did not speak to the coach themselves reflecting on their learnings, but rather encouraging the coachee to reflect. The coachees felt that reflection was a necessary and impactful way to facilitate their own excellent coaching outcomes.

Gosling and Mintzberg (2003) found that what leaders desperately need is to stop and think – to step back and reflect thoughtfully on their experiences. Reflection enables new perspectives and ways of thinking to emerge. The coaching space, through reflection allows this to happen and to open up new areas for growth and development. This finding is aligned to the views of Brotman et al. (1998) and Hall et al. (1999) who found that reflection is a key behaviour of both the coach and coachee. The coach must actively encourage the use of reflection by their coachees. COMENSA (2018c) advocated that the coach must reflect openly with the coachee. It is evident that an excellent coach encourages the coachee to reflect regularly, throughout the coaching process. In this way, the learning and growth of the coachee is accelerated. Therefore, the data supports the literature.

j) Embracing diversity

Most coach respondents articulated that diversity in coaching was not the focal point, but rather that “seeing humanity” first was key to facilitating excellent outcomes. This meant, the coach needs to establish what the coachee is struggling with and focus on the coaching challenge, rather than focus on differences. Other important aspects that were highlighted were the importance of self-awareness, being non-judgmental, being authentic and using humour to create a connection. Congruence in the literature is found in the view of Rogers (2012, p. 57) who stated that a coach needs to stay open to the coachee’s views, listening without judging, walking a mile in the other person’s moccasins, helping the client to voice views that might otherwise be difficult for him or her to express. Another coach spoke about seeing culture as an advantage and using humour to create connection. Rosinski (2010) invited coaches to view culture as an advantage rather than an obstacle. He believed that culture is a key factor in coaching effectiveness. The distinguishing feature of the COMENSA (2018c) Coaching Competency Behavioural Standards Framework is the inclusion of a behavioural standard for managing context and diversity. COMENSA (2018c) specifically advocated that the coach must work with diversity and adapt behaviour in response to unfolding contextual and cultural differences. They must work with issues such as prejudice, bias

and stereotyping within unfolding cultural contexts. They must demonstrate an understanding of and show empathy for past, current and future cultural contexts. It is evident that an excellent coach does not only work with diversity, but they *embrace* it. Embracing diversity means understanding it, showing empathy towards it, and using it as a tool to create connection and facilitate excellent coaching outcomes. Therefore, the data supports the literature.

5.3.3 Theme 3: Committing to lifelong learning

5.3.3.1 Meaning of the theme

In order to ensure that they stay relevant, up to date and impactful for their coachees, coaches must invest in lifelong learning. This means that learning and skills development as a coach never ends. It is a lifelong pursuit with continual improvement being a necessary behaviour of an excellent coach.

5.3.3.2 Evidence in the data

Based on the findings outlined in Chapter 4, Table 5.7 lists the common code groups found in the data for Theme 3: Committing to lifelong learning.

Table 5.7: Code groups for the coach committing to lifelong learning

Code group	Description
a) Continually updating coaching skills and experience	The coach must ensure that he/she stays abreast of the latest thinking, trends, models and research relating to coaching in order to deliver maximum value and impact for the coachee.
b) Participating in supervision	The coach must participate in supervision on a regular basis to remain ethical, unbiased and to keep themselves accountable to a third party within the coaching relationship.
c) Using context and experience	The coach should draw on their relevant life and work context and experience (where relevant) to add value to the coachee's growth and development.
d) Using various methodologies, tools and literature	The coach should adopt an eclectic approach, drawing on a range of relevant and meaningful tools, methods and literature that help the coachee to learn and grow.

5.3.3.3 Comparison with the literature

The findings for Theme 3: Committing to lifelong learning revealed were in congruence with the literature for all the identified behaviours. There are no new findings for this theme. Table 5.8 shows the overlap (congruence) in the research findings and the literature related to Theme 3.

Table 5.8: Overlap in the research findings and the literature: Committing to lifelong learning

Research findings	Overlap in the literature	Author
a) Continually updating coaching skills and experience	Being credentialed and trained as a coach Participating in continuing professional development Being passionate about learning	Hall et al. (1999); Maister (2003) McAdam (2005); Rogers (2012); Hawkins & Smith (2014); ICF Global Coaching Study (2016); COMENSA (2018c)
b) Participating in supervision	Participating in supervision	Rogers (2012); Hawkins & Smith (2014); Passmore (2016); COMENSA (2018c)
c) Using context and experience	Understanding business and organisational context	McAdam (2005); Passmore (2007); Nelson & Hogan (2009); De Haan et al. (2011); Kahn (2011); COMENSA (2018c)
d) Using various methodologies, tools and literature	Displaying a range and flexibility in coaching approach and tools	Passmore (2007); Dagley (2010); Passmore (2010); COMENSA (2018c)

a) Continually updating coaching skills and experience

Central to the findings for this behaviour is that the coach respondents highlighted that continually updating their coaching skills is critical to staying relevant and impactful for their coachees. An excellent coach must know their subject matter, they must be relevant, and they must demonstrate a deep (not superficial) understanding of the coaching process. They must continually develop their skills and build on their experience. This is supported by the view of Hawkins and Smith (2014, p. 391) who stated that at the core of continuing professional development is continual personal development. Committing to updating their skills and creating space for learning on a continual basis is therefore seen as a necessary behaviour. The findings also revealed five different ways in which the coach can go about updating their skills and experience. These include: Completing formal training courses related to coaching; having an affiliation to accredited coaching bodies; attending coaching conferences; facilitating communities of practice; and doing ongoing coaching research.

Rogers (2012, p. 215) supported this finding that coaches need to seek out other forms of development, such as training to update their skills and qualifications, attending conferences, reading and simple networking. COMENSA also advocated that a coach should demonstrate a commitment to lifelong learning via continuing professional development (COMENSA, 2018c). When analysing the profiles of the coach respondents in Section 4.2.1, it was evident that most coaches held a formal coaching qualification and had over 16 years of coaching experience. The coaches made use of

their coaching experience and formal qualifications to add value to their coachee's coaching process. This extensive experience further validates this behavioural finding of the coach using their relevant context and experience to facilitate excellent coaching outcomes. This is also congruent with the views of Hall et al. (1999), Maister (2003), McAdam (2005) and the ICF Global Coaching Study (2016), where they maintained that being trained as a coach is a critical factor in delivering excellent outcomes for the coachee. Continual professional development for coaches, as stated in the literature and confirmed by these research findings, is therefore a lifelong, necessary behaviour and not an option. Therefore, the data supports the literature.

b) Participating in supervision

The findings are clear that participating in supervision is a critical and non-negotiable behaviour of the coach. This is in support of the literature that supervision is a fundamental aspect of continuing personal and professional development. It provides a protected and disciplined space in which the coach can reflect on particular client situations and relationships (Hawkins & Smith, 2014, p. 391). Kahn (2011, p. 141) offered further support, stating that supervision offers a reflective, helpful refuge and thinking space. Passmore (2016) agreed that by a coach participating in supervision, they are able to transform their work and develop their craft. According to Bachkirova (2016), supervision requires commitment to development instead of self-complacency.

The respondents emphasised that, as a coach, you are working with people's lives and emotions and that this should be taken seriously and with responsibility. Specifically, supervision offers a coach the space for reflection on their habits, to hone their technical skills, address their blind spots and any unconscious bias or incongruence they may have with their coachee. Lastly, COMENSA (2018c) advocated that a coach must demonstrate a commitment to lifelong learning via participation in supervision.

It is evident from the literature and findings that, in order to facilitate excellent coaching outcomes, coaches must participate in regular supervision. Therefore, the data supports the literature.

c) Using context and experience

Core to the findings with respect to this behaviour, was that a coach must bring their whole professional selves to the coaching process. Specifically, this means they must bring their understanding of organisational context and their work experience to the coaching space in order to benefit the coachee. In support of this view, Kahn (2011) stated that so many business coaches seem to work so well within the strict dyad (one coach and one coachee) of a coaching relationship, but fail to appreciate the systemic context within which their coaching takes place (the organisational culture).

Consequently, far too often business coaches deliver unhelpful results which the organisation believe are irrelevant, unhelpful or even counter-productive. As was outlined in Section 4.2.1, most of the coach respondents had over 30 years of business experience, which they bought with them to the coaching space. This speaks directly to the relevance of having context-specific and organisational experience in facilitating excellent coaching outcomes. The literature confirms that business coaching should be continuously linked to better business. An effective business coaching relationship brings the coachee and the business into dialogue in a way that promotes alignment, integration and improved performance (Kahn, 2011). This process is reliant on a coach who can share, where relevant, their experience and contextual understanding.

According to McAdam (2005) and Nelson and Hogan (2009), an excellent coach should understand the organisational context within which the coaching takes place and that understanding the systemic context is an important behaviour for the coach. The finding also finds support in the definition of business coaching offered by the World Association of Business Coaches (WABC, 2011) where the goal is to enhance the client's awareness and behaviour so as to achieve business objectives for both the client and their organisation. Lastly, COMENSA (2018c) advocated that a coach must demonstrate an understanding of the systemic relationship between their client and their unique context.

It is evident from the literature and findings that in order to facilitate excellent coaching outcomes, coaches must demonstrate the behaviour of using their contextual understanding and relevant professional experience. Therefore, the data supports the literature.

d) Using various methodologies, tools and literature

Using various methodologies, tools and literature has emerged in the research findings as being a critical behaviour under the theme of committing to lifelong learning. The essence of this behaviour is that when the coach makes use of a range of methodologies, tools and literature, the coachee finds that this accelerates their development and learning. Emphasis was also placed on *relevance*, in that the tools, literature and methods used by the coach must be relevant and contextual to the coachee's agenda or coaching challenge. The literature offered confirmation of this finding overall, as Passmore (2007) suggested that coaches should work in an eclectic way, mixing tools and techniques. Passmore (2007) further argued that adopting a single model may have limitations for a coachee in that, for example, making use of a purely behavioural approach to coaching (structured and goal focused), may not work for a coachee that has complex issues relating to belief systems that impact his/her behaviour or where managers lack the motivation to make a change. In a later study, Passmore (2010) was

specific in stating that making use of a variety of tools and techniques was a behaviour of the coach that coachees valued.

Dagley (2010) confirmed that a key coaching behaviour of an excellent coach is to demonstrate range and flexibility in their approach. COMENSA (2018c) advocated that coaches need to have knowledge of a range of theories, techniques and skills. As highlighted in Section 4.2.1, the findings revealed that most of the coach respondents have been trained in a range of coaching methodologies. They adopt an eclectic and multi-dimensional approach to their coaching. They draw on a specific model, tool or approach based on their coachee's need and relevance to their coaching goals.

The literature and data conclude the same thing: in order to facilitate excellent coaching outcomes, a coach must demonstrate a range of (relevant) methodologies, tools, and literature. Therefore, the data supports the literature.

5.3.4 Conclusion to Proposition 2: Behaviours of an excellent coach

The research proposition based on the literature review as outlined in Chapter 2 (Section 2.4.2) is as follows:

It is proposed that in order to facilitate positive coaching outcomes, coaches need to display most (if not all) of the identified behaviours. However, it is not clear from the literature whether these behaviours specifically facilitate excellent coaching outcomes. Precise behaviours are not evident.

The findings for Proposition 2 reveal the precise coach behaviours that facilitate excellent coaching outcomes. It is evident that the themes of building trust and connection, facilitating the coaching process and committing to lifelong learning are all relevant for the coach. Based on the literature and the findings, **Proposition 2** is updated as follows:

- An excellent coach must maintain a **coaching presence**. This means maintaining eye contact, avoiding distractions, listening for meaning and bringing energy and focus into the coaching sessions. In doing so, the coachee is more likely to feel safe and open up.
- An excellent coach must create a **safe space** within which the coachee can experience the coaching process. This means that a coach must demonstrate non-judgement, be authentic, be open, be genuine and be equal partners with the coachee.
- An excellent coach must be **organised and reliable** as this creates an environment for growth of the coachee and the achievement of excellent outcomes by the coachee.

- An excellent coach must **display empathy** by being warm and understanding, which helps the coachee to feel understood and safe.
- An excellent coach must **deliberately hold confidentiality**. This means that confidentiality must be deliberately emphasised and discussed during contracting, before the coaching starts and throughout the coaching process to have the desired impact on the coachee, i.e. creating trust and willingness to be open and honest.
- An excellent coach must display **vulnerability** in relating to the coachee. This means being genuine and understanding and sharing about themselves when appropriate and within context.
- An excellent coach must **share their own stories** with the coachee if appropriate and with their permission. They should also encourage the coachee to share their own stories in turn. By making this “connection with humanity”, the coachee feels safe, connected and understood.
- An excellent coach must **take time to get to know the coachee**, who pays attention to who they are, their values, their personal vision and how they learn.
- An excellent coach must **be prepared**. Preparation takes place by reviewing the notes from the previous coaching sessions beforehand, spending time in meditation or deploying various techniques to frame the mind for the sessions.
- An excellent coach must **pay attention to the selection of the coaching setting** so that is it conducive to facilitating an effective coaching process and to enabling excellent outcomes for the coachee.
- An excellent coach must **conduct a chemistry session** before the start of the coaching and ensure a good match between themselves and the coachee upfront.
- An excellent coach must **contract upfront,** they must highlight confidentiality and they should produce a written contract that is physically signed by all parties to the coaching contract.
- An excellent coach must **create structure** in the coaching sessions and ensure that the coachee **remains focused** on their coaching goal.
- An excellent coach must **consistently assign homework or tasks** to the coachee, which is mutually agreed.
- An excellent coach must **maintain contact with the coachee between sessions** to show they care, to help with any issues the coachee may be facing and to keep the momentum and focus in the coaching process.
- An excellent coach must **challenge** the coachee, but balance the challenge with **support**.

- An excellent coach must **listen deeply**, which means "listening with heart". The coach must practice Level-3, reflective listening so that they can affirm the coachee. They must listen in a non-judgmental way.
- An excellent coach must **consistently use reflection** as a tool to foster growth and development in the coachee.
- An excellent coach must **embrace diversity**. Embracing diversity means understanding it, showing empathy towards it, and using it as a tool to create connection and facilitate excellent coaching outcomes.

A synthesis of the coach behaviours, as described above, is represented in Figure 5.2 below. A synthesis is the integration and assessment of knowledge (the literature review for this study) and the research findings (from this study) with the aim of increasing the generality and applicability of, and access to, those findings (Hampton & Parker, 2011).

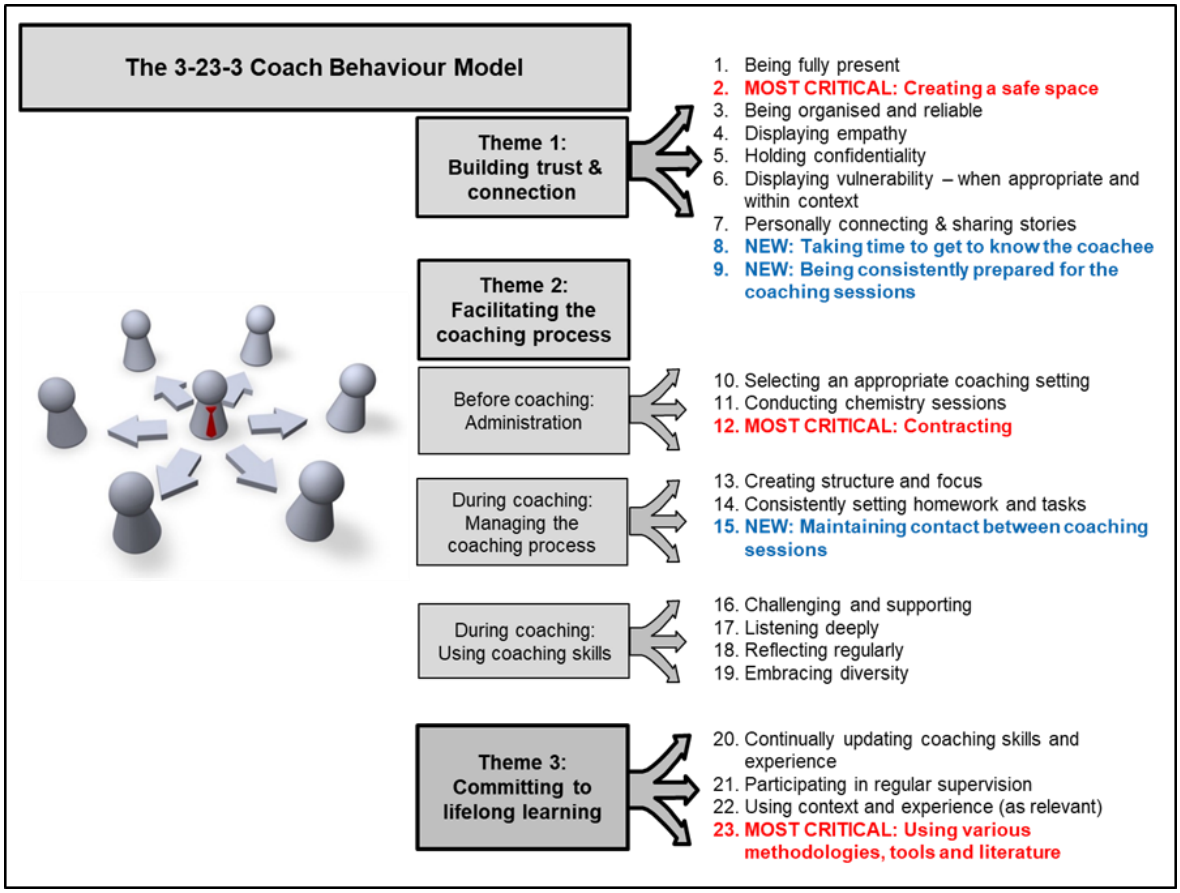

Figure 5.2: Coach behaviours that facilitate excellent coaching outcomes

Source: Developed by the researcher, 2019.

Figure 5.2 depicts the three main themes, with their supporting behaviours. Theme 2 contains three sub-themes, with supporting behaviours. The red text denotes the behaviours that appear to be critical and the blue text denotes the new findings that emerged from the data.

By the coach demonstrating all the behaviours above, they are actively and deliberately facilitating the achievement of excellent coaching outcomes for the coachee.

5.4 Discussion pertaining to Proposition 3: Behaviours of an excellent coachee

The findings (as outlined in Chapter 4) reveal two main themes with respect to the behaviours of the coachee. Within these two themes, seven behaviours were identified as being *most dominant* for the coachee, with three specific behaviours appearing to be *critical*.

5.4.1 Theme 1: Approach to coaching

5.4.1.1 Meaning of the theme

The coachee needs to ensure that they adopt an approach to the coaching process that will facilitate their own excellent outcomes. They need to do certain things to ensure their own success. Specific behaviours have been identified for the coachee to adopt when engaging in a coaching process.

5.4.1.2 Evidence in the data

Based on the findings outlined in Chapter 4, Table 5.9 lists the common code groups found in the data for Theme 1: Approach to coaching.

Table 5.9: Code groups for the coachee's approach to coaching

Code group	Description
a) Being engaged and committed	The coachee must be fully engaged in the coaching process and show commitment to the process throughout the duration of the coaching.
b) Being honest	The coachee must be honest with the coach about who they are and what they are struggling with.
c) Being open-minded	The coachee must display an open mind to the coaching process itself.
d) Taking ownership and responsibility	The coachee must take ownership over the selection of their coach, their own coaching process and be responsible for their own learning and development.

5.4.1.3 Comparison with the literature

The findings for Theme 1: Approach to coaching are the same or highly similar to those in the literature. Table 5.10 shows the overlap (congruence) between the literature and the findings related to Theme 1.

Table 5.10: Overlap in the research findings and the literature: Approach to coaching

Findings	Overlap in the literature	Author
a) Being engaged and committed	Displaying commitment to the process	Bush (2005); Brand & Coetzee (2013); Carter et al. (2014)
b) Being honest	Being honest	Abbott & Bennett (2011)
c) Being open-minded	Displaying openness to learn and to change	Carter et al. (2014)
d) Taking ownership and responsibility	Taking ownership and responsibility	Sztucinski (2001); Abbott & Bennett (2011)

From the above comparison, it is evident that there is a high degree of similarity (if not exact match in some cases) between the behaviours emerging from the findings and the behaviours identified in the literature. As was discussed in Chapter 2 (Section 2.5), the behaviours of the coachee are not extensively covered in the literature. The findings from this research therefore offer further depth to the topic. The findings are discussed in the next section.

a) Being engaged and committed

Most respondents articulated that when the coachee is engaged and committed, this helped the coachee to make changes in their mind-set, ways of thinking and their behaviours. Congruence in the literature is found with the views of Bush (2005), Brand and Coetzee (2013), Carter et al. (2014), who all advocated that the coachee must display commitment to the process and fully engage in the process. Brand and Coetzee (2013) supported this by specifically maintaining that it takes energy and commitment from the coachee to make the coaching successful.

The majority of coachees felt that being committed to the process and staying engaged was a key behaviour they took to support their excellent coaching outcomes. It is evident that an excellent coachee must fully commit and engage in the coaching process in order to facilitate their own excellent outcomes. Therefore, the data supports the literature.

b) Being honest

The majority of coachee respondents felt that the behaviour of being honest was critical to facilitate an effective coaching process. Being honest (right from the start) enabled the coachees to gain the most out of the coaching and to discover that things they thought were weaknesses, were strengths. Abbott and Bennett (2011, p. 49) stated that a coachee needs to be open and honest about themselves, their feelings, their development areas and any difficulties they might be experiencing during the coaching

process. The coachee is encouraged to share relevant information that will assist the coach in facilitating the coaching process effectively. It is evident that a coachee must be honest and open with the coach from the start to affect excellent outcomes. Therefore, the data supports the literature.

c) Being open-minded

Being open-minded emerged as a critical skill for the coachee. Being open-minded means two things: Firstly, the ability of the coachee to be open-minded with respect to the coaching process itself and secondly, to have an open mind throughout the coaching process. Carter et al. (2014) maintained that the coachee must display an openness to learn and to change as this makes the coaching process easier. The findings revealed that the coachee must demonstrate an open mind to the coaching process and keep an open mind throughout the process. Therefore, the data supports the literature.

d) Taking ownership and responsibility

Most respondents said that, when the coachee took ownership and responsibility over their own coaching process, this empowered them to take action, to develop and to get the most out of the coaching process. One coachee felt that coachees needed ownership over who coaches them and that this also allows for the coachee to be open and to develop. Support for this behaviour is found in the view of Abbott and Bennett (2011, p. 32) who simply stated that the coachee must take responsibility and ownership for their learning. It is evident that taking responsibility and ownership over their own coaching process is a key behaviour that empowers the coachee to achieve excellent outcomes. Therefore, the data supports the literature.

5.4.2 Theme 2: Diligence

5.4.2.1 Meaning of the theme

The coachee must ensure that they apply diligence to the coaching process. This ensures that they set coaching goals upfront, they apply themselves, they do the work that is required for change and they are prepared to act on the new awarenesses from the coaching process.

5.4.2.2 Evidence in the data

Based on the findings outlined in Chapter 4, Table 5.11 lists the common code groups found in the data for Theme 2: Diligence.

Table 5.11: Code groups for the coachee's diligence

Code group	Description
a) Respecting the coach and the coaching process	The coachee must show respect to the coach by arriving on time and not cancelling coaching sessions. They also need to show respect for the coach's expertise.
b) Doing the work and taking action	The coachee must do their homework and tasks that are mutually agreed. They must be willing to take action on the outcomes of the coaching process.
c) Goal setting	The coachee must set goals for themselves upfront and ensure that the goals are aligned to their purpose/desired outcomes from the coaching process.

5.4.2.3 Comparison with the literature

The findings for Theme 2: Diligence are highly similar to the literature. Table 5.12 shows the overlap (congruence) in the literature and the research findings related to Theme 2.

Table 5.12: Overlap in the research findings and the literature: Diligence

Research findings	Overlap in the literature	Author/s
a) Respecting the coach and the coaching process	Respect for the coachee and the coach	Harris (2012); Rogers (2012)
b) Doing the work and taking action	Being willing to act on the coaching outcomes Making the changes	Abbott & Bennett (2011); Grant & Cavanagh (2014); Carter et al. (2014)
c) Goal setting	Setting and achieving coaching goals	Abbott & Bennett (2011); Rogers (2012)

a) Respecting the coach and the coaching process

The behaviour of respecting the coach and the coaching process was deemed important by most respondents. Specifically, the respondents described what they meant by respecting the coach and the coaching process. Arriving on time and not cancelling coaching sessions was a practical and important way in which the behaviour of respect can be demonstrated by the coachee. The behaviours of not cancelling coaching sessions and arriving on time are not specifically covered in the literature and therefore is a new finding. The behaviour of respect, however, is covered in the literature. Rogers (2012) argued that, in order to have a successful coaching experience, both the coach and the coachee must assume a position of having a high degree of self-respect and a high degree of respect for others. Harris (2012) talked about four possible life positions: I value me – I don't value you; I don't value me – I don't value you; I value you – I don't value me; and I value me – I value you. The ideal position is the "I value me – I value you" position. Rogers (2012, p. 45) stated that, when the coach and coachee are in this position, they both respect themselves and the coachee respects the coach for their

expertise. Getting into and staying in this position is the only way you can generate the trust and respect that the coaching process needs in order to flourish.

It is evident that respecting the coachee and the coaching process are important behaviours for the coachee to achieve excellent outcomes. Therefore, the data supports the literature.

b) Doing the work and taking action

Doing the work involved in coaching and taking action was deemed a **critical coachee behaviour** by most respondents. This coachee behavioural finding is congruent with the findings for the coach behaviour set (i.e. the coach behaviour of assigning homework and tasks to the coachee). This lends weight to the behaviour in terms of its importance and relevance in facilitating excellent coaching outcomes. The findings revealed that "doing the work" meant that the coachee would do their homework or tasks that were mutually agreed upon and that they would fully commit to completing them. The coachee should then reflect on their homework in the next coaching session and decide how to use any new awarenesses. In this way, the coachee's developmental process is accelerated.

Congruence is found for this finding in the literature with the view of Grant and Cavanagh (2014, p. 304), who stated that reflective practices are fundamental to creating purposeful change. "Taking action" means that the coachee must act on the co-decisions that are derived. In this way, the whole coaching process is accelerated, more effective and results in the coachee having renewed self-confidence and new ways of thinking and behaving.

This aligns with the views of Carter et al. (2014) and Abbott and Bennett (2011) who maintained that the coachee must be willing to act on the outcomes of the coaching process and make the changes necessary to achieve their coaching goals.

The coachees felt strongly that homework should always be done and be prioritised in order to get maximum benefit from the coaching. The findings show congruence with the literature where Abbott and Bennet (2011, p. 54) stated that a coachee must ensure that they have completed all their agreed upon homework or self-work. The coachees should also think about specific issues or challenging incidents that they have encountered or know they will encounter in the near future.

It is clear that a coachee must always prioritise and complete the homework and tasks set for them and then reflect on them in the next coaching session. This accelerates their learning and development. Therefore, the data supports the literature.

c) Goal setting

Goal setting is a key component of the coaching process. It is a deliberate process that is facilitated by the coach, but the content is provided by the coachee. A few respondents articulated that SMART (specific, measurable, attainable, realistic and time based) goals were relevant. These respondents were focusing on transactional goals where the outcomes were very specific (for example: set up a new website, record my first video). Other coachees felt that SMART goals were not necessary and not fit for purpose in relation to their current circumstances, vision and desired outcomes for the coaching process. These coachee respondents were focused on broader, transforming outcomes from the coaching process. This is at odds with the view of Abbott and Bennett (2011, p. 12) who argued that good coaching goals must be SMART. The findings indicated that whether a coachee should set SMART goals or not is dependent on the specific circumstance, vision and desired coaching outcomes of the coachee. As each coachee is unique, the findings suggest maintaining flexibility in this regard. The findings related to SMART goals therefore do not support the literature.

All respondents articulated that setting goals overall provided direction and focus. This is aligned to the view of Rogers (2012, p. 109) who argued that the process of setting a goal clarifies what, exactly, the coachee needs and wants to get out of the coaching. It matters to the coach, because without this clarity, you will not be able to work with the coachee. Rogers (2012, p. 109) stated that the process of goal setting directs the coachee's attention and improves performance. It is even more effective when it builds on the coachee's strengths. It is evident that an excellent coachee sets coaching goals upfront, with the support of their coach. Goal setting provides direction and focus. Therefore, the data supports the literature.

5.4.3 Conclusion to Proposition 3: Behaviours of an excellent coachee

The research proposition based on the literature review as outlined in Chapter 2 (Section 2.5.2) is as follows:

It is proposed that an excellent coachee is committed to the process of coaching and ready for change to take place. They display a willingness and openness to learn and to be coached. They proactively set their coaching goals and prepare for each coaching session. They ask questions and make suggestions, take notes and keep a coaching file. They display the ability to reflect, to be honest and to actively manage their thoughts, feelings and actions. They are able to give and receive feedback and if they have ownership and choice over the coaching process, they are more likely to achieve excellent coaching outcomes.

The findings for this Proposition 3 reveal the precise coachee behaviours that facilitate excellent coaching outcomes. It is evident that the two themes of approach to coaching and diligence are relevant for the coachee. Based on the literature and the findings, **Proposition 3** is updated as follows:

It is proposed that an excellent coachee is **fully committed** to and **engaged** in the coaching process. They must be **open-minded** to the coaching process and to learning throughout the entire coaching process. They must be **honest and open** with the coach upfront and throughout the coaching process. An excellent coachee must take **ownership and responsibility** over their own coaching process. In addition, they should have ownership over electing to engage in the coaching process. An excellent coachee **sets their coaching goals** upfront with the support of their coach and **prepares** for each coaching session. They **complete their homework and tasks** set for them and then **reflect** on them before and in the next coaching session. An excellent coachee shows **respect** for the coach and the coaching space.

By the coachee demonstrating all the behaviours above, they are actively and deliberately facilitating the achievement of excellent coaching outcomes for themselves.

A synthesis of the coachee behaviours, as described above, is represented in Figure 5.3 below. The model depicts the two main themes, with their supporting behaviours. The red text denotes the behaviours that appear to be most critical from the data. There were no new findings for coachee behaviours.

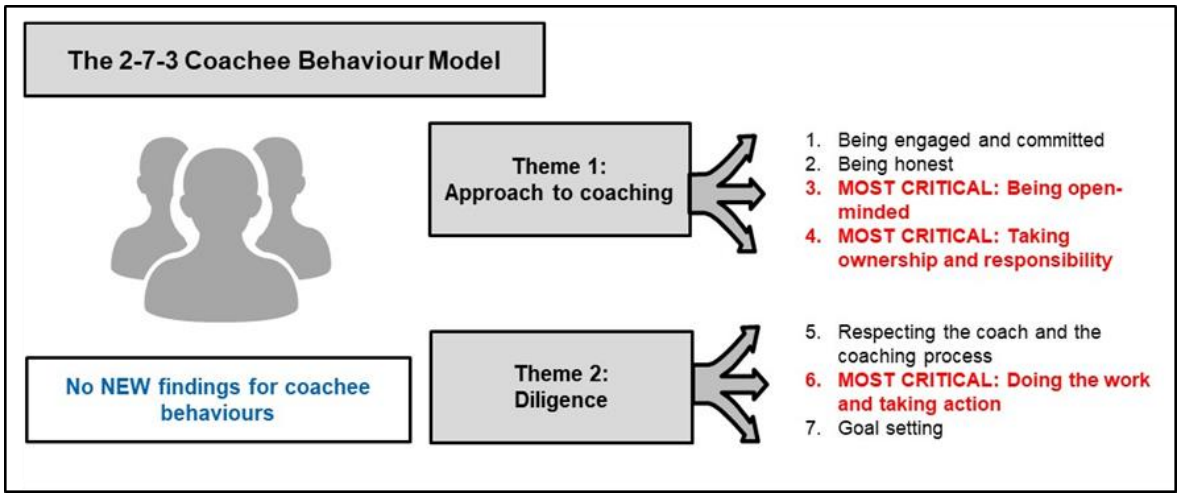

Figure 5.3: Coachee behaviours that facilitate excellent coaching outcomes

Source: Developed by the researcher, 2019.

5.5 Conclusion to discussion of research findings

This chapter is a presentation and discussion of the research findings within the context of the literature review for the three research propositions outlined in Chapter 2. Section 5.2 discusses the results pertaining to research proposition 1 on the components defining excellent coaching outcomes. It is presented according to the dominant six components emerging which include: (i) greater self-awareness; (ii) change in mind-set; (iii) clarity; (iv) goal achievement; (v) change in behaviour; and (vi) a coaching relationship to go back to (a new finding). The behaviours of the coach are discussed in Section 5.3 and include three broad themes: (i) building trust and connection; (ii) facilitating the coaching process; and (iii) committing to lifelong learning.

Each theme is supported by specific behaviours with a total of 23 dominant coach behaviours of which three appear to be critical coach behaviours and three new findings. The behaviours of the coachee are presented in Section 5.4 and include two broad themes of (i) approach to coaching; and (ii) diligence. Both themes are supported by specific behaviours with a total of seven dominant behaviours emerging, including three coachee behaviours that may be critical. There was no new finding.

A working definition for excellent coaching outcomes and two separate evidence-based working models for coach and coachee behaviours are included as a contribution towards the theoretical body of knowledge.

Chapter 6 answers the research questions as a response from the research findings and the literature review. It also recommends areas for future research.

CHAPTER 6. CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

In order to facilitate excellent coaching outcomes, coaches and coachees must pro-actively and intentionally display specific behaviours before and during the coaching process. Specific behaviours make a difference in coaching and it is important to understand what coaches and coachees *actually do* to ensure excellent outcomes (Grant & Stober, 2006; Passmore, 2014). It is proposed that these behaviours are a critical part of the "tool kit" of every business coach and coachee.

This research study offers an evidence-based working definition of excellent coaching outcomes and identifies the coach and coachee behaviours that are dominant and may be critical to achieve these outcomes. It is suggested that this research is a valuable contribution to the development of the theoretical body of knowledge of coach and coachee behaviours and of significance to coach training, accreditation and development. This research has made three primary evidence-based contributions to the body of knowledge; namely: (i) a working definition for excellent coaching outcomes; (ii) a synthesis of the coach behaviours to articulate a behaviour model for coaches; and (iii) a synthesis of the coachee behaviours to articulate a behavioural model for coachees.

Conclusions outlined in this chapter are structured within these three contributions including the context and findings of this research study, as well as the established differences with the literature. In addition to presenting conclusions based on the findings of the research study and the literature review, this chapter highlights the implications of the study for coaches, coachees, trainers, credentialing bodies and other interested stakeholders. The chapter ends with suggestions for future research related to coach and coachee behaviours.

6.2 Research questions

Included below is a list of the research questions used to guide this study:

Question 1: What constitutes excellent coaching outcomes?

Question 2: What are the behaviours of an excellent coach?

Question 3: What are the behaviours of an excellent coachee?

Each research question is answered within the context of the research proposition findings and the literature review below.

6.3 Conclusions regarding Research Question 1

The first research question is as follows: What constitutes excellent coaching outcomes?

Excellent coaching outcomes, as is evident in the literature can be influenced by many different factors, including the business context within which the coaching is taking place. There is strong evidence to support that a coachee's coaching goals must be aligned to those of the organisation and that an effective business coaching relationship brings the coachee and the business into a dialogue that promotes integration and improved performance (Khan, 2011). A key influencing factor that is extensively covered in the literature is the quality of the coaching relationship itself (Hall et al., 1999) and that it is "a *critical success factor* in successful coaching outcomes" (Bluckert, 2005, p. 337). Support for this is found in the research of De Nisi and Kluger (2000), Joo (2005), Jones and Spooner (2006), Gyllensten and Palmer (2007).

Other factors covered in the literature include the matching process (Hodgetts, 2002; Joo, 2005); the entry and contracting process (Bluckert, 2006); establishing rapport and trust (Rogers, 2012); goal setting and self-reflection (Rogers, 2012; Stout-Rostron, 2009). Importantly and relevant to this study, is the positive impact of the behaviours of the coach in facilitating excellent coaching outcomes. The literature is clear that coaches need to employ a series of specific behaviours in order to affect positive coaching outcomes for their coachee (Brotman et al., 1998; Joo, 2005; Passmore, 2010; Peterson, 1996).

Evidence that the coaching process has been positive can be seen by several key outcomes which include visible behaviour change (Dagley, 2010; Hall et al., 1999; Sherpa Coaching, 2017; Stout-Rostron, 2009) and new ways of thinking and feeling (Hawkins & Smith, 2014, p. 228). The literature makes it clear that the distinguishing difference between positive and excellent coaching outcomes is that excellent coaching outcomes seem to be *sustainable* and that such changes occur as a result of positive individual personal and/or professional growth (Dagley, 2010, p. 76). It was also evident in the literature that the difference between positive and excellent coaching outcomes is influenced by the type of coaching goal set by the coachee with a *transformational goal* resulting in deep personal growth and change (Rogers, 2012).

The findings from this study show that there are key areas of overlap with the literature. Specifically, the areas of congruence in what constitutes excellent coaching outcomes include greater self-awareness, change in mind-set and behaviour, greater clarity and goal achievement. Transformational goals and change were found in the literature as being markers for excellent outcomes (Hawkins & Smith, 2014; Rogers, 2011). This did not emerge in the findings for this study and so the researcher is not able to confirm

support for the literature. Instead, the respondents in this study were clear that there are six coaching outcomes that indicate excellence in the coaching process. In answer to research question 1, excellent coaching outcomes relate to the experiences of both the coach and coachee and constitute the following:

A coachee has gained a greater personal understanding of their values, their beliefs, new ways of learning, thought patterns, self-governance and ways of behaving ***(greater self-awareness)****. This greater self-awareness leads to new ways of thinking and feeling* ***(a change in mind-set)*** *and* ***increased clarity*** *around* ***personal purpose*** *and* ***meaning.*** *Excellent outcomes are made visible when the coachee achieves their coaching goal* ***(goal achievement)*** *and starts to visibly behave differently* ***(changes in behaviour).***

From the coach's and coachee's perspectives, if they **would be willing to go back to** the same coaching relationship again in the future, this is a distinguishing marker of an excellent coaching outcome.

The above answer offers a working definition for excellent coaching outcomes and the researcher suggests that these components align to the purpose, outcomes and definitions offered in the literature and outlined in Chapter 2, for business coaching. The literature offers the view that coaching is a relationship between a coach and a coachee that is centered on the personal growth and development of the coachee. It is about learning, action and change (Rogers, 2012). In some cases, it is about finding renewed purpose and meaning (Brand & Coetzee, 2013; Passmore, 2015; Van Deurzen 2012; Witham, 2013). These factors are all evident in the final working definition offered by the researcher above.

A ***key difference*** was the NEW finding that emerged from the study: "a relationship to go back to". This finding is relevant for both the coach and the coachee and speaks to the quality of the relationship formed between the coach and coachee. The respondents stated that, if the coach and coachee both felt that they would willingly and confidently go back to the same coach and coachee, this was a clear marker for excellent coaching outcomes. Even though the factors of trust and the quality of the coaching relationship are well covered in the literature, the finding of "a relationship to go back to" has not been specifically noted or written up as such in the literature. The researcher proposes that it is an important component in facilitating excellent coaching outcomes and that it offers a clear, distinguishing marker of an excellent coaching outcome.

6.4 Conclusions regarding Research Question 2

The second research question is stated as follows: What are the behaviours of an excellent coach?

It has been proposed that in order to facilitate excellent coaching outcomes, coaches must proactively and intentionally display specific behaviours. These behaviours are a critical part of the “tool kit” of every business coach. The behaviours of coaches are extensively covered in the literature and the findings from this study show a strong overlap with the literature. Three key themes emerged for the coach, namely: (i) building trust and connection; (ii) facilitating the coaching process; and (iii) committing to lifelong learning. Three NEW behaviours emerged that are offered as additions to the theoretical body of knowledge.

The researcher sought out to identify those specific behaviours that facilitate excellent coaching outcomes and therefore, identify the behaviours of an excellent coach that may be critical. The emphasis is on what the coach **must practically do** to facilitate excellent coaching outcomes.

In summary, an excellent coach must put most of their energy and focus into demonstrating the top three coaching behaviours that appear to be critical, which include:

1. **Creating a safe space:** An excellent coach must create a safe space within which the coachee can experience the coaching process. This means that a coach must demonstrate non-judgement, be authentic, be open, be genuine and be equal partners with the coachee.
2. **Contracting:** An excellent coach must contract upfront, they must highlight confidentiality and they should produce a written contract that is physically signed by all parties to the coaching agreement.
3. **Using various methodologies, tools and literature:** An excellent coach makes use of various methodologies, tools and literature in order to accelerate the learning, growth and development of the coachee.

An excellent coach must also display the following additional 20 behaviours:

1. Maintain a coaching presence. In doing so, the coachee is more likely to feel safe and open up.
2. Be organised and reliable as this creates an environment for growth of the coachee and the achievement of excellent outcomes by the coachee.
3. Display empathy by being warm and understanding, which helps the coachee to feel understood and safe.

4. Deliberately hold confidentiality. This means that confidentiality must be deliberately emphasised and discussed during contracting, before the coaching starts and throughout the coaching process to have the desired impact on the coachee.
5. Display vulnerability in relating to the coachee. This means being genuine and understanding and sharing about themselves when appropriate and within context.
6. Share their own stories with the coachee if appropriate and with their permission. They should also encourage the coachee to share their own stories in turn.
7. Pay attention to the selection of the coaching setting so that it is conducive to facilitating an effective coaching process and to enabling excellent outcomes for the coachee.
8. Conduct a chemistry session before the start of the coaching and ensure a good match between the coach and the coachee upfront.
9. Create structure in the coaching sessions and ensure that the coachee remains focused on their coaching goal.
10. Consistently assign homework or tasks to the coachee which is mutually agreed.
11. Challenge the coachee but balance the challenge with support.
12. Listen deeply, which means “listening with heart”.
13. Consistently use reflection as a tool to foster growth and development in the coachee.
14. Embrace diversity. Embracing diversity means understanding it, showing empathy towards it and using it as a tool to create connection and to facilitate excellent coaching outcomes.
15. Commit to lifelong learning and realise that their personal development is a lifelong pursuit. By committing to lifelong learning, an excellent coach must continually update their coaching skills and experience in order to stay relevant and impactful for their coachee.
16. Participate in regular supervision in order to reflect on their own behaviours and habits, hone their technical skills, and address their blind spots. It is a non-negotiable behaviour of an excellent coach.
17. Bring their understanding of organisational context and their work experience to the coaching space in order to benefit the coachee. In addition, an understating of the systemic context within the coaching is taking place is critical.

Three NEW behaviours emerged from the findings that are different to the literature. These include that an excellent coach should:

1. Take time to get to know the coachee. This helps to facilitate self-awareness and growth for the coachee and builds trust and connection between the coach and the coachee.

2. Be prepared for every coaching session. The coach must prepare for each coaching session beforehand. This may involve reviewing notes from the previous coaching sessions and taking time to frame or centre the mind in order to arrive fully present for the coachee.
3. Maintain contact with the coachee between sessions. This enables the coachee to stay focused and engaged in the process and is a way of showing care and building a deeper connection with the coachee.

These new findings are practical behaviours that will serve to accelerate the achievement of excellent outcomes for the coachee. All 23 specific coach behaviours outlined above appear to be important in ensuring that the coaching process is delivered in a meaningful, deliberate and impactful way to the benefit of the coachee. By demonstrating these behaviours, excellent outcomes for both the coach and coachee may be achieved.

6.5 Conclusions regarding Research Question 3

The third research question is stated as follows: What are the behaviours of an excellent coachee?

The behaviours of coachees are not extensively covered in the literature, but all the findings from this research study show congruence with the literature. Specifically, the behaviours of being engaged and committed was found by Bush (2005), Brand and Coetzee (2013), and Carter et al. (2014) as being important to coaching outcomes. Abbott and Bennett (2013) found support for the coachee being honest. Harris (2012) and Rogers (2012) both advocated that respecting the coach and the coaching space is important. Goal setting also emerged in the research findings and in the literature as a critical coachee behaviour to facilitate excellent outcomes (Abbott & Bennett, 2011; Rogers, 2012).

There were no new coachee behaviours that emerged from the study. Instead, the findings offer up confirmation of the top seven behaviours required of a coachee in order to facilitate their own excellent coaching outcomes. The emphasis is on what the coachee **must practically do** to facilitate their own excellent coaching outcomes.

Of these seven coachee behaviours, three behaviours appear to be most critical.

In answering research question 3, it is proposed that an excellent coachee must place most of their energy and focus into demonstrating these top three behaviours that appear to be critical, which include:

1. Displaying an **open-mindedness** to the coaching process and being **open** with the coach upfront and throughout the coaching process.
2. Taking **ownership** and **responsibility** over their own coaching process. In addition, they must have **ownership** over electing to engage in the coaching process.
3. Doing the work and taking action by **completing their homework** and **tasks** assigned to them and then **reflecting** on them before and in the next coaching session.

It has been made clear that the coachee must be an active partner in the coaching journey, deliberately empowering themselves to achieve excellent outcomes, through intentionally displaying specific behaviours.

An excellent coachee must also display the following additional four behaviours:

1. Being engaged and committed in the coaching process and showing commitment to the process throughout the duration of the coaching.
2. Being honest with the coach about who they are and what they are struggling with.
3. Respecting the coach and the coaching process by arriving on time and not cancelling coaching sessions unnecessarily. They also need to show respect for the coach's expertise.
4. Setting goals for themselves upfront with the support of their coach and ensuring their goals are aligned to their purpose/desired outcomes from the coaching process.

In answer to research question 3, an excellent coachee must do the following:

It is proposed that an excellent coachee is fully **committed to** and **be engaged in** the coaching process. They must display an **openness** to the coaching process and to learning throughout the entire coaching process. They must be **honest** and **open** with the coach upfront and throughout the coaching process. An excellent coachee must take **ownership** and **responsibility** over their own coaching process. In addition, they should have **ownership** over electing to engage in the coaching process.

An excellent coachee **sets their coaching goals upfront** with the support of their coach and **prepares** for each coaching session. They **complete their homework** and **tasks** set for them and then **reflect** on them before and in the next coaching session. An excellent coachee shows **respect for the coach** and the **coaching space**.

6.6 Summary to research questions

It is evident that excellent coaching outcomes encompass six key components (of which three are dominant) which serve as evidence of excellent coaching outcomes. It has also been made evident that a coach should strive for excellent coaching outcomes for the coachee. In turn the coachee should want nothing less than excellence from their own coaching process. In order to achieve the six excellent coaching outcomes of (i) greater self-awareness; (ii) changes in mind-set; (iii) clarity in personal purpose and meaning; (iv) goal achievement; (v) changes in behaviours; and (vi) a coaching relationship to go back to, both the coach and the coachee must deliberately display specific behaviours. For the coach, this means actively displaying the 23 behaviours outlined above. For the coachee, it means choosing to actively display the seven behaviours outlined above. It is argued that without these, the achievement of excellent coaching outcomes is made considerably more difficult. Both the coach and coachee can accelerate and support the goal of achieving excellent coaching outcomes by deliberately choosing to display these specific behaviours as an important part of their existing behaviour sets. In doing so, the professional development of coaches is advanced and the knowledge and approach of each coachee is developed. The coaching process itself is made richer and more effective by adopting these behaviours that appear to be critical before and during each and every coaching session. Figure 6.1 represents a consolidation of the coach and coachee behaviours that result in six excellent coaching outcomes. Figure 6.1 therefore depicts a final, “at a glance” view of the answers to the three main research questions of this study.

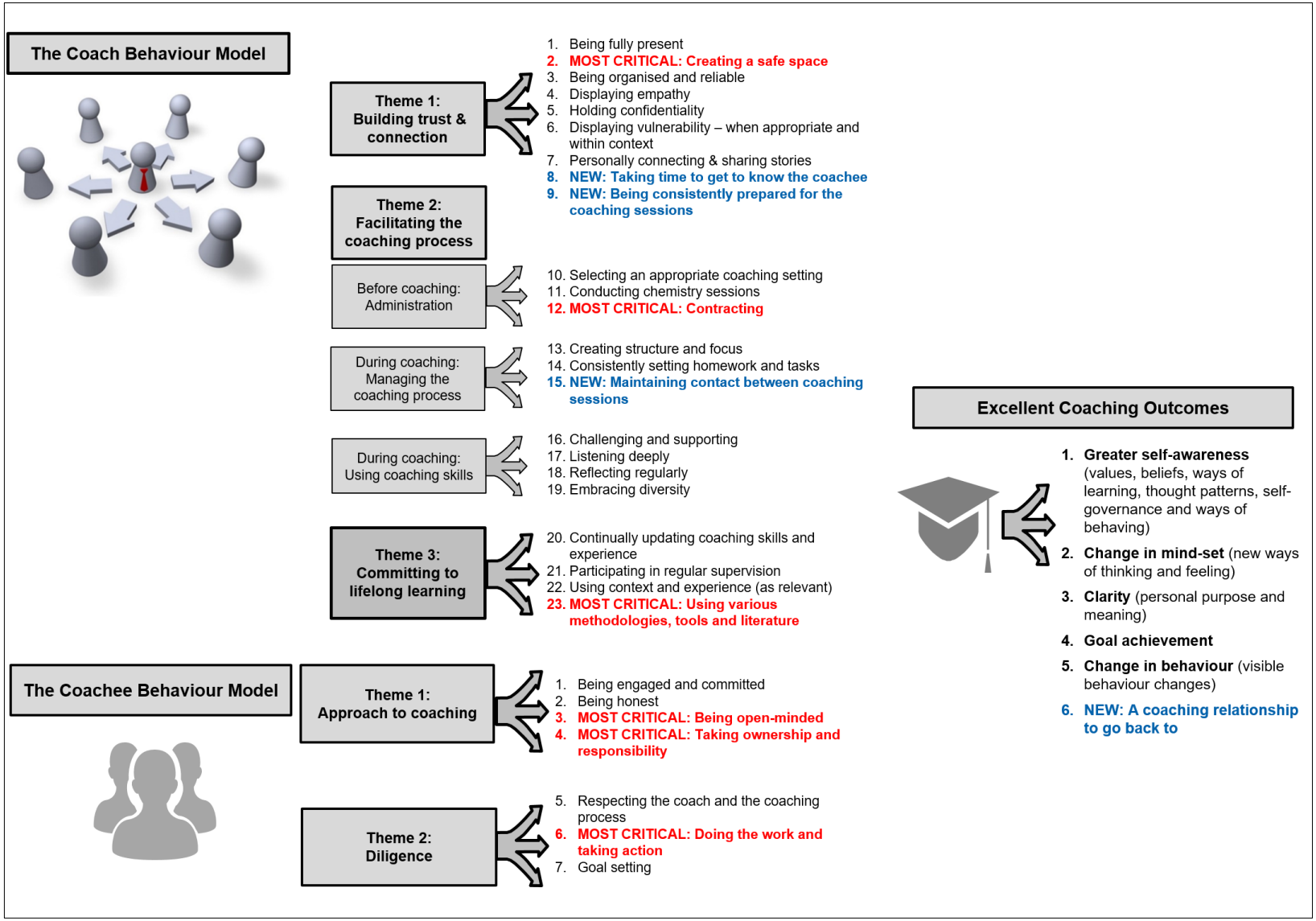

Figure 6.1: Coach and coachee behaviours that facilitate excellent coaching outcomes

6.7 Recommendations

Coaching training providers may benefit in understanding these specific behaviours. It is recommended that coach training of existing and potential coaches be enhanced by adding these behaviours into the curriculum and body of knowledge.

Coaching supervisors may benefit from being aware of these specific behaviours during supervision sessions with coaches in order to precisely identify and enhance the behaviours of the coach. It is further recommended that **coaching accreditation bodies** incorporate these behaviours into their accreditation standards in order to facilitate excellence.

The benefit of this study for **COMENSA** is further confirmation of the existing coach behaviours in their Coaching Competency Behavioural Standards Framework (2018c). The additional coach behaviours that are recommended for specific incorporation into the framework in future reviews include: Taking time to get to know the coachee; being prepared for every coaching session; maintaining contact with the coachee between sessions; and holding confidentiality. The behaviours of the coachee are not covered by COMENSA (2018c), and it is suggested by the researcher that these behaviours are incorporated into a learning or knowledge pack for coaches who can then in turn impart this knowledge to their coachees. This will serve to add to the knowledge of the coaches themselves as they embark on future coaching partnerships.

It is proposed that the ultimate goal of a professional **coach** in South Africa is to ensure excellent coaching outcomes for their coachees. In order to achieve excellence, it is recommended that coaches pay attention to what it is that they actually do in the coaching process that either promotes or detracts from excellence. Coaches can practically do this through reflecting on their own behaviours (Brotman et al., 1998; Gosling & Mintzberg, 2003; Hall et al., 1999; Rogers, 2012) and then incorporating those that appear to be critical for excellence into their practice. The behaviours that appeared to be most critical from this research are creating a safe space; contracting; and using various methodologies, tools and literature. The findings from this research serve to inform their overall coaching process and enhance their approach and professional practice. As discussed in (Section 2.6), if behaviours can be learnt, then it stands to reason that the professional development and effectiveness of coaches can be accelerated. It is argued that excellence is a deliberate choice, one that every responsible and knowledgeable coach should strive for. If this is the case, then the behaviours that promote excellence should be a logical starting point.

The great American essayist and poet, Ralph Waldo Emerson (1803 – 1882), was quoted as saying: “What you do speak so loudly that I cannot hear what you say”. This powerful quote highlights the importance of our behaviours and that what a coach **does** is what is actually remembered and has lasting impact on the coachee. It is recommended that coaches start to lead by their actions, to actively do. This means deliberately choosing to display those behaviours that not only support the achievement of excellent coaching outcomes for the coachee but that ultimately, respond to the call for excellence in professional coaching practice in South Africa.

In order to achieve excellent coaching outcomes, coachees must be active partners in the coaching process. This means heeding the call firstly, to understand what is required of an excellent coachee and then, to choose to deliberately and pro-actively display these behaviours. By doing so, they are actively taking steps to facilitate their own excellent coaching outcomes.

6.8 Suggestions for further research

The following suggestions are made for future research related to this study.

a) The interviews were positively focused by design. The researcher was deliberately looking for those behaviours that facilitate excellent coaching outcomes. However, it was normal to assume that not only positive behaviours would emerge. Future studies could look as those behaviours of the coach and coachee that hinder excellent coaching outcomes, for example: the coach being judgmental of the coachee or the coachee not demonstrating ownership and responsibility over their own coaching process.

b) The study is limited to coaching dyads in South Africa who have been in a coaching relationship. Further studies could include coaches and coachees who have not been in a coaching relationship together but who have still achieved excellent coaching outcomes.

c) This study was based on a small sample. This study could be expanded to include a larger sample (with greater demographic representation) that could include frequency counts for statistical significance (i.e. a quantitative study).

d) The perspective of the coach’s supervisor or the coachee’s employer were not included in this study. Future research could incorporate these perspectives as they may provide valuable additional insights and further depth to the study.

e) Further qualitative studies could be conducted that examine one of the behaviours in much greater detail, exploring all the facets and implications of the behaviour. For example: The new coach behaviour of maintaining contact with the coachee between coaching sessions could be explored further.

f) The behaviours of coachees could be researched further, incorporating and building on the existing behaviours that have emerged from this study.

6.9 Final reflections

A critical part of the research process has been the researcher's own reflections on her motivations for this study and the research journey itself. Coaching, as a vehicle for change, encourages the regular use of self-reflection for personal growth and development. Gilbert and Trudel (2005) described reflection as a process that helps turn experience into knowledge and involves thought and exploration. In this section, the researcher captures her personal reflections on her research journey. It is written in the first person.

I chose this specific research topic as I believe that as a coach, you have a huge responsibility for shaping and impacting the lives of others, whether positively or negatively. It is a responsibility that needs to be taken seriously. Throughout my training as a coach, I often wondered, amongst all the behaviours that coaches need to display, which ones are the MOST important? Which ones would give me the highest lift in my practice and for my coachees? I wanted to understand what I could practically do on a daily basis to ensure excellent outcomes for my coachees. I also wanted to understand how to educate my coachees on what they needed to do to support their own coaching process. The findings emanating from this research reveal these and I now feel confident to step forward with these specific behaviours in my coaching toolkit. My research experience has been an amazing journey of discovery, of making new connections, of trusting myself, trusting the process, discovering new learnings, hard work, commitment and many long days and late nights. I am grateful for the coaches and coachees I have met who have allowed me so willingly into their sacred and private coaching experiences. I am grateful for my own renewed self-awareness, the deep connections I have made, and I am humbled by the learnings and feedback I have received. I see my professional development and growth as a coach as a lifelong journey – one in which I will never truly arrive. As a final reflection, included below is a quote that summarises my view on what it means to be an excellent and responsible coach.

"What is important is not so much how long you live, as whether you live a meaningful life. This doesn't mean accumulating money or fame, but being of service to your fellow human beings. It means helping others if you can, but even if you can't do that, at least not harming them." (The Dalai Lama).

Articulating the coach and coachee behaviours is an answer to this call of action.

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Appendix A: Invitation to potential respondents

Dear <Potential Respondent>,

My name is Helen Palmer. I am a current student in the Master of Management in Business and Executive Coaching at the Wits Business School (WBS). I am conducting research into the behaviours of business coaches and coachees in South Africa that facilitate excellent coaching outcomes. The objective is to identify specific behaviours as well as synergies in behaviours within and across the coaching dyads.

I am aiming to interview coaching dyads (i.e. a coach and his/her nominated coachee). You have been identified as a coach with significant skill, insight and experience and I would like to invite you and your nominated coachee, to participate in this study.

The research will be conducted by way of personal, individual interviews and will take approximately 60 minutes each. The criteria for participation are:

- You must be a business coach (have coached or are coaching your coachee on business-related issues);
- The business coaching between yourself and your coachee must have taken place within the last 18 months;
- You should have ideally, accumulated at least 500 hours of coaching experience to date; and
- You and your coachee must have felt that you have achieved significant growth or outcomes from the coaching process.

All responses will be treated as confidential and you will not be identified in the research report emanating from this research. This research may be useful to both coaches and coachees who are currently coaching or being coached. Coaching trainers, accreditation bodies and coaching supervisors may benefit in terms of coach training and supervision. Should you decide to participate, please contact me at helen@hjvconsulting.co.za.

Should you have any questions related to the study, you may contact me (email: helen@hjvconsulting.co.za or my research supervisor Ingra Du-Buisson Narsai (email: ingra.narsai@gmail.com).

Please know that your participation is important. You will you be making a contribution to the growing knowledge base of this emerging field. As such, your participation will be greatly valued and remembered.

Appendix B: Research consent form

Introduction and purpose of the study

I am conducting research on the behaviours of business coaches and coachees in South Africa that facilitate excellent coaching outcomes. This is for the purpose of completing my Master's degree of Management in Business and Executive Coaching at the Wits Business School.

Your participation and confidentiality

I am asking your consent to conduct one, 60-minute interview with you. I am also asking for your consent to tape the interview so that I can accurately record what is being said. Any research records that may identify you will be kept confidential. I will refer to you by a code number or pseudonym in the report and any further publication/s that may arise from this research.

Benefits

There are no immediate benefits to you from participating in this study. However, this study will be extremely helpful to us in understanding the behaviours of coaches and coachees in facilitating excellent coaching outcomes.

Who to contact if you have any concerns

This research has been approved by the Wits Business School. If you have concerns or questions about the research you may contact my academic research supervisor, Ingra Du-Buisson Narsai on 082 612 2378 or ingra.narsai@gmail.com.

CONSENT

I hereby agree to participate in research on the behaviours of coaches and coachees in South Africa that facilitate excellent coaching outcomes. I understand that I am participating freely and willingly. I also understand that I can stop participating at any point should I not want to continue and that this decision will not in any way affect me negatively. I understand that my participation will remain confidential.

Signature of participant ……

Date:……..

I hereby agree to the recording of the interview in which I am participating.

Signature of participant ……..

Date:……..

Appendix C: Research instruments

The interview guides for both the coach and coachee were compiled by referencing the research questions, the research propositions and the COMENSA Coaching Competency Behavioural Standards Framework (COMENSA, 2018c). The following semi-structured questions were used to guide the interviews:

Coach Interview Guide

No.	Interview question	Prompts	Link to research question
1.	How long have you been coaching?	Years?	Context creation
2.	How many coaching hours have you accumulated to date?	Formally recorded or via coaching body? Self-recorded?	Context creation
3.	Have you received coach training/qualifications? Please detail.	ICF, Business Schools, COMENSA, degrees, certificates, web-based, distance learning?	Context creation
4.	Do you update your coaching skills? Why? How do you do this?	Certificate/Short Course/Degrees/Masters/Doctorate	Context creation
5.	What work role do you play outside of coaching?	Career focused	Context creation
6.	How many years of business experience do you have?	Companies you worked for and length. Or companies as clients?	Context creation
7.	a. What bought your coachee to you for coaching? b. How many coaching sessions did you have with your coachee? c. Duration of sessions? d. Did you contact upfront? If so, what form did this take? Was this helpful to you and how so?	Reason/coaching goal Number. Why this number?	What are the behaviours of an excellent coach?
8.	Did you make use of any specific coaching models/methods? Why	Person-centred; existential; GROW etc.	What are the behaviours of an excellent coach?
9.	a. How would you define excellent coaching outcomes? b. Was this achieved with your coachee?	Transformation? Behaviour change?	What constitutes excellent coaching outcomes?
10.	What do you think a coach does to facilitate excellent coaching outcomes?	Behaviour specific	What are the behaviours of an excellent coach?
11.	What did your coachee do to facilitate excellent coaching outcomes?	Coachee specific behaviours	What are the behaviours of an excellent coachee?

No.	Interview question	Prompts	Link to research question
12.	What behaviours displayed by your coachee had the most positive impact on the coaching outcome?	Coachee specific behaviours	What coach and coachee behaviours facilitate excellent coaching outcomes?
13.	What could have been done differently to ensure excellent coaching outcomes? (More of/less of/different?)	More time, additional sessions, better goal setting, more reflection, homework etc.	What coach and coachee behaviours facilitate excellent coaching outcomes?
14.	What specific behaviours of yours do you believe have contributed most to facilitating excellent coaching outcomes for your coachee?	Coach specific behaviours	What are the behaviours of an excellent coach?
15.	a. Did you had any feedback from your coachee? b. Tell me more about that… c. Was there anything that surprised you/challenged you when coaching your coachee?	Too challenging, no balance between challenge and support etc.	What constitutes excellent coaching outcomes?
16.	In what way/s do you believe your coachee has grown and benefited from the coaching?	Behaviour change, increased performance, increase self-awareness?	What constitutes excellent coaching outcomes?
17.	Do you feel that you have grown from this specific relationship? How so? If not, why not?	Yes/No and why?	What constitutes excellent coaching outcomes?
General behaviour questions – not directly related to their coachee.			
18.	Have you ever had to terminate a coaching relationship? How did you do this?	When? Why? How did you do it?	What are the behaviours of an excellent coach?
19.	Do you participate in supervision? If so, why and how often? If not, why not?	Supervision body or independent?	What are the behaviours of an excellent coach?
20.	How do you manage diversity in your coaching relationships?	Race, gender, age etc.	What are the behaviours of an excellent coach?
21.	Open-ended question: Is there anything else you feel is relevant to share?	Open ended.	Additional information/data.

Coachee Interview Guide

No.	Interview question	Prompts	Link to research question
1.	What bought you to business coaching?	Business need? Personal? Specific issue? Developmental? Remedial? Transition? Talent Management?	Context creation
2.	What is your current job?	Career focused	Context creation
3.	How many years of business experience do you have?	Companies or independent	Context creation
4.	How would you define excellent coaching outcomes?	Transformation? Behaviour change?	What constitutes excellent coaching outcomes?
5.	What do you think a coach does to facilitate excellent coaching outcomes?	Coach specific behaviours	What are the behaviours of an excellent coach?
6.	What behaviours displayed by your coach had the most positive impact on your coaching outcome/s?	Coach specific behaviours	What are the behaviours of an excellent coach?
7.	What do you think a coachee does to facilitate excellent coaching outcomes?	Coachee specific behaviours	What are the behaviours of an excellent coachee?
8.	What did you do to support your own coaching process?	Reflection; take action; do homework; prepare?	What are the behaviours of an excellent coachee?
9.	What could have been done differently to ensure excellent coaching outcomes?	Longer sessions; less time; more time; something the coach could have done?	What constitutes excellent coaching outcomes?
10.	How did you select your coach? Did you apply any selection criteria? If so, what selection criteria did you apply?	Online; word of mouth; advert; referral? Hours of coaching; reputation; industry knowledge; business knowledge; previous experience.	What coach and coachee behaviours facilitate excellent coaching outcomes?
11.	Did you hold a 'chemistry' session first? Was it free of charge to yourself?	Matching process – did it take place? Did you personally connect with coach beforehand?	What coach and coachee behaviours facilitate excellent coaching outcomes?
12.	How many coaching sessions did you have with your coach? Why?	Number. Why this number?	What are the behaviours of an excellent coach?
13.	Did you contract upfront? If so, what form did that contract take?	Formal and signed; verbal?	What constitutes excellent coaching outcomes?
14.	Did you coach help you to develop action plans aligned to your goals?	Personal plan; actions every week/month?	What constitutes excellent coaching outcomes?

No.	Interview question	Prompts	Link to research question
15.	Did your coach take your learning style into account when designing the coaching session?	Activist/Reflector/Theorist/ Pragmatist	What are the behaviours of an excellent coach?
16.	Did your coach allow time for you to reflect on your learning and the implications of your learning?	What form did the reflection take? Homework? In session?	What constitutes excellent coaching outcomes?
17.	Did you take time to explore how you will work together?	Contracting? At the beginning or ongoing…	What are the behaviours of an excellent coach?
18.	Did your coach provide summaries of each coaching session to you after each session? Why? Useful to you?	Written? Email? Verbal?	What are the behaviours of an excellent coach?
19.	How did you set SMART goals with your coach?	Specific; Measurable; Attainable; Realistic and Time-based.	What are the behaviours of an excellent coach?
20.	How did your coach set success indicators with yourself?	Measures; metrics; goals etc.	What are the behaviours of an excellent coach?
21.	What was your overall experience of the coaching?	Bad, good, excellent. Reasons why?	What are the behaviours of an excellent coach?
22.	What was your overall experience of your coach?	Bad, good, excellent. Reasons why?	What are the behaviours of an excellent coach?
23.	Open-ended question: Is there anything else you feel is relevant to share?	Open ended.	Additional information/data.

Appendix D: Example of ATLAS.ti code tables

Code	Code group	Behaviour (Gerung)	Sub theme	Code category/ Main theme	Frequency/ Quotations linked to Code
Coach Context: No. of years of coaching experience		Coach Context & Background		Coach profile	8
Coach Context: No. of coaching hours		Coach Context & Background		Coach profile	8
Coach: Coach Behaviour: Context and Experience	Experience, context, tools and literature	Coach: Coach Behaviour - Using Context and Experience		Committing to lifelong learning	7
Coach: Coach Behaviour: Personal Connection & Sharing stories	Trust and connection with the coachee	Coach: Coach Behaviour - Personally Connecting and Sharing Stories		Building trust and connection	6
Coachee: Coach Behaviour - Structure & Focus	Coaching process	Coachee: Coach Behaviour: Creating Structure and Focus	During coaching: Managing the coaching process	Facilitating the coaching process	8
Coachee: Coach Behaviour - Methodologies, Tools & Literature	Experience, tools and literature	Coach: Coach Behaviour - Using various Methodologies, Tools & Literature		Committing to lifelong learning	10
Coach: Coachee Behaviour - Open Minded	Being open-minded	Coach: Coachee Behaviour - Being Open Minded		Approach to coaching	8
Coach: Coachee Behaviour - Engaged & Committed	Being engaged & committed	Coach: Coachee Behaviour - Being Engaged & Committed		Approach to coaching	12
Coachee: Coachee Behaviour - Ownership & Responsibility	Taking ownership & responsibility	Coachee: Coachee Behaviour - Taking Ownership & Responsibility		Approach to coaching	14
Coachee: Coachee Behaviour - Open-Minded	Being open-minded	Coachee: Coachee Behaviour - Being Open-Minded		Approach to coaching	21
Coach: Excellent Outcomes - Change in Behaviour	Change in behaviour	Coach: Defining Excellent Coaching Outcomes		Excellent outcomes	13
Coachee: Excellent Outcomes - Change in Mind-set	Change in mind-set	Coachee: Defining Excellent Coaching Outcomes		Excellent outcomes	13
					128