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Franchise Managers' (FMs') perceptions of the effect of transformational coaching in a franchise organisation

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WITS Business School

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

April 2021

DELARATION

I, Elana Natalie Koral, declare that this research report entitled 'Franchise Managers' (FMs') perceptions of the effects of transformational coaching in a franchise organisation' is my own unaided work. I have acknowledged, attributed, and referenced all ideas sourced elsewhere. I am hereby submitting it in partial fulfilment of the requirements for the degree of Master of Management (Business and Executive Coaching) at the University of the Witwatersrand, Johannesburg. I have not submitted this report before for any other degree or examination to any other institution.

Elana Natalie Koral

Signed at Johannesburg on 6 April 2021

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DEDICATION

This study is dedicated to my late father, who always believed in me and encouraged me.

ACKNOWLEDGEMENTS

First and foremost, I would like to thank my dear husband Ilan for his ongoing encouragement and support throughout this journey. You are my anchor and rock. Without you, this could never have happened. I am truly blessed to have you in my life.

To my wonderful children, Gershi, Kayla, Carmela and Shira, who gave me the time and space to write this while sacrificing their own needs.

My exceptional coachees who taught me so much about life and changed me as a person.

To Pranesh Anandlal, my 'one-in-a- million' supervisor, who supported me throughout this journey. Nothing was ever too much for him. I could never have accomplished this without his sensible counsel and sturdy guidance.

Finally, to the MMBEC class of 2019…we finally made it!

ABSTRACT

This research study attempts to explore the effects of a transformational coaching intervention of six Franchise Managers (FMs) , in one franchise organisation in South Africa. The objective was to explore perceptions of the Franchise Managers of personal growth, relationship changes with franchisees and the ripple effect in the organisation, with regards to team interactions and their relationship with their direct line managers. This study, using a qualitative research design, took place over a 10-week period. The coaching sessions were done over Zoom during the Covid-19 epidemic. The interviews of both Franchise Managers and their direct reports were done before and after the coaching intervention. These comprised of pre-intervention interviews, which were unstructured, followed by semi-structured interview for post-coaching interviews. These interviews were recording and transcribed where codes, categories and themes emerged for both the pre- and post-coaching interviews. The pre- and post-coaching interviews were linked after the intervention to ascertain whether the coaching did indeed have an effect on the FMs in their personal and professional lives. The criteria was based on qualitative feedback from the FMs regarding their view or perception of the success of the coaching. The main themes that emerged were: the importance of the coaching journey itself; personal and cognitive changes resulting from coaching; the importance of communication and the ability to handle conflict in franchisee relationships and how coaching may affect relationships between the Franchise Manager with colleagues and direct reports at Head Office level.

The results reveal that transformational coaching, according to the perceptions of the Franchise Managers, resulted in a significant effect on their personal and professional lives. All the FMs saw improvements in communication with franchisees, colleagues. Most of the FMs felt the relationship with their direct managers improved, while some of their direct reports perceived this differently. The findings also reveal that the nature of the coaching and the coach's approach were received positively by the FMs both directly and vicariously. The research also provides guidance to franchise organisations on how coaching can affect various parties in a franchise organisation as well as recommendations for future research. This research attempts to contribute to the literature in exploring the effect coaching has on the FM who holds a unique employment position, which is only found in a franchise organisation, wherein they report to two separate parties who are both owners of their own

businesses. The aim is to understand if coaching will affect the well being of the FM and have a ripple effect on those around him/her.

Keywords:

Transformational coaching; Franchise Manager; personal growth; relationships; journey; franchisee; coach; franchisor

TABLE OF CONTENTS

Delaration ii

Dedication iii

Acknowledgements iv

Abstract v

List of tables xii

List of figures xiii

List of appendices xiv

List of Abbreviations xv

CHAPTER 1. INTRODUCTION TO THE RESEARCH 1

1.1 PURPOSE OF THE STUDY 1
1.2 CONTEXT OF STUDY 1
1.3 RESEARCH PROBLEM 3
1.4 RESEARCH QUESTIONS 4
1.5 SIGNIFICANCE OF THE STUDY 5
1.6 DELIMITATIONS OF THE STUDY 7
1.7 DEFINITION OF TERMS 7
1.8 ASSUMPTIONS 8
1.9 STRUCTURE OF THE REPORT 8

CHAPTER 2. LITERATURE REVIEW 10

2.1 INTRODUCTION 10
2.1.1 Origins and definitions of coaching **Error! Bookmark not defined.**
2.1.2 The role of the coach 12
2.1.3 The role of reflection and the process of transformation 15
2.1.4 Coaching outcomes 17
2.2 MAIN RESEARCH QUESTION: WHAT ARE THE FRANCHISE MANAGERS' (FMS') PERCEPTIONS OF BEING THE RECIPIENTS OF TRANSFORMATIONAL COACHING? 19
2.2.1 Psychology models and change models underpinning coaching practices 19
2.2.2 Behavioural coaching 20
2.2.3 Psychoanalysis 21
2.2.4 Cognitive theory 22
2.2.5 Cognitive behavioural approach 22
2.2.6 Humanist **Error! Bookmark not defined.**
2.2.7 Positive psychology 23

2.2.8 Critiques of psychological approaches **Error! Bookmark not defined.**
2.3 CHANGE THEORIES 24
2.3.1 Adult learning theory 24
2.3.2 The integrated learning model 28
2.3.3 Intentional change theory 30
2.3.4 The theoretical underpinnings of transformational coaching 34
2.3.5 The case for the transformational coaching approach 37
2.3.6 Conclusion of Proposition 1 37
2.4 SUB-RESEARCH QUESTION 1: WHAT ARE FMS' PERCEPTIONS OF THE EFFECT OF THEIR COACHING ON THE RELATIONAL INTERACTIONS WITH FRANCHISEES? 38
2.4.1 Conflict and communication 38
2.4.2 Interdependence 39
2.4.3 Command and control 40
2.4.4 Conclusion of Proposition 2 41
2.5 SUB-RESEARCH QUESTION 2: WHAT ARE THE FMS' PERCEPTIONS OF CHANGED INTERACTIONS WITH PARTIES AT HEAD OFFICE POST COACHING? 41
2.5.1 Two case studies relevant to the research 42
2.5.2 Systems theory 43
2.5.3 The law of three clients 45
2.5.4 Effects of coaching in organisational relationships 46
2.5.5 Conclusion of Proposition 3 47
2.6 CONCLUSION 48
2.6.1 Proposition 1 48
2.6.2 Proposition 2 49
2.6.3 Proposition 3 49

CHAPTER 3. RESEARCH METHOD 50
3.1 RESEARCH APPROACH 50
3.1.1 Case study research 50
3.2 POPULATION/CASE SITE 51
3.2.1 FMs/Coachees 51
3.2.2 Head office representatives 51
3.3 RESEARCH DESIGN 51
3.3.1 Action research 51
3.4 DATA COLLECTION METHODS 53
3.5 POPULATION AND SAMPLING 54
3.5.1 Sample and sampling method 54
3.6 THE RESEARCH INSTRUMENT 55
3.7 PROCEDURE FOR COLLECTING DATA 55
3.8 DATA ANALYSIS AND INTERPRETATION 57

3.9 LIMITATIONS OF THE STUDY 57
3.10 TRANSFERABILITY, DEPENDABILITY AND CREDIBILITY 59
3.10.1 Transferability 59
3.10.2 Credibility 60
3.10.3 Dependability 61
3.10.4 Confirmability 61
3.11 ETHICAL CONSIDERATIONS 62
3.12 CONSISTENCY MATRIX 62

CHAPTER 4. RESEARCH FINDINGS 64
4.1 INTRODUCTION 64
4.2 GOALS 65
4.3 ORGANISATIONAL ORGANOGRAM 66
4.3.1 Coaching themes from post-coaching FM interviews 67
4.3.2 Coaching themes from pre-coaching interviews 68
4.4 MAIN RESEARCH QUESTION: WHAT ARE THE FRANCHISE MANAGERS' (FMS') PERCEPTIONS OF BEING THE RECIPIENTS OF TRANSFORMATIONAL COACHING? 70
4.4.1 The journey to re-authoring 70
4.4.2 The role of reflection 70
4.4.3 Past reflections 71
4.4.4 The coaching experience 72
4.4.5 Shifts in the room 72
4.4.6 Coaching tools 73
4.5 COGNITIVE SHIFTS 73
4.5.1 Insights into self 73
4.5.2 Self-limiting beliefs 74
4.5.3 Attitude towards failure 76
4.5.4 Strategic thinking 77
4.6 PERSONAL GROWTH 77
4.6.1 Renewed purpose 78
4.6.2 Perceptions of behavioural shifts 79
4.6.2.1 Confidence 79
4.6.2.2 Experimentation of new behaviours 80
4.6.2.3 Work/life balance 80
4.7 SUB-QUESTION 1:THE FMS' PERCEPTIONS OF THE EFFECT OF THEIR COACHING ON THE RELATIONAL INTERACTIONS WITH THE FRANCHISEES 81
4.7.1 Pre-coaching interviews 81
4.7.2 Difficult franchisees 81
4.7.3 Handling conflict 83
4.7.4 Courageous conversations 84

4.7.5 OMs perspective 86
4.8 SUB-QUESTION 2:THE FMS' PERCEPTIONS OF CHANGED INTERACTIONS WITH PARTIES AT HEAD OFFICE POST COACHING 87
4.8.1 Ripple effect of coaching on OM/FM relationship 88
4.8.2 Culture 90
4.8.3 Team interactions 91

CHAPTER 5. DISCUSSION OF THE FINDINGS 95
5.1 INTRODUCTION 95
5.2 THEMES/FINDINGS ON THE PERCEPTIONS OF THE FMS ON BEING RECIPIENTS OF TRANSFORMATIONAL COACHING 96
5.2.1 The Journey to re-authoring 96
5.2.1.1 The role of reflection 96
5.2.1.2 The coaching experience 98
5.2.2 Cognitive shifts 100
5.2.2.1 Insights into self 100
5.2.2.2 Self-limiting beliefs 100
5.2.2.3 Strategic thinking 101
5.2.3 Personal growth 101
5.2.3.1 Renewed purpose 101
5.2.3.2 Perceptions of behavioural shifts 102
5.2.3.3 Confidence 103
5.2.3.4 Experimentation with new behaviours 103
5.2.3.5 Work/life balance 103
5.2.4 Conclusion 103
5.3 THEMES/FINDINGS ON FMS' PERCEPTIONS OF THE EFFECT OF THEIR COACHING ON THE RELATIONAL INTERACTIONS WITH THE FRANCHISEES 105
5.3.1 Handling conflict 105
5.3.2 Courageous conversations 106
5.4 THEMES/FINDINGS ON FMS' PERCEPTIONS OF CHANGED INTERACTIONS WITH PARTIES AT HEAD OFFICE POST COACHING 108
5.4.1 Ripple effect of coaching on OM/FM relationship 108
5.4.2 Culture 110
5.4.3 Team interactions 111
5.4.4 Conclusion 111

CHAPTER 6. CONCLUSION AND RECOMMENDATIONS 113
6.1 SUMMARY OF THE STUDY 113
6.2 OVERVIEW OF THE STUDY 114
6.3 REFLECTIONS OF THE COACH 115

6.4 CONCLUSIONS PERTAINING TO THE MAIN RESEARCH QUESTION: WHAT ARE THE FMS' PERCEPTIONS OF BEING THE RECIPIENTS OF TRANSFORMATIONAL COACHING? 115
6.5 CONCLUSIONS PERTAINING TO SUB-RESEARCH QUESTION 1: WHAT ARE FMS' PERCEPTIONS OF THE EFFECT OF COACHING ON RELATIONAL INTERACTIONS WITH THE FRANCHISEES? 116
6.6 CONCLUSIONS PERTAINING TO SUB-RESEARCH QUESTION 2: WHAT ARE THE FMS' PERCEPTIONS OF CHANGED INTERACTIONS WITH PARTIES AT HEAD OFFICE POST COACHING? 117
6.7 RECOMMENDATIONS 118
6.7.1 Recommendations for organisations 119
6.7.2 Recommendations for a coach 119
6.7.3 Recommendations for coachees 118
6.7.4 Recommendations for franchise companies 118
6.8 SUGGESTIONS FOR FUTURE RESEARCH 119
6.8.1 Negative ripple effects 119
6.8.2 Sample size 120
6.8.3 Longer-term effects 120
6.8.4 Coaching online 121
6.9 CONCLUSION 121

REFERENCES **123**

LIST OF TABLES

Table 1: Definitions of coaching 11
Table 2: The role of the coach 14
Table 3: Coaching outcomes research 18
Table 4: Criticisms of psychological models underpinning coaching**Error! Bookmark not defined.**
Table 5: Comparable model of psychological and adult learning coaching underpinnings (extracted and constructed by writer of report) 35
Table 6: Consistency table 49
Table 7: Case study best practice 53
Table 8: Transferability analysis 60
Table 9: Credibility testing 60
Table 10: Consistency matrix 62
Table 11: Profiles of FMs 65
Table 12: Profiles of OMs 65
Table 13: Themes for main research question 69
Table 14: Coaching adaptations and coaching effect 72
Table 15: Insights into control/perfectionism 73
Table 16: Gaining confidence 79
Table 17: Pre-and post-coaching themes sub-question 1 81
Table 18: OM perspectives on restricting narratives and restricting behaviours 86
Table 19: Themes on head office interactions 87
Table 20: Post-coaching perceptions of OM/FM relationship changes 88
Table 21: Consistency table 112

LIST OF FIGURES

Figure 1: Franchise manager's relationships and coaching interactions 2
Figure 2: Evolving transformational shift model 17
Figure 3: D. A. Kolb (2014) experiential learning cycle 27
Figure 4: Wilber's integrative model 29
Figure 5: Theory of self-directed learning 33
Figure 6: Action research spiral 56
Figure 7: Hierarchy of operations division at head office 66
Figure 8: Final thematic map showing three main themes **Error! Bookmark not defined.**
Figure 9: Coding themes 69
Figure 10: Respondents' strategic thinking shifts 77
Figure 11: Work/life balance 80
Figure 12: Effect of coaching on teamwork 92
Figure 13: Development of coding, categories and themes for main research question 149

LIST OF APPENDICES

Annexure A.1: FM pre-interview guide	141
Annexure A.2: OM pre-interview guide	143
Annexure B: Post-coaching interviews	145
Annexure C: Coding sample of main research question	149
Annexure D: Permission letter	150
Annexure E: Ethics certificate	153
Annexure F: Coding transcripts Samples	154

LIST OF ABBREVIATIONS

FM	Franchise Manager/Business Advisor
GROW	**G**oal — Current **R**eality — **O**ptions (or Obstacles) — **W**ill (or Way Forward).
ICF	International Coach Federation
ICT	Intentional Change Theory
MI	motivational interviewing
NEA	negative emotional attractor
OM	Operations Manager
PEA	positive emotional attractor
ROI	return on investment

CHAPTER 1. INTRODUCTION TO THE RESEARCH

1.1 PURPOSE OF THE STUDY

The purpose of this study was to explore Franchise Managers' (FMs') perceptions of the effect of transformational coaching in a franchise organisation.

This research focused on a South African franchise company, where participatory or action research (Glassman & Erdem, 2014) was conducted for the purposes of addressing the research questions.

1.2 CONTEXT OF STUDY

There are approximately 865 franchise systems in South Africa and 45 011 franchised units/operations (Sanlam, 2018). The results of the Sanlam/Franchise Association of South Africa's 2018 survey, of 402 franchisees across all franchise business categories, show that only 9% of franchisees claim they have a Franchise Manager (FM)/Business Advisor who provides valuable input with regards to the running of their businesses. Both franchisor and franchisee are both formidable forces in their respective positions, the former being the owner of the franchise system and the latter, the owner of their own business. The FM acts as the intermediary between franchisor and franchisee and is thus accountable to both of them. As franchisees have a desire to express their entrepreneurialism, conflict may arise when franchisors impose operational and contractual standards, especially in an authoritarian fashion (Croonen & Brand, 2015; Davies, Lassar, Manolis, Prince, & Winsor, 2011).

According to Nathan (2016), the FM has to be well trained and possess multiple skills in supporting franchisees in all domains of operating their businesses, whilst being the representative and employee of the franchisor. In addition, according to Gifford (2020), the FMs have the challenge of providing tailor-made support to high-performing franchisees as well as to under-performing "at risk" franchisees. This entails frequently bearing the wrath of franchisees who may feel they are not getting enough support from the franchisor and do not agree with some of the rules imposed by the franchisor. This places the FM in an atypical type of organisational organogram as the FM is wedged between franchisor and franchisee, whose demands are often conflicting. This position is reflected in Figure 1. This often results in stress and fatigue in the FMs (Nathan, 2016) and, it is suggested that, coaching may provide them with some type of stress relief. Parker, Cutts, Nathan, and Zacher (2019)

suggest that franchisors utilisie personal and contextual resources to work on providng franchisees with support. Nathan (2016) maintain that on-site coaching of franchisees through teams of FMs has shown to be a valuable service to franchisees (Nathan, 2016b). The research conducted by Parker et al. (2019) demonstrates that psychological support provided by franchisors is a predictor of improved franchisee financial performance and brand citizenship. Hoyt (1998); Nathan (2016) contend that the franchise business model is different to other business set ups in that the relationship between franchisees and franchisors is a ctirical success factor for both parties' success.

Figure 1 gives form to the conceptual research statement, illustrating the intermediary positioning of the FM within a franchise system. The FM, who is the unit of analysis in this study, is an employee of the franchisor, within Head Office. The FM ensures that the franchisee is compliant with franchisor regulations as well as acts as a mentor and business advisor to the franchisees. FMs have a predetermined number of franchisees under their jurisdiction, normally within a designated geographical area. As depicted in Figure 1, the FM was the recipient of coaching. The FMs' perceptions of the coaching experience, on a personal level and with their cohorts, is enumerated in Figure 1. The red indicates the commercial relationship of the parties and the numbers represent the FMs' perceptions of how coaching affects them personally (1); with franchisees (2); and with their line managers (3).

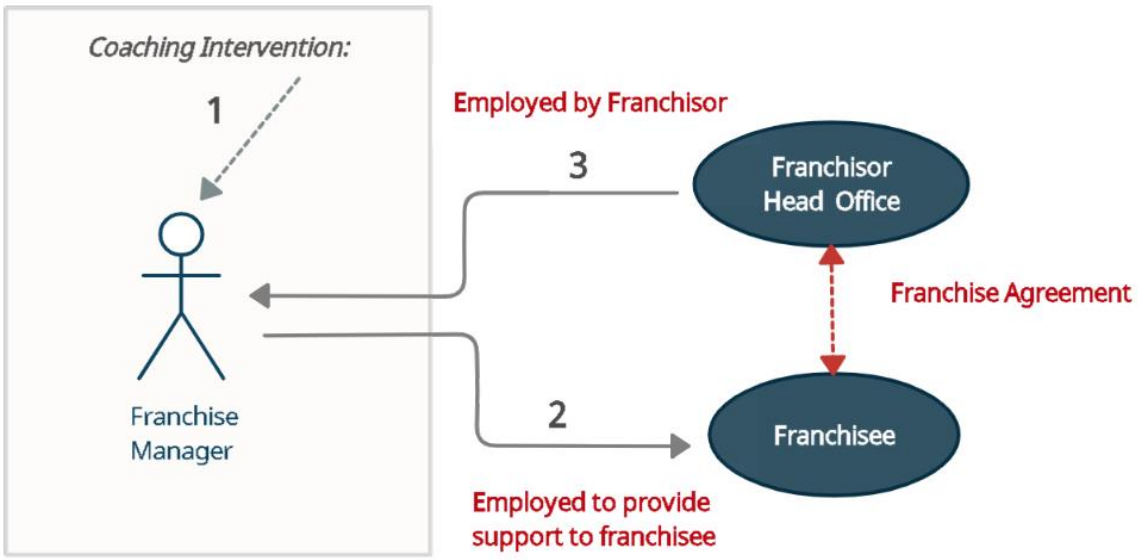

Figure 1: Franchise manager's relationships and coaching interactions

Source: The researcher's own construction.

Nathan (2016) claims that the FM has a host of responsibilities including: being the representative of the franchisor; acting as the intermediary and source of communication between the franchisor and the franchisee; selling the franchisee on new ideas or changes in the system (which in itself is very challenging especially if it involves financial outlay from the franchisee); a business consultant; financial consultant; the custodian of the brand; responsible for merchandising, retail support, product procurement, compliance, local area marketing and promotions, benchmarking franchisees' key performance criterion against that of other franchisees, having a detailed knowledge of products and accounting systems; providing operations expertise; on-site training; labour relations expertise; maintaining standards etc. In addition to this, the FM has to provide emotional support to the franchisee and needs to be the motivator, the trainer, the counsellor and the coach (Nathan, 2016). Unfortunately, franchise companies frequently do not want to incur the costs of investing in FMs and may overstretch the ratio of FMs to franchisees (Perrigot, Herrbach, Cliquet, & Basset, 2017).

This study therefore looked at how coaching could benefit the FM and alleviate some of this stress and anxiety inherent in this role.

1.3 RESEARCH PROBLEM

There appears to be a sparseness of coaching research in franchising in terms of both processes and outcomes. Whilst there have been many studies on: franchising performance, perceptions of franchisors and franchisees particularly regarding relationship exchange, franchisee well-being, organisational outcomes from franchising, franchise relationships, franchise structures, support systems, fees etc. (Abdullah, Rashidee Alwi, Lee, & Boo Ho, 2008; Dant, Grünhagen, & Windsperger, 2011; De Meuse, Dai, & Lee, 2009; Dobust, Veronique, Kalika, & Gauzente, 2008; Grünhagen, DiPietro, Stassen, & Frazer, 2008; Nijmeijer, Fabbricotti, & Huijsman, 2014; Perrigot et al., 2017; Theeboom, Beersma, & van Vianen, 2014), as well as studies on the effect on franchisee satisfaction correlating to franchisee tenure (e.g. Bordonaba-Juste & Polo-Redondo, 2008; Davies et al., 2011; Grace & Weaven, 2011; Grünhagen et al., 2008; Nyadzayo, Matanda, & Ewing, 2015; Perrigot et al., 2017; Spinelli & Birley, 1996), the effects of *coaching* in franchising research are not overtly apparent in the literature and *the role of the FM* is mentioned sparsely.

On a micro level, the full potential of FMs and the maximisation of their role are often not realised in franchise organisations (Nathan, 2016). According to Frazer, Merrilees, Nathan, and Thaichon (2020), it is important for an FM to create trust and communicate effectively with franchisees, for the benefit of all parties. It is unfortunately a reality that franchisees often view the FM as no more than compliance auditors or as a castigating imposition for varying reasons (Grünhagen et al., 2008; Perrigot et al., 2017). It is believed that with the upskilling of FMs through coaching, FMs could be more motivated and, at the same time, add value to franchisees through changes in behaviour and communication. This research explored coaching in the franchise context and specifically how FMs can potentially be uplifted through transformational coaching on a personal level and the possible requisite consequential effects. The study also focused on the relational effects between the FM and individuals in the company (as perceived by the FM).

In order to explore a coaching application in a franchise environment, and more specifically the micro and meso effect of coaching the FMs, the intention of this research was to consider whether a transformational coaching intervention with the FMs could, according to the FMs' perceptions, transform and grow the FM on a personal level; improve relationships with franchisees and have a systemic effect on the how those in close relationships with the FM perceive the changes, which possibly have a ripple effect induced by the coaching intervention, creating an outward confluence within the organisation (Flood, 2010).

1.4 RESEARCH QUESTIONS

The following research questions were posed to conduct this research:

Main Research Question: What are the Franchise Managers' (FMs') perceptions of being the recipients of transformational coaching?

Sub-question 1: What are the FMs' perceptions of the effect of their coaching on the relational interactions with the franchisees?

Sub-question 2: What are the FMs' perceptions of changed interactions with parties at Head Office post coaching?

The research questions were explored as propositions based on the literature review.

1.5 SIGNIFICANCE OF THE STUDY

This research focuses on the effects of coaching in a franchise environment, the intention being to ignite an interest in the coaching of FMs. As mentioned previously, the research on franchising has predominantly been in the domain of interactions between *franchisors* and *franchisees* (Perrigot et al., 2017). The research on the perceptions of FMs will add to the literature due the scarcity of research on this subject, particularly regarding how coaching would affect the levels of support. Research conducted by Parker et al. (2019) suggest that it would be beneficial for future research to study the relationships between franchisees and franchisors, and also "take into account qualities and/or behaviours of franchisors to explain further variance in franchisee performance" (p. 31). In addition, as mentioned in the Abstract, while there is research on a myriad of types of employment positions where employees face stress that could be lessened through coaching, there is very limited research on the particular and peculiar role that is played by the FM in a franchise organisation who reports to two independent, mutually exclusive, self-employed parties. According to Parker et al. (2019) although franchisees are entrepreneurs, they are embedded within the organisation as a whole and the perceived support from the organisation is highly influential on individual performance. This study is also unique in the inclusion of the Operations Managers' (direct line managers) (OM) perceptions of the effects of the coaching intervention (and not only the perceptions of the FMs).

The other factor of consideration is that all coaching sessions were conducted via the Zoom platform. According to Grover (2015), the effectiveness of online coaching is still in its infancy and research is still nascent and evolving in terms of the degree of depth and connectedness a coachee can experience compared to having face-to-face interactions. This research may contribute to the literature in its commentary on the rapport that can be built in coaching on an online platform.

In addition, in a meta-analysis of 130 articles of franchising research over the period 1996-2016, only eight studies used case studies as their research methodology (Varotto & Silva, 2017); hence, a case study approach may contribute to the literature.

Transformational coaching effects are viewed through the lens of the FM. The ripple effect of coaching in an organisation is also given consideration (O'Connor & Cavanagh, 2013). The following may therefore be research benefactors of this study:

- FMs who may experience personal growth and transformation through coaching
- FMs who may adopt a new approach with franchisees based on their own personal growth and goals
- Any company with a management tier that acts as an intermediary between Head Office and geographically dispersed outlets, could benefit from this research
- Franchisors looking to improve relationships with franchisees
- Franchisees who will feel more heard and consulted with
- Franchisors who may feel a positive ripple effect from the coaching
- Franchise companies in South Africa may gain insight into the outcome of coaching FMs
- Franchisors could be motivated to offer developmental opportunities for FMs and invest in their growth, which may uplift the franchise as a whole
- One may also observe the potential effect of coaching beyond just the person being coached (O'Connor & Cavanagh, 2013).

1.6 RESEARCH AIMS AND OBJECTIVES

The objective of the research is to ascertain the perceptions of employees in a single franchisor organisation by conducting coaching sessions of six FMs to get their perceptions of how coaching affected them personally, with their direct reports and with their franchisees. Pre and post-coaching interviews were conducted to get a qualitative picture of the 'before' and 'after' mindsets of the FMs from the coaching intervention. The reason the FM is used as the unit of analysis is because they are a suitable figure to represent the franchisor as they interface mostly with the franchisee. As Nathan (2016)claims, the field visits are an essential component in a successful franchise network where the FM provides value to both franchisors and franchisees. Research is scant on FMs, so the term 'franchisor' and 'FM' is used interchangeably in this report, as the 'FM' is an appropriate representative of the franchisor. The aim of this research is to contribute to the franchising literature on how coaching can affect FMs and the broader ripple effect on the company. This research aims to add the existing franchising literature on:

- How coaching, particularly transformational coaching, using a trans-theoretical coaching approach, can be a useful and productive form of coaching in this environment.

- While it has been shown that coaching can improve work place stress for employees in general (Berg & Karlsen, 2013; Ebner, Schulte, Soucek, & Kauffeld, 2018; Edgerton & Palmer, 2005; Anthony M Grant, 2013, 2017), the effects on FMs personally (being in this middle man position between two self-employed entities) and how this relates to their workplace relationships within a franchising structure have not been explored.

- Look at relationship shifts between employees within the franchisor infrastructure resulting from the coaching intervention

1.7 DELIMITATIONS OF THE STUDY

The scope of the research is limited to coaching six FMs within one franchise organisation in Gauteng. Three of the companies researched fall under the stable of one franchise holding company. The FMs' perceptions of the coaching experience were explored as well as the perceptions of their direct line managers (Operations Managers) regarding the outcomes of the coaching. No one else in the franchise organisation formed part of the study and franchisees' perceptions were not sought at any stage.

1.8 DEFINITION OF TERMS

Franchise Manager: An FM is an employee of a franchisor who conducts field visits to franchise outlets and offers support to franchisees on a multi-functional level.

Franchising: "A franchise (or franchising) is a method of distributing products or services involving a franchisor, who establishes the brand's trademark or trade name and a business system, and a franchisee, who pays a royalty and often an initial fee for the right to do business under the franchisor's name and system. Technically, the contract binding the two parties is the "franchise" but the term more commonly refers to the actual business that the franchisee operates. The practice of creating and distributing the brand and franchise system is most often referred to as franchising" (What is Franchising. Retrieved from https://www.franchise.org/faqs/basics/what-is-a-franchise).

Franchising is a vertically integrated business relationship in which an upstream firm (the franchisor) has a contractual relationship with a downstream firm (the franchisee) which operates under the franchisor's trade name with the upstream firm's guidance, in return for a service fee (Blair, Sokol, & Oxford University Press., 2015; Nijmeijer et al., 2014).

Action coaching: "Action research develops reflection practices based on the interpretations made by participants. Knowledge is created through action and application" (Clark, Porath, Thiele, & Jobe, 2020, p. 9).

"Action research allows us to understand the dynamics of the common living-space in which we are all ineluctably included participants" (Lumley, 2008)p. 3).

FM Support: The role played by the FM is one of a Business Advisor including being: "Ambassador of the franchisor; Business consultant; Operations expert; Marketer; Coach; Trainer; Facilitator; Inspector" (Nathan, 2016, p. 21).

Transformational Coaching: this type of coaching focuses on the person and not the problem. "Hidden treasure" are uncovered as the client learns more about themselves which gives them the insight to resolve issues (Reynolds, 2020). Transformational coaching is more *process* than *content* driven and requires a skilful and supportive coach who adopts a 'compassionate coaching' (R. E. Boyatzis, Smith, Van Oosten, & Woolford, 2013) approach.

South African Franchise Company: A company in South Africa (the franchisor) that offers a licence to another party (the franchisee) to operate under the franchisor's trade name with contractual and operational obligations, with support services provided by the franchisor in lieu of a management service fee or royalty.

1.9 ASSUMPTIONS

The research assumed that: the FMs would apply themselves and be motivated to be part of the coaching intervention and be ready and responsive to the coaching. It was assumed that the coaches themselves would be ready and prepared for the coaching. In addition, it was assumed that interviewees were honest in their feedback and communication.

1.10 STRUCTURE OF THE REPORT

Chapter 2: This is the literature review in which key terms and concepts pertaining to the study are elaborated upon. The key terms for this study are transformational coaching,

franchisee relationships and close relationships at organisational level. At the end of the literature review, propositions are stated as possible answers to the research questions posed in Chapter 1.

Chapter 3: The method and approach used to address the propositions raised in the literature review are outlined in this chapter which includes the research design, data collection methods, population and sample, the research instrument, the procedure for collecting data, data analysis, transferability, dependability, credibility and ethical considerations.

Chapter 4: In this chapter, answers to the research questions are portrayed based on the results gleaned from the study. The results of each proposition are presented based on themes that emerged from the research.

Chapter 5: Here, the results of the findings are discussed and explained in the context of the literature review. The findings of the literature review are compared to the findings presented in Chapter 4. A consistency table comparing the literature review and the findings is also presented.

Chapter 6: Conclusions and recommendations are outlined in Chapter 6 as well as suggestions for future research.

CHAPTER 2. LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter, the literature is reviewed with respect to the propositions, based on the research main question and sub-questions. The review examines each research question according to the relevant literature. Definitions and origins of coaching are explored as well as the role of the coach and coaching outcomes. In terms of addressing the research questions, the review firstly examines FMs' perceptions of the personal effect of coaching. The coaching outcomes are presented in order to give context to the research findings in Chapter 5 and to create benchmarks against these findings. The theories are introduced in order to examine which theory I chose to most applicable and appropriate for this study. The first research question is reviewed based on some of the prominent psychology, adult learning and Change theory discourses that underpin coaching approaches and these are compared and critiqued in order to build a case for the use of the transformational coaching. It is illustrated that transformational coaching is ideal as it works with the whole person and is not performance or skilled based, which is one dimensional and not holistic.

Secondly, the means by which coaching can affect relationships between the FMs and the franchisees is examined. Here, I present the issues facing franchisors and franchisees in their relationship dynamic (the franchisor is represented by the FM and is therefore reviewed in the context of the franchisor and not the FM particular. This is due to the dearth of research on FMs). Relationship exchange theory is used as the framework for this discussion. It also highlights how transformational coaching, by its nature working with the whole person, can affect relationships with franchisees as a person shifts their mindset personally and then outwardly.

Thirdly, the literature on the holistic effect, or ripple effect, of coaching on close relationships in an organisational context is presented. The literature review focuses on how a coaching intervention may shape the experience of the coachee. Systems theory, particularly Complex Adaptive theory is argued to be the best theoretical framework for this research question where the relationship dynamic within the franchise organisation is presented and an argument made for the use of this theory. The ripple effect of coaching, as suggested by proposition 3, is proposed and theory around this is introduced.

Prior to reviewing the research question and sub-questions, the origins and definitions of coaching are elucidated. There are views that coaching can trace its roots back to Ancient Greek practice methods and the teaching of Socrates (Brock, 2012; De Haan, 2008; J. J. E. Hughes, 2003). Gray, Garvey, and Lane (2016) note that Socrates' aim was not to give over knowledge but rather allow for self-discovery. Gray et al. (2016) note the controversy around the Socrates approach, where many view it as reductionist and evoking competitiveness and what Cox (2013) claims is more about "telling" and leading rather than pure self-discovery. Brock (2012) observes that modern day coaching has its roots in multiple disciplines including, inter alia: sport, philosophy, anthropology, psychology, sociology, education etc.

Gray et al. (2016) highlight that there are views in the literature that attribute *skills-based* coaching to sports-based coaching as its source, where targets and goals are clearly set. However, Gallwey (1974) in a groundbreaking book in coaching "The Inner Game of Tennis", maintains that it is the *mental* state of a person, rather than the *skill set* of a person that allows for one's true potential to be unlocked, in other words where one is in a state of 'relaxed concentration' (Gray et al., 2016)p 15). This finding is significant in distinguishing between skills-focused coaching and transformational or person-centred coaching, which Kimsey-House, Kimsey-House, Sandahl, and Whitworth (2018) refer to as developing a new *mindset* as opposed to a new *skills* set. Brockbank (2008) defines skills/functional coaching as the most basic level of coaching where its more the needs of an organisation that are met, as opposed to looking at what the individual really needs. Jackson and Cox (2014) contend that skills-based coaching is useful for short-term, pre-identified skills acquisition such as training. R Boyatzis, Smith, and Van Oosten (2019) claim that coaching for compliance (e.g. emphasis on targets and company focused challenges that need to be overcome) can actually trigger stress responses that can thwart progress. In the light of this, it will be argued in this report that compliance based coaching is not an ideal from of coaching and that transformational coaching is a far better approach to achieve results.

Some definitions of coaching are outlined in Table 1.

Table 1: Definitions of coaching

Definitions of coaching	**Source**
"Coaching is the art of facilitating another person's learning, development, well-being and performance. Coaching raises self-awareness and identifies	Jenny Rogers (2016)p. 7)

Definitions of coaching	Source
choices. Through coaching, people are able to find their own solutions, develop their own skills and change their own attitudes and behaviours. The whole aim of coaching is to close the gap between people's potential and their current state".	
"the coaching process is a helping relationship that relies on a person's effective interactions to develop solutions for another's learning and change".	Lai (2015)p.14)
"Coaching could be seen as a human development process that involves structured, focused interaction and the use of appropriate strategies, tools and techniques to promote desirable and sustainable change for the benefit of the coachee and potentially other stakeholders"	Cox, Bachkirova, and Clutterbuck (2014)p.140)
Coaching is a Socratic based dialogue using mostly open ended questions to facilitate a client's self-awareness and taking ownership	(Passmore & Fillery-Travis, 2011)

2.1.1 The role of the coach

The role of the coach was explored in this study due to its significant effect on the transformational coaching approach and the bringing of one's own self into the coaching journey. The coaching approach includes: the coach's style, the importance of facilitating reflection and critical moments and/or transformational experiences.

D. A. Kolb and Yeganeh (2011) maintain that one should have a "conversational anchor" (p. 12) who provides emotional support and helps the coachee to focus on the right direction. D. A. Kolb and Yeganeh (2011) posit that practical steps in achieving ideal results in the learning process include: trusting the experience and the process; redefining one's relationship to failure; releasing negative emotions in order to learn from experiences of failure; reassessing and consciously reflecting on how you define yourself; being conscious of negative self-talk and balancing accounts of successes and failures. Kimsey-House et al. (2018) claim that the coach needs to be fully present, using intuitive listening and reading between the lines in the coaching conversation. Cox et al. (2014) also express the need for a coach to use tools and techniques in coaching in order for desirable and sustainable change to occur.

Hawkins and Smith (2013) recommend that a coach adopt the approach developed by Heron (2001) where there is: confrontation (consciousness is raised about self-limiting beliefs a

client may have), catharsis (the release of deep-seated emotions such as fear and anger) and catalysis (self-discovery, problem solving and proactive learning). The role of the coach is illustrated in Table 2, which has been juxtaposed to Mezirow (1978) transformational learning process. The reason the Mezirow (1978) model was used in this report, as opposed to the adult learning theories espoused by the likes of John Dirkx, Paulo Freire and Larry Daloz, is due to the clearly delineated steps outlined in the Mezirow transformative learning cycle which are outlined in Table 2. These steps correlate with the D A Kolb (1984) learning cycle which clearly highlights the change *process* which will be explored viz a viz the coaching case study. However, the works of Daloz (1999) and Dirkx (1997, 2012)are incorporated in the epistemology of the research in its approach to transitional learning and the ongoing journey that one undertakes in life, be it on an individual or collective level (Dirkx, 1998).

Table 2: The role of the coach

Transformational learning (Mezirow, 1978)	**Role of coach** **(Partly adapted from Moons (2016) and the researcher from various sources)**
Self-examination	Help think about dilemmas and the role the coachee is playing; offer emotional support (Cox, 2015) Take account of prior experiences; fostering dialogue (Taylor & Laros, 2014) Connecting past events to current ideas through reflection and finding meaning from experiences (A. Kolb & Kolb, 2018)
Critical assessment of assumptions	Encourage critical reflection; identify frames of reference (Cox, 2015) Coach supports awareness of hidden assumptions and validity of past assumptions by incisive, challenging questioning (Brockbank & McGill, 2006; Cox, 2013; Hawkins & Smith, 2013; Taylor, 2007; Taylor & Laros, 2014)
Recognising discontent and the shared process of transformation	Normalise behaviour; ask coachee to use metaphors, stories to highlight similar predicaments of others (Cox, 2015) Acknowledge role of social environment and pressures (Cox, 2013; Lyon, 2001; Nohl, 2009; Taylor & Laros, 2014) Formulate plans to actualise new relationships and roles (R Boyatzis et al., 2019; Cox, 2015) Coachee's presenting issue should be shifted to the bigger picture (R. E. Boyatzis et al., 2013) Coach needs to be emotionally in sync with coachee, committed to helping them (R. E. Boyatzis, 2019) Coach provides focused attention with 'fearless compassion' (Hawkins & Smith, 2013)
Exploring Options	Coach needs to assess coachee's commitment to goals and obstacles that may prevent a person achieving his/her ideal self (R. E. Boyatzis, 2019) Help analyse varying scenarios, roles and relationships for upcoming enactment (Brockbank & McGill, 2006; Cox, 2015; Taylor, 2007) Holistic approach: exploring other ways of knowing (Taylor & Laros, 2014) Guide coachee in developing a clear vision of future; reinforcing and celebrating small achievements (A M Grant, 2019) as found in Prochaska and Norcross (2013) Build a strong sense of motivation that would integrate people and jobs to be done (A. Kolb & Kolb, 2018)

Transformational learning (Mezirow, 1978)	**Role of coach** **(Partly adapted from Moons (2016) and the researcher from various sources)**
Planning course of action and experimentation	Build on past successes, promote self-directed change, more stretched goals (Prochaska & Norcross, 2013) Models and systems development by integration with reflection (A. Kolb & Kolb, 2018)
Reintegrating	Help with integrating new perspectives: use models or examples (Cox, 2015)

Source: Adapted from Moons, 2016.

2.1.2 The role of reflection and the process of transformation

According to Martin and Smith (2014), without reflection, it is impossible for people to develop themselves. Volz-Peacock, Carson, and Marquardt (2016) add that reflection allows one to re-examine and critique assumptions, beliefs and biases and opens one up to new learnings. The process of reflection is defined by Volz-Peacock et al. (2016) as 'quiet time' whereupon one reflects on an assumption or belief in order to make sense of it. Spence, Stout-Rostron, Van Reenen, and Glashoff (2019) agree that one of the greatest benefits of being coached is being given the opportunity to reflect both internally and externally. Marquardt (2011) proposes that "reflective inquiry challenges one's programmed knowledge" (p. 85). Schon (1983) expounds upon two processes in reflective learning: reflection *in* action (reflection during the event) and reflection *on* action (reflecting how one could do something differently the next time). Schon (1983) suggests that one should consciously reflect *during* a task, where one should develop an automatic reflection on a conscious basis to look at the situation from all angles *in* the moment (Helyer, 2015). Cox (2013) proposes three types of reflection, namely a *pre-reflective* experience (what the client reflects on in the coaching); *reflection on experience* (detailed accounts of their experiences and associated perceptions) and *post-reflection* thinking (cognitive processing).

de Haan, Bertie, Day, and Sills (2010) describe 'critical moments' in the coaching process where a shift, realisation or a revelation in the coaching journey occurs and, through this, a client begins to understand how coaching leads to learning. The critical moments that clients experience are mostly in the realm of gaining new perspectives and understanding of self and others which leads to both incremental and transformative change (de Haan, Duckworth, Birch, & Jones, 2013). In addition, insight-based learning (encompassing new concepts of others and self) allows clients to view issues differently, discover new insights or make

"unanticipated" decisions (de Haan et al., 2013, p. 13). Longhurst (2010) also states that "aha" moments are experienced cognitively, somatically and emotionally which reaches from consciousness to mind to soul. The deeper the 'aha; moment, the greater the potential for sustainable cognitive and behavioural change, which is most likely achieved through truly holistic coaching (Longhurst, 2010). Longhurst (2010) defines the 'aha' moment as an insight wherein the client sees things from a different perspective in the moment followed by behavioural change linked to this. Aldous (2007) describes these breakthrough moments as "the moment the unconscious drops the solution in the conscious mind, the moment in which clients become aware of their insight, they experience a somatic arousal" (Aldous, 2007); Taylor and Laros (2014) add that 'aha' moments may sometimes only happen subconsciously or unconsciously and hence, asking coachees if they experienced any 'aha' moments may be futile as it may not be in their conscious awareness. In addition, Cox (2013) suggests that both verbal and non-verbal expressions are a form of communication.

Hawkins and Smith (2011, p. 234) maintain that change needs to happen in the coaching session itself for the change to be transitioned into the work environment. Hawkins and Smith (2011) use the vernacular 'shifts in the room' to describe the transition where one moves beyond awareness and insight into established change (changes in body language, gestures, eye contact, voice are often identified). The shifts noted in body language in the coaching sessions are also consistent with what Cox (2013) maintains is a form of non-verbal communication. Moons (2016); Spence et al. (2019) however argue that smaller or *gradual changes* can also lead to transformation, where small insights in a session/sessions may evolve during and between coaching sessions, and that while insights may happen 'live in a session' (p. 55), in most cases there is an 'Evolving Transformational Shift' (p. 45) where the actual transformation takes place over a period of time. Moons (2016); Spence et al. (2019) p. 15) contest that one should be more interested in "shifts *outside* the room" which may take place over a period of time where development may not happen in a linear fashion but ebbs and flows as a person 'psychologically wrestles' with change (Spence et al., 2019, p. 15). Spence et al. (2019) professes that most coaching literature outcomes share data that is collected pre- and post-intervention without giving regard to a latency period. In addition, Richard Boyatzis and Boyatzis (2006) claim that change may be dormant for a while before it manifests, referring to a "sleeper" effect (p. 611).

Moons (2016) succinctly captures the process of evolving transformation over a period of time and the coach's role in this process, as illustrated in Figure 2.

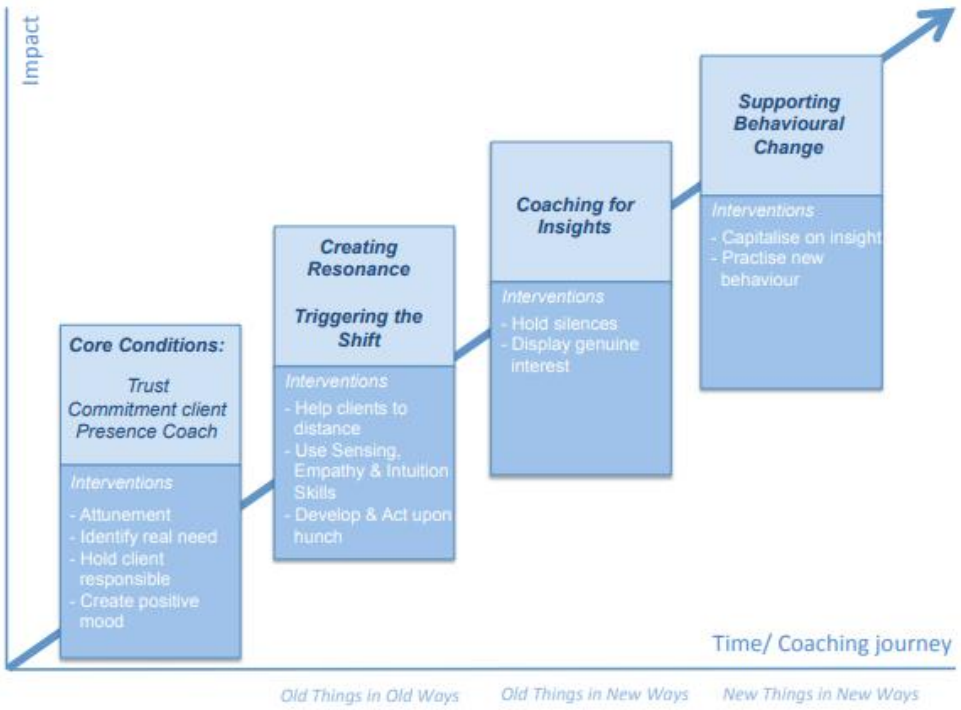

Figure 2: Evolving transformational shift model
Source: (Moons, 2016)

2.1.3 Coaching outcomes

Having reviewed the role of the coach and the process of transformation, the outcomes expected from a coaching intervention are now elucidated. Many organisations realise that interacting with employees using a 'coaching approach' is a core competency and that effective performance is ultimately dependent on effective relationships (Kimsey-House et al., 2018). The effectiveness of coaching is debated extensively in the literature (Brockbank, 2008; Cantore & Passmore, 2012; De Meuse et al., 2009; Passmore & Lai, 2019). According to Theeboom et al. (2014), coaching research has now evolved into its 'teenage years' and there needs to be more rigorous research to move it to the next level, notably examining the active ingredients of coaching and how to measure these. It has been concluded, however, that coaching does work and shows moderate effect sizes (Theeboom et al., 2014). de Haan et al. (2013); Sonesh et al. (2015); Theeboom et al. (2014) and Sonesh et al. (2015) concur that

even though the field of coaching may still be lacking in empirical research, coaching is still seen as effective as an intervention.

Table 3 highlights some selected research findings on the effect of coaching.

Table 3: Coaching outcomes research

Source	Coaching outcome
(Bond & Seneque, 2013)	"Coaching offers a sustainable approach to building leadership in complex organizational contexts if it forms part of a strategic, system-wide intervention" p. 69
(Anthony M Grant, Curtayne, & Burton, 2009)	Coaching allows for goal attainment, cognitive shifts, self-awareness and the release of tension and anxiety
(Sonesh et al., 2015)	Coaching improves behavioural approaches of coachees, including performance, leadership abilities and skills development. It also enhances personal and work-related attitudes which include self-efficacy, transferring coaching skills, reducing stress and increases organisational commitment (behavioural change being more observable than attitude change) Certain cognitive outcomes such as strategic thinking and relationships with others in the work environments may not be significantly improved (this was only tested on a small sample however)
(Bozer & Sarros, 2012)	Coaching improves career satisfaction; job commitment; job performance; job satisfaction
(Theeboom et al., 2014)	Coaching improves performance, self-regulation, the ability to cope; self-fulfilment which contributes towards work performance and improves one's attitudes towards work; goal orientated self-actualisation
(Van Oosten, 2013)	Coaching improves work engagement, career satisfaction which is determined by the shared vision and compassion of coach
(O'Connor & Cavanagh, 2013)	Coaching results in a significant increase in a coachee's transformational leadership abilities as well as their psychological wellbeing
((ICF), 2021) https://coachingfederation.org/about	Coaching allows for "partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential"

2.2 MAIN RESEARCH QUESTION: FRANCHISE MANAGERS' (FMS') PERCEPTIONS OF BEING THE RECIPIENTS OF TRANSFORMATIONAL COACHING?

In this literature review, a case is made for using Change models, including Adult learning theories, as the theoretical underpinning to the transformational coaching approach, namely the Intentional Change Model (R. E. Boyatzis, 2019), the Experiential Learning Cycle (D A Kolb, 1984) and the Integrated Learning Model (Cilliers & Chapman, 2008; Wilber, 1995). In order to arrive at this, the review firstly examines the various psychological theoretical approaches to coaching, whereafter they are critiqued. Secondly, the review examines the relevance of Change theories as a useful approach in informing the transformational coaching and reasons are provided for this choice of model. The psychological models that are evaluated in this review, include: behaviourism, cognitive/cognitive behavioural theory; humanism and positive psychology.

2.2.1 Psychology models and change models underpinning coaching practices

As coaching uses a wide range of theoretical perspectives rooted in psychology, the most relevant theories, that have potential to be adopted in this case study, were reviewed. According to S Palmer and Whybrow (2017), there are over 32 psychology-based core underpinnings of coaching approaches used by coaches, the most commonly used approaches being consecutively: cognitive behavioural coaching; solution-focused and goal-focused underpinnings. Gray et al. (2016) maintain that while most practitioners adopt a particular theory-lead approach, this may not take into account the differing needs and positions of the coachee. Gray et al. (2016) contend that whilst one theoretical model may have the benefit of depth, the breadth to adapt to diverse contexts may be limited. Cooper and Mcleod (2015); Gray et al. (2016) propose that even those coaches who have preference for a particular model, can still use other models in adapting to the needs of their clients as long as they are aware of possible limitations in their knowledge and consider referrals, if need be. Pendle (2015) agrees that a pluralistic approach may be relevant if is centred on the coachee and where coaching language and context are taken into consideration. Whybrow and Palmer (2019) concur that while one can be a proponent of a particular method, most coaches use a pluralist approach, using a range of models which are appropriate to a particular coachee. Kauffman and Hodgetts (2016) note the current relevance of model agility and argue that coaches should be sufficiently trained in all psychological models and can thus apply them where indicted. In like fashion, Utry, Palmer, Mcleod, and Cooper (2019) support the

pluralistic approach by arguing that in this world of complexity and uncertainty, a coach should be as adaptable as possible. Gray et al. (2016) however caution against adopting models without taking into account the detailed frameworks that underpin these models. As will be illustrated, the transformational coaching approach draws from several psychological models, integrated with Change theories, which ultimately takes a coachee through a process of experience, reflection, experimentation, action and recursively back to an experience.

2.2.2 Behavioural coaching

Behavioural coaching has its roots in the works of Pavlov, Skinner and Bandura with the concept of operant and respondent behaviour, where it is believed that particular arrangements of stimuli may induce changes in human behavioural patterns (Merriam & Bierema, 2013). The coaching application lies in the idea that coachees need to create their own self-rewarding performance objectives which augers well with individual and organisational targets of planning, achieving and improving (Passmore, 2008).

Behaviourists focus on *action* and not *reflection*, believing that one can get stuck in the process of reflection (Prochaska & Norcross, 2013). Cantore and Passmore (2012) claim that behavioural-based approaches to coaching, most notably the GROW model (a mnemic for Goal, Current Reality, Options and Way forward), is most suited for working on *goal-directed behaviours* where underlying or root causes of issues need not be addressed. J. Whitmore, Kauffman, and David (2013), founders of the GROW model, respond to critiques of the model, outlined in Table 4, asserting that the model should not be used too rigidly and that a coach needs to understand the *person* behind the goals ('Bigger-Than-Self' goals). Similarly, A M Grant (2019) defends goal-orientated approaches by arguing that it is not a linear process, but rather an iterative process where higher and lower order goals need to be aligned. A M Grant (2019) goes on to distinguish between higher order and lower order goals in a goal hierarchy, where high order goals supersede lower order goals, and equate to one's innermost values. A M Grant (2019) introduces the Integrative Goal-focused coaching model, which demonstrates that higher and lower order goals need to be congruent as higher order goals give value to lower order goals and that neglecting higher order goals can result in the regression of all goals. A M Grant (2019) posits that this model has a multifaceted evidence-based methodology which is more holistic than the original GROW model as it takes into account all factors that may influence goal setting and achievement. However, Drake (2010); (Stelter, 2014) argue that coaching that is goal-based is linear, one

dimensional, coach-centric rather than coachee-centric. On the other hand, Cantore and Passmore (2012); S Palmer and Whybrow (2018) contend that goal-focused models, particularly solution-focused coaching, is the most future-focused coaching model. Coaching based on a solution-focused model takes the stance that the past cannot fix the present and a desired future state can be realised by plotting a course of action, which is largely facilitated by the questioning of the coach (Cavanagh & Grant). However, Merriam and Bierema (2013) argue that by neglecting internal processing one just deals with the superficialities of growth which is mechanistic and only focuses on observable behaviour (the complexity of learning is not given due consideration). Prochaska and Norcross (2013) agree that action without insight is unsustainable.

2.2.3 Psychoanalysis

According to Kauffman and Hodgetts (2016); Lee (2010), the underlying principles of psychodynamic theory can be applied to many coaching practices in some form or another in its tenets of: raising unconscious awareness, creating a safe space, working with defence mechanisms and making connections between past and present. In addition, the principle of a therapeutic alliance is a well-accepted concept across all psychology disciplines (Prochaska & Norcross, 2013). Bordonaba-Juste and Polo-Redondo (2008); Prochaska and Norcross (2013) agree that these prominent features of psychotherapy have attained clinical consensus and research support over the years. Gray et al. (2016) summarise the psychodynamic approach as exploring the agendas which lie below the surface of an individual's conscious awareness. Lee (2010) does caution that this approach in coaching contexts is most useful when a coachee is feeling stuck. Lee (2010) proposes that the most suitable application for coaching using psychoanalysis would be Leadership coaching, Developmental coaching as well as Team coaching, where coaching supervision is present. Krebs, Norcross, Nicholson, and Prochaska (2018) argue that insight on its own may not ultimately result in action and Prochaska and Norcross (2013) maintain than psychoanalysis it too deterministic and reductionist. Lerner (1988) agrees that psychotherapy is euro-centric and patriarchal, neglecting culture and family differences while Seeman (1989) contends that it is only helpful in assessing psychological impairment and where normal functioning is affected. Whybrow and Palmer (2019) add that focusing on past events may lead to a blaming mindset.

2.2.4 Cognitive theory

Cognitive theory focuses on change that takes place through a process of reframing and its departure from the behaviourist approach is in its focus on a learner's mental *processing*. In addition, it is believed that cognitive development (the use of memory and instructional design theory) can facilitate learning with adults, and hence is applicable to coaching – using insight, problem-solving skills and information processing (Merriam & Bierema, 2013). Prochaska and Norcross (2013) argue against cognitive therapy as being too rational an approach that it proposes that one can fix feelings by altering beliefs systems and that this type of therapy ignores cultural differences and negates societal roles in shaping a person by claiming that anxiety is self-induced.

2.2.5 Cognitive behavioural approach

In the 1950s, there was a shift in thinking in psychology circles, where a person is viewed as whole and resourceful as opposed to dysfunctional and requiring rescuing (Wilson, 2011). The cognitive behavioural approach is a personal process where existing ways of thinking are challenged and different forms of thought processing are encouraged, requiring the skilful intervention of the coach in working collaboratively with the coachee (Gray et al., 2016; S Palmer & Whybrow, 2008; Williams, Edgerton, & Palmer, 2010). Internal and interpersonal interactions are examined by deconstructing and restructuring self-limited beliefs e.g. catastrophising, selective abstraction and all-or-nothing thinking (Beck, Rush, Shaw, & Emory, 1979; Albert Ellis, 1973). Action and experimentation are designed to test false beliefs and examine the cause-and-effect of situations (Seligman & Csikszentmihalyi, 2014). Williams et al. (2010) note that some of the relevant coaching models, using the cognitive behavioural approach include: the PRACTICE model (Stephen Palmer, 2008) (a mnemonic for Problem Identification; setting Realistic goals; looking or Alternative solutions; Considering Consequences; Targeting ideal solutions; Implementing ideal solution and Evaluating the outcomes).; the ABCDE model (A Ellis, Gordon, Neenan, & Palmer, 1997) which moves a person through anxious, catastrophic thinking to more constructive thinking and the SPACE model (Edgerton & Palmer, 2005) where the coach encourages a coachee to: review a Situation; check for Physiological reactions; decide on Actions or reasons for not acting; examine Cognitions or false beliefs/assumptions and finally examine the Emotions around underlying feelings. Williams et al. (2010) maintain that the cognitive behavioural

approach is suitable for all types of coaching ranging from health coaching, skills-based coaching, developmental coaching and team coaching. Critics argue, however, that it is unsuitable for clients looking for more existential type approaches or wanting a more positivist stance (Prochaska & Norcross, 2013)

The humanist approach draws on psychotherapy in its emphasis on the working alliance in the client/therapist relationship (Ives, 2008). It departs from psychotherapy in its premise of self-actualisation (Maslow, 1970) and maximising potential (C. R. Rogers, 1959) with the idea that small changes evoke bigger changes. This approach is geared at functional individuals who are wanting a fuller life (Stober & Grant, 2006). Prochaska and Norcross (2013) posit that client-centred therapy is a combination of raising consciousness in a client and reflecting or mirroring the client's thought processes by creating an authentic, affirming and empathetic relationship, however argue that therapists may accept clients unconditionally which may not be the case in real life situations (Prochaska & Norcross, 2013). Truax (1966) contends that the Humanist approach is overly focused on individualism which is Western-centric and patriarchal.

An offshoot of the humanist approach is 'motivational interviewing' (MI) which was founded by Miller and Rollnick (2012) who position MI as "Carl Rogers in new clothes" (Prochaska & Norcross, 2013)p 128). Passmore and Whybrow (2019) maintain that this approach is most suitable for coachees that need motivating to be coached, often when selected by a company involuntarily for coaching. Krebs et al. (2018); Passmore and Whybrow (2019) report that MI coaching relies on client readiness, as it is suggested that modifying behaviour, without first creating awareness, may be ineffective. It is hence designed to work on 'motivational discrepancy' (Miller & Rollnick, 2012) where gaps are explored between one's current way of living to a desired way of living with the intention of ultimately living in congruence with one's values (Hargie & Dickson, 2004).

2.2.6 Positive psychology

Positive psychology shares common ground with the humanist approach including: incorporating self-efficacy and self-actualisation and problems are not viewed as pathological (Kauffman, Boniwell, & Silberman, 2010). Positive psychology includes the process of Appreciate Inquiry, where a client examines situations or previous successes and draws out strengths from there (whilst acknowledging challenges) thereby creating a "positive upward spiral" (Kauffman & Hodgetts, 2016)p. 161). Kauffman et al. (2010) maintain that this

approach is fundamental in developing a coach/coachee egalitarian relationship, such as that espoused by Kimsey-House et al. (2018) in a co-active relationship, where there is powerful questioning, active listening, goal setting and accountability. Kauffman et al. (2010) propose that positive psychology can apply to several coaching applications including skills-based coaching; executive coaching; life coaching and teams coaching.

(Richard Boyatzis & Boyatzis, 2006) argue that this type of therapy fails to capture a person's dreams and vision for future possibilities and claim that "the value on separateness and autonomy over interdependence and connectedness reflects a Western (and masculine) perspective" (Prochaska & Norcross, 2013)p. 317). Truax (1966) maintains that unbalanced recognition may be given by a therapist when a client's emotions are openly expressed.

2.3 CHANGE THEORIES

The literature review now explores how change theories can be applied to transformational coaching and that there are elements of the psychological theoretical approaches that are possibly relevant to different stages in the change process. An argument is made that the theoretical traditions are not mutually exclusive. The origins and applicability of adult learning theory as well as other change models are explored.

2.3.1 Adult learning theory

According to Lane, Kahn, and Chapman (2019), adult learning theory contributes to coaching in understanding *how* people learn, being based on the process of learning from experiences, rather than being grounded in a therapeutic context. Bachkirova, Clutterbuck, and Cox (2011) claim that adult learning theory is central to the spirit of coaching and is a grounding model for coaching.

David A Kolb (1984); Merriam and Bierema (2013) list three major adult learning theories: andragogy, self-directed learning and transformative learning, which are argued to have their origins in humanist principles. In seminal work, Knowles (1978) claims that the school of andragogy is rooted in a philosophical pragmatic approach and is centred around self-directed learning, by means of external facilitation. Transformative learning, introduced by Mezirow (1978), is understood "as the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one's experience in order to guide future action" (Mezirow 1991, p. 162). Cox (2013)p. 266) refers to the need to "free clients from relatively 'frozen' narratives to enable them to construct new personal stories". A person needs to be

able to assimilate new information in order for it to be transformational where critical reflection is a key part of the process (Anand, Anand, Welch, Marsick, & Langer, 2020). The approach of Freire (1996) of consciousness-raising is built around inclusiveness and transformation from a sociological and systemic perspective (Dirkx, 1997). Mezirow (1991, 2000, 2008) and Freire (1996)both regard the process of reflection and dialogue as central to learning, however Mezirow articulates the actual phases of the learning process with both psychological and cognitive inclusion (Dirkx, 1997). Whist Boyd (1989); Boyd and Myers (1988) look at the "expressive or emotional-spiritual dimensions of learning" (Dirkx (1998, p. 9), Daloz (1999) has interest in transforming one from a simplistic way of thinking to a more "complex relativist reasoning" Lane et al. (2019) as one transverses the journey through life.

Gray et al. (2016) draw from Daloz (1999) who highlights three prominent theories that coaching approaches are based in terms of adult development theory, namely: Phase Theory (based on Jung, Levinson, Buhler and Neugarten); Stage Theory (based on the works of Kegan, Piaget, Gilligan and Kohlberg) and Journey Theory (based on the works of Perry and Daloz). *Stage theory* outlines the stages of development of mental and emotional maturity where people progress to the ultimate level of self-authoring, moving from a *preconventional* stage (own survival) to a *conventional* stage (desire to belong) to a *postconventional* stage (thinking beyond one's own survival and fitting in). *Phase theory* is based on how we progress through age-related transitions while *Journey theory* is centred around how one moves from simplistic thinking to a more relativistic type of thinking where one makes choices on their 'journey' and are shaped by life experiences (Gray et al., 2016). David A Kolb (1984) proposes that learning happens in three developmental phases: *Acquisition* (childhood phase where cognitive growth occurs); *Specialisatio*n (formal learning into adulthood) and finally *Integration* (existential challenge in interrogating the socialised self). Kauffman and Hodgetts (2016) maintain that it is the job of the coach to be the catalyst in creating shifts through all these developmental stages. Some of the criticisms that are levelled against these theories is that the stages are too fixed in their chronological order however A. Kolb and Kolb (2018) defend the developmental phases, by stating that development should be seen as a *state* rather than a *stage* (Gray et al., 2016). Alexander and Langer (1990) also claim that development is not a time dependent continuity and is not as predictable as the theorists state. Cox (2013) expands on the role of the coach, criticising David A Kolb (1984) for not taking into account how people experience transitions *between* stages, suggesting that the coach should facilitate the coachee in: recalling an experience or life event (touching

experience – articulating feelings that are unspoken); articulating the experience as well as working on restrictive narratives; authentic listening; gaining clarification through paraphrasing; allowing critical reflection; questioning; being fully present; ensuring readiness for reflection and integrating the experience.

The Experiential Learning Model draws on the works of Dewey (1938), social psychology (Lewin, 1948), cognitive-developmental epistemology (Piaget & Cook, 1952) and Phase Theory (Lane et al., 2019). Lane et al. (2019) propose that David A Kolb (1984) Experiential Learning Model is probably the most influential model in adult learning theory. It is contended that the D A Kolb (1984) model is not a theory per se but rather an ideology of experiential learning (Seaman, 2008). Figure 3 represents David A Kolb (1984) experiential learning cycle which is recursive and cyclical and it departs from the linear, traditional transmission models of learning (Van Oosten, 2013). The model encapsulates how an experience is transformed into learning through the process of reflection and conceptualisation followed by experimentation – where new approaches and a different mindset are evoked (Lane et al., 2019). David A Kolb (1984); (D. A. Kolb, 2014) maintain that it is through cognition, perception, experience and behaviour that a holistic and integrative learning experience can happen. The Experiential Learning Model is premised on the notion that ideas are not fixed but rather conceptualised and confirmed through experience (D A Kolb, 1984). Cox (2013) criticises the model in claiming that the states between the stages are transitory states that may evoke uncertainty in the coachee, hence requiring the coach to be supportive and encouraging dialogue. Lane et al. (2019) agrees that the dialectically opposed states (Reflective Observation versus Active Experimentation and the Concrete experience versus Abstract Conceptualisation) can often be experienced as a struggle and not a seamless transition as suggested in the David A Kolb (1984) experiential learning cycle. In addition, Seaman (2008) notes those critics that argue that learning from experience or after experience does not have to happen from hindsight but can happen in the moment. This is consistent with what is mentioned by Hawkins and Smith (2011) that shifts can happen in the room.

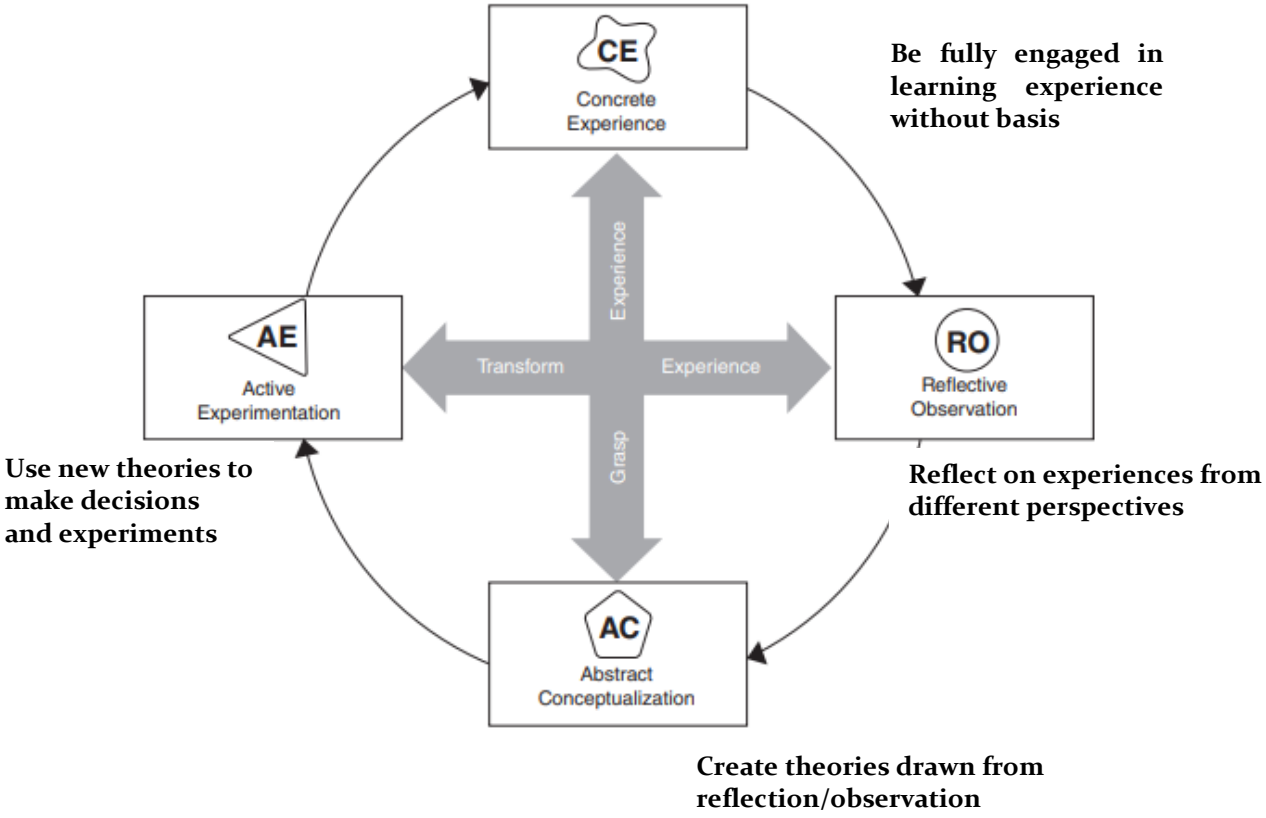

Figure 3: D. A. Kolb (2014) experiential learning cycle

Source: Inserts by (Lane et al., 2019)

A. Kolb and Kolb (2018) note that the following conditions need to be present in order for learning to occur: a person is willing to learn and engaged in the learning process; there are opportunities provided for reflection; analytical skills are utilised to induce abstract conceptualisation and that one is able, and in a position, to make decisions and problem-solve to implement new ideas gleaned from experiences (Gray et al., 2016). In addition, D. A. Kolb and Yeganeh (2011) note that one needs to be mindful and present in concrete experiences. Furthermore, Taylor and Laros (2014) point out that one cannot take the process of effective reflection as a given, as the process requires a person to be able to articulate critical reflections as well as recall a critical incident. From a coaching perspective, Volz-Peacock et al. (2016) suggest that it is important for active experimentation to take place in between coaching sessions for significant learning to occur, to integrate reflection with action and also adds that reflection and action may occur iteratively. Moons (2016) agrees that in order for insights to convert to behavioural changes and become automatic, it is necessary for actual practise and experimentation to take place, normally in between coaching sessions.

Merriam and Bierema (2013) claim that adult learning needs to incorporate context and highlight some criticisms of the David A Kolb (1984) model where it is argued that it is too individualistic without taking regard of social context (D. A. Kolb, 2014) . D. A. Kolb (2014) and A. Y. Kolb and Kolb (2017) respond by contending that that the Experiential Learning Model is *process* rather than *content* driven and is holistic in all aspects on a micro, meso and macro level, functioning on all levels of society, and is not based purely on cognitive-developmental epistemology. Lane et al. (2019) defend D A Kolb (1984) against critics who argue that it is culturally narrow, by stating that the process of abstract conceptualisation does involve the transaction between the coachee and the culture or system they are part of. This is the stage when the individual will start engaging in active experimentation in their collective environment.

D. A. Kolb (2014) responds to criticisms, such as that presented by Seaman (2008) that the model is constructivist in terms of its "black box phenomena" (Seaman, 2008)p. 8), and not being holistic but rather individualistic, by stating that while *conventional* constructivist adult learning developmental models, such as that of Piaget and Cook (1952), are based on the assumption that people develop at concrete and formal levels of operation, the Experiential Learning Model is based on *post-conventional* presuppositions that people make their own choices with respect to choosing social conformity and they may question beliefs and assumptions that they acquired in the socialisation process. Hence, D. A. Kolb (2014) refers to the Experiential Learning Model as being both 'dialectic and holistic' (D. A. Kolb, 2014)p. 229) where development is viewed in a more multi-dimensional way than the Piagetian focus on cognitive development.

2.3.2 The integrated learning model

Diverse worldviews and non-western-centric ideas have influenced adult learning theory, with body/mind, community-based, holistic and spiritual significance (Merriam, 2008). Taylor and Laros (2014) note that the original transformative learning approach of Mezirow (1978) does not place enough emphasis on how learning is dependent upon the relationships one has and hence is not an autonomous process. From a coaching perspective, Chapman (2010) presents the Integrated Learning cycle, using the D A Kolb (1984) model as a base, with the cycle beginning with: the coach facilitating reflection, listening, holding clients accountable; the client taking action; the client taking on responsibility; the client being able

to self-coach; the client relating to others; the client questioning and then cycling back to the process of reflection.

Chapman (2010) Integrated Experiential Coaching Model is an adaptation of the David A Kolb (1984) model (due to its practical and experiential methodology) as well as the Wilber (1995) model (for its holistic and integrated growth theory) (Lane et al., 2019). Cilliers and Chapman (2008) point out, however, that the Wilber (1995) model lacks an integrated developmental methodology to outline the process of growth facilitation. Hence, Chapman (2010) proposes an Integrated Learning Model which shows varying levels of consciousness as one moves through the learning cycle (Lane, Kahn, & Chapman, 2016). The model is based on the work of Wilber (1995) which provides for growth through consciousness, and is also informed by Schumacher (1995) four fields of knowledge (Lane et al., 2016). Schumacher (1995) four quadrant model, as illustrated in Figure 4, introduces greater context to the Experiential Learning Model (albeit in a different sequence marked in red) by augmenting it with a more explicit *external* domain. As indicated in Figure 4, these quadrants represent: the individual's *exterior* domain; an individual's *interior* domain; the *exterior* domain of the collective, and the *interior collective* domain (Cilliers & Chapman, 2008). Chapman (2010) posits that by moving through the four quadrants, paralleled to the David A Kolb (1984) Experiential Learning Model, as illustrated in Figure 4, one's learning becomes more integrated and advanced, thereby facilitating a shift in consciousness, personal growth and development. Hence, this model also incorporates body, mind, soul and spirit bringing a holistic dimension to human potential (Lane et al., 2019).

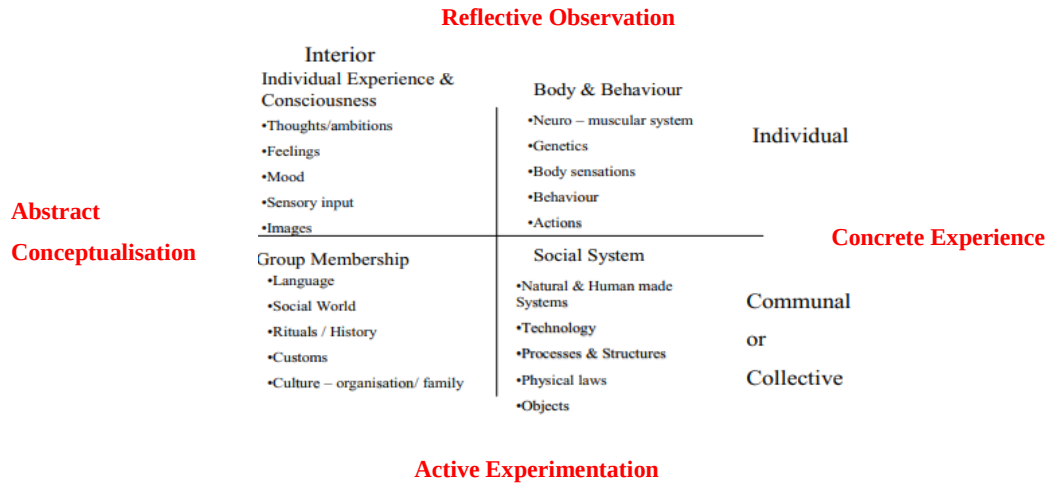

Figure 4: Wilber's integrative model

Source: Chapman (2010)

Furthermore, Merriam and Bierema (2013) add certain traditional psychological theories to the quadrants: behaviourism in the *upper right* quadrant (where learning is determined by observable behaviour); the *upper left* quadrant would be the domain of cognitivism which where the importance of mental processing as a way of processing information is prevalent; social cognitivism would be relevant to the *lower* quadrants, where learning happens in a social context. Merriam and Bierema (2013) believe that this model allows for continuous growth on a personal and interpersonal level.

An example of the practical application of the Integrated Learning Model is illustrated in a case study, conducted personally by Cilliers and Chapman (2008) in South Africa, which describes new behaviours adopted by a group of coachees as they progressed through the cycle of the Integrated Coaching Model. As the coachees proceeded through these stages (the starting point being the upper left quadrant and moving clockwise), the following changes, inter alia, were consecutively observed: empowerment in creating a new 'story' of themselves; awareness of the effect they had on others; dated self-beliefs being reconstructed and new behaviours experimented with; more proactive communication with management was initiated; empowering their own teams by giving them responsibility and accountability; adopting a more coach-like approach in their own behaviour; appreciating differences in people; becoming more available to others and open to receiving feedback and finding meaning through insights and gaining emotional depth. Cilliers and Chapman (2008) propose that the 'object' of their awareness was reflecting on: their own internal dynamic; the dynamics between themselves and their colleagues; the effect they have on organisational dynamics and how a system can effect them both personally and in their role in the organisation (Cilliers & Chapman, 2008). Cilliers and Chapman (2008) suggest that this case study offers insight into how a coaching intervention can benefit staff development and allow for self-authoring by working through unconscious beliefs and behavioural interactions.

2.3.3 Intentional change theory

Adult learning theory suggests that deep learning can only be realised when there is critical reflection and active experimentation where belief systems and frames of reference are challenged (Mezirow, 1991). This is inherent in transformational coaching which is partly based on Mezirow (1991) insights in transformative learning, where perspective transformation is explored. Mezirow (1978) maintains that perspective transformation

follows the process of: a disorientating dilemma; self-examination; a critical assessment of assumptions; recognition that one's discontent is a shared discontent; exploration of options for new roles; planning a course of action; acquiring new knowledge; building new competencies and the reintegration of transformations into one's life (Kitchenham, 2008). This can happen incrementally or immediately upon realising that our pre-existing meaning structures are not coherent with our present meaning structures (Kitchenham, 2008). When this happens, a disorientating dilemma will occur where either accommodation or assimilation may occur (Piaget & Cook, 1952). This is consistent with the view of Richard Boyatzis and Boyatzis (2006); R. E. Boyatzis (2019); R. E. Boyatzis et al. (2013); D. A. Kolb and Yeganeh (2011) that change is triggered by some type of dissonance.

R. E. Boyatzis (2008), the founder of Intentional Change Theory (ICT), maintains that the ICT model is one of the few evidence-based coaching models that produces sustainable and intentional change. This process of change can be facilitated by a coach, where trusting relationships are established and a person is guided through the process of discovery (R. E. Boyatzis, 2019). R Boyatzis et al. (2019) suggest that the change process comprises a series of discontinuities called 'discoveries' which occur in an iterative cycle, where epiphanies are experienced at each phase of discovery. R. E. Boyatzis (2019) contends that change may be catalysed by a tipping point, where small, often unsettling, incremental events peak to a point where there is a dramatic 'wake up' (R. E. Boyatzis (2019). A. Kolb and Kolb (2018) argue that while some learning may occur from ordinary and everyday experiences, it is probably the kind that just reinforces previous conclusions or refines thought or behaviour in small ways. According to R Boyatzis et al. (2019), individual change includes inner beliefs, feelings, thoughts, habits, competencies or aspirations or the way one behaves around others. An essential component of the model is a person's willingness to change and to make an intentional effort to change. J Rogers (2012) also highlights that when people seek coaching, they are seeking change and the desire to be coached is always a precursor for that.

R. E. Boyatzis (2019) refers to five discoveries a person undergoes through the coaching process which occurs iteratively and cyclically, where through each discovery a conscious epiphany occurs. Desired change is most likely to happen once the five stages are traversed. R. E. Boyatzis et al. (2013) describe the role of the coach through these five discoveries of self-directed learning as follows:

1. Activate a person's *Ideal Self*. This is the Ideal Self (one's passion, values and purpose) as well as one's vision (image of desired future, hope to reach it, core identity including capitalising on one's strengths – both past and present – to build this dream). This is contrasted to the *Real Self* where a person perceives how they are viewed by others. Others may see an individual in a certain way and the person may feel the need to uphold that image – often an image that others feel safe with. The areas where there is commonality between the Ideal and Real self are considered strengths (R. E. Boyatzis et al., 2013).

2. Recognise strengths and weaknesses by devising a Personal Balance Sheet where gaps in the Real and Ideal self are discovered (distinguished from a Performance Development Plan which may be company driven which is often a list of "should do's" of an obligatory nature) (R. E. Boyatzis et al., 2013). R. E. Boyatzis et al. (2013) claim that positive thoughts and experiences and believing in one's capabilities arouse the parasympathetic nervous system which allows a person to be more open to new ideas and attract people into their lives. When a coach promotes thinking around one's strengths, the positive emotional attractor (PEA) is activated. Conversely, when one feels stressed or threatened, the negative emotional attractor (NEA) activates the sympathetic nervous system which has the opposite effect, where cortisol and stress hormones are released (R. E. Boyatzis, 2019). The NEA is often set in motion when one feels the pressure of external demands (such as in performance appraisals) (R. E. Boyatzis et al., 2013). As A. Y. Kolb and Kolb (2005, p. 208) state, "negative emotions such as fear and anxiety can block learning, while positive feelings of attraction and interest promote learning". A coach facilitates a person from being in a state of NEA arousal to activating the PEA. The coach should thus guide the coachee in stimulating the PEA whereby the coachee feels motivated to experiment with new behaviour (R. E. Boyatzis, 2019).

3. Develop a Learning Agenda and Plan. According to R. E. Boyatzis (2019), a person forms a learning agenda which is a result of integrating strengths and weaknesses in the Personal Balance Sheet. A person capitalises on their strengths to come closer to their vision while still working on improving certain weaknesses. Goals and actions are put in place and it is incumbent upon the coach to ensure the coachee is committed and able to achieve these goals and identify any obstacles that may prevent activation. The coach

needs to be emotionally in sync with and committed to supporting the coachee (R. E. Boyatzis, 2019).

4. Actual experimentation and practise with new behaviours, thoughts and feelings take place where a person moves closer to their vision by leveraging on their strengths (R. E. Boyatzis et al., 2013). R. E. Boyatzis (2019) suggests that new behaviours should be practised in real settings, e.g. work or home where a person feels safe and there is less risk of shame, embarrassment or feeling consequences of failure.

5. Create trusting bonds and supportive relationships. People often feel they need 'permission' from others for behavioural freedom as they label themselves within a social context. Frequently, existing reference groups may be averse to change in others they are close to, as they may feel threatened or disempowered in some way and hence new reference groups may need to be sought, who are aligned to a person's new vision (R. E. Boyatzis, 2019).

The process of intentional change with respect to the five discoveries is summarised in Figure 5. This model also draws from the original work of David A Kolb (1984).

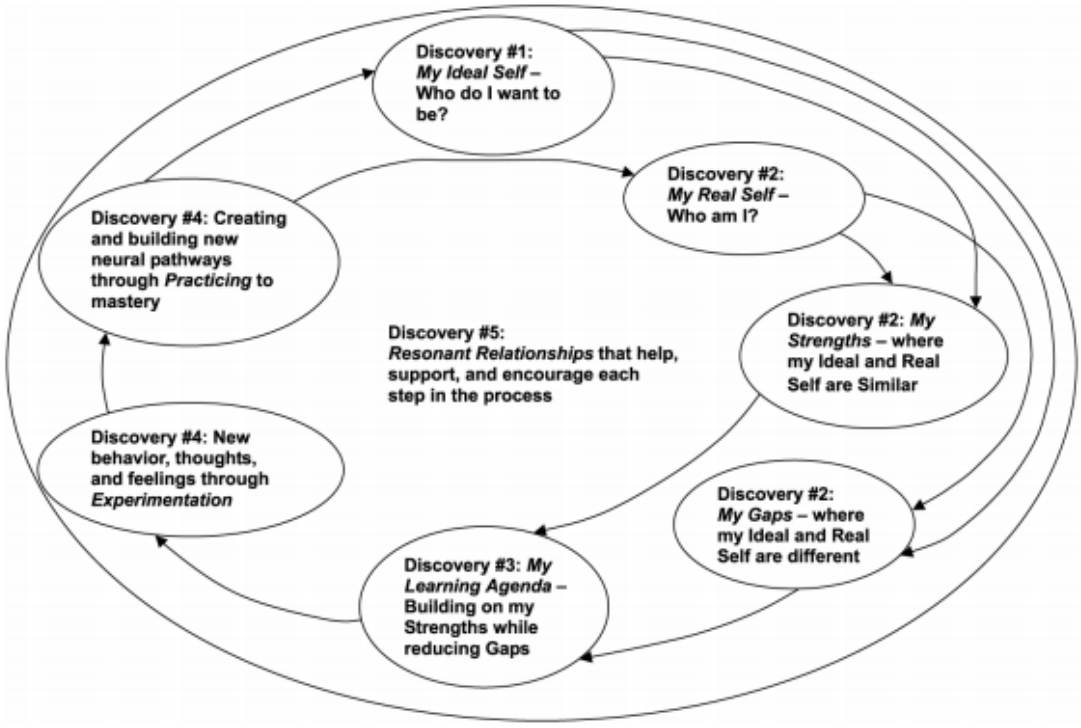

Figure 5: Theory of self-directed learning

Source: Richard Boyatzis and Boyatzis (2006)

The commonalities between the Integrated Experiential Coaching Model (Chapman, 2010) and Integrated Change Theory (R. E. Boyatzis, 2019) are apparent in: the creation of a new mindset; awareness of self and others; working on strengths; experimenting with new behaviours in interacting with others; and self-authoring.

2.3.4 The theoretical underpinnings of transformational coaching

Cox and Jackson (2010) highlight a range of theoretical traditions that underpin transformational coaching which includes: cognitive-behavioural and cognitive developmental coaching; gestalt coaching; existential coaching; and the transpersonal approach to coaching. Hawkins and Smith (2011) postulate that there are other theories that may underpin transformational coaching which include Psychodrama; Gendlin's 'focusing'; systemic family theory; and Levels of Learning. R. E. Boyatzis and Akrivou (2006) argue that many psychology approaches are relevant and applicable to coaching but in isolation do not provide enough substantiation to achieve a fully-fledged change process. Richard Boyatzis and Boyatzis (2006) use examples of psychoanalysis and strengths-based theory to illustrate that, whilst these theories may *inform* parts of the Intentional Change Model, they *omit* some essential components.

As illustrated in Table 5, the transformational learning approach (Mezirow, 1978), the Intentional Change Model (R. E. Boyatzis, 2019; R. E. Boyatzis & Akrivou, 2006; R. E. Boyatzis et al., 2013) and the Experiential Learning Model (A. Kolb & Kolb, 2018; D A Kolb, 1984) encompass many of the stages and thought processes inherent in the therapeutic models. Hence, one can argue that transformational coaching can draw from both psychology-based theoretical approaches, as theoretical traditions as outlined by Cox and Jackson (2010) and Hawkins and Smith (2011), as well as adult learning theory and change models. Prochaska and Norcross (2013) elucidate this conceptually by stating that "ostensibly contradictory processes become complementary when embedded in the stages of change" (p. 467).

In order to visualise the psychological and change theory approaches thus far discussed, Table 5 draws out the commonalities and intersections between these approaches.

Table 4: Comparable model of psychological and adult learning coaching underpinnings (extracted and constructed by writer of report)

Transformational learning (Mezirow, 1978)	**Richard Boyatzis and Boyatzis (2006); (R Boyatzis et al., 2019); R. E. Boyatzis et al. (2013) Theory of Self-directed Learning**	**Kolb experiential learning (A. Kolb & Kolb, 2018; David A Kolb, 1984)**	**Corresponding therapies – partly suggested by Prochaska and Norcross (2013)**
Self-examination	Activate a person's Ideal Self	Concrete experience: Initiating and being open to new experiences in an engaged, unbiased manner	Psychoanalysis seeks to remove emotional blockages : unconscious to conscious (Freud, 1910) Motivational Interviewing (Miller & Rollnick, 2012) Gestalt methods Cognitive Behavioural (Albert Ellis, 1973)
Critical assessment of assumptions	Personal Balance Sheet of Ideal and Real Self: Recognise differences between real and ideal self	Imagining, Reflecting (connecting experience through observing and reflecting across varying perspectives)	Psychoanalysis :"Intense emotional experience produces a psychological correction" (Prochaska & Norcross, 2013)p. 10) Psychotherapy stages of change (Krebs et al., 2018) Humanist, positive psychology, strengths-based (C. R. Rogers, 1959) Cognitive (Beck et al., 1979) Cognitive behavioural (Albert Ellis, 1973)
Recognising discontent and the shared process of transformation	Work on integrating ideal and real self; create new reference groups – as we label and interpret ourselves within our social contexts	Analysing (integrating ideas/systems through reflection)	Trans theoretical therapy (Prochaska & Norcross, 2013) Motivational Interviewing (Miller & Rollnick, 2012) Cognitive behavioural (Albert Ellis,

Transformational learning (Mezirow, 1978)	**Richard Boyatzis and Boyatzis (2006); (R Boyatzis et al., 2019); R. E. Boyatzis et al. (2013) Theory of Self-directed Learning**	**Kolb experiential learning (A. Kolb & Kolb, 2018; David A Kolb, 1984)**	**Corresponding therapies – partly suggested by Prochaska and Norcross (2013)**
			1973) Transactional Analysis (Berne, 1996) Existential (Bugental, 1965; May, Angel, & Ellenberger, 1958)
Exploring options	Create a learning agenda which coachee is enthusiastic to try	Thinking (disciplined engagement in abstract solutions). Creating hypotheses based on observations and reflection	Humanist, positive psychology, strengths-based (C. R. Rogers, 1959) Transtheoretical approach (Prochaska & Norcross, 2013) Behavioural (Skinner, 1938); Cognitive (Beck et al., 1979; Albert Ellis, 1973)
Planning course of action and experimentation	Actual experimentation and practise with new behaviours thoughts and feelings moving closer to vision in safe environment reflect on practising and then experiment further in the same setting	*Decidin*g (incorporate theories and models to decide on problem solving and plan of action); *Acting* on hypotheses (feels motivated for goal-directed action that incorporates people and action)	Cognitive (Beck et al., 1979; Albert Ellis, 1973) Behavioural (Pavlov & Gantt, 1928; Skinner, 1938) Existential (Bugental, 1965; May et al., 1958)
Reintegrating	Coach maximises hope and shared visions	Recycling in learning cycle	Cognitive (Beck et al., 1979; Albert Ellis, 1973) Behavioural (Pavlov & Gantt, 1928; Skinner, 1938) Existential (Bugental, 1965; May et al., 1958)

2.3.5 The case for the transformational coaching approach

It is argued in this literature review that the process of learning must involve one of: reflection, insight, goal setting, experimentation of action and change in behaviour. Transformational coaching is an integrated process where change takes place at the most fundamental level. Intrinsic components of varying psychological models are, by their very nature, incorporated in the change process. Transformational coaching is more *process* than *content* driven and requires a skilful and supportive coach who adopts a 'compassionate coaching' (R. E. Boyatzis et al., 2013) approach. Coaching with compassion allows a coachee's 'presenting issue' to be shifted to the bigger picture of the vision where a deeper purpose is found (R. E. Boyatzis et al., 2013). Hawkins and Smith (2011) claim that transformational coaching has the most lasting and sustainable effect compared to other coaching approaches as it creates a shift in consciousness as it centres around value-based leadership and meaning-making. Evolutionary or transformational coaching (often used interchangeably) is where the coach offers a podium for insightful conversations with the coachee (Brockbank & McGill, 2006). According to Cranton and Kasl (2012), transformational change happens when a client's perspective undergoes a 'fundamental shift' (Cranton & Kasl, 2012, p. 394). Hawkins and Smith (2011) maintain that transformational coaching embodies thoughts, feelings and physical embodiments as well as purposeful behaviour, hence working on multiple levels of human behaviour. Carmichael and Cunningham (2017); Smith and Brummel (2013) concur that, in coaching, people bring their whole selves with all its complexities, working towards a holistic transformation.

2.3.6 Conclusion of Proposition 1

In summary, the change and adult learning theory models, that have been advocated in the literature review, are relevant theoretical foundations to this study due to their pluralism, expansiveness in including certain components of psychological approaches and capturing the experience of the individual in reflection, experimentation and action.

Proposition 1: Transformational coaching will facilitate the holistic growth of a person.

2.4 SUB-RESEARCH QUESTION 1: FMS' PERCEPTIONS OF THE EFFECT OF THEIR COACHING ON THE RELATIONAL INTERACTIONS WITH FRANCHISEES?

In this part of the literature review, it is contended that there is a direct correlation between resolving conflict and good communication skills. It is proposed that coaching can be an effective form of communication that can transform relationships between franchisors and franchisees, through the conduit of the FM. Furthermore, it is argued in the literature that by adopting and having an approach of commanding and controlling franchisees, franchisees will be less likely to conform to franchise regulations and brand citizenship will reduce.

2.4.1 Conflict and communication

Frazer (2001) proposes that where there is transparent and open communication, a franchisor and franchisee will be more likely to see each other's perspective. Frazer (2001) maintains that the conflict may be an opportunity to engage in deeper conversations if handled correctly. The benefits of communication in franchise relationships have been postulated in many studies where it is proposed that communication results in the improvement of relationship quality, cultural sensitivity, trust, commitment, relationship building, co-operation and satisfaction (Altinay, Brookes, Madanoglu, & Aktas, 2014; Davis, 2004; Perrigot, Kacker, Basset, & Cliquet, 2012; Watson & Johnson, 2010; Weaven, Grace, Frazer, & Giddings, 2014). Nijmeijer et al. (2014, p. 73), in the meta-analysis of 124 peer reviewed articles in the franchising literature, maintain that, almost unequivocally, the literature reviews show that "high quality, frequent communication and information exchange between franchisors and franchisees reduce probability of…negative franchisee exit…satisfaction (and) success". Altinay et al. (2014) add that communication will not be effective if done by means of coercion. Frazer and Grace (2017) posit that leadership can be highly influential in franchising and notes that it is *how* the leader communicates that is important as well as the modality of the communication. Adeiza, Azizi Ismail, and Marissa Malek (2017) share that franchisees find that trust is built through, inter alia: personal relationships, store visits and maintaining contact. From a coaching perspective, Kimsey-House et al. (2018) maintain that co-active conversations empower team members by means of brainstorming and joint agreement to plans of action which allow the relationship itself to shift to being more empowering and inclusive. Kimsey-House et al. (2018) propose that the underlying imperatives of these conversations include respect, compassion, empathy and authenticity. This shift in leadership style can build trust in working relationships which Kimsey-House et

al. (2018) refer to as a ‘designed alliance’ between coach and coachee/managers and reports. Kang and Jindal (2018) comment that communication improves franchisees' perceived relationship positivity with an inverse relationship with perceived negativity. The case study conducted by O’Connor and Cavanagh (2013) shows that the closeness of a coachee to those around them and the levels of communication correlate to how they are perceived as being a transformational leader.

2.4.2 Interdependence

According to Finkel, Simpson, and Eastwick (2017), interdependence in a relationship is gauged by the opportunities and motivation in the merging of behavioural patterns by each party. In addition, each party’s perception of the actions of the other party on a consistent basis determines the long-term trajectory for the relationship. Furthermore, Finkel et al. (2017) note that if there are strong external demands, which exceed the resources of both parties, this may lead to poor relationship outcomes. The complexity of the franchisor/franchisee relationship inevitably gives rise to multiple issues, making the relationship prone to conflict. Here, perceived fairness and mutual gain (both quality and quantity) are determinants of how conflict is handled based on experiences over multiple interactions (Abdullah et al., 2008; Altinay et al., 2014; El Akremi, Mignonac, & Perrigot, 2011; Finkel et al., 2017; Frazer, Weaven, Giddings, & Grace, 2012). If the franchisor’s integrity becomes seriously questioned over time, the strength of the relationship will determine whether a franchisee decides to stay in the relationship or if the relationship will degenerate (Frazer & Grace, 2017; Grace, Weaven, Frazer, & Giddings, 2013). In addition, there is a tendency for franchisees to free-ride off a franchisor’s name and branding whilst not giving their own outlets the attention needed e.g. minimal training of staff, poor upgrades, setting high prices, not participating in promotional activities etc. (El Akremi et al., 2011; Kidwell, Nygaard, & Silkoset, 2007; López-Bayón & López-Fernández, 2016). The mediators of satisfaction and trust and perceived fairness form a pattern of understanding over time and conflict is viewed in relation to this overall pattern where a “zone of tolerance” is established (Spinelli & Birley, 1996)p. 36). In later research, Altinay et al. (2014) agree that there is a direct correlation between a franchisee’s brand citizenship, role performance, franchisor’s cultural sensitivity and culture awareness with their trust in the franchisor. Davies et al. (2011) claim that, based on the norms of reciprocity in a high value relationship, a franchisee will not only adhere to the terms of the franchise agreements but also perform at a superior level of performance when greater value is perceived coming from a franchisor.

Conversely, Nyadzayo et al. (2015) add that, at any stage in the life cycle in the franchisor-franchisee relationship, the support of franchisors is directly related to a franchisee's brand citizenship behaviour. Perrigot et al. (2017) also note that the transfer of knowledge from franchisor to franchisee is enhanced when there are more inter-personal mechanisms present. Sonesh et al. (2015) claim that the franchisor/franchisee relationship is heralded by trust, rapport and commitment which is the same sentiment expressed by de Haan et al. (2013) with regards to a coaching relationship.

There are numerous theoretical models used in franchising literature which provide a kaleidoscopic view into multiple aspects relating to franchising. These models include agency theory, resource theory, equity theory, social exchange theory/relational exchange theory, conflict theory, attribution theory, power dependency theory, procedural justice theory etc. (Combs, Michael, & Castrogiovanni, 2004; Davies et al., 2011; Kaufmann & Stern, 1988; Spinelli & Birley, 1996; Vargo & Lusch, 2004; Winsor, Manolis, Kaufmann, & Kashyap, 2012). The first of the proponents of relational exchange theory, Kaufmann and Stern (1988), regard franchising as the prototype of a relational exchange, which, once again is fitting for a coaching type relationship. Relational exchange theory in franchising is relevant in understanding the interactions between franchisors and franchisees in shaping their success (Nijmeijer et al., 2014). Relational and social exchange theory are pertinent as communication should ideally happen both upstream (from franchisee to franchisor) and downstream (from franchisor to franchisee) (Navarro Sanfelix & Puig, 2017). Interdependence occurs when both parties receive mutual benefit from the relationship (neither is dependent nor independent; they are mutually engaged). Conceptually, this study focused particularly on the relationship between franchisor and franchisee using social/relational exchange due to the relevance of the 'intangibles' in the relationship. The FM plays an important role in this social exchange being the conduit between franchisor and franchisee.

2.4.3 Command and control

Sonesh et al. (2015) literature review shows that coaching brings about the motivation to transfer skills learnt in coaching to the job at hand. Even though franchisors have more say in a franchise vertical integrated partnership, it has been identified that franchisors need to have less of a 'command and control' type of management style in order to engender a more cooperative relationship with franchisees (Abdullah et al., 2008; Davies et al., 2011). Frazer

and Grace (2017) note that as the franchise relationship is not one of employer and employee and when a franchisor attempts to micromanage and over-supervise franchisees, it will be counterproductive. According to Nijmeijer et al. (2014), a franchisor should grant as much freedom as possible to franchisees in decision making without coercion, whilst not compromising on uniformity or standards. López-Bayón and López-Fernández (2016) agree that franchisors' attempts to mitigate franchisee non-conformity, by increasing restrictions, only serves to be costly, decrease franchisee motivation and compromise local market adaptations.

Coaching, as opposed to 'instructing' may be relevant in the franchisor/franchisee relationship, where Rock and Larkin (2011) differentiate *coaching* from mentoring, consulting and counselling, in that coaching is about 'asking' as opposed to 'telling' and is 'solution' orientated, as opposed to 'problem' focused. The parallels between coach/coachee and franchisor/franchisee relationships can be observed, as R. E. Boyatzis et al. (2013) claim – by activating the PEA in a person through the coaching process, the person becomes more positive and hopeful, injecting this enthusiasm through the entire team and organisation. In addition, "coaching with compassion" (R. E. Boyatzis et al., 2013) as opposed to "coaching with compliance", allow individuals to feel relaxed and empowered.

2.4.4 Conclusion of Proposition 2

As a command-and-control type of interaction between franchisor and franchisee is not constructive on many levels, it is suggested that communication is key in fostering strong relationships and encouraging franchisee compliance. It is suggested that coaching may be an appropriate mechanism in for FMs in adopting new methods of interacting with franchisees, which may ultimately lead to better relationships and greater cooperation.

Proposition 2: Transformation coaching will improve relational interactions between the FM and franchisee.

2.5 SUB-RESEARCH QUESTION 2: FMS' PERCEPTIONS OF CHANGED INTERACTIONS WITH PARTIES AT HEAD OFFICE POST COACHING

In this sub-research question, it is proposed that by coaching one individual, there will be a ripple effect on others in an organisation, particularly those who have close relationships with the coachee. Systems theory has been used as the theoretical framework to support this notion, which highlights the interconnectivity in systems. Various voices in the literature

express conditions by which connectivity works best, and in some cases, does not work at all. This connectivity is zoned in within a coaching situation, where the triangulation between the coach, coachee and organisation is addressed and how coaching may potentially effect on these tri-party relationships.

2.5.1 Two case studies relevant to the research

A study conducted by O'Connor and Cavanagh (2013) on the effect of coaching on individual, relational and organisational levels, provides interesting comparative insights due to the similarity of scope to this research. O'Connor and Cavanagh (2013) state that the study undertaken was one of the first of its kind to consider the coaching ripple effect across an organisation using Complex Adaptive Systems theory. The influence of the recipient of coaching on different members within a social network was explored, where the broader organisational effect of coaching was investigated in terms of both organisational members' well-being as well as interactional perceptions (O'Connor & Cavanagh, 2013). This particular coaching intervention took place where eight coaches conducted eight coaching sessions with 20 coachees over a 16-20-week period. O'Connor and Cavanagh (2013) used Social Network Analysis (Scott & Carrington, 2011) to understand the relationship and interconnectivity between network members. The findings show that the effect of coaching diminishes as the realm of proximity in the system widens. The closer one is in the 'coaching neighbourhood', the more effect coaching will have. The results are also not linear as change happens in different bursts over time and is dependent on pre-existing communication strengths. The findings show a significant increase in the coachee's transformational leadership abilities as well as their psychological wellbeing being enhanced by the coaching (O'Connor & Cavanagh, 2013). However, well-being may be compromised when a coach has to manage too many close relationships (O'Connor & Cavanagh, 2013). O'Connor and Cavanagh (2013) find that that the ripple effect can be strongly correlated to the power of quality interactions. The findings surprisingly show that while the coachees perceived an average but positive improvement in interactional quality with those around them following the coaching, those others perceived a negative shift in interactional quality with the coached person{O'Connor & Cavanagh, 2013).

In another case study conducted by R. E. Boyatzis et al. (2013) over a period of seven year, the effects of the implementation of the Intentional Change Theory model were assessed. Fifth Third Bank Corp in Michigan participated in an executive development programme that

consisted of classroom learning, coaching and action learning projects where 370 of their top leaders enrolled. The programme began with individual development coaching, moving onto dyadic development coaching and finally evolving into organisational involvement, creating a culture of engagement and openness. The intention of the first phase was to develop leaders on a personal level and, as a second phase, to coach these leaders to become coaches to others in their teams, moving through a process of osmosis that would affect the entire organisation. R. E. Boyatzis et al. (2013) found that it is imperative for the coached individuals to move onto coaching people in their own teams (which would benefit themselves and their colleagues), whereafter the process would evolve to include larger groups within the bank. Boyatzis et al. (2013) maintain that multi-level involvement allows all stakeholders to grow both individually and as a group, ultimately building a shared vision for all.

R. E. Boyatzis et al. (2013) note that it is crucial for teams and the organisation to be involved in the coaching process in order to sustain the coachee's individual development as a misalignment in values and personal development can cause discouragement and discontent. R. E. Boyatzis et al. (2013) refer to Ch Argyris and Schön (1997) notion of single loop learning where there is a risk that if it is only the individual who undergoes change, this change may wane over time. The focus of Systems Theory is less on the individual and more on the interconnectivity of the parts where the coaching process starts with the individual, then moves to a one-on-one relationship between coach and coachee and then to the coachee's relationship with their broader circle (Hawkins & Smith, 2006). An open or double loop system of social interaction allows emotional systems to function holistically where there is involvement of all members in the system in a change process (Boyatzis & Boyatzis, 2006). Richard Boyatzis and Boyatzis (2006) assert that this can only happen when you have a capable leader driving the process and it is then that "magic happens-or more accurately – Intentional Change happens!" (p. 618). O'Connor and Cavanagh (2013) share this sentiment, by emphasising that leaders are influential agents in a company and also exert indirect influence on those around them and the system at large.

2.5.2 Systems theory

The ripple effect

O'Connor and Cavanagh (2013) highlight how coaching goes beyond the individual being coached with the notion of a ripple effect, which has important implications for corporate well-being interventions. Complex Adaptive System theory is a non-equilibrium system

approach, that emerged from Systems Theory, exploring dynamic relationship and non-linear interactions as opposed to only the individual parts which is informed by the original simple system theory (R Boyatzis et al., 2019; O'Connor & Cavanagh, 2013; Roundy, Bradshaw, & Brockman, 2018). O'Connell, Palmer, and Williams (2013) view Complex Adaptive Systems theory as an interconnectivity of a system where there are recursive and iterative feedback loops where systems adapt in novel ways. Ackoff (1994); Segatto, de Pádua, and Martinelli (2013) claim that parts of a system may non purposively interact with each other. Roundy et al. (2018) agree that small changes in a system can trigger larger changes and how patterns within a system may be generated without formal instructions given to parties to. (Roundy et al., 2018). R. E. Boyatzis (2019); Marquardt (2011) agree that systems thinking involves recognising that one part of an organisation can influence other parts, in possibly novel and unpredictable ways. In seminal research conducted by Lewin (1948) it is purported that changes in any subpart of a system will change the state of its counterparts, where a movement of one member will deeply affect others members and the group state. O'Neill (2007) refers to a social interactional field which develops, on its own volition, transcending the energy of the initiator. O'Neill (2007) maintains that when *anyone* in the interaction field moves, the entire team will feel the move where members in an organisation reorganise themselves based on unspoken, unconscious rules. Systems tend to extend themselves to the furthest boundary, pulling in anyone that comes close to it "like an interactional vortex...or pull of gravity" (O'Neill, 2007, p. 53). Complex Adaptive Systems theory highlights the interconnectivity and influence individuals have on each other in organisations where systems adapt in both forward and backward feedback loops in response to internal or external changes and where there are changes in the pattern and quality of communication (R. E. Boyatzis, 2019; O'Connor & Cavanagh, 2013). Hawkins and Smith (2006) note that change can ripple through the system *provided* that the initial point of intervention is open to change and willing to grow (this corresponds with R. E. Boyatzis (2019) argument that change needs to be preceded by intention). Hawkins and Smith (2011) propose that, systematically, if one part of the system changes it forces the adaptation of the rest of the system. In later work, however, Hawkins and Turner (2019) overturn this by stating that coaches are incorrect in assuming that a recipient of coaching, through their own personal growth will automatically and naturally create a positive effect on their team and organisation and argue that a coach needs to intentionally adopt a specific type of *systemic* coaching that takes consideration of the broader environment in which an individual operates to trigger change.

One also needs to take culture into consideration in reviewing a systemic effect. According to Sokro (2012), people learn the culture of an organisation through their experiences there. Sokro (2012) proposes that culture determines the rules of how people act and communicate and draws from the work of Deal and Kennedy (1983) who claim that employees know the *unspoken* rules of what is required of them in any situation in an organisation based on its culture. Lashley and Lee-Ross (2003) state that group culture is understood by employees as it acts as an informal control mechanism that coordinates behaviours. Sokro (2012)p. 106) describes culture as 'the way things are done within a group' enabling people to understand priorities and which actions will result in punishment or reward. In seminal work, Schein (1985) refers to different levels of culture in an organisation which range from the tacit understanding of how things are done to more overt, formal statements. Schein (2017)p. 304) refers to the 'artifacts' of a culture which is the *espoused* culture that is explicitly stated in an organisation. The espoused culture may not always be true to the underlying, unspoken, unconscious values in an organisation, which may be what are *enacted* (Schein, 2017). To bring awareness to the unconscious culture of an organisation, Schein (2017) suggests one uncovers the underlying values by asking oneself questions such as: how conflicts are handled; the 'right' ways of addressing the boss; which emotions are acceptable; dress code; how behaviour is rewarded or punished; the mannerisms of staff etc. These artifacts may suggest what is implied in the organisational culture. Once one has an understanding of the *implied* cultural undertones one can gauge whether these are the same as the espoused values or if there is a conflict or inconsistencies between them. Schein (2017) stresses the importance of understanding the culture in an organisation in that it can either divide or unite individuals.

2.5.3 The law of three clients

Coaching agendas

The coaching ripple effect also has applications in how relationships are affected between company, coach and client as well as between coachee and their immediate colleagues and supervisors, Hawkins and Smith (2006) refer to the 'Law of Three Clients' when it comes to understanding the role of the coach. Most opinions would agree that the coach needs to have a clear contract at the start of the coaching intervention so all parties have a meeting of the minds with regards to agenda and roles (Gettman, Edinger, & Wouters, 2019; Passmore, Peterson, & Freire, 2013; Turner & Hawkins, 2016). The issue of a triangular relationship

between coach, coachee and organisation is a sensitive one and is addressed extensively in the literature. Hawkins and Smith (2006) maintain that it is important to get an understanding of the culture of the organisation prior to coaching so expectations can be aligned. Athanasopoulou and Dopson (2018); Ravasi and Schultz (2006) argue that since each coachee has the potential to change the culture of an organisation, a coach needs to understand the culture and context of an organisation in order to positively effect outcomes for an individual, the department and organisation as power relations may enhance or curb organisational reactions and systems. Cox and Jackson (2010) suggest that it is the coach's role to mediate between the organisation and coachee to effect positive change for all. Kimsey-House et al. (2018) agree that clarity of roles and expectations of both the organisation and the client need to be contracted right from the outset.

2.5.4 Effects of coaching in organisational relationships

Fillery-Travis and Lane (2020) claim that many sponsoring organisations want coaches to go through a 'familiarisation' process to understand the company's culture and ethos in order to comply with the company's agenda. Hawkins and Smith (2006) profess, however, that the organisation's discourse must not dominate the coaching agenda. Brockbank and McGill (2006) caution that a company may proclaim that it adopts a developmental coaching approach, but there is still an overriding organisational discourse that underlies it. In addition, Jackson and Cox (2014) warn that an over-emphasis on organisational demands could compromise the client's own development agenda. Fillery-Travis and Lane (2020) concur that companies may need to let go of their particular agenda and face the challenges that may come when unexpected issues emerge through coaching.

Fillery-Travis and Lane (2020) state that one of the shortcomings of assessing the return on investment (ROI) from coaching initiatives, is that some outcomes are more measurable than others. Fillery-Travis and Lane (2020) agree that concrete, *measurable* outcomes are more extractable if it is based on pre-determined goals and skills. This contrasts with organisations that allow coaching to be coachee-driven with unmediated agendas. In this situation, there is more scope for a coachee's personal development, which may not be quantifiable or measurable (Fillery-Travis & Lane, 2020). Athanasopoulou and Dopson (2018)p. 6) agree that the "problem with ROI is that it assigns monetary value onto every outcome, based on estimates, which can be arbitrary and filtered by organisational politics and personal egos". Similarly, Grover (2015) finds that an external coach, whose coaching is not governed by the

company's agenda, tends to focus purely on the coachee and their development, which may or may not align with the company's requirements.

Schermuly and Graßmann (2019) note that there is a dearth of research on the negative effects of coaching employees, from the perspectives of peers and supervisors. One study conducted by Oellerich (2016) finds that almost a fifth of organisational members (Human Resources personnel and supervisors) showed negative reactions to a coached person, particularly with regards to the coachee: becoming too inquisitorial; experiencing conflict with supervisors; and their development being incongruent with the stage of development of the organisation. The organisational members may be unpleasantly surprised with outcomes that emerge from the coaching, particularly when the coach does not consult supervisors on coaching goals at the outset and supervisors are not directly involved in the coaching intervention (Schermuly & Graßmann, 2019). Oellerich (2016); Schermuly and Graßmann (2019) warn that supervisors may take objection to the coachee's newly found assertiveness and boundary setting as well as the coachee gaining greater clarity in their lives (which may result in thoughts about career moves) especially when these changes are unanticipated. Graßmann and Schermuly (2016) found, in their case study, that social integration may also be negatively affected when colleagues perceive the coached person as becoming too confident. Hence, while the coaching may be perceived positively by the coachee, it may be negatively perceived by the organisation (albeit possibly only in the short term). In addition, the organisation may blame the *coach* for the perceived 'decline' in performance, which Schermuly and Graßmann (2019) see as often being just a short-term 'side effect' of coaching. Schermuly and Graßmann (2019) add that disruptions in close relationships should not be perceived as problematic as this is a normal course of peaks and troughs in relationships and, in the long term, a redefinition of power in the relationship may be for the benefit of all parties.

Schermuly and Graßmann (2019) claim that there is not much research on the negative effects of coaching for those non-coached members of the organisation (only one study with two subsamples has thus far been conducted) and future research needs to be conducted.

2.5.5 Conclusion of Proposition 3

Systems Theory proposes that a ripple effect may occur in a subsystem if one part of a subsystem changes. There are different opinions of how coaching may affect the various subsystem parts in an organisation. The general agreement is that coaching will affect others

in an organisation that have not been coached. R Boyatzis et al. (2019) believe that the 'right' kind of coaching will lead to positive spin-offs in an organisation. O'Connor and Cavanagh (2013); Schermuly and Graßmann (2019), however, warn that a coached individual may not always be perceived as growing in a positive way by other members of the organisation, which is often a reflection of the underlying culture of the company.

Most authors recommend that there should be clear tri-party contract between coach, coachee and organisation in order for there to be a joint understanding of all parties on what coaching can and cannot do. In addition, coaches need to be aware of an organisation's underlying objectives for coaching to see if they are aligned with the values of the coach.

Proposition 3: Coaching will result in positive changes in relationships between the FM, their direct reports/operations managers (OMs) and colleagues in the organisations, resulting from the coaching intervention based on a ripple effect.

2.6 CONCLUSION

Adult learning theory, as proposed by Chapman (2010); A. Kolb and Kolb (2018); David A Kolb (1984), Richard Boyatzis and Boyatzis (2006); R. E. Boyatzis (2019); R. E. Boyatzis and Akrivou (2006); Hawkins and Smith (2011), is conducive to the depth, insight and process inherent in transformational coaching. Research on building relationships with franchisees suggests adopting a 'compassionate coaching' (R. E. Boyatzis, 2019) approach in order to break down barriers and build mutually rewarding relationships. Complex Adaptive Systems theory is relevant in illustrating how one change in a system can ignite other changes (Roundy et al., 2018, p. 383) and as Hawkins and Smith (2011) expound upon, transforming an individual has effects on relationships and the system as a whole. The quality of interactions and self-growth is the central theme in the literature review which has been elucidated in the propositions discussed. These propositions are:

2.6.1 Proposition 1

Transformational coaching is the most effectual form of coaching in its ability to transcend a coachee's presenting issue to a shift in an entire mindset. This results in significant personal growth with the process of reflecting, learning and transformation.

2.6.2 Proposition 2

Through transformational coaching, one also learns communication skills and ways of relating to others as one learns about oneself. This positively effects relationships between the FM and the franchisee. That will create a shift from a 'command and control' type of interaction with franchisors, enabling a franchisee to feel more empowered and a sense of reciprocity will emerge.

2.6.3 Proposition 3

Coaching will result in positive changes in relationships between the FM, their direct reports (OMs) and colleagues in the organisations, resulting from the coaching intervention based on a ripple effect.

The consistency between research questions and the propositions is outlined in Table 6.

Table 6: Consistency table

Research question number	**Research questions**	**Proposition question number**	**Proposition**
Main Research Question	What are the Franchise Managers' (FMs') perceptions of being the recipients of transformational coaching?	1	Transformational coaching will allow for the holistic development of a person
Sub-research Question 1	What are FMs' perceptions of the effect of coaching on relational interactions with the franchisees?	2	Transformation coaching will improve relational interactions between the FM and franchisee
Sub-research Question 2	What are the FMs' perceptions of changed interactions with parties at Head Office post coaching?	3	Coaching will result in positive changes in relationships between the FM, their direct reports (OMs) and colleagues in the organisations, resulting from the coaching intervention based on a ripple effect

CHAPTER 3. RESEARCH METHODS

The plans and procedures for the research study are encapsulated in the research approach, which takes into account how the data is collected and analysed, the design of the research and the concomitant philosophical worldview (J. D. Creswell & Creswell, 2018). This is outlined in this Chapter 3 in terms of the research approach; design; data collection methods; population and sample; the research instrument; procedures for data collection; data analysis and interpretations; limitations to the study; transferability, dependability; credibility; confirmability; ethical considerations and finally the Consistency table (Table 6).

3.1 RESEARCH APPROACH

This chapter aligns the research problems with a qualitative approach and an interpretivist research paradigm. This is often the modus operandi when both the problem statement and research questions are unexplored areas with little predetermined information to rely on, where untested ideas can be explored (J. Creswell, 2003). In this case, coaching within a franchise environment is an unexplored area of research, particularly with a case study using the experiential learning cycle (Cilliers & Chapman, 2008). Qualitative research allows for exploration which leads to a thorough, detailed understanding of the issue and its subjective nature (J. Creswell, 2007; Rubin & Rubin, 2011). The 'how' and 'why' questions in research are primarily addressed through qualitative research where subjectivity is cultivated by the human construct (Merriam & Tisdell, 2015). This type of research is based on the worldview of social constructivism, where meaning-making is based on the subjective experiences of individuals and a complexity of views is sought and multiple realities acknowledged (J. Creswell, 2007; Tracy, 2010). The case study considers the transformational coaching intervention which is in line with the philosophy of systemic thinking, which is a non-reductionist, interpretative approach that appreciates people's evolving views and intentions (Flood, 2010). Hence, a systemic approach is taken when considering the holistic effects of the intervention.

3.1.1 Case study research

Stake (2013) argues that case study analysis is rather a choice of study than an actual methodology, whereas others, such as N.K Denzin and Lincoln (2005); Merriam (1998); and Yin (2003) regard it more as a comprehensive research strategy. J. Creswell (2007), on the

other hand, maintains it is both a methodology as well as a product of inquiry, which is the stance that was used in this study. Trochim (2006) notes that case study research designs can be single or multiple (which may have different units of analysis which can be in the same study). A single instrument case study was selected for this research so that in-depth, 'information-rich' data could be extracted where a particular situation or a set of behaviours needed to be understood (Patton, 1990). Coaching in a franchise environment is an example of gaining 'information rich' data within a previously unexplored terrain. In addition, two units of analysis was used, i.e. the FM and the OM. This within-subject research was conducted within a bounded system (i.e. one particular setting or context) (J. Creswell, 2007).

3.2 POPULATION/CASE SITE

The population comprised FMs and their direct reports, working in one South African franchise companies. Most business format franchise companies in South Africa, with at least 20 franchises operational, would qualify for the case site, due to the nature of replicability and transferability in franchising. According to Nelson and Winter (1982, p. 411), organisations with multi-units trading under the same brand, such as full business format franchise companies, provide a "natural laboratory" for control and replication because they operate throughout different geographical areas according to a uniform template.

3.2.1 FMs/Coachees

The coachees had to meet the definition of an FM which is: an employee of a franchisor who conducts field visits to franchise outlets and offers support to franchisees on a multi-functional level.

3.2.2 Head office representatives

These are the direct overseers of FMs, often with the job description of Operation Managers (OMs).

3.3 RESEARCH DESIGN

3.3.1 Action research

Carson (2015) posits that action research, which is the method used in this study, has multiple benefits for each team member, the relationship between these members and problem solving. According to Flood (2010), systemic thinking is a grounding for action research where meaning is constructed and research is deepened. Systemic thinking requires an 'authentic'

understanding of all who participate in the research as well as those influenced by those actions. The action research context therefore involves the researcher as both the actor and the researcher (Flood, 2010). McNiff (2013) agrees that researchers are not 'external' parties observing and researching activities of others, but participants that need to provide explanations of their own activities during the course of the intervention according to their own values and beliefs. Volz-Peacock et al. (2016) agree that there are three levels of learning in action learning, namely the individual, the team and the organisation. In accordance with this, Herr and Anderson (2014, p. 19) state that action research is never done *to* or *on* participants, but rather together with them. T. Hughes and Albertyn (2017) claim that action learning presents an opportunity to pilot a new approach in a real situation. Here, the researcher needs to conduct interviews and, often, field work to obtain a better understanding of both explicit and implicit issues. Table 7 combines ideal case study practice and the research approach as applied to this research study, adapted from Stake (1995). Taylor and Laros (2014) also find that a meta-analysis of transformative learning approaches "is the unique compatibility between action research and transformative learning. They share similar assumptions and outcomes about teaching for change, such as a participatory approach, the emphasis on dialogue, the essentiality of a reflective process in learning, and the need for action" (Taylor and Laros (2014)p. 188). This is relevant to the transformational learning approach that was adopted in the coaching intervention for this study. Koshy (2005, p. 83) notes that action research is appropriate for small-scale, focused practical observations.

The coaching intervention for the purposes of this study took place over a 10-week period. Six FMs were coached over a period of four to six sessions by two coaches, for approximately one hour per session. One coach was the supervisor of the researcher, who has a master's degree in Business and Executive Coaching with over 25 years of experience in coaching and individual transformation. The other coach was the researcher who is currently studying towards her master's degree in Business and Executive Coaching and has extensive knowledge in franchising and business development. Both coaches have a clear understanding and knowledge of the transformational coaching approach and could thus facilitate a methodical and consistent process.

Prior to the coaching intervention, all the OMs were interviewed to get a baseline of current franchisor/franchisee relationships and to get an understanding of where the FMs are currently holding, as well as a post-intervention interviews of the OMs to review their

perceived effect of the coaching intervention. The researcher conducted the pre- and post-interviews with FMs.

Table 7: Case study best practice

Case study best practice	Application to this study
Determining the appropriateness of the case study: there is a clearly identifiable case with boundaries which can provide a deep and rich understanding of the research problem	A well-established franchise company was identified that has a normative franchise organogram comprising a franchisor Head Office, FMs and franchisees
Ideally, different perspectives of the problem can be attained through purposive sampling (J. Creswell, 2003)	Purposive sampling included a diversity of age, race, gender, coaching backgrounds, years at company etc. when selecting coachees
There are multiple sources of information e.g. documents, direct observations, archival records, interviews, artefacts etc	Interviews took place on two levels in order to achieve triangulation: OMs – the direct line manager of FMs and the FM coachees
The analysis is rich in context and the case is representative of other cases in similar contexts	Based on the experience of the researcher, it is proposed that this case is transferable to other franchises
Learning comes in the final interpretative stage where meaning is made, as was done in this instrumental case, where the lessons learnt from the case were collated (Lincoln & Guba, 1985)	Meaning is made from the action coaching intervention and the perceptions of change after the intervention

Source: Stake, 1995.

3.4 DATA COLLECTION METHODS

Unstructured interviews were conducted in the pre-coaching interviews in order to gain a general understanding of the roles of the FM and OMs, their goals and a picture of their current perceptions of the organisation. Semi-structured interviews were then conducted in the post-coaching interviews. Semi-structured interviews allow for open-ended style questions which are flexible and provide an opportunity for probing (Nieuwenhuis, 2010). There is also more of a relaxed atmosphere in a face-to-face interview (Koshy, 2005) which was seen to be applicable in a Zoom coaching conversation. Through the voices of the participants, themes emerged which possibly described issues that are often not spoken about. The journey of the FMs was recorded over time which is especially important as action research requires the building of a relationship which is more attainable if time is spent with a person (Morse, 2015). Respondents were called to set up meetings, once approval and the

voluntary participation ethical procedure had been conducted. As there was a small sample of respondents, time frames were set according to research deadlines. There were, however, some setbacks in timing due to the Covid-19 pandemic and changing requirements for FMs to be in-store at differing levels of lockdown and emergency requirements.

3.5 POPULATION AND SAMPLING

3.5.1 Sample and sampling method

The sample was comprised of a group of FMs and OMs at a franchise company in South Africa. The sample used was created through a purposive sampling method which is used in qualitative studies to develop a deeper understanding of specific groups or individuals (Devers & Frankel, 2000). According to McNulty, Zattoni, and Douglas (2013), qualitative research in an exploratory study such as this, allows insight into participants' layered complexities in their experiences as well as a deeper exploration of underlying phenomena. Morse, Barrett, Mayan, Olson, and Spiers (2002) provide a guideline of six participants for an adequate sample size. Participation was voluntary and done according to the ethical considerations outlined in Section 3.11. Potential participants were approached through email or telephonically.

According to Boddy (2016), positivist qualitative research requires larger samples than in-depth qualitative research in order to view a representative population. However, in-depth research with a single case study sample size with a group of focused minds, where new and unexplored areas are researched, can be both informative and meaningful (Boddy, 2016). Morse (2015), whilst not in favour of predetermining sample size, does contend that a small sample size runs the risk of data not being saturated which may lead to validity issues in its lack of variation and depth. However, McNiff and Whitehead (2011) maintain that since the researcher is the main focus in an action research undertaking, the sample can be very small, even a single person qualifying as an adequate sample if there is a richness in the quality of the research.

Theeboom et al. (2014) maintain that findings in a meta-analysis show that even a few coaching sessions may be helpful; however, the robustness of the outcomes of coaching do seem to correlate with more coaching sessions. According to a meta-analysis conducted by Jones, Woods, and Hutchinson (2014), the number of coaching sessions does not influence the effectiveness of the interventions. Furthermore, research conducted by Sonesh et al.

(2015), where a number of coaching sessions moderator analysis was used, suggests that more coaching sessions do not necessarily improve coaching outcomes, but rather quality seems more influential than the quantity of sessions in terms of outcomes.

3.6 THE RESEARCH INSTRUMENT

In selecting the types of styles used in questionnaires, Gill, Stewart, Treasure, and Chadwick (2008) maintain that structured questions are limited in providing in-depth understanding. Unstructured interviews are often used when the subject is completely unfamiliar. They can be time consuming and there are often no defined research questions backing them (Gill et al., 2008). It was necessary to conduct unstructured interviews for the pre-coaching interviews, due to the openness and freedom of expression required to get a base understanding of where the coachees were at and what their desired goals could be. Semi-structured interviews are often drawn from a literature review, which follows a structure but allows for divergence. This type of interviewing can uncover "unexpected but useful perspectives" that may not be expressly stated in the interview questionnaire (Gill et al., 2008; Koshy, 2005, p. 93). In this study, post coaching semi-structured interviews were conducted which allowed guiding through the interview process whilst giving scope to probe and gain clarification. This further allowed for collection of baseline information, attitudes and goals prior to the intervention. This in turn was conducive to the main research question posed of FMs' perceptions of their own personal growth as well as the sub-research questions of the perceived relationship shifts with franchisees and FMs' perceived shifts in relationships at Head Office, including, for triangulation purposes, OMs' perceptions of systemic changes post the coaching intervention. The semi-structured questionnaire is also useful as it helps to shape the type of questions that need to be posed in the interviews (Koshy, 2005). Two separate pre-coaching interview guides were used, one for the OMs representatives and one for the FMs, as attached at Annexure A. Although this shows an interview guide, the questions were generally unstructured and followed an informal process. An introductory section outlined research purposes, ethical issues, consent and confidentiality and background information questions.

3.7 PROCEDURE FOR COLLECTING DATA

Qualitative research techniques include interviews, documentation reviews and observations (Schensul, 2008). According to Schensul (2008), the choice of the method of collecting data is dependent on: financial resources, relevance within the given context, length of time

available, what is being analysed and whether the information sourced can be trustworthy. J. Creswell (2007) demonstrates the process of gathering information as a circular motion in answering one's research questions by locating site; gaining site access; sampling; collecting data; recording information, field issues seen to; storing data; and returning to locating site. According to McNiff (2013, p. 16), however, action research is more recursive than that expressed by J. Creswell (2007) where there is a constant process of reflection and adaptation. Kemmis and McTaggart (2000), as depicted in Koshy (2005), proclaim that there are spirals in self-reflection within action research, as depicted in Figure 6, which include: "planning; acting; observing; reflecting and then replanning; acting and observing; reflecting and so forth" (Koshy, 2005, p. 4). Kemmis and McTaggart (2000) note that this process should not be regarded as rigid but something that is fluid and adaptable. Herr and Anderson (2014) note that an action researcher should keep reorienting their view on reality by keeping a reflexive journal, in order to prevent a self-serving bias. In this way, knowledge is developed in a participatory and flexible way where learning takes place as the process unfolds through democratic means (Glassman & Erdem, 2014).

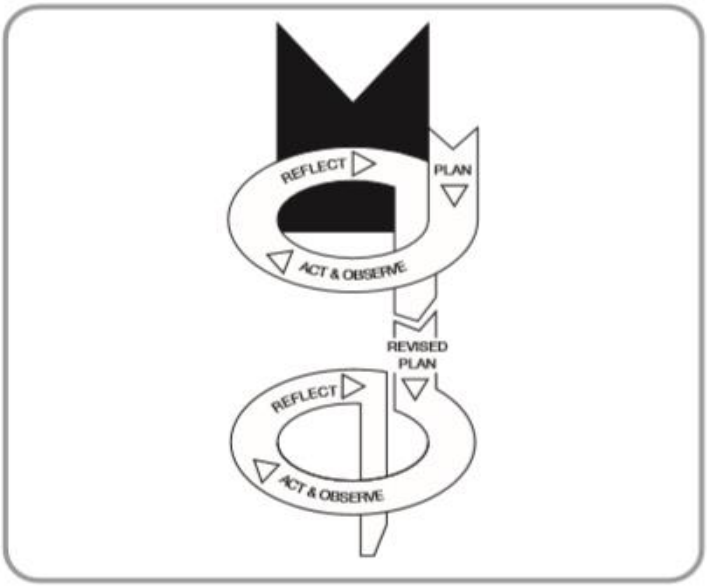

Figure 6: Action research spiral

Source: Koshy (2005)

3.8 DATA ANALYSIS AND INTERPRETATION

Nieuwenhuis (2010) maintains that data analysis is an iterative process where common insights are discovered on an ongoing basis. Morse (2015) finds it useful to establish a coding system for semi-structured interviews, especially when the researcher has information about the topic as it keeps the interviews relatively standardisable. This enhances the validity and certainty of the study. Thematic analysis is a retrospective development where sense in made of make of the key themes using qualitative data (R Boyatzis, 1998). According to Volz-Peacock et al. (2016), an inductive thematic analysis allows for the uncovering of meaningful factors in action learning experiences. Data collected during this research was recorded over Zoom where transcripts were later created. Categories and themes were identified from the data which provided insights into common themes and concepts (Rubin & Rubin, 2011). As is the case with inductive data analysis processes, codes were not predetermined beforehand. The words and phrases used by the interviewees themselves are reflected in the codes generated (Basit, 2003). The codes reflect similarities and differences in characteristics, antecedents and outcomes. In this way, the main research problem of personal growth, relationship building and organisation shifts was then thematically analysed.

3.9 LIMITATIONS OF THE STUDY

Limitation of the study were as follows:

- Anderson and Maninger (2007) highlight the limitation of qualitative research in its inability to generalise statistically; human language ambiguity; researcher's capabilities; analyses of vast amounts of data; the researcher doing the data collection; possible confidentiality issues and anonymity in findings. However, these concerns were counteracted by large volumes of data being reduced by the usage of thematic analysis of transcripts (Schreier, 2013). In addition, the presence of the researcher can be seen as positive as it provided the participants with the opportunity to expand on their experiences, necessary in action research (Anderson & Maninger, 2007). Respondent numbers were given instead of names to protect identities.
- As one of the coaches was also the researcher in this study, it required being aware of the observer-expectancy effect which is a potential source of bias (Sheldrake, 1998).
- Peterson (1993) notes the discrepancy between self-reports and others' reports (e.g. the supervisor's reports) where self-reports are often over-inflated. The primary source of

data was from the FMs who may have overstated how they perceive their effect on franchisees, post the intervention. Athanasopoulou and Dopson (2018) agree that both coach and coachee's self-reporting of outcomes compromises the integrity of the research. However, because of triangulation, information may be verifiable by interviewing the OMs as well as recording FMs' own experiences.

- According to Athanasopoulou and Dopson (2018), this can be addressed by obtaining data from more than one source (triangulation). In addition, as noted by Athanasopoulou and Dopson (2018) in the systemic review of executive coaching outcomes, only 14 of the 32 effect-factor studies (of the 110 peer reviewed research papers) used a research design where data is collected at different points. This study included a pre- and post-intervention interviews at different points which add to the strength of the research design.
- Personal biases and perceptions of the researcher may affect the outcomes of a study (Anderson & Maninger, 2007; J. Creswell, 2007). In this case, researcher bias is acknowledged upfront especially because of the researcher's genuine interest in action research, coaching and experience in franchising, hence favourable outcomes may be sought. However, triangulation of data, pilot interviews with colleagues, reflection journals and conscious self-awareness were used in an attempt to neutralise this bias.
- Action research may be threatening to some organisations who may be averse to the close scrutiny (Chris Argyris, 1976).
- Anderson and Maninger (2007) highlight the scepticism of many with regards to case study research which is conducted at any particular point in time with specific individuals, as statistical findings cannot be generalised. However, as Koshy (2005) notes, action research is about understanding peoples' feelings and giving rich insights into their actions and resulting consequences.
- As the research was conducted during the Covid 19-period, the sample size was small as access to coachees was limited and retrenchments were the order of the day.
- The sample size was also small due to the nature of the study requiring pre-coaching interviews, 4-6 coaching sessions of each individual and post coaching interviews as existing coaching research on FMs was not found.

3.10 TRANSFERABILITY, DEPENDABILITY AND CREDIBILITY

In the 1980s, Guba and Lincoln (1989) pioneered a new approach to qualitive research enquiry where rigour would be measured by "dependability, credibility and transferability". Morse (2015) however prefers mainstream social sciences terminology "reliability, validity and generalisability" in determining the extent of rigour in qualitative research. Morse (2015) posits that strategies in establishing reliability in qualitative enquiries should be used cautiously by researchers depending on the type of methodology used. As action research, in this case coaching, is a sequential process, T. Hughes and Albertyn (2017) maintain that it is an appropriate rigorous methodology. However, from a reliability perspective, it is only considered to be a 'thick description' whereas the development of a coding system is what can establish reliability. This is consistent with Morse (2015) who proposes that rigour (which comprises of both reliability and validity) is what determines the substance of qualitative research and is achieved by the researcher in data collection and analysis. Furthermore, Lincoln and Guba (1985) propose criteria to assess the quality of interpretive research which are credibility, transferability, dependability and confirmability. This study adhered to the hallmarks specified by for Lincoln and Guba (1985) for achieving a high standard of research which was used in collecting data, analysing data and collating the findings. In this research, attempts were made to address limitations by following some of J. Creswell (2007) characteristics of a credible qualitative study. These include: extensive time being spent in the field (in this case conducting the coaching); rigorous data collection procedures and various data collection sources; the researcher being an instrument in data collection (the role and values of the researcher is conveyed in the research that may influence the findings); focusing on participants' viewpoints and presenting multiple realities; defining a particular qualitative inquiry approach (in this study is case study research); ethical issues were addressed and threaded throughout the research; the writing is clear and engaging and accurately reflects the complexities that may emerge (Richardson, 2003) and claims are substantiated with incorporation of quotes; triangulation and peer auditing; engaging in complex data analysis through extensive thematic extraction; participating in social science research which is evolving and metamorphosising.

3.10.1 Transferability

Zhang and Wildemuth (2009) refer to transferability as the extent to which research is applicable in different contexts. Table 8 highlights definitions of transferability and its application to this study.

Table 8: Transferability analysis

Definition	Author	Application to this research
Ability to transfer from case to case	(Tobin & Begley, 2004)	The basic tenets of franchising are applicable to most franchise organisations e.g. consistency in branding and operations, replicability, owner-operator structure, franchisee support structures etc. According to Perrigot et al. (2017, p. 272), "proper replication is the critical success factor in franchising"
Rich descriptions need to be given of the researcher; their relationship with coachees; the setting and the processes used	(Morrow, 2005; Zhang & Wildemuth, 2009)	Rich descriptions are provided of the setting and processes; the positionality of the researcher and its implication need constant consideration in action research (Herr & Anderson, 2014): 'Insider' accounts and self-reflection itself can add to the body of research (Herr & Anderson, 2014)
Purposive sampling of participants	(Yin, 2014)	Purposive sampling was used, where the company was briefed as to the variants required

3.10.2 Credibility

According to Harrell and Bradley (2009, p. 436), representation of social world construction assists with internal consistency. In order to establish credibility in this study, Table 9 highlights the definitions and its applicability to this research.

Table 9: Credibility testing

Definition	Author	Application to this research
Clear data coding processes need to be designed to draw accurate conclusions due to any biases of the researcher based on their own knowledge and experiences	(Zhang & Wildemuth, 2009)	Clear data coding methods were deployed in a thematic analysis
Observations need to be regular and consistent; ensure appropriate interpretations against raw data; the debriefing of peers and triangulation	(Lincoln & Guba, 1985)	Observation, interpretation and triangulation; Koshy (2005, p. 106) notes that action research is a 'step to action' where insights may be interpreted and feedback given back to the company
Semi-structured interview protocols facilitate exploration	(Harrell & Bradley, 2009)	Semi-structured interviews to collect data

Definition	Author	Application to this research
of concepts not included in the interview guide		
Member checks by verifying responses at end of interviews (Contrary to this, Morse (2015) maintains that member checking is of limited use post data collection in demonstrating reliability, and not at all in achieving reliability)	(Norman K Denzin, 2017)	Member checks after verbatim descriptions at time of interviewing only
'Thick' descriptions of data sources; setting appropriateness; means of assessing data saturation	(Geertz, 1973)	Obtained 'thick' descriptions of experiences which were described and reported
Prolonged engagement and persistent credibility (which builds trust over time through researcher and interviewer pre and consistent interaction) and thick descriptions, development of a coding-system, negative case analysis and peer review	(Morse, 2015)	Action research coaching requires prolonged engagement. Coding systems, peer reviews and a reflective journal were kept

3.10.3 Dependability

Tobin and Begley (2004) note that dependability can be tested by the research processes being documented clearly, reasonably and visibly. Moreover, Morrow (2005) suggests that researchers should keep an audit trail for processes to be made explicit and for replicability to be achieved. To ensure dependability in this study, the interviews were recorded and transcribed as said, and an audit trail of the processes have been kept.

3.10.4 Confirmability

Tobin and Begley (2004) maintain that a researcher can establish confirmability by illustrating how conclusions and interpretations were clearly and explicitly extracted from the data. Morrow (2005) claims that since a researcher cannot remain completely impartial, findings must come from the direct information gleaned and not from the subjective views of the researcher.

3.11 ETHICAL CONSIDERATIONS

J. Creswell (2007) notes that researchers need to have informed consent from the company or organisation being researched with all ethical considerations being acknowledged. Permission letters, participation information letters as well as signed consent forms need to be obtained. In this study, these letters were provided to the company being researched. Once company approval had been granted, potential participants were invited to become coachees and/or interviewees. The information participation letter included objectives of the research, time requirements, the voluntary nature of participation, recordings and guaranteed confidentiality. Agreeing volunteers signed a consent form for interviewing and observation purposes. Interviewees were asked if recordings can take place. No coaching sessions are recorded, or conversations included in the research notes. A coaching non-disclosure agreement as well as a coaching agreement were signed by both coach and coachee which includes issues such as sharing of information between the company/coach/coachee; outcomes and responsibilities of parties; boundaries; roles and responsibilities of coach and coachee; timing; duration; cancellations etc.

3.12 CONSISTENCY MATRIX

The consistency matrix includes two interview guides, one for FMs and one for the OMs whom they report to. Appendix A.1 refers to the coachee interview guide and Appendix A.2 to the OM interview guide.

Table 10: Consistency matrix

Research questions number	**Research questions**	**Proposition question number**	**Proposition**
Main Research Question	What are the Franchise Managers' (FMs') perceptions of being the recipients of transformational coaching?	1	Transformational coaching will allow for the holistic development of a person
Sub-research Question 1	What are FMs' perceptions of the effect of coaching on relational interactions with the franchisees?	1.1	Transformation coaching will improve relational interactions between the FM and franchisee
Sub-research Question 2	What are the FMs' perceptions of changed interactions with	1.2	Coaching will result in positive changes in relationships between the FM, their direct reports (OMs) and

	parties at Head Office post coaching?		colleagues in the organisations, resulting from the coaching intervention based on a ripple effect

CHAPTER 4. RESEARCH FINDINGS

4.1 INTRODUCTION

Chapter 4 captures the results of 22 interviews, comprising six pre- and six post-interviews with the Franchise Managers (FMs) and five pre- and post-interviews with the Operations Managers (OMs) (Note: one of the OMs manages two FMs). The FMs were the recipients of the coaching and the OMs are their direct line managers, as indicated in Figure 1 in Chapter 1. *Numbers* are attributed to respondents, as opposed *to names* of respondents, for reasons of anonymity.

The franchise organisation agreed to have a group of their FMs coached and approached six FMs, asking if they were willing to be coached. All those approached agreed to be coached and the respondents signed consent forms prior to the coaching intervention. The decision of who should be approached for the coaching was made at a Regional Operations level. There were between four to six coaching sessions over a two-month period. There were two coaches assigned to three FMs each.

The mean age of the FM, at the time of conducting the study, was 37 years old and the average tenure was 4 years. The respondents are referred to as ‘coachees’, ‘FMs’ and ‘Respondents’ interchangeably. There is one holding company of which three subsidiaries were included in the research. Three of the Respondents work at Subsidiary 1; two at Subsidiary 2 and one Respondent at Subsidiary 3. All subsidiaries are included anonymously in this chapter and specific reference to the subsidiaries is not made.

The OMs were interviewed, as discussed in Chapter 2, for triangulation purposes, and their views are primarily voiced in Sub-questions 2 and 3, where the opinions from Head Office are most relevant.

The profiles of the FMs and OMs are represented in Tables 11 and 12.

Table 11: Profiles of FMs

	Pre-coaching interview	**Post-coaching interview**
Respondent 1	√	√
Respondent 2	√	√
Respondent 3	√	√
Respondent 4	√	√
Respondent 5	√	√
Respondent 6	√	√

Table 12: Profiles of OMs

	Pre-coaching interview	**Post-coaching interview**
Respondent 7	√	√
Respondent 8 (Respondent 8 and 9 is the same person and OM for two of the FM Respondents)	√	√
Respondent 9	√	√
Respondent 10	√	√
Respondent 11	√	√
Respondent 12	√	√

4.2 GOALS

The following goals were identified in the pre-coaching interviews.

Respondent	**Goals**
Respondent 1	Identify what is blocking my growth; network more; would like to change to a new division within the company or exit
Respondent 2	Work on relationships with difficult franchisees; understand where other people are coming from and be more adaptable; improve communication skills; work on perfectionism; promotion to OM position

Respondent	Goals
Respondent 3	Conflict management; introduce innovations in stores; turn franchise businesses around; become a better coach and mentor to franchisees; move into business development department
Respondent 4	Obtain promotion to OM position; improve communication skills; become more of a team player; work on being less controlling; prioritise and not procrastinate
Respondent 5	Gain control over emotions; be promoted to OM position; assertiveness; confidence
Respondent 6	Was unsure of exact goals other than aspiring for a promoted to an OM position and improving presentation skills

4.3 ORGANISATIONAL ORGANOGRAM

Positions in the hierarchy of the company are illustrated in Figure 7.

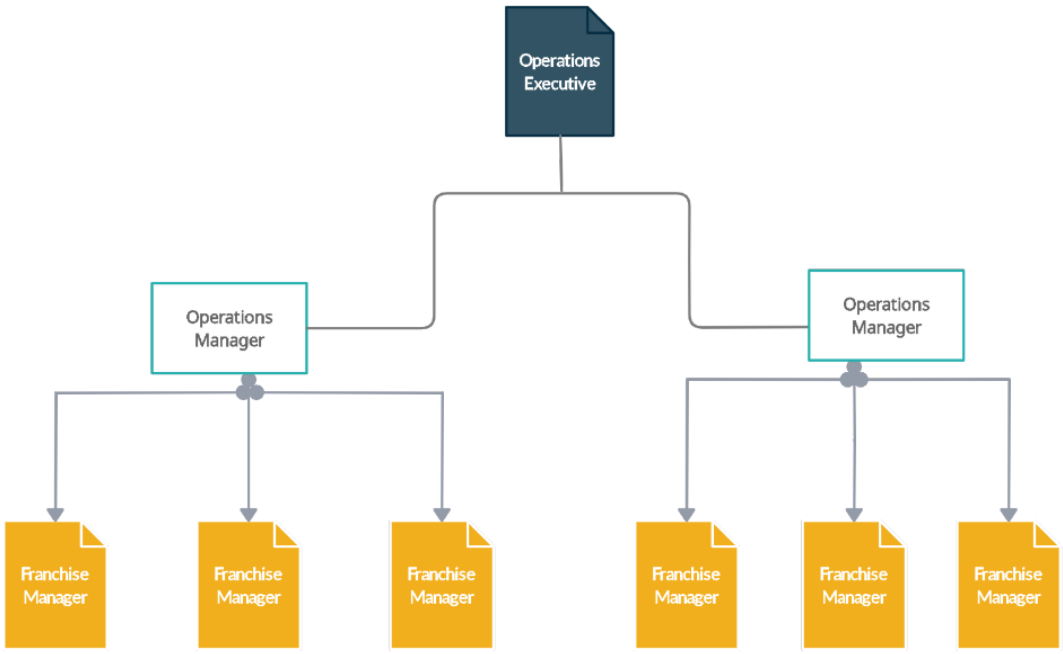

Figure 7: Hierarchy of operations division at head office

The pre- and post-interviews as well as the coaching sessions were recorded on Zoom, due to lockdown imposed during the Covid-19 epidemic. All the interviews were transcribed verbatim where codes and themes were induced (the verbatim quotes are represented in italics). The pre-coaching interviews with the FMs were to gain insight into their coaching goals, get acquainted with them and to understand their current positions. The post-coaching

interviews captured whether they felt their original goals had been met and the learnings that were derived from the coaching journey as well as the perceived outcomes. Both the pre- and post-coaching interviews were coded and categorised, with resultant themes and sub-themes emerging. Post-coaching interviews began by asking participants to reflect on insights or realisations that emerged through the coaching experience with respect to their own development, their relationships with others (both professionally and personally) and the effect they believed they had on the organisation, as indicated in Annexure B.

Similarly, the pre- and post-coaching interviews conducted with the OMs were to establish the existing relationship between the OM and FM, the changes the OM may want to see after the FM had been coached and general observations of any shifts that may have occurred post the coaching intervention (as reflected in Annexure A and B).

4.3.1 Coaching themes from post-coaching FM interviews

Both 'initial' or 'open' coding (Corbin & Strauss, 2014) and *in vivo* coding methods (Strauss, 1987) were used to derive the codes. As the research was based on the FMs*'* perspectives, the majority of the research findings are skewed towards this, with the OMs' input useful for triangulation purposes and context. From the post-coaching interviews of the FMs, 130 codes emerged with 67 categories induced from these (these were based on all the transcripts, with samples of codes from four transcripts attached as Annexure F).

The main research question produced 83 codes, with 48 categories, where three main themes emerged with seven sub-themes, as illustrated in Table 13. Annexure C illustrates the coding sample.

Eight categories from 23 codes resulted from the *first sub-question*, where two themes emerged.

In *sub-question 2*, 24 codes emerged where 11 categories came out, from which two themes emerged. Figure 8 shows the final thematic map showing the three main themes.

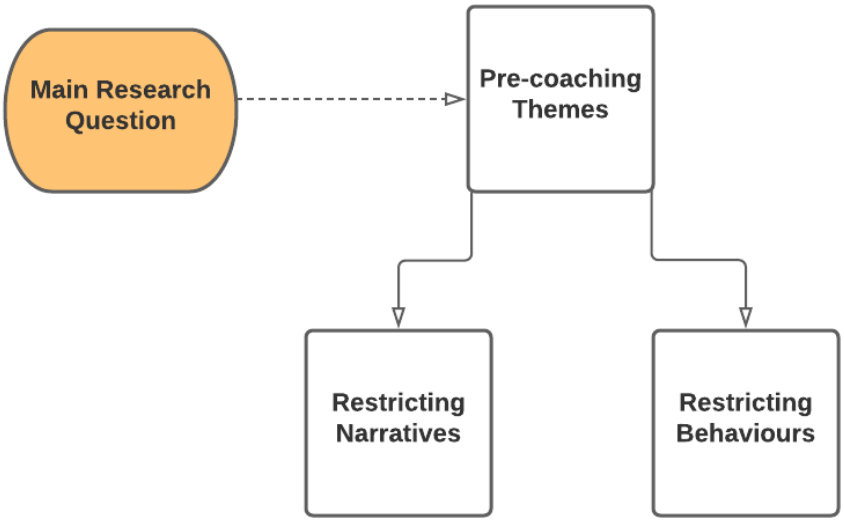

Figure 8: Final thematic map showing three main themes

4.3.2 Coaching themes from pre-coaching interviews

Pre-coaching interview coding was done based on combined FM and OM interviews due to the non-directive and often impromptu question posed, using an unstructured research design. A total of 24 codes were derived from these pre-coaching interviews, which were categorised and two themes for each research question, as presented in Figure 9 and Table 12.

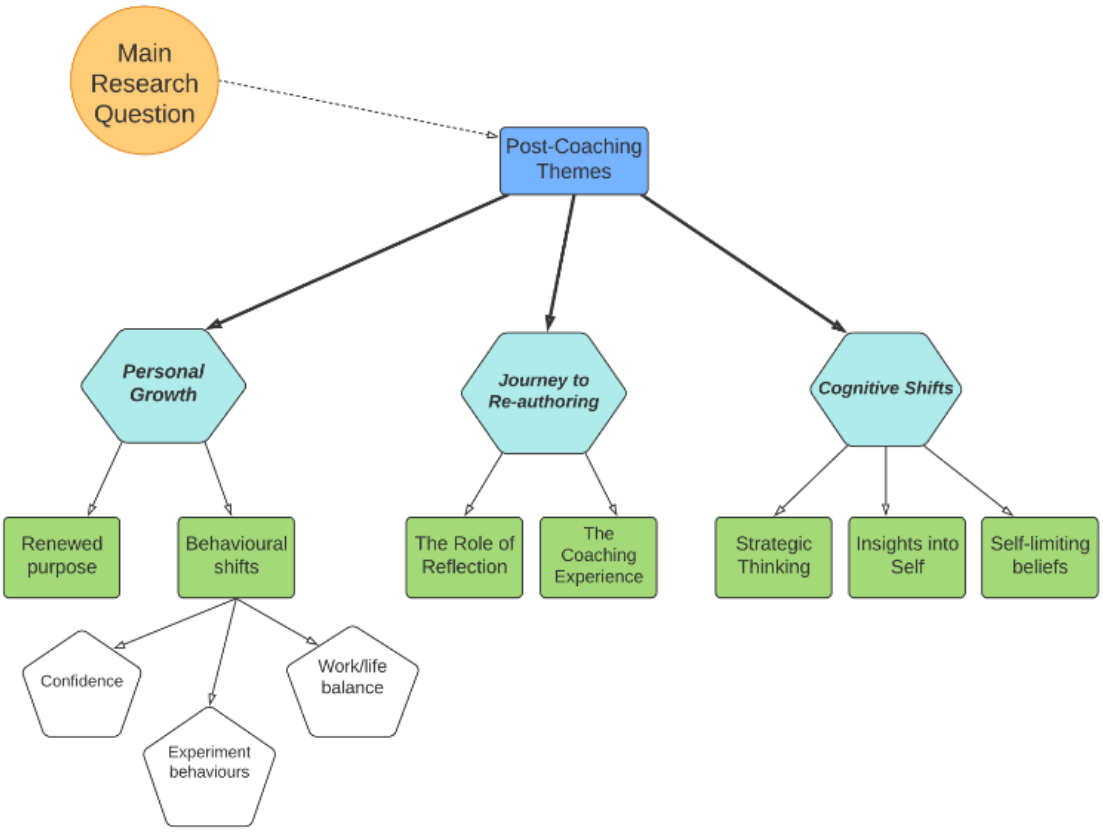

Figure 9: Coding themes

Table 13: Themes for main research question

Pre-coaching themes	
Restricting narrative	
Restricting behaviours	
Post-coaching themes	**Sub-themes**
The journey to re-authoring	• The role of reflection • The coaching experience
Cognitive shifts	• Insights into self • Self-limiting beliefs • Strategic thinking
Personal growth	• A renewed purpose • Perceptions of behavioural shifts

4.4 MAIN RESEARCH QUESTION: WHAT ARE THE FRANCHISE MANAGERS' (FMS') PERCEPTIONS OF BEING THE RECIPIENTS OF TRANSFORMATIONAL COACHING?

4.4.1 The journey to re-authoring

A central theme that emerged from the findings is how the coaching journey itself contributed to the successful outcome of coaching. The advantages of reflection as well the experience of the journey were expressed in the post-coaching interviews.

4.4.2 The role of reflection

All six coachees reported that 'reflection' played a crucial role in the coaching process, both in terms of defining new ways of thinking and reframing previously self-limiting beliefs. Most respondents claimed that insights often emerged when connecting past experiences with current ways of thinking. Here, the pre-coaching theme of a 'Restricting narrative' was brought to the fore and addressed in the reflection process. The benefits of reflection were explicitly stated by two of the six FMs who frequently mentioned that, by being given the opportunity to stop and think, they had been inspired to experiment with new behaviours as well as acknowledge the importance of setting time aside for reflection in the future. They expressed how difficult it is to find the time to do this as they are often overstretched.

> *"there's so much going on in life, that we don't get a comfortable space, or someone to actually speak to. It's always people taking and taking from me... l got to unpack and discover a person that l never knew existed in me." Respondent 6*

Respondent 9 (the OM) also noted in the post-coaching interview that:

> *"he's also seen the gaps, you know, and really gone and made time to think about the gaps and how to fix the gaps…sometimes you don't have time to sit and reflect and identify what are your personal gaps and you know, what solutions can you bring to the table to try and improve those gaps." Respondent 9*

Respondent 12 (OM) also noticed after the coaching that now, with the FM (Respondent 4) that reports to her:

> *"so you can tell her how you feel and then she will basically do a quick reflection, and then she will only reply, and I think that's a good thing." Respondent 12*

One respondent noted how reflection enabled them to think about the direction he wanted to take in his life:

> *"I never used to, you know, reflect and look back on my achievements. I just used to look at the big wins but looking also at the smaller wins, celebrating which is important, that's what keeps you positive and keeps you motivated…" Respondent 3*

4.4.3 Past reflections

The relevance of thinking about past behaviours and its effect on current behaviour was expressed by 83% of the coachees. The respondents noted how they managed to reframe past events that were impacting negatively on their lives and how their existing narrative could shift to adopting a healthier outlook.

One of the respondents was raised in a rural area and worked hard to get to where he is today. He reflected on the fact that he had forgotten how he had overcome challenges in the past and how he could use those as inspirations for current challenges:

> *"we started digging deep into where I come from, where I'm going, where, what I've been in my younger age and it has just allowed me to...breathe and think about the times when you faced some tough tasks in the past… look at what have I achieved … and how did I overcome them." Respondent 2*

One of the respondents spoke about an episode he had in primary school which had left its mark:

> *"it took me down memory lane ...I just forgot who I was, but, you know what, (the coach) actually brought back something that I thought was gone in my life.....how can I forget that I am this kind of person?... I had to challenge myself and realise that what I've done before and what I've achieved before, I can combine all these things, I can use my experience." Respondent 5*

Two other respondents also reflected on the effect of events in the past:

> *"…just about realizing that I always need to be in control. And there were times in my life that I wasn't and that's obviously affected me negatively in certain ways…so it's just about moving forward again." Respondent 4*

4.4.4 The coaching experience

All the coachees began coaching sessions with a 'presenting issue' that transcended into a bigger picture and a deeper understanding of self. All of the respondents noted how coaching affected both their personal and professional lives, resulting in a knock-on effect on both. They also expressed how coaching enabled them to transfer coaching skills into their lives and the inspiration that it provided. Table 14 summarises these experiences.

Table 14: Coaching adaptations and coaching effect

	Coaching adaptations	**Coaching effect**
Respondent 1	*"(the coach) did more listening than talking... I went and took it out there, and that has brought positive results… I see as well how you do coaching, there's no judgment, so I've sort of looked at him without judgment"*	*"I received so much energy when I was doing some of the sessions…my wife would see change right after I hang up (from a session)"*
Respondent 2	*"(the coach's) help in terms of listening to me has triggered that element in me to say when we sit with people you …need to be take a step back and be able to listen...I needed to listen and not judge and not have solutions immediately"*	*"it was a soul-searching journey. ...it was easy and safe to tap into a bank of emotions…a trusted platform that one could own and display their life experience, current emotional state of being"*

4.4.5 Shifts in the room

In addition to overt expressions of personal change, the coaches observed changes in mannerisms of the coachees in the coaching sessions as shifts took place. One coachee looked upwards to think and looked very thoughtful while another tended to laugh as new revelations came about while yet another experienced long moments of silence.

A third of the respondents recalled 'aha' moments at times of reflection within the coaching sessions:

> *"I think I've got that, that's it! (claps hands together and smiles)..maybe that's it!…I've never thought of it…I think, and you know what… coming to think of it…the scary part*

is…I sort of almost, uh, think that this is the thing … this is something that came to me right now…" Extracted from a coaching session from one of the Respondents

4.4.6 Coaching tools

Three of the coachees were presented with the DISC tool (Dominance, Influence, Steadiness and Conscientiousness) which categorises one into personality types to understand oneself better. The results of using this tool were very positive:

"I love that presentation. It was very nice… you discover yourself through coaching" Respondent 6

4.5 COGNITIVE SHIFTS

4.5.1 Insights into self

The *pre-coaching* theme of 'Restricting narratives' is outlined in the quotes below. Four of the respondents noted in the pre-coaching interview that being a perfectionist and the need to be in control were negatively affecting their lives:

"…what I'm working on personally is just to relax my standards and understand that not everyone is going to be like me." Respondent 2

In the post-coaching interviews, it was seen that coaching helped these respondents to release the unhealthy pressures they were placing on themselves. Table 15 reflects insights of four of the respondents, particularly in terms of releasing control and perfectionism.

Table 15: Insights into control/perfectionism

	Control/Perfectionism
Respondent 2	*"I have learned to be easy with expectations…allow myself to be vulnerable and understand that I'm a human being but I'm not a perfect human being…not expecting everybody to think the way that I think …allow people to be themselves"*
Respondent 3	"*some things you know, you ...just need to take a back seat just let everything work on its own...you can't be in control of everything"*

With regards to the *pre-coaching* theme of 'Restricting behaviours', two thirds of the respondents expressed how coaching had assisted them in improving communication skills.

They mentioned their difficulties with communication in the pre-coaching interviews, as stated by the following respondents:

> *"most of the time I live with bottled issues, especially when it comes to matters of the heart because you don't want to be exposed to say this one is weak and this one is not understanding how we should be approaching relationships." Respondent 2*

Post coaching, the respondents gave insight into how their means of communication had shifted, as expressed by the following:

> *"…like now, I'm communicating more, having better conversations, all of that, in general, showing that you care. So that helps a lot…the more you communicate under your most difficult relationships it actually gets better…it's like giving a plant water, the more you water it the better it grows." Respondent 4*

Post coaching, Respondent 1 spoke specifically how coaching had prompted him to question how other people perceive him, the answers to which he found very surprising as there was a marked difference between self-perceptions and others' perceptions. This ultimately resulted in a shift in his behaviour. He began to adapt to others and become more approachable:

> *"These sessions gave me an insight into my life...I was able to identify what drains me and what energizes me….to question certain things that I was saying, and to question everything, and speak to people, relationships, question how I have got relationships out there and how I perceive myself, how the next person looks at me…I really wanted to find that answer… so it was only in my mind, it's only something in my mind." Respondent 1*

In addition, Respondent 1 noted how experimenting with the new behaviour, based on this insight, encouraged him due to positive reinforcement:

> *"Now, shifting behaviour on those things...has produced good results, so I would say that it has propelled me in a certain positive way…that moved me to a different direction, and I didn't find it difficult to…shift the behaviour." Respondent 1*

4.5.2 Self-limiting beliefs

Four of the respondents commented on self-limiting beliefs which ranged from expectations of self, pleasing others, recognising areas of weakness and confronting fears of rejection. The

pre-coaching interview expressed this narrative based on the theme of 'Restricting behaviours'.

Respondent 5 has struggled with assertiveness. This was associated with his need for others' approval. Through coaching, he worked on his assertiveness. He used to feel guilty about giving honest feedback even though he knew this input was valuable. In the pre-coaching interview, he expressed his uncertainty regarding emotions:

> *"I think emotions are something that can be controlled … I like to question decisions and if it doesn't go my way I tend to get emotional… I don't want to use my emotions in the wrong way that it will break me down, because I feel if it breaks me down, it's going to break me." Respondent 5*

Respondent 5 also relayed how he had managed to become more assertive from the coaching experience:

> *"By saying no to other situations, it doesn't make you a bad person" Respondent 5*

Respondent 2 came to the realisation that he does not need a tertiary degree or diploma to get further in his career, which was his pre-coaching narrative, and that he had imposed limitations on his growth by holding on to that belief. Coaching allowed him to free himself of that assumption and to move forward.

> *"When I doubted myself (I was unaware) that I was tapping into a deep sinkhole… maybe a lack of confidence in relation to not having a formal degree to back up my experience ...so those beliefs (getting a degree or diploma), or those sorts of scary moments have been destroyed completely." Respondent 2*

He also expressed how difficult he found it to share his opinion in meetings, for fear that he would be perceived as outspoken or domineering. Post-coaching, he said that he now realised how important it is to "*share his plate*" and not feel intimidated and he became "*brave to ask those questions*" and "*I will not sit with the knowledge and the strategies of changing my life and views, I will definitely share it with people" Respondent 2*.

Respondent 4 remarked, in the pre coaching interview, that she would like to be promoted in the company but that her challenge with communication is holding her back: *"you also don't want to be in the same position for ten years and not have achieved anything." Respondent 4*

In the post-coaching interview, Respondent 4 expressed:

> *"I struggled to sometimes get along with people with different personalities. So I've really opened up to other people's, like, way of thinking and adapting to it... So I just put a lot more thought into how I approach people... ultimately, if I don't communicate, I can't expect them to understand." Respondent 4*

When Respondent 1's underlying fear of rejection and reasons for procrastination were confronted, he was able to move forward, where he gave himself permission to express himself. In the pre-coaching interview, he claimed that there was always much deliberation and procrastination before contacting a person:

> *"thinking things such as "should I call this person? Should I make a phone call? Should I make a phone call? And I would … find a million excuses in my head…I don't want to bore people with my problems, my issues, I don't want to dump my work on top of what they've got." Respondent 1*

Post coaching, Respondent 1 expressed that*:*

> *"now I just do it and do it now, if you want to make a call, do it now. I don't have to think of questions, possible questions which I might have, possible answers, long planning and days of thinking about making a single call. Just do it, you know." Respondent 1*

4.5.3 Attitude towards failure

Three of the six coachees reframed how they viewed failure. Respondent 1's inner resources were discovered by assisting a friend of his in a new business venture. This was a result of a conversation in the coaching, where he was challenged to make the call to offer his support to his friend. He felt a great deal of pride and accomplishment in this, which kickstarted proactivity and self-confidence.

> *"I must not be afraid…rather just go for it, if it doesn't work out, come back and face it in a different direction." Respondent 1*

One respondent noted:

> *"I'm not afraid to showcase myself, I'm not afraid to face the challenges…failure for me simply means it's my first attempt in learning." Respondent 5*

4.5.4 Strategic thinking

Eighty-four percent of the respondents spoke about the shifts in their thinking about challenges and situations in the post-coaching interviews. A summary of the strategic thinking of the respondents, post the coaching intervention, is reflected in Figure 10.



Figure 10: Respondents' strategic thinking shifts

4.6 PERSONAL GROWTH

The themes of 'Personal growth' resulting from the coaching include sub-themes of: a 'Renewed purpose'; and 'Perceptions of behavioural shifts' (i.e. confidence, experimentation with new behaviour, attitude towards failure and work/life balance).

4.6.1 Renewed purpose

Four of the respondents mentioned how they had lost touch with themselves and their dreams and, through coaching, their life aspirations were revisited. The theme of 'Restricting behaviours' emerged in the pre-coaching interviews, which was addressed in coaching sessions. This process facilitated the identifying of their true passions. In a pre-coaching interview, Respondent 1 claimed:

> *"just because I have to do it, you know it's my job. I have to do it." Respondent 1*

Post coaching, four respondents were now motivated and enthused to do their job and to make the most of the situation:

> *"…it has shifted my energy and my mood as well and whenever I've got a task at hand and it's challenging, I think it energises me… I look forward to tomorrow and on a daily basis, you know, I look forward to Mondays." Respondent 1*

Respondent 11 (the OM) confirmed this view:

> *"she's become more like focused and structured…whereas she was very all over the show in the past and she would just jump from this to that, I feel she's more focused and more deliberate that way." Respondent 11*

Respondent 1 started the coaching feeling very drained with a lack of purpose. He had worked in another franchise company previously, in a higher position than he is now. He left that position to start his own business, which unfortunately did not work out. For financial reasons, he joined the current franchise and described himself as feeling "trapped in a box" and "running on a reserve tank". The journey with Respondent 1 was about reframing his current situation and finding ways to express his innate creativity. He rediscovered this creativity which had been dormant for a long time. The same tasks which he had found repetitive and boring were now seen in a different light as he applied his creativity and started to help others and share his extensive knowledge. Through coaching he became motivated and felt a renewed purpose in life.

> *"…I am sort of out of that box that I have been trapped in and being out of it also helps to keep my fire burning, to keep my fire burning.....I think I'm starting to find myself again." Respondent 1*

4.6.2 Perceptions of behavioural shifts

4.6.2.1 Confidence

Through the process of both reflection and experimenting with new behaviours, respondents were able to become more courageous and assertive. Five of the six coachees, easily expressed how their confidence had grown which allowed for both shifts in their narratives and the actualisation of aspirations. Two of these are reflected in Table 16.

Table 16: Gaining confidence

Confidence	Pre coaching	Post coaching
Respondent 1	*"I don't understand how to support a person, you know, I don't understand"*	*"I've seen I'm being more confident in what I do and what I see, as well"*
Respondent 5	*"I think I need to have more confidence in myself. I question myself a lot".*	*"I forgot about myself, about who I was, what I'm capable of achieving...it has made me look at my life and say, you know what, I've actually done very well for myself… I'm somebody who will go in there and make a big difference...the coach gave me this confidence that, I've got this, and I shouldn't be afraid"*

After the coaching intervention, Respondent 6 viewed herself and her ambitions with much greater clarity. In the pre-coaching interview, Respondent 6 expressed some disappointment in her personal life and how things had turned out:

> *"I thought I'd get a man, get married…so that didn't work out unfortunately for me. So I'm still single but with two kids but we're doing just fine." Respondent 6*

Post coaching, Respondent 6's attitude had change considerably:

> *"through coaching, I set goals ...I always wished to be something else in future, I never had goals... but through coaching, I've been strong, and I believe I can offer my kids the life that they deserve.... l got to unpack and discover a person that l never knew existed in me." Respondent 6*

With this new attitude, Respondent 6 noted that her OM had now given her far more responsibility as he had the confidence to let her stand in for him in his absence.

4.6.2.2 Experimentation of new behaviours

It was evident that changes in behaviour took place between each session, as expressed by half of the coachees.

> *"So as we end the session, and off the session, ideas will just pop and some of them you know, I've been able to execute them and implement them, you know, immediately but some it takes time." Respondent 3*

In addition, action after reflection was directly seen in a quote by Respondent 1:

> *"Now, shifting behaviour on those things…has produced good results, so I would say that it has propelled me in a certain positive way…so it was that realisation...that moved me to a different direction. So I think the biggest thing for me was self-actualisation." Respondent 1*

4.6.2.3 Work/life balance

Two thirds of respondents expressed, in the pre-coaching interviews, how they struggled with work/life balance. Respondent 1 claimed how he was "juggling with so many balls" and now could manage his time more efficiently. The change was expressed in post-coaching interviews as indicated in Figure 11.

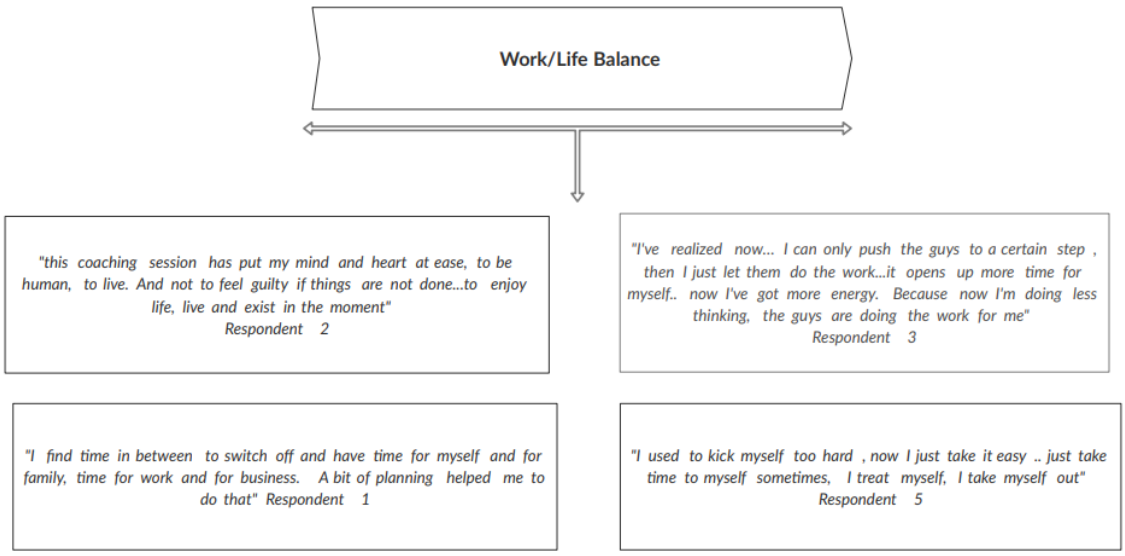

Figure 11: Work/life balance

4.7 SUB-QUESTION 1: WHAT ARE THE FMS' PERCEPTIONS OF THE EFFECT OF THEIR COACHING ON THE RELATIONAL INTERACTIONS WITH THE FRANCHISEES?

The theme that emerged from the *pre-coaching* interviews were 'Difficult franchisees'. Eight categories emerged from the *post-coaching* interviews from 23 codes, which were subsequently categorised into the themes of 'Handling conflict' and 'Courageous conversations', as illustrated in Table 17.

Table 17: Pre-and post-coaching themes sub-question 1

Pre-coaching theme
Difficult franchisees
Post-coaching theme
Handling conflict
Courageous conversations

4.7.1 Pre-coaching interviews

All the FMs expressed difficulty in settling into the position of FM at the beginning of their employ, due to a lot of franchisees' pushback or scepticism (which may be due to previous experiences with FM support) or their perception of FMs as compliance officers. They expressed the need to have a meeting of the minds with executives in this regard, where less emphasis would be placed on compliance and more on being able to have conversations on how they could add value to the stores. This was also attributed to the limited amount of time they could spend in a store due to the allocation of too many stores or the wide spread of the stores. All the FMs expressed that it took a long time to finally win the trust of the franchisees. This challenge of dealing with difficult franchisees was expressed in the pre-coaching interview by Respondent 2 who went so far as to say, "*truth of the matter is, this job will kill you if you don't speak to somebody."* This may also be attributed to the fact that the FMs were expected to play multiple roles at the stores, coupled with the demands placed on them by Head Office.

4.7.2 Difficult franchisees

All the FMs had experienced some form of conflict with franchisees. They gave various reasons for the source of the difficulties in relationships with franchisees, one of them being

franchisee tenure. Three FM respondents claimed that the difficulties arose from either the longer standing franchisees or the newer franchisees in the system and the challenges that came with dealing with those:

> *"I've got this franchisee who just joined the business towards the end of last year and I haven't really warmed them to my way of thinking" Respondent 2*
>
> *"some of the franchisees are used to the old ways of doing things…you need to convince them." Respondent 5*

Another FM found the longer standing franchisees problematic:

> *"you know, you would say something and they would pick up a call and call somebody very senior... you know, they have communication with people in high ranking in Head Office…they are just untouchable....they are the mafias ...I just have to move on and say…I shouldn't touch here." Respondent 1*

Another reason for perceived conflict is the limited amount of time allocated to each store, due to the stated over allocation of stores or the distance between stores. These were mentioned by 67% of the respondents, with the following input from Respondent 5:

> *"we need to be in stores, which is something that we're not doing currently because of the orders from above…we need to spend more time in stores so that we can see where it is that we can actually help." Respondent 5*

All the respondents mentioned the difficulty in franchisees not being in the stores when they do their visits and they need to deal with the managers instead:

> *"the manager does not have a say because need to get authority from the franchisee. If the franchisee is not in the business you're going to have to give half feedback to the manager, half to the franchisee. Your message gets lost in translation…It's a challenge, hey, so you find from all those franchisees only 40% in the stores all the time." Respondent 3*

This is often because the franchisees run multiple brands:

> *"Their workload becomes double because if they've got two different franchise managers for different brands it also means from head office or marketing point of view*

Respondent 1 spoke about the disconnect in communication between head office and the franchisees and the franchisees undermining the credibility of the FM. This was also mentioned by two other respondents, with the following from Respondent 1:

> *"I mean, I had, I had a visit from ops managers, from executives, and I received feedback, like, something was not done, and they're not happy about it.. and when I spoke to the franchisee and asked, 'how was the visit?" They replied 'Oh, I see was great. It was great' ...but it came out different from what I hear." Respondent 1*

4.7.3 Handling conflict

In the coaching, they wanted to work on how to handle these particular relationships as well as difficult conversations with franchisees. Four of the six respondents noted their struggle in generally managing conflict with franchisees, whereas all the respondents found that their difficulty lay in one or two of their franchisees that they struggled to build a rapport with:

> *"He's really one of my problems, he's a major problem, because it doesn't matter what I do, he is always going to be a problem." Respondent 4*

There was only one outlier response of how she *"loves working with difficult franchisees." Respondent 6*

Half of the FMs explained how they tended to retreat if they experienced conflict with franchisees, with this comment from one of them:

> *"Oh, the franchisee may say....this guy is coming out, you know.. the 'nag'.. I don't want to be that person so I end up not chasing him." Respondent 1*

Three of the respondents mentioned the difficulty in being perceived as a 'policeman' rather than a 'business consultant', which caused them to feel alienated, hence creating a challenge when trying to build relationships.

> *"When you start to do an evaluation, they view you as an inspector....and it's horrible." Respondent 1*

The post-coaching interviews revealed that many shifts had occurred in relationships with franchisees. All respondents mentioned how conflict had been resolved with their particularly difficult franchisee:

"One of my more difficult franchisees... he never used to basically sit in the conversations with us ...now when I was busy doing everything he actually spent like an hour with us where we actually had a great conversation about business." Respondent 4

"The one that kept running away from me...he will talk to me…he will take my calls anytime." Respondent 5

"My most difficult franchisee... .he can also see the change in me...he says I have come more professional over the last few months." Respondent 6

Two respondents spoke about how they have practically implemented a way to resolve conflict with franchisees, with this input from one of them:

"I am taking photos of problems in the store and having evidence to back me up....I've been doing video calls with a franchisee you know, like, you know why haven't I been doing this?" Respondent 3

Three of the respondents mentioned that they had also came to terms with a couple of difficult franchisees and learnt when to let go:

"like some of the other relationships that you have...it doesn't matter what I put in, he will never be satisfied." Respondent 4

Fifty percent of the respondents noted how their energy levels had improved when dealing with franchisees, with one expressing:

"they said that 'now you've changed, you're a different person'." Respondent 6

4.7.4 Courageous conversations

The theme that emerged from the *post-coaching* interviews was that of 'Courageous conversations'. All respondents realised that they need to manage themselves differently in order to deal more effectively with franchisees. They remarked that self-growth and self-development, achieved through coaching, enabled them to adapt to the franchisees better and be more accommodating, but assertive where need be. This resulted in them having different types of conversations.

Four respondents, in the pre-coaching interviews noted the challenge in communicating effectively with franchisees. Only Respondent 6 expressed how she "*loves having difficult conversations*" with franchisees. Respondent 4 mentioned her desire to work on her communication skills yet felt ambivalent about what her approach should be:

> *"What I worry about is my communication skills, because sometimes I'm too detached...you need to be able to tell them this is wrong, but you need to be able to have the difficult conversations." Respondent 4*

In the post-coaching interview, all the respondents mentioned how they were able to have more constructive conversations with franchisees and how they had stepped out of themselves to create this:

> *"Franchisees have been happy ...we are having creative conversations. ...a lot of positive business talks…I don't have to be offended or take cover to protect myself, but I literally have to give them a call and check if everything is ok." Respondent 2*

Respondent 9 (an OM) also noticed this in the post-coaching interview regarding Respondent 3 (FM) :

> *"so I have had some good compliments from franchisees coming through so I think when he goes in the field as well, and he's trying to add value and has conversations with franchisees... he doesn't shy away from the difficult franchisees if I can put it like that, he will go and have those conversations with him." Respondent 9*

All the respondents had acquired certain skills, overtly or vicariously, through being coached such as: listening skills, awareness and tolerance of others, patience and understanding. Even though two respondents had recognised the importance of listening to others in the initial interview, they felt that their listening skills had grown even more from coaching, with one of them stating the following:

> *"After coaching now I know I need to listen more. As much as I'd want to walk in a store and fight, I also need to listen why they've done that... . There are ways of talking to people as well if you want to, if you want to create relationships with them…you need to understand people as well." Respondent 6*

4.7.5 OMs perspective

In the pre-coaching interviews, only two of the five OMs relayed the sometimes difficult and responsible position of the FMs:

> *"the field managers have got such a pivotal role in being the intermediary between the franchisee and head office in terms of the perceived value add for the franchisor, so that's a huge contributing factor." Respondent 11*

Of the five OMs interviewed post coaching, three of their FMs were viewed as having improved relationships with franchisees and one was neural. Surprisingly, one OM felt that the relationship with Respondent 2 (FM) and franchisees had deteriorated.

> *"it's almost like they don't even talk about Respondent 2 in the last month, and ya which is a bit of a concern for me….maybe he's withdrawing a bit…when the conflict gets a bit too intense for him" Respondent 8*

This is contrasted to Respondent 2 (same FM), who remarked that his newly gained conflict management skills had value added to franchisees:

> *"I think I am able to help them and offer solutions and support them…be there for the network or the people that I work with and I hold myself accountable." Respondent 2*

Overall the pre- and post-interviews show the perspectives of the OMs of Respondent 7, Respondent 10, Respondent 12 and Respondent 9 in Table 18 and the positive shifts thereof.

Table 18: OM perspectives on restricting narratives and restricting behaviours

	Pre-coaching perception	**Post-coaching perception**
Respondent 7	*"with some franchisees, when he gets push back, he **takes a step back** and lets the relationship kind of just ride the wave"*	*"So we find ourselves chasing franchisees all the time ...Respondent 1 had no issues you know, running around….but yesterday, he actually made the effort of sorting it out at the same time…so for me, that's...being **more open minded** to the seriousness of the case and the urgency"*
Respondent 9	*"I think it's just **the confidence on how to deal with, with aggressive people**, you know, aggressive franchisees"*	*"I had good feedback ...like they said to me, when he comes into the store, **he has proper, like, business discussions with them**..., and he's trying to add value and has conversations with franchisees... Now like if he doesn't get feedback through WhatsApp, then he'll actually pick up the phone to the franchisee and phone them"*

	Pre-coaching perception	Post-coaching perception
Respondent 10	*"maybe he's **scared to confront**....maybe scared of the fight"*	*"**there's no 'please' begging like the old days, those days are gone**. ...Now he's like, it's his region he's taken charge and I think that they can feel that"*
Respondent 12	*"Although she has good relationships....the franchisees were also giving her feedback, not directly like I did, but it was almost the same, like **you always negative**"*	*"I think it's something she did take out of this coaching: how to **keep some of the negativity** to herself when you work with people, to motivate the team you're working with"*

4.8 SUB-QUESTION 2: WHAT ARE THE FMS' PERCEPTIONS OF CHANGED INTERACTIONS WITH PARTIES AT HEAD OFFICE POST COACHING?

Two pre-coaching themes emerged from the interviews with the FMs and OMs (The current person and The ideal coached person) and two post-coaching themes came out of the coding and categorising of the interviews: The ripple effect of coaching on OM/FM relationships-(with a sub-theme of Culture) and Team interactions, as reflected in Table 19.

Table 19: Themes on head office interactions

Pre-coaching themes
The current person
The ideal coached person
Themes
The ripple effect of coaching on OM/FM relationships
Team interactions

The OMs and FMs of the three subsidiary companies had similar feedback in the pre- and post-coaching interviews, which suggests that the brand culture is germane to all the brands.

As mentioned previously, tor triangulation purposes, the perspectives of the OMs were also taken into consideration, both in terms of how they perceived relationship shifts and the behavioural changes in the FM. The ripple effect on the organisation after the coaching intervention was two-fold: firstly, the FMs' perspective of the coaching on interactions with other FMs and secondly, the effect coaching had on their relationships with the OMs. In order to gain context of the systemic effect of coaching, the perceptions of the culture of the

organisation, according to the OMs and the FMs, have been included in 4.8.2 as these may have a significant influence on these perceptions.

4.8.1 Ripple effect of coaching on OM/FM relationship

FM's Perspective: three of the FMs perceived that the relationship with their OMs had *improved* from coaching. One of the FMs saw a *distancing* in the relationship with the OM and two FMs found there was *no change* in the relationship.

OMs' perspective: three of the OMs saw a *decline* in their relationship with the FMs and the other three OMs felt there was *no change*, as reflected in Table 20.

Table 20: Post-coaching perceptions of OM/FM relationship changes

	Positive change	**Negative change**	**No change (remained good)**
OMs	1 (17%)	3 (50%)	2 (33%)
FMs	3 (50%)	1 (17%)	2 (33%)

It should be noted that the "no change" responses were not explicitly mentioned but were alluded to when asked.

One FM expressed the improvement in their relationships with the OMs since the coaching:

> *"so I've really been focusing more on my relationships, so especially with Respondent 12 (the OM) because we've had our ups and downs in the beginning but we've really drawn closer, and our communication and everything is a lot more open than what it used to be." Respondent 4*

Disconnected Views

The disconnected views were apparent where the FM (Respondent 2) felt the relationship with his OM (Respondent 8) had improved noting that "*there is a great deal of improvement…I find that my line manager is sort of like accommodated me…accepted very, very well"* whereas Respondent 8 (OM) expressed frustration how she viewed Respondent 2 since the coaching stating that:

> *"(he was) my superstar and is now dropping balls…I sort of want to say like laziness in a way (laughs)…I think he just needs to buckle down, you know… some people might*

wallow a little bit longer there, and other people will bounce out of it a lot quicker." Respondent 8

Respondent 8 (OM) also perceived that Respondent 2 was displaying some 'arrogance' since the coaching:

"I've noticed lately with leadership around me...sometimes I almost want to say he can have a little bit of a cocky attitude. I don't know if that's him trying to be assertive and maybe not doing it correctly. I think sometimes there's a fine line between assertiveness and cockiness." Respondent 8

In a similar vein, in the pre-coaching interview, FM (Respondent 5) had mentioned his reluctance to speak up to his OM (Respondent 10):

"So I feel like maybe he'll think that I'm disrespecting him and I'm not following the instructions and I don't want to be seen like that." Respondent 5

Post-coaching, Respondent 5 related how his assertion had grown in this area:

"Even with my line manager, I can stand up for things that I believe in and then we will work together towards that goal… I needed to prove that I can actually do this (revamp) without assistance from my OM, because this is how you're going to learn." Respondent 5

Once again, contrarily, Respondent 10 (OM), who had previously expressed the need for Respondent 5 (FM) to become more assertive, expressed that:

"So I've seen a little bit of a shift in him backwards…he asked a negative question in a meeting, which we all thought 'ooh, that's not like him"..I felt like, dude, you're reporting to me...And I'm like, 'what the hell's going on?'.... if a person that's trying to learn to be independent, you know, tell somebody you are doing that... and as a senior you want to still hear… Respondent 10

However, Respondent 10 (OM) did concede that Respondent 5 (FM) is "*for me...is a perfect FM"* and that he will be promoted to an OM position imminently.

In like fashion, in the pre-coaching interview, Respondent 7 (OM) espoused that he would like Respondent 1 (FM) to be more engaged in meetings:

"He will almost withdraw from a conversation in a group and just, I call it a shell that he just goes into a shell. And you'll just like, you know, wait for the conversation to take him wherever he goes." Respondent 7

Post coaching, Respondent 1 (FM) confidently stated that now:

"my voice is my power... you know…it energizes me that what I give is valuable." Respondent 1.

Respondent 7 (OM), however, in the post-coaching interview, contrary to the espoused sentiment expressed in the pre-coaching statement, articulated discomfort in Respondent 1's (FM) questions being verbalised in the manner that they were:

"when he pushes back... it's the environment he does it in... where everyone is together, where there's a team meeting...and then, everyone follows suit because he's the leader…there are certain things he should not be questioning…when it comes from higher positions that just need to be done" Respondent 7

This again contrasted with the opinions of two Respondents who in their self-reports claimed that their interactions with senior leadership had improved:

"I've had a very nice interaction with the CEO of the business, and we met in the corridor…didn't even last two minutes. When I sent them an email saying, 'I appreciate your two minutes talking, it was nice', immediately he responds back to say, 'for him as a leader, it inspires him to know that people are actually there to understand what he goes through and everything like that'." Respondent 2

4.8.2 Culture

Cultural aspects were also noted in the how the FMs and OMs perceived the outcomes of the coaching intervention in terms of changed behaviours and attitudes. Four of the OMs described the culture as very "open" claiming that executives having an "open door" approach.

"Our bosses have all been very open door, if you need anything, pick up the phone, knock on the door (even though its open (laughs)), but you can come in and discuss anything." Respondent 7 (OM)

Four of the FMs spoke about their experiences with the culture of the organisation, where they voiced a different perspective. When Respondent 1 wanted to voice a contrary opinion in a meeting, he refrained from doing so in the event of offending a more senior colleague:

> *"I think I must be careful about probably being overconfident, because, and I know, I know, some people would view overly confident as being arrogant....I had this urge of speaking (in the meeting) but I decided not to…wouldn't have, have been taken very well…I've started to play corporate. And yeah, I mean, I wanted I wanted to to ask him a simple question." Respondent 1*

The other FMs mentioned the following:

> *"If I am successful enough to become an OM, definitely things will change...I don't want results only but I want results from happy people." Respondent 2*

> *"if I look at people and I look at how even some of the seniors will be treating me, and they make me feel like I'm not good enough, and for me I think that affected me when I was going around some of my stores." Respondent 5*

4.8.3 Team interactions

The team interactions reflect the ripple effect of coaching on the peers of the FMs. All of the FMs and most of their OMs perceived that the FMs' relationship with their peers had improved since the FMs had been coached. These are illustrated in Table 20. The block in red displays an anomaly to the other opinions.

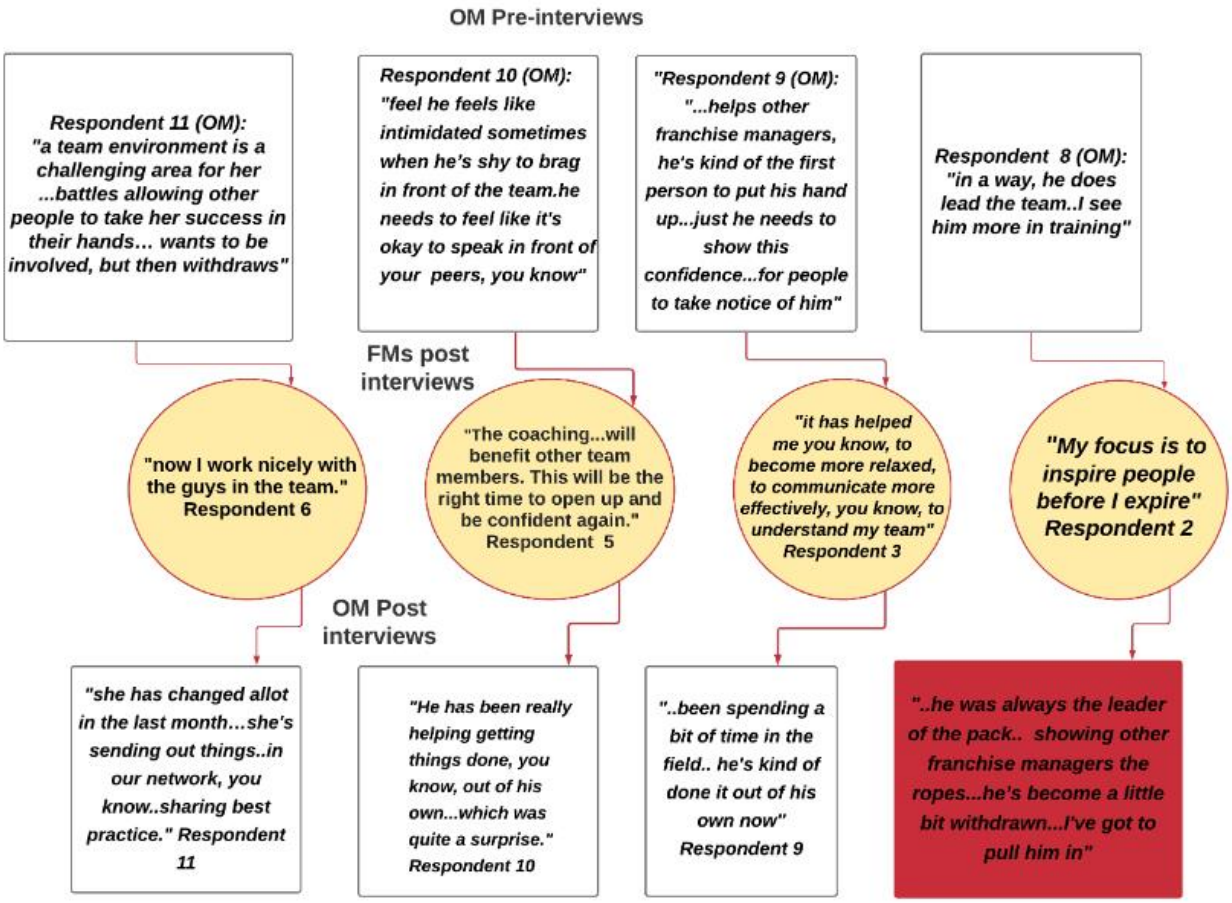

Figure 12: Effect of coaching on teamwork

Respondent 6 (FM) expressed how the team now viewed her in very positive light post coaching:

> *"So you must vote for whoever you think is, is outstanding for the month…so it's 'Respondent 6 is a go getter, very passionate about her work…keep working hard on developing yourself'." Respondent 6*

Post coaching, Respondent 7 (OM) commented on the positive interactions Respondent 1 has had with his team:

> *"He's the 'go to' person, so where they need assistance...they do look up to him as a person that they can go to when they need assistance." Respondent 6*

Respondent 1 also stated that:

"I've volunteered to do certain things, at first I wouldn't have, I wouldn't have volunteered to do.. A colleague was feeling very heavy about work, and me being energised and I think I need to rub that off onto him as well, to be energised, so the energy that I've passed on." Respondent 1

Two of the respondents touched on how they previously preferred working independently as opposed to in a team. Respondent 4 said in the pre-coaching interview:

"I've always been a person that can work perfectly fine on my own… I sometimes struggle to see other people's points of view especially working with different personalities, so that's one of my biggest things, is making sure that I always keep them up to date with what I'm doing, especially my reporting managers." Respondent 4

Respondent 12 (OM) expressed the change in the post-coaching interview, where she saw that Respondent 4 (FM) had become more open to sharing with her team:

"Respondent 4 would do a presentation for her own region and then keep it to herself…so now she did the template for the franchisee and now she shared it with all the FMs even in Cape Town so you can see the confidence level that did improve also... I think it's something she did take out of this coaching how to keep some of the negativity to herself in when you work with people to motivate the team, you're working with." Respondent 12

The Operations Executive in the company also had commented on this:

"whew, something is happening with (Respondent 4) – she's more positive, she's also sharing some ideas…you can see something is happening to Respondent 4." Operations Executive

Respondent 2 had introduced various social initiatives in stores as a company campaign of his own volition. In addition, Respondent 2 claimed how he now purposefully interacts with other FMs and even senior executives by giving them a call or corresponding with them, just to connect and make them feel valued. He attributed this to the coaching and the fact that he "*would never have achieved such without the coach's guidance and believing in himself." Respondent 2*

Respondent 11 (OM) noted a positive change in Respondent 6 (FM):

"she comes across with a lot more conviction in her in her confidence…ya, thinking outside of the box or not asking for the guidance...her confidence has improved with communication and teamwork." Respondent 11

Respondent 7 (OM) commented that:

"I think coaching just made him open up his ability and made him apply himself, and yes, I've seen that on a few occasions." Respondent 7

4.9 CONCLUSION

The Main Research question was explored in terms of the journey to re-authoring and the role that reflection played and discussions of the coaching experience itself. The findings show that the coaching led to personal and cognitive shifts for the respondents. The first sub-research question, regarding shifts in relationships with franchisees, revealed that coaching supported the respondents in handling conflict and managing difficult franchisees while coding from the second sub-research question suggests that coaching did have a ripple effect on other members in the organisation and that team interactions shifted somewhat. The input of the OMs was also significant in reinforcing or detouring from the viewpoints of the FMs, which lends itself to a stimulus for further research, as discussed in Chapter 6.

CHAPTER 5. DISCUSSION OF THE FINDINGS

5.1 INTRODUCTION

This chapter reconciles the findings presented in Chapter 4 with the literature review presented in Chapter 2. The research findings contest or support the arguments made in the literature review. The three propositions are discussed vis-à-vis the literature review.

The themes that emerged in Chapter 4, based on each research question, are examined against the literature that was presented. The terms ‘themes’ and ‘findings’ are used interchangeably in this Chapter. Each theme and sub-theme is discussed and compared to the literature review as follows:

1. The findings/themes on the perceptions of the FMs on being recipients of transformational coaching:
    - The journey to re-authoring
    - Cognitive shifts
    - Personal growth
2. The findings/themes on FMs’ perceptions of the effect of their coaching on the relational interactions with the franchisees:
    - Handling conflict
    - Courageous conversations
3. The findings/themes on the FMs’ perceptions of changed interactions with parties at Head Office post coaching:
    - The ripple effect of coaching on OM/FM relationships
    - Team interactions

5.2 THEMES/FINDINGS ON THE PERCEPTIONS OF THE FMS ON BEING RECIPIENTS OF TRANSFORMATIONAL COACHING

5.2.1 The Journey to re-authoring

The journey to re-authoring was the first theme that emerged from the main research question. The two key findings of the journey to re-authoring were that reflection plays a major role as a precursor to action which includes: thinking about past events, looking objectively at one's strengths and weaknesses and challenging and reframing existing beliefs and assumptions. The second key finding was that the coach's methodology and skills were very much a determinant of the coaching outcome and it was evidenced that the coaching experience itself was crucial to the transformation process. The coaching experience also includes the ability to transfer coaching skills by observing the actions of the coach and the integrative effects of personal growth conversations on professional growth. Both these findings were confirmed in the literature.

5.2.1.1 The role of reflection

As reported in Chapter 4, reflection is a key component in the journey to re-authoring. Volz-Peacock et al. (2016) maintain that one needs 'quiet time' whereupon one reflects on an assumption or belief in order to make sense of it. Gray et al. (2016)p. 15) term this as a state of 'relaxed concentration'. Two of the respondents confirmed that quiet time was necessary to get them to reflect in the sense that it kept them from being distracted by other activities. They appreciated being given the space to think about the challenges of their current situation, repercussions of past events and the underlying reasons for how they respond to certain situations, thereby addressing their previous 'restrictive narratives'. This confirms the literature that one may need quiet time to reflect and self-examine. de Haan et al. (2013); Helyer (2015); Marques (2010); Martin and Smith (2014); Volz-Peacock et al. (2016) note that reflection allows one to examine assumptions, beliefs and biases and gain new perspectives of self and others. This was confirmed by all of the coachees verbalising how reflection allowed them to wrestle with beliefs that were restricting them and they recognised the need to move on.

Eighty-three percent of the respondents found that the process of reflection enabled them to identify the root cause of difficulties they were facing, based on insights into past events. This corresponds with the literature of Brockbank and McGill (2006); Cox (2013); Hawkins

and Smith (2013); Taylor (2007); Taylor and Laros (2014) who claim that one needs to process past disabling thoughts in order to move forward.

In terms of *how* reflection happens, Moons (2016); Spence et al. (2019) disagree with Hawkins and Smith (2013) that a shift in thinking needs to happen *in the room* and argue that shifts can happen *outside the room* and can be gradual and evolving. The 'authentic, embodied' shift in the room, or experiencing 'aha' moments, as described by Hawkins and Smith (2011, p. 240), could be seen, but not necessarily verbalised, in the interactions of a third of the coachees in sessions. As Aldous (2007); Hawkins and Smith (2011) p. 241) state "that lightening moment of tone and laughter is a strong clue to the shift having taken place". The observations of physical changes in mannerisms of coachees as well as statements made by the coachees is consistent with the literature of embodied shifts. In terms of asking coachees to recollect 'aha' moments, in the post-coaching interview, four respondents could not spontaneously recall 'aha' moments. This is consistent with Taylor and Laros (2014) view that 'aha' moments may not be consciously recalled as they may happen on a subconscious level and not be verbally expressed.

However, it does seem that all the coachees did experience shifts between sessions as well, as explained by the following respondent:

This confirms the view of Moons (2016) and Spence et al. (2019) that gradual or evolving shifts can take place *outside* the coaching room and shifts can take place on a more long-term, gradual basis, as expressed by Richard Boyatzis and Boyatzis (2006) as the sleeper effect, this could not be measured in this research due to its short duration. David A Kolb (1984) however was contradicted in the notion, as mentioned by Seaman (2008), that experience only happens after an event, as it could be seen in the coaching that experience can be drawn within the moment itself.

Taylor and Laros (2014) point out that one cannot take the process of effective reflection as a given, as the process does require a person to be able to articulate critical reflections as well as recall a critical incident. However, the findings of this study show that two thirds of the coachees did not *articulate* a critical reflection in the post-coaching interview, although they did allude to it in the coaching sessions. This is not consistent with the view expressed by Taylor and Laros (2014) that articulation of a critical event is *essential* to a successful coaching outcome.

The majority of respondents claimed that reflection helped them in some way to achieve their goals and it was a necessary precursor to action. This observation is at odds with proponents of the GROW and solution-focused coaching, such as Cantore and Passmore (2012); S Palmer and Whybrow (2018) who state that a future-focused or 'action-orientated' approach is in the true spirit of coaching. Greene and Grant (2003) go to the extent of questioning whether identifying the effect of past events, would even help one to grow. However, the success of this coaching intervention in achieving positive outcomes is testimony to the benefits of the process of reflection, including reflection on past events, and thereby the findings advocate taking a *balanced* approach to reflection and action. In this way, the findings do not correspond to the literature that proposes a more purist goal-orientated coaching model.

5.2.1.2 The coaching experience

D. A. Kolb and Yeganeh (2011) state that a coachee needs a "conversational anchor" (p. 12). According to R. E. Boyatzis (2019); Cox (2013); Hawkins and Smith (2013); A. Kolb and Kolb (2018); Lai (2015); Taylor and Laros (2014) (these not being mutually exclusive), the role of the coach is to: encourage conscious critical reflection and the recalling of past events; question through reflective enquiry; clarify through paraphrasing; facilitate the coachee redefining relationships with failure, prompt coachee self-discovery and problem solving; get the coachee to articulate the experience and the restrictive narratives; be an authentic listener; be fully present; ensure readiness for reflection and facilitate the integration of the experience. All respondents stated that the coach facilitated the coaching process by: listening more than talking; being non-judgemental; creating a trusted platform where coachees felt comfortable and safe to open up; not dispensing advice; and enabling a coachee to do some "soul-searching". These findings do correspond with the literature where observations in coaching and open-ended questions in the post-coaching interviews reflected this. However, in terms of when coachees were asked in the post-coaching interview what was most effective in the coach's approach, none of the respondents spontaneously verbalised the importance of the coach in paraphrasing, ensuring the coachee's articulation of the experience and the coach being fully present. This may either be because they were not prompted to mention things specifically or that these factors were not as meaningful to them in considering the coach's approach.

All the coachees, however, claimed that the therapeutic alliance between coach and coachee was critical for a successful outcome. This is in line with the coaching literature where the importance of the therapeutic alliance has been carried through into all coaching disciplines (Prochaska & Norcross, 2013). Cox et al. (2014) claim that coaches should, amongst other strategies, use tools and techniques in coaching to achieve results. The DISC tool was used on three of the coachees who achieved positive results from this exploration. The other three coachees were not presented with this tool yet similar results were achieved at the end of the intervention. This therefore neither proves nor disproves Cox et al. (2014) assertion. Furthermore, R. E. Boyatzis (2019); Cox (2015) mention the need for a coachee to understand the similar predicament of others to give perspective to their situation; however, this was not evidenced in the coaching sessions and hence not confirming this stance in the literature.

D. A. Kolb (2014) maintains that experiential learning is a holistic approach which includes learning on a micro, meso and macro level. Chapman (2010); Cilliers and Chapman (2008) also argue that learning needs to take place on multiple levels which includes the individual experience and one's consciousness; body and behaviour; group membership and the social system. According to the International Coaching Federation (ICF, 2020), coaching does effect one on both a personal and professional level. All six respondents noted that coaching affected them on a personal level which had a knock-on affect on their professional and social lives. The literature on holistic growth is therefore consistent with the findings.

In addition, the findings are consistent with Cilliers and Chapman (2008); Sonesh et al. (2015) research that posits that the transfer of coaching skills is one of the positive outcomes of coaching, which was voiced by all the participants. Brockbank (2008); Kimsey-House et al. (2018); Smith and Brummel (2013) maintain that transformational coaching is more effective than skills-based coaching as it addresses the core issue of a problem. This was experienced by all six respondents' original goals being met through the transformational coaching process.

5.2.2 Cognitive shifts

5.2.2.1 Insights into self

R. E. Boyatzis (2019) maintains that individual change may include the shifting of inner beliefs, feelings, thoughts or habits as well as recognising one's competencies or aspirations and how they feel others perceive them. R. E. Boyatzis (2019) argues that a person's Real Self is often dictated by how others may see the individual and the person may feel the need to uphold that image. Cox (2013); Lyon (2001); Nohl (2009); Taylor and Laros (2014) posit that one of the functions of a coach is to facilitate a coachee in acknowledging the role one's social environment plays in influencing behaviour and decisions. The findings show that the coaching helped all the coachees to balance their Real and Ideal selves by recognising who they are, their strengths and weaknesses and how these can be reconciled to bring out their best selves. It also confirms Cox (2013) statement that the coach needs to facilitate the coachee in freeing themselves of old narratives to develop new stories. These findings therefore corroborate with the literature.

5.2.2.2 Self-limiting beliefs

Four coachees commented on their previous self-limiting beliefs. which ranged from expectations of self, pleasing others and fears of rejection. Three respondents managed to face their fear of rejection per se which had been masked in many ways based on the need for others' approval. Their Ideal Self, as raised by R. E. Boyatzis and Akrivou (2006), began to take shape once this recognition had been articulated. D. A. Kolb (2014) assertion that people are able to make choices regarding social conformity was also confirmed by four of the respondents. Sixty-seven percent of respondents recognised their need to be in control and strive for perfectionism which was placing strain on their day-to-day activities. Once these self-limiting beliefs came into their consciousness, they began to work on strategies to deal with these and began implementing changes in their daily lives. Furthermore, all but one respondent spoke enthusiastically about how they could envision themselves as a strong and capable person, presently and in the future. These findings correspond to the literature of R. E. Boyatzis and Akrivou (2006); A. Y. Kolb and Kolb (2017); D A Kolb (1984); D. A. Kolb (2014) where people can redefine themselves from both observation and reflection.

5.2.2.3 Strategic thinking

Anthony M Grant et al. (2009) find that coaching builds self-awareness and cognitive strength. Theeboom et al. (2014) proclaim that coaching improves one's attitude towards work as well as achieving goal-orientated self-actualisation. Hawkins and Smith (2013) recommend that a coach adopt Heron (2001) approach which includes: confrontation (consciousness raised about self-limiting beliefs), catharsis (the release of deep seated emotions such as fear and anger) and a catalytic stance (self-discovery, problem solving and proactive learning). In a small sample study conducted by Sonesh et al. (2015), certain cognitive outcomes such as strategic thinking and relationships with others in the work environments were *not* significantly improved by coaching. However, the findings in this study did show that five respondents believed they had become more proactive and their thinking had shifted to be more deliberate, analytical and assertive from the coaching experience. Three of the coachees expressed how they managed to release previous fears which allowed them to take courageous actions. In addition, 87% of the coachees noted how they experienced cognitive shifts through self-discovery, problem solving and proactive learning. Hence, the findings do not correspond to the findings of the case study of Sonesh et al. (2015) but do synchronise with the stance of Anthony M Grant et al. (2009); Hawkins and Smith (2013); Theeboom et al. (2014). Two coachees expressed how they may take a different journey in their lives which confirms de Haan et al. (2013) proposition of unanticipated changes happening from coaching.

5.2.3 Personal growth

5.2.3.1 Renewed purpose

R. E. Boyatzis (2019) claims that once a person integrates their weakness and strengths, they will move closer to the Ideal person, where one also moves closer to one's vision. The models of Richard Boyatzis and Boyatzis (2006) Theory of Self-Directed Learning, A. Kolb and Kolb (2018) Experiential Learning Cycle, Chapman (2010) Integrated Experiential Coaching Model, and Wilber (1995) Integrated Model outline the stages in the transformation process. Richard Boyatzis and Boyatzis (2006) posit that the 'discoveries', which follow reflection and gap analysis, are those of adopting new behaviours, thoughts and feelings through experimentation. Following this, comes 'Practising through Mastery' where new neural pathways are created. These stages were evidenced in the steps undertaken by all six coachees which began with: reflection; gap analysis; experimentation and finally creating

neural pathways, as suggested R. E. Boyatzis et al. (2013), where a newly found positivity and confidence emerged. Three of the respondents openly mentioned their intention to reinvent themselves on an ongoing basis, with the recircling through the experiential process, where new reflections and revised conceptions of the Ideal Self would be created (R. E. Boyatzis, 2019). Although not explicitly stated in the interviews, the coaches observed that the other three coachees did traverse through the experiential cycle in a pattern of reflection, experimentation and reintegration in the coaching sessions themselves. The findings therefore correspond with the literature on Experiential and Integrated Change models.

The claims made by R. E. Boyatzis (2019); J Rogers (2012) that there needs to be a 'catastrophic' or 'emergent' event to trigger change or that coachees seek coaching when they have a desire to change, was not supported in the findings where coachees came on board after being selected for coaching and did not initiate coaching after experiencing any significant predisposing event. Thus the results illustrated in Chapter 4, where all participants professed a dramatic shift in their lives, do not support the notion that effective change can only happen when preceded by a longing for change or 'catastrophe' occurring at a tipping point. Furthermore, as mentioned previously, while half the coachees did describe some type of epiphany or 'discovery' in the coaching sessions, the other half experienced gradual shifts from session to session, whilst still reporting similar coaching outcomes. The findings therefore do not confirm R. E. Boyatzis (2019) argument that, while some learning may occur from everyday experience, it mostly just reinforces existing beliefs.

5.2.3.2 Perceptions of behavioural shifts

The case study conducted by Cilliers and Chapman (2008) in South Africa, which describes new behaviours adopted by a group of coachees as they progressed through the cycle of the Integrated Coaching Model, has similar findings to this study, where coachees in this study created a new "story" of themselves, discarding outdated beliefs; there was awareness created of their effect on others; new behaviours were experimented with; they became more assertive and proactive; adopted a more coach-like approach and became being more receptive, tolerant and helpful to others and found meaning through insights. This is also in line with Jenny Rogers (2016) argument that the whole point of coaching is to match one's potential to one's current state.

5.2.3.3 Confidence

Jenny Rogers (2016); Sonesh et al. (2015) find that coaching increases self-efficacy where people become more solution driven and self-reliant. Five of the six respondents noted how coaching helped them regain their confidence and gain insight into their own capabilities. This spurred them on to rely more on themselves and to be more proactive. This supports D. A. Kolb (2014); Mezirow (1978) view that by reconstructing prior interpretations, one will be able to take a different path and to reach a post conventional stage of development.

5.2.3.4 Experimentation with new behaviours

Volz-Peacock et al. (2016) reinforce the importance of experimentation between coaching sessions to achieve results. Five of the six respondents had experimented with their new assertiveness or proactiveness in real settings, which encouraged them to repeat these behaviours and create a reintegration of behaviour, as suggested by R. E. Boyatzis (2019); R. E. Boyatzis et al. (2013); (A. Kolb & Kolb, 2018); David A Kolb (1984); Mezirow (1978). These findings are consistent with David A Kolb (1984) Experiential Learning cycle, which requires reflection before action and action after reflection. This also supports D. A. Kolb (2014); Lane et al. (2019) assertion, and contests Seaman (2008) criticism of the Experiential Learning Model as being too individualistic, that there is external interaction in the Experiential Learning cycle where people engage with their environment and learn from it, hence rendering it not context free.

5.2.3.5 Work/life balance

Anthony M Grant et al. (2009); Sonesh et al. (2015) find that coaching reduces stress and tension. This is evidenced in the findings where coaching outcomes showed that 67% of respondents noted an increased work/life balance.

5.2.4 Conclusion

The findings in the literature were confirmed by some or all of the coachees with regards to: goal attainment (Anthony M Grant et al., 2009; Theeboom et al., 2014); cognitive shifts and personal wellbeing (Anthony M Grant et al., 2009; O'Connor & Cavanagh, 2013; Sonesh et al., 2015; Theeboom et al., 2014); transferring coaching skills (Sonesh et al., 2015); and job satisfaction and performance (as seen by all the FMs) (Bozer & Sarros, 2012; Theeboom et al., 2014; Van Oosten, 2013). In addition, the conditions presented by A. Kolb and Kolb (2018) for effective learning did materialise, including: a willingness to partake in the

learning process; opportunities provided for reflection; using analytical skills inducing abstract conceptualisation and being in a position to make decisions and problem solve. Fundamental life shifts were also expressed by five of the coachees with Respondent 2 describing the coaching as *"life changing".* This corresponds with Cranton and Kasl (2012) assertion that one can tell that transformational coaching has worked if there is a fundamental shift in the person.

The argument made in the literature review which suggests that strands of psychological approaches can be incorporated into the change cycle was evidenced in the coaching intervention where: self-examination allowed for the unblocking of unconscious thoughts, as advocated in psychoanalysis (Prochaska, Norcross, & DiClemente, 1994); cognitive actions taking place in the critical assessment of assumptions and reframing of events; cognitive behavioural actions in mental processing and using problem-solving skills; behavioural actions with observable behavioural changes and humanist principles with one being able to live congruently with one's values and achieve self-actualisation (Merriam & Bierema, 2013). It also is in line R. E. Boyatzis and Akrivou (2006); Prochaska and Norcross (2013) assertion that these theoretical models have a place in the change process.

In addition, all the coachees traversed the Moons (2016) Evolving Transformational Shift model where the sessions began with creating the therapeutic alliance, the coach triggering the shift, coaching for insights and finally supporting behavioural change.

The findings that did not corroborate with the literature were: whether all the factors in determining the effectiveness of the coach's approach, as outlined in the literature, need to be present to produce a successful outcome; it may not be necessary for coachees to articulate critical events and 'aha' moments to create better results, as claimed by Longhurst (2010) that the deeper the aha moment, the more one can expect cognitive and behavioural change; one does not need to follow an explicit *goal-focused* approach (such as the GROW model) to receive coaching results, as often goals emerge implicitly through the coaching process; coaching does not need to be preceded by a critical event in order to result in meaningful life shifts.

5.3 THEMES/FINDINGS ON FMS' PERCEPTIONS OF THE EFFECT OF THEIR COACHING ON THE RELATIONAL INTERACTIONS WITH THE FRANCHISEES

The themes that are compared to the literature review with regards to this sub-question are Handling conflict and Courageous conversations.

5.3.1 Handling conflict

Grünhagen et al. (2008); López-Bayón and López-Fernández (2016); Nijmeijer et al. (2014) claim that when franchisors impose greater restrictions on franchisees it only serves to decrease franchisee motivation. Frazer and Grace (2017) agree that the more franchisors want to micro-manage franchisees, the less franchisees will be cooperative. This was confirmed by half of the FMs, in the pre-coaching interviews, where they expressed that franchisees perceived them as compliance officers rather than business consultants and were resistant to their input. Once the FMs had shifted how they approached the franchisees, the FMs were no longer seen as policemen but value-added supporters. Perrigot et al. (2017) also note that the transfer of knowledge from franchisor to franchisee is enhanced when there are more inter-personal mechanisms present and where interdependence in a relationship is gauged by the increased reciprocity between franchisor and franchisee. Five of the FMs spoke about how they felt the franchisee was listening to them more and the transfer of knowledge was more apparent. This confirms Frazer and Grace (2017); Perrigot et al. (2017) view that more powerful communication results in feelings of reciprocity.

All the franchisees changed their approach in how they communicated with franchisees which resulted in a positive shift in relationships. This corresponds with the literature on relational exchange theory that shows that when franchisors have less of a 'command and control' type management style, they will have more cooperative relationships with franchisees (Abdullah et al., 2008; Davies et al., 2011). As Altinay et al. (2014) claim, communication will not foster trust if it is done in a coercive manner.

One third of the coachees found that delegating more responsibility to the franchisees and by facilitating franchisees in find answers within themselves, was an empowering experience for franchisees. This is in line with S. J. Whitmore (2009) who finds that coaching is more successful when the coachee finds their own solutions, a process which is facilitated by the coach. This also confirms the findings of Rock and Larkin (2011) who claim that one needs to have a more 'ask/solution' approach than a 'tell/problem' approach:

Furthermore, S. J. Whitmore (2009) maintains that coaching is effective due to the supportive relationship and style of communication between franchisors. All the coachees found their interactions with franchisees to be more engaged and mutual, post the coaching intervention which is consistent with S. J. Whitmore (2009) assertion. The findings are also consistent with the view of Kimsey-House et al. (2018) who maintain that co-active conversations empower team members by means of brainstorming and joint agreement to plans of action which allows the relationship itself to shift to being more empowering and inclusive. As Rock and Larkin (2011) propose "asking" instead of "telling" is far more effective in motivating people, as witnessed by all the FMs. The parallels between a coaching relationship and that of a franchisor/franchisee relationship can be seen when all the respondents noted that by adopting more coach-like behaviours such as: listening more, being more tolerant of others, exercising patience and understanding, being non-judgmental, allowing franchisees to be part of the solution, they achieved better results. These similarities are confirmed in the literature.

While Finkel et al. (2017) posit that external demands place strain on the relationship between franchisor and franchisee, the findings in the research, however, show that the relationships can improve in spite of exogenous circumstances with FMs interacting in more productive ways. Nijmeijer et al. (2014) mentions the balancing act required by a franchisor in allowing more decision making to rest in the hands of the franchisee, whilst still achieving compliance. Rock and Larkin (2011); Smith and Brummel (2013) stress the importance, from a coaching perspective, for a franchisee needing to take ownership and make their own decisions. It seems that through coaching, FMs managed to soften the compliance side of the visit by being more 'coach-like'. This appears to serve the interests of the franchisor in endeavouring to attain the dialectically opposing needs of outlet uniformity whilst keeping the franchisees' entrepreneurial spirit alive. By the FMs changing their approach with franchisees, compliance conversations became part of a bigger picture and a balance was achieved. This is consistent with the literature that presents the balance, of ensuring compliance whilst adding value, as an ideal.

5.3.2 Courageous conversations

According to Davies et al. (2011), a franchisee will perform over and above contractual obligations in a high value relationship. Finkel et al. (2017) and Nyadzayo et al. (2015) find that at any stage in the life cycle of the franchisor-franchisee relationship, the support of the

franchisor is directly related to a franchisee's brand citizenship behaviour. The literature here is confirmed in the findings that once franchisees began to have meaningful conversations with FMs, franchisees became more compliant and four of the six FMs noted that they accepted revamps and payments required by the franchisor, that they would not have beforehand.

Frazer and Grace (2017) posit that leadership can be highly influential in franchising and note that it is how the leader communicates that is important and the modality of the communication. It also confirms Adeiza et al. (2017) finding that trust in franchising is built through personal relationships which include store visits and connection. Post coaching, all the respondents mentioned how they were able to have different conversations with franchisees and how conflict had been resolved with their particularly difficult franchisee. They mentioned how they had stepped out of themselves to create this scenario once they adopted more coach-like approaches. They also became less fearful of franchisees and felt they could speak their minds.

This augers well with the literature which shows that the benefits of communication in franchise relationships are in building more solid interactions, such as the improvement of relationship quality, relationship building, co-operation and satisfaction (Altinay et al., 2014; Davis, 2004; Perrigot et al., 2012; Watson & Johnson, 2010; Weaven et al., 2014). Post coaching, all respondents mentioned Conclusion

Relational and social exchange theory is a suitable theoretical framework for relationships between FMs and franchisees as it was evidenced that when communication happened both upstream (from franchisee to franchisor) and downstream (from franchisor to franchisee) there was more interdependence (Navarro Sanfelix & Puig, 2017). The literature is consistent with the findings of Bond and Seneque (2013); O'Connell et al. (2013); Sonesh et al. (2015) that coaching results in better leadership abilities and better relationships with others at work (Sonesh et al., 2015). As confirmed by the literature, as soon as the franchisees felt heard and consulted with, the relationship shifted, and they stopped seeing the FMs as a policeman but rather as mutual partners. As stated by López-Bayón and López-Fernández (2016), the greater the franchisor restrictions, the less motivated the franchisee will be. Even though the time spent with franchisees was limited, the conversations they were having were more constructive and contributive. The benefits of this were twofold: firstly, relationship

improvement itself and secondly, the confidence and feeling of accomplishment it gave the FMs in being able to contribute in a meaningful way.

However, the findings are not consistent with the literature in terms of the assertion that exogenous circumstances define relationships as the findings show that in spite of exogenous circumstances remaining constant, there was an improvement in relationships.

5.4 THEMES/FINDINGS ON FMS' PERCEPTIONS OF CHANGED INTERACTIONS WITH PARTIES AT HEAD OFFICE POST COACHING

5.4.1 Ripple effect of coaching on OM/FM relationship

O'Connor and Cavanagh (2013) highlight how coaching goes beyond the individual being coached with the notion of a ripple effect. While half of the FMs perceived a positive shift in the relationships with their OMs, post coaching (only one FM perceived a negative shift), half of the OMs saw a decline in their relationship with the FMs and the other three OMs felt there was no change or limited change. Interestingly, two of the FMs and OMs expressed directly contrasting views to the other in relationship shifts.

The reaction to two FMs speaking up in meetings "inappropriately", another three FMs being viewed as arrogant or non-complaint may suggest that the certain espoused values do not corroborate with enacted values, as per the theory proposed by Schein (2017). Where Respondent 7 (OM) expressed that he would like to see more involvement from Respondent 1 (FM) in meetings, in the pre-coaching interview, Respondent 7 (OM) claimed that Respondent 1 (FM) would just *"wait for the conversation to take him wherever he goes"* in meetings, in the post-coaching interview.

Similarly, Respondent 10 claimed he would like to see Respondent 5 becoming more independent. When independence became apparent in Respondent 5 post coaching, Respondent 10 however felt neglected and ignored. The literature presented by Schein (2017); Sokro (2012) where espoused versus enacted beliefs are presented, is consistent with the findings that there seems to be a disconnect in the views of the OMs before and after the coaching. This is in line with the findings of the study conducted by O'Connor and Cavanagh (2013); Oellerich (2016) that expressed that there may be negative consequences of coaching on others. It is confirms the claims of O'Neill (2007); (Roundy et al., 2018) that there may be changes in the pattern and quality of communication without formal instructions given. R. E. Boyatzis (2019); Marquardt (2011); (Schein, 2017) propose that systems thinking recognises

that one part of an organisation can influence other parts, in possibly novel and unpredictable ways, where members in an organisation reorganise themselves based on unspoken, unconscious rules. This was evidenced in the shifts in the relationships between OMs and FMs. R. E. Boyatzis et al. (2013) claim that in order for coaching to be effective, the coachee needs to be a strong leader and the progress may regress if the organisation does not experience the positive effect of the coaching. This can only be tested over time and validation of this could not be proposed.

R. E. Boyatzis et al. (2013) note that it is crucial for teams and the organisation to be involved in the coaching process in order to sustain an individual's development, as a misalignment in values and personal development can cause discouragement and discontent. Athanasopoulou and Dopson (2018); R. E. Boyatzis et al. (2013); Cox and Jackson (2010); Hawkins and Smith (2006); Kimsey-House et al. (2018); Ravasi and Schultz (2006) agree that coaches, coachees and the organisation should be involved in the coaching process. Brockbank (2008), Fillery-Travis and Lane (2020); Grover (2015); Hawkins and Smith (2006); Jackson and Cox (2014) caution that the organisational discourse must not dominate the coaching agenda. As Grover (2015, p. 5) states, an external coach, whose coaching is not governed by the company's agenda, may focus purely on the coachee and their development, which may or may not align with the company's requirements. One third of OMs (one of them a Regional Manager) expressed that it would have been beneficial for the coach to consult with the organisation prior to the coaching. The findings correspond with the literature where organisational members may be unpleasantly surprised with outcomes that emerge from the coaching, particularly when the coach does not consult supervisors on coaching goals at the outset and supervisors are not directly involved in the coaching intervention (Schermuly & Graßmann, 2019). Athanasopoulou and Dopson (2018); Fillery-Travis and Lane (2020) claim that if the organisation's agenda supersedes that of the coachee's, ROI of the coaching intervention may be negatively affected. The coach needs to be aware of this, when contracting with a company as seen by the statement made by Respondent 10. In addition, as mentioned by Schermuly and Graßmann (2019) that the coach may be blamed for unexpected outcomes, this could be a short-term symptom of the coaching. The debate in the literature over the extent to which a coach needs to build a triangular relationship between themself, the organisation and the coachee is prevalent in this study. Most opinions would agree that the coach needs to have a clear contract at the start of the coaching intervention so all parties have a meeting of the minds with regards to agenda

and roles (Passmore et al., 2013) (Gettman et al., 2019; Turner & Hawkins, 2016). As this was a coaching intervention for research purposes, based on a particular scope and method, the organisation was not involved in the coaching agenda and process. This finding is important retrospectively as it demonstrates the potential consequence of not having a triangular relationship and not contracting with clients. When clients are not involved in the coaching process, there may be surprising, and not always positively regarded, results for management.

5.4.2 Culture

There appeared to some contrasting opinions between the OMs and FMs on their cultural perceptions of the organisation as well as how coaching affected the relationships with each other; with their peers at Head Office and general attitude shifts. While four OMs described the culture as very "open", four of the FMs spoke about more negative experiences with the culture of the organisation, ranging from being cautious about expressing divergent views in meetings, not being respectful enough of authority, not having the right amount of reverence for certain superiors and the concern that franchisees are sometimes able to override the word of FMs by approaching Head Office seniors directly. On some level, however, 67% of FMs mentioned a congruence with their *personal values* with the overall *values* of the company which they claimed to be a suitable fit.

The varying perceptions of changes seen in relationships between FM and OM, and FM and their colleagues, was apparent. O'Connor and Cavanagh (2013) find that the effect of coaching diminishes as the realm of proximity in the system widens and that improved well-being was seen in those that had close connections with the FMs. Fowler and Christakis (2008) also find that a person's happiness is dependent on others who are happy around us and one should see happiness as a collective phenomenon. The literature was confirmed in perceptions of the relationships with the FMs and their team, in terms of the positive contagiousness of coaching, but only partly so in relationships of FMs and OMs.

In terms of how OMs perceived changes in attitudes of FMs, 50% of the OMs noted a positive change in attitude with the other half remarking that the change in attitude was adversarial, particularly in terms of becoming arrogant and over-confident. This partly correspondents with the findings of Sonesh et al. (2015); Theeboom et al. (2014) in terms of improved job attitudes. These findings do correspond with the literature of Oellerich (2016); Schermuly and Graßmann (2019) who warn that supervisors may take objection to the

coachee's newly found assertiveness and boundary setting as well as the coachee gaining greater clarity in their lives (which may result in thoughts about career moves) especially when these changes are unanticipated. However, it does not correspond with Graßmann and Schermuly (2016) finding that social integration may also be negatively affected when colleagues perceive the coached person as becoming *too* confident. None of the FMs' colleagues (i.e. team members) perceived the coachee as becoming arrogant in any way, according to the reports of the FMs.

5.4.3 Team interactions

While O'Connor and Cavanagh (2013) found in their case study that those close to the coachee perceived a deterioration in relationships, this did not present itself in the findings with respect to the FMs and their team interactions post coaching. All of the FMs, and most of their OMs, perceived that the FMs' relationship with their peers had improved with greater contributions to the team and better communication, with the exception of one OM and her FM who had differing perceptions of this. It does appear that Sonesh et al. (2015); Volz-Peacock et al. (2016) assertion that coaching skills can be transferred through the organisation was seen in the coachees adopting more coach-like behaviours with their teams and franchisees. It is suggested that there is an open loop system of social interaction, as proposed by Argryis, Putnam, and Smith (1985); R. E. Boyatzis and Akrivou (2006); Hawkins and Smith (2006), amongst team members where it was evidenced that change in one part of the system positively affected the other parts in the sub-system. This is consistent with Systems Theory. The finding of Graßmann and Schermuly (2016) that coachee's colleagues may find the coach becoming overconfident was not seen in these findings.

5.4.4 Conclusion

Complex Adaptive Systems Theory was evidenced in the findings where the interconnectivity of parts of the system were witnessed. A social interactional field developed which transcended the energy of the initiator, where one part of the system ignited changes in other parts. The unpredictability of the ripple effect was seen where certain espoused versus enacted beliefs were exposed and some of the changes in the coachees behaviour triggered some negative reactions by those senior to them. On the other hand, positive ripple effects took place with respect to the FMs relationships with their franchisees and with their peers, which had a positive spinoff of franchisee compliance and satisfaction as well as team industriousness.

The need to form a healthy tri-party agreement between coach, coachee and organisation was also evidenced. By not forming an official and contracted triangular relationship with coach, coachee and organisation, due to the nature of the research study, there were some misalignment of goals and some unanticipated results from the coaching, from the perspective of the OMs.

The consistency matrix is inserted as Table 21.

Table 21: Consistency table

Research questions number	**Research questions**	**Proposition question number**	**Proposition**	**Findings from own study**
Main Research Question	What are the Franchise Managers' (FMs') perceptions of being the recipient of transformational coaching?	1	Transformational coaching will allow for the holistic development of a person	Transformational coaching does allow for the holistic development of a person
Sub-research Question 1	What are FMs' perceptions of the effect of coaching on relational interactions with the franchisees?	1.1	Transformation coaching will improve relational interactions between FMs and franchisees	Transformation coaching does improve relational interactions between FMs and franchisees
Sub-research Question 2	What are the FMs' perceptions of changed interactions with parties at Head Office post coaching?	1.2	Coaching will result in positive changes in relationships between the FM, their direct reports (OMs) and colleagues in the organisations, resulting from the coaching intervention based on a ripple effect	Coaching results in mixed perceptions of effect on relationships between the FMs and OMs. The coaching resulted in positive perceived effects between FMs and their colleagues

CHAPTER 6. CONCLUSION AND RECOMMENDATIONS

This chapter summarises the findings of the research report with recommendations and future research suggestions made. The original research questions and propositions will be considered against the findings of the research. Concluding remarks are also included.

The research was carried out to explore perceptions of FMs of how transformational coaching would affect them on a personal level and if there would be a ripple effect on their relationships with franchisees as well as with those at Head Office. As no research could be uncovered on the effects of coaching on FMs, an action research study was conducted, where the propositions were tested in a real setting. The intention of this research was to contribute to the current literature with respect to both franchising and coaching.

6.1 SUMMARY OF THE STUDY

The key considerations in this research were:

1. The reason the FMs received coaching was due to their intermediary role in the organisation and the associated demands placed on them, being both accountable to the franchisor and franchisee. The objective was to explore if, and how, coaching could assist them both personally and professionally.
2. To explore the effectiveness of a transformational coaching model, which is more a 'vertical' coaching model as opposed to a 'horizontal' coaching model (the former being more focused on underlying driving factors that lead to growth, while the latter is more a goal-directed coaching approach).
3. To gain insight into the perceived effect of coaching on close relationships in an organisation.

A key factor in the research was using a digital platform to coach as opposed to face-to-face interaction. As mentioned by Grover (2015), not much research has been conducted on how effective online coaching could be. This research can contribute to the literature in its outcome of a successful intervention, using the Zoom online platform.

The interviews revealed that there were remarkable shifts in the coachees (with only one coachee describing moderate shifts but this was due to extenuating circumstances that did not allow her to fully immerse herself in the coaching).

The research topic was Franchise Managers' (FMs') perceptions of the effect of transformational coaching in a franchise organisation with one main research question and two sub-research questions emerging, being:

Main research question:

I. What are the Franchise Managers' (FMs') perceptions of being the recipients of transformational coaching?

The sub-research questions were:

I. What are FMs' perceptions of the effect of coaching on relational interactions with the franchisees?

II. What are the FMs' perceptions of changed interactions with parties at head office post coaching?

6.2 OVERVIEW OF THE STUDY

The study was conducted amidst the Covid-19 epidemic, where the franchise industry was suffering immensely with regular lockdowns and lower patronage. This affected the entire workforce and placed more strain than usual on the FMs who now had to support franchisees in trying times and remain confident and 'together' themselves. This coaching hence came at an opportune time where FMs were given the opportunity to be motivated and be repurposed and given the tools needed to be supportive of others.

In terms of the significance of the study, as outlined in Chapter 1, the research outcomes confirm that the FMs did experience personal growth and transformation through coaching and they have adopted new approaches with franchisees, resulting in them feeling more consulted and heard.

As mentioned in Chapter 1, these findings may be significant to any company that has a middleman tier. This may be the case in a vertically integrated channel with producer, wholesaler and retailer; commission agents; brokers etc. The accountably of these middlemen

to two parties may take its toll and in order to improve job satisfaction, efficiency and service, coaching would be beneficial.

While this research was done in a South African context, it is believed that the findings can be applicable internationally. The majority of franchise companies have an FM with very similar types of structures.

The use of case study action research in franchising and research on one-on-one relationships within the franchising infrastructure is sparse, hence it is hoped that this research can add value to the body of the literature.

6.3 REFLECTIONS OF THE COACH

According to Herr and Anderson (2014), in action research, the positionality of the researcher requires constant consideration and 'insider' accounts and self-reflection itself can add to the body of research. As this was action research and the researcher was also a coach, the researcher was deeply immersed in the process. In order to avoid any researcher bias, the researcher kept a reflexive journal where comments were made after each coaching session and critically evaluated throughout the process. The insights gleaned from the coaching sessions added value to the researcher seeing the "bigger picture" as the researcher was not just an outside observer but was intimately involved in the process. In addition, the researcher's supervisor was the other coach in this intervention and this enabled the researcher to get supervision on the research itself as well as with the coaching. This strongly increased the involvement and "hands on" approach where, according to Glassman and Erdem (2014), learning is participatory and flexible and takes place as the process unfolds.

6.4 CONCLUSIONS PERTAINING TO THE MAIN RESEARCH QUESTION: WHAT ARE THE FMS' PERCEPTIONS OF BEING THE RECIPIENTS OF TRANSFORMATIONAL COACHING?

As outlined in Chapter 1, the study hopes to contribute to the literature on what shifts FMs could experience in their lives through coaching such as reducing stress and anxiety, becoming more assertive, developing better communication skills etc. The intention was to specifically explore if transformational coaching could be a mediating factor in achieving these objectives. As transformational coaching addresses the *whole* person, a ripple effect of the coaching was observed in all areas of the participants' lives on a personal and professional level. Coachees repeatedly mentioned how the coach's approach of reflective

listening, asking exploratory questions, not dispensing advice and making them feel safe in expressing themselves helped them experience breakthrough thinking, either during or between coaching sessions. As transformational coaching is about 'coaching the person and not the problem' (Reynolds, 2020), the coaches often needed to peel away 'presenting issues' to get to the crux of matters that were often deeper and more implicit. All the participants mentioned that this style of coaching helped them not only on an individual level but also to be able to vicariously learn coaching skills, which were transferred onto others in their lives. In this way, not only did the coaching help them to feel supported, but it also helped them to support others. While the coaching was not goal focused per se, goals were achieved through the process and through defining desired outcomes continuously.

As David A Kolb (1984) advocated, the process of acting after reflecting, and reflecting after acting, allowed for experimenting with new behaviours which encouraged participants to test new behavioural approaches which built confidence and resilience.

Most of the coaching outcomes suggested in the literature review did eventuate in this research including, inter alia, cognitive strength, self-awareness, skills development, leadership, self-efficacy and strategic thinking. As the themes suggest, the two major changes that occurred, with respect to the main research question, were cognitive shifts and personal growth. These encompassed wide areas including behavioural changes, changes in mindset, change in outlook of self and others, having different perspectives of situations, and looking forward to a new direction in their lives.

6.5 CONCLUSIONS PERTAINING TO SUB-RESEARCH QUESTION 1: WHAT ARE FMS' PERCEPTIONS OF THE EFFECT OF COACHING ON RELATIONAL INTERACTIONS WITH THE FRANCHISEES?

A key component of transformational coaching is not only the transformation one can see in oneself, but also the effect it may have on others. This first sub-question of how FMs perceived the coaching to affect their relationships with franchisees is thus pertinent in exploring the effects of transformational coaching.

All the FMs (and/or the OMs) stated that there had been a positive shift in relationships between the FMs and franchisees (with the exception of one OM, who felt that the FM had become more detached and removed from the franchisees). This was attributed primarily to: communicating in a more constructive and collaborative manner; being non-judgmental and

open to hearing others' perspectives; delegating more and by so doing relieving themselves of some pressure and facilitating more franchisee self-reliance. All the FMs reported that at least one of their franchisees had mentioned that they felt greater value offered from their FMs and that they felt more heard. This was either verbalised by the franchisees or demonstrated by the franchisees participating in discussions where they would not have in the past and asking the FMs for advice. It is concluded that franchisees did feel more heard and consulted with post the coaching intervention.

In addition, FMs improved their own life skills in terms of how they handle conflict and learning how to have difficult conversations.

6.6 CONCLUSIONS PERTAINING TO SUB-RESEARCH QUESTION 2: WHAT ARE THE FMS' PERCEPTIONS OF CHANGED INTERACTIONS WITH PARTIES AT HEAD OFFICE POST COACHING?

Whilst the FMs' perceptions of relationships with OMs showed an overall improvement, half of the OMs did not have reciprocal opinions and felt there had been a negative shift in how FMs related to them as well as noting some arrogance or distancing in their behaviour. The vast majority of OMs however did state that they had seen an improvement with the FMs' interactions with the franchisees and other FMs in their team. In analysing this, one needs to bear in mind that the reason for interviewing the OMs was for research triangulation purposes and the differences in FM and OM perceptions did not form part of the research questions or propositions per se. In other words, this finding is a by-product of the research but is relevant due to its direct implications of the coaching experience and outcomes. It also brings to the fore the importance of conducting triangulation studies in research, as opposed to self-reporting only.

While some FMs and OMs expressed differing organisational cultural perceptions, which were relevant in providing context to the coaching, this was not something that was explored in great depth but it is suggested that it may be worthwhile to research the correlation between cultural perceptions of different parties in a franchise organisation and coaching outcomes more comprehensively.

It was very promising to see how team interactions improved after the coaching. A commonly mentioned statement by the FMs was how giving to team members did more for them than it did for the recipient. A great amount of satisfaction and pride was engendered in

the FM when they began to "share their plate". There were many comments made by the FMs of how their colleagues had verbalised how valuable their newly generated assistance had been and how touched they were by their contribution, one colleague summing it up in saying that *"I'm not alone…you've got my back, brother".*

6.7 RECOMMENDATIONS AND IMPLICATIONS OF DATA

6.7.1 Recommendations for franchise companies for coaching of FMs

In terms of the significance of this study for franchisors, they could take note of the dramatic shift in the lives of the FMs after receiving coaching which could be a motivating factor to coach FMs. Whilst there was some negative feedback from the OMs, the majority of conclusions in the research show that there was a positive shift in FMs and their interactions. Due to the small sample size, there may not be enough evidence in these findings to fully convince franchisors to offer coaching to FMs but it may be a window into what coaching can do, and the spin-offs thereof. Conducting action research with a larger sample may confirm these findings as well as test sustainability.

It is also recommended that franchisors allow more time for FMs to engage with franchisees by either increasing the ratio of 'FM to franchisee' and/or implement systemised auditing of franchisees through tools such as Franchise Infinity © which would save time on compliance investigations as well as objectify the process. The engagement between FMs and franchisees could be further enhanced by ongoing coaching and training of FMs.

Implications for related parties that was drawn from the data are the influences coaching may have on organisations, coaches and coachees in general. These are abstracted hereunder.

6.7.2 Implications for coachees

In order to embrace the coaching process completely, the coachee also needs to understand the process from the outset and be prepared to fully immerse themselves in it. Very often, coachees do not understand the meaning of coaching, where there is a misnomer of 'coaching' with 'training' or 'consulting'. While it is the responsibility of the coach to educate coachees on what coaching is, the process involved and to inform coachees of the right to terminate the coaching at any point (including the first chemistry session), the coachee must decide whether they are willing to be fully engaged in the process in order for transformational coaching to be effective.

6.7.3 Implications for organisations

Based on the outcomes of this research, it is deemed essential for organisations to openly and systematically contract with coaching companies where there is a meeting of the minds of expectations between the company, coach and coachee. However, a caveat to this is that the organisation is clear that if coaching is to be transformative, the coachee needs to drive the agenda. As Brockbank (2008) maintains, transformation in coaching cannot happen if the coaching is restrained by the agenda of the organisation. If the organisation has a specific skill set in mind for coachee development, coaches need to ensure that they are clear about what the essence of coaching is and that transformational coaching may not be fully experienced.

6.7.4 Implications for a coach

As could be seen in these findings, building a rapport with the coachee and creating a safe and trusted platform are both key to creating a successful thinking-partner relationship. It is recommended that coaches look beyond a coachee's goals into the person *behind* the goals for true and meaningful change to take place. Goals, in transformational coaching, are viewed rather as *outcomes* that may undergo a process of osmosis as one taps into one's deepest values and desires.

6.8 SUGGESTIONS FOR FUTURE RESEARCH

6.8.1 Negative ripple effects

As Schermuly and Graßmann (2019) note, there is a dearth of research in coaching on how peers and management may negatively perceive how the coached individual may have an effect on them and the organisation. The outcomes of this study on the possible *negative* effects of coaching on management may contribute to the literature in this regard. As mentioned earlier, future research may investigate why there were some discrepancies in certain views of the OMs and the FMs. Future studies may look at some possible dependency factors that may have resulted in these discrepant views such as, inter alia, the coach having no contractual arrangement with the company and no consultation with parties at Head Office during the coaching process; pre-existing dynamics between OMs and FMs prior to the coaching engagement; people in close relationships who may resent or feel threatened by others becoming more confident and authoritative, as claimed by R. E. Boyatzis (2019); as

well as perhaps an expression of deeper-rooted issues in an organisation or these results may even be just a chance finding as the sample size was small.

6.8.2 Sample size

As the sample size was small, one cannot infer that these findings would be applicable to a wider audience. Hence, it is recommended that future research incorporate a larger sample size. In addition, it would be useful to gather the views of franchisees and colleagues of the FMs to get their input on how coaching effected on their relationships with the FMs and their general observations.

6.8.3 Longer-term effects

One of the intentions of the study was to determine if there was any ripple effect of coaching the FMs in terms of having an outward confluence on behaviours in the rest of the organisation, as suggested by Flood (2010). As this intervention was conducted over a short time span, the long-term effects of a possible feedback loop could not be ascertained (i.e. a chain reaction from coaching the FM – to improving relationships between the FM with franchisees – possibly leading to improving the overall relationship between franchisor and franchisee directly). It is proposed that by strengthening the relationship between the franchisee and franchisor, there could possibly be greater cooperation and brand citizenship on the part of the franchisee and better returns for the franchisor. It is suggested that future studies measure whether a feedback loop could occur in conducting a longitudinal study.

According to the perceptions of two of the OMs, the coaching period of 10 weeks (an average of four to six sessions per coachee) may be too short to see a full transformation of a person and they would like to have seen coaching take place over an extended period. It is acknowledged that one of the limitations of this research was the limited time given for the coaching intervention and it is suggested that future action research into a similar format of coaching is extended to a longer time frame.

Whilst this coaching followed a method of conducting pre- and post-coaching interviews (as well as some input drawn from the coaching sessions, where relevant and where anonymity could be guaranteed) the long-term implications of transformational coaching, both from the viewpoints of the FMs and the OMs, would be of interest.

6.8.4 Coaching online

It is recommended that the use of online platforms for coaching be explored in greater depth. The use of Zoom in these sessions raised some important questions on several levels such as: the question of how online platforms should be incorporated into training courses or programmes as it is believed that this has, and will, become a prevalent mode of coaching in the future; the quality of connectivity of the internet, as interruptions in signals and unstable network connections, especially in the South African context, can be very disruptive to the process; consideration of South Africans having access to online resources coupled with questionable internet availability and connectivity; future research on whether online coaching can honour the 'sacred' relationship between coach and coachee including building rapport and focusing completely on engaging the coachee and building a working alliance (one notable factor being reading the cues of the coachee's body language and chemistry induced by face-to-face contact); the physical place where the coaching takes place – where interruptions and privacy are important considerations. Furthermore, it is believed that a critical success factor for online coaching is that both coach and coachee are prepared to make the effort to optimise the process, which includes consideration of all the above-mentioned factors.

6.9 CONCLUSION

While coaching is often restricted to the domain of executives, this research shows how coaching middle management, particularly the 'middleman', can produce benefits not only for the coachee, but for those in close contact with the franchisee. Furthermore, it can be concluded that transformational coaching does lead to effective results. The findings confirmed, through the lens of the FMs, that coaching leads to both cognitive and personal growth with ripple effects occurring. The major downside was the small sample that was used due to the fact that there was no other coaching material available on 'coaching FMs', so action research needed to be conducted, there were time restrictions for submission purposes and Covid-19 affected availability of coachees.

As the researcher has been involved in franchising for the past 25 years, in both consulting and training capacities, it often struck her that the unsung hero in the franchise infrastructure, the FM, is not given enough recognition and credit. This prompted her to start to encourage the investment and upliftment of FMs. The research was therefore a heartening journey of how one can make a difference in the lives of 'ordinary' people, who are not senior

executives or powerful entrepreneurs. This process has allowed these FM to take a step back and look at their lives from a different perspective. It is hoped that in the future, coaching will include those who are in less powerful positions, where a difference can be made in their lives and the lives of others.

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Annexure A.1: FM pre-interview guide

Hi

Thank you for agreeing to let me coach you. If you haven't been coached before or are not familiar with coaching, I am going to share some ideas with you. Coaching is a process of inquiry that provokes critical thinking. It is different to consulting or mentoring in that coaches do not provide solutions but rather facilitate reflections and insights. It is up to the coachee to bring the agenda to the coaching session and raise issues that are relevant to him/her, where change or improvement is desired. Coaching is not about making judgements or undermining you, but rather creating a safe space where you can talk about things confidentially and hopefully set goals for yourself that the coach can help you achieve.

Prior to our interview, I would appreciate it if you could give thought to the following. (You don't need to write out the answers or even answer each one, it is just to help you reflect a bit before our conversation).

Questions:

What parts of your job do you most enjoy and are the most meaningful and what would you like to change?

……

On a scale of 1-10 how motivated are you in your work and personal life? What motivates you?

……

Could you tell me about relationship issues that could possibly come up for you during coaching that you could recognise now?

……

In terms of your relationship with the franchisees, what things would you like to see different, if any?

……

What 3 goals do you want to achieve within the next 3 months on a personal and work level?

……

……

How do you feel about change? How have you dealt with change in the past?

……

How do you handle conflict?

……

What would you say are your 3 major strengths and weaknesses and what would you like these to look like in the future?

……

How will you know when you are receiving value from the coaching process?

……

What would you like to achieve from coaching: score on a scale of 1–10 where 1 is not at all important and 10 is extremely important?

	1	2	3	4	5	6	7	8	9	10
Understanding what is important /what motivates me										
Exploring and understanding what is holding me back										
Gaining an insight into who I am, my strengths, capabilities and potential										
Providing encouragement and support										
Helping define goals										
Helping to identify action and next steps										
Challenging you with difficult questions										
Providing honest and direct feedback										
Making you accountable for your goals										
Other										

Annexure A.2: OM pre-interview guide

Date of Interview: ……

Duration of Interview: …….

Operations Manager**:** ……...

1. How long have you been working for this organisation?

   ……...
2. How long have you been in this position and what is your relationship with the FM?

   ……...
3. Please describe the roles and responsibilities of an FM in your organisation?

   ……...
4. In an ideal world, what do you believe the role of the FM should be?

   ……...
5. How would you describe your relationship with franchisees?

   ……...
6. To what extent do the FMs communicate with you and other parties from Head office and is this ideal, in your opinion?

   ……...
7. How may franchisees report to you?

   ……...
8. In your opinion, to what extent does the FM's relationship with a franchisee effect on the organisations well-being?

   ……...
9. What would you say, if anything, influences a relationship with a franchisee in terms of the franchisee profile e.g. lengths of tenure; profitability; personality type; relationship with franchisor etc?

   ……...
10. What are the positive aspects in your dealings with the FMs that report to you?

    ……...
11. What are the negative aspects in your dealings with the FMs that report to you?

    ……...
12. Please describe the support franchisees receive in your organisation e.g. training, communication, hands-on support, technology, sales? What could possibly be enhanced in this regard?

    ……...

13. Do you believe that FMs receive adequate support from the franchisor?

    ……...

14. Please describe the culture of your organisation?

    ……...

15. What would you like to see as outcomes of coaching FMs?

    ……...

16. How often are goals set and renewed

    ……...

17. What organisational factors could aid or inhibit coaching?

    ……...

18. What individual factors (skills, attitudes. Behaviours etc) could aid or inhibit coaching of the prospective FM?

    ……...

19. Are there any other comments you wish to make that you believe may be relevant for this study?

    ……...

Annexure B: Post-coaching interviews

FM post-interview

Internal Factors

1. Please describe how you initially felt about being coached (e.g. happy, ambivalent, scared, unsure and was it different to what you expected?)
2. What may have influenced the coaching experience e.g. readiness for coaching; zoom effects, finding time in diary; relevance of not asking for coaching or not ready for it or not familiar with it?
3. Please describe your experience in sharing your story with the coach?
4. What worked best for you in the coaching to keep you most engaged?
5. Tell me about some of the important things you reflected on *during* the coaching and *after* the coaching conversations and changes in your thinking.
6. Tell me about times that insights in coaching resulted in taking actions that you would not have done prior to coaching?
7. What role did reflecting on your strengths and weaknesses play in the coaching experience?
8. Tell me about a time you may have had wake-up moments or 'aha' moments in the coaching?
9. Please describe how insights in the coaching session played out between coaching sessions?
10. Please tell me about your level of motivation in activating the Plan of Action devised at the end of each session?
11. How did you find (and how motivated were you) in keeping to the plan of actions agreed to with the coach after each session and if anything stood in your way of doing them?
12. What significance did experimenting with new actions contribute to your growth or change in thinking?
13. Can you tell me a bit about the change process you experience e.g. slow, immediate, challenging, motivating?
14. What stumbling blocks or challenges, if any, did you experience in the changes you wanted to make?
15. What in your life (physical or emotional) emerged through the coaching experience that you may have felt or currently feel you need to give up or let go of in order to move forward?
16. How did others' expectations of you effect on the coaching process?
17. What role did your external environment play in supporting or inhibiting your coaching goals e.g. family (nuclear and extended); friends; religious groups?

Coaching Outcomes

1. What work and personal goals have been achieved post-coaching intervention?
2. Can we reflect on the strengths and weaknesses we spoke about in the pre coaching interview which were….and if anything has changed?
3. Please describe how the coaching has affected all areas of your life: professional, personal, social etc?
4. Tell me about key things you've learnt about yourself from the coaching experience and were any new skills acquired?
5. Tell me about some fears that may have been overcome by the coaching experience?
6. In what way were your beliefs challenged about yourself and others and how many of these beliefs were you conscious of before the coaching?
7. What key issues were not addressed in coaching that you hoped would be addressed?

Relationship with Franchisee

1. If your most difficult franchisee were sitting in the room right now, what do you think he/she would say about you from when the coaching started to now?
2. Please name any relationship changes you may have seen with other franchisees and store managers in general. Can you give me some examples?
3. In what way, if any, has the Franchisee's view changed of the franchisor through your interactions with you?
4. Have you dealt with conflict/assertiveness with franchisees or their managers any differently since the coaching?

Coach/Coachee interactions

1. Tell me about a time, if any, when the coach may have not focused on areas you wanted to focus on?
2. What were the most important attributes of the coaching being successful? E.g. safe space, probing, coach attributes, listening attentively, asking questions etc?
3. Please describe how you related to your coach, including how you felt in their presence and what kept you most engaged.
4. Please describe the process of sharing information with your coach-what helped you share.

Relationships in Famous Brands

1. Pease describe changes that may have taken place with your interaction/relationships with your:
    - Other FMs
    - Line managers
    - Others in the Ops Department
    - Executives

- Other

2. Have you noticed any reactions in the organisation following the coaching and if so, what?
3. Can you talk to me about the support offered by Head office of your coaching or any positive/negative/encouraging/discouraging input received?
4. Have you noticed changes with your communication with Head office?

The Future (F)

1. What changes do you feel you would still like to make in terms of?
   - Personal growth
   - Relationships with difficult franchisees
   - Head office staff interactions

Consistency Matrix

Research Question Number	Research Questions	Proposition Question Number	Proposition
Main Research Question	What are the Franchise Managers' (FMs') perceptions of being the recipients of transformational coaching?	1	Transformational coaching will allow for the holistic development of a person
Sub-Research Question 1	What are FMs perceptions of the effect of coaching on relational interactions with the franchisees?	2	Transformation coaching will improve relational interactions between the FM and franchisee
Sub-Research Question 2	What are the FMs' perceptions of changed interactions with parties at Head office post coaching?	3	Coaching will result in positive changes in relationships between the FM , their direct reports (OMs) and colleagues in the organisations, resulting from the coaching intervention based on a ripple effect

OM post-interview

Research Question 1: Transformational Change

1. How open was X to being coached and to the coaching experience and how was he selected?
2. How often did X provide you with feedback on the coaching in the last 3 months and was it formal or informal?
3. Have any of his direct reports received coaching before?
4. Please describe any changes of behaviour in X and please be specific? (e.g. confidence, confrontation, vision, energy levels, communication, owning his own space)
5. Please describe any shifts you may have noticed in X's mindset or way of thinking e.g. assertiveness, confidence?
6. What gaps, if any, have been filled in his own capabilities?
7. Please describe changes you may have seen practically on the ground e.g. the way he handles situations
8. Please describe the process of change over time, if you noticed these changes taking place over a period of time.

Research Question 2: Franchisee Interactions

9. Have you noticed changes in his/her interactions with franchisees, especially the ones he had difficulty with?
10. Have you had any feedback from franchisees during the course of the coaching as to positive or negative changes in X?

Research Question 3: Effect on Organisation

11. In what way, if any, has he effected anyone else in the organisation?
12. How has he been supported in changes?
13. How has your relationship with him shifted, if it has in any way?

General

14. What other outcomes would you have liked to see from the coaching and what would you still like to see him grow in?
15. What other comments you wish to make that you believe may be relevant for this study?

Annexure C: Coding sample of main research question

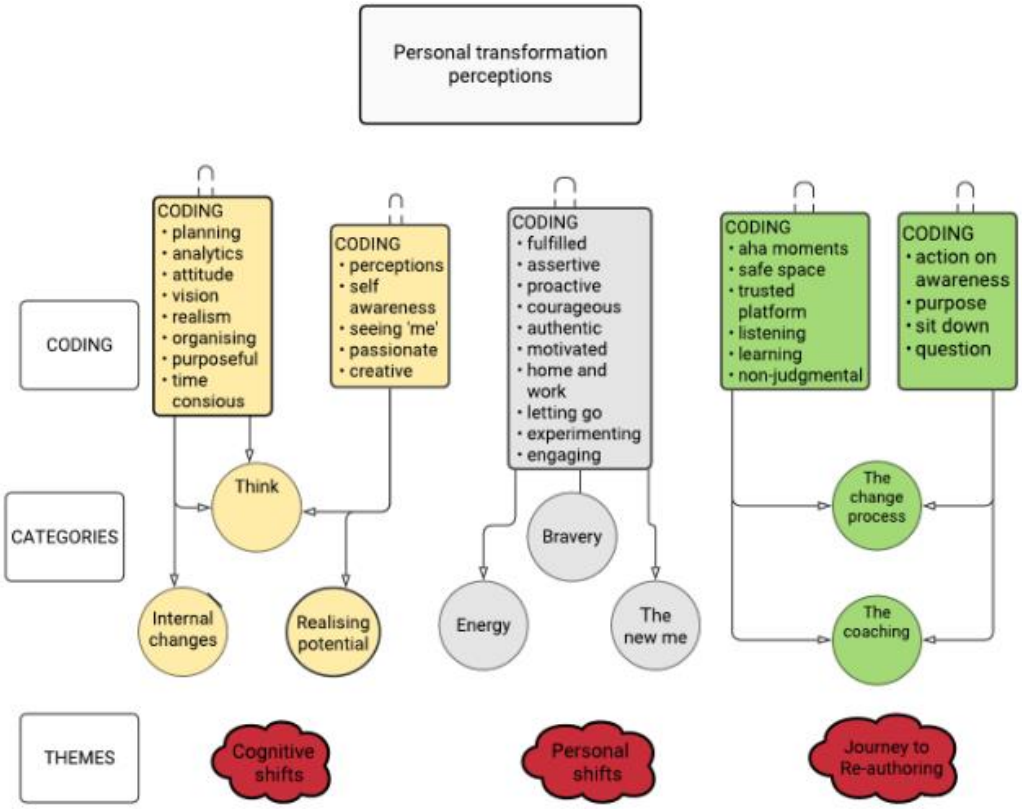


Figure 13: Development of coding, categories and themes for main research question

Annexure D: Permission letter

The Graduate School of Business Administration

2 St David's Place, Parktown, Johannesburg, South Africa

P O Box 98, Wits, 2050

Telephone: +27 11 717 3600, Facsimile: + 27 11 717 3514

Website: www.wbs.ac.za



Wits Business School

Sculpting global leaders

30 June 2020

RE: PERMISSION FOR ORGANISATIONAL CONSENT TO CONDUCT A RESEARCH STUDY

Dear Derrian

I would like to request permission to conduct my research study within your organisation. My name is Elana Koral and I am a student at Wits Business School studying a Masters in Management in the field of Business and Executive Coaching. My research topic is to explore the personal and professional shifts that may transpire from transformational coaching.

Research Title: **Field Service Managers' (FSM) perceptions of the impact of transformational coaching in a franchise organisation**

Research Supervisor: **Pranesh Anandlal**

Faculty: **Commerce, Law and Management**

The data collection process includes conducting four coaching sessions with six Field Managers. I will invite the Field Managers, who will be selected by the organisation, to participate in the coaching. Prior to the coaching, there will be interviews with the direct reports of the Field Managers (2-3 Direct Reports), which will comprise of one set of interviews before the coaching commences and another after coaching is complete. Pre and post-coaching interviews will also be conducted with the participating Field Managers in order to ascertain their perceptions of how coaching has impacted them, their relationships with the franchisees or any other holistic shifts. Coaching sessions will be audio recorded on a digital device which will not be shared internally with the organisation in order to protect the identities of the participants as well as the information disclosed during the coaching sessions. Participants are required to sign a consent form granting

their permission for the sessions to be recorded. Confidentiality is a strict requirement of the research study and the identities of participants as well as the organisation itself will not be disclosed in the research report. The audio recordings of both interviews and coaching sessions will be stored on my personal hard drive and will be destroyed after I have graduated the Masters programme.

Participants and the organisation will not receive payment for participating in this research, and there are no disadvantages or penalties for not participating. If you agree to participate, we will require written consent. Should you so wish, you can withdraw the organisation's participation should participants at any stage experience distress or discomfort.

I am available to answer any questions you may have regarding the research and you are welcome to make contact on the details provided. This research will be documented in the form of a written report which will be submitted to Wits Graduate School of Business. Should you wish to receive a summary of the report I will make one available.

Concerns or complaints regarding the ethical procedures of this study can be directed to the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 140.

Yours sincerely,

Student: Elana Koral

Email: elana.koral@gmail.com

Tel: 0833030808

Supervisor: Pranesh Anandlal

Email: Pranesh.Anandlal@om.org

Tel: 0827841998

_____

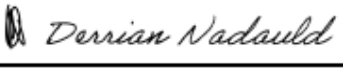
_____

Declaration and signature of Organisation Consent

The information contained in this document was explained to me by Elana Koral.I hereby grant consent for the organisation participate in this research and I have been given a copy of this form.

Name of Company: Famous Brands

Name of Company Representative: Mr.Derrian Nadauld

Signature: Date 29 June 2020 

Annexure E: Ethics certificate

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

SCHOOL OF GRADUATE SCHOOL OF BUSINESS ADMINISTRATION ETHICS COMMITTEE
CONSTITUTED UNDER THE UNIVERSITY HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)

CLEARANCE CERTIFICATE **PROTOCOL NUMBER: WBS/BA756967/876**

PROJECT TITLE Field Service Managers' perceptions of the impact of transformational coaching in a franchise organisation

INVESTIGATOR	Mrs Elana Koral
SCHOOL/DEPARTMENT OF INVESTIGATOR	MM (Business & Executive Coaching)
DATE CONSIDERED	12 June 2020
DECISION OF THE COMMITTEE	Approved unconditionally
RISK LEVEL	LOW RISK
EXPIRY DATE	28 FEBRUARY 2021

ISSUE DATE OF CERTIFICATE 26 June 2020 **CHAIRPERSON** _____
(Dr MDJ Matshabaphala)

cc: Supervisor: Mr Anandlal

DECLARATION OF INVESTIGATOR

To be completed in duplicate and **ONE COPY** returned to the Chairperson of the School/Department ethics committee.

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

_____ _____/_____/_____
Signature **Date**

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

Annexure F: Coding transcripts Samples

Personal growth	**Main Research Question**		
Franchisee Interactions	**Sub Research Question 1**		
Team and direct manager interactions	**Sub Research Question 2**		
Coding Transcript 1	**Coaching transcript 2**	**Coding transcripts 3**	**Coding transcript 4**
Focus on decisions	"Long Had the Answers but I Never Stopped And Questioned"	Controlling	Work/life balance
Being challenged	Draining Vs Energizing	Effect of past	Self-efficacy
Creative	Time Management	Letting go	Find myself
Courage to approach	Adaptation	Stepping back	Personal/work goals
Solution driven	Others' Perceptions	Adaptation	Unliked
Integrity	Now Energized	Others' perceptions	Overcome anxiety
Accommodation line manager	Now Motivated	Handling conflict	Shift beliefs
Acceptance	Was Overwhelmed	Factory setting	Look beyond
'heart and mind at ease'	Organising Thoughts	My way	Mindset growth
Perfectionism	Planning for Future	Behavioural patterns	Time management
Realism	"Sit and Question Myself"	Release reigns	Teamwork
Accepting peoples' differences	Identity : colleagues/personal	Experimenting	Actively seek improvement
Relaxed expectations	Change in Perception/Behaviour	Relaxed	Boss noticed
Be kind to yourself	Self-Questioning old Beliefs and Stories	Re-evaluating	Independence
Networking	I Have Resources	Supportive	Authority
Creative conversations	Frustrated wasted time	Better communication line manager	Autonomy

Coding transcript 1	Coding transcript 2	Coding transcript 3	Coding transcript 4
Energy in transformation	Now i 'just do it'	Express emotions	Confidence
Sluggish	Broadening circle	Work in progress	Not blocking myself
Learning to walk	Consultation	Understand people	Prove myself
Thoughts are always there	Bridge the gap	Create trust	Present myself
Not bored anymore.	Seeking objectivity	Difficult franchisee	Listen
'inspire before i expire'	Self-motivate	Hard to please	Obstruct self
Coaching assisting: fears.	Outer circle reach	Behind my back	Achieve more
Capability and marketability	Reaching out	Acceptance	Commitment
"in my hands"	Family support even in "burn out"	Knowing when to give up	Extending self
Calling is coming	Asking for feedback	Clarity	Opening up
Shifted thinking	Family inclusivity	Acceptance	Difficult conversations
Inspired from past successes	Strength to ask support	Great conversations	Explicit goals
Resources i have	Resourcefulness	Time investment	Recognition
Challenge values	Self-resourced	Different approach	Effect others
Regained myself	Accepting support	Water the plant	Stand up for self
Patience	Presenting persona	Focused on positive	Fight for it
Excuses	False beliefs	Assertive	Control of self
Rebuilding philosophical principles	Surprising feedback	Show you care	Coaching- platform to talk
Complacency	Safety in inner circle	Possibilities	Work nicely with people
'believe that the whole transformation process is taking place'	Redefining self -to be approachable	Approachable	No need to scream franchisee
Understand my purpose	Acting on insights	Different types communication	Ways of talking
Aha moments: shaping me	Open to being conversational	Not presumptions	Building relationships

Coding transcript 1	Coding transcript 2	Coding transcript 3	Coding transcript 4
Coaching digging deep	"really unapproachable" ?	Connecting dots: work home	Strong working relationships
Facing fears	Shocked at 'complete opposite' perceptions of me	Suggestions	Release others fear
Change perceptions	Self-awareness	Appreciation	Approachable
Vulnerability	Disparity between self and others	Coach listens	Coaching helps build relationships
Subconscious	Finding answers	Coach allows reflection	Disc model
Sharing thoughts	Treat people differently	Experiment between sessions	Discover myself
Teaching others	Old beliefs (burden?) : "bore" "dump my work"	Concerted effort	Recognise capabilities
Revisit	Questioning inaction		Face the world
Supported	Letting go		Family proud new me
Reminding	Re-examining failure concept		Opportunity to reflect and talk
Change narrative	Values congruence		Listen to me
Change approach	Courage		Time to unpack
'snap out of comfort zone'	Loosen up on time		Comfortable with coach
Be there…genuine interest	Procrastinate due to fear of failing		Communicate directly
Franchisees positive perceptions	'i'm not afraid… don't give up'		Emails not solution
Trust	Reframing failure		Not to run away from issues
Accept weaknesses	Root causes of failures		Trust from bosses
Realign goals	Reclusion from fear of failure		More professional
Not to take offense	Bored/stale		Gratitude
'sit down: why i'm here'	Facing fears		
Offering self to franchisees	Reflection action, more action		
Make a difference	Self-actualisation		

	accountability	Stagnation		
	CEO positive interaction	Aha moments		
	'comes from the heart'	Energy ripple effect		
	Bravery	Working with insights		
	Respect	Better relationship with son through insights		
	Coaching versus solutions	Planning inclusiveness		
	coach: listen and learn to listen	Mirroring for better relationships		
	Overpromising	Noticing self and others		
	Manage expectations	Tolerance non- judgmental		
	Find what motivates	Genuine interest; valuable input		
	Safe, happy space	Adding value :not a "policeman"		
		prejudice to understanding		
		Franchisee 'bumped heads but relationships great now'		
		Feeling in control/assertiveness		
		Listening skills		
		Rediscovered creativity		
		Famous brands work shifts		
		perceptual change		
		Energy to do my work		
		Brand effect		
		Adapting		
		application		
		Share and recognise knowledge		
		Giving "energizes me"		
		Democracy vs autocracy		