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The effectiveness of coaching leaders' emotional intelligence in corporate South Africa

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

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ABSTRACT

Leadership coaching has become a tool for developing emotional intelligence amongst leaders in in corporate organisations.

Many corporate organisations in South Africa have started to practice leadership coaching with the intention to improve culture in organisations and to appropriately align their objectives of the entities with the humanistic perspective of people that work in the organisation. Emotional intelligence is a skill that is perceived as important to be able to create an environment where both the corporate organisations and the people thrive.

The purpose of the study is to explore the perceptions of coaching leaders' emotional intelligence and to further explore the role that coaching has on the emotional intelligence of leaders.

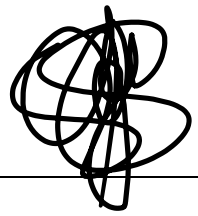
A qualitative research study was conducted, through semi-structured interviews conducted. The interviewees gave the interviewee to share their views and experiences allowed for a deeper understanding of the effect of coaching on the leader's emotional intelligence. The population was specifically determined to be of leaders in organisations who had experienced coaching and were able to share their experience, their views, and their effect on their emotional intelligence. A total of 16 leaders were interviewed. A thematic approach to data analysis was used and a total of four themes were formulated. The key findings showed that emotional intelligence enhances leadership effectiveness, and that coaching plays a critical role in the emotional intelligence of leaders. This study contributes to the knowledge and awareness of using coaching to enhance emotional intelligence of leaders. In most cases, emotional intelligence does not occur spontaneously, with the assistance of a coach, the emotional intelligence of leaders may be developed, and this may contribute positively to people and to the organisation.

KEYWORDS

Coaching, leaders, emotional intelligence

DECLARATION

I, __Siphokazi Mbili_____, 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 …… 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: Siphokazi Mbili Signature: 

Signed at …….Pretoria……

On the ……27…….. day of …February…… 2023

DEDICATION

Firstly, I dedicate this study to my good ancestors, those I know and those who walk with me, who existed before my generation. My ancestors have directed me to this journey; this is for you! A special mention to my late parents (Lawrence Fikile Getyeza and Crozencia Demazana Getyeza), who raised and inspired me, and my late brother (Lusanda Getyeza), who always encouraged me to reach for the stars and truly believed in me.

I also dedicate this study to my family: My husband, Bheki Mbili and daughters, Alande Mbili and Zibusisiwe Mbili. My daughters, I hope that one day you will come across this study and know that you can make your dreams come, no matter what they are. I also hope that you both learn how important it is to surround yourself with people who equally support your dreams, just like how your father has demonstrated support to me. You are everything and you can do anything!

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- My late supervisor Pranesh Anandlal, thank you. We started this process together, and although we could not finish it together, we did an amazing job together. May your light continue to shine, and your soul rest in eternal peace.
- It was not an easy journey for my family, my husband Bheki and children Alande and Zibusisiwe; you held me up with so much love, grace, and encouragement, inspiring me through this process. My husband, thank you for stepping in and sometimes playing multiple roles when I could not, encouraging me to always reach out for my dreams, holding my hand, and holding me accountable every step. I am truly grateful and blessed to have your loving support. Kwande, Gwacela Khosini, Thela ngonyise abanye bethela ngomnyama!
- My sisters and brother, thank you for your encouragement, your understanding when I could not be present for gatherings and for always coming to my rescue when I needed hands in taking care of my family. Your full support and encouragement are much appreciated. Ngiyabonga MaNyembezi!
- My syndicate members, thank you for the encouragement; we have made it this far, and it was great.
- Thank you to those who coached and mentored me, even those who encouraged me along the journey.
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LIST OF ACRONYMS

EI- Emotional Intelligence

EQ-Emotional Quotient

IQ- Intelligence Quotient

CHAPTER 1: INTRODUCTION TO THE STUDY

1.1 Introduction

This study explores South African leaders' perception of coaching on emotional intelligence, the effect that coaching has on the leaders' emotional intelligence and how these affect their behaviours.

1.2 Purpose of the study

The purpose of this qualitative study is to explore the role and examine the impact of coaching on the leaders' emotional intelligence. The study is based on leaders in South African corporate organisations and focuses on their perceptions and experiences. The leaders in corporate organisations are middle, senior, or executive management in the organisations. The study aims to contribute to the understanding of the role of coaching and examine the impact of coaching on the enhanced emotional intelligence of leaders.

1.3 Context of the study

In an interview between Daniel Goleman and Andrea Ovans, Goleman shared that as learned from the Dalai Lama (the spiritual leader), a compassionate leader is a successful leader (Ovans, 2015). In the business world, this may be translated into having an attitude and making decisions that benefit profits and everyone in the business relationship (Ovans, 2015). Goleman (1995,1998) noted that emotional intelligence is central and most important for effective leadership. According to Mensah Philippe Houinsou (2021), many African businesses fail because people struggle to work together and manage their emotions, feelings, and behaviours. African leaders need emotional intelligence to improve their teamwork and performance (Ghosh & Rajaram, 2015).

South African organisations face challenges amongst leaders because of a lack of emotional intelligence (DuToit, 2014). A South African study has shown an increased need to explore emotional intelligence and its effect on leaders (Mfikwe & Pelser, 2017). Research has shown that the emotional intelligence of management and leaders may be developed through training and other development programmes (Herbst, 2006). The typical leadership training commonly offered for leaders does not significantly impact the sustainable transformation of the leaders' emotional

intelligence and social intelligence. Common leadership training is traditional and characterised by the approach of teacher–learner, which is short-term, based on the masses and an all-purpose classroom environment (Schaap, 2017). Schaap (2017) resolved that another leadership development intervention available is coaching, as coaching theoretically emphasises a holistic, multi-dimensional process intending to transform the process. This process appears to have a more permanent effect. The long-term coaching process focuses on goal-specific interventions, which have proved more effective in sustainable leadership behaviour development (Schaap, 2017). In South African organisations, one study by Schaap (2017) indicated that coaching significantly influences leaders' emotional and social intelligence competencies. This affected their overall emotional quotient (EQ), interpersonal and intrapersonal skills, stress management, self-awareness, and empathy (Schaap, 2017).

1.4 The motivation for the study

South African organisations are practising leadership coaching from a positive psychology perspective, which has yielded positive results (Cilliers, 2011). In a study conducted, the leadership coaching experiences of leaders in a financial institution were explored, and it was found that leadership coaching improved self-awareness, the leader’s ability to express their needs and the leader’s awareness of others. Coaching opened a space for leaders to think about and process their emotions. On the contrary, it was found that coaching did not necessarily provide leaders with the skills to enter relationships with colleagues that would facilitate growth (Cilliers, 2011). In cases where there is some emotional dissonance among leaders, it typically creates tension among workers in the organisations, leading to unproductivity and unhappy employees (Singh, 2015). A study has shown that leaders with low emotional intelligence may contribute to poor interpersonal skills and the inability to develop and inspire relationships in the organisation; therefore, coaching for emotional intelligence seems invaluable for effective leadership (Chan & Mallett, 2011). There have been some studies which support that emotional intelligence is essential for leaders, such as studies by Frans (2011) and Schaap (2017), and some agree that coaching is the most suitable intervention to achieve sustainable change in leadership because of emotional intelligence (Ladegard & Gjerde, 2014). Nonetheless, exactly how emotional intelligence accounts for effective leadership is yet unknown. Exploring the effect of coaching on leaders' emotional intelligence would add to a better

understanding of the relationship between coaching and leaders' emotional intelligence (Herbst, 2006).

1.5 Research objectives

1.5.1 The Main Objective

To examine the effect that coaching has on the emotional intelligence of leaders in South African corporate organisations.

1.5.2 Sub-objectives

Sub-objective one is to understand the leaders' perceptions of emotional intelligence in corporate organisations.

Sub-objective two is to determine the role and the effect of leadership coaching on leaders' emotional intelligence.

1.6 Research Questions

1. What are the perceptions of leaders on emotional intelligence?
2. What is the role and the effect of leadership coaching on the emotional intelligence of leaders within their various organisations?

1.7 Significance of the study

This study contributes to the academic research and knowledge of obtaining a deeper understanding of the role that leadership coaching has on the emotional intelligence of leaders in corporate organisations in South Africa. A study by Pinos (2013) demonstrated a connection between emotional intelligence and leadership styles. Another study established the significance of emotional intelligence and its effect on the leader's leadership styles (Mfikwe, 2017). One other study determined the result of the leader's emotional intelligence on interpersonal interactions with their workers or people who follow them (Pryke, 2015). In the past, a study on the importance of emotional intelligence on leadership styles was explored (Reilly & Karounos, 2009). From this study, emotional intelligence training has become extremely popular; the experimental evidence provided thus far has some reservations about how effective coaching leaders' emotional intelligence is and its purpose. A later study considered that coaching had had more long-term development results on leaders' social and emotional intelligence competencies (Schaap, 2017). It has been discovered that

although executive coaching may be costly, however, it is within the development of a holistic vision with a coach, using techniques of pulling a person into a positive emotional state, that leads to sustainable value as a leader (Boyatzis et al., 2013).

There is a growing need to explore the role of coaching in leaders' emotional intelligence and how it has enhanced their leadership effectiveness. This study contributes to the awareness of high emotional intelligence, which leads to better communication within organisations, contributing to organisational success. Higher emotional intelligence within the organisation positively affects morale (Prentice et al., 2020). In South Africa, some organisations could not fulfil their mandate and failed to meet their goals. Those organisations referenced leaders' low emotional intelligence as one reason for business failure (Tshishonga, 2020). The study by Tshishonga (2020) further explored the increased awareness and emphasis on the need for emotionally intelligent leaders and their recruitment in organisations. This study would contribute to changing the attitude and views of leaders in their workplaces and their attitudes and views in their personal and family lives (Neale et al., 2011). In a transactional coaching process, the coach does not necessarily challenge the client's way of seeing things and how they may limit their development (Neale et al., 2011). This study will help raise the coaches' awareness of how important emotional intelligence is for leaders. This awareness would help leaders and coaches engage in deeper and more meaningful coaching conversations that achieve sustainable development for leaders.

1.8 Delimitations of the study

This study focuses on leaders in private and public organisations in the Republic of South Africa, specifically in the Gauteng and Eastern Cape provinces. Leader refers to any person in the middle, senior or executive management role.

The geographical location is limited to South African organisations, in in the Gauteng and Eastern Cape province. This study does not limit the sample to specific professional members and includes leaders in the private and public sectors. The study is focused on leaders coached by a professional coach within the past twelve (12) to eighteen (18) months.

1.9 Definition of terms

The following are the definition of key terms used in this study:

Emotional intelligence – the ability to perceive, understand, express, control, evaluate and manage emotions of one's self and those of others (Cherry, 2020). Daniel Goleman defines emotional intelligence as how leaders handle themselves and their relationships (Thadhani, 2021).

Coaching – the process of evoking excellence in others in an insightful and thought-provoking guide that analyses the art and science of coaching (Flaherty, 2010). Coaching involves the coach partnering with the client and supporting them in their person development journey. Through coaching, a coachee can produce results as they deepen their ability to improve their life. In the coaching process, the coach listens, asks questions, shares observations, and provides an environment where the coachee obtains clarity and creates goals and action points (Coaching, 2019).

Leader – a person who influences a group towards achieving a goal, usually in an organisation or a project (Wong, 2007). A leader empowers, trains and inspires followers with diverse skills, enabling them to willingly focus on the organisational objectives (Winston & Patterson, 2006). A leader recognises the diversity of their followers and strives to obtain the unity of common values without neglecting each person's uniqueness. A leader can also influence various stakeholders, not just the people in their organisation (Winston & Patterson, 2006).

1.10 Assumptions

This study has the following assumptions:

- The participants will be honest in the interview and unbiased.
- The participants have a good understanding of what emotional intelligence is.
- The participant can recall the coaching experience and its effect in detail.
- The participants will feel comfortable discussing personal information.
- The approach of conducting qualitative research will allow for deeper understanding and meaning.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the literature review related to the purpose of coaching for leaders' emotional intelligence and enhanced self-awareness. The chapter begins with a background exploration of executive coaching and emotional intelligence. It then explores the theoretical foundation of emotional intelligence and further the role of emotional intelligence, the perception of emotional intelligence and the role and the effect that coaching has on the emotional intelligence of leaders.

2.2 Background discussion

The key concepts are around coaching at the executive and leadership level and the role that coaching has on the leader's emotional intelligence. Definitions, views, and theories are explored to understand the key concepts better.

2.2.1 Executive coaching

Over the years, there have been many definitions of coaching, such as Whitmore (1992), who proposed that "coaching is unlocking a person's potential to maximise their performance, coaching is also used as the most effective tool to develop leaders, thereby improving their performance (Judge & Cowell, 1997). It is helping them to learn rather than teaching them" Hudson (1999, p. 6) also proposed that "a coach is a person who facilitates experiential learning that results in future-oriented abilities" (Stober & Grant, 2010). Linder-Pelz and Hall (2008, p. 43) stated, "Coaching is about facilitating a client's performance, experience, learning and growth and about actualising goals." Executive coaching engages people in customised ways that acknowledge, respect, and honour their individuality. It assists people in knowing themselves more deeply and being more mindful and aware. Overtime, studies have shown that executive coaching has become more important, due to the pressures that leaders are faced with in the working environment (Ferry, 2015). As such, coaching has become a supporting guide for leaders who also use coaching as a tool to enhance their interpersonal skills, as they navigate the complex business environment (Stillman et al., 2017).

Executive coaching aims to enhance the performance of the people being coached and to produce good business results (Sherman & Freas, 2004). The role of the coach is to facilitate the client's growth. As demonstrated in the study by Sherman & Freas (2004), the coaching process allows leaders to slow down, gain self-awareness and become more mindful of their words and behaviour and how they affect those around them. In corporate organisations, executive coaching usually incorporates personal development and organisational needs. Some studies have considered whether there is sufficient research of the effectiveness of executive coaching and leadership development (Feldman & Lankau, 2005). Other studies have considered whether coaching methodologies provide effective leadership development (MacKie, 2014). Executive coaching is concerned with improving executives' performance at work and providing them with professional development (Moen & Kvalsund, 2008). More studies have resolved that coaching may be described as personal development leading to enhanced performance (Ives, 2008). It was emphasised in later studies, that coaching for executives improves their performance, while enhancing their interpersonal skills and personal development (Stillman et al., 2017).

Coaching may also be defined as the process of engagement of the coach and the coachee, where the coachee becomes inspired and energised, and the coach facilitates the coachee's performance, learning and development. It is seen as an art as the coach and coachee engage and dance together in the coaching process (Taie, 2011). The common features of coaching are personal development, learning and performance. In the coaching process, the coach considers the coachee's behaviour, cognition and emotion and uses this information to facilitate learning and change for the coachee (Passmore, 2011).

It appears that the role of coaching is client-focused and expects positive results, leading to enhanced performance from a work perspective. Kilburg (1996) proposed that the definition of "executive coaching" was welcome (Kilburg, 1996). This definition, which is widely accepted in literature, depicts a relationship between a client who has managerial responsibilities in an organisation (coachee) and a consultant (coach) who uses behavioural techniques and methods (coaching) to help the client to achieve a mutually agreed upon goal, in order to improve performance and personal satisfaction (Corrie & Lawson, 2017).

2.2.2 Leadership

The reference to leadership is affirmed as someone who can create and translate a compelling vision into the organisation's objectives (Silva, 2016). The same study refers to leadership effectiveness as a process, not just a personal quality. As the definition of leadership evolved over the years, it later included the leader having to apply change management skills and consider how people change over time as the business change (Van Wart, Roman, Wang, & Liu, 2019). While leadership has evolved over the years, the basic concepts of leadership remain. These include:

- Character- Moral, truthfulness, integrity, reliability, and accountability are at the core or leadership (Mango, 2018).
- Followers- Followers are crucial; A leader will thrive with the participation of the followers (Mango, 2018).
- Context- Effective leadership occurs when the leader understands the context of their leadership; usually, driving an agenda requires a leader to be highly agile (Mango, 2018).
- Outcome- The activities and decisions the leader undertakes usually result in the outcome; leadership success or effectiveness is revealed in the organisation's outcomes (Mango, 2018).

2.2.3 Emotional Intelligence

Bar-on (1988) assessed emotional intelligence in terms of measuring wellbeing. Bar-on (1988) used the term "emotional quotient" (EQ), which was a self-report measure of emotionally and socially intelligent behaviour of emotional and social intelligence (Bar-On, Tranel, Denburg, & Bechara, 2013). Salovey and Mayer (1990) explain emotional intelligence as a type of social intelligence that involves the ability of a person to monitor their own emotions and those of others, to recognise a distraction amongst them and use the information to guide thinking (Salovey & Mayer, 1990). Emotional awareness (self-awareness), emotional control (self-regulation), and self-motivation (commitment) are the basic principles of emotional intelligence (Wong & Law, 2002).

In western society, it has been found that emotional intelligence significantly contributes to leadership effectiveness and success. However, other non-western

societies believe that effectiveness in leadership is not directly linked to emotional intelligence (Lone & Lone, 2018). Over time, emotional intelligence in leadership has evolved to include the leader's responsibility to ensure that their people operate at a peak cognitive level and work at their best. The leader should continue to develop strengths in emotional intelligence as the brain grows and shapes itself throughout life (Goleman, 2021).

In later studies, emotional intelligence was defined as an array of emotional and social knowledge and abilities that influence our ability to cope with environmental demands effectively. This includes:

1. the awareness and ability to comprehend and express self,
2. the ability to be aware of, comprehend and relate to other people,
3. the ability to deal with powerful emotions and control reactions and
4. the ability to adapt to change and solve problems in personal and social contexts.

The main features in emotional intelligence are; interpersonal and intrapersonal skills, flexibility, stress management and a person's common mood (Cherniss & Goleman, 2001). Goleman's (1995) understanding of emotional intelligence goes beyond personality, IQ, and academic achievement. It includes a psychological mechanism that allows individuals to flourish in their lives, jobs, families, and community. Goleman (1995) found that the effect of emotional intelligence is that a person can engage with people on an emotional level, shifting a person's mood positively in a manner that cognitive capabilities alone cannot achieve, as they lack a human instinct for emotions.

Goleman (1998) found that the core concept of emotional intelligence was the ability to recognise and regulate emotions in ourselves and others. This definition suggests 4 major emotional intelligence principles: Self-awareness, Self-Management, Social Awareness, and Relationship Management. The framework of emotional intelligence is shown below in **Table 2.1**.

Table 2.1: The framework of emotional intelligence
Adapted from "The Emotionally Intelligent Workplace," by D. Goleman, 2001 (Phipps et al., 2014)

	Self	**Other**

	(Personal Competence)	(Social Competence)
Recognition	*Self-Awareness* Emotional self-awareness Accurate self-assessment Self-confidence	*Social Awareness* Empathy Service orientation Organizational awareness
Regulation	*Self-Management* Emotional self-control Trustworthiness Conscientiousness Adaptability Achievement drive Initiative	*Relationship Management* Developing others Influence and Visionary Leadership Communication Conflict management Building bonds Teamwork and collaboration

Source: (Phipps et al., 2014)

Self-aware individuals know their feelings and effects and use that knowledge for effective decision-making. A self-aware individual accurately assesses his/her strengths, capabilities, weaknesses, and development areas (Sunindijo et al., 2007). At its core, self-awareness is a process that indicates whether an individual needs to control behaviour, emotion, or course of action (Ashley & Reiter-Palmon, 2012). A study by Nida-Rümelin (2017), revealed that self- awareness is not one-dimensional and is driven by understanding. Self-awareness is created by gaining a holistic view of situations (Nida-Rümelin, 2017).

An individual with social-awareness recognises and understands the feelings of others. Through reading verbal and nonverbal cues, they gain perspectives and understand concerns. This is effective in achieving goals. Empathy is key as it shows genuine interest in people's outlook and encourages community and cooperation (Sunindijo et al., 2007).

Self-management is regulating or controlling distressing factors such as anxiety and anger and restraining emotional impulsivity. Self-managed individuals can stay positive and motivate themselves and others despite disappointing occurrences. They

are flexible and adapt to change and can therefore be ready to take advantage of opportunities (Sunindijo et al., 2007).

Relationship management allows the individual to influence the emotions of others by attending to their needs, inspiring them, and encouraging open communication. This individual can manage and resolve conflict well, showing loyalty and cooperation (Sunindijo et al., 2007).

Executive coaching is not suitable for everyone. Many leaders are uncomfortable confronting certain personal inquiries. However, the advantage of bringing the organisation and its people into alignment outweighs any disadvantages of coaching (Sherman & Freas, 2004).

While others believe that emotional intelligence is the most effective tool for leadership effectiveness (Clarke, 2010), a study argued that perhaps emotional intelligence may not always be the solution for effective leadership. It may depend from entity to entity, depending on their needs. For example, some entities would require an interim CEO to implement an aggressive turn-around-strategy. In such cases, the leader may have high emotional intelligence but cannot apply the skills for a successful turnaround (Caruso & Mayer, 2002). Emotional intelligence should be an asset for leaders as it facilitates their effectiveness in social or interpersonal aspects of leadership (Phipps et al., 2014).

2.3 Theoretical foundation

The theoretical foundation of coaching is based on person-centred coaching psychology, focusing on developing the individual (Cox et al., 2014). Some humanistic theories focus on client-centred therapy, which focuses on adult development and growth. Maslow (1965) refers to the adult learning process as extrinsic or intrinsic. Extrinsic learning involves a process which helps a person become all they are capable of becoming, and intrinsic learning involves where learning is the goal, including areas such as counselling, education, and adult education. Maslow (1965) found that self-actualising people learn through intrinsic learning. A self-actualising person is honest, listens to their own voice, takes responsibility, and works to improve. When presented with choices, a self-actualising person will choose a decision that leads to growth (Maslow, 1965). As understood, a self-actualising person constantly

seeks to grow through life experiences and learning experiences. Research recommends a human-centred approach to coaching, as this deepens the coaching relationship, and enables development for the coachee (Kramer et al., 2020). Often the question is asked on which approach of coaching is most effective and whether human-focused approach is the most effective approach to reach organisational objectives (van Zyl et al., 2016).

Rogers (1966) viewed those in the therapy process as clients, not patients, as the relationship was a partnership with equals rather than the view of patients who could not think for themselves. The client would then have the full responsibility of improving their lives (Cox et al., 2014). Similarly, studies explore the potential of the approach of coaching that focuses on the person, with the belief that they are an expert of themselves. This approach gives the coachee the autonomy to make their own decisions and thereby motivating more personal growth for the coachee and creating a more effective coaching process (Stephen & Richard, 2018). The Human-centred approach was believed to help the client achieve personal growth and self-actualization (Cox et al., 2014). This theory was client-focused and based on the emphasis on the person's understanding of the world and themselves. Rogers (1966) regarded everyone as having the full potential to be competent. Although person-centred therapy is not concerned with repairing psychological dysfunction, it does not mean it cannot work for distressed and dysfunctional people; it focuses on facilitating the client's self-determination (Cox et al., 2014).

The person-centred therapy is therefore understood as one that focuses on how an individual understands and perceives themselves rather than how the therapist interprets their thoughts (Stephen & Richard, 2018) The person-centred theory has often been adapted in the process of coaching, as fundamental principles are that coaching is client-focused as it focuses on the client’s growth and development process, and the coach believes that the client is capable of reaching their full potential and achieve their goals (Cox et al., 2014). The theory is that coaching is a process to facilitate personal growth by allowing the client to understand themselves better and use their strengths to self-actualize.

2.3.1 The concept of self-actualisation and link to coaching – A humanistic approach to coaching

The concept of self-actualisation is further explained in Maslow's hierarchy of needs comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. Maslow (1943) explained that the need to self-actualize does not exist due to a lack and that the desire does not end once a need is met, but rather the need grows (McLeod, 2007). It is understood that a person's desire to grow continues to revolve as each need is met and that the more a person experiences, their desire for growth further continues. Maslow's hierarchy of needs principle of growth was often used as a motivational tool. The hierarchy of needs is shown in Figure 2.1 below.

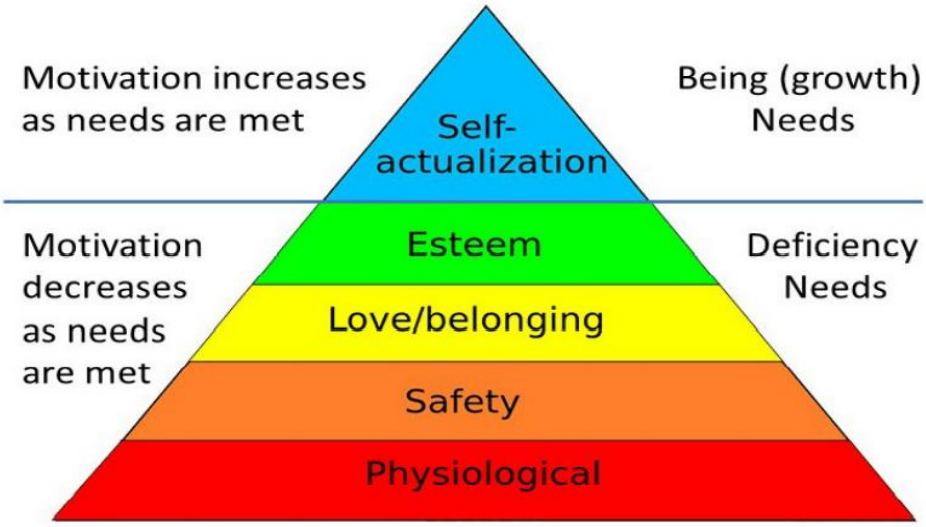


Figure 2.1: Maslow's hierarchy of needs

Source: (McLeod, 2007, p.2)

As seen in Figure 2.1, growth does not necessarily stem from lacking but rather from a desire to grow. Everyone desires to move up in the hierarchy and has the potential to move up. A person's motivation increases as their needs are met; their needs become met, and, in the process, they reach their self-actualization. The growth of self-actualization refers to the need for personal growth and personal discovery. It is important to note that contrary to the principle of self-actualisation- Figure 2.1 shows with other needs (esteem, love/belonging, safety and physiological), the motivation decreases as the needs are met.

This is applied personally and in the corporate environment (McLeod, 2007). Research has shown that coaching enhances a person's development journey (Ives, 2008). Thus, the goal is to actualise a person's capabilities and talents. Self-efficacy is determined to be a significant determinant of leaders' performance, and executive coaching aims to transform or enhance it. Coaching emphasises the effect of self-efficacy in learning and development, which aims to achieve self-actualization (Hwang et al., 2013). Another theory often studied together with the Maslow's hierarchy of needs is the Motivation-hygiene theory, also known as Herzberg's two-factor theory or Herzberg's dual-factor theory (Alshmemri et al., 2017). This theory states that there are two important things i.e., Hygiene factor and Motivational factors. Motivation is very closely linked to job satisfaction, as such to increase job satisfaction, the motivation factors must be increased. Motivation factors (i.e., advancement and achievement, the work itself, possibility of growth, responsibility and recognition) are considered to essential to the job as they lead to positive attitude, satisfying the need for growth and self- actualisation (van Zyl et al., 2016). Hygiene factors (i.e., interpersonal relationships, salary, company policies and administration, supervision, working conditions) are linked with reducing the level of job dissatisfaction, unlike motivation factors. These factors are not essential to the job and prevent job satisfaction (van Zyl et al., 2016).

Though the two theories have often been studies together, more studies have shown that Maslow's hierarchy of needs theory is the preferred theory as it has given more salient value in numerous organisations as compared to the two factor theory (Velmurugan & Sankar, 2017).

2.3.2 Transformational theory and Experiential Learning theory

Literature has shown that the role of coaching is to transform the coachee to achieve self-actualisation. A study by Corrie and Lawson (2017) found that transformative coaching occurred in the coaching process when the coachee's story was based on a dissonance between the coach's and the organisation's beliefs (Corrie & Lawson, 2017). The coach supported the coachee, who devised solutions to change where they were responsible. The coachee was able to resolve the issue on their own. Although the coachee may undergo a transformation process through coaching, the

transformative coaching theory refers to a situation with disorientation and dissonance, and the coach supports the coachee in overcoming that (Corrie & Lawson, 2017).

Transformational coaching influences the coachees' behaviour towards negative situations and helps them respond positively, promoting developmental outcomes. It helps the coachees to think more positively about themselves and their tasks (Turnnidge & Côté, 2018). By focusing on the shift that needs to happen in the coaching session with leaders, sustainable change and development occur in and beyond the coaching session (Hawkins & Smith, 2010).

Client-focused therapy emphasises the development and growth of a person (McLeod, 2007). A coach may use Kolb's experiential learning theory to enhance the coachees' leadership capabilities. By understanding the client's learning style, and their own, the coach may be able to facilitate a coaching session for the client, where the client may benefit from achieving growth and development (Turesky, 2011). Figure 2.2 below shows the stages of adult development according to Kolbes' experiential learning, which may be applied in a coaching context (Turesky, 2011).

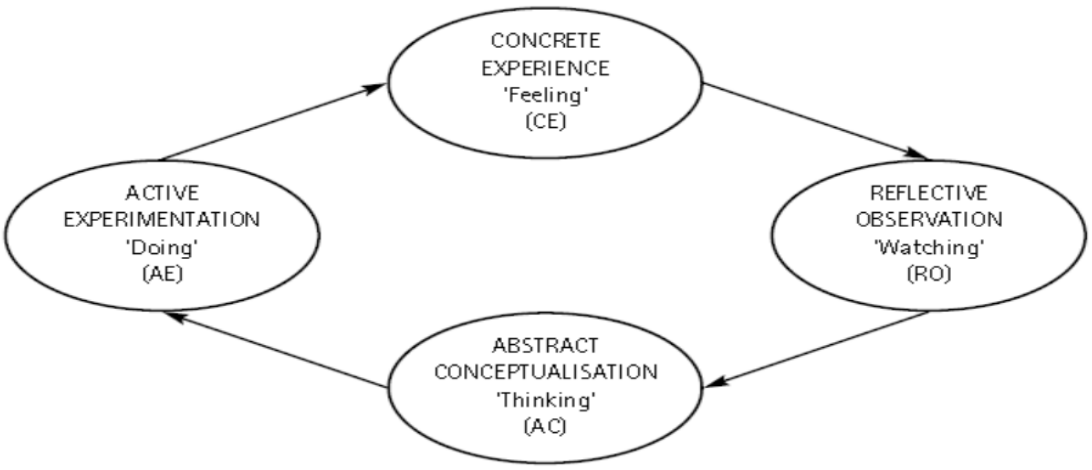


Figure 2.2: The four modes of the learning cycle

Source: (Turesky, 2011, p. 4)

It has been found that the coach may change the coachees' rational and constructive thinking, thereby increasing the coachees' transformational leadership capabilities. This is achieved through the coachees' information processing process (Cerni et al., 2010). Figure 2.3 below demonstrates how a rational system encourages leaders to think consciously, make logical decisions and solve problems. The experiential system allows for both conscious and preconscious exploration of thinking. Preconscious

thinking is destructive, focusing on disruptive thoughts such as limiting, superstitious, and naïve thoughts. When leaders understand their thinking systems, they can regulate their behaviour better and respond appropriately to their environment (Cerni et al., 2010).

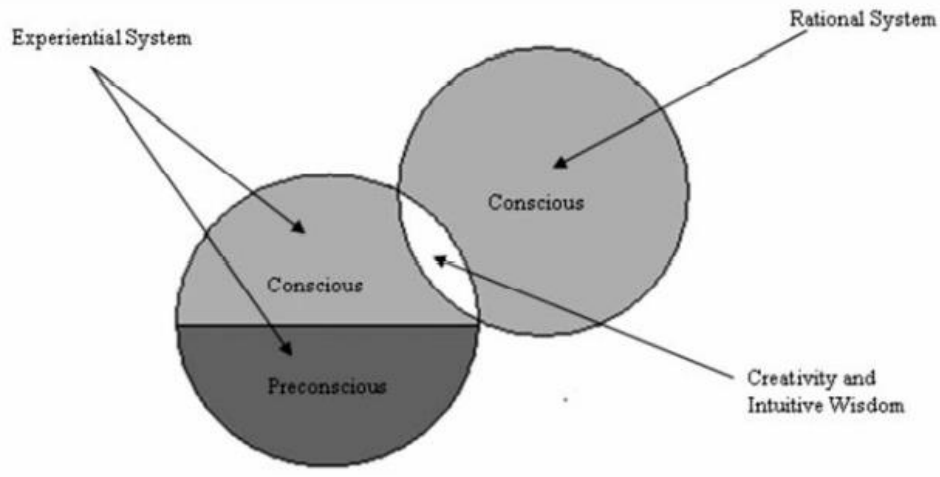


Figure 2.3: Association between information-processing and levels of consciousness
Source: (Cerni et al., 2010, p. 82)

Another dominant approach often used in coaching is positive psychology. This approach is strength-based. Positive psychology perspectives pull from an entirely different model, one where the client is already "whole" and skilled. The role of the coach to be a catalyst to help the coachee to access and develop their inherent strengths (Kauffman, 2006). Positive psychology and the person centred approach have come up as dominant model approaches that have been utilised within multi-cultural coaching contexts, they both promote the deveopment of the coachee in a manner that is focused on the coachee (van Zyl et al., 2016). Other approaches of coaching are (but not limited to):

Behaviour based approach- Aknowledges the complexitities of a human being and their enviroment. This approach seeks to create change through change of behviour (van Zyl et al., 2016)

Adult-development approach- Based on constructive-developmental theories: that as people develop they become more aware of and open to a mature understanding of authority and responsibility, and display greater tolerance of ambiguity. This approach focuses on four stages of development, and suggest coaching on all four stages of development (van Zyl et al., 2016).

Cognitive coaching- This is a cognitive method, with the view that a persons feelings and emotions are a product of their thoughts (perceptions, thoughts, interpretaions, beliefs and mental attitudes). Cognitive therapy helps clients replace dishorted and inaccurate cognitions (van Zyl et al., 2016).

2.4 The perception of emotional intelligence of leaders in corporate organisations.

Boyatzis (2013), Goleman (2002) and Annie McKee (2002) introduced the topic of having a resonant relationship through emotional intelligence. It was found that being a resonant leader means that the leader is in sync with and listens to others. This allows people to respond to the leader with respect, trust, openness, and kindness (Boyatzis et al., 2013). The emotional intelligence of leaders may directly affect the organisation's performance and outcomes (Kearney et al., 2017). Many organisations have found that emotional intelligence drives the organisation’s ethical perception and people's commitment (Mahanta & Goswami, 2020). Emotional intelligence has become very popular amongst people and organisations in the past decade. It is understood that people with high emotional intelligence enjoy a better quality of life and success in their careers and their capacities (Prentice et al., 2020).

2.4.1 Proposition 1: Emotional intelligence enhances effective leadership

The perception of having emotional intelligence as a leader and the link between emotional intelligence and effective leadership has been studied often over the years (De Miranda, 2011). When not clearly defined, different people may interpret emotional intelligence differently (Caruso & Mayer, 2002). It is, therefore, very important to understand, firstly, the perception of the concept of emotional intelligence of the leader (Caruso & Mayer, 2002). Emotional intelligence has been identified as a significant factor that is required for effective leadership (Weinberger, 2009).

One must be open-minded on whether emotional intelligence alone results in effective leadership. Smallan and Parry (2011) have considered that emotional intelligence and idealized influence were requirements of effective leadership. It is known that leaders who maintain self-awareness are perceived as leaders with emotional intelligence, meaning that they are likely to be more effective leaders (Weinberger, 2003). Goleman (2002) introduced that emotional intelligence is an enhancer of effective and essential to successful leadership. Emotional intelligence enhances leaders' influence within

organisations and amongst individuals. An emotionally intelligent leader can influence and inspire to shift the organisation to a determined goal. Thus the leader becomes effective in their leadership role (Alkahtani, 2016). Other studies show that effective leadership is also perceived as a leader who empowers and supports others in their role and for the greater good of the organisation (Gaughan, 2001), while other studies also bring forward discussions on whether emotional intelligence could be evaluated in the context of mental abilities (e.g., self-awareness) and other abilities that are non-mental (e.g., personal independence, personal mood, regard of self) (Mayer et al., 2000). This answers the research question pertaining to: “What are the perceptions of leaders on emotional intelligence?”

2.5 The perception that coaching on emotional intelligence is necessary for effective leadership

Executive coaching has been employed as support for manager and leader development and has been used to address a multitude of issues, from leader effectiveness (Thach, 2002; Wasylyshyn, 2003) to cognitive flexibility (Diedrich, 1996), skill enhancement (Witherspoon & White, 1996) and behaviour change (Wasylyshyn, 2003). Leaders with emotional intelligence are more engaged and have more career satisfaction as they are self-aware, which leads them to take on roles that are a good fit for them (Oosten, 2014). This allows them to be happier in their current roles and be mindful due to their increased self-awareness. Other studies have explored the possibility of effective approach to personal development is dependent on the objective at hand (Ives, 2008). Coaching for emotional intelligence, enhances emotional awareness, dynamics of relationships, develops practical skills and results in sustainable change of the coachee (Stillman et al., 2017).

The core of coaching is the process of learning and change, which increases self-confidence and self-efficacy and contributes to actions that produce results (Berg, 2012). Emotional intelligence has a significant role in the effectiveness of leadership in organisations (Du Plessis et al., 2020). Coaching may help managers and leaders change their behaviour positively, which may translate to better performance and results for the team. Coaching helps managers and leaders to be more action-focused (Berg, 2012). Coaching has made leaders more aware of how they behave in different situations; they have become more conscious about empowering those they lead,

clearer about their priorities and goals, and better planned. With the increased curiosity of emotional and social intelligence, for some studies, the effectiveness of emotional intelligence has been perceived to depend of circumstanced that exit at that particular time (Lievens & Chan, 2017), thereby influencing whether the human centred approach would be the most effective coaching for emotional intelligence. Other approaches considered include positive psychology and cognitive behaviour approaches (Ives, 2008)

Coaching has also made leaders more confident in themselves and their leadership styles. Through coaching, leaders develop and improve their positive emotions (Berg, 2012). A study found that coaching helped leaders deal with a stressful environment, as they are more mindful of themselves and others. In the process of mindfulness, it was found that leaders can think deeply, reflecting on the uncomfortable and awkward realities about themselves. This allows leaders to pay attention to what matters (Boyatzis et al., 2013). Coaching allows for holistic development in work and personal life (Boyatzis et al., 2013). In some cases in an organisation, the leaders may need to make logical or rational decisions that require merging thinking and feelings (Caruso & Mayer, 2002).

A study on corporate leaders found that stress is usually contagious during stressful working environment and brings cognitive, perceptual, and emotional impairment. When the leader engages the people in conversations about their stressful work environment, people rebuild their cognitive, emotional and perceptual talent, which is sustainable in their commitment and effectiveness (Boyatzis et al., 2013). Feedback from subordinates of leaders who have undergone coaching reflects that the leaders are clearer in what the goals are; they become less authoritative, take more initiative, delegate more and provide sufficient resources.

Some subordinates expressed that the leader's behaviour may have changed after coaching; however, there was fear that leaders may default to their old behaviour (Berg, 2012). Although change is needed to enhance personal development, it is often difficult to measure change due to coaching for leaders (Moen & Federici, 2012). Notable changes in leaders' behaviour due to coaching include clarity of goals and the ability to communicate goals better to their teams, enhanced self-efficacy and ability to improve performance and increased self-awareness (Moen & Federici, 2012). It is

understood that the focus is on positive behaviour. On the contrary, a study revealed that emotional intelligence did not moderate leadership behaviour (Prentice et al., 2020).

Coaching results in a change of behaviour for leaders. It was found that effective leadership could be developed by becoming more self-aware of strengths and development areas, therefore possessing more emotional intelligence, which would result in improved transformation leadership behaviours (Hebert, 2010). It can be said that people with high emotional intelligence and those with low emotional intelligence both affect the organisation and the people positively or negatively due to their behaviour (Caruso & Mayer, 2002).

2.5.1 Proposition 2: Coaching plays a critical role in the emotional intelligence of leaders

Coaching leaders for emotional intelligence has played a significant role in leadership effectiveness. Research has resolved that emotionally intelligent leaders are effective leaders and that coaching is often used as a development tool to achieve this success (Alkahtani, 2016). Leaders with high emotional intelligence will build real social relationships within the organisation and with the people who are part of that organisation, whereas people with low emotional intelligence will create problems for the organisation (Caruso & Mayer, 2002).

Coaching plays a role in changing the leaders' behaviour, which translates into the change of behaviour for employees (Seong et al., 2016). Other studies have shown that leadership coaching creates a space where issues may be brought up, addressed in conversations and feedback and solves problems, creating a space where values are aligned with organisational goals (Goldsmith et al., 2012). Leaders who do not listen create an environment where their subordinates are not heard and these leaders are perceived as impatient. A leader who listens is perceived as a leader who cares, is approachable, understands and, therefore, is effective (Goleman et al., 2001).

Coaching enhances the development of emotional intelligence, situational awareness and self-awareness (Salminen-Tuomaala, 2020). A study found that emotional intelligence developed through a quality coaching process enhances effective leadership (Van Oosten, 2013) and shifts leaders' views by bringing a wider perception

of leaders (Smith, 2015). Furthermore, coaching leaders facilitate organisational change because leadership skills are enhanced through coaching (Grant & Hartley, 2013). This answers the research question pertaining to: “What is the role and the effect of leadership coaching on the emotional intelligence of leaders within their various organisations?”

2.6 Summary

This chapter has provided an overview of the definition of coaching and executive coaching, emotional intelligence, self-awareness, and their importance in leadership. In the definition of coaching and executive coaching, it is clear that the purpose of coaching is for the coach to facilitate a space or development and growth for the coachee (Rogers, 1966) and the similarities in executive coaching, which focuses on both personal development as well as organisation performance (Sherman & Freas, 2004). Emotional intelligence is very important in enhancing effective leadership (Schaap, 2017). Coaching is a suitable intervention for leadership development (Schaap, 2017).

As understood from the literature review, the perception of having emotional intelligence as a leader has been emphasized as important in modern-day leadership (Boyatzis et al., 2013). Boyatzis (2013), Berg (2012) and Mayer (2002) resolved that coaching results in a change of behaviour for leaders. Other researchers agree that coaching results in a behaviour change for leaders (Moen & Federici, 2012). Coaching requires the establishment of a good relationship between the coach and the coachee, the establishment of goals and the evaluation of activities. The bi-directional conversation between the coach and the coachee leads to personal development for the coachee (Landreville et al., 2019); this notion is still the view of many leaders in organisations and is the foundation and motivation for leaders to go through the process of coaching, as it heightens emotional intelligence and leadership effectiveness.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

Chapter three features the research methodology and design to address the research questions and propositions outlined in Chapters 1 and 2. The chapter begins by indicating the research approach, followed by the research design, the population and sample, the research instrument, and the procedures for data collection, analysis, and interpretation. The chapter concludes with the limitations of the study and the ethical considerations.

3.2 Research approach

The research aims to understand the role that coaching plays in a leader's emotional intelligence. As this is a qualitative approach, it is based on the experiences and perceptions of the participants. Although the quantitative research methodology is more reliable and based on numeric and objective methods, qualitative research is used to understand individuals' beliefs, experiences, interactions and behaviour (Pathak et al., 2013).

Qualitative research gives voice to the participants in the study, and the interview allows them to share their experiences (Pathak et al., 2013). Qualitative research allows the participants to describe their attitudes, feelings, and experiences and allows the researcher to understand human behaviour based on each person's experience (Babbie & Mouton, 2005). A research study showed that evidence from a study is no longer observable in only a linear and evidence-based manner. However, qualitative factors in research have proved to be very valuable (Freeman & Sweeney, 2001). Fossey, Harvey, McDermott, and Davidson (2002) considered that interpretive methodologies focus on accounting for and understanding the human experience and their actions.

The focus of the human experience is regardless of individual or collective origin (Fossey et al., 2002). Qualitative research will assist in understanding the effect that coaching on emotional intelligence has on the leaders; this will explore their experiences, as each person's experience is different. In understanding a person's experience, qualitative research allows for deep exploration and understanding of the subject.

3.3 Research design

The study was based on a phenomenological research design. The foundation of phenomenological research is studying lived experience and exploring people's perspectives (Sulistiyo et al., 2020). In doing so, the researcher will have a deeper understanding of the subject and reliable references. One of the benefits of phenomenological research is the close interactions between the researcher and the participants. This allows for more genuine interactions (Alano & Hanson, 2018). Interviews are one of the methods used to collect data in a qualitative research methodology (Hofisi et al., 2014).

Interviews are more powerful in extracting descriptive data, allowing researchers to investigate an individual's views in greater detail (Kvale, 2008). This study used primary data, as the interviews collected data for the specific research problem. The interview method is a design that collects large amounts of data on a small purposeful sample (Hox & Boeije, 2005). The most common qualitative research instruments are observation, interview, and document analysis. Semi-structured interviews are structured in a manner where the researcher has a set of predetermined questions that they ask plan to ask the interviewer. The questions asked are open-ended to get a deeper understanding of "why". Although the questions planned, may not be necessary for all participants, however the focus would be on what is important for the participant, collecting the data and to understand "why" and to get answers of the research questions (Fylan, 2005). The advantages and disadvantages of interviews, adapted from Brown (2001), are summarised below:

3.3.1 Advantages

- *High return rate*- As the sample is small and the interviews require an interviewee to show up, this type of research method yields a higher percentage of responses from the sample selected. This is the case as the interview process is set up where the interviewer sets up a meeting, and the interviewee showing up leads to a greater rate of responses.
- *Fewer incomplete answers*- As the interviewer has more control of the interview, this will lead to fewer incomplete answers. Where the interviewer feels that the response is short, the advantage is that they may ask the question differently or probe the interviewee for a response.

- *Can involve reality*- This method allows for an authentic conversation between both parties, allowing for more reality, as the questions and responses are in the moment. The interview allows for a very natural space and comfort for the interviewee and a good space to obtain information for the interviewer.
- *Controlled answering order*- There is a controlled answering order and structure of the interview, as there would be an interview guide, which would also be shared with the interviewee before the session. This allows for the preparation and to manage expectations for the interview.
- *Relatively flexible*- This method is flexible based on the agreement of both parties. The meeting times, the environment and the tools used are discussed before the interview. There is flexibility to change times and tools prior to the interview. This flexibility may be convenient for both parties.

3.3.2 Disadvantages

- *Time-consuming*- Interview sessions may be time-consuming for both the interviewer and the interviewee. The interview method would require setting up an interview of about an hour with the interviewee. The success of this will depend on both parties setting up a time. It would not be easy to convince leaders of corporate organisations to sacrifice time for research when they could use that time in other productive ways for themselves or their organisation. This will be managed by setting some time for the interview, no longer than 90 minutes to conduct the interview and to keep track of the time during the interview.
- *Small-scale study* - The study may only be conducted on a small scale. Which means that the sample is limited. As the sample is small, the data may be insufficient for the study. It is important to note that in such a study, data saturation is usually reached quickly in the process of collecting data. In the past studies data saturation is reached between a sample of 12 and 16 samples (Moser & Korstjens, 2018)
- *Never 100% anonymous*- As both parties will be face-to-face or online, it will not allow the interviewee to be anonymous to the interviewer. If the interviewer is uncomfortable disclosing certain parts of the interview, they may withhold information because they fear being identified. This may affect the quality of the data gathered. This will be managed by going through the ethics policies

specifically relating to confidentiality and ensuring the interviewer that they will not be able to be identified in the final research report.

- *Potential for subconscious bias*- Due to face-to-face interactions, there could be subconscious bias from the sample selection criteria and the questions asked during the interview. The interview questions would be shared before the interview, allowing bias in how the interviewee responds to questions. The environment or flow of the interview may also lead to bias in how the interviewee responds to the questions. This will be managed by not sharing the actual interview questions that would be asked, but rather sharing the information sheet, where it will be explained what the type of questions will be and before the interview recording, on a high level-share the theme of questions that will be asked.
- *Potential inconsistencies*- There could be inconsistencies based on how the interviews flow and on the interactions of the different people. Too much flexibility may also affect the data quality as the interviewer tries accommodating the interviewee. When there are many changes and flexibility before, and during the interview, it will lead to inconsistencies, complicating the data analysis. Although an interview conducted through qualitative research is suitable, it may pose some challenges. There may be some pitfalls of interviews, as detailed in research (Myers & Newman, 2007). This will be managed by sticking to the theme of the questions that are asked, even though they will not be asked in the exact same way, depending on the conversation flow, however, be strict to stick to the themes that will address the research questions.
- *The artificiality of the interview:* The interview is conducted under time pressure, and the interviewer and interviewee could be strangers, making the process artificial and unauthentic as different people may require more time to collect the data. This will be managed by establishing a chemistry session or a few minutes to get to know each other, before starting with the recording of the interview questions. This will enable both the interviewer and interviewee to get comfortable and maintain a comfortable relationship throughout the interview.
- *Lack of trust:* There may be issues of the interviewee being unable to be fully honest and comfortable divulging all the information in the interview due to both parties being strangers. When the interviewee holds back information, there is insufficient data for research analysis. This will be managed by establishing a

chemistry session or a few minutes to get to know each other, before starting with the recording of the interview questions. The confidentiality agreement would also9 be emphasised before the recording of the interview begins. This will enable both the interviewer and interviewee to get comfortable and maintain a comfortable relationship with trust throughout the interview.

- *Lack of time:* The time constraints of the interview session could lead to not collecting complete data in the interview session. This would lead to insufficient data for research purposes. This will be managed by planning the interviews in advance and recording the planned time of the interview in the interviewer and interviewees diary.
- *Elite bias:* As the intention is to interview people of high status in their organisation, i.e., leaders, elite bias can occur. Elite bias is explained as overweighting data from eloquent, knowledgeable, usually high-status individuals and, contrarily, diminishing data from more complex, less articulate, lower-status individuals (Heiskanen & Newman, 1997). As understood, this may be a huge potential pitfall when collecting data from leaders, as in this study, as the interviewer could be biased towards the leaders. This will be managed by interviewer being mindful of the elite bias and by asking the relevant questions as per the interview guide and always being curious and seek understanding “why” and consistently applying this with all the leaders.
- *Hawthorne effects:* As the interview is conducted in an interactive platform, the interviewer may interfere and intrude on the interviewee’s thoughts and behaviour, which causes interferences with the quality of data collected. This will be managed by being mindful to not interrupt the interviewee while they speak and to always ask the interviewer politely, if there is anything else that they would like to add in their response, in situations where there were interruptions or if the conversation derails from the question that was asked.
- *Constructing knowledge:* In the interview, the interviewer constructs knowledge for research purposes. The interviewee is also constructing knowledge and having opportunities to reflect and, in the process, attempting to appear knowledgeable, rational and consistence. The interviewee would want to construct a rational and logical story (Fontana & Frey, 2000); this could be a pitfall as it takes away from the authenticity of the experience, as it produces secondary data, as opposed to

primary data of the interviewees' experience. This will be managed from the start by emphasising that there are no right or wrong answers and that the purpose is to get an understanding of different perspectives. It is also important to respond in a neutral manner to all the responses, and to not create an impression of a preferred response. It is important for the interviewer to have self-management throughout the interview.

- *The ambiguity of language:* Asking questions and getting answers may be harder in the interview process, as words may mean different things to different people (Fontana & Frey, 2000). It would always be good for the interviewer to check their understanding before concluding the response.
- *Interviews can go wrong:* The interviewer can unintentionally offend or insult the interviewee, causing the interview to end unexpectedly (Hermanns, 2004). This would be a problem as it would affect the sufficiency of data and would be a limiting factor in the quality of the data gathered. This will be managed by establishing a relationship of trust and by being self-aware and self-manage to not be offensive in the interview and be respectful and professional in the interview.

3.4 Population and sample

This section covers the population and the sample of the research.

3.4.1 Population

The population of this study included South African leaders in corporate organisations. The leaders were a balance of male and female and a balance across black South Africans and White South Africans with a balance of age group (both younger and older leaders) and working experience levels in their leadership positions. A black person, in terms of the Employment Equity Act No 55. of 1998, is a person who is African, Coloured or Indian.

3.4.2 Sample and sampling method

Purposeful sampling is a technique largely used in qualitative research which involves identifying and selecting individuals or groups of especially knowledgeable individuals in that area (Palinkas et al., 2015). The population of the study will include leaders who have undergone coaching in the past twelve to eighteen months. The sample was purposefully selected from a population of leaders who had undergone coaching in the

past 12 – 18 months, as the study requires responses from people who have experienced coaching, who would be able to share their experiences and what meaning the coaching session had for them. In selecting the sample, the existing coaching network, work experience, and network of leaders were used to source participants who have been coached in the past 12 – 18 months. This would then lead to a snowballing effect of selecting participants.

There would be consideration of confidentiality and the new enforcement of the Protection of Personal Information Act (POPIA) No. 4 of 2013, effective 1 July 2021, in selecting the sample for interviewees. This means that in the process of selecting the samples and obtaining referrals, permission was granted by the owner to share the contact details for purposes of setting up interviews. The coaching sessions must have been completed, and the interviewees completed at least three (3) coaching sessions. This allowed gathering from people who have had the full coaching experience. In the research conducted, it was found that the outcomes of coaching are determined once the session is completed (Linder-Pelz & Lawley, 2015). The sample purposefully selected comprised the following:

1. A combination of demographics included males and females, black and white, to gain a holistic view from a balanced representative of people.
2. Leaders of organisations who have undergone leadership coaching.
3. All the leaders have completed at least three (3) coaching sessions. This would have enabled the coachee to be able reflect and share their experiences that and reflect on their emotional intelligence.
4. All leaders have had coaching within 12 to 18 months. This ensured that the experience was still fresh in the leader's memory.

Sample sizes for a qualitative study are generally less than that of a quantitative study. One of the reasons behind this is that, unlike quantitative research, more data does not necessarily translate into more information, as frequency is not a critical factor (Mason, 2010). Very little new information is found in qualitative research after 20 interviews and transcripts (Mason, 2010). Therefore, a sample size of less than 20 but more than 10 would be most appropriate for this study. Table 3.1 shows the profile of the chosen participants for this study.

Table 3.1: Profile of participants (by position and industry, not name)

Description of the leader	Number to be sampled
Female leaders	9
Male leaders	7
TOTAL number of participants	**16**

There were confidentiality considerations and the new enforcement of the Protection of Personal Information Act (POPIA) No. 4 of 2013, effective 1 July 2021, in selecting the sample for interviewees.

3.5 The research instrument

Collecting data for qualitative research has to be flexible and sensitive to the social context (Hox & Boeije, 2005). Interviews are the most trusted, familiar, and robust way to gather information to understand humans (Fontana & Frey, 1994). As Hox and Boeije (2005) determined, an interview allows participants to share their views and experiences. An interview guide is used with various topics and themes flexibly adjusted during the study. The interview guide was semi-structured and conducted on a virtual platform to allow for preparation, flexibility, convenience, and comfort for both the interviewer and the interviewee.

This study explores the research questions on the leader's perception of emotional intelligence, the role of coaching on the leaders' emotional intelligence, and how coaching on the leaders' emotional intelligence changed behaviours in their leadership. These questions explore the leaders' views, beliefs, and experiences and how this has affected their behaviour in their employment organisations. The qualitative method would be useful manner to conduct the research as it will allow the direction of data collection and exploration of the research to head in the direction that explores the perceptions of leaders on the subject and allow for people experiences to be captures as part of the data collection. This will allow for deeper data analysis and exploration.

In an interview, the ordering of questions affects the participant's responses. It is suggested that the interviewer use precise, less threatening and closed-ended questions from the beginning to build a good basis for the remainder of the interview

(Mouton & Babbie, 2001). A semi-structured interview is designed to obtain subjective responses from a person relating to an experience or phenomenon. The interview questions focus on the responses of the participants. The questions are open-ended, and the researcher may probe the responses. Although the interviewer asks questions, they remain responsive to the participants (McIntosh & Morse, 2015). This allows for further exploration of the qualitative study, allowing a deeper understanding of the research issues from different points of view.

3.6 Procedure for data collection

It is important to remember that everyone has their social history, individual perspective, and world views. It is important to take the task of the interviewer seriously. It is important to not conduct the interview as a “tick the box” exercise but to recognise and acknowledge them as human beings sharing their life experiences and thoughts (Fontana & Frey, 1994). Qualitative research questions focus on language as a way to explore processes of communication and patterns of interactions within specific social groups; description and interpretation of subjective meanings leading to situations and actions; and discover patterns and connections in qualitative data (Fossey et al., 2002) The process entailed the following procedures:

1. Approached coaching networks, leaders of current and previous work for leaders who have been coached.
2. The sample was carefully selected based on previously coached leaders (minimum of three sessions). The details of the participants selection is detailed in Appendix D.
3. There was a formal arrangement of the interview date, the interview platform (Microsoft Team) and the time of the interview.
4. Sent the Microsoft Teams to invite you to the interview meeting.
5. The invite included the information sheet detailing the approval from Wits Business School (WBS) to carry out the research and the consent form with ethical considerations, such as confidentiality.
6. The interview was scheduled for a maximum of an hour.
7. A guide was used to conduct the interview, and the session was recorded from the beginning until the end.

8. If the interviewee had not responded to the invite within a week before the interview, there was a follow-up to secure a suitable time.
9. Where the interviewee did not attend the interview, there was a follow-up with the interviewee, and the meeting was rescheduled to a suitable date and time.
10. The research instrument that was used in this study is in the Appendix A.

3.7 Data analysis and interpretation

Qualitative research interviews usually produce large amounts of data from the interview session. A one-hour interview session could take several hours to transcribe. It may also be time-consuming to classify the interview responses into certain themes and comparable data (Alshenqeeti, 2014). According to Alshenqeeti (2014), the analysis of interview data may be done through:

- Generating meaningful data and
- Classifying and ordering units.

Thematic analysis is often used for qualitative research in psychology. This method of data analysis involves coding of date, which is a reliable manner to analyse the data (Braun & Clarke, 2021).

The analysis of data affects the quality, validity and reliability of the research (Alshenqeeti, 2014). Qualitative research is flexible and is designed to respond to the context, meaning it is emerging. Research questions are asked to evolve in response to the setting, data, and analysis. Sampling, data collection, analysis and interpretation are related (Fossey et al., 2002). For the semi-structured interview, all participants are asked similar questions in a similar order, and the data collected is similar and, therefore, comparable (McIntosh & Morse, 2015). The following process was followed: Conduct the one-hour recorded interviews.

- Transcription of the interviews.
- Sorted out the data to the various questions and responses from all interviews.
- Used a data sorting tool to create an interview matrix for the questions and responses, to analyse the data.
- Identified the themes or patterns in the responses.
- Used graphs to further analyse the data and themes.
- Documented the results of the research.

3.8 Trustworthiness

Interviews are unreliable due to their bias (Brewerton & Millward, 2001). Some techniques were used to make the interview more trustworthy, and some were guided by research (Alshenqeeti, 2014); these are:

1. Avoided asking leading questions.
2. Asked open-minded questions.
3. Took notes and did not just depend on the recorded session.
4. Conducted a pilot interview before the interview to familiarise with the interview environment and style of asking questions.
5. Gave the interviewee a chance to summarise and clarify some points.
6. Reminded the interviewee of some important points of the contract, particularly relating to confidentiality and other ethical principles.
7. Became curious and non-judgemental.
8. Kept track of the time and ensured the interview was conducted within the agreed time of not more than one hour.

The quality of qualitative research depends on whether participants' perspectives have been genuinely presented in the research; and whether the explanations made from the information gathered are consistent with the data presented (Fossey et al., 2002). Power relations between the interviewer and interviewee were highlighted, as well as the need for transparency in data collection, analysis, and presentation (Fossey et al., 2002).

3.8.1 Transferability

In this study, transferability refers to applying the findings to other settings or contexts (Noble & Smith, 2015). This study sought to understand the coaching experience and its effect on emotional intelligence. The sample was selected purposefully from different people in different organisations. It is important to understand that the study context relates to the unique sample and recognises that the findings cannot be transferred without applying the same method in another environment. To ensure transferability, the same process of preparation for the interview, e.g., obtaining consent, briefing, the same line of questioning using an interview guide, recording of the interview, transcribing the interview, and keeping interview time to no more than one hour per session.

3.8.2 Credibility

Credibility refers to the integrity and application of the methods used and the accuracy with which the findings reflect the data (Noble & Smith, 2015). In order to enhance the credibility of this study, the principles of truth value, consistency/neutrality and applicability were applied, as recommended by Noble and Smith (2015). This was achieved through the following:

a. Use of Microsoft Teams virtual meeting platform to conduct and record the interview. This ensured that the interviewer had a video recording to analyse the data and reflect on the interview holistically.
b. The interviewer conducted a debrief session with the interviewee to clarify unclear points in the interview to alleviate bias.
c. The interviewer kept a reflective journal to document the process, including any challenges and decisions made.
d. There was a transcription of the interview to refer to and to analyse data.
e. The research process was documented and followed.
f. The findings of the research were discussed with the interviewees.

3.8.3 Dependability

The dependability of research refers to reporting the detailed procedures for data collection and analysis in a way that would enable future researchers to replicate the work (Shenton, 2004). This report includes the research design, data collection, and data analysis process.

3.8.4 Confirmability

Confirmability refers to the objectivity of the way results are presented. This should reflect the true results of the experiences and thoughts of the interviewee (Shenton, 2004) to demonstrate confirmability; the data collection and analysis process has been documented in this research.

3.9 Limitations of the study

The limitations of the study could include:

- The interviewee not being honest in their responses.
- The interviewee not having a clear memory of their experience relating to the research question.
- The sample size of 16 is not large, and responses are limited to 16 people.
- Qualitative research is prone to bias.

3.10 Ethical considerations

The subject of the interview is a human being; therefore, it is important to take extreme care so that the human being is not harmed in any way (Fontana & Frey, 1994). As determined by Fontana and Frey (1994), the important ethical concerns to consider are:

Consent- Consent must be obtained by the interviewer from the interviewee to conduct the research interview.

Right to privacy- The participant's identity must always be protected in the research.

Protection from harm- The participant should be protected from emotional, physical, or other harm.

The importance of consent and minimising harm is further highlighted as people might have different views of how these principles are applied (Fossey et al., 2002). The consent form used in this study is included in Appendix E.

CHAPTER 4: PRESENTATION OF RESULTS

4.1 Introduction

This chapter explains the data analysis process and reports the interviews' findings. The presentation of the findings is detailed and structured to demonstrate the participants' views. The report's layout includes graphs with the participants' views which helps to explore whether they align with the propositions discussed in Chapter 2. This chapter thereby links the purpose of this qualitative study to explore the role and examine the impact of coaching on leaders' emotional intelligence. The study focuses on the leaders' perceptions and experiences. The study aims to contribute to the understanding of the role of coaching and examine the impact of coaching on the enhanced emotional intelligence of leaders. The structure of this chapter is as follows:

- The background of the participants is discussed,
- The coding strategy is discussed,
- The themes are identified, final themes are summarised and linked to the research questions,
- The results are presented and linked to the propositions,
- The chapter is concluded.

4.2 Background

The participants are leaders in their organisations who lead people from diverse backgrounds. The participants have an appropriate understanding of emotional intelligence. They have experiences where they have observed themselves practising emotional intelligence and are aware of situations where they have not practised emotional intelligence. The participants include a combination of male and female demographics, a mix of cultures, educational backgrounds, career experiences and range from middle, senior and executive management. The participants are from diverse corporate organisation in South Africa.

4.3 Coding strategy

Data analysis was done using the Ruggunana (2013) and Braun & Clarke (2017) methods as follows (Braun & Clarke, 2012):

a) Familiarity with data

Data was familiarised with and understood through listening to the video and reading the transcripts. This allowed for initial understanding and more familiarity with the data.

b) Generate initial codes.

Initial codes were generated from the understanding of the data and highlighting on the transcripts the interesting points, with the understanding of the interview and research questions.

In addition to the coding strategy used, the following principles by Saldana (2009) were applied during the analysis of transcripts and listening to the videos:

- Emotion Coding – the participants' sentiments were noted and marked as codes.
- In-Vivo Coding – the direct statements that the participants made were noted and marked as codes.
- Value Coding – the participants' beliefs and values were noted and marked as codes.
- Descriptive Coding – the participants' experiences were noted and marked as codes.

Ideas that emerged from the codes were categorised into themes below.

c) Discovering/searching for themes

The themes were discovered and searched through further understanding of the interview questions and the patterns of the questions as well as the responses of the participants.

The themes were discovered as follows:

i. *Leadership journey* – Participants shared about their leadership journey. This included how they succeeded quickly or steadily in leadership and where they were currently in their leadership journey.

ii. *Interactions of leaders* – Participants shared about how they interact with people. A comment that distinctly captures this is "learning to understand my audience and presenting myself in a manner which everybody in the room will be fulfilled, even though they are diverse and different".

iii. *Diversity* – Participants shared how they interact with people from diverse backgrounds. This included the participants expressing whether they interacted consistently at work versus socially. A comment that distinctly captures this is, "I would say, in the workplace, I overcompensate because of the struggles that I have come across as a female; I have to work 10 times harder than I do in my, in my private space, because there is always an element of having to prove that you are worthy of the position that you are in because it is not every day that a 28-year-old gets a directorship position".

iv. *Emotional intelligence view* – Participants shared their views and understanding of emotional intelligence. A comment that distinctly captures this is, "emotional intelligence is your ability to understand where you are emotionally so that you can respond to it. Also, recognizing where other people are, so you have two things. You have your IQ, which is your intelligence definition, and your EQ, which is your ability to recognize where people are in a particular position. Also, recognizing within yourself when you are about to react differently, just based purely on your emotions and how you are as a person; for me, emotional intelligence, intelligence is mostly about being able to recognize the emotions in the room, be it from yourself or be it from the other person or the people in the room".

v. *Perceptions of an emotionally intelligent leader* – Participants shared their perceptions of emotionally intelligent leaders. A comment that distinctly captures this is, "So emotional intelligence helps you to be a conscious leader; when you are a conscious leader, you are a better leader".

vi. *Effective leadership* – Participants shared their views on effective leadership, specifically the importance of emotional intelligence for effective leadership. A comment that distinctly captures this is, "As a leader, you have vision strategy; you take people from Left to Right. So, you must understand that you are leading people, not robots. So, you are taking people somewhere. People come with their smartness, and they come with their emotions; therefore, if you can recognize all these different parts and bring them along, I think that is what we would call an effective leader. Because essentially, you are not bringing along the part of a person. Being fully recognized, fully heard, understood. Whatever it takes will mean that you

can take the full human, the leader for themselves, whatever will benefit from having a holistic human being".

vii. *Coaching Journey* – Participants shared their coaching journey, their understanding of the coaching process, how their emotional intelligence was affected by coaching and how coaching affected their personal development, and the key takeaways in the coaching process. A comment that distinctly captures this is, "I think what the coaching also forced me to do was dig into deeper layers of my myself, not just, uh, not just at a superficial level. It also helped me understand how I reacted to situations".

viii. *Development of emotional intelligence* – Participants shared their views on the development of emotional intelligence and its importance for leaders. The timing of when the skills should be developed was also explored. A comment that distinctly captures this is, "So my view is, it can be developed, but it also depends on one's attitude and the ability to learn".

ix. *Behaviour changes* – Participants shared the effect of emotional intelligence on their behaviour and what changes they experienced because of higher emotional intelligence after experiencing the coaching process. A comment that distinctly captures this is, "Coaching helped me to get rid of bad habits that I had justified for so long that I was comfortable with for so long, and I got conscious of those, and I got that awareness that you know what some of the things maybe you are creating in your head and some of the things you are making, you are exaggerating their impact and their power over your leadership. Things will be difficult, like something as basic as 'because I am a female.' I am teaching my brain to think like that".

x. *High emotional intelligence* – Participants shared experiences where they had high emotional intelligence and what the effect was for themselves, others, and the organisation. A comment that distinctly captures this is, "It creates a loyalty from the staff member, the employee or the colleague".

xi. *Low emotional intelligence* – Participants shared experiences where they had low emotional intelligence and what the effect was for themselves, others, and the organisation. A comment that distinctly captures this is, “So I allowed fear to overcome my natural reaction".

xii. *Future coaching* – Participants shared what their desires are with future coaching sessions. A comment that distinctly captures this is, "I would look

for deeper conversations and deeper introspection around self. So, a lot more around self-defeating thoughts and what are some of the fears coming up".

xiii. *Ideal emotional intelligence* – The participants shared what their desires are in terms of their ideal emotional intelligence. A comment that distinctly captures this is, "Work on spiritually emotional intelligence. I want to connect better faithfully, and I want to make the connection sooner".

d) Definition and naming of themes were finalised and summarised as follows:

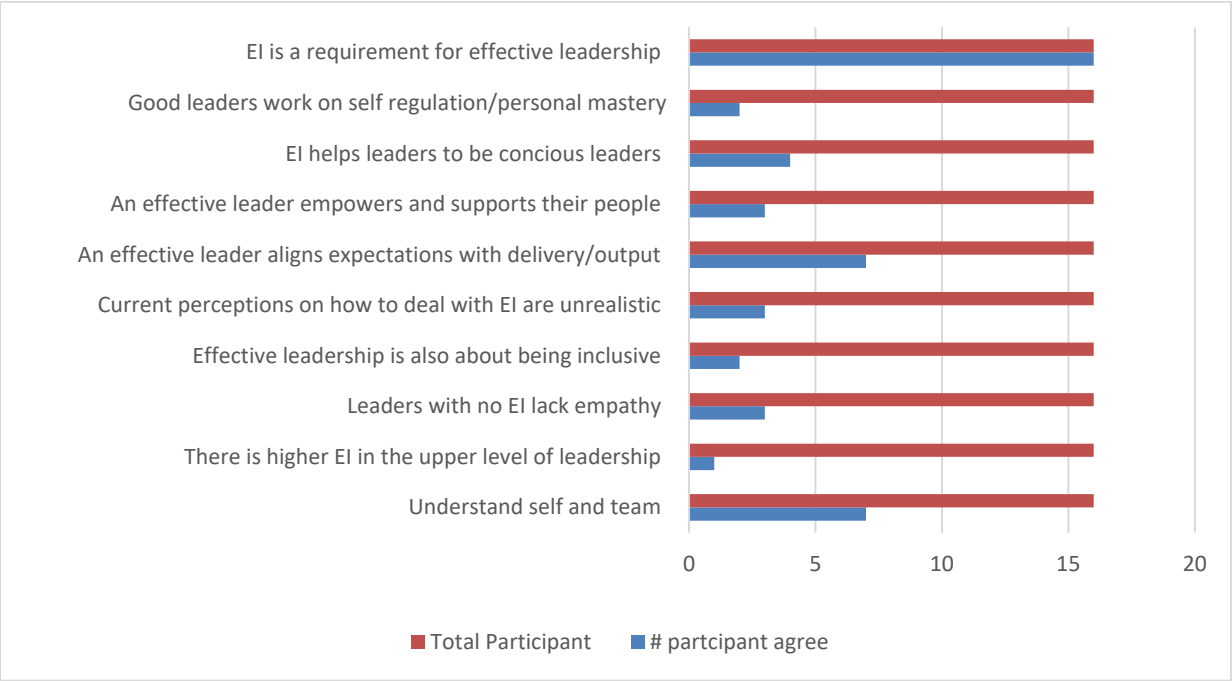
1. Interactions of leaders with people – This theme is about how leaders interact with people in their organisations. This is linked to the first research question asking, “What are the perceptions of leaders on emotional intelligence?”
2. Leaders’ perceptions of emotional intelligence – This theme concerns leaders’ perceptions of emotional intelligence. This is linked to the first research question asking, “What are the perceptions of leaders on emotional intelligence?”
3. The effect of coaching on emotional intelligence – This theme is about the effect that coaching has on the emotional intelligence of leaders. This is linked to the second research question asking, “What are the role and the effect of leadership coaching on the emotional intelligence of leaders within their various organisations?”
4. Experiences on emotional intelligence – This theme is about the leaders’ experiences relating to emotional intelligence. This is linked to the second research question asking, “What are the role and the effect of leadership coaching on the emotional intelligence of leaders within their various organisations?”

e) Writing the analysis

The analysis of the findings is detailed in sections 4.2 and 4.3.

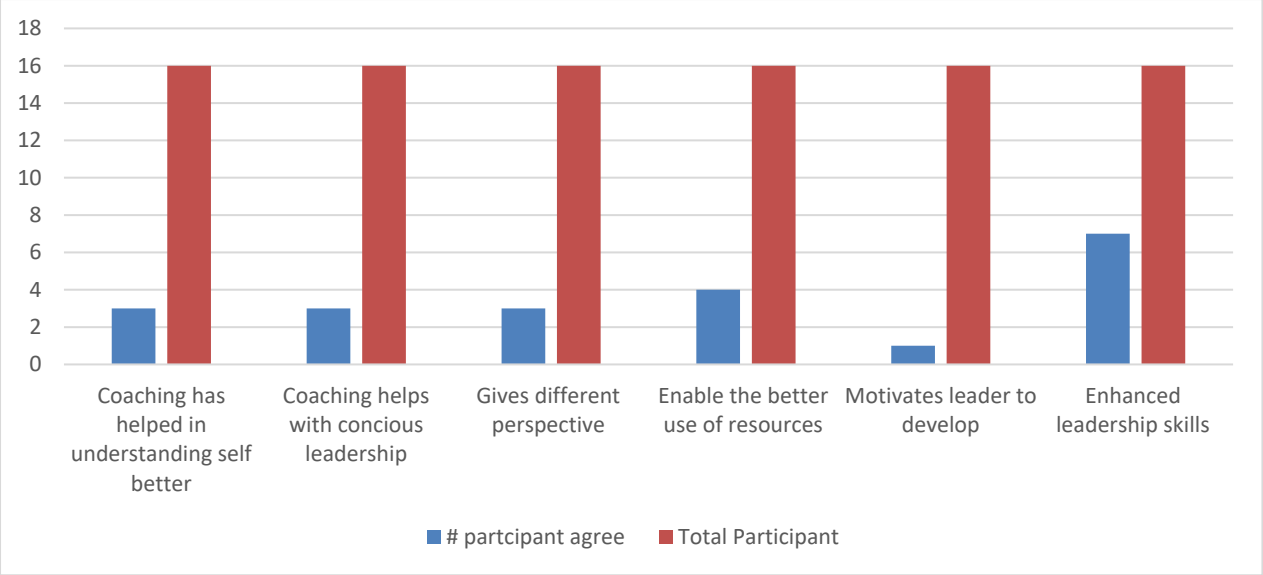
4.4 Results pertaining to Proposition 1- Emotional intelligence as a requirement for effective leadership

Graph 4.1 displays the participants' responses relating to emotional intelligence as a requirement for leadership. As demonstrated in Graph 4.1, all the participants believe that emotional intelligence is required for effective leadership. The participants also further expanded on other important aspects of emotional intelligence and their perception of the effect of emotional intelligence on leadership. The graph also shows how many participants believed in similar views.



Graph 4.1: The perception of emotional intelligence (EI) and effective leadership

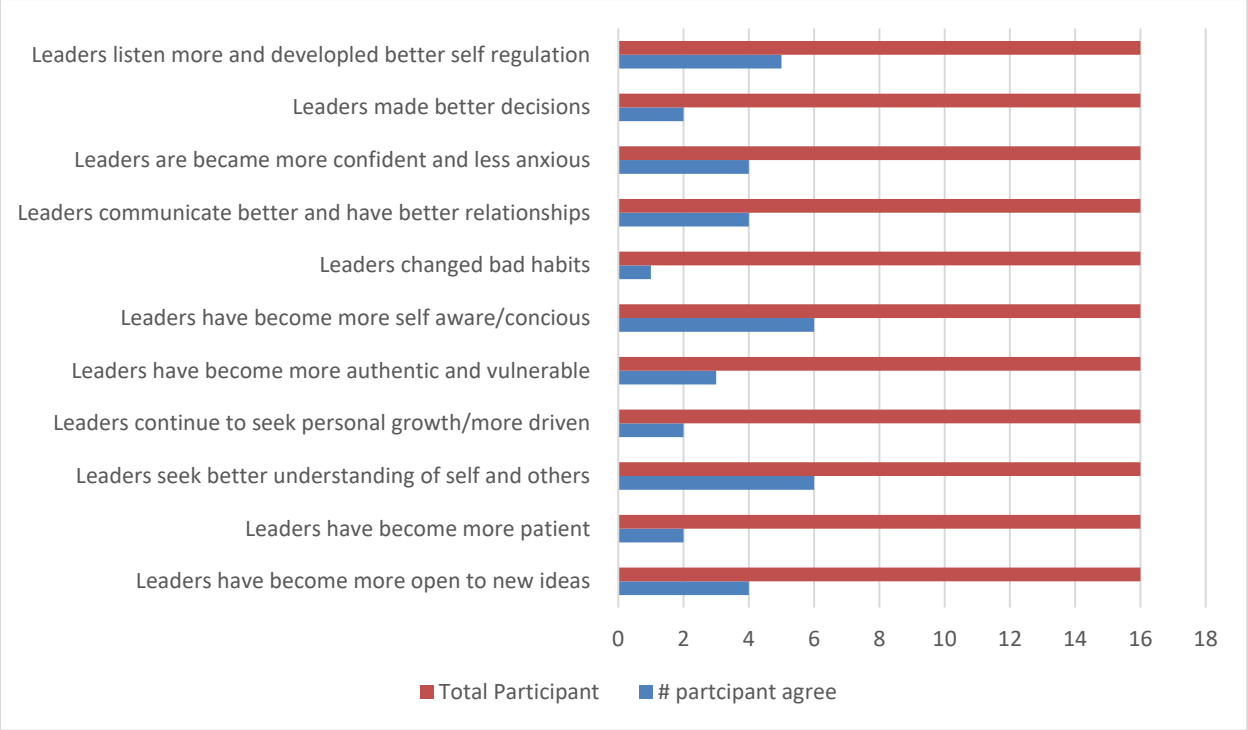
Graph 4.2 displays participants' views on how coaching has changed their leadership perceptions. The table also shows how many participants believed similar views on what those changes in perception are. The results confirm that emotional intelligence is a requirement for effective leadership.



Graph 4.2: How coaching has changed the perceptions of leaders.

4.5 Results pertaining to Proposition 2- Coaching play a critical role in the emotional intelligence of leaders.

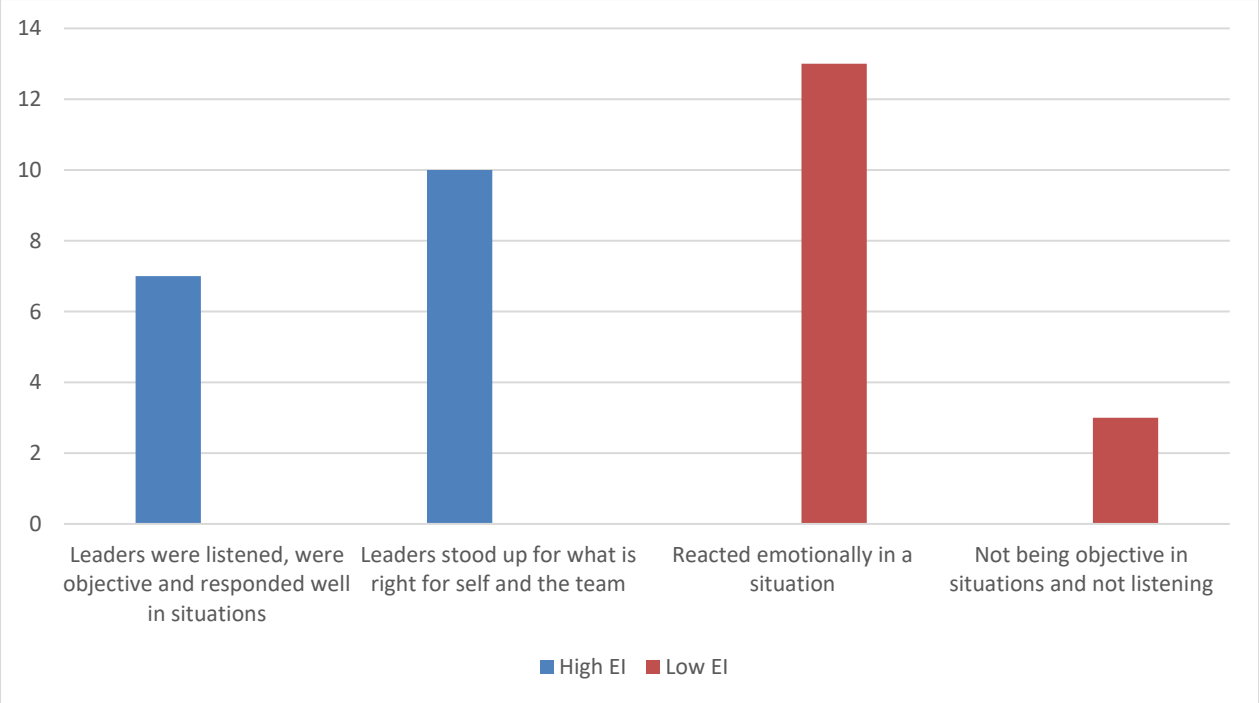
Participants expressed some behavioural changes due to higher emotional intelligence. As can be noted from Graph 4.3 below, more participants responded to becoming more self-aware, seeking a better understanding of self and others, developing self-regulation, listening and being more open to new ideas.



Graph 4.3: Behavioural changes result from higher emotional intelligence from undergoing coaching

Graph 4.4 below reflects leaders' experiences where high and low emotional intelligence was practised and the effects on people and the organisation.

Graph 4.4 below shows that more participants responded to high emotional intelligence scenarios as those where they stood up for what is right, were listened to, were objective and responded well in situations. On the contrary, low emotional intelligence was demonstrated when leaders reacted emotionally when they did not listen and were not objective. The leaders confirmed that the results were positive for people and the organisation when they had high emotional intelligence and negative for people and the organisation when they had low emotional intelligence. This agrees with the principle that higher emotional intelligence results in better relationships and happier people, whereas lower emotional intelligence results in a negative environment (Caruso & Mayer, 2002).



Graph 4.4: Reflections on situations on how leaders practised high or low emotional intelligence (EI)

4.6 Summary of the results

The results have demonstrated that when coaching is conducted effectively, it results in leadership effectiveness and changes in leaders' behaviour (Van Oosten, 2013).

Results pertaining to Proposition 1- Emotional intelligence as a requirement for effective leadership.

The results of these findings demonstrate that in general 16/16 participants are of the view that emotional intelligence is a requirement for effective leadership.

Other responses show that participants understand that:

- Leaders understood emotional intelligence as understanding of self and others, having empathy and agree that coaching has enabled leaders to understand themselves and others better (Alkahtani, 2016).
- Effective leaders align expectations with output, to support their employees better, showing that emotional intelligence improves performance (Moen & Federici, 2012). Coaching has enables leaders utilise their resources better and to motivate personal development and enhanced their leadership skills (Cerni et al., 2010).

- Emotional intelligence improves self-awareness through conscious leadership and leaders learned to understand themselves better through coaching (Phipps et al., 2014).

Results pertaining to Proposition 2- Coaching plays a critical role in the emotional intelligence of leaders.

The results of these findings demonstrate that coaching has had an impact on the emotional intelligence of leaders, enabling behavioural changes such as:

- Leaders became more conscious/ self-aware and showed up in a more authentic manner (Caruso & Mayer, 2002).
- Leaders enhanced their listening skills and practiced better self-management (Goleman et al., 2001).
- They made better decisions, became more patient and open to new ideas (Smith, 2015).
- They communicated better and build better relationships (Caruso & Mayer, 2002).

CHAPTER 5: DISCUSSION OF THE RESULTS

5.1 Introduction

This chapter details the results from Chapter 4 and focuses on detailed discussions relating to the propositions. This chapter shows the similarities and differences between the literature and the findings from the data analysis relating to the interviews conducted.

5.2 Discussion pertaining to Proposition 1: emotional intelligence enhances effective leadership.

5.2.1 Perception of emotional intelligence and effective leadership

The most significant finding demonstrated by all the leaders who participated in this study agreed that emotional intelligence is a requirement for effective leadership. This further supports the notion that emotional intelligence is a significant factor required for effective leadership (Weinberger, 2009) and is contrary to the study by Caruso & Mayer (2002), which indicates that that may not always be the case in a situation where the strategy is to turn around the organisation aggressively (Caruso & Mayer, 2002). This proposition addresses the research question of: “What are the perceptions of leaders on emotional intelligence?” as the study supports that emotional intelligence enhances effective leadership

Other significant findings from the study have shown the following:

Emotional intelligence helps with the understanding of self and the team.

- Results from the study have demonstrated that when leaders understand themselves, they can better regulate their behaviour and respond appropriately to their environment and the people they lead (Cerni et al., 2010).

An effective leader aligns expectations with delivery/output.

- The findings show similar views to Berg (2021), who resolved that coaching helps managers and leaders change their behaviour in a positive way that enables better team performance and results, enabling action-focused leadership. The study has shown that the perception of an effective leader aligns the organisational expectations with delivery or output. This also agrees with (Sherman & Freas,

2004), who stated that executive coaching aims to enhance people's performance and produce good business results, resulting in effective leadership.

Emotional intelligence helps leaders to be more conscious leaders.

- The study results have demonstrated similar views of the leaders who believe that emotional intelligence has helped them become more conscious leaders who reflect more. A study conducted by Boyatzis et al. (2013) unpacked the process of mindfulness and leaders who think deeply and pay more attention to themselves and people. This is also similar to the concept by Berg (2012), where leaders who are more self-aware and conscious are more effective.

Effective leaders empower and support their people.

- Studies show that effective leadership is also perceived as empowering and supporting others (Gaughan, 2001). This is aligned with the results of this study showing that leaders perceived an effective leader as one who supports and empowers staff.

Current perceptions of how to deal with emotional intelligence are unrealistic.

- Studies have raised the consideration of whether emotional intelligence could be evaluated in another context (Mayer et al., 2000). This brings about similar perceptions as what came out from the findings in this study, where leaders responded that the current perceptions on dealing with emotional intelligence are unrealistic.

Leaders with no emotional intelligence (EI) lack empathy.

- Like Sunindijo et al. (2007), the study findings perceived empathy as one of the key emotional intelligence factors. Empathy is perceived as a genuine interest in people's views and enhances collaboration among people. However, this contradicts Lone and Lone (2018), who believe effective leadership is not directly linked to emotional intelligence.

5.2.2 How coaching has changed the perception of leaders.

Many of the leaders responded that coaching had enhanced their leadership skills. On the contrary, it was found that coaching did not provide leaders with the skills to enter relationships with colleagues to facilitate growth (Cilliers, 2011). The leaders shared how coaching has changed their perception.

Coaching has helped to enhance the leadership skills.

- The leaders' views in this study are that coaching enhanced their leadership skills. Other studies agreed that coaching is used as a development tool to enhance leaders' skills for the organisation's betterment, to meet their objectives, and to facilitate change (Grant & Hartley, 2013).

Coaching has enabled the better use of resources by leaders.

- The results from the study showed that it had helped leaders to make better use of their resources. This is similar to the views by Berg (2012) that coaching results in greater self-awareness and consciousness of leaders, enabling them to empower those they lead, resulting in better prioritisation of goals and better planning.

Coaching has helped leaders to understand themselves better

- Coaching helps with conscious leadership and for leaders to better understand themselves and others. This is consistent with the Berg (2012) concept that self-aware and conscious leaders are effective leaders.
- The results have shown that leaders believe that coaching has helped them become conscious leaders. This is similar to findings by Berg (2012), where coaching results in leaders being self-aware and conscious about how their behaviour affects people, being more conscious about empowering and being clear on goals.

Coaching has helped leaders to have a different perspective

- Consistent with the study conducted by Smith (2015), this study also demonstrated that leaders' perceptions are widened, and leaders explore different views after having undergone a leadership coaching experience. Their perceptions are different after coaching. The findings of this study agree that emotional intelligence

has a significant role in the effectiveness of leadership in organisations (Du Plessis et al., 2020).

5.3 Discussion pertaining to Proposition 2: Coaching plays a critical role in the emotional intelligence of leaders

5.3.1 Behavioural changes as a result of higher emotional intelligence from undergoing the coaching.

As previously discussed, coaching affects leaders' emotional intelligence and behaviour changes (Seong et al., 2016). This proposition addresses the research question of: “What are the role and the effect of leadership coaching on the emotional intelligence of leaders within their various organisations?”, as the study supports that coaching plays a critical role in the emotional intelligence of leaders. The notable changes were as follows:

Leaders have become more self-aware/conscious.

- The findings showed that coaching enabled leaders to understand themselves better, become more self-aware and respond more appropriately to their environment due to them becoming more conscious. This is similar to the views of Cerni et al. (2010) that consciousness brings about positive change in the behaviour of leaders. In agreement with (Ashley & Reiter-Palmon, 2012), leaders believed that self-awareness has allowed them to control their emotions and how they behave in situations.

Leaders seek a better understanding of themselves and others.

- The leaders in this study responded to coaching by seeking a deeper understanding of themselves and others, as coaching enhanced their consciousness and curiosity to understand others. This is similar to the findings by Cerni et al. (2010).

Leaders listen more and have developed better self-regulation.

- In agreement with Goleman (1998), the findings of this study showed that emotional intelligence enabled leaders to develop their listening skills and enhanced their ability to self-regulate and regulate other people's emotions.

Leaders have become more open to new ideas.

- In the process of having wider perceptions, leaders are more open to new ideas and become more flexible and open to change and new ideas (Smith, 2015). In this study, the leaders responded to becoming more open and comfortable with new positive change ideas after a coaching experience.

Leaders communicate better and have better relationships.

- The results have demonstrated that leaders believe that they communicate better and have better relationships with their staff due to higher emotional intelligence. As noted in a study by Moen and Federici (2012), notable behavioural changes resulting from emotional changes include better communication with the people they lead, better self-awareness and more clarity and determination to achieve goals.

Leaders have become more confident and less anxious.

- The findings show that coaching has also made leaders more confident in themselves and their leadership styles. This is as expected, considering the views of Berg (2012)

Leaders have become more authentic and vulnerable.

- Some leaders in this study believed that having higher emotional intelligence has enabled them to be more authentic and vulnerable. This agrees with studies that have shown that having emotional intelligence and being mindful allows leaders to reflect more and be able to deal with uncomfortable realities about themselves (Boyatzis et al., 2013)

Reflections on situations on how leaders practised high or low emotional intelligence (EI)

In this study, the leaders shared their experiences where they demonstrated high emotional intelligence and situations where they shared low emotional intelligence and the effect on the people and the organisation. Similar to (Caruso & Mayer, 2002), it was found that people who practice high emotional intelligence and low emotional

intelligence affect people and the organisation both in positive and negative ways, respectively.

The notable observations were the following:

- *Leaders who listened were objective and responded well in situations.*
    - The findings showed that leaders who listened objectively to staff could resolve conflict issues, displaying relationship management skills, as was also found in the study by Sunindijo et al. (2007). The results show this as a common feature where leaders practised high emotional intelligence. This is also similar to resonant leaders, who listen to others and show values of trust, respect, kindness and openness (Boyatzis et al., 2013).
- *When their emotional intelligence was high, leaders stood up for what was right for themselves and the team.*
    - Consistent with studies conducted by Goldsmith, Lyons, and McArthur (2012), the participants responded to leadership coaching by creating a space where issues could be resolved within or between teams and where the leader could make decisions based on what was right for themselves, the team, and the organisation.
- *When their emotional intelligence was low, leaders reacted emotionally in a situation.*
    - The leaders shared situations where they demonstrated low emotional intelligence. They mentioned that this happened when they reacted emotionally in a complex situation, leading to a very negative emotional reaction. A study by Chan and Mallett (2011) similarly demonstrated that leaders with low emotional intelligence might contribute to poor interpersonal skills and the inability to develop and inspire organisational relationships.
- *When their emotional intelligence was low, leaders were not listening, and they were not objective in situations.*
    - In this study, leaders shared experiences that showed that when leaders had low emotional intelligence. It was mostly due to leaders not listening and not being objective in situations. This resulted in instability and a negative working environment for everyone in the organisation. When leaders were not objective

and did not listen, they were considered the opposite of caring, resonant and effective leaders, as expected based on previous studies (Goleman et al., 2001).

Research has resolved that emotionally intelligent leaders are effective leaders and that coaching is often used as a development tool to achieve this success (Alkahtani, 2016). Coaching enhances the development of emotional intelligence, situational awareness and self-awareness (Salminen-Tuomaala, 2020). The results from this study confirm the views of Van Oosten (2013) that emotional intelligence developed through a quality coaching process enhances effective leadership.

5.4 Summary

Table 5.1 is a summary of the findings from the study. The findings have demonstrated that emotional intelligence enhances effective leadership and that coaching plays a critical role in the emotional intelligence of leaders.

Table 5.1: Summary of findings

Proposition	Summary of findings
Emotional intelligence enhances effective leadership	The leaders have demonstrated this through the responses that showed the following: • Emotional intelligence is a requirement for effective leadership in organisations. • Emotional intelligence allows leaders to understand themselves and their team better. • Emotional intelligence helps leaders to be conscious leaders. • Leaders with no emotional intelligence often lack empathy. • Effective leaders empower and support their people, demonstrating high emotional intelligence. • Current perceptions of how to deal with emotional intelligence are unrealistic. • Coaching has enhanced leaders' leadership skills. • Coaching has assisted leaders in using their resources better due to enhanced awareness of self and others. • Coaching has helped leaders to understand themselves and others better. • Coaching changed the leader's perspective.
Coaching plays a	The leaders have demonstrated this through the responses

critical role in the emotional intelligence of leaders.	that showed that their behaviour changes were the following: • Leaders observed themselves to be more self-aware and conscious. • They seek a better understanding of themselves and others. • Leaders observed themselves to listen more and develop better self-regulation. • Leaders have become more open to new ideas. • Observed themselves to communicate better and have better relationships. • Leaders observed themselves becoming more confident and less anxious. • Leaders have observed themselves to become more authentic and vulnerable.

CHAPTER 6: CONCLUSIONS & RECOMMENDATIONS

6.1 Introduction

This chapter integrates the findings about the propositions into the original research questions discussed in Chapter 1. In this chapter, the research questions are answered and concluded upon, further recommendations are made for future research, and practical and theoretical implications of the study are explored.

6.2 Conclusions regarding the perceptions of leaders on emotional intelligence

What are the perceptions of leaders on emotional intelligence?

Leaders' perceptions of emotional intelligence are that emotional intelligence is a requirement for effective leadership. Leaders expressed that an emotionally intelligent leader is self-aware, a conscious leader, a leader who has empathy, and one who empowers and supports their team. Leaders shared that coaching has changed their perception as leaders. Their perception also included that understanding themselves better motivated them to further develop as leaders, enhanced their leadership skills, and changed their views on self-awareness and conscious leadership.

Most studies previously focused on understanding the meaning of emotional intelligence and what qualifies leaders as emotionally intelligent leaders. This study focused on the views and experiences of leaders in corporate organisations who already consider themselves to have high emotional intelligence, which was developed due to their coaching experience. The study draws on the views and experiences of the leaders and perceptions based on reflections they have had from their lived experiences.

6.3 Conclusions regarding the role and the effect of leadership coaching on the emotional intelligence of leaders within their various organisations

What are the role and the effect of leadership coaching on the emotional intelligence of leaders within their various organisations?

Coaching plays a role and influences the emotional intelligence of leaders within their organisations. Leaders observed a change in their behaviour because of higher emotional intelligence. Some of the notable changes in behaviour included: being more open to new ideas, seeking to understand self and others, becoming more patient, becoming more vulnerable and authentic, being more conscious/self-aware, communicating better and having better relationships, being more confident, better listening and self-regulation. Leaders observed situations where they had higher emotional intelligence and lower emotional intelligence. It was resolved that emotional intelligence affects how leaders respond in situations and that having higher emotional intelligence enables leaders to respond positively, and lower emotional intelligence results in negative responses. Both affect the organisation and the people.

This study contributes to understanding the effect of leadership coaching on the emotional intelligence of leaders, as it highlights the behaviours observed by the leaders from their own lived experiences and draws on both positive and negative effects on behaviour affected by high and low emotional intelligence.

6.4 Recommendations and Practical Implications

This study contributes to the knowledge and awareness of using coaching to develop emotional intelligence, more sustainable development, and awareness-conscious leadership to contribute to organisational success. This study aims to contribute to the views and attitudes of people relating to the topic of using coaching as a tool for the sustainable development of leaders' emotional intelligence.

Academics: - This study contributes to the academic literature by contributing to the research of coaching for emotional intelligence in corporate organisations in South Africa.

Corporate organisations: - This study contributes to organisations by creating an environment of having conversations on the topic of coaching and emotional intelligence for leaders of organisations. This further allows leaders an opportunity to contribute to sharing their experiences, allowing time to reflect, and the corporate organisations will have a research study to refer to for further understanding and organisational development in the leadership space.

Leaders: – This study contributes to the leaders by engaging on topics of coaching and emotional intelligence, allowing a space to reflect and to understand the value of coaching and the effect that coaching has on emotional intelligence.

6.5 Suggestions for further research

The following topics may be further researched in future to contribute to this research topic and study of the effectiveness of coaching leaders' emotional intelligence in corporate South Africa:

- Factors of emotional intelligence that leaders struggle with in the corporate organisation. This study could explore elements of emotional intelligence (e.g., self-awareness, self-management, relationship management) that leaders in corporate organisations commonly struggle to develop through coaching.
- Insecure leadership and the effect that it has on people and the organisation. This study could explore in detail the role of insecure leadership on employees and organisations.
- A lack of emotional intelligence affects employees led by leaders with no or low emotional intelligence. This study could explore in deeper detail the role that leaders lacking emotional intelligence have on the people and the organisations.
- The methods and manner in which coaching for emotional intelligence can be conducted to achieve faster results of enhanced emotional intelligence in leaders. This study could explore methods and tools that could be used or have been used to achieve faster, sustainable results for transforming the development of the emotional intelligence of leaders.
- The methods and tools that organisations use to hold leaders accountable in practising and developing higher emotional intelligence. This study could explore the current tools used to hold leaders accountable in practising and

developing emotional intelligence and what further tools could be used to enhance accountability.

6.6 Concluding remarks

As reflected by one of the participants in the interview phase “The key is that we can't be emotionally intelligent people on our own. The realisation is that we need a lot more of people like yourself [coaches], that are willing to put themselves out there to help those of us that can't do it on our own along the journey”. This is a true demonstration that coaching is an effective tool for the development of transformational and sustainable emotional intelligence and that leaders view emotional intelligence to be important in their role as leaders.

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APPENDICES

Appendix A: Interview Guide (Semi-Structured)

1. Introductions
    a. Introduction of the researcher
    b. Introduction of the participant
    c. The reminder of the recording and consent
    d. The emphasis on Ethics (Confidentiality)
2. The purpose of the interview (Qualitative research on the effectiveness of coaching for emotional intelligence for leaders in corporate organizations)
3. Work History
    a. Tell me about your journey of how you came into leadership.
    b. Please share with me the journey of leading diverse staff in your organisation.
    c. Would you please describe your and the staff's interactions in the work environment?
    d. How different are the interactions outside of work?
4. Emotional Intelligence
    a. Tell me about your understanding of emotional intelligence (EI).
    b. What is your perception of emotional intelligence as a leader of your organization?
    c. What is your experience with emotional intelligence as a leader of your organization?
    d. In your view, how can emotional intelligence lead to effective leadership?
5. Coaching Journey relating to emotional intelligence.
    a. When was the first introduction to Executive Coaching?
    b. How far into your leadership role where you introduced to coaching?
    c. What was the experience of your coaching journey?
    d. What was your experience of being coached relating to emotional intelligence?
    e. What role has coaching on your emotional intelligence as a leader?
    f. What are your views on developing emotional intelligence?
    g. What are your views about your level of EI?
    h. How does your level of EI affect your role as a leader?

i. How has coaching changed your perception of your role as a leader?
j. How has coaching changed your experience as a leader?
k. How has coaching changed how you show up as a leader?
l. How has coaching changed your behaviour as a leader?
m. How has your behaviour changed because of higher emotional intelligence?

6. Past experiences
    a. Would you share an experience before the coaching where you did not implement high EL? What was the result for you and your organization?
    b. Would you share an experience that tested your high emotional intelligence? What were the results for you and the organization?
7. What would you change in future about your coaching sessions relating to enhancing emotional intelligence?
8. What would you change in future about your level of EI?

Appendix B: Consistency Matrix

Research Title: The effectiveness of coaching leaders' emotional intelligence in corporate South African organisations							
Problem statement: The study on the role of coaching on leaders' emotional intelligence in the South African corporate organisation is lacking.							
Main objective: To examine the effect of coaching on the emotional intelligence of leaders in South African corporate organisations.							
Sub-Objectives	**Literature Review**	**Propositions**	**Research questions**	**Phenomenon/ Keywords**	**Source of data**	**Type of data**	**Analysis**
To explore the perception of having emotional intelligence as leaders in corporate organisations	Oxtoby et al. (2009) Prins et al. (2018) Stout et al. (2014)	The perception of having emotional intelligence as leaders has been emphasized and is important in modern-day leadership.	What are the perceptions of leaders on having emotional intelligence?	Emotional Intelligence, Leaders	Interviews	Qualitative research interviews	Thematic analysis
To determine the role and effect that coaching has on the emotional intelligence of leaders.	(Matus et al., 2012) Pinos, Twigg, Parayitam and Olson et al (2013) (Richard E. Boyatzis, 2013) (Caruso & Mayer, 2002)	Coaching results in a change of behaviour for leaders	What is the role of coaching on emotional intelligence for leaders in their organisation?	Coaching, Behaviour, Emotional Intelligence	Interviews	Qualitative research interviews	Thematic analysis

Appendix C: Turnitin report

The full report is attached as a separate document in the submission.

Appendix D: Call for research participants

Good day,

I trust that you are well. My name is Siphokazi Mbili. I am currently conducting a research study in fulfilment of my Master's Degree. I am currently enrolled in a Master of Management in the field of Business and Executive Coaching. My research topic is "The effectiveness of coaching leaders' emotional intelligence in corporate South African organisations" under the supervision of Pranesh Anandlal. I would greatly appreciate the chance to interview you or your referral as a participant in this research study.

Below is further details of the research and the criteria of the participants that I need for the research:

1. The research aims to understand the role that coaching plays on the leader's emotional intelligence. It is based on the experiences and the perceptions of the participants. This study would contribute to the awareness of emotional intelligence in corporate organisations.
2. The collection of the data will be in the form of an interview, conducted in approximately one (1) per participant.
3. This is the criteria needed for this research:

a) The participants need to be leaders in any corporate organisation in South Africa.

b) I required a balance of demographics for my participants, which includes both males and females, races of both black and white. This is to gain a holistic view and a balanced representative of people.

c) The leaders of organisations must have undergone leadership coaching.

d) The participants must have completed a minimum of three (3) coaching sessions.

e) The leaders must have had coaching within twelve to eighteen months. This is to ensure that the experience is still fresh in the leader's memory.

4. Confidentiality will be ensured throughout the research.
5. This research study has been approved by Wits Business School.

Kindly note that more details will be shared with the volunteering participants.

Please contract me should you be interested, or if you would like to refer someone (Please adhere to the POPI Act should you make a referral), my contact details are as follows:

- Cell- XXX
- Email- XXX

Yours sincerely
Siphokazi Mbili

Appendix E: Participant consent sheet

Research Title: The effectiveness of coaching leaders' emotional intelligence in corporate South Africa

Student name: Siphokazi Mbili

I,…… hereby agree to participate in the research project as per the above research title. The study has been explained to me and I understand what my participation will involve.

Please indicate with an X in the allocated space and sign in the space provided.

Declaration	**Yes**	**No**
I have read and understood the information sheet provided		
I have been provided with an opportunity for any question of clarity about the study		
I agree to partake voluntarily and understand that I can withdraw participation at any time		
I understand that my participation will be treated confidentially		
I agree to the video and audio recording of my interview		
I agree that the researcher may use anonymised quotes		
from my interview in the research report and publications		
I agree that I will not be remunerated for participating in the		
study		

_____

Signature of Participant:

Date of signature: _____