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# Executive coaching as a vehicle to enhance organisational performance and culture in a mining company in the Northern Cape

**Nkomombini, Sipho**

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# Executive Coaching as a vehicle to enhance organisational performance and culture in a Mining Company in the Northern Cape

## A research report submitted by:


## Sipho Nkomombini

**Student number: 1135777**

**Student Mobile Number (081 085 1278)**

**Supervisor Dr Nomusa Mazonde**


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

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## Abstract

This qualitative study explored executive coaching as a vehicle to enhance organisational performance and culture. The study was undertaken in an open cast mine in the Northern Cape, the mine is part of a bigger multinational mining group. The mine experienced a few leadership challenges when it came to holding leaders to account in driving high performance and to shape the requisite organisational culture. The key motivation of the study was that the study will help better understand the role of executive coaching and its impact on organisational performance and culture in a mining context.

The main purpose of the study was to examine executive coaching as a vehicle to enhance organisational performance and culture within a mining company. The data was collected by means of face-to-face semi-structured open-ended interviews. The sample consists of 20 senior managers who have all undergone executive coaching within the company. The key findings of the study were that executive coaching plays a significant role in driving high performance and culture in organisations.

The study contributes to an existing body of knowledge and positions executive coaching as key driver of high performance and culture in an organisation. In conclusion the study found that it is beneficial for companies deploy executive coaching as a leadership development tool. The results show that organisations that implement executive coaching have a high-performance culture and this will ultimately positively impact the organisations culture and strategy. the study has practical and theoretical implications for the leadership of the organisation, coaching practitioners, and coaching bodies because it outlines the role executive coaching played in leadership development. The study makes detailed recommendations for future research in the field of executive coaching.

**Keywords:** Executive Coaching, Organisational Performance, Performance Management, Culture, Coaching, Management, Leadership, Organisation

## DECLARATION

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

**Name:** Graham William Sipho Nkomombini **Signature:**

**Signed at** ……

**On the** …….. **day of** …… 2021.

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# CHAPTER 1: INTRODUCTION

## 1.1 Purpose of the study

This research was a case study to examine executive coaching as a vehicle for enhancing organisational performance and culture in a mining company in South Africa. This qualitative study explored the application of executive coaching models in potentially enhancing organisational performance and the perceived impact on organisational culture in a mining company in South Africa.

## 1.2 Context of the study

The study was undertaken in a mining organisation in South Africa, which is one of the world's biggest open cast mines. The mine is situated in the Northern Cape, and it is the primary producer of iron ore in South Africa and Africa. The mine has a rail network that connects from the Northern Cape directly to Saldanha for its export market to China (Kumba, 2018).

Relating to the above, the mine has experienced its fair amount of leadership challenges over the past few years in its quest to achieve its annual targets. These challenges vary from lack of decisiveness, accountability, and responsibility when it comes to key performance issues, as well as ineffective people management skills (Kumba, 2018). The leadership of the mine has realised that these factors had a direct impact on the mine's performance and its ability to reach its targets, and this ultimately affects their people's morale and the culture of the organisation (Kumba, 2018).

In view of the foregoing, the mine has deliberately placed executive coaching at the centre of its leadership and culture codes. This means that the leadership of the mine has become deliberate about executive coaching and aims to use it as one of its strategic levers for higher organisational performance (Kumba, 2018).

MacKie (2015) emphasises that there is overwhelming evidence that suggests that coaching has a positive impact on business, leadership, and performance enhancement. In relation to the statement above, Lai and Palmer (2019) outline one of the major purposes of executive coaching as being to facilitate change with a positive future outcome.

Grant (2014) highlights that executive coaching has become a central tool in assisting managers to deal with a high level of complexity. The coach's role in the executive coaching process is more facilitative and encourages positive dialogue (Lai & Palmer, 2019).

Dippenaar and Schaap (2017) emphasise that coaching is one of the most sound and effective leadership development and performance tools that organisations use. There is an increase in evidence regarding the effectiveness of executive coaching in industries (MacKie, 2015).

Supporting the aforementioned statement, Corrie and Lawson (2017) explain that executive coaching has grown extensively in organisations, and it has become a dominant tool across multiple organisations used for leadership development. Linking to this, Sharma (2017) points out that organisations have increased their utilisation of coaching interventions over the years.

MacKie (2015) elucidates that while there is enough evidence to suggest that executive coaching is effective, there remains a scope to evaluate the true extent of the effectiveness of executive coaching. Backing this view, Kovacs and Corrie (2017) explain that although executive coaching has yielded many positive results across the world, organisations should be cautioned against using a one-size-fits-all approach because different circumstances dictate different coaching approaches, particularly in diverse organisations. Although many scholars have written widely about the positive impact of executive coaching, there is a current gap in establishing if executive coaching clearly impacts transformation within an individual (Corrie & Lawson, 2017).

Another challenge relating to the background of executive coaching, given that coaching covers a broad spectrum in business as well as emotional factors is that it is not clear-cut that a coach should have a business background or psychology background (Lai & Palmer, 2019).

## 1.3 Research problem

There is a gap in organisations that are not making use of executive coaching as a tool that enables organisational performance to enhance organisational culture. Organisations and leaders realise that for business to be effective, they need to improve the requisite skills of their leaders. Organisations often use coaching as a tool to reach this objective, as coaching improves performance and helps the organisation to function in a complex world (Askhatova, Bulnina, Rudaleva, & Kabasheva, 2015).

## 1.4 Research objectives

In a constantly changing and complex world of business, the management of organisations' human resources has become central in businesses achieving success (Utrilla, Grande, & Lorenzo, 2015).

The changing nature of business has necessitated the need for business and executive coaching. Executive coaching has dual benefits because it aims to improve both the performance of the individual and the performance of the organisation (Utrilla, Grande, & Lorenzo, 2015). The general aim of the study was to examine whether executive coaching had any value-added benefits for the organisation and whether those benefits were sustainable. This view is derived from Rathmell, Brown, and Kilburg (2019), who emphasise that executive coaching has many added benefits for the organisation, and these benefits vary from high performance to increased engagement and morale.

The following are the objectives of the study:

- To explore the perceived impact executive coaching has on the organisational performance of the company
- To explore the perceived role of executive coaching on organisational culture as a component of organisational performance

## 1.5 Significance of the study

Contributing to the conversation and adding local findings to the pool of international research, the study assists in understanding the impact of executive coaching on the performance and culture of the organisation. Through executive coaching, individuals are deliberate about their thinking patterns and behaviour choices. Empirical evidence exists which demonstrates that coaching has a lasting impact on organisations' performance (Correia, Dos Santos, & Passmore, 2016).

The first differentiator of the study is that the study was undertaken in a global international mining company with a footprint in the Northern Cape. The mine employs a diverse population of employees that represent most of the population groups in South Africa. The wide variety of population groupings sampled paved the opportunity for diverse research results.

The study also benefits the mining industry, as there is currently not much research on executive coaching interventions, both internationally and in the South African mining industry. The significance of the findings of this study may influence and enhance the importance of executive coaching for employees and leaders in mining companies internationally. This view is supported by Sharma (2017), who outlines that executive coaching plays a critical role in enhancing overall employee and organisational efficiency.

This study also provides a clearer understanding of the impact executive coaching has on organisational performance and the organisational culture. The

study also positions executive coaching as an important leadership development tool that can close certain skills gaps in employees. This is supported by Sharma (2017), who outlines that executive coaching methods deploy measures that close certain gaps in individuals, such as skills and performance, and provide a safe space for dialogue.

The results of the study influence organisations that are not making use of executive coaching to try and implement it as a critical leadership intervention. Finally, the study enhances and improves an existing body of knowledge on maximising the benefits of executive coaching as a tool to improve individual and business performance.

## 1.6 Delimitations of the study

The study focused on the impact of executive coaching on organisational performance.

The study adhered to the following conditions:

- It only focused on senior managers and heads of departments that have undergone executive coaching.
- All participants are working for the same mining organisation; nobody outside of the organisation participated in the study.
- The study also excluded contract workers and fixed-term employees (FTEs) that are not full-time workers in the organisation.
- The study focused on the role of executive coaching on organisational performance, not on individual performance.
- The study was centred mainly around executive coaching, performance, and organisational culture as components of organisational performance, not on any other variables.

- The study was not centred on overall culture but mainly focused on the impact of performance on organisational culture.

## 1.7 Definition of terms

Coaching has a variety of benefits for the organisation; however, each coaching situation will be different for everyone that has been coached. The effectiveness of a coaching intervention is dependent on the skill of the coach and knowing which coaching philosophy and tools to use in each unique coaching situation. For this specific study, the focus is on the following: Business Coaching, Organisational Culture, Executive Coaching, and Performance Coaching.

*Business Coaching:* The practice of business coaching is derived from sports, and it was later transferred and replicated in business. This type of coaching is mainly focused on enhancing the skill of employees to help them achieve great results for the organisation (Rosha & Lace, 2016).

*Organisational Culture:* Organisational culture refers to basic norms, beliefs, and value system. It can also incorporate the organisational language and artefacts within the organisation (Corfield & Paton, 2016).

*Executive Coaching:* Executive coaching is a coaching approach that encourages positive relationships between the coach and the client (Bartz, 2017).

*Performance Coaching:* Performance coaching is aimed at assisting individuals to constantly want to perform better in their work than their last assignments. It is focused on setting goals that are aimed at constantly improving the individual's performance in the organisation (Diochon & Lovelace, 2015).

## 1.8 Assumptions

The following assumptions were made:

- All managers and senior managers that were interviewed were authentic in answering questions and provided answers that best represent their experience of the executive coaching intervention. Because coaching in its nature is a sensitive conversation between the coach and the coachee, and because coaching is bound by contracting and confidentiality, special caution was given when dealing with the participants' answers on this sensitive topic of executive coaching. For example, the right to confidentiality of the participant was respected all the time.

- It was assumed that although all participants went through executive coaching as an intervention, everyone's experience would be unique. On that account, this provided excellent diverse views from the participants.

# CHAPTER 2: LITERATURE REVIEW

## 2.1 Introduction

The previous chapter provided an introduction and background to the study. The study looked at executive coaching, as well as coaching in an organisational context. It proceeded to look at the historical context of performance management. It also considered how organisations can create an effective performance culture. Finally, the study looked at how executive coaching has impacted the organisational culture and leadership within the organisation.

In this chapter, literature relating to performance management, executive coaching, and organisational culture was reviewed and synthesised in a logical, sequential manner. The chapter focused on the definition of coaching in the section that follows.

To this end, the research showed the perceived impact executive coaching has on organisational performance and culture in the organisation. This is in line with the logic flow of the conceptual framework, as depicted in Figure 1.




**Figure 1: Conceptual framework of the impact of executive coaching on organisational performance and organisational culture**

Figure 1 depicts the perceived impact of executive coaching as a main driver and influencer of performance management as well as ultimately impacting the

organisational culture. The figure depicts executive coaching as a potential catalyst in business performance, which will be discussed in much detail in the sections to follow.

As mentioned previously, the study was undertaken in a mining company in the Northern Cape. The mine employs about 5 000 permanent employees and about 7 000 contract employees. The annual production targets for the mine are as follows:

- Waste Striping target is at 178 million tonnes
- Expit Ore target is at 37.1 million tonnes
- Export Rail Dispatches 26.5 million tonnes
- Sealable Product target is at 29.5 million tonnes (Kumba, 2018)

## 2.2 Definition of executive coaching

Executive coaching is a deliberate intervention that organisations use to achieve a positive change in the performance of their executives in their organisations. Executive coaching often involves the alignment of three major stakeholders: the coach, the coachee, and the organisation (Athanasopoulou & Dopson, 2018). Howard (2015) explains that executive coaching is a tool that has become prominent in the 21st century. Executive coaching is mainly aimed at facilitating positive workplace change.

Despite the positives described above about executive coaching, Vandaveer and Palmer (2016) point out that the coaching profession currently lacks formal credentialing and has several free credentialing institutions. This creates much red tape with respect to entering the profession for young aspiring executive coaches. Supporting this view, Dobosz and Tee (2016) stress the fact that there are very few young coaches in the world, and this is mainly attributed to the difficulty young coaches find in gaining credibility and entry, as most senior

executives often want to speak to seasoned, more experienced coaches. They tend to not easily open up to younger coaches.

### *2.2.1 Overview of executive coaching*

Susing (2016) elucidates that most corporates have identified executive coaching as an effective tool for individualised performance improvement. Executive coaching provides an opportunity for deeper relationships to develop between the client and the coach, and the relationships transition from goal setting to action and results and finally to accountability (Gavin, 2018).

Relating to this idea, Trevillion (2018) points out that executive coaching is a leadership development tool that has clear, actionable goals and outcomes that are important for organisational productivity. Aldrin and Utama (2019) emphasise that organisations have realised that for them to remain competitive, it is essential to increase employees' productivity, through executive coaching. The above changes in the economy and globalisation have necessitated the need for change in the way businesses operate, and this has necessitated the need for executive coaching (Dobrea & Maiorescu, 2015).

### *2.2.2 Executive coaching theories*

The theory of executive coaching is underpinned by several frameworks that range from psychodynamic, cognitive, and theoretical frameworks (Grant, 2014). Relating to this, Cilliers (2018) explains that the psychodynamic coaching model has its roots in the Freudian theory. This approach is linked to systems thinking and is aimed at understanding the subconscious and conscious behaviour of leadership in relation to the function and systems of the organisation. Another theory that Pereira Dias, Palmer, and Nardi (2017) outline is the integrative cognitive behaviour theory, which explains that it is not necessarily events that cause happiness and unhappiness within individuals but rather how the person interprets the world.

The goal of this coaching approach is to assist the client to gain strength and independence and become their own therapist. This approach is focused more on raising awareness and removing factors that may impede their performance and growth (Pereira Dias et al., 2017). This approach also uses tools such as the positive psychology technique, which was developed initially by Martin Seligman (Pereira Dias et al., 2017). The primary aim was to understand human functioning at its peak. At the core of this theory is that people do not only want to discover their development areas. However, people rather want true happiness, which can be achieved by aligning values and developing the means to achieve a meaningful life (Pereira Dias et al., 2017).

Other theories are the solution-focused approach, which is a useful tool that assists clients in managing self-doubt and assists the client to come up with meaningful solutions to their problems. The study is underpinned by the solution-focused theory because it focuses on meaningful solutions, and it is future-focused (Grant & O'Connor, 2018). This theory has often been criticised for being more clinical in nature and often causes confusion among clients, making them feel like they are in therapy. This approach has also failed to demonstrate that it can effectively deal with workplace stress for the client (Pereira Dias et al., 2017).

The reason the solution-focused theory was used is that according to Grant and O'Connor (2018), this theory forces the client to think about positive re-enforced behaviour changes and how the client can discard old habits. Secondly, through skilful questioning of the coach, this approach allows the client to come up with new behaviours themselves that are positive for the future.

There are also numerous other coaching models and frameworks, for example, the coaching for critical skill and leadership development model. This model integrates various concepts, such as listening. Questioning and scaffolding further borrow from various theories such as adult learning and reflective theories to assist clients in framing their reality and performing well in their jobs and day-to-day lives (Catchings, 2015).

Susing (2016) highlights that although executive coaching has had positive returns, most organisations simply do not have the budget, as fees associated with executive coaching are often exorbitant. In the same line of thought, Aldrin and Utama (2019) emphasise that although coaching is positioned as a desirable training and development tool, not all organisations have the financial resources to make coaching available to their senior executives because of cost constraints.

### *2.2.3 Executive coaching in the organisational context*

Executive coaching is mostly deployed in businesses that are experiencing a high degree of volatility complexity and ambiguity (Corrie & Lawson, 2017). Emphasising this, Aldrin and Utama (2019) highlight that organisations use executive coaching for development because coaching is a relationship-building process that is aimed at steering the coachee to find their own solutions to their problems.

The focus of executive coaching is on the improvement of the organisation's profits and the enhancement of executives' performance (Athanasopoulou & Dopson, 2018). Coaching is centred on assisting clients to achieve both personal and organisational desired outcomes (Vandaveer & Palmer, 2016). Executive coaching enables leaders to be agile and be better placed to respond to business needs. It enables better communication, ability to manage stress, and improves relationships at work (Trevillion, 2018). Furthermore, businesses and executives deploy executive coaches because they do not regard themselves as being sufficiently equipped to deal with such a high level of uncertainty (Corrie & Lawson, 2017). Organisations realise the importance of developing their senior executives because these ultimately benefit the organisation's performance (Susing, 2016).

Athanasopoulou and Dopson (2018) assert that although the coaching practice has experienced significant growth for years, research has shown that very few coaches around the world are younger than 35 years, and this makes the

profession less desirable for young potential coaches (Dobosz & Tee, 2016). Another dilemma is that the focus of coaching is on outcomes and not necessarily on performance, and there is not enough evidence to back up coaching as a tool to enhance performance (Aldrin & Utama, 2019).

Executive coaching provides a great opportunity for the client to experience what is known as transformative learning. Through this process, executive coaching allows the coachee to develop new perceptions and to discard old ways of thinking upon which firm believes have been built (Corrie & Lawson, 2017). One of the greatest criticisms with coaching is the heavy focus of executive coaching on business and individual performance. This silently brings in an element of management control and positions coaching as being aimed at achieving management and corporate values rather than the individuals' own values (Corrie & Lawson, 2017). Another reproach that executive coaches face when coaching senior leaders is that organisations and leaders regard executive coaching as a panacea for all their problems, and they are disappointed when they realise it is not always the case (Susing, 2016).

Gavin (2018) supports the aforementioned view and emphasises that many executives that are undergoing coaching undergo what is known as an expectation mismatch. This is when executives believe that coaching will be able to address all organisational challenges. Grant (2014) explains another issue that is a challenge in executive coaching, which is that there is ambiguity when it comes to measuring coaching success outcomes after a coaching intervention has taken place because organisations are profit-focused. A critical factor for organisations is to measure return on investment. Also, the measurement of return on investment is difficult in executive coaching.

### *2.2.4 Executive coaching and leadership in organisations*

Organisations internationally realise the critical role leaders in organisations must play in order to effectively manage change, as well as to drive innovation and to

deal with highly complex corporate environments (Gavin, 2018). Organisations of today are highly interested in the skills set and qualifications employees can bring to the table. These factors are considered to be important factors for organisational growth, efficiency, and productivity (Aldrin & Utama, 2019).

Athanasopoulou and Dopson (2018) argue that executive coaching is intricately linked to leadership development. Coaching can provide a positive paradigm shift and improve the way executives learn (Vandaveer & Palmer, 2016). Coaching is mostly experienced as very positive by executives because the focus of coaching is deeply interpersonal and provides an opportunity to improve an individual's world view (Trevillion, 2018). Furthermore, coaching allows the organisation and its leaders to perform at higher levels and achieve maximum output (Aldrin & Utama, 2019). Most organisations have taken the liberty to position coaching as a privilege and scarce development tool that equips the organisation and its leaders with effective succession planning for key leadership positions (Susing, 2016).

The challenge with executive coaching is that coaching techniques have been in existence for many years; however, many executive coaches find it difficult to adjust their techniques and approach to address organisational challenges (Aldrin & Utama, 2019). There is more than enough evidence that organisations are spending large amounts of money on executive coaching, but there is lack of clear-cut evidence that clarifies which leadership behaviours it develops (Trevillion, 2018). Another dilemma that coaching brings to the coachee is when a client sometimes experiences a disconnect with the coaching goals; for example, clients can sometimes feel that the goal is just too big or ambiguous, and this often creates dissonance between the coaching goal and the client that is being coached (Corrie & Lawson, 2017).

## 2.3 The historical context of performance management as a component of organisational performance

Performance management was started in the 1950s and the 1960s. The process involved annual review objectives while at the same time rating performance using rating scales that were considered to be quite complicated (Lawler, Benson, & Ledford, 2016). The performance management system commences with the rating of performance during performance appraisal (DeNisi & Murphy, 2017). What made performance management so complicated was trying to balance between rating performance while at the same time trying to facilitate positive development (Lawler et al., 2016). A few organisations have recently transitioned into a more modernised way of managing performance, which is known as the rating-less review system of performance management (Lawler et al., 2016).

With the increasing need for cost-cutting and international competitive landscape, organisations are forced to reposition performance management as a critical tool for business efficiency (Dobrea & Maiorescu, 2015). The performance appraisal system has its roots way back in the military's rating system which gained significance during World War II, whereby the military pointed out individuals that were performing poorly and then eliminated and dismissed them from the army (Cappelli & Tavis, 2016).

Performance management is the single most important aspect to enhance organisational performance (Negulescu, Doval, & Stefanescu, 2019). Performance management is implemented in organisations using various methods which vary from one-on-one discussions with employees, direct feedback from manager and peers, and meetings (Negulescu et al., 2019). Lawler et al. (2016) highlight a critical flaw with the performance rating scale, which is that it often limits the ability of the manager to use their own discretion to reward employees. The challenge with executive coaching as a performance enhancement tool is that it is an open process that is not prescriptive and

instructional; as a consequence, this can leave the process open to the imagination of the client (Negulescu et al., 2019).

### *2.3.1 Performance appraisal as a tool in performance management*

A. Performance Appraisal

Performance appraisal refers to a process which occurs at certain periods, whereby the employee's leader assigns a periodic rating on the employee's performance (DeNisi & Murphy, 2017). Concerning this view, Daoanis (2012) explains that performance appraisal is an essential tool used to track the progress of key performance indicators that the organisation sets for its employees. Organisations have since shifted to a more team-centred approach. Organisations have incorporated a multi-sourced 360-degree feedback system which enables the individual to receive feedback from multiple sources within the organisation (Daoanis, 2012).

DeNisi and Murphy (2017) elucidate that the challenge that is often experienced with the performance appraisal system is that the system is contaminated with the ratter error, which is known as the hallo error system. This rating system is based on rating an individual based on a singular dominant characteristic which might not necessarily be related to performance.

B. Performance Management

The management of employee performance forms the cornerstone and the basis for effective organisational leadership (Pulakos et al., 2012). Neupane (2015) clarifies that employee performance management is not only an assessment that happens over a specific period of the performance management cycle but over a specific period. Managers must be able to handle the performance management process so effectively that the employees themselves are able to gain a clear insight into what is happening in this process that is unfolding (Lawler et al., 2016).

The primary aim of the performance appraisal tool is to achieve performance objectives and allow the employee to grow in their careers (Lawler et al., 2016). Cappelli and Tavis (2016) assert that another challenge that organisations face when it comes to managing performance in the new era is that traditional approaches provided managers with a clear answer of who is a poor performer through the rating scale system. Organisations that use new cutting-edge systems still struggle to differentiate how to reward poor performers and good performers, as the new systems are not as clear-cut.

### *2.3.2 Executive coaching and performance in organisations*

Organisations are constantly working on developing and improving the skills of their employees to achieve an adequate competitive advantage in the market. Organisations across the world have rapidly introduced coaching to achieve these goals (Achi & Sleilati, 2016). The advent of global changes has triggered organisations to make use of executive coaching as a tool for improved performance (Raza, Ali, Ahmed, & Moueed, 2017). Research has proven that organisations that utilise performance management measures as a tool to increase performance are most likely to produce exceptional business and individual results (Pulakos et al., 2012). When companies introduce coaches with a high level of skill, they do so with the aim of totally turning around the organisation's performance and to improve performance in the organisation (Achi & Sleilati, 2016). Kibe and Muathe (2018) further espouse that executive coaching is a central feature in most companies that value performance, and it is an important success factor for business. Coaching is a tool that is introduced within the organisation with the aim of developing and improving employee capacity as well as enhancing organisational effectiveness (Achi & Sleilati, 2016).

Companies also introduce coaching with the aim of facilitating behavioural change with the overall goal of improving business and individual performance (Achi & Sleilati, 2016). Despite the benefits explained above, there is limited literature and studies done that support executive coaching as the most effective

performance improvement tool that guarantees results (Raza et al., 2017). Dobrea and Maiorescu (2015) emphasise that even though executive coaching has been positioned as a great performance enhancement tool in many organisations, coaching is a relatively new field, and there is not enough data available to vouch for coaching as an effective performance improvement tool.

This leads to the first research question.

*Research Question 1*

What is the perceived impact of executive coaching on organisational performance?

### *2.3.3 Proposition 1*

The first proposition of the study is that executive coaching is an important tool that organisations can use to improve both the individual and organisational performance. This is linked to how Grant (2014) elucidates that executive coaching is a management development tool that involves the use of an experienced coach to assist managers through a specific development phase in their lives.

### *2.3.4 Creating a performance culture*

Pulakos et al. (2012) highlight that when organisations want to create a performance culture, they need to acknowledge that it requires a structured way of managing organisational performance. Through executive coaching, managers learn critical interaction skills with their employees (Dobrea & Maiorescu, 2015). When performance management is implemented effectively, it yields a high return on investment for the organisation. It also improves organisational engagement, culture, retention, and overall improvement in organisational and individual performance (Pulakos et al., 2012). The following

are a few steps management can implement to improve performance (Pulakos et al., 2012):

- Employees need to believe that high performance is critical in getting the work done effectively.
- Managers need to act as trusted partners in the performance management process.
- Organisations need to realise that performance management is a key lever to achieve the organisational strategy.

Despite the positive objective of performance management, Norohna, Manezes, and Aquinas (2016) elaborate that many organisations still face multiple challenges to effectively manage performance or utilise the appraisal tool. The challenges mainly arise because of the following reasons (Norohna et al., 2016):

- Performance management often gains low priority from management
- Unavailability of resources to effectively execute the performance management process
- Minimal commitment from management
- Unstable organisational landscape

Figure 2 outlines the four steps leaders should undertake to develop a high-performance organisation. The figure is further explained as follows (Pulakos et al., 2012):

1. Motivating the change in organisations that are focused on high performance will work positively in changing their behaviour to match the high-performance culture of the organisation.

2. Laying the foundation entails management ensuring that employees have the right tools to effectively deliver on performance expectation.

3. Once management has effectively implemented performance management, a critical aspect in the process is to sustain that performance behaviour.

4. Leaders can easily monitor and improve performance, and this is achieved through facilitating survey monkeys about the support provided by the leadership in the organisation.

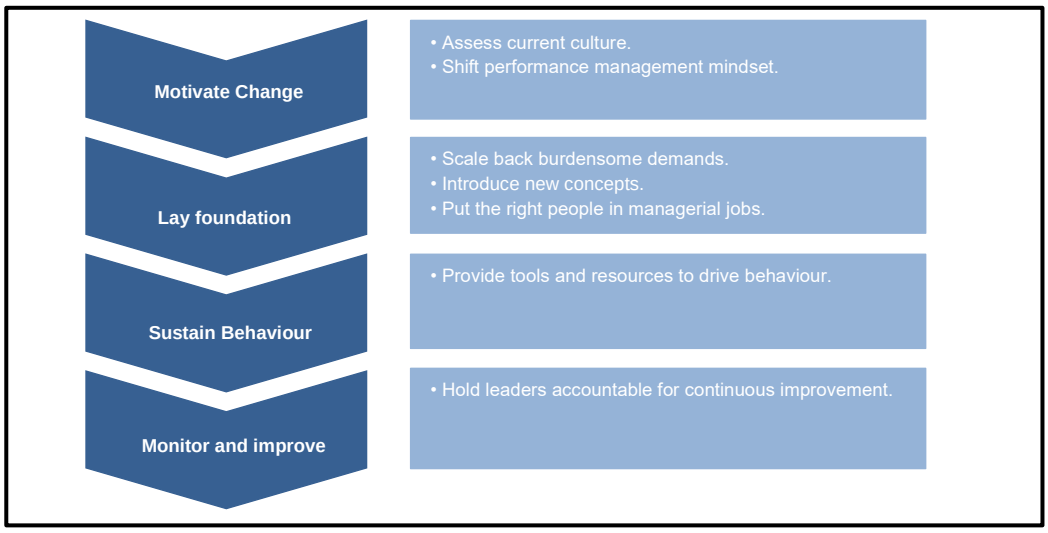


**Figure 2: Four steps to developing a high-performance culture**

## 2.4 Culture and organisational culture defined

a. <u>Definition of culture</u>

The word culture is used in various contexts. For example, humans are often referred to as cultural people. With respect to an organisation's corporate culture and a country's national culture, various commentators and academics have had their own definition of culture (Serpa, 2016).

b. Definition of organisational culture

Sapada, Modding, Gani, and Nujum (2018) explain that organisational culture is an inclusion of the organisation's past events, employee's personality traits, as well as artefacts and symbols that impact the organisation's identity. Organisational culture is defined as the policies; procedures; language, including values; and assumptions about an organisation (Nazarian, Atkinson, & Foroudi, 2017).

Organisational culture is the one aspect that differentiates the organisation from other organisations. Culture in different organisations means different things. Culture can be described as a set of behavioural and emotional process that employees learn over time that is aimed at providing solutions to problems experienced within the organisation (Mbeba, 2014).

### *2.4.1 Organisational culture and coaching*

Huhtala and Feldt (2016) posit that organisations that operate with a strong organisational culture – that is, a link to ethics and a strong values system – have the potential to retain their employees much longer.

Creating a coaching culture and embedding coaching within an organisation is the blueprint for leadership development and capacitating managers with the requisite skills in the organisation. It also assists by strengthening the human capital of the organisation (Ebrahimi & Cameron, 2012). Relating to the above, Odor (2018) elaborates that organisational culture constitutes shared values, norms, and how individuals within the organisation make meaning of concepts and events within the business.

Contributing to the conversation, Kahn (2018) expounds that the aim of executive coaching in the organisation is to link the individual's view and narrative to the narrative of the organisation and its surroundings (Ebrahimi & Cameron, 2012). This will ensure that both values are treated equally and merged to achieve

sustainable organisational performance. In relation to this, MacIntyre (2020) outlines that executive coaching is advantageous to the leader in that it assists leaders with the following aspects:

- The ability to listen carefully: Executive coaching assists leaders with impeccable listening skills which the leaders can transfer to subordinates.
- The ability to manage emotions: Executive coaching supports leaders with developing their soft skills, such as how to effectively control their emotions in difficult and uncomfortable situations.
- How to set effective goals: Executive coaching supports the leader with effective goal setting for their followers and in this process removes ambiguity.
- Team development and systems thinking: Executive coaching supports the leader with how to systematically work on the development of their teams and in the process improve the team's performance (MacIntyre, 2020).

This leads to the second research question.

*Research Question 2*

How does executive coaching influence organisational culture?

Creating a coaching culture has various benefits for the organisation, which can be linked to performance enhancement across all levels of the organisation. Building a coaching culture also empowers leaders to be champions of enhanced performance and an effective coaching culture (Ebrahimi & Cameron, 2012).

### *2.4.2 Proposition 2*

The second proposition is that executive coaching plays a role in enhancing organisational culture. This is explained by Ebrahimi and Cameron (2012), who

emphasise that the coaching culture in organisations is a continuous commitment that is aimed at bringing out the best in people within the organisation. Relating to this, Leithy (2017) brings out that organisational culture resembles exactly what personality is to human beings. It involves policies, procedures, symbols, and artefacts, and these often form part of the organisational culture. Table 1 outlines the characteristics of a coaching culture within an organisation.

**Table 1: Coaching culture within an organisation**

| **Responsibility** | **Self-belief** | **Blame-free** |
|---|---|---|
| A coaching culture that makes managers realise that they need to be more responsible for providing employees with comprehensive feedback. It becomes more of their role to provide employees with feedback regarding their careers. | The working environment where an employee's work plays a major role in enhancing the self-belief of the employee. The encouragement and praise that employees get from managers and their peers matter. | This can be viewed as one of the most important principles of a coaching culture. This is an environment where performance is discussed openly, and management plays a flexible role in managing performance. |

Source: Adapted from Ebrahimi and Cameron (2012)

An organisational culture which is characterised by shared values and norms plays a crucial role in creating an environment for learning and high performance within the organisation. Coaching will not be an effective learning enhancement tool if the organisational culture and environment are not supportive (Ebrahimi & Cameron, 2012).

Serpa (2016) outlines that the challenge with organisational culture is that the various aspects that are identified as organisational culture must correspond with one another. This often complicates the analysis and definition of culture, as many conflicting aspects, such as language, values, and norms, need to be taken

into consideration. Organisations where there is a strong fit between employee and organisational culture may also experience rigidity, which may delay the organisation from responding positively to changes in its environment (Huhtala & Feldt, 2016). There is also no clear link in the role culture plays in a large corporate organisation that is governed by a strong strategy and in smaller local businesses that are just starting up (Leithy, 2017).

### *2.4.3 Organisational culture in practice*

Mbeba (2014) submits that organisational culture plays a significant role in the ability of the organisation to manage change effectively. Organisations that are adaptive to change are more open to innovation. Organisational culture is a key component in managing the behaviour of people within the boundaries of the organisation (Serpa, 2016). Organisational culture is manifested by three aspects, namely, (1) artefacts, (2) values, and (3) key assumptions (Serpa, 2016).

Bell, Chan, and Nel (2014) outline that as much as culture plays a pivotal role in leadership, culture means different things to different scholars, and it is often one of the aspects that are difficult to be defined. Another complication is that because culture is so diverse, several scholars have come up with different instruments to measure organisational culture, and these instruments are not always clear and do not always arrive at the same conclusion regarding organisational culture (Bell et al., 2014).

### *2.4.4 The characteristics of a positive organisational culture*

Weerts, Vermeulen, and Witjes (2018) elaborate that organisational culture is driven by values and ideologies of the organisation. They further expound that a positive corporate culture is driven by artefacts and what individuals within the organisation can observe. All these factors constitute unique aspects of the business which make up the organisational culture.

Odor (2018) posits that organisational culture constitutes the shared values, norms, and how employees interpret and make meaning of the business. Organisational culture is further characterised by the following:

- Collective: Culture is made up of several aspects and not the individual but a group.
- Emotions: Culture is driven and fuelled by emotions that help individuals to overcome uncertainty.
- History: Culture is most of the time embedded in past organisational traditions.
- Symbolic: Symbols are aligned with what the organisation stands for and what aspects the organisation makes visible or not constitute the organisation's symbolic meaning.

Odor (2018) outlines a challenge associated with organisational culture. He mentions that it is not automatic that organisational culture will provide positive organisational performance. Leaders are still expected to drive the organisational culture in line with the business strategy to produce positive results. Contributing to the conversation, Al Issa (2019) contextualises that organisational culture is a key building block in holding together the organisation. The author further elaborates that organisational culture is characterised by behaviour that is adopted within the organisation and shared by employees.

## 2.5 Conclusion

The literature aimed to provide an overview of the pivotal role coaching plays in enhancing performance and culture within the organisation. The study was undertaken in a complex mining environment that was faced with a diverse range of leadership challenges daily. Leaders in the mining company are expected to constantly display superior levels of performance and decision-making.

The study attempted to highlight the vital role coaching plays in the overall organisational performance. The study also depicted the role coaching plays in the organisation in shaping the organisational culture. It positions coaching as a critical personal development tool as well as a strategic business tool that is necessary within most organisations.

**Table 2: Consistency table: Research questions and proposition**

| RQ # | Research Question | Prop / hyp # | Hypothesis |
|---|---|---|---|
| 1 | What is the perceived impact of executive coaching on organisational performance? | 1 | The first proposition of the research is that executive coaching is an important tool that organisations can use to improve both the individual and organisational performance |
| 2 | How does executive coaching influence organisational culture? | 2 | The second proposition is that executive coaching plays a role in enhancing organisational culture |

# CHAPTER 3: RESEARCH METHODOLOGY

The preceding chapter reviewed literature deemed relevant for the study. This chapter outlines the research methodology that was used for the study. It starts with an outline of the research approach and design, which was the qualitative research approach.

Van den Berg and Struwig (2017) outline that the aim of qualitative research is to explain social phenomena and the depth of human experience, including all personal and subjective opinions that are characteristic of the individual's experience in relation to the theory the researcher is trying to explain. Qualitative research is mostly inductive in nature and provides the researcher with an opportunity to develop new meaning and understanding of a specific situation (Mohajan, 2018).

The chapter then provides an overview of the data collection methods that were followed, a brief overview of sampling, and the population is also given. A brief outline of the research instrument – which is the semi-structured interview guide – the procedure for data collection, analysis, and data interpretation, as well as the limitations of the study, are given. The study concludes by explaining validity and reliability, which are factors which determine if the study has rigour and can be trusted. Finally, the study outlines the steps that were taken to ensure ethics were taken into consideration.

## 3.1 Research approach

Wu, Thompson, Aroian, McQuaid, and Deatrick (2016) express the view that qualitative research is utilised across multi-disciplinary fields. This type of research provides a deep overview of people's experiences, world views, and concepts. The aim of qualitative research is not to reveal possible cause and effect but rather to understand reality from a subjective viewpoint. Qualitative research analyses data in the form of spoken words – language.

The primary focus of qualitative research is to develop new theory, as well as accustomed hypothesis and understanding. Unlike quantitative research that uses complex mathematical formulas, and numbers to analyse and interpret results to establish specific cause and effect qualitative research uses spoken words (Levitt et al., 2018)

The advantage of using a qualitative research approach is that the qualitative approach produces an ironic description of the individual's experiences, emotions, and the way individuals interpret the world (Rahman, 2017). Another positive thing about qualitative research is that its focus is on discovering and comprehension (Almalki, 2016).

The reason the qualitative research approach was followed is that Van Rijnsoever (2017) delineates that the qualitative approach has reached more and more popularity as a research approach simply because of its ability to create new phenomena and models. The qualitative approach also allows the researcher to explain how transition and change happen over a specific time horizon (Van Rijnsoever, 2017).

## 3.2 Research design

Almalki (2016) pronounces that the research design takes into consideration the aims, purposes, and intention that the study follows. It also acknowledges factors such as location, time, and money constraints, as well as the availability of the researcher.

Research design is an interpretive design. Alase (2017) outlines that an interpretive design uses observation from the researcher's subjective viewpoint to understand the world. Researchers using this approach believe that reality is constructed by humans acting out reality, and the aim is to understand the view from the participant's perspective. Kahlke (2014) further highlights that interpretive studies are focused on how individuals can explain their experiences

through their own worldview. Individuals are also able to explain their surroundings through their own experience.

Gichuru (2017) suggests that the interpretive design is often denoted as a phenomenological research design. This type of research is not dependent on numerical data or evidence, and opinions and objectives in this approach do not have to be perfect. The key and primary focus of interpretive research is to produce understanding that can be contextualised, and this supports in answering the research question.

The advantage of the interpretive approach is that it allows documenting social action as text, meaning interviews can be transcribed and written into text. This approach allows the study to uncover a practical understanding of meaning and actions (Thanh & Thanh, 2015).

Another advantage of using the interpretive design is that it offers a varied view of participants' lived experiences of the world. This enriches the data of the study and allows the study to capture a broader view of participants. This approach also allows for the study to be undertaken in the natural setting of participants using grounded theory such as interviewing, which will allow the researcher to gain deeper insight into the participants' thoughts. This type of data that the study will utilise will be primary data which is derived directly from participants' experiences in the workplace (Gichuru, 2017).

According to Callary, Rathwell, and Young (2015), the interpretive research design is also known as the phenomenological design. It is a design that aims to comprehend participants' truths through meaning and understanding of the participants themselves. Interpretivists undertake an independent relativists ontology in which a single concept might have various interpretations and meanings.

Lukka (2014) is of the opinion that interpretive research provides detailed and profuse intuitions of people's experiences. It also discovers participants'

idiosyncratic connotation, which is in line with the interpretive approach. Interpretive studies provide rich detail of people's personal experiences. This approach allows the study to uncover detailed explanations of events according to people's true experiences. By gaining a detailed explanation of participants' experiences of certain events is an ideal research design to effectively answer the research question of the study.

## 3.3 Data collection methods

Adhabi and Anozie (2017) clarify that data collection forms an important aspect of qualitative research because the quality of the data is heavily dependent on the data collection method. Relating to this, Korstjens and Moser (2018) point out that interviews provide an opportunity to either ask the participant questions face to face, through the Internet, or by phone. Interviews can either be categorised according to structured interviews, semi-structured interviews, or unstructured interviews.

The study made use of an exploratory semi-structured interview guide. Semi-structured interviews are flexible in their nature and allow for information to flow from the participant, while at the same time providing a platform to ask the participant quality questions. This ultimately contributes to the quality of the data that is being collected (Adhabi & Anozie, 2017). This approach provided an opportunity to draw inferences about the individuals' lived experiences and functioning within the organisation and their interactions with their colleagues (Rahman, 2017).

The study also made use of reflexive journaling. According to Roller (2017), reflexive journaling is a method that allows the qualitative researcher to thoroughly reflect and think about assumptions and norms that might influence the research process.

## 3.4 Population and sample

### *3.4.1 Population*

The population consisted of 100 senior managers and heads of departments that are employed by the mining company where the study was undertaken. The population is defined as the complete amount of possible cases or people that a study wishes to cover for the purpose of research (Etikan & Bala, 2017).

All 100 managers have undergone executive coaching within the mining company. They form part of the sample, which comprises 20 senior managers who form part of the study sample.

### *3.4.2 Sample and sampling method*

The sample consisted of 15 senior managers and 5 heads of departments that are responsible for the following divisions: Mining, HR, Finance, Plant Operations, and Maintenance. This means the total sample of 20 senior managers and heads of departments from across the mine all have undergone executive coaching previously. Relating to the above, Johnson, Adkins, and Chauvin (2020) outline that a sample in qualitative research is purposefully selected, and the most suitable participants are usually included to provide proper context and meaning in assisting to answer the research question in the most appropriate manner.

The reason for selecting a sample of 20 senior managers and heads of departments is, according to Vasileiou, Barnett, Thorpe, and Young (2018), that the sampling number in qualitative studies is often kept small to provide information-rich answers based on their knowledge about the subject being studied. Qualitative samples are also purposive and are chosen based on their ability to provide detailed and accurate information.

Sampling is described as a sub-group that is drawn and derived from the bigger population (Martínez-Mesa, González-Chica, Duquia, Bonamigo, & Bastos, 2016).

The purposive sampling technique was applied because senior managers and heads of departments work in different sections. They provided a more precise and accurate account per section. The purposive sampling is used when a broad, diverse sample is necessary and when research participants are expected to provide an expert opinion in the field of the research that is required (Martínez-Mesa et al., 2016). Purposive sampling also allows for a representative to be chosen to provide in-depth knowledge about the culture or topic on behalf of the larger population (Moser & Korstjens, 2018). Another advantage of purposive sampling is that it allows a study to generalise from the sample. The disadvantage of this approach is that it is highly likely to include researcher bias (Moser & Korstjens, 2018).

**Table 3: Profile of sample group**

| | Total Interviewed | Gender | | Race | | | |
|---|---|---|---|---|---|---|---|
| Role | | **Male** | **Female** | **Black** | **White** | **Indian** | **Coloured** |
| Heads of Departments | 4 | 3 | 1 | 2 | 1 | 1 | 0 |
| Section Managers – Engineering | 4 | 4 | 0 | 1 | 1 | 0 | 2 |
| Section Managers – Mining Operations | 4 | 4 | 0 | 2 | 2 | 0 | 0 |
| Section Managers – Plant Operations | 4 | 4 | 0 | 2 | 2 | 0 | 0 |
| Section Managers – Support Services | 4 | 1 | 3 | 1 | 1 | 1 | 1 |
| TOTAL | 20 | 20 | | 20 | | | |

## 3.5 Research instrument

The semi-structured interview guide was used to collect data. The questions contained in the interview guide were open-ended questions. Aguinis and Solarino (2019) opine that interviews allow gathering data that is very useful to the research objectives while at the same providing the participant with an opportunity to expand and provide more detail around information that is critical for the study. The actual interview schedule is an effective method that allows for the collection of accurate data, to adequately answer the research question, and the schedule consists of the following phases (Majid, Othman, Mohamad, Lim, & Yusof, 2017) :

- Schedule development – This step involves the listing of all the broad categories that are necessary in the study (Majid et al., 2017). In the case of this study, the interview guide in schedule B outlines three different sections that are linked to the objectives of the study. These objectives are executive coaching, performance management, and organisational culture.

- The second part in the schedule development relates to the order of the questions. In this study, the questions are structured in the order that relates to three research variables, which are executive coaching, performance management, and organisational culture (Majid et al., 2017).

- Question order part in the interview deals with the way the questions are structured to address specific research problems and objectives (DeJonckheere & Vaughn, 2019).

- Essential questions are questions that have to do with the central focus of the study, for example, in the first section of the interview schedule. Question 5 in section 1 deals with the role of executive coaching in performance enhancement (DeJonckheere & Vaughn, 2019).

- Piloting the interview schedule, after it has been drafted, involves carrying out a few mock interviews in a controlled environment to test how participants reacted to some of the questions during the actual interview. The mock interviews are just a test and do not form part of the actual study (DeJonckheere & Vaughn, 2019).

## 3.6 Procedure for data collection

The data was collected by means of face-to-face semi-structured open-ended interviews with participants. The research project was discussed with participants, and afterwards calendar bookings were set up at their offices and in their areas of work to conduct the interviews. Each participant was assured that the information was to be treated in a confidential manner.

Each interview was recorded on an electronic recording device, and personal consent was requested prior to any recording of interviews. This enabled an accurate account of all events. Notes were taken as far as possible to ensure that enough information was captured. Moser and Korstjens (2018) explain that interviews create an opportunity to uncover common themes in the responses of participants.

The study also made use of the services of a professional transcriber. The transcriber assisted in getting verbatim and accurate details of the recordings. Cross-referencing was also used to cross-reference the transcripts with the notes taken to check for consistency and accuracy.

## 3.7 Data analysis and interpretation

The study made use of a method known as thematic analysis for the interpretation of the data. Nowell, Norris, White, and Moules (2017) indicate that thematic analysis is a qualitative data analysis tool that provides the study with the

opportunity to address multiple research questions, and it can be used across various theories.

Vaismoradi, Jones, Turunen, and Snelgrove (2016) highlight that thematic and content analysis in qualitative research are descriptive designs, and they are characterised by coding and describing a descriptive reality through the formation of themes. Coding in thematic analysis involves the grouping of data into themes and sub-themes and drawing inferences and comparisons with themes across the data spectrum to come up with the main aspects of the data analysis.

The following steps in thematic analysis are outlined (Maguire & Delahunt, 2017):

- Becoming familiar with the data: This step involves reading and understanding the transcripts from interviews and re-reading to gather a full understanding.

- Generate preliminary coding: This has to do with breaking down the data into smaller pieces together.

- Look for themes: Themes are outlined by their significance and relevance, which consist of an overlap between the coding stage.

- Review the themes: Gather all data that relates to the theme and determine if the themes in the data make sense and are coherent.

- Defining the theme: This step involves defining the core theme in the data and what it is about. It also involves determining if themes are aligned and if they are relating.

- Writing up: This is the final stage of the study and involves writing up the findings.

### *3.7.1 Coding method*

Nowell et al. (2017) outline that qualitative data is becoming more popular and appreciated, as more researchers in this field are emerging. For the data to be credible and trustworthy, the study must be able to prove the data analysis was conducted in a thorough and precise manner.

For the study to demonstrate rigour and trustworthiness in the data, it is critical and important to remain remarkably close to the data and have an open mind and remain flexible to new insights that unfold as data is unpacked. For the study to ensure rigour and trustworthiness data will be sourced from multiple sources such as interviews, field notes, and focus groups. Data that is sourced by these approaches often gives the researcher rich detail (Maher, Hadfield, Hutchings, & De Eyto, 2018).

Blair (2015) posits that content and thematic analysis is characterised by developing labels which are often known as codes; these codes can be assigned to the data to categorise the data to be analysed and interpreted. Two approaches were followed during the strategy of coding the data. The first approach was centred on emergent codes, which were developed prior and applied to the text. The second approach is known as pilot coding from a template and a priori coding system which is developed from template analysis.

For a proper analysis of the data to be conducted, a method known as coding was deployed. Coding is the analysis part of the data, and it has its origins in grounded theory. This process involves classifying and categorising the data with a short name, which is known as a code. The codes are then further used to understand what is emerging from the theory (Maher et al., 2018).

### *3.7.2 Coding strategy applied*

Onwuegbuzie, Frels, and Hwang (2016) outline that Saldana's 2012 in his book identifies 32 different methods of coding. These methods are either first cycle, which is coding that occurs during the initial coding of the data, which are:

- Grammatical methods – which consist of attribute coding and magnitude coding.
- Element methods – which consist of structural coding, descriptive coding, in vivo coding, and process coding.
- Affective methods – which consist of emotion coding and values coding.
- Exploring methods – which consist of holistic and provisional coding. The study followed the following coding strategy:

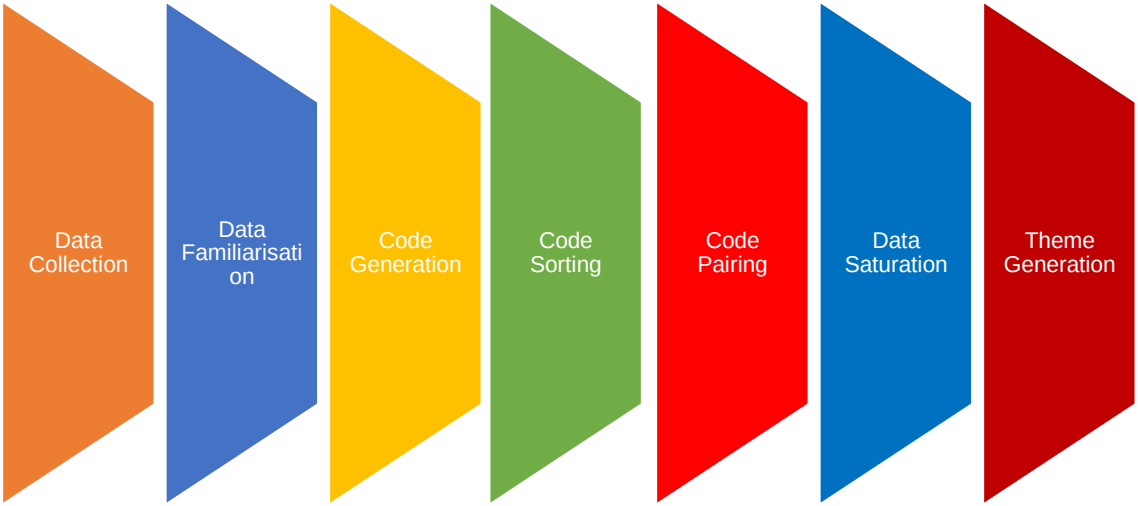


**Figure 3: The coding strategy followed**

### *3.7.3 The development of codes from the data*

After receiving the transcribed interviews, familiarisation of the data was achieved by reading the responses of the participants from all the scripts more than three times over and over. This was done to align own world views and perspective with that of the data collected. Each script was then analysed line by line, and significant statements were identified that have reference to the literature review.

Marking pens and highlighters were used to identify significant statements. Each statement was reviewed line by line and highlighted with a different colour coding; this was further supported by notes on the script to allow keeping track of the process. A whiteboard and sticky notes were used to identify statements.

- The statements were then broadly recorded in an Excel spreadsheet.
- Similar statements were then grouped together to create and generate codes.
- A total of 1 746 broad codes were generated and grouped together to create 20 broad themes.
- The 20 themes were further narrowed down based on significance and similarities to a total of 10 themes.
- The 10 themes were further narrowed to only 7 core themes outlined above with one sub-theme that answers the research question.

Figure 4 illustrates the approach used to determine the main codes from the data.

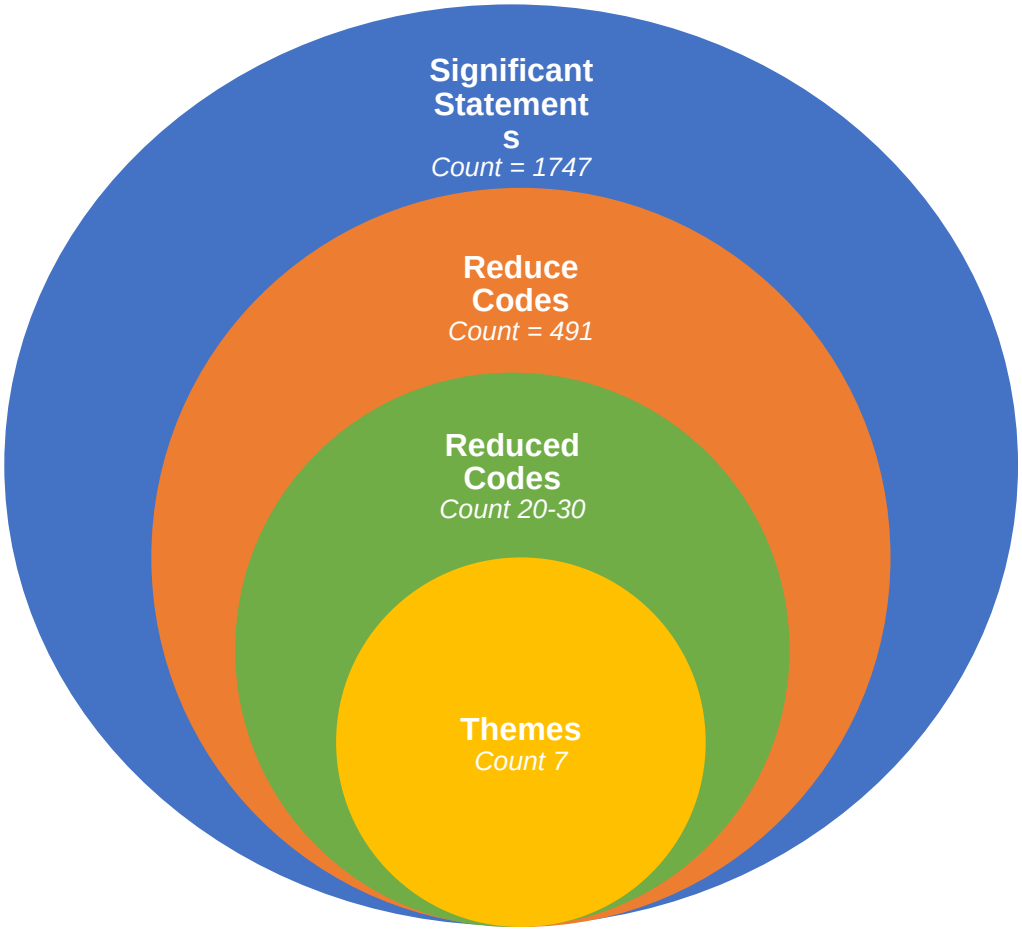


**Figure 4: The approach followed in developing the codes**

### *3.7.4 The process followed for the collection of the data*

The study was conducted at the mining company as outlined in Chapter 1. Following the approval to conduct the study, invitations were sent out to about 100 senior managers and heads of departments. Following the invite, about eight participants responded immediately; a follow-up phone call was given to some of the participants to get to the sample number.

After the required number of participants was secured, calendar bookings were set up immediately to conduct the interviews at the participants' offices. However, during this phase, a new disease emerged which impacted the entire world; the disease known as the Novel Coronavirus or COVID-19 in short. Following the

impact of COVID-19 globally, scientists quickly discovered that the disease is easily transmittable through face-to-face interaction or close contact. As a result of the COVID-19 impact, governments across the globe implemented measures to ease the spread, and some of the measures included keeping a 1.5-metre distance from people and minimising social business face-to-face interactions as far as possible.

Because of the scenario explained above, permission was granted to conduct the study with participants via Microsoft Teams. Teams meetings were set up with all participants, although a few of the participants at times would cancel at short notice due to work or other commitments, but most of the interviews went well.

Participants also agreed to set up some of the Teams meetings after hours or during weekends, and a general observation with these interviews were that participants were relaxed and open to share. All interviews went well, and there was familiarity with all participants because of the working environment.

At the beginning of each interview, most of the participants would generally share about issues in the work environment. The interviews were conducted predominantly in English, with odd comments in Xhosa, Tswana, Afrikaans, or Zulu. All the participants were relaxed with odd disturbances in their offices at times.

Twenty participants (20) were interviewed, and 12 interview schedules were interpreted. On the 10th interview schedule, it was apparent that no new data was forthcoming and data saturation had been reached. Saturation is defined as when data is analysed and no new data is forthcoming from the study (Saunders et al., 2018). To make sure the data reached saturation, an additional two interview schedules were analysed and interpreted, and no new information was forthcoming from the data.

## 3.8 Limitations of the study

The study had limitations when it comes to the representation of the sample population. The following factors are limitations of the study:

- The study had very few female participants, as the mining industry is a predominantly male industry, and few females occupy senior roles in the sector.
- Because of time constraints and production pressures, only 20 senior managers could be interviewed.
- The study did not take into consideration the impact of executive coaching on employees reporting to senior managers.
- Because of limited financial resources and time constraints, the study was only limited to one mining operation and not to the company's other operations and head office, which made generalisability difficult.

## 3.9 Validity and reliability/Trustworthiness

Abdul, Raj, and Chakraborty (2016) bring to light that the concepts of validity and reliability are essential components in making one's study more credible and reliable. The application of reliability is more prevalent in quantitative research because of its statistical nature, but the idea is equally relevant in qualitative research and all kinds of research. In qualitative research, the acceptable terms are conformability, credibility, consistency, and dependability.

The term dependability refers to the extent to which trust is given for the data to answer the research question. Consistency of data was achieved because steps throughout the study have been vigorously tested to be consistent.

The foregoing relates to what Tracy and Hinrichs (2017) pronounce, which is that for research to be credible, it needs to demonstrate sound rigour. In

qualitative research, rigour is achieved through attention to detail and meticulous thoroughness. Abdul et al. (2016) highlight that validity in qualitative approach is applied through triangulation. This is mainly applied in qualitative research to eliminate control bias and to create valid propositions. This is achieved by mixing approaches with a single paradigm to ensure confirmation and generalisation.

### *3.9.1 Transferability*

Korstjens and Moser (2018) reveal that transferability is the ability of the researcher to provide a detailed description of the research events, the research participants, and the entire process. This allows the person reading the research to make a sound judgement call on whether the research can be transferable to another setting. The study achieved transferability because it provides a detailed outline and account of the mine and its geographical location.

The study also portrayed that the mine is part of a bigger multinational group and explained that the group prides itself in a high-performance culture. The study also summarised what challenges the mine is facing, and it clarifies that these challenges are similar to what most big mining houses are facing, for example, production challenges and challenges with attendance. The study also gave a detailed synopsis of the population and the sample and further elucidated that all the participants have undergone executive coaching, which is a critical aspect in answering the research question. The data collection strategy that the study employed was to take detailed notes throughout the research as well as make recordings to give a comprehensive account of the research process.

### *3.9.2 Credibility*

Credibility in research is achieved by the researcher demonstrating that they have followed a sound process (Wu et al., 2016). This process involves a detailed and

prolonged observation of participants and minuting of detailed field notes of the research process.

The foregoing is in agreement with what Korstjens and Moser (2018) emphasise, which is that credibility is more about finding of truth in research. Several strategies can be applied to achieve credibility. Triangulation of data by collecting data on the same topics and aspects from different sites can be used to check for consistency. Researchers can also achieve credibility through extended and long engagements with participants.

The study achieved credibility because it made use of the purposive sampling method, which aims to get expert feedback and opinion from members of the organisation. The same questions were asked across members of the population. This was done to ensure consistency of data collected. Another aspect which ensured credibility is the semi-structured interviews that were conducted with participants. This ensured prolonged engagements with participants to identify common themes in the study.

### *3.9.3 Dependability*

Dependability refers to whether the data collection methods were carried out in an effective and sound manner (Haven & Van Grootel, 2019). Korstjens and Moser (2018) elucidate that dependability refers to the ability of the researcher to run an audit trail of the research process, which entails detailed notes, thoughts about the research, change in strategy, and sampling methods. This process entails consistency in checking if the analysis process adhered to the expected standards and norms.

The study met the criterion of dependability because it was undertaken by means of semi-structured interview guides. The interview guides ensured that detailed notes were taken of the research process. It also afforded the opportunity to note important observations about participants and settings.

### *3.9.4 Confirmability*

Confirmability refers to the extent to which the outcomes and findings of the research can be objectively confirmed by other researchers (Korstjens & Moser, 2018). This involves showing subjectivity in data collected and that the findings and data are not derived from own viewpoints but founded in grounded theory.

The study once again achieved this by capturing detailed notes in the semi-structured interview guides. This was followed by conducting detailed audit trails to check for consistency in data collected. A comparison was drawn between the handwritten notes and the notes which have been transcribed from the digital recorder by an independent transcriber. Consistency in data collected was also checked from the different subsections. This approach ensured sound rigour in that data collected was an affirmation of confirmability of the research data.

## 3.10 Ethical considerations

Larson (2017) elaborates that academics conducting reputable research in whatever discipline will always be subjected to certain ethical standards irrespective of what methodology or approach they use. Researchers generally abide by three principles. They need to recognise the right of potential participants to make decisions, whether or not to participate in the study. Researchers also must take reasonable steps to protect the participants in the study against any form of harm or discrimination. Finally, research generally undertakes to use research for its intended purpose and not exploit the participants.

Consent was requested from all the participants that took part in the study. The purpose and intent of the study was also outlined, which is to contribute to an existing body of knowledge and not for any personal or material gain. Confidentiality to all participants in the study was guaranteed and that their names would not be revealed to third parties. No ideas were imposed on participants by

trying to ask leading questions with a preconceived answer. The study was conducted in a simple, plain, understandable language, which is English, and the most spoken business language at the mine where the study was undertaken. Participants were advised that they can pull out at any time when they feel uncomfortable. Ethical standards were considered that were derived from some of the coaching bodies such as ICF and COMENSA to mention a few and adhered to the ethical standards set by these bodies.

## 3.11 Conclusion

This chapter outlined the research methodology of the study and outlined the methodological approaches followed. The chapter first outlined the research approach, followed by the research design and the method that was used for data collection. It further outlined the population and sample, and the rationale for selecting the population group and sample was outlined.

The research instrument, which is the semi-structured interview guide and the procedure used for data collection, was also explained in detail. Finally, the validity and reliability and trustworthiness of the data was outlined in order to validate the research as credible and reliable.

The next chapter presents the findings from the study and discussions based on feedback obtained from participants in the study.

**Table 4: Consistency table: Research questions, propositions, data collection, and data analysis**

| RQ # | State Research Question or Objective | Prop / Hyp # | State Proposition or Hypothesis | Data Collection Detail | Data Analysis Method |
|---|---|---|---|---|---|
| 1 | What is the perceived impact of executive coaching on organisational performance? | 1 | The first proposition of the research is that executive coaching is an important tool that organisations can use to improve both the individual and organisational performance | Semi-structured interview guide<br>Interviews with respective senior managers and HODs | Thematic analysis |
| 2 | How does executive coaching influence organisational culture? | 2 | Executive coaching plays a role in enhancing organisational culture | Semi-structured interview guide<br>Interviews with respective senior managers and HODs | Thematic analysis |

# CHARTER 4: PRESENTATION OF FINDINGS

## 4.1 Introduction

The foregoing chapter discussed the research methodology employed in this study. In this chapter, a detailed explanation is given on the presentation and description of the findings. The chapter presents the outcomes and inferences that were drawn from the semi-structured interviews that were conducted with senior managers and heads of departments in the mining company where the study was undertaken. This is done with an awareness of the gaps in the literature review. This allowed for a structural framework to base the findings of the study. The study sought to examine executive coaching as a vehicle to enhance organisational performance and culture in a mining company in South Africa, and the research objectives are as follows:

- To explore the perceived impact executive coaching has on the organisational performance of the company
- To explore the perceived role of executive coaching on organisational culture as a component of organisational performance

The findings were unpacked in the following manner:

- The qualitative data analysis and the methods applied to arrive at the findings of the study – these include but not limited to the approach that was followed to arrive at the final themes.
- The methodology that was followed is also outlined and include how the data was dissected from the transcribed interview questionnaires.

A full presentation of the data and how certain inferences were derived to answer the research question follows.

### *4.1.1 Qualitative data analysis*

As previously outlined, the study sought to examine executive coaching as a vehicle to enhance organisational performance in a mining company. Semi-structured interviews were conducted to collect the data from the research participants with the aim of answering the research question. The aim of the interview was to establish the perceived impact that coaching had on the participants as well as on the organisation as a whole. The study made use of thematic analysis for the purpose of data analysis and interpretation.

### *4.1.2 Coding process*

Rich data was analysed that was sourced from the research participants, by assigning codes and further breaking down the data into more sizeable codes. Nealie (2016) further explains that coding is a method that involves identifying important statements, patterns, and emerging themes, and ordering them and placing the data in a manner that the study can outline consistencies and commonalities. From the analysis of the data and the assigning of codes and linking broad statements to these codes, the study came up with the following seven themes derived from the codes:

- Executive coaching as a driver of business efficiency
- Executive coaching as a tool that accelerates career development
- Executive coaching as a catalyst for high performance
- Teamwork and collaboration enhance business individual and business performance
- Emotional intelligence as an effective skill for leadership during times of complexity and uncertainty
- Leadership as the driver of business performance and strategy
    - Effective communication allows for greater performance results
- Inclusion and diversity as a necessity for a high-performing organisation

Nealie (2016) further emphasises that to ensure a clear distribution and flow from the aims of the study, it is recommended the process commences with deductive codes extracted from structured or unstructured instruments. The reason for this is that analysis of the data and the write up of the codes should demonstrate linkages to the aims of the study.

Figure 5 depicts the word cloud that was generated from the data. A computer software known as WordCloud.com was used. This software assisted with different options on how to present the codes and themes.




**Figure 5: Word Cloud diagram depicting the themes (WordCloud.com)**

## 4.2 Results pertaining to proposition 1

The following themes were generated, which relate to proposition 1 and are presented accordingly:

- Executive coaching as a driver of business efficiency
- Executive coaching as a tool that accelerates career development
- Executive coaching as a catalyst for high performance
- Teamwork and collaboration enhance individual and business performance

### *4.2.1 Executive coaching as a driver of business efficiency*

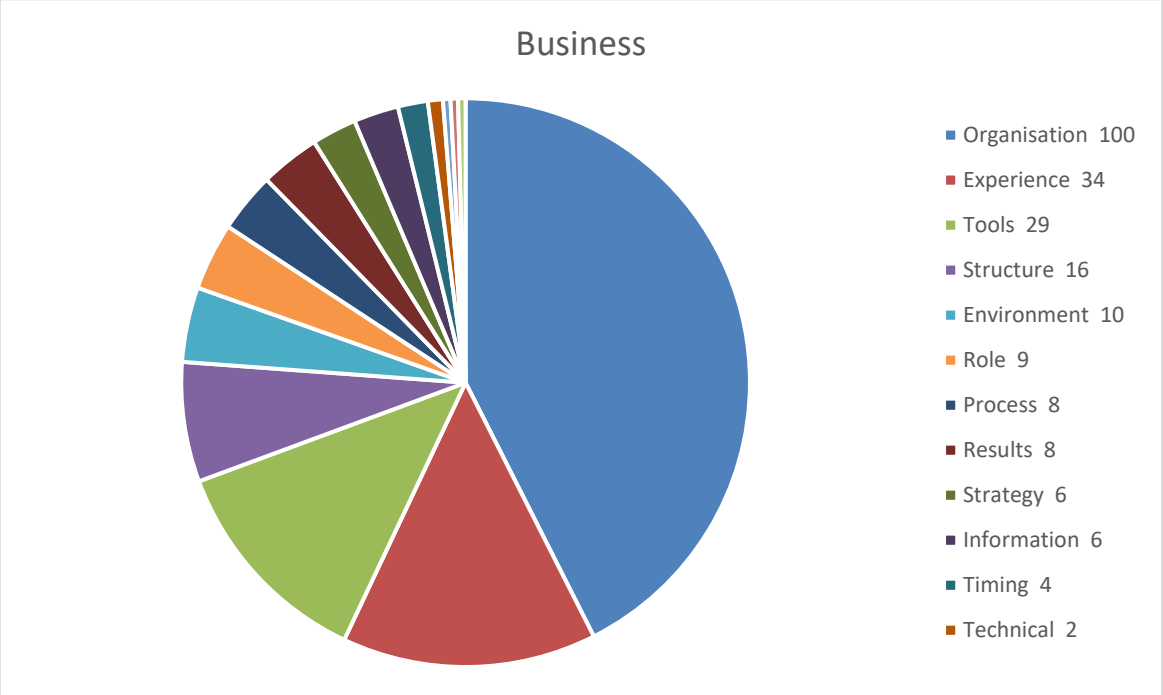


**Figure 6: Executive coaching as a driver of business efficiency**

As indicated in Figure 6, some of the participants recommended that everyone in the business in strategic and important roles should be assigned an executive coach.

"*I would say that. I would advise even that everyone within the business, especially in key roles, everyone should have a coach." – K011 PG.5*

Some of the participants believe that coaching is mostly given to individuals that are already high performers in the business.

*"I think you are already a high performer by the time you get an executive coach. I do not think that executive coaching is going to drive higher performance. You are already going to have a high performer that you are going to be spending time on coaching." – K01 PG.5*

Some participants are of the view that there can at times also be a misfit between the coach and the person being coached and that the coach at times can be the wrong type of coach.

*"One of the reasons I said it didn't feel I got too much value out of my coaching programme was because maybe I chose the wrong coach. The coach I chose is an industrial psychologist and concentrated more on the softer part of things while I wanted to look at other stuff." – K010 PG. PG.3*

Some of the participants believe that coaching should be deployed to employees when the company is doing well financially.

*"I would say if it's going well in the company and obviously and if there's funds available for it, I'd say definitely, yes but I think in a very tough environment I would say there is stuff that can take priority to keep the business afloat, but if there's funds available, definitely, yes, and I feel it will add value to the company." – K09 PG.4*

### 4.2.2 *Executive coaching as a tool that accelerates career development*

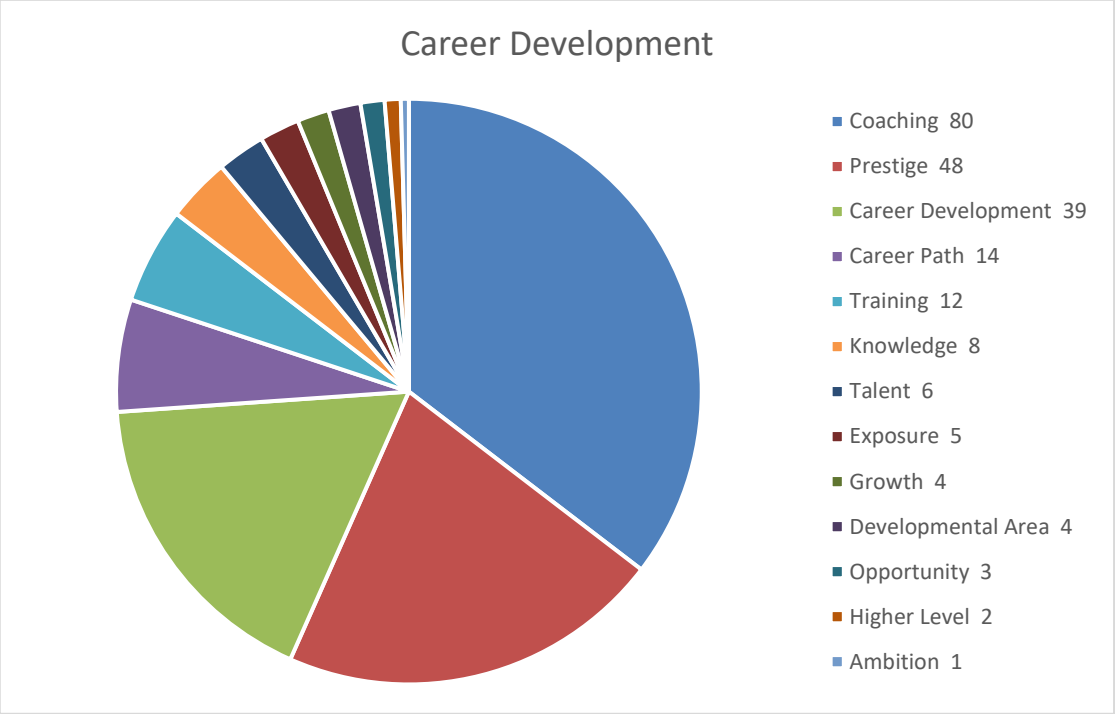


**Figure 7: Executive coaching as a tool that accelerates career development**

Figure 7 shows that the participants believe that when an individual's receives executive coaching it assist with personal development for senior roles as well as effective planning and managing of teams.

*"There's a big link. At senior management, for example, depending on the structure of the organisation, and the levels of work, using the example that I am in now, executive coaching assists because we are more like an operational executive team, if I could call it that, we structure our own budgets, we do a lot of planning ourselves, and we are sort of independent in most of the stuff that we do, we are a big operation. So, what you need as part of the personal development for executive is to ensure that for us to function at the right levels of work, you need a coach who will basically assist you to know how to manage downwards, your peers, and upwards, which is exco, and as part of the development, your coaching programme will assist you to identify gaps or areas of performance, and how to close those gaps. Let us say I am not operating at*

*the right level; my coach will assist me. It is not things that you have to go to university to learn, but it is things that you can close such gaps on performance or things like planning, prioritising, if I am struggling with those things I can, through the coaching programme, identify those as gaps and be assisted to close those gaps. So, there is a big link between performance and coaching." – K04 PG.3*

Some of the senior managers also believe that executive coaching as a tool is more effective if there is good pairing between the coach and the attitude and personality of the person being coached.

*"My view is, it can be, but I also think it depends on a lot of stuff. Obviously, the attitude that you go into it with, and it depends a lot on personality. Certain personalities are less adaptable or receptive to coaching, but I do think there's good benefit in it if you can pair the correct coach with the type of personality of the person what you are coaching and obviously you must come with the right stuff to coach on, the right experience. So, I do see value in it, but there can also not be value if all those boxes are not ticked in the mine, that's my experience with coaching". – K09 PG.2*

### 4.2.3 *Executive coaching as a catalyst for high performance*

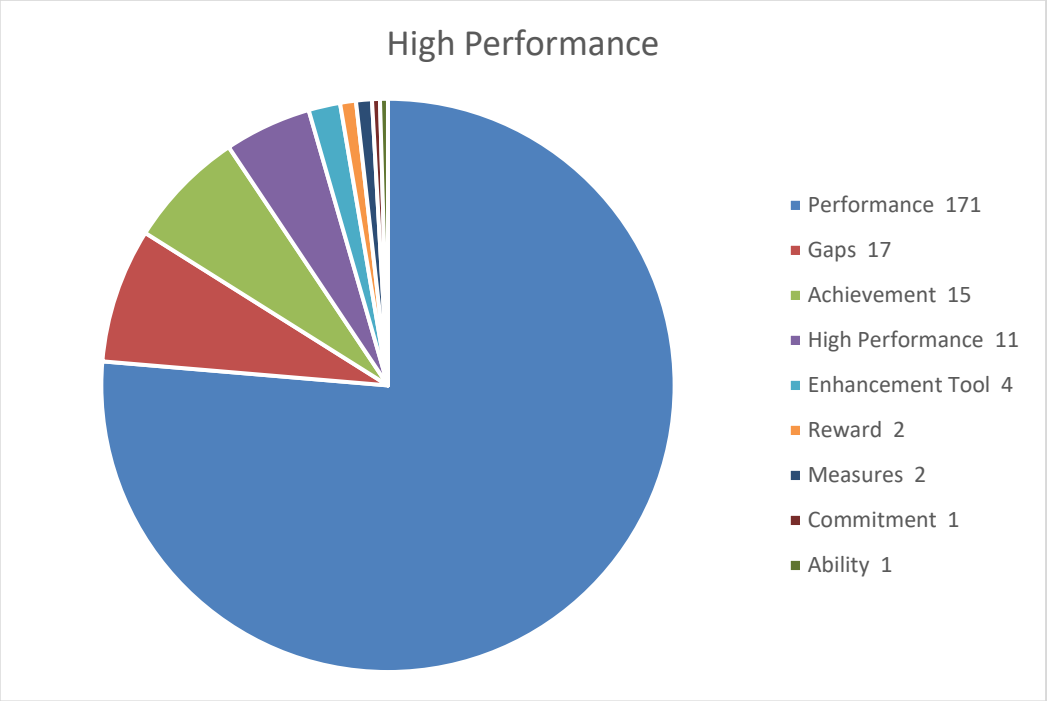


**Figure 8: Executive coaching as a catalyst for high performance**

According to Figure 8, participants believe that coaching can be used as a guiding tool for individuals in the right direction as well as systematically guiding them in the right career path.

*"I would say that you use executive coaching to link it to high performance and get high performance from the teams. I would say executive coaching can play a key role in that by, if the coach clearly understands the career path of each individual or each team's individual, but also in terms of the greater good of the company, if that executive coach has that view, they can also be the link in terms of, or the guiding medium in terms of pushing individuals or getting them into the correct places they need to be, and also guiding them on their career path but also pushing the performance for the greater good of the company." – K06 PG.7*

*"In simple terms, when they talk about performance management, for me it's like what was set to be achieved and was it achieved? And if it is not achieved, what is it that we are not doing right to achieve those objectives." – K013 PG.4*

### *4.2.4 Teamwork and collaboration enhance business individual and business performance*

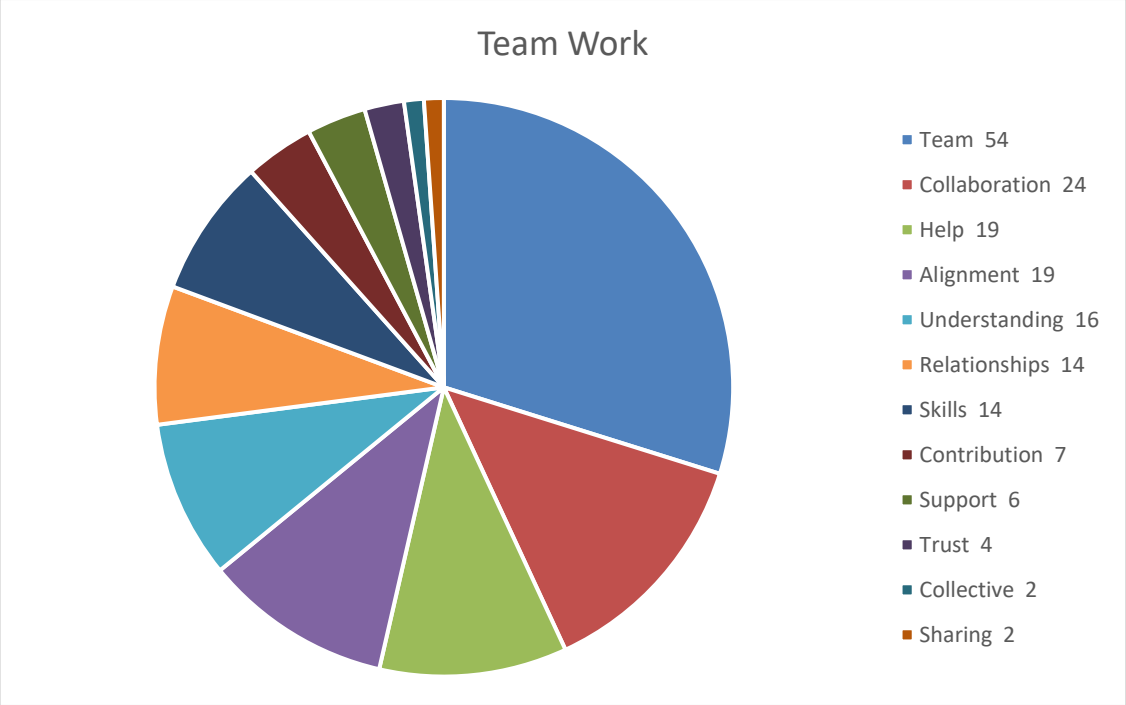


**Figure 9: Teamwork and collaboration enhance business individual and business performance**

It is highlighted in Figure 9 that some of the participants shared that coaching assisted them with listening and how to influence their teams as well as managing team performance.

*"I was previously a very solution-based person, but I throw it back to the guys now, and that is also how you empower your guys, and through coaching I learned more about how to influence certain people." – K016 PG.6*

*"You need a handle on how you measure your people and to get your performance up, you need to measure it to get it better. So, it is measuring where we are at, our assets, our human assets, really." – K012 PG.3*

Some leaders believe coaching assisted them to effectively manage high-performance teams.

*"I would describe them as not a team that needs to be micromanaged or guided or that needs extra initiatives or to kick start or to achieve certain items. High-performance teams are teams that see the bigger picture, for the end goal of the company, it's not something that's only to benefit themselves, but for the greater whole, that the company and the organisation can benefit from, and they operate with that mindset, and at that level, they will always go the extra mile to achieve something bigger for the greater good of the company." – K014 PG.7*

Some participants brought out that the company still has a long way to go to change certain things about its culture, especially the way different leaders manage their teams.

*"I think unfortunately there are signs of good things but there's still a lot of silo mentality, there's still a lot of delivery of just the minimum to get by on the day, there's still a lot of cliques, there's still a lot of behaviour that we need to break down, and we're in an ever-changing environment with changes in the culture, the age distribution, the people, the experiences, the people, so it keeps changing, and my opinion is we need to be still doing a lot more to design and actually make work of achieving a desired culture, get rid of some of the negative aspects of the Sishen culture." – K02 PG.8*

## 4.3 Results pertaining to proposition 2

The following themes relate to proposition 2, and the findings are presented below:

- Emotional intelligence as an effective skill for leadership during times of complexity and uncertainty
- Leadership as the driver of business performance and strategy
    - Effective communication allows for greater performance results
- Inclusion and diversity as a necessity for a high-performing organisation

### *4.3.1 Emotional intelligence as an effective skill for leadership development and leading during times of complexity and uncertainty*

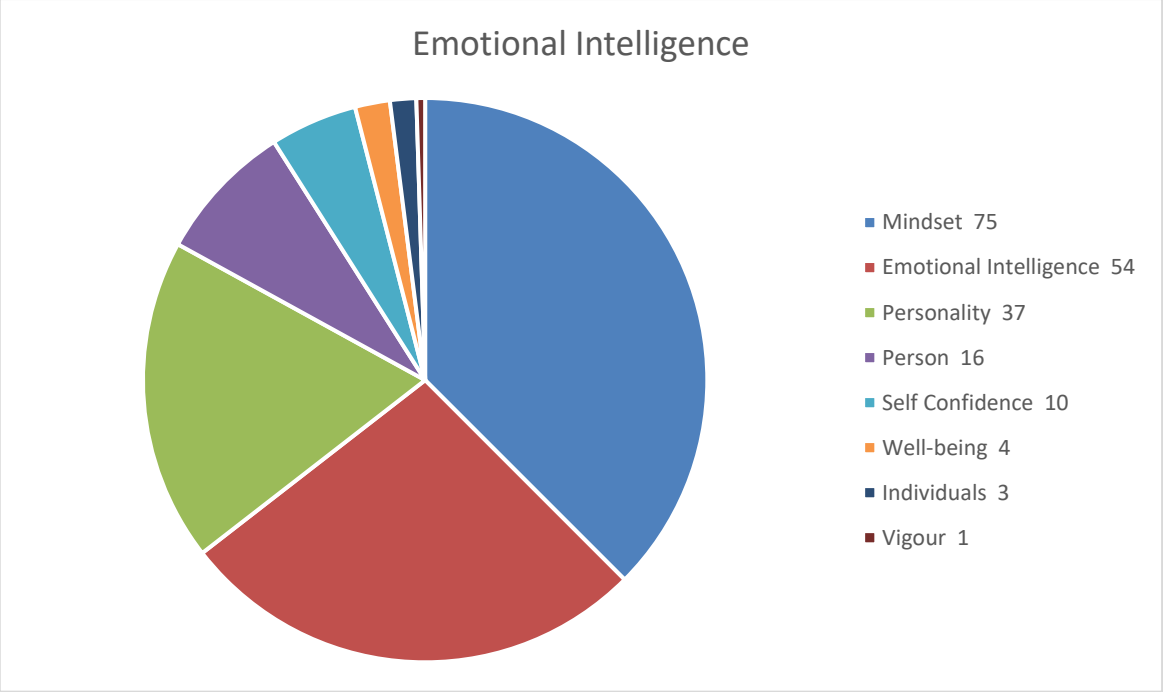


**Figure 10: Emotional intelligence an effective skill for leadership during times of complexity and uncertainty**

As highlighted in Figure 10, participants shared that the coaching helped them to open their thinking and mind.

*"What I like about these coaches, they sit in a room with you; they do not have a specific agenda, they help you to open up. Once you open, they help you to think, when you have got the right thoughts, and stuff, they will support you, when they think you need help, they will move the discussion in that direction. So, I benefited a lot from them; they helped me open up my mind and see things differently." – K07 PG.3*

Some of the participants indicated that coaching assisted them with emotional intelligence.

"*Sometimes your emotional intelligence as well, to turn up in certain instances when you're under stress, all of that stuff, and also in certain instances, what with*

*new changes to be made, how you can turn up as a leader as well, because everybody, if you go into a new section, everybody is looking with you with those eyes, they want to find out what type of person you are, they want to see. So how do you make the biggest impact when going into new section, in our volatile type of industry." – K016 PG.9*

Participants seem to agree that there is a strong link between executive coaching and emotional well-being.

*"When we started the coaching, we used the elements from the self-assessment, the personal self-assessment, and I got feedback from the psychology that I think the company was assisted with that, in identifying the areas that I, as an individual, need development on, and I think one of the elements was regarding the self-realisation and self-motivation, and I think with that, I remember during the coaching process, it was the first thing that we did with my coach to say, okay, what were those things and where were you lacking, and in summary, what we came to, based on that discussion, and taking the inputs from those psychological assessments, the issue that I had to deal with as an individual was with regards to self-regard, me dealing with that portion on self-regard, how I as a person view myself and how I behave in front of other people, how I portray myself. That was a big item we had to deal with, to say, I need to look at that, reflect on that and improve that self-regard and being assertive and not taking myself for granted, and being able to show up when I need to show up." – K011 PG.10*

### 4.3.2 Leadership as the driver of business performance and strategy

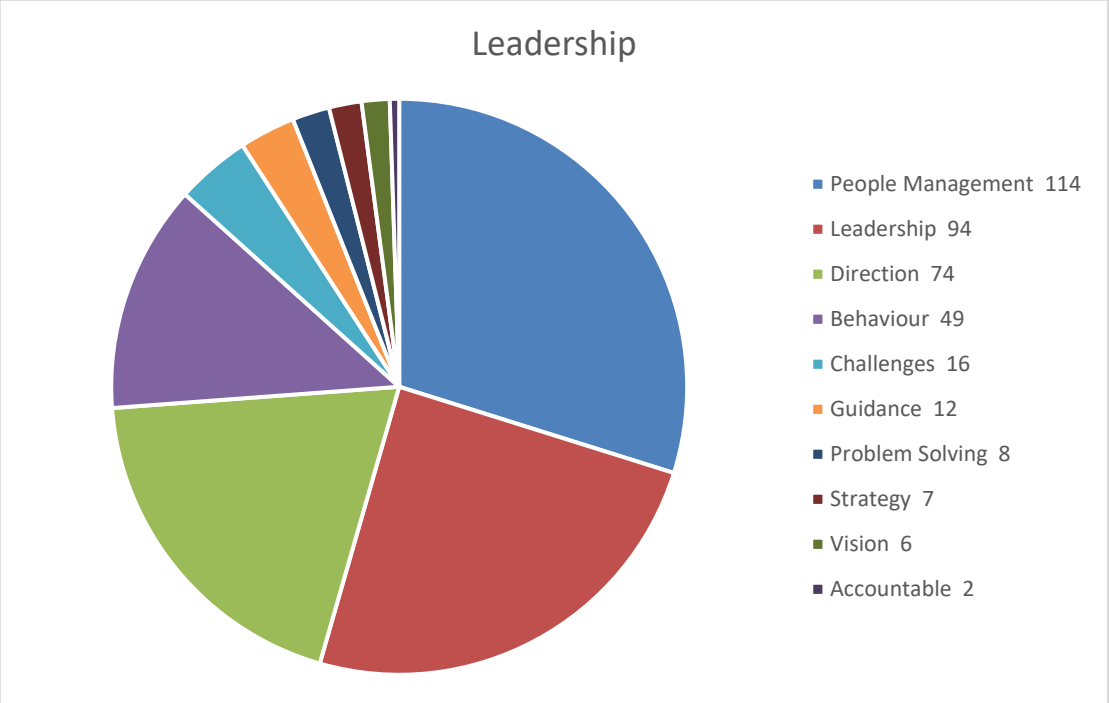


**Figure 11: Leadership as the driver of business performance and strategy**

Figure 11 reveals that participants believe it is an honour and privilege for them as leaders to have received an executive coaching opportunity in the organisation, and it helps them as leaders to deal with pressure.

*"Probably a little bit privileged, I think, for a selected few, but understanding that the SLT or the leadership teams on the mines do have high-pressure jobs, understanding that, especially in Sishen's case, that the turnover of heads of department was astounding, and I think in that sense you're targeting the lead team who has to take the business forward, so it's all of those conditions of pressure and delivery and whatever. So, yes, that is the way I see it. I think in that sense it is good you want to get your lead team working together, understanding each other, understanding yourselves first, then each other, and then hopefully that gels to deliver the value chain as your design on your sites." – K02 PG.2*

There seems to be consensus among participants that coaching or executive coaching can happen at various levels in the organisation, and it mainly assists with career progression.

*“Executive coaching can happen at various levels in a company. I was thankful to be part of the high potentials when I got my bursary with Anglo American way back when, so there I was put on an executive coaching path where myself and other colleagues were identified to be the next, in inverted commas, and I’m always humble when I say it, ‘executives of the company’.” – K08 PG.3*

Some participants also believe executive coaching assists leaders to drive the right culture in the business.

*“I would say executive coaching is a process of enabling or capacitating the top management of an organisation with the key skills that will support the organisation by ensuring that the right culture gets cultivated and entrenched in the organisation, to enable the right decisions to be made that will support the broader organisational strategy.” – K06 PG.4*

#### *4.3.2.1 Effective communication allows for greater performance results*

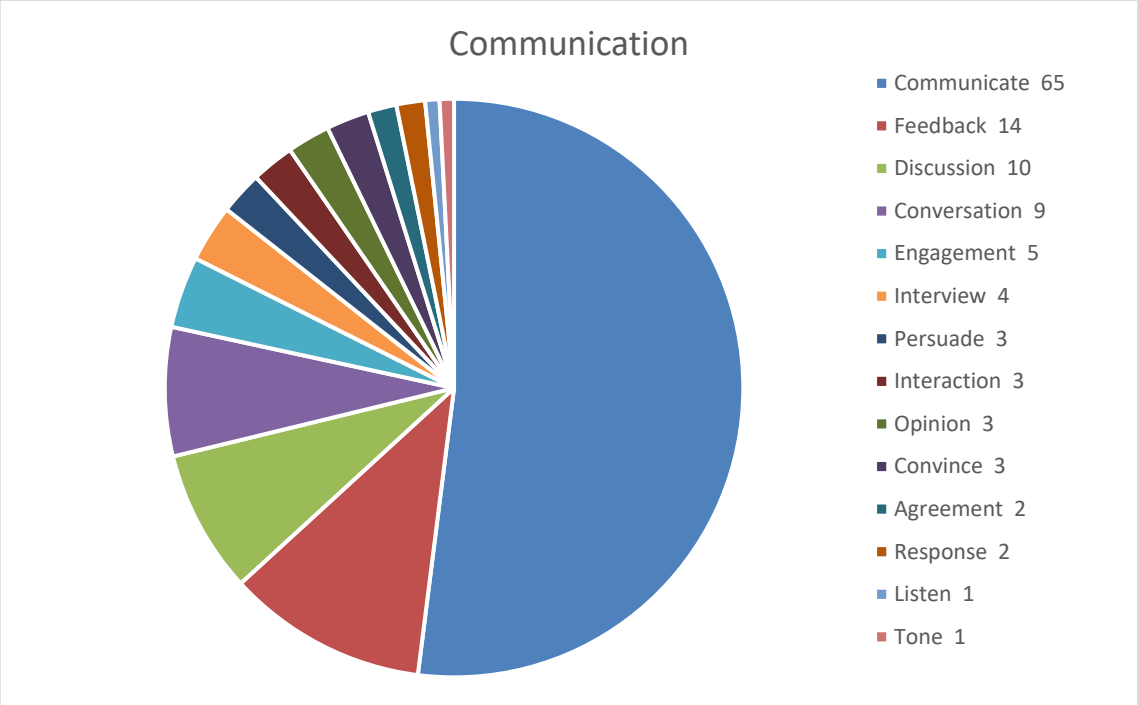


**Figure 12: Effective communication allows for greater performance results**

As illustrated in Figure 12, participants believe that management is responsible for setting the right culture and communicating the vision.

*"Exactly, that is why I say, the thing is because when a new leader comes in, they focus too much on the bad things and they do not focus enough on the good things, they can't help the people build on the good stuff. Management must determine the culture but there is too much uncertainty and too much change in management and communicate the vision of the organisation." – K07 PG.6*

*"Conventionally we got taught about the different leadership styles, if actually you get to read some literature, it tends to give us a leadership style as being successful about the others, but in my programme, my coach in particular, actually we ended up agreeing that there is no leadership style that's superior to the other, you need to just be consistent in whatever you do as long as it's applicable. And you need to be clear in communicating the direction you wish employees to take." – K06 PG.8*

Participants believe that the leader sets the tone of the organisational culture and needs to live the organisational values.

*"Leaders drive the behaviour. The way they do it drives the culture, whether it is perceived. So, if we have only lip service to our values and you do not see it implemented, then it won't happen. So, the question is, can executive coaching assist leaders to drive a positive organisational culture? Yes, it can but it needs to be applied consistently otherwise it will falter." – K01 PG.10*

### *4.3.3 Inclusion and diversity as a necessity for a high-performing organisation*

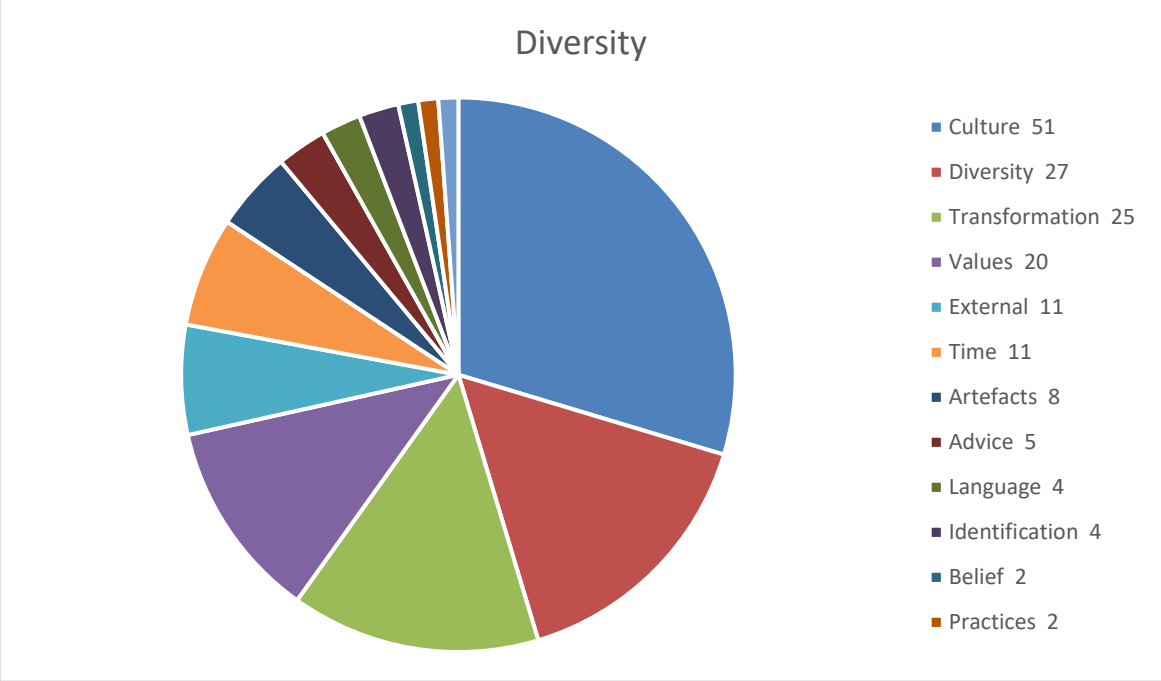


**Figure 13: Inclusion and diversity as a necessity for a high-performing organisation**

It is evident from Figure 13 that participants believe culture is about values and how leaders lead the company.

*"The way that things are done within the company. So, there can be a positive culture where people are grateful and happy, the way people deal with each other, whether there is a lot of cursing or racism or whether there is none of that. So, for me organisational culture obviously is set from the top with the values that*

*the company prescribes to. So, it starts with the values and then the enforcement of the values." – K09 PG.6*

Some of the participants believe that organisational culture is the manner in which the company is functioning and doing its business.

*"Organisational culture is the way a company does things, how our values come to life. I will leave it at that." – K01 PG.9*

Some participants believe that organisational culture is a set of practices.

*"I would say it is a set of practices or traits that the individuals within an organisation do unconsciously, whether observed or not. So, it is like second nature of how they react to certain things." – K06 PG.7*

Some participants believe that organisational culture is about rules within the organisation.

*"It is the rules we play by what is acceptable and what is not, and how we're going to get what we want." – K012 PG.5*

*"The link between leadership and culture is to try and if may use an analogy, your children at home will behave how you allow them to behave. So, the same at organisational level, people will behave how the leadership allows them to behave. So, the leadership tolerates certain things, if the leadership tolerates silo thinking, breaking of procedures, not adhering to standards, if the leadership walks past poor areas, dirty areas, that says, I tolerate it, that sets the standard and then that individual continues with that behaviour, because that is what is or the level of standard, the accepted level, this is how we do it." – K03 PG.7*

Participants believe leadership is a strong driver of the culture within the organisation.

*"If any leader is not at the right level, your organisation is going to be crumbling, the roof is just going to cave in on the walls, because the walls are not strong enough. So, it is very important that organisational culture, leadership, and*

*organisational development are all aligned. If it is not aligned, then, sorry, there's no strong leg to stand on." – K08 PG 10*

Although some participants felt there is a link between leadership and organisational culture, their view is that it should not be like that.

*"There is a very strong link, and I don't think it should be like that, I think regardless of your leader, you should know what your company culture is, but I don't think Sishen is there because we saw the big change." – K012 PG.5*

## 4.4 Conclusion

In this chapter, a detailed presentation of the research findings was outlined. This was mainly done to address the research objectives, which were (1) to explore the perceived impact executive coaching has on the organisational performance of the company and (2) to explore the perceived role of executive coaching on organisational culture as a component of organisational performance.

From the results, it was evident that executive coaching plays a significant role in improving business performance, and it also assists business executives in managing both their teams and careers effectively. The results also showed that executive coaching plays a role in assisting leaders to drive a positive organisational culture. From the findings, it was clear that certain gaps still exist within the executive coaching literature, which needs to be closed by practitioners and academics. Despite the challenges outlined, it is evident that executive coaching is a tool that accelerates business and individual performance as well as enhances the culture within the organisation.

The next chapter provides a detailed discussion of the findings in relation to existing literature.

# CHAPTER 5: DISCUSSION OF FINDINGS

## 5.1 Introduction

The preceding chapter presented the findings of this study. This chapter discusses the findings of the study in relation to the research objectives and research questions. It also links empirical findings and significant statements to the literature review and provides an overview of inferences and deductions that were drawn during the data collection phase.

The chapter provides a balanced view of the impact of executive coaching and its impact on business and individual performance. It further dissects executive coaching in relation to the core themes that were derived from the data collected.

The chapter provides a detailed analysis of the role of executive coaching in relation to themes identified, backed up by academic theory to support and critique statements made. It is important to note that the field of executive coaching is a new and emergent field; as a result, there is limited empirical evidence to back its full impact and relevance.

**Table 5: Demographic profile of participants**

| Participant Information | | | | | | |
|---|---|---|---|---|---|---|
| **Participant Pseudonym** | **Gender** | **Race** | **Qualification** | **HOD/ SM** | **Years of experience** | **Executive Coached?** |
| K01 | Male | White | BEng | SM | 15 to 20 years | Yes |
| K02 | Male | White | BSc | HOD | >20 years | Yes |
| K03 | Male | White | BEng | HOD | 15 to 20 years | Yes |
| K04 | Male | African | BTech | HOD | >20 years | Yes |
| K05 | Male | African | BTech | SM | 10 to 15 years | Yes |
| K06 | Male | African | BCom | HOD | 15 to 20 years | Yes |
| K07 | Male | White | HDip | SM | >20 years | Yes |
| K08 | Male | Coloured | BSc | SM | 15 to 20 years | Yes |
| K09 | Male | White | BEng | SM | 10 to 15 years | Yes |
| K010 | Female | Coloured | BA | SM | >20 years | Yes |
| K011 | Male | African | BSc | SM | <10 years | Yes |
| K012 | Female | White | BSc | SM | 10 to 15 years | Yes |
| K013 | Male | African | PGDip | SM | 15 to 20 years | Yes |
| K014 | Male | Coloured | BSc | | <10 years | Yes |
| K015 | Male | African | BSc | SM | >20 years | Yes |
| K016 | Male | Coloured | BSc | SM | >20 years | Yes |

| Participant Information | | | | | | |
|---|---|---|---|---|---|---|
| **Participant Pseudonym** | **Gender** | **Race** | **Qualification** | **HOD/ SM** | **Years of experience** | **Executive Coached?** |
| K017 | Male | African | BTech | SM | 15 to 20 years | Yes |
| K018 | Male | African | BSc | SM | 15 to 20 years | Yes |
| K019 | Male | White | BCom | SM | >20 years | Yes |
| K020 | Male | African | BEng | SM | 10 to 15 years | Yes |

## 5.2 Main themes generated from the study

The following are the main themes that were derived from data as outlined in the previous chapter:

- Executive coaching as a driver of business efficiency
- Executive coaching as a tool that accelerates career development
- Executive coaching as a catalyst for high performance
- Teamwork and collaboration enhance business individual and business performance
- Emotional intelligence as an effective skill for leadership during times of complexity and uncertainty
- Leadership as the driver of business performance and strategy
    - Effective communication allows for greater performance results
- Inclusion and diversity as a necessity for a high-performing organisation

Figure 14 is a diagrammatic presentation of the core themes outlined in the study. In the sub-section that follows, a detailed analysis and interpretation of each theme is given, and claims were substantiated with rigorous research on the

impact of executive coaching. Each theme was dissected and analysed based on scientific empirical evidence and research, as well as the interpretation of the data and views of the participants.

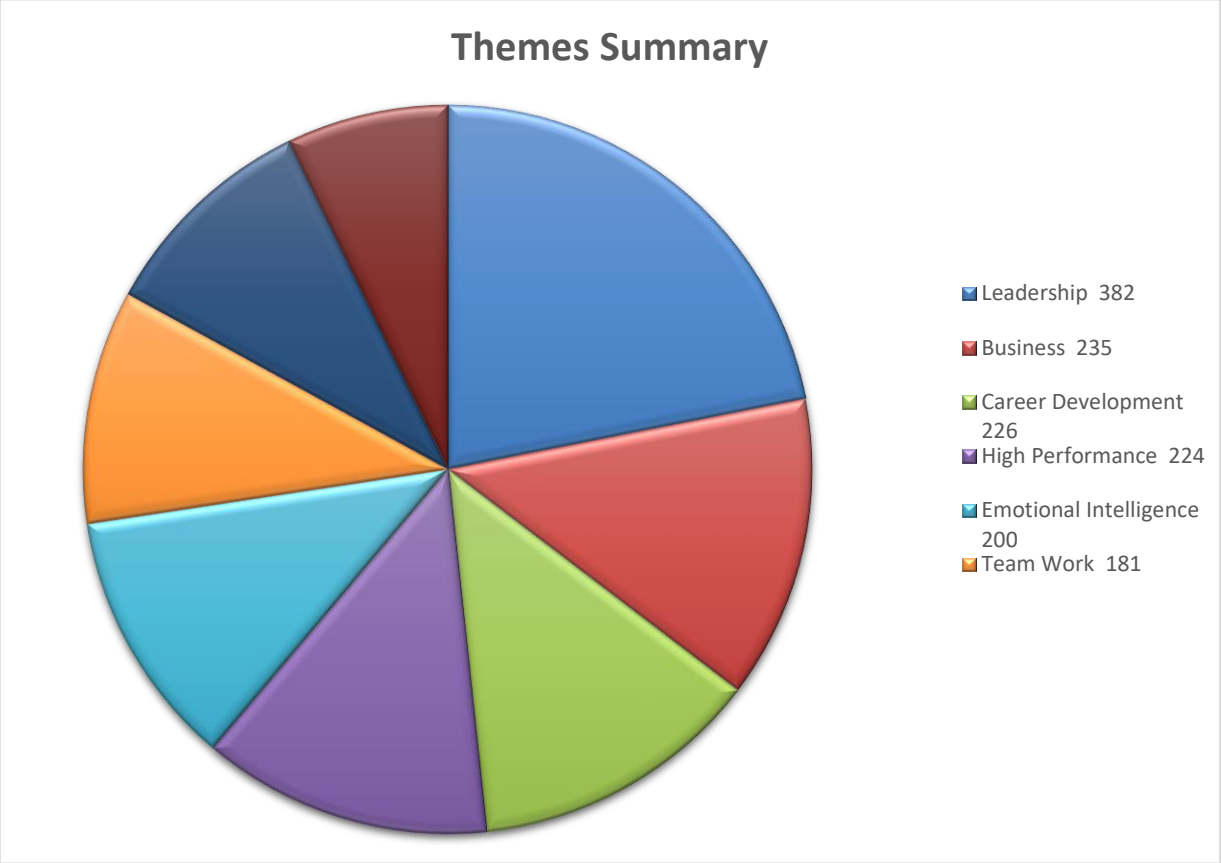


**Figure 14: Summary of main themes from the study**

### *5.2.1 Executive coaching as a catalyst for business*

From the study, it was deduced that executive coaching plays a critical role in business performance. The data derived from this theme shows there were two hundred and thirty-five statements made that linked executive coaching to the direction of the business. This shows that executive coaching has a positive role to play in driving positive business results in organisations.

There was also a strong link from the results of the study that executive coaching is closely linked to a person's experience within the business. This was strongly

linked to many of the statements of participants that mentioned that executive coaching should mostly be preserved for individuals in senior and complex roles. The statement below from one of the participants supports this view.

*“I think so because, remember we are sitting in high position whereby we make big decisions for the business. So, you cannot afford a mistake at this level that can actually put this business at risk.” – K017 PG.5*

Relating to the above, Athanasopoulou and Dopson (2018) elucidate that coaching serves as a tool that strengthens organisational support to senior managers on the coaching programme. Irrespective of whether the coaching support provided is genuine or whether it is just a perception, organisations that provide coaching are seen to be supportive of the development of their employees.

Executive coaching is an intervention that is mostly aimed at senior leadership that are tasked with making complex long-term or short-term decisions that can have a significant positive or negative impact on the business. Most businesses deploy executive coaching to their most senior leaders to help better support the organisation’s performance. Because of this, executive coaching thus has dual benefits for both the individual and the business. From the business side, the benefits are entrenched in assisting with achieving organisational goals and productivity, and for the individual, the benefits are more about personal development (Maxwell, 2017).

Participants in the study strongly highlighted that coaching equips leaders to utilise business tools at their disposal to lead effectively. They further indicated that executive coaching assists leaders by providing them with a structure in terms of planning and leading. Additionally, they outlined that executive coaching allows the leader to better understand the business environment within which they operate.

Contributing to the conversation and supporting the view above, Roelofs (2019) brings out that executive coaches often shadow executives and leaders that they

coach in their general work environment. This is done to gain a clearer understanding and gather information about the leader's work environment. This approach assists the coach to outline things that might take long to be identified in the executive's work environment. It also assists the leader with identifying things in their blind spot and gives them a perspective that they would otherwise not be aware of in their environment. This approach allows the leader to better understand their immediate environment and improve the leader's understanding of how to apply themselves in their environment.

Susing (2016) further clarifies that apart from the benefits outlined above, executive coaching further benefits the organisation by ensuring managers are ready to occupy very senior and critical roles. This further reduces risks of succession of senior leadership positions.

Other pragmatic benefits to the organisation are that it ensures that the organisation cultivates and promotes a learning culture. This will create space to ensure leaders will be able to provide extraordinary shared value and drive the strategic outlook of the business.

It should be noted that despite the positive outcomes outlined above, Carr (2016) mentions a few challenges with executive coaching. These include finding an appropriate coach with the necessary credentials is difficult in an environment where the coaching practice is unregulated.

### *5.2.2 Executive coaching as a tool that accelerates career development*

On this theme, participants strongly believed that executive coaching has a big role to play in career development. Eighty significant statements were made relating to coaching.

Participants also believed that individuals that are provided executive coaching in their companies should view it as a privilege, and executive coaching itself can be a prestigious intervention. Forty-eight statements were made that associated executive coaching with prestige. From the data derived, most of the participants

believed that not all organisations deploy executive coaching for their employees; this can be attributed mostly to costs. As a result, because of the nature of executive coaching, for example, it is aimed at leadership development. Because of the reason outlined above, most of the participants view it as a privilege and honour to be exposed to executive coaching. The statement below from one of the participants supports this view.

*"Probably a little bit privileged, I think, for a selected few, but understanding that the SLT or the leadership teams on the mines do have high-pressure jobs, understanding that, especially in Sishen's case, that the turnover of heads of department was astounding, and I think in that sense you're targeting the lead team who has to take the business forward, so it's all of those conditions of pressure and delivery and whatever." – K02 PG.2*

Robins (2017) speculates that executive coaching is an effective tool that businesses use to enhance the personal development of their leaders. Executive coaching increases self-awareness, it improves managerial capabilities, and it ultimately assists the individual with their own career development.

*"For me, like I said, it goes hand in hand with your personal development in the organisation." – K016 PG.4*

The coaching approach that the executive coach uses is more an informal, conversational approach. The coach deploys multi-disciplinary models that support the client with specific leadership challenges (Robins, 2017).

Albizu, Rekalde, Landeta, and Ferrin (2019) hypothesise that the coach's capability and performance is very critical during the coaching session. Secondly, it depends on the degree of commitment from both the coach and the individual being coached that will make a success of the entire coaching process.

Albizu et al. (2019) conjecture that coaching has proven to be a very successful tool. However, deeper research is needed in the field to back up its philosophical underpinnings.

Burger and Van Coller-Peter (2019) outline that executive coaching is an effective tool used in organisations that support leadership empowerment and improves the leader's self-confidence in their day-to-day functioning of the business. Executive coaching ultimately assists the leaders to navigate their own careers as well.

### *5.2.3 Executive coaching as an agent of high performance*

The theme "high performance" came out as quite a dominant theme in the study. To support this statement, a total of 171 statements were made that links to performance.

The dominance of executive coaching's contribution overwhelmingly and unequivocally supports and answers the research objective, which was to determine the effectiveness of executive coaching on high performance.

In relation to the above, it clearly shows that executive coaching plays a big and significant role in enhancing the performance of both the individual and the business. The statement below supports this view.

*"In terms of reaching high performance, I would say that you use executive coaching to link it to high performance and get high performance from the teams." – K014 PG.7*

A further 17 statements were made in relation to executive coaching as a tool to close developmental gaps of the employee.

Fifteen statements were made that links executive coaching to assisting the organisation and the individual to reach their performance goals. Participants believe executive coaching is a tool that enhances and ultimately allows people to perform, and this ultimately leads to great rewards at the end of the day.

Graf, Dionne, and Spranz-Fogasy (2020) expound that executive coaching is a fast-developing professional conversation between the executive and a highly skilled coach. Supporting this, Rosha and Lace (2016) point out that high

performance in organisations is central to ensuring that the organisation remains competitive in a highly constrained and competitive environment. As a result of this, executive coaching has gained a considerable amount of focus as a catalyst for business and individual performance. Graf et al. (2020) further explain that executive coaching is mostly focused on developing the managerial competencies in the context of the organisation.

Noon (2018) edifies that executive coaching has dual benefits to the organisation. First, it enhances the leader's capability by assigning a competent coach who deploys various methodologies and approaches to improve the leaders and organisational performance.

Relating to the above, despite the many advantages that are associated with executive coaching and the enhancement of the client and business, the coaching profession still lacks proper discourse and dispensation to determine and regulate the effectiveness of the coaches themselves (Robins, 2017).

### *5.2.4 Teamwork and collaboration enhances business individual and business performance*

In this theme, 54 significant statements were made that link executive coaching to enhancing teamwork. Participants also made 24 statements regarding collaboration.

Help and alignment accounted both for 19 statements respectively. Participants believed executive coaching can assist teams to better support and help one another; this in turn will foster collaboration and teamwork.

Relationships among members in the organisation were also rated to foster cohesion in teams. There was consensus among participants that the team's skills contribute effectively to the team functioning optimally. Other factors that were highlighted are the team members' contribution to the bigger group. The participants also highlighted that team support, trust, and the team functioning as

a collective and sharing of ideas and knowledge all contribute to the successful performance of the team.

*“It was beneficial I think to me as well as my team because I think some of the concepts that I learned through the coaching process, I managed to take them to my team as well, sharing some of the material and books that were recommended, sharing with the team.” – K011 PG.7*

Participants outlined that executive coaching supports the leader in developing critical capabilities to ensure team performance and team effectiveness. These skills ultimately support the effective functioning and performance of the organisation.

Pliopas (2017) indicates that although executive coaching is primarily aimed at supporting the development of the leader, its goal is to enhance individual performance. This by default contributes to better organisational results as well as enhancing the performance of the team.

Executive coaching outcomes could potentially have an impact across the organisation, but measuring the impact has proven to be a challenge, as no proper framework exists to measure the caching impact in the business (Carr, 2016).

### *5.2.5 Emotional intelligence as an effective skill for leadership development and leading during times of complexity and uncertainty*

Under this theme, participants felt strongly that executive coaching plays a strong role in stimulating the mindset of the individual being coached. There was a total of 75 significant statements that were made that linked coaching to the mindset. Participants indicated that when an individual’s attitude and mindset is fine, coaching is likely to leave a positive impact on the person. Some participants indicated their coaching was more like life psychotherapy type of coaching. The statement below supports that view.

*“I said, my experience with coaching is more on life coaching.” – K015 PG.3*

This relates closely with the view as expressed by González, De Diego, and González (2018), who bring out that executive coaching practitioners who are skilfully able to integrate mindful techniques into their coaching interventions with the clients often experience exceptional results. Mindfulness assists the client to build resilience, develop their emotional intelligence, and it ultimately improves the client’s self-awareness.

Participants also felt that emotional intelligence is strongly linked to effective coaching outcomes. Fifty-four significant statements were made that relate an effective coaching outcome to emotional intelligence. Relating to this, they also strongly linked executive coaching to the personality of both the employee that is receiving executive coaching and the coach. Participants believed executive coaching can have a major impact on how individuals behave or how they can change certain negative behaviours into positive ones.

Participants also outlined that executive coaching is strongly linked to the well-being of the executive or senior leader that is being coached. They believe that coaching positively contributes to an individual’s personal well-being because coaching not only focuses on challenges that are experienced at work, but it also expands on challenges that the person might experience outside of work.

Participants believed that the coach becomes the sounding board for the employee. The coaching platform allows the employee to quickly bounce off ideas with the coach, who in turn challenges the employee’s thinking in the right direction through specialist coaching skills.

Participants also were of the view that the reason executive coaching is such an effective tool to drive performance and business outcomes is because executive coaching is person-centred. This means that a person and their personality are at the centre of the coaching process, and this is the case for both the coach and the person that is being coached. The coach becomes the instrument, and the

focus of coaching is aimed at improving or changing certain personality or behavioural traits of the person being coached.

Supporting this, Dippenaar and Schaap (2017) outline that executive coaching uses behavioural and cognitive approaches to develop leaders. They further highlight that executive coaching is widely used to develop the emotional intelligence of leaders in high-performing organisations.

Robins (2017) points out that executive coaches – because of the nature of their job, which is to assist with development – unintentionally make wrong assumptions at times themselves about a situation. They may assume business across the globe has started to understand the role of executive coaching as part of their training and development basket.

### *5.2.6 Leadership sets business direction and are ultimately accountable for the organisational objective and strategy*

From this theme, participants strongly felt that people management and engaging people is at the centre of the leader's portfolio. Participants felt so strongly about people management that a total of 170 statements were made which linked people management to leadership. Participants felt that the leader is the one that is supposed to effectively set the people agenda. Statements that were made respecting leadership as the driver of direction were 94.

*"I would say executive coaching is a process of enabling or capacitating the top management of an organisation with the key skills that will support the organisation." – K06 PG.4*

Participants also strongly believed the leader is the one person that is supposed to give hope to people in times of uncertainty and complexity. They further believe that executive coaching plays a significant role in developing and nurturing the effective people management skills of the leader.

The aforementioned view is strongly supported by Gyllensten, Henschel, and Jones (2020), who argue that executive coaching is primarily used by organisations to help leaders manage their teams during complex turbulent times. Executive coaching assists leaders to lead their teams more effectively by applying clear direction to their teams.

Dippenaar and Schaap (2017) mention that coaching is generally perceived to have a positive effect on the employee's personal performance and their individual well-being. It is also instrumental in the development of interpersonal skills of the employee.

Participants indicated that executive coaching could assist the leader with effectively setting the direction for the business. Seventy-four significant statements were made that linked leadership with setting the direction of the business. Participants outlined that coaching can effectively assist the leader to set a clear direction for the team. This will allow the team to know exactly in which direction the team and the business is heading.

Contributing to the foregoing line of thought, Braks (2020) highlights that executive coaching has the potential to make positive exponential shifts in a manager's ability to make deeper meaning. Coaching has also proven to be an effective tool for a leader to show up and deliver on the strategic vision of the organisation. The author further reveals that there is great opportunity to determine the longer-term impact and positive effectiveness of executive coaching by using 360-degree feedback assessments.

Participants also mentioned that the leader's behaviour in the business is quite key, and they believe that coaching plays a significant role, helping the leader to demonstrate certain behavioural qualities. The leader is also expected to deal with several challenges in the organisation. Participants believe that executive coaching plays a big role in developing and shaping the leader to deal with complex business challenges.

Participants also believed that leaders are tasked with providing guidance, developing the business strategy, and setting the organisation's vision and ensuring that the organisation remains competitive in a global and competitive landscape. For a leader to be able to demonstrate those skills, participants believe executive coaching plays a critical and is crucial in developing those leadership traits.

#### *5.2.6.1 Effective leadership and team communication allows for greater performance results*

Another sub-theme that emerged as part of leadership is effective communication. A total of 65 significant statements were made. This number links executive coaching as a tool that will assist with effective communication of the leader and teams. Participants believe communication is key for the leader to achieve optimal performance.

*"The respective subordinate can be equally able to give positive feedback and aspiration and ideas of how they're trying to achieve the organisational goals". – K06 PG.5*

As part of communication, participants also believed the ability of management to create an environment of feedback and for the team to provide feedback to leadership is important. Supporting this, they are convinced that executive coaching is an effective tool that allows the leader to receive objective feedback on possible performance gaps and to improve on those.

Participants also felt the fact that executive coaching sessions are conversational, this allows for effective engagement and discussion between the coach and the employee. The fact that the executive coaching philosophy is underpinned by a conversational approach allows for effective engagement with the leader. This ensures that the leader in turn develops critical communication skills, such as how to effectively engage with their teams and how to accept constructive feedback from their teams. Grover and Furnham (2016) explain that

significant evidence exists that coaching has a lasting and positive impact on the work, career progress, and attitude of the coached individual. This attitude is then further translated into achieving and enhancing organisational performance and improves effective communication among team members.

Participants also reported that coaching also assists leaders on how to be receptive to the opinion of team members. Leaders are also able to master the art of persuasion and learn how to reach agreements.

The view above is supported by Graf et al. (2020), who comment that questioning in coaching can be one of the most powerful elements in the coaching conversation. Questioning can transform and transition the entire coaching conversation into a solution or problem-solving conversation.

Dippenaar and Schaap (2017) mention that some organisations apply psychometric assessments to determine the leadership gaps pre and post the executive coaching intervention. This is done in the absence of an effective quantitative measure to determine the actual value and impact of executive coaching.

### *5.2.7 Inclusion and diversity as a necessity for high-performing organisation*

In this theme, participants strongly linked leadership to the culture of the organisation. There was a total of 51 significant statements made. Participants believe that leadership in the business sets the tone for the culture. They are convinced that the organisational culture is defined by symbols in the organisation, policies that the organisation ascribes to, as well as both formal and informal practices that the leadership in the organisation allows.

*“Culture is also something that you can observe”. – K015 PG.10*

*“For me organisational culture is … I am going to make an example, we have got our organisational values, so the company portrays it, this is what the company*

*stands for, and it should be that the company within is driving to live those values". – K016 PG.10*

Page, Boysen, and Arya (2019) outline that organisational culture is mostly visible to individuals that join the organisation for the first time. Those individuals can quickly draw inferences on what are formal and informal ways of communication, the organisation's structure, and level of authority. These are the factors that indicate the culture of the business.

The aim of the coaching is to facilitate meaningful transformation and change to enable the executive to achieve high performance. It is also to develop critical leadership competencies, which ultimately influence the organisational culture (Graf et al., 2020).

Participants felt the organisational culture gets shaped by practices and behaviours that the leadership of the organisation allows. Participants strongly believe that the leader's behaviour strongly influences how the people in the organisation behave. They were of the opinion that if the leader sets a bad example in the organisation and allow bad practices, the employees will inevitably also follow those bad practices and ultimately the entire organisation will follow them. Participants were convinced that the leader sets the standard and that it is very important that leadership in the organisation behave and act in a manner that is very exemplary within the organisation.

Secondly, participants also strongly believed that as part of the leadership's role in setting the organisational culture, the leader is responsible for ensuring diversity and inclusion. Diversity accounted for 27 significant statements from the participants, which ultimately translated to 15.7 per cent. Participants defined diversity as the leader's ability to design a workforce culture that is sensitive to the inclusion of multiple factors in the business. They reported that this translates into how the leader creates an environment that is inclusive, for example, for women and people with disabilities. Some participants also indicated that an inclusive environment is an environment that is sensitive to the language that is being used in the organisation. They further reported that an inclusive

environment is an environment where every individual is free to speak up without any fear of victimisation or intimidation.

The culture in most learning organisations is very closely linked to the leader's attributes and personality traits of the leader. Most organisations are influenced by the behaviour of the leader because leaders are tasked with setting the business direction (Dajani & Mohamad, 2017).

Participants also referred to the values of the company in relation to diversity. Twenty significant statements were made in relation to the values, which translated to 11.6 per cent. Participants indicated that the organisation's culture is underpinned by its values. They believe that values play an important role in driving the culture, that is why if the leadership sets the values of the organisation, it is important that they lead by example by living the organisational values.

Participants felt that other external factors can also play a role in shaping the organisational culture. This might be legislative and regulatory requirements that the organisation will need to abide by. Finally, they believe other factors such as language, beliefs, and organisational practices, as well as traditional practices, all play a role in shaping the culture of the organisation.

Participants were convinced that executive coaching played a positive role in assisting them to drive the organisational culture both in their teams and the business. They reported that coaching provided them with some valuable skills on how to conduct themselves as leaders and what practices and behaviours to drive in their teams and in the organisation.

For a coaching intervention to be successful in shaping both the organisational culture and the executive being coached, it requires dedication and commitment from both the coach and the executive (Watling & LaDonna, 2019).

Robins (2017) points pit that several gaps in coaching literature exist because of its multi-disciplinary approach. What makes coaching more difficult is the lack of

funding from coaching practitioners and business to increase more scientific and evidence-based research.

## 5.3 Conclusion

This chapter provided a discussion on the results based on the research objectives as well as drawing comparisons from existing literature. The study addressed the research objectives and outlined the themes in relation to executive coaching. Based on the findings, the study outlined that executive coaching is a positive and effective business enhancement tool. Moreover, the study also outlines executive coaching as being effective in driving positive career development.

From the results of the findings, executive coaching was also positioned as playing a meaningful role in driving positive performance as well as enhancing collaboration in teams. It was also outlined how executive coaching plays a vital role in assisting leaders with their general leadership skills as well as their emotional intelligence. The study also outlined how executive coaching assists the organisation in driving a positive culture.

The research objectives of the study have thus been met. The study will thus contribute to an existing body of knowledge and research.

The next chapter will conclude this study by providing conclusions and recommendations of this study.

# CHAPTER 6: CONCLUSIONS & RECOMMENDATIONS

## 6.1 Introduction

The penultimate chapter discussed the findings of this study. This final chapter gives an overview of the findings from the study in relation to the literature as well as conclusions and recommendations of the study. The chapter also serves as a conclusion of the research report. It gives a detailed overview of the research and makes recommendations for future research which can add value to the research topic.

## 6.2 The impact of executive coaching on the organisational performance of the company

With regard to the above-mentioned research objective, the following themes relating to the research objective were derived from the study and have direct reference to the mentioned objective:

- Executive coaching as a driver of business efficiency
- Executive coaching a tool that accelerates career development
- Executive coaching as a catalyst for high performance
- Teamwork and collaboration enhance individual and business performance

A detailed discussion of each theme's findings in relation to the literature will be dichotomised and unpacked in the paragraphs to follow. It must be noted that all themes outlined have implications for further research and positively contribute to newly discovered knowledge in the field of executive coaching. The study also shares what the findings from the research are, from both the qualitative semi-structured interviews as well as from observations, field notes, and new discoveries in the literature throughout the research journey. It must be noted that the findings of the study are not conclusive, but it is just a bird's-eye view of the

research objectives and further research is recommended to add to the existing body of literature.

### *6.2.1 Executive coaching as a driver of business efficiency*

Under this theme, it was clear that participants felt that executive coaching has a major impact on the direction of the business. It is quite clear that participants outlined that executive coaching is a big necessity for business performance. Some of the participants believed, despite the costliness of executive coaching, that if businesses want to achieve high performance, they should deploy executive coaching to achieve that performance. It was also discovered that participants formed a strong bond with the coaches and the value participants derived from the coaching experience.

The view above is supported by Haitoglou (2017), who brings out that coaching has lasting benefits on the organisation. This is because executive coaching is aimed at enhancing the work attitude, coping skill, and other behavioural attributes of leaders. This further benefits the management of the organisation.

Most of the participants also highlighted that coaching played an important role in providing them with tools such as planning. It also provides them with structure to manage and drive business performance. Participants also indicated that coaching provided them with the necessary skill to understand their operating environment better. Despite some of the positives that were outlined, some of the participants felt that coaching does not always address the high-performance needs of the business. Some of the participants also highlighted that costs associated with coaching do not always make it a viable tool to drive effective business performance.

Despite the above, most of the participants still outlined the significance of coaching in relation to business strategy. It also allows leaders to effectively manage time and set the business effectively up for success.

The aforementioned view is supported by Wilson and Lawton-Smith (2016), who reveal that executive coaching is at the centre of the strategy for most organisations. This is mainly because of the transformative nature of coaching and its ability to support the executive to navigate in a complex and ambiguous business environment

### *6.2.2 Executive coaching as a tool that accelerates career development*

In this anchor code, the executive coach was identified as an effective tool that assists participants in their careers. Participants delineated that the coaching session brought about total transformation of how they view themselves both in their careers and outside of their careers. Participants also described that the coaching sessions were sounding boards that gave them guidance on how to develop in their respective careers.

Executive coaching is mostly centred around supporting leaders and helping them grow in their careers. Executive coaching is considered a value-adding tool to the organisation because of its focus on the development of human capital (Szabó, Slavić, & Berber, 2019).

Most participants mentioned that being selected for a coaching programme is something very prestigious for them, and they considered themselves fortunate. They also mentioned that coaching provided them with guidelines on how to navigate their career paths. Participants also stated that some of the coaching sessions felt like counselling sessions. They also mentioned that some of the coaches were not well prepared on topics at hand.

It was observed that not all coaching sessions had an equally positive effect. What was picked up was that some executive coaches were trained in psychology, and when they coached employees, they tend to go to their natural strength and discuss topics such as psychotherapy.

Participants strongly felt that executive coaching should be offered as part of the training buffet of the organisation. According to them, it is a strong tool that helps with talent management processes.

### *6.2.3 Executive coaching as a catalyst for high performance*

In this theme, participants explicitly outlined that executive coaching plays a significant role as a catalyst for high performance. Participants detailed that coaching is to a great extent linked to the high performance of individuals. They stated that the coach pointed out critical gaps in their performance and helped them to close those gaps.

Employee executive coaching is aimed at tailored feedback and interaction that is aimed at the leader's performance, behavioural modelling, and strategic goal setting. All these factors are centred on assisting the leader to achieve high performance in the organisation (Chawla, Gabriel, Dahling, & Patel, 2016).

Participants stated that they appreciated the time that the coach spends in understanding what the issues that are keeping them from performing at the required level are. It was also discovered that the participants appreciated the fact that the company did psychometric assessments with all of them prior to the executive coaching intervention. The psychometric assessment results made it easier for the coach and the employee to focus on performance issues.

The view above is supported by Reddy, Glover, Kurz, and Elliott (2019), who point out that developing psychometric and other assessments such as a 360-degree assessment for both the coach and the individual being coached can result in huge benefits for both. Assessment results can help to identify areas that need improvement for the executive being coached; this can be the focus of the coaching journey, and for the coach, it can identify areas for improvement in the future.

Another contributor that participants felt strongly about was the fact that the coach spent time to understand their work context and at times also had one-on-one

sessions with the employee's leaders. This gave the coach a full picture and clear insight on what should be the focus areas.

### *6.2.4 Teamwork and collaboration enhance business individual and business performance*

Under this theme, it was discovered that executive coaching plays a significant role in assisting teams to collaborate and work together. This purely happens because of critical team management skills the leader develops during their coaching sessions. Participants reported that executive coaching assisted them to have the right collaborating discussions with their team. They also mentioned that the coaches also had tools during the sessions that assisted them to develop these skills.

Some participants outlined that coaches shared theories and recommended certain leadership books they can read to help them to develop skills to manage effectively. The coaching sessions also assisted them with skills on how to build effective relationships. Some outlined that the coaching sessions helped them with skills such as how to better support and trust one another as a team.

Executive coaching enables the leader to reflect and analyse what is limiting them in their performance and team alignment. Coaching assists the leader with better skills on how to manage their teams and foster collaboration (Fusco, O'Riordan, & Palmer, 2016).

The above skills then assisted the team members to work together as a unit and to perform even better as a unit rather than as individuals. This further fostered an environment of trust among team members and made team members believe that they can achieve better performance results as a collective.

## 6.3 The impact of executive coaching on organisational culture as a component of organisational performance

This section deals with the themes that were identified as part of the second research objective, which was to determine the perceived impact of executive coaching on organisational culture as a component of organisational performance. Under this objective, the following themes were identified and will be dichotomised:

- Emotional intelligence as an effective skill for leadership during times of complexity and uncertainty
- Leadership as the driver of business performance and strategy
    - Effective communication allows for greater performance results
- Inclusion and diversity as a necessity for a high-performing organisation

### *6.3.1 Emotional intelligence as an effective skill for leadership during times of complexity and uncertainty*

In this theme, as described in the analysis, participants felt that executive coaching has a strong correlation with emotional intelligence. For example, they were of the view that executive coaching is more focused on the mindset of the individual. Some of the participants mentioned that coaching helps with shaping the individual's personality. This in turn assists the individual to be resilient in the workplace.

Executive coaching assist leaders with the ability to recognise and understand their emotions and behaviours. It also assists them to control those behaviours for effective organisational performance (Boyatzis, 2018).

What was picked up in the study was that executive coaching plays a positive role in developing the self-confidence of employees. Some participants reported that their coaching experience guided them on how to better manage their teams.

Some reported that prior to coaching, they had no idea how to have structured conversations with their subordinates.

The view above is supported by Lemisiou (2018), who elaborates that executive coaching supports leaders in enhancing their self-awareness. It also helps in enhancing their self-confidence and their self-regard.

It was reported that executive coaching has a positive impact on the general well-being of the individual. However, despite this positive impact outlined previously, it was discovered that some of the coaching sessions focused more on general life topics. Some of the participants reported that their coaching experience assisted them when they had serious personal problems outside of work. This confirms the notion that some coaches misunderstood their roles and rather focused on counselling instead of executive coaching.

### *6.3.2 Leadership as the driver of business performance and strategy*

A core factor that came out under this theme was that people management is a core function for leadership across the organisation. Participants described that an important function of the leader in the organisation is to be able to take people along. It was also observed that participants mentioned that the leader's behaviours have a direct impact on the employees, and this ultimately influences the type of culture in the organisation.

What was discovered was that leadership should be able to lead the business during extremely difficult times of complexity and uncertainty. The leader should be able to set the business direction quite clearly, and the employees will then follow. The leader is the one that sets the vision and the strategy of the business. The study discovered that the participants observed the behaviour of the leader and ultimately adopted the same behaviour patterns. These behaviours become entrenched in the organisational culture.

Executive coaching supports business leaders to achieve exceptional results both in business, their private lives, and careers. Coaching assists leaders in

expanding their learning ability, and this in turn has a positive spin-off in their ability to lead people, and it also impacts their overall quality of life (Chatterjee, 2019).

Participants maintained that executive coaching supported them with articulating the business vision clearly and provided them with the necessary tools to navigate their leadership roles. Coaching also further assisted the leaders with how to solve problems and how to overcome challenges.

Jim (2016) supports the view above and expounds that executive coaching assists leaders to improve their overall leadership competencies. It also assists them with better awareness and an increased level of accountability to effectively lead the business.

It was observed that although executive coaching has a positive impact on the development of the leaders, not all executive coaches in the company's coaching programme were equipped with the necessary business acumen to have the necessary business coaching conversations.

#### *6.3.2.1 Effective communication allows for greater performance results*

Effective leadership communication was outlined as a sub-theme for greater performance results. What was discovered was that participants generally found coaching effective because it is conversational interaction between the coach and the employee, and the coach can steer the employee to come up with certain solutions to manage their teams.

The quality of executive coaching is enhanced by face-to-face communication between the coach and the executive. What makes the executive coaching effective is that feedback is immediate and allows for improved relationships (Ratiu, David, & Baban, 2017).

It was reported that executive coaching assisted the leaders with how to provide effective feedback to their subordinates and their managers. Participants also appreciated that the coaching sessions were conversational and allowed for effective engagements. The participants mentioned executive coaching assisted them with holding difficult conversations and helped them with critical skills on how to be persuasive and convincing.

### *6.3.3 Inclusion and diversity as a necessity for a high-performing organisation*

Under this theme, it was discovered that leadership is a key driver of organisational culture. The leaders set the tone for the culture that the organisation will follow. Participants reported that culture is not necessarily always written down and documented, but it is rather the undocumented practices that are tolerated by the leader of the organisation and the business.

Executive coaching in organisations yields positive results for the leader. This is because it provides an opportunity for the leader to mirror and help them see what they need to see about the cultural realities in the organisation (Wasylyshyn, 2017).

Participants reported that organisational culture plays a strong role in determining whether the organisation and individuals will achieve their performance targets. It was also reported that the cultural conversation includes issues such as diversity, which addresses things such as how the organisation is inclusive to other groupings, for example, women, people with disabilities, and people from other sexual orientations.

Because executive coaching is focused on improving the executive's performance, it ultimately has a lasting impact on shaping a positive culture in the organisation. It does this because it equips leaders with skills to drive a focused and positive culture in the business (Negulescu et al., 2019).

It was discovered that leaders who can provide an inclusive and diverse culture are more likely to achieve great success. It was also reported that the organisational culture is entrenched in the organisational values, artefacts, language, and organisational practices.

It was revealed that executive coaching assisted the leaders in setting the right culture for the organisation. It also allows the leaders to create an inclusive environment that can cater to the needs of diverse groupings. It was picked up from the conversations that the organisation has deep-seated cultural issues that seem to have been addressed on the surface. The implication is that if this is not addressed effectively by the leaders within the organisation, it could have the potential of deterring the overall business performance and morale.

## 6.4 Recommendations and practical and theoretical implications

This section outlines the implications of the research in terms of the findings from the study. It stipulates recommendations for the leadership and organisation where the study is conducted, for executive coaching practitioners, and for coaching bodies.

### *6.4.1 Implications for the leadership and organisation where the study is conducted*

From the study conducted, it became apparent that the initiative that the leadership in the organisation undertook to implement executive coaching has contributed immensely to the performance of its leaders. This has been reported throughout the study. A great majority of the participants have expressed their gratitude for the initiative and reported how executive coaching has contributed to not only their own performance but also to the performance of their teams. From the study, it is clear that this has contributed positively to the morale within the organisation.

From research, many participants have reported that they are not sure if the executive coaching initiative will be a continuation of their leadership development or whether newly promoted leaders will also get an opportunity to be coached because of cost implications. Some of the leaders reported that the executive coaching initiative was stopped abruptly due to cost implications.

It is recommended that if the organisation will be looking at cost as a determinant of their coaching programme, they consider the following recommendations:

- Have a clear organisational leadership development strategy and integrate executive coaching as part of the talent leadership development framework.
- Because executive coaching is a costly exercise, instead of giving it in a blanket approach to all its leaders at a certain level, the organisation would want to develop clear qualifying criteria on what will be minimum requirements to qualify for the executive coaching programme.
- From the study, it seems as if the organisation implemented executive coaching effectively by first deploying psychometric assessments prior to introducing executive coaching into the organisation. Although this is not conclusive, participants appreciated this approach, as it allowed the coach and the employee to have coaching sessions around the gaps identified by the assessments. Even though this approach seems to be effective, there is not enough research in place to suggest this method is effective, and this leaves an opportunity for further research.

From the results which were analysed in relation to executive coaching and organisational culture, participants reported that the frequent leadership changes within the senior leadership impacted the organisational culture significantly. The following inferences and assumptions were drawn:

- There seems to be a culture of lack of respect from both the leadership and subordinates, and this often stifles or hampers organisational performance.

- Leadership in the organisation do not always live in accordance with the values of the organisation, and rules surrounding discipline are not applied consistently.
- The organisation's vision and strategy are not always clearly articulated and understood by all employees, and this creates confusion.
- There seems to be a culture of cliques and favouritism, which makes other individuals feel left out.
- Certain behaviours are tolerated in the case of some individuals, while other employees are treated harshly for displaying the same behaviours.

It is recommended that the organisation appoint an organisational cultural expert that will assist the business to unlearn some of the negative cultural practices that hamper performance. The organisation can also deploy cultural surveys to have a deeper appreciation of the impact of the problem. It is recommended that urgent attention be given by the organisation to this piece of work, as it seems not everybody is giving their best performance because of this.

### *6.4.2 Implications for executive coaching practitioners*

From the study, it is clear that executive coaching played quite a big role in assisting the organisation and its leaders in achieving optimal performance. Participants reported that they appreciated the fact that the company provided them with the opportunity to be part of the executive coaching programme. Most of the participants attributed their positive performance and positive outlook on life to the executive coaching journey and the relationships they had with the coaches. Participants shared that the executive coaches assisted them to rationalise things that they would not have been able to identify on their own.

Participants also disclosed how the tools and practical guides and books coaches shared with them helped them to improve their leadership skills within the organisation as well as outside the organisation. Despite the many positive aspects outlined and associated with executive coaching, the following assumptions and grey areas in the study were drawn:

- Participants reported that some of their coaching sessions felt more like psychotherapy counselling sessions. They indicated that the coaching focused more on life coaching topics than executive coaching. Based on the statement outlined, an assumption that could be drawn is that the executive coach either does not have the requisite executive coaching experience and business knowledge, or the executive coach's strength lies in the psychotherapy discipline. Because of time constraints, this area could not be delved into deeper, but it leaves an opportunity for future research.
- Some participants reported that some executive coaches came unprepared to sessions and had a general unprofessional approach to the sessions and lacked adequate structure. This made some of the participants doubt the effectiveness of the executive coaching programme as an effective tool. It is recommended that further research that looks at the qualifying criteria and professional conduct of an executive coach be carried out.
- Some participants revealed that some of the executive coaches were not clear about contracting and the goals that the coach and participant would be measuring. This resulted in a situation where the participants felt that the coach stayed longer than anticipated. The assumption could be drawn mainly because of lack of clear guidelines on professional executive coaching and business standards. Once again, due to time constraints, this issue could not be delved deeper into, but it leaves an opportunity for future research.

### *6.4.3 Implications for executive coaching bodies*

From the study, it is evident that executive coaching has a big role to play in supporting businesses with high performance and driving the right organisational culture. However, because the executive coaching profession is an emergent field and not much empirical research exists to back up executive coaching as an

effective tool, this leaves the profession with many questions around its effectiveness.

It is also clear from the literature that because the field is not adequately regulated, anybody can lay claim to the status of an executive coach. However, some coaching bodies have certain criteria around coaching hours and levels that an individual can reach based on hours of coaching. The regulation around coaching is not as tight, and it is also not globally very clearly defined. This leaves the profession with a serious gap and brings its credibility into question. Another factor that brings executive coaching as a profession in disrepute is the lack of an effective tool to measure its effectiveness. Based on this, the following implications for executive coaching bodies were outlined to consider:

- The executive coaching bodies globally need to come together and belong to one umbrella coaching body, which will outline the global principles around executive coaching, which could be the following:
    - Design criteria on what the qualifying criteria of an executive coach are and what the minimum qualifications and experience required are.
    - Design a framework that clearly sets out what the definition of an executive coach is, what a life coach is, what a psychotherapist is, and what their roles are.
    - Design a global code of conduct of executive coaches endorsed by all coaching bodies under the umbrella coaching body.
    - Design robust accreditation processes that executive coaching practitioners need to adhere to.
    - Implement a global executive coaching matrix and guide that executive coaches can use as tools to support them during coaching.
    - Have a central online repository of executive coaching training material that is available exclusively to members.

- Implement global executive coaching licensing and accreditation criteria that members need to adhere to, and members can only be named executive coaches after undergoing a set exam and practical assessments and assigned the same status to the word executive coaching such as CA (Chartered Accountant) in the accounting profession.
- Team up with academics and respected executive coaches and business professionals to design a tool that will assess the cost benefit of executive coaching as well as measuring the impact of executive coaching pre and post the coaching sessions.

The above recommendations need to be researched more and supported by more robust scientific evidence. They also need to be clearly based on the research results. If only a few of the above practical steps can be implemented, it will make a significant impact in the field of executive coaching.

## 6.5 Suggestions for further research

From the study, it has been expressed on numerous occasions that executive coaching plays a positive role in impacting individual and organisational performance. Generally, executive coaching is considered a prestigious nomination process by organisations, mainly because of the costs associated with it and the fact that the individual gets coached by an external expert. These factors have generally contributed to executive coaching being received very positively by individuals who need to be coached.

There is also some very limited research that seems to suggest that executive coaching is a positive tool that supports business, but limited empirical research exists to substantiate these claims. As a result of the findings, the following suggestions are made for future research:

- More robust and empirical research needs to be undertaken by academics and executive coaching professionals to underscore the executive coaching's effectiveness.
- Large organisations and government institutions need to set aside more sponsorship funds to facilitate further research and development in the field.
- More research needs to be done around the regulation of executive coaching professional bodies.
- Executive coaching practitioners need to develop and design a tool that will be able to measure its effectiveness and contribution to business.
- A deliberate effort needs to be made by executive coaching practitioners and executive coaching bodies to professionalise the field.

The above findings leave more room for future research into the field of executive coaching. They also give executive coaching bodies and practitioners more options to explore as they work towards professionalising the field of executive coaching to bring more credibility and respect to the field.

## 6.6 Conclusion

From the study, it is evident that executive coaching has a key role to play in business. Most organisations that are considered high-performing organisations deploy executive coaching to stimulate even further higher performance. As discussed in this study, the field of executive coaching is emergent and more research is needed to back up executive coaching as a critical enabler for development and organisational performance. The study aimed to determine the impact of executive coaching on organisational performance. It also aimed to explore the role of executive coaching on organisational culture and organisational performance, particularly in the mining industry. The study has contributed to the body of knowledge in executive coaching in the mining industry and contributes to academic conversation and dialogue.

This study will stimulate the need for further research about the role executive coaching plays in organisations and the impact it has on leadership and culture within organisations not only in South Africa but also internationally.

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# APPENDIX A: ETHICAL CLEARANCE 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/BA1136777/857**

**PROJECT TITLE** Executive Coaching as a Vehicle to enhance Organisational Performance and Culture in a Mining Company in the Northern Cape

| | |
|---|---|
| **INVESTIGATOR** | Mr Graham Nkomombini |
| **SCHOOL/DEPARTMENT OF INVESTIGATOR** | MM (Business & Executive Coaching) |
| **DATE CONSIDERED** | 20 July 2020 |
| **DECISION OF THE COMMITTEE** | Approved unconditionally |
| **RISK LEVEL** | MINIMAL RISK |
| **EXPIRY DATE** | 30 JUNE 2021 |

**ISSUE DATE OF CERTIFICATE** 4 August 2020 **CHAIRPERSON** _____
(Dr MDJ Matshabaphala)

cc: Supervisor: Dr Mazonde

**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.

_____ 2020-08-05
**Signature** **Date**

**PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES**

# APPENDIX B: LETTER OF INTRODUCTION

Student Name: Sipho Nkomombini

Student Number: 1135777

Student Contact Number: 081 085 1278

Supervisor Name: Dr Nomusa Mazonde

Supervisor Email Address: nomusa.mazonde@wits.ac.za

Wits Business School

2 David's Place, Parktown

Johannesburg

2139

South Africa

Informant Name

This letter serves as an introduction for Sipho Nkomombini, who is currently enrolled at Wits business School Completing His master's in management and Executive Coaching (MMBEC).

Sipho is currently researching in the field of Executive Coaching as a vehicle to enhance performance management and organisational Culture and Believe that by interviewing you, it will assist to answer his research questions which are: Does Executive Coaching have a positive impact on individual and organisational performance? And Does executive coaching have a positive impact on organisational culture?

The aim of the research is understanding the impact Executive Coaching has on organisational performance and culture. The outcome and results will contribute positively to the Organisation as well as to the body of knowledge of executive coaching.

Your assistance in this regard will be highly appreciated

Yours Sincerely

# APPENDIX C: LETTER OF PARTICIPANT CONSENT

I hereby agree to participate in the research which is aimed understanding Executive coaching as a vehicle to enhance organisational performance and organisational culture. I acknowledge and understand that I'm participating freely and without being forced in any way to do so. I also understand I can notify the researcher at any point when I feel uncomfortable and decide not to continue with the study and by exercising this right will not affect me negatively.

I understand that this is a research project aimed at scholarly purpose and the project is by no means aimed at benefiting me personally.

I understand by me volunteering to participate, my rights to confidentiality will always be protected.

_____

_____

Signature of the Applicant Date

I hereby agree that our interview conversation can be tape-recorded and therefore provide consent to the recording for academic purposes only.

_____

_____

Signature of Participant Date

# APPENDIX D: INTERVIEW SCHEDULE

**Section 1**

**Introduction**

1. **The researcher will give a brief introduction about:**
- **himself and,**
- **the topic of the research**

2. **Icebreaker question**

**Which season (spring, summer, autumn or winter) best fits your personality and why?**

**Section 2**

**Questions Relating to Executive Coaching**

1. **Can you give a brief overview of your career up to now?**

2. **According to You is there a link between Executive Coaching and personal development? If yes, why? And if no, why not?**

3. **How does your role contribute to the Sishen Value Chain?**

4. **What is Your understanding by the Term Executive Coaching?**

5. **According to You is Executive Coaching an effective tool that business can use high performance? If yes, how? And if no, why not?**

6. **According to You is it necessary for businesses to deploy coaching to drive high performance? If yes, why? And if no, why not?**

7. **How have you benefited from your Executive Coaching experience?**

**Section 3**

**Questions relating to Performance Management**

1. **Can you give your understanding by performance management?**

2. **What is Your Understanding by the Term High-Performance Teams?**

3. **Do you think Executive Coaching can contribute to high performance in the Organisation? If yes, how? And if no, why not?**

4. **Do you Consider The team that you are currently Managing as a high-Performance Team? If yes, why? And if no, why not?**
5. **Do You Believe Executive Coaching Has Played a role in Making You a high-performance Leader? If yes, how? If no, why not?**

6. **What How has your personal Executive Coaching Experience enhanced your performance as a leader?**

7. **How has your coaching journey assisted you in your role to becoming a High-Performing Leader?**

**Section 4**

**Questions Relating to Executive Coaching and Culture**

1. **What is Your understanding by the Term organisational Culture?**

2. **According to you what is the current organisational Culture in Your Company?**
3. **What is the link Between Leadership and Organisational Culture?**

4. **To what Extent did your Executive Coaching experience play a role in you influencing the Organisational Culture?**

5. **According to You can Executive Coaching assist Leaders to drive a positive Organisational Culture? If yes, how? If no, why not?**

6. **What are the factors in Your Executive Coaching Journey that played a role in shaping organisational Culture?**

# APPENDIX E: LETTER OF THANKS

Wits Business School
2 David's Place, Parktown
Johannesburg,
2139
South Africa

Informant Name

Address

Dear Mr/Mrs _____

Thank for your participation in my research project. Your participation and input have been valuable and appreciated.

I will gladly send you a copy of my research report once it is completed and favourably accepted by the university, or alternatively I can also send you a specific section of my findings in my report.

Please let me know if you are interested and I will gladly oblige.

Kind Regards

Mr Sipho Nkomombini

# APPENDIX F: APPROVAL FOR SUBMISSION FROM SUPERVISOR



Proposal approved for submission

NM Nomusa Mazonde <nomusa.mazonde@wits.ac.za>
To Sipho Nkomombini

You replied to this message on 2020/03/17 13:20.

Good day Sipho,

Your proposal is approved for submission.

Here's wishing all the very best for panel.

Keep well and stay blessed.

Kind regards.

Nomusa B. Mazonde, PhD
*Postdoctoral Fellow*
**Wits Business School**
T +27 (0)11 717 4852
C +27 (0)74 773 5253
E nomusa.mazonde@wits.ac.za
W www.wbs.ac.za
2 St David's Place, Parktown, Johannesburg, 2193, South Africa

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Wits Business School
*Sculpting global leaders*

# APPENDIX G: INTERPRETATION OF FINDINGS AND THEME GENERATION

**Theme 1 Executive Coaching as a driver of Business Efficiency**

A total number of 235 codes were generated from various significant statements that linked to business as a theme from the data:

Organisation – Within that organisation (100)

Experience – In terms of experience that we have (34)

Tools – Give me methods and tools (29)

Structure – Most of them are very Structured (16)

Environment – The Current environment (10)

Role – Its People from a certain role (9)

Process – Process to change (8)

Results – How to achieve results (8)

Strategy – I focus on strategy (6)

Information - ability to recycle information (6)

Timing – Timing should be the same (4)

Technical – invested probably in technical skills (2)

Research – I go and do more research (1)

Restructuring - After Restructuring (1)

Specialist – Specialist Skills (1)

**Theme 2 Executive Coaching as a tool that accelerates career development**

A total number of 195 codes were generated that linked to the core theme career development, below are the significant statements linked to the theme:

Coaching – Put on a coaching path (49)

Prestige – Probably a little privileged for a selected few (48)

Career Development – Career coaching from someone to assist you to reach the next level (39)

Career Path – Move in their careers (14)

Training – You can get on the job training (12)

Knowledge – You share experience, Knowledge (8)

Talent - Enable new talent to go ahead (6)

Exposure – Getting that exposure (5)

Growth – I think allowing growth as well (4)

Development area – Executive coaching is to prepare your development areas for the next level opportunity (3)

Higher Level – also giving you a bit of that lift just to a bit of a higher level (2)

Ambition – whether I achieve or not achieve (1)

**Theme 3 Executive Coaching as a catalyst for high performance**

A total number of 255 codes were generated that linked to the core theme high performance, below are the significant statements linked to the theme:

Performance - There is a big link between performance and coaching (171)

Coaching – Coaching caters for that individual (31)

Gap – I know what the gaps are (17)

Achievement – Enable new talent to go ahead and achieve what they need to achieve (15)

High Performance – in terms of high performance it can be driven from many areas (11)

Enhancement tool – I think it is an enhancement tool (4)

Reward – Coaching really assisted me and it was rewarding (2)

Measure – how you measure your performance (2)

Commitment – it is about getting commitment (1)

Ability – Your ability to manage these systems (1)

**Theme 4 Teamwork and Collaboration enhance individual and Business Performance**

A total number of 181 codes were generated that linked to the core theme Teamwork, below are the significant statements linked to the theme:

Team – how you work with your team (54)

Collaboration – you want to get your lead team working together (24)

Help – when you get people from outside to help you (19)

Alignment – which is aligned with the individual development plan (19)

Understanding – the big impact is around your own understanding (16)

Relationship – it really improved the relationship that I have with my team (14)

Skills – Capacitating the management team of an organisation with the key skills (14)

Contribution – who has a fresh eye and who can add value (7)

Support – I think having the support from the company (6)

Trust – Obviously, there's issues like trust (4)

Collective – as a collective they go a mile wide (2)

Sharing – Sharing some of the material and books (2)

**Theme 5: Emotional intelligence an effective skill for leadership during times of complexity and uncertainty**

A total number of 200 codes were generated that linked to the core theme Emotional Intelligence, below are the significant statements linked to the theme:

Mindset – Impacting your frame of mind (75)

Emotional Intelligence – it is more around emotional intelligence and understanding myself (54)

Personality – It depends on your personality (37)

Person – Pairing the coach with the person (16)

Self Confidence – Probably fix my self-confidence (10)

Well-being – Yourself and your own well-being – (4)

Individuals – it goes back to the individual (3)

Vigour – to act with the necessary vigour (1)

**Theme 6: Leadership as a driver of Business Performance and Strategy**

A total number of 382 codes were generated that linked to the core theme Leadership, below are the significant statements linked to the theme:

People Management – Your line manager may have a specific career path in mind, and he may be forming you into a perceived requirement (114)

Leadership – Executive coaching for me is coaching preparation for a leadership role (94)

Direction – Executive coaching for me is about goal setting and direction (74)

Behaviour – A set of practices of the individual within the organisation do unconsciously, it is like how you react (49)

Challenges – some challenges with matching of coaches (16)

Guidelines – Executive coaching for me is someone who has been there, done that who can give you guidance (12)

Problem solving – If I had personal problems I could have benefited (8)

Strategy – People higher up in the organisation don't know how to think strategically (7)

Vision – it's about how you see things (6)

Accountable – Make people feel they have greater responsibility (2)

**Theme 7: Effective Communication allows for greater Performance results**

A total number of 125 codes were generated that linked to the sub-theme communication, below are the significant statements linked to the theme:

Communicate – How to speak the language (65)

Feedback – One-way Feedback loop (14)

Discussion – They will move the discussion in that direction (10)

Conversation – He could help me open and have a conversation (9)

Engagement – It's about how you sit with Exco and engage them (5)

Interview – The advantage was the fact that he had interviews with them (4)

Opinion – It is giving you a bit of that objective opinion (3)

Convince – Make them understand my point of view (3)

Agreement - Asking you if you agree (2)

Responses – How to reflect about my responses (2)

Listen – Listen attentively (1)

Tone – Leadership sets the tone (1)

**Theme 8: Inclusion and Diversity a necessity for a high-performing organisation**

A total number of 172 codes were generated that linked to the core theme Diversity, below are the significant statements linked to the theme:

Culture – if it had an ultimate impact on the culture (51)

Diversity – Blending a lot of people (27)

Transformation – They are not open to change (25)

Values – how our values come to life (20)

External – External coach (11)

Time – Someone took time to work on them (11)

Artefacts – it is about the signs, symbols, and artefacts (8)

Advice – good advice (5)

Language – pick up the language that people use (4)

Identification – identify those gaps (4)

Believe – Common believe (2)

Practices – I will practice on my team (2)

Traditional – The old way of doing things (2)

# APPENDIX H: EDITING CERTIFICATE

LET'S EDIT

## EDITING CERTIFICATE

16 February 2021

TO WHOM IT MAY CONCERN

**DECLARATION: Editing of Research Report**

I hereby declare that the Master of Management in Business and Executive Coaching research report of **SIPHO NKOMOMBINI** entitled ***"EXECUTIVE COACHING AS A VEHICLE TO ENHANCE ORGANISATIONAL PERFORMANCE AND CULTURE IN A MINING COMPANY IN THE NORTHERN CAPE"*** has been edited. The part of the research report that was edited was from chapter 1 to chapter 6 (page 1 to 100). It is the responsibility of the students to address any comments from the editor or supervisor. The editor shall not be responsible for any subsequent additions or deletions made by the student in their document. Additionally, it is the final responsibility of the student to make sure of the correctness of the research report.

**Khomotso Bopape**

*Full Member of the Professional Editors' Guild*

Professional EDITORS Guild

*Let's Edit is a Level 1 EME B-BBEE Contributor (Procurement Recognition Level = 135%)*

Address: **570 Fehrsen Street, Brooklyn Bridge Office Park, Brooklyn, Pretoria, 0181**
Tel No.: **012 433 6584**, Fax No.: **086 267 2164** and Email Address: **editor@letsedit.co.za**

# APPENDIX I: TURNITIN REPORT

