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Exploring the effects of a Coaching Leadership style on the relationships between Managers and Direct Reports in South Africa

FAP Jackson

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

Johannesburg, 2017

ABSTRACT

The objective of the study was to explore how a coaching leadership style adopted by Managers in different organisations, influences the relationships they have with their direct reports.

The study used the qualitative method and semi-structured interviews were conducted with 22 participants, comprising 13 Managers and nine Direct Reports in various organisations in private and public sectors based in Gauteng, South Africa. This study contributes to the research and literature available on coaching leadership style and employee coaching, which occurs when an employee works one-on-one with his/her direct manager to improve his/her work performance and other areas that need attention.

Executive Coaching has been extensively researched and refers to when an executive in an organisation is being coached by an external coach who is normally chosen by the Executive and paid for by the organisation. In Employee Coaching however, the coaching is conducted by the direct Manager and the employee has no choice in who the Manager is. Relationships between Manager and Direct Report are therefore crucial and these could be influenced by the Manager's leadership style.

The findings suggest that within a South African context, the term "Coaching Leadership Style" is not a term that is widely used in organisations to describe a leadership style, however this style emerged through the behaviours that the Managers displayed. The findings further posit that coaching plays a pivotal role in influencing relationships between a Manager and his/her Direct Reports and that coaching may also cause shifts in leadership styles.

The research provides insight into the leadership styles that Managers prefer to adopt and deepened understanding of how coaching adds value in a leadership context. The results add to the body of knowledge on how coaching affects leadership effectiveness and how it influences relationships between Managers and Direct Reports.

DECLARATION

I, Filomena Anna Patrizia Jackson, declare that this research report is my own work except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Management in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or another university.

_____

FAP Jackson

Signed at…….Gauteng, South Africa on the …….. day of …… 2017.

DEDICATION

This research study is firstly, dedicated to my Heavenly Father who has given me the insight to find my purpose and the strength to embark on this incredible journey at this time in my life. Secondly, it is dedicated to my amazing family who are, and always have been, most important in my life.

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1 CHAPTER 1: INTRODUCTION

1.1 Purpose of the study

Today, organisations are faced with increased competition and various other pressures from the business environment. Under these fast-paced challenges, Managers and Employees alike are required to be more responsive so that their organisations are able to have the competitive advantage (Pousa & Mathieu, 2015). In order for this to happen, effective leadership is crucial as every organisation's success is shaped by the thinking and behaviour of its leaders.

The purpose of this research was to explore whether a coaching leadership style influences the relationship between a Manager and his/her Direct Reports. Furthermore, it aimed to identify typical leadership behaviours that Managers display, whether these are aligned to those of a coaching leadership style and whether these behaviours influence relationships between Managers and Direct Reports.

Managers included in the sample are Managers employed at various organisations in the public and private sector, based in Gauteng, South Africa. The qualitative data delineated how "managers as coaches" are successful in managing relationships with their direct reports.

The value of this study lies in the ability to give organisations an indication whether leadership styles that Managers prefer to adopt influence relationships between Managers and Direct Reports in the workplace. It is important to note that the Managers in this study have all been trained as coaches or have been coached by a professional coach. The terms Manager and Leader will be used interchangeably throughout this research.

1.2 Context of the study

In their everyday Management practices, coaching is a crucial skill that Managers need to possess and continuously develop, as most coaching writers have highlighted (Clutterbuck, 2008; Clutterbuck & Megginson, 2005; Hamlin, Beattie, & Ellinger, 2007;

Hunt & Weintraub, 2002a; Zeus & Skiffington, 2000). Coaching is seen as an integral part of a Manager's role and as employees enter the workplace, relationships between Managers and Direct Reports are becoming increasingly important for the success of any business. This research hence investigated the characteristics and behaviours of a leadership coaching style and explored whether Executives/Managers adopt this leadership style in their everyday dealings with the employees and whether the relationships between Managers and their Direct Reports are impacted in any way.

Gregory and Levy (2010) discuss the employee coaching relationship and how important these relationships are in coaching so that performance is optimised. Large organisations are increasingly expecting managers to coach their employees (Latham, Almost, Mann, & Moore, 2005), but not all Managers have the required skills to do so as Managers need to behave in a certain manner so that they build relationships with their employees in order to achieve better outcomes. Increased time pressure and workload cause Managers to focus all their energy on activities related to the business (Green, 2001) and tend to overlook the importance of developing a relationship with their employees which could lead to increased performance (Green, 2006), not only for the individual, but also for the organisation.

Lindbom conducted a six-month analysis of a large organisation and discovered that 70-80% of a Manager's time was spent on crises management, paperwork and problem-solving with less than 10% spent on coaching and mentoring the employees (Lindbom, 2007).

In 2002, the Corporate Leadership Council conducted a study of 34 organisations and found that a critical difference between lower-performing organisations and higher performing organisations was that higher performing organisations made use of coaching principles (Council, 2002).

If a coaching programme/structure is absent in organisations and its usefulness and strategic value not explained, coaching may be perceived as an obstacle by Managers and subordinates rather than an opportunity to improve in various areas (Lindbom, 2007). As coaching continues to grow across all economic sectors, employees are increasingly seeking coaches to support them in various stages of their careers and their

lives (Cox, Bachkirova, & Clutterbuck, 2014) and in most instances, organisations expect Managers to fulfil this coaching role.

Extensive research and a tremendous amount of literature exists around Executive Coaching but Employee Coaching has not received the same amount of attention (Gregory & Levy, 2010). This study explored a coaching leadership style, highlighting the importance of employee coaching and looked at the influence it has on relationships between Manager and Direct Report.

1.3 Problem statement

1.3.1 Main problem

The topic investigated the influence of a Coaching Leadership Style on relationships with Direct Reports by analysing qualitative data gathered through one-on-one semi-structured interviews.

1.3.2 Sub-problems

The ***first sub-problem*** is to explore whether the term “Coaching Leadership Style” is commonly used in organisations

The ***second sub-problem*** is to determine the behaviours of a Coaching Leadership Style.

The ***third sub-problem*** is to explore how relationships with direct reports are influenced through a Coaching Leadership Style

1.4 Significance of the study

Coaching is a relatively new concept in South Africa and given our diverse culture, this research assists organisations to take a closer look at the leadership styles of Managers in large organisations, the influence these have on relationships between Manager and Direct report and how these relationships can lead to a healthy workforce and ultimately impact the performance of the organisation. This study contributes to the available

research and literature on coaching leadership styles, relationships between Managers and Direct Reports and employee coaching.

1.5 Delimitations of the study

The research makes use of semi-structured one-on-one interviews to collect the data, exploring the experiences of Leaders/Managers and Direct Reports engaged in coaching relationships. The following criteria were looked at:

- Limited to Managers – with previous coaching experience
- Limited to employees who report directly to these Managers
- Managers hold positions in South African organisations in the Gauteng Region

Participants who were approached to participate did so of their own accord.

1.6 Definition of terms

It is important to note that the terms Manager and Leader are used interchangeably during this research.

In the figure below, the definition of terms used in the study are highlighted.

Table 1.1: Definition of terms

Terms	Definition
Coaching	Bennett and Bush (2009) state that *Coaching* involves conversation focussed on discovery and actions that help the person, group or team being coached achieve the desired outcome or goal *(Bennett & Bush, 2009).* *Coaching* is described by Tobias (1996) as an on-going series of activities tailored to the individual's current issues or relevant problem is designed by the coach to assist the executive in maintaining a consistent, confident focus as he/she tunes strengths and managers shortcomings *(Tobias, 1996*).

Terms	Definition
Employee Coaching	*Employee coaching*, according to Gregory & Levy (2010) is when an employee works one-on-one with his/her direct Manager to improve current work performance, enhance capabilities for future roles success of which is based on the relationship between the Employee and Manager (Gregory & Levy, 2010).
Executive Coaching	*Executive Coaching,* according to Sperry (1993), involves the teaching of skills in the context of a personal relationship with the learner and providing feedback on the executive's interpersonal relations and skills (Sperry, 1993)
Manager / Leader/ Coach	The *Coaching Manager / Coaching Leader* is the Manager/ Leader who coaches in a work context (*McCarthy & Ahrens, 2012)*
Direct report /Coachee	The person being coached in the work context is referred to as the *Coachee* (*McCarthy & Ahrens, 2012)*
Coaching Relationships	The *Coaching relationship* is the interaction between coach and coachee and is seen as a critical element in successful coaching outcomes (*Bluckert,* 2005)
Leadership Styles	*Leadership Styles* are different Traits and behaviours that Leaders display *(Goleman, 2000)*
Coaching Leadership style	A Leader with a *Coaching leadership style* develops people for the future. He/she displays empathy and has a high level of self-awareness. This Leader helps employees improve their performance and assists them in developing long term strategies (*Goleman, 2000)*

1.7 Assumptions

The following assumptions were identified:

1.7.1 Arising from the topic

It was assumed that the Managers interviewed for the primary data would be available to take part in the research. It was also assumed that they would agree to co-operate and show their interest in the topic.

The second assumption was that the participants would be honest and open and willing to share their experiences.

1.7.2 Arising from the Qualitative Design Framework

It was assumed that all the participants have an understanding of the topic being researched.

It was assumed that with the appropriate probing, the data collected would be rich so that it could be analysed and interpreted for meaningful conclusions. Creswell (2003) recommends the use of open-ended questions for the effective eliciting of views and opinions from the participants (Creswell, Clark, Gutmann, & Hanson, 2003).

Conducting interviews in the “natural settings, where human behaviour and events occur” hopefully provided more accurate insights about the topic being researched (Creswell, Hanson, Plano, & Morales, 2007).

1.8 Ethics

Full participation information forms and consent forms were given to the participants and only those who signed the consent form were included in the research.

The responses were kept confidential and were not reported in any other way aside from those associated with this research.

At each interview, the participant was reassured of confidentiality and the anonymity of their interview responses and they were asked if they were prepared to have the interview voice recorded and informed that they could decline if they so wished.

The use of participant's data was anonymous: questionnaire responses were not associated with participant names, and interview transcriptions were coded by number.

All the information was held securely and kept confidential throughout the research.

There were no costs to the participant or their respondents associated with this research and there were no negative consequences for the participants or their respondents as a result of taking part in this research. Participants were offered summaries of the findings on request.

All participants were informed that they retain the right to have their contributions withdrawn at any time prior to the submission of the research. In addition, the contributor had the right to refuse to answer any question asked on the questionnaire or during the interview, or to ask to end the interview at any time.

1.9 Report Outline

The following chapters start with a literature review in which employee coaching and leadership styles are discussed. A final summary of the research problem and sub-problems is provided.

Following the literature review, chapter 3 looks at the research methodology, including research design, population and sample, the research instrument, analysis and interpretation of data, limitations of the study, as well as validity and reliability.

The findings are presented in chapter 4 and the discussion in chapter 5. The report is then concluded with recommendations and suggestions for future research in chapter 6.

2 CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter contains a literature review of the themes relating to the research which looks at how coaching influences relationships between Manager and Direct Report. It further examines the behaviours of a coaching leadership style and how this influences relationships between Managers and Direct Reports. This chapter then concludes with the study's research questions.

2.2 Coaching defined

The literature offers numerous different definitions of the term "Coaching" and this is mainly due to the fact that no universal definition exists which has resulted in various definitions used for various practices.

According to Cox et al. (2014), coaching is a human development process that involves structured, focused interaction and the use of appropriate strategies, tools and techniques to promote desirable and sustainable change for benefit of the coachee and potentially for other stakeholders (Cox et al., 2014).

According to Kilburg (1996), coaching is when a relationship is formed between a client who has managerial authority and responsibility in an organisation and a consultant who uses a wide variety of techniques and methods to help the client achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction and, consequently, to improve the effectiveness of the client's organisation within a formally defined coaching agreement (Kilburg, 1996).

Zeus and Skiffington (2000) highlight three characteristics of coaching:

1. Coaching is a conversation between coach and coachees where the coach plays a supporting role and allows coachees to focus on what they know.

2. Secondly, coaching is focused on learning. The intended outcome is for the employee to be able to self-correct their behaviour and generate their own responses and solutions to problems.
3. Thirdly, coaching is about asking the correct questions and not providing the answers.

Hall, Otazo & Hollenbeck (2000, p.40) saw coaching as a “practical, goal-focused form of personal, one-on-one learning for busy executives and may be used to improve performance or executive behaviour, enhance a career or prevent derailment, and work through organizational issues or change initiatives” (Hall, Otazo, & Hollenbeck, 2000).

Grant (2006), states that coaching is focused on both the personal and professional lives of employees. He refers to coaching as collaborative, individualised, solution-focused, results orientated, systematic, stretching and also adds that coaching can enable self-directed learning (Grant, 2006).

It is interesting to note that there are a number of variations of coaching, but according to Grant (2008), the most well-known forms of coaching are executive coaching, life coaching and business coaching (Grant, 2008).

2.2.1 Executive Coaching

Executive coaching takes place in organisations when the services of an external executive coach is requested with the aim to meet periodically with senior management to discuss various work related issues including learning and development. Ideally, corporate leadership development initiatives should include executive coaching which could either be the core of such programs or alternatively can be used as content or in-depth development training. According to Thach and Heinselman (1999), there are three major types of executive coaching, namely, feedback coaching, in-depth development coaching and content coaching (Thach & Heinselman, 1999). Each of these is implemented in a different manner, as explained below:

2.2.1.1 Feedback Coaching

Feedback Coaching is when a leader is given feedback on specific issues by the coach. The coach assists the leader to create a development plan around specific issues. There are usually several follow-up conversations between coach and leader (Thach & Heinselman, 1999).

2.2.1.2 In-depth Development Coaching

This type of coaching entails in-depth data collection by the coach about the executive. The coach uses a number of assessment instruments and in addition, conducts face-to-face interviews with peers, subordinates, managers, customers, suppliers and in some instances, family members. Feedback to the executive usually lasts up to two days and is usually an intense face-to-face interaction (Thach & Heinselman, 1999).

2.2.1.3 Content Coaching

Content coaching involves providing leaders with knowledge and skills in a specific content area. The duration of the coaching depends on the issue at hand. One finds that the coach is an expert on the type of content that is discussed (Thach & Heinselman, 1999).

2.2.2 Life Coaching

A life coach inspires clients to find the right balance, enjoyment and meaning in their lives (Mumford, 2009). A life coach assists the executive to take the time to question and challenge their own assumptions, helps them to focus on what their life is really about rather than what they or others think it should be. In this way, it allows them to find a balance, enjoy themselves more and work out what life actually means for them.

2.2.3 Business Coaching

Business coaching focuses on skill development of the client which is required to achieve business outcomes, rather than on the personal or career goals of the person being coached. Business coaching differs from traditional training in that it is process rather than curriculum or content based and it occurs in the workplace and through work. The

development of business coaching as both an industry and as different sets of practice represents a response to an overall shift away from the traditions of formal learning that occur outside the workplace to methods of learning that are more informally focused within the workplace and diffusely embedded in real-time practices (Clegg, Rhodes, Kornberger, & Stilin, 2005).

A definition of coaching that is more appropriate for this research as it mainly refers to the roles of a Manager as a coach is one by Whitmore (2010). Whitmore refers to coaching as a way of managing, a way of treating people, a way of thinking and a way of being (Whitmore, 2010).

2.2.4 Internal Coach, External Coach and a Manager as a Coach

The coaching literature highlights two types of coaching which happen in the workplace, namely, Executive Coaching in which the coaching role is usually filled by an external party and Employee Coaching in which the role of the coach is filled by the Direct Manager (Gregory & Levy, 2010). In Executive Coaching, the executive is able to select the coach based on his own needs and preferences and is usually funded by the organisation whereas in Employee Coaching, also known as Managerial Coaching, where the coaching role is fulfilled by the Direct Manager, the Coachee/Employee is unable to make this choice. For the purpose of this research, the focus is on Employee Coaching rather than Executive Coaching.

2.2.4.1 External Coach

An external coach is usually called an Executive Coach and is external to the organisation. An Executive Coach is contracted into the organisation and his/her roles are to either coach a senior executive or manager according to their own agenda or alternatively, to coach managers after they have attended training with the purpose of embedding the training and facilitating the transfer of knowledge (Fillery-Travis & Lane, 2006).

The positive effects of executive coaching are well documented, with positive outcomes reported using both internal and external coaches. However, there is some evidence that perceived effectiveness is higher when using external coaches who are psychologically trained and have credibility with the target group (Bozer, Sarros, & Santora, 2014).

2.2.4.2 Internal Coach

Internal coaches are individuals within an organisation, eg. HR professionals, who are trained to coach other employees. Fillery-Travis and Lane make it clear that these coaches do not coach their direct reports. A process is usually followed where selection and matching coach and coaches takes place (Fillery-Travis & Lane, 2006).

Most organisations are starting to use internal coaches as they usually have a better understanding of the business issues at hand and they are not contracted in which means that it is more cost-effective for organisations. According to Fillery-Travis and Lane (2006), the advantage of using internal coaches is that they do not need to conduct the same sort of assessment as an external coach. This is due to the fact that they have access to all the required information. According to these authors, internal coaches can perform various roles which include coaching employees who are not coached by their managers, training managers to coach, supervising and supporting manager-coaches and coaching senior managers in technical or specialised areas. The coaching agenda for internal coaching is largely driven by the organisational framework within which coaching takes place, but the employee as an individual is also focused upon (Fillery-Travis & Lane, 2006).

2.2.4.3 Manager-Coach

Manager as a coach refers to a coaching relationship between a Manager and his/her Direct Reports. Robertson and Cooper (2010) stated that the biggest single influence on every employee's day-to-day experience of work is his or her line manager (Robertson & Cooper, 2010). At an operational level, the leader or manager is in a uniquely powerful position when it comes to influencing the psychological well-being and engagement of others and thus the role of a manager-coach is to enable this well-being and ensure that

relationships are maintained through crucial conversations. The manager-coach is expected to understand the organisational issues and attempts to seek solutions as to what can be done to enable the process of learning and talent retention.

Humphrey and Stokes (2000) indicated that organisations are looking at their Managers to coach and train the employees and therefore this role as a coach for a Manager is becoming a key element of the Manager's day-to-day activities (Humphrey & Stokes, 2000b).

The literature states that coaching is increasingly becoming a key element of the manager and leader's role (Ladyshewsky, 2010; Longenecker, 2010; Rock & Donde, 2008). Grant (2003) highlighted that manager-coach literature dates back to 1930s and only recently has the focus shifted from executive coaching to manager-coach. He further states that although the focus has not been on manager-coaching or employee-coaching, it has become extremely relevant due to the increased emphasis on organisations becoming "Learning Organisations" (Grant, 2003). A learning organisation, according to Pedler (1989), is an organisation that facilitates learning of all its employees and strives to meet its strategic objectives (Pedler, Boydell, & Burgoyne, 1989).

The objective of the manager-direct report coaching interaction is designed to benefit both the manager and the employee. This objective should be focused on the organisational goals, objectives and performance with the manager-employee relationship being completely mutual where the employee offers input and the manager provides the support required (Fillery-Travis & Lane, 2006).

The manager-employee coaching relationship should be focused on performance and development. The benefit of this is that the coach is mostly always available for the employee and that he/she has an in-depth knowledge of the organisational goals and objectives and that s/he will also have a clear understanding of the developmental needs of the employee.

The skills and performance of the employee would be the key focus of the coaching conversation between the Manager and the Employee and any personal information would be avoided, according to Fillery-Travis and Lane (2006). Baron and Morin (2010) indicate that the employee may be reluctant to bring up certain subjects with the manager, which is a clear disadvantage of manager-coaching, mainly because the manager is in authority over him. In addition, these authors state that the relationship between a manager and coach is not truly developmental as there is no clear start and end point to the coaching. However, even though personal issues may not be discussed openly in all relationships, in many instances these personal issues do arise, particularly when difficulties are experienced. At the core is the fact that a sound, trusting relationship is established between the manager and the employee and that managers are trained in coaching skills and engage in one-on-one discussions with their employees on a regular basis (Baron & Morin, 2010).

Trust is key in a manager-coaching relationship, according to Phillips (2013), as the lack thereof can hinder the coaching outcome (Phillips, 2013). At the start of this relationship, the employee will automatically feel inferior to the Manager due to his/her experience and knowledge and because of the reporting relationship. The manager will need to clear the dissonance right from the beginning so that the trust can be established. Waldroop and Butler (1996) have the view that coaching skills are necessary for any Manager who want to manage successfully (Waldroop & Butler, 1996).

Phillips (2013) also regards the manager-coach as rare, due to the obstacles inherent in this relationship. He mentions the following two obstacles:

- the assumption that the manager coach is fully knowledgeable in all areas that the employee is to be coached on. One needs to realise that this is not always the case

- The assumption that the skills of a good manager do not necessarily equate to the skills of a good coach

The traditional skills of a Manager such as controlling, competing, problem solving need to be replaced by coaching skills such as giving and receiving feedback, listening, questioning and empowering (Hankins & Kleiner, 1995).

Barry (1994) and Ellinger and Bostrom (1999) support this by acknowledging the difficulties manager-coaches experience in moving from directing and controlling others to influencing, guiding and empowering employees, with Burdett (1998) emphasising that this move is reliant on management's ability to coach (Barry, 1994; Burdett, 1998; Ellinger & Bostrom, 1999).

Barry (1994) and Ellinger et al. (2003) emphasise that the manager and employee need to agree on the coaching and that the Manager cannot insist on coaching the employees. The manager-coach needs to be aware of any differences and difficulties between him/herself and the employee that would prevent the coaching from being effective (Barry, 1994; Ellinger, Ellinger, & Keller, 2003).

The skills required of a manager-coach are less specialised that those of an external coach as the manager-coach clearly focuses only on performance and development issues but also the level of engagement and the objectives of the coaching relationship will determine the expertise and skills required of the manager. Coaching skills are however, still essential for any manager to have.

The Chartered Institute of People and Development survey report 2006, indicated that there is a shift towards using internal coaches in the workplace as opposed to employing external coaches to the organisation (Truss et al., 2006). There is a growing interest in line managers with coaching skills and also an indication that organisations are showing an interest in pursuing a "coaching culture" which can be embedded into the organisation (Leonard-Cross, 2010).

"A coaching culture is one in which the regular review of performance and just-in-time feedback is expected" (Lindbom 2007, p.102). When a coaching culture is evident in organisations, employees rely on positive feedback when they have done things correctly and welcome constructive critique when their work needs improvement as this assists

them in being more effective in their roles which leads to improved individual and organisation performance (Lindbom, 2007).

If any organisation is to perform and to rapidly respond to changing environments of deepening globalisation, increased competitiveness, rapid technological change and developing new capabilities, it needs to have high levels of performance and innovation (Manso, 2011). As these environments become more complex and leaders increasingly face difficult challenges, the use of organisational coaching rises and organisations therefore need to create a culture that will enable the leaders and their staff to deal with these challenges (Bennett & Bush, 2009).

Over the last 15 years, coaching in the business world has gained much credibility and this is evident from the increase in coaching literature available (Augustijnen, Schnitzer, & Van Esbroeck, 2011).

The Managers in this study are Managers that have either been coached by an external coach and have been trained as Manager-coaches. The research draws on experiences by both the Managers and Employees.

2.3 Leadership and Leadership Styles

The first research question aims to determine whether the term “coaching leadership style” is recognised in organisations and whether other terms are used to describe leadership styles in organisations.

Even though coaching is an essential element of effective management, as indicated by the coaching literature, not all Managers adopt a facilitative coaching role. Goleman (2002) indicated that even though the coaching style of leadership is the most effective in organisations, finding the Manager who adopts this style of leading is very rare (Goleman, Boyatzis, & McKee, 2002).

2.3.1 Leadership

Leadership is complex, comprising many definitions and qualities (Grimm, 2010). Porter-O’Grady (2003) defined leadership as a multifaceted process of identifying a goal,

motivating other people to act and providing the support and motivation to achieve mutually negotiated goals (Porter-O'Grady & Malloch, 2003).

In today's growing competitive global markets, organisations have somewhat shifted towards increased use of teamwork to leverage knowledge, resources and information (Gordon, 2002; Jaca, Viles, Tanco, Mateo, & Santos, 2013). Organisations must have the ability to adapt to the changing market environment to continue to operate and compete with other organisations around the world and therefore leadership plays an important role. According to Callanan (2004), the idea of distributing power among all of the individuals rather than the leader hoarding all the power is more pertinent today (Callanan, 2004). The concept of leaders sharing and distributing power with followers can be difficult to accept because it goes against many norms of the traditional workplace dynamic.

Traditionally, organisations have primarily utilised a hierarchical and vertical style of leadership where there is one central directive leader governing and enforcing control on a group of followers (Bass, 1985; Halal, 1994; Shane Wood & Fields, 2007). The leader's main job is to delegate daily tasks, provide the followers with guidance, set the rules and boundaries and coordinate daily activities. The followers just need to obey the instructions given by the leader and do not have any input in the decision making process, nor are they allowed to make any suggestions. During the height of the Renaissance, the Italian historian, Niccolo Machiavelli, who was also a philosopher and politician, greatly influenced the traditional hierarchical style of leadership. Machiavelli is well-known for saying that it is much safer for a leader to be feared than loved by one's followers as fear tends to command more respect, whereas those who are loved have a greater propensity to be used. In Machiavelli's view, the purpose of a leader was to build and hoard power for an organisation to prosper and flourish (Callanan, 2004). This philosophy is completely the opposite of how organisations are run today where the importance of collaboration and cooperation amongst all staff is high on the agenda.

In modern organisations, greater diversity and a multitude of personalities comprise the overall make-up of a team, making the task of team leadership daunting. A leader's role is to elicit effective performance from others. This involves leading and influencing the

development of shared values, vision and expectations to enhance their organisation's planned goals and overall effectiveness (Feather, 2009). Feather went further to say that successful organisations grow and develop their leaders by enhancing their self-awareness, self-management, social awareness and social skills. This will improve their emotional intelligence (Feather, 2009). Walton defined emotional intelligence as the ability to manage the effect of one's own emotions in relationships with others (Walton, 2012). Goleman (2000) noted that leaders need to first be aware of their own emotions if they want to understand the emotion of others and stated that effective leaders need to have emotional intelligence (Goleman et al., 2002).

As the world and organisational environments become more VUCA, consisting of more volatility, uncertainty, complexity and ambiguity, failures in leadership and lack of resilience across the workforce could increase. To help prevent this, as the growing amount of scientific research in the last two decades indicates, future leaders will have to develop an expanded set of leadership competencies beyond what has worked for them in the past. Successful leaders will have to effectively harness the capabilities within both the cognitive and emotional centres of their brain.

2.3.2 Leadership Styles

In the context of leadership, Bianco-Mathis et al. (2000) claim that the most effective leaders embrace coaching as a way of being and align their coaching beliefs with action, honest communication, a vision and they relate to others in an open and authentic manner (Bianco-Mathis, Nabors, & Roman, 2002). They designate these leaders as 'coaching leaders', and claim that although traditional leaders have exerted direction, advice and coercion, coaching leaders rely on their ability to influence, teach and question.

Assertiveness and responsiveness, researchers claim, are the two most important dimensions in determining an individual's leadership style (Darling & Leffel, 2010; Merrill & Reid, 1981). Assertiveness is defined as when an individual is direct or indirect in communicating with others, whereas responsiveness is seen as how the individual is able to express him or herself emotionally while in a team or group.

In today's competitive global environment, leaders need to manage their staff so that they are able to adapt to changing situations.

Three leadership styles around decision making were formulated by Lewin et al. (1939), which were namely, autocratic also known as authoritarian, democratic also known as participative and laissez-faire, also known as delegative (Lewin, Lippitt, & White, 1939). According to Dessler and Starke (2004), the laissez-faire style attracts leaders who are comfortable with having minimum input in the decision making although they may still be responsible for the outcome of the decision made and it allows for the development of critical thinking skills as well as group problem solving (Dessler & Starke, 2004). According to Lewin however, in the absence of highly qualified and effective participants, the utilisation of this style leads to lack of control in productivity, increased costs, and failure to meet deadlines (Lewin et al., 1939).

In 1978, Burns was the first to publish the theory of transformational and transactional leadership and this was later expanded upon by Bass in 1985. Burns (1978) defines transformational leaders as having the ability to direct positive changes in a team by motivating the members to be effective and efficient (Bass, 1985). This leader is vision oriented and as such, focuses on the long term goals, but it requires the leader to be surrounded by reliable, qualified staff to take care of the minor details for the outcome to be achieved (Graen & Uhl-Bien, 1995). The transformational leader expresses his personal beliefs and value system and takes special interest in the development of the team members individually which results in an overall more cohesive team with performance achievements above expectations (Bass, 1985).

In the past 70 years, the workplace has transformed tremendously but the need to develop strong, capable leaders to succeed in an increasingly fast-paced working environment has remained constant (Stout-Rostron, 2014). A “leadership style” is the way in which a leader mobilises and motivates people, provides them with direction and guidance, and implements strategies and plans. Leadership is crucial in every organisation’s success or failure and in excellent organisations, one will usually find excellent leadership. Effective leadership can move organisations from current states to future states of excellence (Goleman, 2000).

Leadership styles have evolved through various theoretical streams that have been developed over the years. As a result, many different types of leadership styles have surfaced which makes it very difficult for leaders to manage and use appropriate styles in the business world today.

Although leadership was considered as a way of influencing others by controlling the behaviour of a group or individuals, leadership styles have evolved and extended beyond influence to include motivation so that organisational goals are achieved (Caldwell & Dixon, 2010; House, Hanges, Javidan, Dorfman, & Gupta, 2004; Rosette & Tost, 2010). In contemporary research, the focus is on behaviours that result in leadership effectiveness (Jogulu, 2010).

As mentioned earlier, in 1939, Kurt Lewin, Ronald Lippitt and Ralph White identified three kinds of leadership: *autocratic* where the leader dictates how the task will be done and all power resides with this leader; *democratic* where leaders provide guidance to group members and input is allowed from all; *laissez-faire* where leaders offer little structure or guidance and all decision making is left to the group (Lewin et al., 1939). Although later research identified more specific types of leadership, this early study was very influential.

According to Goleman (2000) in his book “Leadership that Gets Results”, there are six leadership styles, namely: Coercive, Authoritative, Affiliative, Democratic and Coaching. *Coercive* leaders demand immediate compliance, *Authoritative* leaders mobilise people toward a vision, *Affiliative* leaders create emotional bonds and harmony, *Democratic* leaders build consensus through participation and *Coaching* leaders develop people for the future (Goleman, 2000). This is summarised in table 2.1.

Table 2.1: The six leadership styles (Goleman, 2000)

The Six Leadership Styles at a glance						
	Coaching Style	**Coercive**	**Authoritative**	**Affiliative**	**Democratic**	**Pacesetting**
Modus Operandi	Develops people for the future	Demands immediate compliance	Mobilises people towards a vision	Creates harmony and builds emotional bonds	Forges consensus through participation	Sets high standards for performance
Style in one phrase	"Try this"	"Do what I tell you"	"Come with me"	"People come first"	"What do you think"	"Do as I do, now"
Underlying emotional intelligence competencies	Developing others, Empathy, Self-awareness	Drive to achieve, initiative, self-control	Self-confidence, Empathy, Change catalyst	Empathy, Building relationships, communication	Collaboration, team leadership, communication	Conscientiousness, drive to achieve, initiative
When the style works best	To help an employee improve performance or develop long term strengths	In a crises to kick start a turnaround or with problem employees	When changes require a new vision or when a clear direction is needed	To heal rifts in a team or to motivate people during stressful circumstances	To build buy-in or consensus or to get input from valuable employees	To get quick results from a highly motivated and competent team

Leaders who have created the best organisational climate and produce the best performance, are the leaders who have mastered the authoritative, democratic, affiliative and coaching styles with the most effective leaders being able to switch amongst the styles when needed. The more styles that a leader uses to deal with challenges, the more effective the leader will be (Goleman, 2000).

Leaders with a coaching style assist their subordinates to identify their strengths and development areas and to link these to their personal and career goals. They help in developing long term goals and devise a plan to achieve them. They provide lots of feedback (Goleman, 2000).

Feedback plays an important role in coaching by line managers (Wheeler, 2011). Zeus (2000) indicated that of primary importance to staff development is the feedback that happens between Managers and their team members. Feedback is however one of the

most difficult coaching behaviours for line Managers to adopt as it is linked to the human natural tendency to avoid confrontation (Walker, 2002).

Providing regular feedback to employees by managers is lacking in most organisations today and although an environment that encourages feedback is required, organisations seem to struggle to create this for their staff. A solution is to create a coaching culture by including coaching as a core competency and behavioural expectation (Lindbom, 2007).

Coaching leaders, according to Goleman (2000), are prepared to put up with short term failure if it furthers long term learning. Of the six styles, Goleman's research indicated that the coaching style is used the least.

2.4 Understanding Coaching Behaviours

The second research question is to determine the behaviours of a coaching leadership style and how this influences relationships between the Manager and the Direct Reports.

The behaviour and mind-set of a coach is the determinant in the outcome of a successful coaching intervention (Hicks & McCracken, 2009). A coaching mind-set begins with the realisation that it is not the role of the coach to diagnose and solve the client's problem. The role of the coach is to assist the client in thinking through the issues so that they are able to develop their own problem-solving abilities, however this does not mean that the coach does not offer advice, but it indicates that listening and questioning are the key functions of a coach (Hicks & McCracken, 2009).

Aspects of behaviour that explain leader influence on the performance of a team, work unit, or organisation was an important objective of leadership research. Leader behaviour categories needed to be observable, distinct, measurable, and relevant for many types of leaders. Bass & Bass (2009) indicated that thousands of studies on leader behaviour and its effects have been conducted over the past half century, and the behaviour classifications which guided the research have substantial differences in the number and type of behaviours they include (Bass & Bass, 2009).

Managers that are successful at coaching and supportive of learning, have embedded coaching style behaviours into their Management practices (Hamlin et al., 2007). These

coaching style behaviours include - advising and guiding, creating and promoting a learning environment, providing positive feedback, identifying development needs, attentive listening and mutual trust (Hamlin et al., 2007).

The International Coaching Federation recognises eleven core coaching competencies; (1) meeting ethical guidelines and professional standards; (2) establishing the coaching agreement; (3) capacity to create a trusting relationship; (4) ability to have a coaching presence; (5) active listening; (6) powerful questioning; (7) direct communication; (8) creating awareness; (9) designing actions; (10) ability to plan and set goals; and (11) managing progress and accountability (Stober, Wildflower, & Drake, 2006). Being approachable, empowering, challenging, advising and assessing are further management attributes that are needed in a coaching process (Beattie, 2002). Managers who adopt a coaching style have either been coached themselves or have worked as internal coaches and this has positively influenced their beliefs about coaching and its value (Ogilvy & Ellam-Dyson, 2012).

Beattie (2002) identified facilitative behaviours as being approachable, providing constructive feedback, empowering, challenging, advising and assessing. Subsequent to this, Hamlin, Ellinger and Beattie (2006) suggested that Managers who embed a coaching style behaviour into their management practices are particularly effective. A coaching style was said to include; advising and guiding staff, creating and promoting a learning environment, providing feedback – whether positive or negative - and identifying development needs. Managers and leaders find it extremely difficult to shift from a prescriptive leading style to an empowering style due to either a lack in requisite skills and knowledge to coach effectively or they may just lack the time to coach (De Jong, Leenders, & Thijssen, 1999; Hunt & Weintraub, 2002a).

It is reasonable to say that relationships are susceptible to challenges, with negative incidents and experiences being a feature of any type of coaching related developmental interpersonal relationships, not least those existing between Managers and subordinates (Ellinger, Hamlin, Beattie, & Rona, 2008).

Effective Managerial Coaching Behaviours were found to be : giving feedback, setting clear expectations and creating a coaching climate that involves a positive trusting relationship (Ellinger, Hamlin, Beattie, et al., 2008).

The comparison in table 2.2 draws from findings of three studies on ineffective managerial behaviours. Ellinger's (1997) and Ellinger and Bastram's (1999) research on managerial coaching behaviours in US learning organisations; Beattie's (2002) research on managerial facilitative behaviours in UK voluntary sector organisations and Hamlin's (2004) generic model of managerial and leadership effectiveness.

Table 2.2: Comparison among the ineffective behavioural categories of 3 studies (Ellinger et al., 2008)

Ellinger (1997) Ineffective Managerial Coaching Behaviours	Hamlin (2004) Negative Behaviours	Beattie (2002) Inhibitory Behaviours
Authoritarian & Directive	Autocratic Leadership Style	Being dogmatic
Too Intense & Emotional	Uncaring/self-serving	Controlling
An ineffective communicator	Tolerance of poor performance and low standards	Unassertive
Inappropriate approaches or behaviours	Abdicating roles and responsibilities	Withholding information
	Resistant to new ideas and change	Task orientated & not giving time

The common ineffective behaviours across all three studies were autocratic, directive, controlling and dictatorial styles, ineffective communication and inappropriate behaviours. These are commonly associated with "traditional bureaucratic management paradigm" which is not appropriate where one is trying to promote a "coaching management paradigm" (Ellinger, Hamlin, Beattie, et al., 2008). All three studies clearly show the behaviours that should be avoided and prevent managers from being considered as effective coaches. One will probably find that where such behaviours are displayed, coaching is completely absent and relationships are tarnished.

Conflict of interest and confidentiality have also been identified as potential barriers to coaching effectiveness (O'Connor & Lages, 2004). In addition, a manager's personal characteristics, such as personality, relationships and self-confidence are also seen as barriers to willingness to coach (Harris, 2005).

2.5 Coaching Relationships

The *third sub-question* is to look at how a coaching leadership style influences relationships and figure 2.1 depicts the conceptualisation of the relationships that are focused on in this research



Figure 2.1: The conceptualisation of the relationships between Manager and Direct Reports

A successful coach-coachee relationship is critical to coaching effectiveness (Boyce, Jackson, & Neal, 2010). The coaching support that the coach (manager) provides to the coachee (direct report) is critical to the success of coaching and therefore Managers are considered as the key stakeholders of the coaching process (Joo, 2005).

Gregory and Levy (2010. p. 111) defined employee coaching as a "developmental activity in which an employee works one-on-one with his or direct manager to improve current job performance and enhance his or her capabilities for future roles and/or challenges, the success of which is based on the relationship between the employee and manager, as well as the use of objective information, such as feedback, performance data, or assessments".

Since Managers play a significant role in the coaching process, they must ensure that the coaching is focused on improving the coachee's work related performance and that it is aligned to organisational effectiveness and business needs (Ogilvy & Ellam-Dyson, 2012).

A number of management behaviours which include building a strong relationship with the direct reports, facilitates positive learning and leads to positive coaching outcomes (Brinkerhoff & Montesino, 1995). The manager should therefore reinforce the value of learning and provide positive constructive feedback to the direct reports (Martocchio & Webster, 1992) as this will also aid in achieving a positive relationship.

Several authors (Garman, Whiston, & Zlatoper, 2000) have highlighted that coaching relationships will differ between coach and coachee as these are dependent on the individuals involved.

London and Smither (2002) noted that coaching may be second nature to some Managers while it can be more difficult for others. A supervisor who coaches two of his/her direct reports may experience one working relationship to be highly effective, whereas the other may not produce any positive outcomes (Gregory & Levy, 2011). The second employee may, however, form a trusting relationship with a different supervisor that could lead to positive outcomes. Based on this notion, Gregory and Levy (2011) suggest that attitudes and individual differences that coach and coachee bring to a coaching relationship, will have an impact on the effectiveness of that relationship.

Employee coaching is not a 'one-time, one-way' interaction, but an on-going collaborative process, according to London and Smither (2002). Garman, Whitson and Zlatoper (2000) suggested that the focus of employee coaching relationships can vary based on the individuals involved due to the one-on-one, customised, and collaborative nature of coaching (Garman et al., 2000). Coaching managers may find that the nature or quality of their employee coaching relationships differs across individual subordinates (Ting, Riddle, Ting, & Scisco, 2006). A typical dyad between a supervisor/manager and a direct report includes experiences from months or years of working together, past performance evaluations, positive and negative feedback exchanges and other elements of their history together. The coaching relationship between a supervisor/manager and a direct report is simply a component of an existing relationship which is probably why Managers find it so hard to fulfil the role of a Manager-Coach. A number of researchers have noted the value of the supervisor-subordinate relationship in employee coaching, yet little research has examined the role of this relationship in impacting the effectiveness of employee coaching (Gregory & Levy, 2010). For example, Evered and Selman (1989) noted that employee coaching occurs in a relationship that is action-oriented, results

oriented, and person-oriented and that coaching cannot be separated from the relationship as a whole (Evered & Selman, 1989). Coaching can only be successful if the relationship between supervisor/manager and direct report is successful.

2.6 Conclusion of Literature Review

As organisations change and restructure, they are increasingly looking at the Managers to coach, mentor, train and develop skills in coaching so as to facilitate employee learning (Humphrey & Stokes, 2000a).

Effective coaching behaviours by Managers can result in the modelling of positive behaviours among employees (Lockwood, Jordan, & Kunda, 2002), whereas ineffective behaviours by Managers will lead to employees avoiding interaction and therefore leading to ineffective relationships (Lockwood et al., 2002).

Both the effective and ineffective coaching behaviours need to be understood as they influence the coaching intervention, quality of the relationship between coach and coachee and this in turn, determines the coaching outcome (Ellinger, Hamlin, Beattie, et al., 2008).

2.6.1 Research Questions

Research Sub-Question 1: Is a Coaching Leadership Style recognised in organisations?

Research Sub-Question 2: What are the typical behaviours of a Coaching Leadership style?

Research Sub-Question 3: Does a Coaching Leadership Style influence relationships between the Manager and Direct Report?

3 CHAPTER 3: RESEARCH METHODOLOGY

This chapter outlines the methodological approaches that underpinned the research conducted. The literature review chapter formed a theoretical basis for the research questions whereas this chapter focuses on the methods used to investigate the research questions. The research design, research instrument and data analysis that are pertinent to the study are detailed and a description of the research limitations is included, as well as the validity and reliability of the research.

3.1 Research Methodology

This research study used a qualitative method to answer the research questions. This paradigm according to Filstead (1979. p 40), can be defined as a "set of interrelated assumptions about the social world which provides a philosophical and conceptual framework for the organised study of that world" (Filstead, 1979). A paradigm sets the context for an investigator's study.

Qualitative methods use data to provide a greater understanding of a concept with the focus being on words, descriptions and interpretations to explore and explain qualities associated with a situation (Cooper, Schindler, & Sun, 2006). Given the exploratory nature of the research problem and the fact that the research is dependent on the experiences of individuals in the business context, an Interpretivist approach was used. Interpretivism is about the type of phenomena we experience and how we experience these in our daily lives (Angen, 2000).

Challenges relating to the qualitative approach are:

- Identifying participants who can make a meaningful contribution to the research question (Creswell et al., 2007)

- Understanding limitations such as bias, gender and experiences (Creswell et al., 2007)

- Managing the volume of data

Qualitative research refers to language versus quantitative research which refers to numbered data (Polkinghorne, 2005). The purpose of qualitative research is to “build a complex, holistic picture” (Creswell, 1998, p. 15) and to describe and clarify “human experience as it appears in people’s lives” (Polkinghorne, 2005, p. 137). There is an effort to understand, appreciate, and portray the processes and means that people use to give meaning to their own and other’s behaviour (Patton, 2005). In qualitative research, knowledge is not passively observed, but actively constructed and evolves from an exploration of people’s internal constructions (Heppner, Kivlighan, & Wampold, 1999). Sources of qualitative data include interviews, focus groups, observations, documents, and artefacts from multiple approaches (Polkinghorne, 2005). Creswell contended that these approaches can be organised in the following traditions: phenomenology, grounded theory, ethnography, biography, and case study. Moreover, such methods and sources reflect different kinds of research questions, philosophical leanings, data collection strategies, and analytic practices (Polkinghorne, 2005; (Ponterotto, 2005).

The primary data for this research was gathered through in-depth, semi-structured interviews using open-ended questions and was influenced by individual experiences and the business context in which the study was done.

Polit and Beck (2006. p 490) define an interview as:

> *'A method of data collection in which one person (an interviewer) asks questions of another person (a respondent): interviews are conducted either face-to-face or by telephone.' (Polit & Beck, 2006)*

According to researchers, interviews are one of the most commonly used methods of data collection (DiCicco-Bloom & Crabtree, 2006). A number of researchers differentiate between structured, semi-structured and unstructured interviews (Polit, Beck, & Hungler, 2006). Structured interviews use a questionnaire format with closed questions and can be beneficial, particularly when participants have either a speech or language impairment.

3.2 Research Design

The research looked at the characteristics of a coaching leadership style and how these and the coaching behaviours affect the Manager and Direct Report relationship. The research was based on the results of semi-structured interviews with Managers and Direct reports where coaching is used as part of a leadership style. For the research questions to be answered, one could not just skim across the surface and in order to get a deep understanding of the topic, the researcher needed to dig deep – and this could be done in qualitative research. Numerous forms of data are examined from various angles to construct a rich and meaningful picture of a complete, multifaceted situation (Leedy & Ormrod, 2001).

For the purposes of the research, eight (8) different organisations, representing both the private and public sector, were approached. Twenty-two (22) participants participated voluntarily and were interviewed using semi-structured interviews which allowed for comparable responses to similar questions. The advantage of this chosen methodology was that it provided an opportunity for the researcher to explore further and probe the responses from the participants during the interviews. This provided more robust and comprehensive responses to the questions than a structured questionnaire or a survey could have provided. The researcher also had the opportunity to adjust questions as the interviews progressed when it was felt that the data being collected was not appropriate or applicable to the research questions. The interview questions were pre-tested prior to the commencement of the research which ensured that the questions were relevant and understandable. The disadvantages of this method were that the interview process generated a significant amount of data that needed to be transcribed and analysed and because of the detailed process, it was extremely time-consuming.

3.3 Population and sample

3.3.1 Population

The population frame consisted of Managers and Direct Reports in organisations operating within the South African business environment. The Managers who were

interviewed had either been coached or had been trained as coaches. The Direct Reports report directly into these Managers.

3.3.2 Sample and sampling method

Convenient and judgement sampling strategies were used in this study. The most common technique used is the judgement technique which is also known as the purposeful technique (Marshall, 1996). The researcher selected participants who would provide the most productive information to the research questions. Interviews were conducted with a total of thirteen (13) Managers and nine (9) Direct Reports. The remaining four (4) Direct Reports were not available for the interviews but the sample was large enough for the research. The participants were selected based on the following criteria:

- Managers operated at a management level at the time of the interview
- Managers had received individual coaching
- Direct Reports reported directly to the Managers above

The sample that was selected is demographically represented within the South African business landscape and consists of males and females in both the public and private sectors. The researcher did not specifically look at any other criteria such as qualifications or ethnic group, yet all races were represented in the sample. This sampling method was appropriate to the specific information which was required.

Table 3.1: Profile of respondents

Description of respondent	Number sampled
Managers	13
Direct Reports of the Managers above	9
Total	22

Managers selected were from middle, senior and executive levels of the organisations and the Direct Reports were individuals who reported directly to them. Only nine (9) direct Reports were interviewed as compared to thirteen (13) Managers and this was due to the fact that not all the Direct Reports were available at the time of the interviews. This however did not affect the findings of the research.

3.4 The research instrument

An interview is a method of data collection where the interviewer asks the respondent questions either face-to-face or by telephone (Polit & Beck, 2006). Semi-structured interviews were used as a research instrument for the purpose of this study and the questionnaire (Annexure 4) served as a guideline to the interview. The interview questions were pre-tested and were adjusted during the interviews as the researcher saw fit.

Semi-structured, in-depth interviews are intimate personal encounters in which open, direct, verbal questions are used to elicit detailed narratives and stories (DiCicco-Bloom & Crabtree, 2006).

According to Creswell (2003), there are advantages and limitations to semi-structured, in-depth interviews. The advantages include that participants will provide valuable, rich and insightful information around their experiences, especially if the interview is conducted properly. A limitation is that not all respondents are articulate and honest.

All interviews were recorded, with permission, and transcribed. The interview structure included (Creswell et al., 2007):

- Heading which indicated Date and Place
- Instructions for the interviewer to ensure consistency
- Questions
- Probes to questions which enriched the data
- Spaces for writing responses
- Close and Thank You notes for the researcher

3.5 Procedure for data collection

The selected respondents were contacted telephonically to secure an appointment. Emails were also sent to each respondent as a follow up to the telephone call to contextualise the research and explain the process that would be followed (Annexure 1).

Consent forms were also included in the email before any interview took place. Permission to record the interview was also requested in the consent form.

Interviews were semi-structured which allowed the participants to elaborate on their experiences and thoughts. The interviews ranged between 60-90 minutes per interview but there were some that were shorter.

Interviews were conducted in the participants' environment which allowed the researcher to gain insight into the organisation. The qualitative data was collected via note-taking and recording of the interview, the collected data was interpreted and analysed. A limitation of using an interview schedule is that it is open to interviewer bias. To limit this, the questions were asked in a similar manner to all the respondents, and to ensure the standardisation of the interviews they were all conducted face-to-face with the interviewees.

3.6 Data analysis and interpretation

Data Analysis is all about making sense of this relevant data which were collected from various respondents (Caudle, 2004).

The data were collected through semi-structured interviews, using a combination of closed and open-ended questions allowing for free flowing interview with checks and balances to ensure that any bias was kept to a minimum. The next step was to analyse this collected data. All interviews were transcribed and checked against recordings to ensure integrity of the data and its validity. The transcripts were coded with the assistance of ATLAS.ti, a software package specifically designed for the qualitative data analysis process. Once the data was collected from the interviews, a transcript was created from each interview. Patterns of experience on features of interest (codes) were listed from the conversations. Codes refer to raw data in the most basic segments that

can be meaningfully assessed and that relate to the phenomenon of interest (Braun & Clarke, 2006). Codes were catalogued into sub-themes or groups that captured related patterns of experience and meaning (Braun & Clarke, 2006).

The research followed a directed content analysis method (Hsieh & Shannon, 2005). Content analysis is a flexible method for analysing text data (Cavanagh, 1997). The direct approach allows the analysis to start with a theory or relevant research findings as a guidance for initial codes (Hsieh & Shannon, 2005).

A code book was used and this method allowed for the coding of answers including deductive reasoning and interpretation (Thorne, 2000).

The codes were categorised and clustered into code families and then into themes. After reviewing the themes, a visual representation of the different themes was made allowing the themes to be named or defined. In conclusion, relationships or relevant patterns that emerged, were interpreted and reported on.

Techniques, such as triangulation, looking for exceptions and checking results, will aid in addressing objective and validity concerns (Caudle, 2004). The data were triangulated by means of interview data of Managers with exposure to coaching and their direct reports. Respondents' viewpoints and experiences were verified against others and ultimately this formed a picture of what the researcher to trying to establish based on the contribution of a range of responses (Shenton, 2004).

3.7 Limitations of the study

The following were identified as limitations of this research:

-Busy schedules posed a challenge to interview all the direct reports

-Honesty of respondents

-Researcher's subjectivity was checked throughout the study

3.8 Validity and reliability

Validity refers to how authentic the research data will be and how consistent is the interpretation of the data (Yeh & Inman, 2007). Does the instrument, in this case the interview questionnaire, measure what it is supposed to measure (Leedy & Ormrod, 2001)?.

In qualitative research, validity and reliability is largely dependent on the researcher's skill, flexibility and creativity (Morse, Barrett, Mayan, Olson, & Spiers, 2008). It is possible that the data may need to be re-checked to ensure that the information is relevant to the research question.

Steps that were taken to ensure that the results of the qualitative phase were depicted as a true reflection of the interviewees' experiences is a detailed description of the procedures followed in collecting and analysing the data. The interviews were recorded and fully transcribed and the researcher continuously reflected on the inferences made, and compared the findings to the original transcripts to ensure the interviewees' experiences and points of view were depicted in the results at all times.

The data for this study were collected through semi-structured interviews. Through these interviews, participants shared individual experiences and the researcher was aware of her own bias when analysing the data. The data needs to be, what is referred to as confirmable (maximise the chances that others would reach the same conclusion) and transparent (ensure that someone else can follow the trail of evidence). Every effort was made to do this so that this study is rendered confirmable and transparent or in the language of qualitative research: trustworthy (Krefting, 1991). Given the interpretative paradigm that was followed, the validity concerns were:

3.8.1 External validity

External validity refers to the implication of the study for external organisations, in other words, will it be generalisable. Findings of qualitative research are usually specific to a small number of individuals in particular environments and therefore the conclusions and findings cannot be applicable to other populations and situations (Shenton, 2004).

3.8.2 Internal validity

Internal validity refers to the degree to which a researcher is justified in concluding that an observed relationship is causal (Cook, Campbell, & Day, 1979). When qualitative researchers justify potential cause-and-effect relationships they need to be “detectives” to search for a true cause of a phenomenon, excluding each possible clue to attempting to rule out each rival explanation generated (Burke, 1997).

3.8.3 Reliability

Reliability is the extent to which the results are consistent in the research. Qualitative research seeks to answer “what, why and how” questions and not the “how often or how many questions”.

Information on individual experiences, views and feelings can be gathered using in-depth interviews. This however limits the information of how the respondent behaves in real life situations (Buston, Parry-Jones, Livingston, Bogan, & Wood, 1998).

3.9 Conclusion

This chapter has described the research methodology and research process that were followed during the course of the research.

4 CHAPTER 4: FINDINGS

4.1 Introduction

Face-to-face semi-structured interviews were conducted for the purposes of the research paper and the findings are presented in this chapter. The qualitative data that were collected were coded and is presented according to the predominant themes that emerged from the findings. Figure 4.1 shows the process which was followed in obtaining the findings that are presented in this chapter.

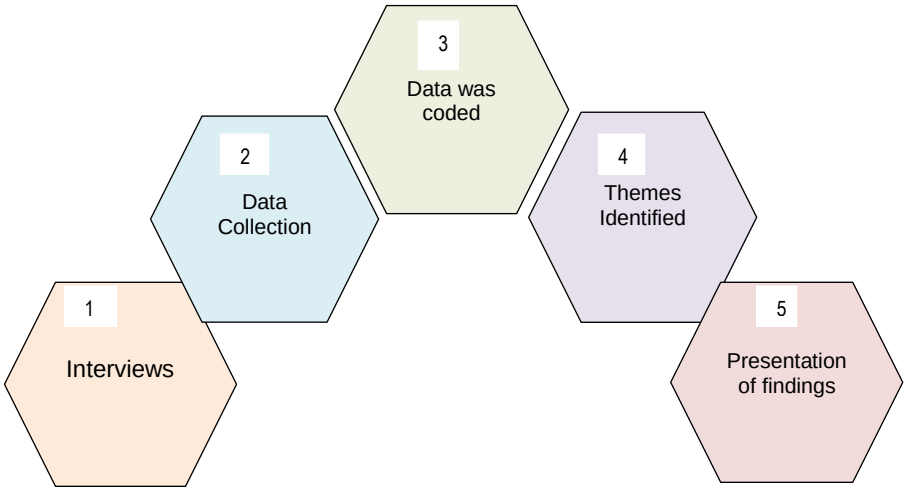


Figure 4.1: Process followed

4.2 Interview Questions and Data Collection

To collect data on the research topic "*Exploring the effects of a Coaching Leadership Style on relationships between Managers and Direct Reports"*, interview questions were formalised and asked of Managers and their Direct Reports/subordinates. The Managers who were interviewed had either been trained as coaches, were currently coaching or had been coached in the past. The questions were adapted slightly for each group of respondents and the questions were structured around the three research sub-questions, namely:

a) Determining whether a Coaching Leadership Style was recognised in organisations

b) What Coaching Leadership Behaviours Managers display and how these are displayed

c) Exploring whether relationships with direct reports are influenced by a Coaching Leadership Style

The data are subsequently presented in tables and in graphs within the context of the research questions.

4.3 The Code Classification

The code classifications listed in Table 4.1 were used to identify the interview respondents in order to assign descriptions, comments and quotations to them.

Table 4.1: Code Classification

INTERVIEWEE	CODE CLASSIFICATION
Interviewee 1	P1:A
Interviewee 2	P2:PK
Interviewee 3	P3:Tb
Interviewee 4	P4:S
Interviewee 5	P5:TL
Interviewee 6	P6:H
Interviewee 7	P7:Roc
Interviewee 8	P8:Rav
Interviewee 9	P9:PAT
Interviewee 10	P10:KaG
Interviewee 11	P11:Kev
Interviewee 12	P12:ESP
Interviewee 13	P13:Ja
Interviewee 14	P14:Lan
Interviewee 15	P15:Leand

INTERVIEWEE	CODE CLASSIFICATION
Interviewee 16	P16:Mp
Interviewee 17	P17:Nym
Interviewee 18	P18:Prag
Interviewee 19	P19:K
Interviewee 20	P20:L
Interviewee 21	P21:TB
Interviewee 23	P23: Tef

**Interviewee 22 was omitted*

4.3.1 Demographic Profile of the Participants

Interviews were conducted with twenty two (22) participants across eight (8) different organisations in both the public and private sector. The participants were from different departments within the organisations. Of the twenty two participants, thirteen (13) were Managers from upper – middle to senior level who all had coaching experience and were either being coached or had been coached in the past. Nine (9) Direct Reports were included in the sample and these were randomly selected by the researcher after receiving a list of names from the Managers. The breakdown of the respondents can be seen in table 4.2 and a graphical representation in figure 4.2.

Table 4.2: Breakdown of respondents

Public Sector Departments	Private Sector Departments
Human Resources	Communication
Risk	Human Resources
Research & Design	Risk
Safety	Finance
Finance	
Operations	

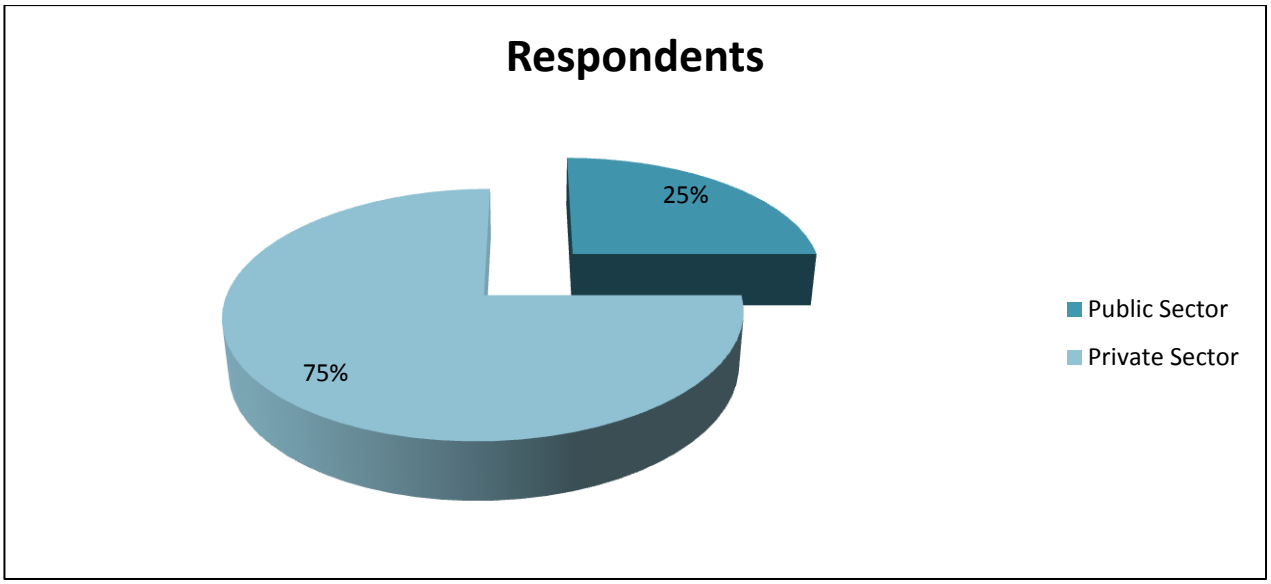


Figure 4.2: Public and Private Sector Respondents

4.3.2 Demographics

Table 4.3 shows the breakdown of the number of Males vs the number of Females that were interviewed and it is also broken down into Manager and Direct Reports in table 8**.**

Table 4.3: Breakdown of demographics

Group	Male	Female
Black	3	7
Indian	4	2
Asian	1	1
White	1	3
TOTAL	9	13
%	41%	59%

One can clearly see from the table above that the male respondents represented 41% of the total number of respondents and the females represented 59%.

Table 4.4: Breakdown of Managers and Direct Reports

GROUP	MANAGER		DIRECT REPORT	
	MALE	FEMALE	MALE	FEMALE
Black	2	3	1	4
Indian	3	2	1	0
White	1	1	0	2
Asian	0	1	1	0
TOTAL	6	7	3	6
	13		9	
TOTAL%	59%		41%	

The table above shows that 59% of the respondents were Managers and 41% of the respondents were Direct Reports.

4.4 Identified Themes

From the data, the following Themes and sub-themes emerged:

Table 4.5: Themes and Sub-themes

LEADERSHIP STYLES	LEADERSHIP BEHAVIOURS	RELATIONSHIPS
Coercive Pacesetting Coaching Authoritative Democratic Affiliative Situational Participative Visionary Inspirational	Asking the right questions Effective Communication Mutual Respect Mutual Trust Feedback Developing & Empowering Self-Awareness How are these behaviours displayed?	Perceptions of good relationships Comfort in relationships Negative behaviours
SHIFTS IN LEADERSHIP STYLES	**VALUE IN COACHING**	
Positive & Negative Shifts Self-awareness Trust Listening Engaged Respect Matured Pretence	Allows accountability Allows employees to select best option Asking the right questions How it affects leadership style Assist leader to focus Assist in crucial, difficult & meaningful conversations	

4.5 Findings for Theme 1 – Leadership Styles

In this section, the findings that emerged from the data pertaining to *Leadership Styles* are presented. Various leadership styles emerged when the respondents were asked to describe the leadership style with the aim of determining whether the term "Coaching Leadership style" was recognised in organisations or whether other terms are preferred to describe leadership styles.

All the Managers that were interviewed were asked to describe their own leadership style and all the Direct Reports that were interviewed were asked to describe the leadership style of their Managers. This showed triangulation and it was interesting to note how the Direct Reports verified/confirmed the leadership style of their managers and how the managers confirmed the responses of their direct reports (Managers and Direct Reports were not interviewed in any particular sequence).

Figure 4.3 depicts a graphical representation of the different types of leadership styles that emerged from the findings.

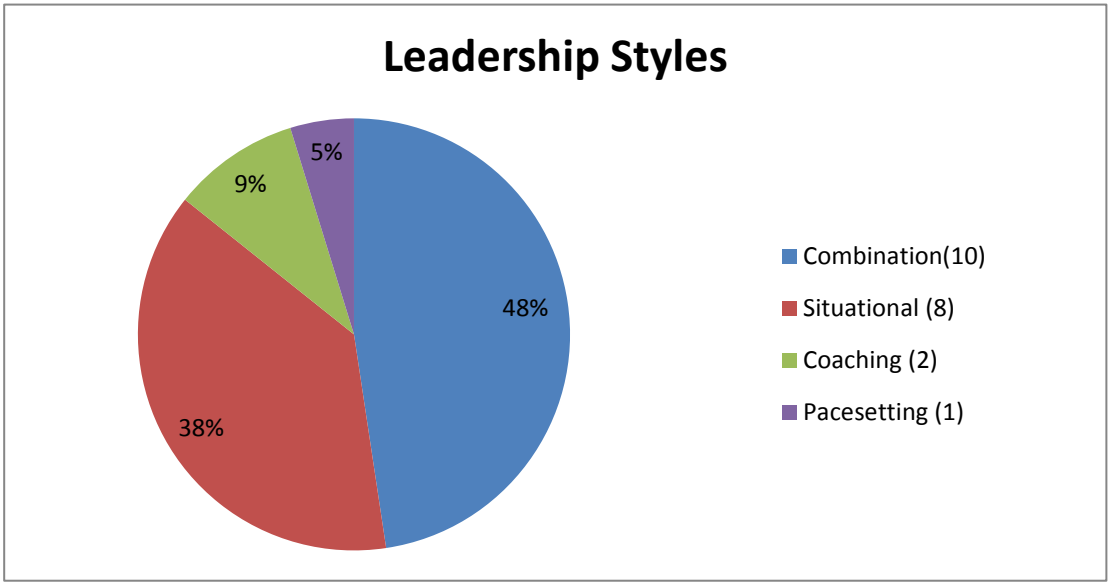


Figure 4.3: Types of different leadership styles as stated by the respondents (Managers & Direct Reports)

From figure 4.3, it is clear that most leadership styles are used in combination with other styles with 48% of the responses emerging in this category. This was followed by a Situational Leadership style which represented 38% of the total responses followed by a Coaching style, mentioned by two responses as a style used on its own which represented 9% of the total responses and the Pacesetting style which represented 5% of the total responses.

Table 4.6 shows the responses that were given by all the respondents and how the responses corresponded with each other.

Table 4.6: Responses by both Manager and Direct Reports regarding Leadership Styles

Responses by Managers to the question *"How would you describe your leadership style*		**Direct Report responses to the question *"How would you describe your Manager's leadership style***	
P1	Combination (Coaching & Inspirational)	P21	Combination (Coaching & Democratic)
P2	Situational	P11	Situational
		P18	Situational
P3	Situational	P23	Combination (Visionary & Coaching)
P4	Combination (Democratic & Participative)	P14	Combination (Democratic & Coaching)
P5	Coaching		**No Direct Report Interviewed*
P6	Situational	P19	Situational
P7	Combination (Coaching & Authoritative)	P15	Combination (Democratic, Coercive & Pacesetting)
P8	Coaching		**No Direct Report Interviewed*
P9	Combination (Coaching & Democratic)	P13	Combination (Coaching & Pacesetting)
P10	Situational		**No Direct Report Interviewed*
P12	Combination (Coaching, Authoritative, Pacesetting, Democratic & Affiliative)	P16	Combination (Coercive, Pacesetting, Coaching)
P17	Situational		**No Direct Report Interviewed*
P20	Pacesetting		**No Direct Report Interviewed*

*(*Direct Reports not interviewed were not available during the data collection process)*

From table 10, one can clearly see that the Manager's responses to their leadership style description correspond to the description of the Direct Reports with the exception of one, namely P3 and P23. Here the Manager describes his/her leadership style as Situational and the Direct Report describes the style of the Manager as being a combination of Visionary and Coaching.

4.5.1 Combination of Leadership Styles

From the findings, eleven (11) respondents (5 Managers and 6 direct reports) described the leadership style as a combination of various leadership styles. This represented 50% of the total number of respondents. These combinations were listed as follows:

1. Democratic & Participative *(P4)*
2. Coaching & Inspirational *(P1)*
3. Democratic & Coaching *(P21)*
4. Coaching & Authoritative *(P7)*
5. Coaching & Pacesetting *(P13)*
6. Visionary & Coaching *(P23)*
7. Democratic, Coercive and Pacesetting *(P15)*
8. Coaching, Democratic, Pacesetting, Authoritative & Affiliative *(P12)*
9. Coercive, Pacesetting & Coaching *(P16)*
10. Coaching and Democratic *(P14)*
11. Coaching and Democratic *(P9)*

Nine different leadership styles were listed by the eleven respondents as depicted in figure 4.4:

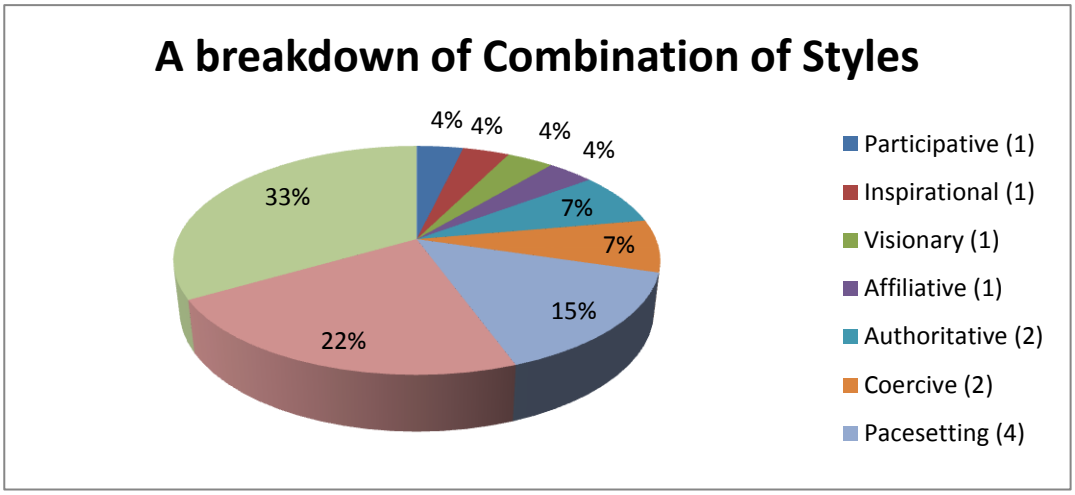


Figure 4.4: A breakdown of different leadership styles

The findings show that the Coaching style was listed nine (9) times as part of other leadership styles. The Democratic leadership style emerged six (6) times and Pacesetting four (4) times as part of other styles. The styles that transpired the least were Authoritative, Visionary, Inspirational, Coercive and Affiliative.

The researcher asked questions around the six leadership styles, namely, Authoritative, Affiliative, Pacesetting, Coaching, Democratic and Coercive and the breakdown of the leadership styles that emerged in the findings are presented together with the statements made by the respondents in this next section.

4.5.1.1 Coercive Leadership Style

Reference was made twice to the Coercive Leadership Style during the interviews but the respondents indicated that this style was used with a democratic ("*what do you think"*), pacesetting *("do as I do"*) and coaching ("try it") leadership style and not on its own. It was clear that this style was not a leadership style that Managers preferred to use in organisations and the statements below highlights this finding:

*"I would say it is "what do you think" and "**do what I tell you**" and "do as I do", all three of them". (P15)*

*"Yes, I was thinking it's a combination of, well it all depends on the pressure that she's carrying at that time, yes. So when she gets pressure from the top, it's more of "**do what I tell you"**, do as I do". (P16)*

The Pacesetting style appeared in both the above combinations but it was however also interesting to note that, as highlighted by one of the respondents, in some instances, Managers tend to use this leadership style on its own only when they are placed under pressure or when a quick decision needs to be taken.

4.5.1.2 Pacesetting Leadership Style

This Pacesetting Leadership Style emerged four times as part of other leadership styles in the findings. The combinations that emerged where this style was mentioned were as follows:

*Coaching and **Pacesetting** (P13)*
*Democratic, Coercive and **Pacesetting** (P15)*
*Coaching, Democratic, **Pacesetting**, Authoritative & Affiliative (P12)*
*Coercive, **Pacesetting** and Coaching (P16)*

The statements that referred to this leadership style are shown below:

*"But more a mixture of **do as I do** and try it". P13*

*"I would say it is "what do you think" and "do what I tell you" and "**do as I do"**, all three of them". P15*

*"Yes, I was thinking it's a combination of, well it all depends on the pressure that she's carrying at that time, yes. So when she gets pressure from the top, it's more of "do what I tell you", **do as I do**". P16*

4.5.1.3 Democratic Leadership Style

The respondents referred to this leadership style being favoured in combination with other styles and not a style that is preferred on its own. The Democratic style was referred to six (6) times by the respondents as part of other leadership styles.

The combinations which Democratic formed a part of were:

> ***Democratic*** *& Participative (P4)*
> *"It's a lot more democratic and participative I would say. I like to involve the team as a whole and involve them in decision making and more than that, push the envelope in terms of coming up with solutions in a lot of areas."*
>
> ***Democratic*** *& Coaching (P21)*
> *"It's a combination of what do you think and try it and where you are struggling give me a call."*
>
> ***Democratic,*** *Coercive & Pacesetting (P15)*
> *"I would say it is "what do you think" and "do what I tell you" and "do as I do", all three of them."*
>
> *Coaching,* ***Democratic****, Pacesetting, Authoritative & Affiliative (P12)*
> *"Do you say Do as I do? YES*
> *Do you say Try it? YES*
> *Do you say Come with me? YES*
> *Do you say, your goal is team harmony and not tasks? YES*
> *Do you ask What do you think? NO – that one I am addicted to*
> *Do what I tell you? NO"*
>
> *Coaching &* ***Democratic*** *(P14)*
> *"She is the type that empowers you. She briefs you and gives you the goal – this is what is needed and then guides you and you deliver. She doesn't micromanage and she is not forceful and doesn't pressure you to do things. She waits for you to deliver. I think she trusts us in a way"*
>
> *Coaching &* ***Democratic*** *(P9)*
> *"I think I let the guys do what they need to do, I give them the guidelines, I give them the roles that they need to accomplish what I expect out of them, and I tend to let them go out there and figure stuff out for themselves, and support them where I can, but obviously the job needs to get done."*

The statements indicated that when using this style, the Managers involve their Direct Reports by asking their opinions on issues. In addition, they allow them to figure things out for themselves by just providing the guidelines which indicated that there is also an element of trust.

4.5.1.4 Authoritative Leadership style

The Authoritative Leadership Style was only referred to twice by the respondents but as part of other leadership styles and is not one that seems to be preferred on its own. The combinations were: *Coaching and* ***Authoritative*** *(P7); Coaching,* ***Authoritative****, Pacesetting and Democratic (P12).* The Coaching style was mentioned in both combinations and the statement below summarises this, but as one notices, the emphasis is more on the coaching style.

> *"I think it is try it and come with. I like people and I like them to develop, I always tell them there is ten ways of getting to the right answer, you must figure it out yourself which one is good for you, I can show you what I do but that is my approach, that's how I, if you have got a shorter way, a quicker way, do it your way, just get to the same answer and don't take three times longer than I did so that is how I usually tell the people, always, just get to the right answer whatever you do and how you get to the answer, that is your story". P7*

4.5.1.5 Affiliative Leadership Style

This leadership style emerged as a style that is not preferred on its own but rather as part of other styles. The findings showed that the Affiliative style was used by the manager together with a number of other styles namely, coaching, pacesetting, authoritative and democratic. The respondent was asked to indicate whether she used this style and she responded as per the statement below:

> *Do you say, your goal is* ***team harmony*** *and not tasks?* ***YES*** *(P12)*

4.5.1.6 Coaching Leadership Style

The findings showed that a Coaching leadership style emerged nine times as part of other leadership styles. The breakdown is as follows:

Coaching *and Inspirational (P1)*

"Mostly a coaching style"

"Giving them the space to express themselves'

Coaching *and Democratic (P21)*

"Allow people to try new things"

Coaching *and Visionary (P23)*

"So the only time really we talk around these things is when he says, you know I heard this in a meeting, we might have a problem, so think around it, you know, give me what you think we can do, you know, give me a plan and tell me what support you need"

Democratic and ***Coaching*** *(P14)*

"She empowers you, she briefs you"

Coaching *and Authoritative (P7)*

"I think it is try it and come with. I like people and I like them to develop, I always tell them there is ten ways of getting to the right answer, you must figure it out yourself which one is good for you, I can show you what I do but that is my approach, that's how I, if you have got a shorter way, a quicker way, do it your way, just get to the same answer"

Coaching *and Democratic (P9)*

"I think I let the guys do what they need to do, I give them the guidelines, I give them the roles that they need to accomplish what I expect out of them, and I tend to let them go out there and figure stuff out for themselves, and support them where I can, but obviously the job needs to get done."

Coaching *and Pacesetting (P13)*

"more a mixture of do as I do and try it."

Coaching*, Authoritative, Pacesetting, Democratic & Affiliative (P12)*

"Do you say Try it? YES"

Coecive, Pacesetting and ***Coaching*** *(P16)*

"she allows the team as well to try different approaches, and come with different ideas. Yes, she allows us to initiate yes, hence I'm saying, it depends on the pressure yes, that she's getting"

4.5.1.7 Participative, Inspirational and Visionary Leadership styles

The Participative, Inspirational and Visionary Leadership styles also emerged in the findings as part of the combination of styles that the respondents mentioned when asked to describe the leadership styles. The combinations were as follows:

*Coaching and **Visionary** (P23)*

"He's more visionary, if I can put it that way, he's forward looking",

*Coaching and **Inspirational** (P1)*

"it's a combination of let me say, it's more… let me say maybe, coaching and inspirational leadership",

*Democratic and **Participative** (P4)*

"It's a lot more democratic and participative I would say. I like to involve the team as a whole and involve them in decision making and more than that, push the envelope in terms of coming up with solutions in a lot of areas."

4.5.2 Situational, Coaching & Pacesetting Style

While 50% of the responses indicated a combination of styles, the remaining 50% showed leadership styles that were used on their own and not as part of other styles. These were: Situational which emerged eight (8) times, Coaching emerging twice (2) and Pacesetting emerging once (1) on its own as one can see from figure 4.5 :

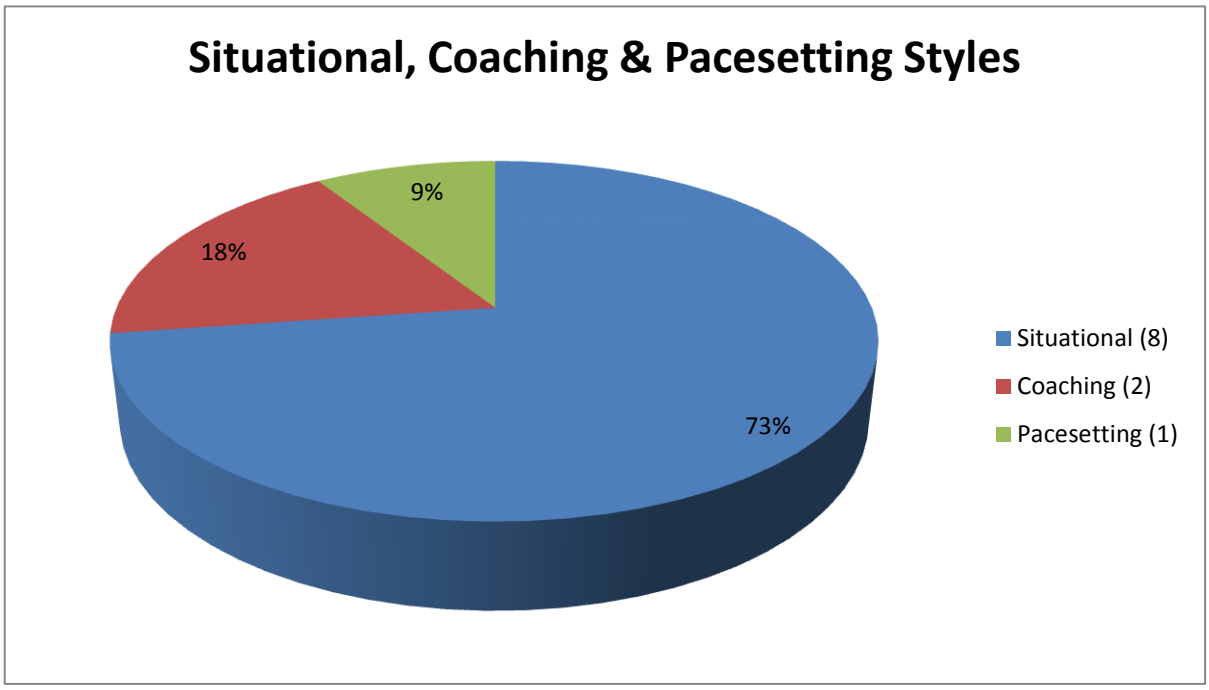


Figure 4.5: Situational, Coaching and Pacesetting styles

4.5.2.1 Situational Leadership Style

Eight (8) respondents (5 Managers and 3 Direct Reports) which represented 34.7% of all respondents stated that their leadership style was "Situational", meaning that the leadership style used was dependant on the situation at hand.

> *"Often times we see again it's a case of situational management. Different staff members require different type of leaderships. Those that are fully capable forced to require certain leadership. To answer your question how do I stimulate the thinking, you've seen I'm a person who writes my kind of study first. I cannot have a conversation without writing etcetera. I need to be moving."(P2)*

> *"my leadership style has always been situational if you like, every situation you know will define and challenge the type of style that you need to address that particular situation" (P3)*

"It's a situational one, because to me in leadership I believe that people know everything, and I should be able to please them individually and draw their individual strengths instead of trying to lump them into groups" (P6)

"I am also quite structured so it is not about us doing whatever comes along, it is about managing priorities and things like that and I think what we do is very dependent on what business needs so" (P10).

4.5.2.2 Coaching and Pacesetting

The Coaching Leadership Style emerged twice (P5 & P8) on its own in the findings. P5 indicated that understanding the opinions of others is important and that he is a lot more challenging whereas P8 indicated that innovation and experimentation is high on the agenda. The statements are summarised below:

Coaching *(P5)*

"I think more and more I'm becoming open door, very inclusive, very participative, more and more I'm trying to understand and hear the opinions of others. More and more I'm not… I'm also becoming a lot more challenging, so challenging back to my team, but equally challenging up."

Coaching *(P8)*

"I am allowing, especially from my last leadership journey, innovation and experimentation is very high on my agenda but if I had to say broadly my style, I don't have this gung ho flamboyant leadership style coming in on a horse and cracking a whip,"

The findings showed that the Pacesetting Leadership style emerged once as a Leadership Style on its own by P20. This respondent indicated that he could not expect others to do something that he could not do first. This is summarised below:

Pacesetting *(P20)*

"lead by example. I think I am. I was quite particular in that way about you know you can't ask somebody to do anything that you not doing, but very consultative. It was consultative".

4.5.3 Summary

Leadership Styles was a theme that emerged from the findings and the sub-themes highlighted the various types of leadership styles that Managers favoured within organisations. It was interesting to note that all the Direct Reports confirmed the responses of the Managers when asked to describe their leadership styles with the

exception of one. The Managers and Direct Reports were not interviewed in any particular order.

Theme 2 is presented in the next section.

4.6 Findings for Theme 2: Leadership Behaviours

In the previous section, findings pertaining to leadership styles were presented and various leadership styles were identified. In this section, the findings that emerged from the data regarding Leadership Behaviours are presented.

The findings look firstly at the ratings that the Direct Reports gave their Managers on displaying coaching leadership style behaviours and secondly focus on how behaviours were displayed by the Managers.

4.6.1 Ratings for the Managers from Direct Reports

In trying to establish whether the Managers displayed a coaching leadership style behaviour, the direct reports were asked to rate their Managers on a scale from 1 to 5 (Poor to Excellent) on the listed coaching leadership style behaviours. The findings are shown in table 4.7:

Table 4.7: Rating of Leadership Style Behaviours

COACHING LEADERSHIP STYLE BEHAVIOURS	1 POOR	2 AVERAGE	3 GOOD	4 V GOOD	5 EXCELLENT	TOTAL
Advising & Guiding		1		2	**4**	7
Creating a learning environment	1	2		**4**	2	9
Providing positive feedback	1	2		1	2	6
Identifying Development Needs	1	1		2		4
Displaying Attentive listening skills	2	1			**12**	**15**
Approachable		1		4	**9**	**14**
Empowering	1	1		1	2	5
Challenging		1		4		5
TOTAL	**6**	**10**		**18**	**31**	**65**

The findings indicate that the Direct Reports rated their Managers mostly between *"Excellent"* and *"Very Good"*. The behaviour which almost all Direct Reports rated their Manager as excellent was for "*displaying attentive listening skills*".

Four Direct Reports indicated that their managers were excellent at *"advising and guiding"*, followed by two indicating that they are very good and only one indicated an average rating.

Twelve Direct Reports indicated that their Managers were excellent at displaying attentive listening skills and nine indicated that their Managers were excellent at being approachable. Four Direct Reports indicated that their Managers were very good at creating a learning environment

Both the Managers and Direct Reports were then asked how they displayed these behaviours. The Managers, even though they were not asked to rate themselves on the 1-5 scale, were also asked to describe how they displayed these behaviours. This is presented in the next section.

4.6.2 How do the Managers display coaching leadership style behaviours

This section presents the findings of the specific behaviours that the Managers display. It has already been shown in the previous section that the Direct Reports rated most of their managers between "very good" and "excellent" on coaching style behaviours. Both the Direct Reports and the Managers were asked to describe how these behaviours were displayed and the graphical representation below depicts what was found.

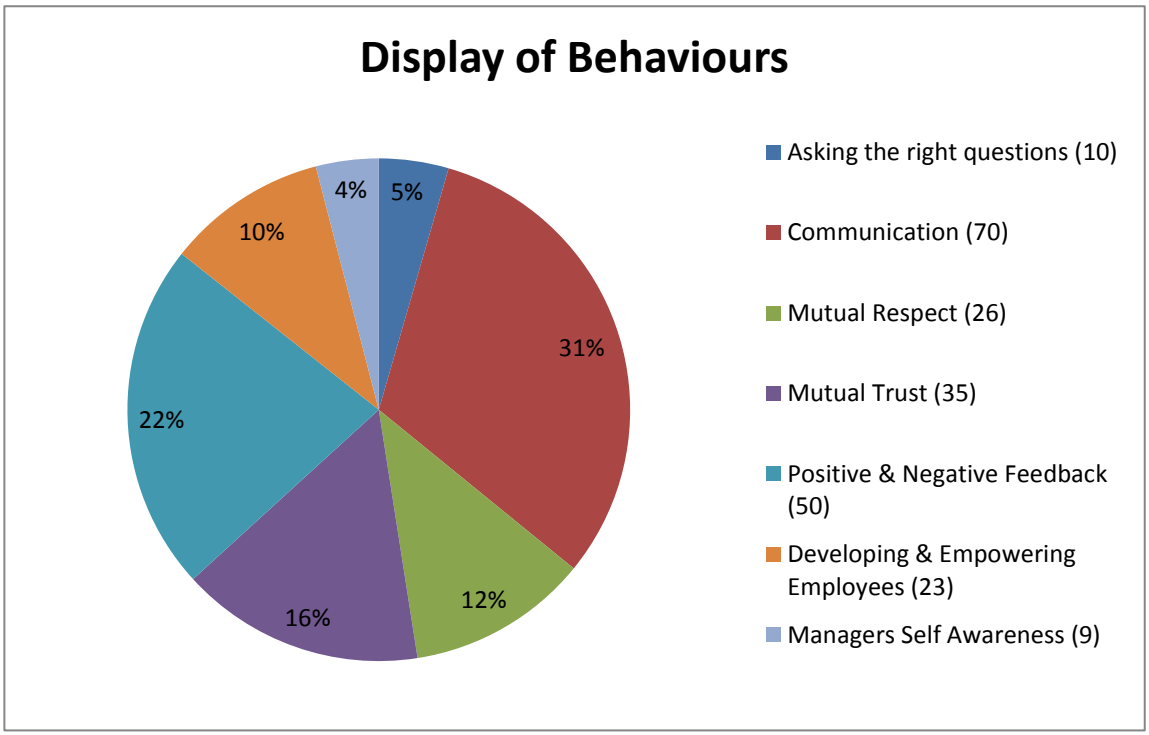


Figure 4.6: Display of Coaching Behaviours

The findings show that, in total, 223 statements were made relating to the display of behaviours of Managers. From these, 70 statements, which constituted 31% of the total statements referred to *communication*. Fifty Statements, or 22%, referred to *positive and negative feedback*. This was followed by *mutual trust* with 16%, *mutual respect* with 12%, *developing and empowering employees* 10%, *asking the right questions* 5% and *Managers self-awareness* 4%.

In this next section, a breakdown of the various behaviours, displayed by the Managers as indicated in the findings, is presented.

4.6.2.1 Asking the right questions

Five per cent of the total number of statements showed that ***asking the right questions*** was a way in which the Managers displayed leadership behaviour and this was highlighted by both the Direct Reports and the Managers. Table 12 highlights the quotations around "Asking the right questions" by the respondents.

Table 4.8: Asking the right questions

Interviewee	Statements referring to "Asking the right Questions"
P1:A	"being able to ask sort of the right questions that would be able to unleash the potential of the employee"
P2:PK	"asking questions to find solutions"
P3:Tb	"asking the right questions at the right time"
P3:Tb	"make sure you are asking the right questions"
P3:Tb	"you now start going through questions, asking questions, "what do you think about it", "And what do we do about it", "so do you think these are the only alternatives"
P8:Rav	"asking the right questions to get to the bottom of stuff'
P8:Rav	"asking and encouraging people to ask the right questions vs jumping to what the solution is because no-one really knows until our journey towards a particular business challenge that you have "
P17:Nym	"I like to ask – how did you?- Why? How and Why did you come up with this? What are the advantages of doing it this way?

4.6.2.2 Effective Communication

The findings showed that through Effective Communication, Managers displayed the coaching leadership style behaviours. This was mentioned in 70 statements made by the respondents which constituted 31% of the total responses. From the findings, it emerged that effective communication comprised three components and these were:

i) Listening skills

ii) Easy to talk to

iii) Communication

iv) Good Communication

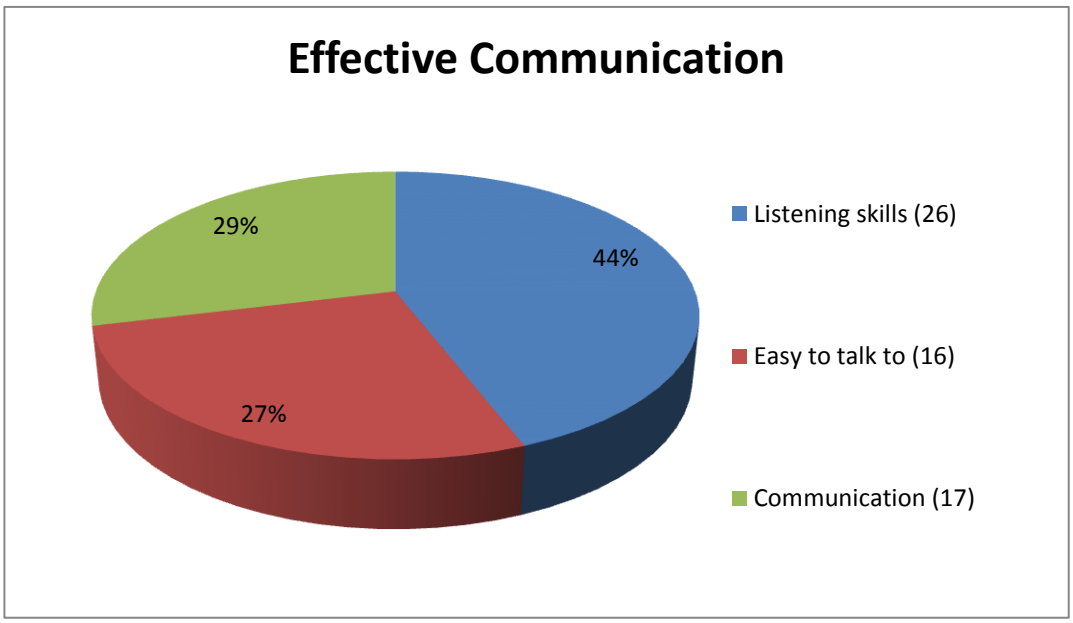


Figure 4.7: Effective Communication

"Listening skills" emerged in 26 statements followed by "*good communication*" and "*easy to talk to*" which constituted 29% and 27% respectively. These findings are analysed further below:

4.6.2.3 Listening skills

The respondents made reference to *listening skills* in 26 statements and indicated that this is a key skill for any Manager and, interestingly, this was indicated by both Managers and Direct Reports. By listening attentively and allowing the person to speak, one would avoid jumping to conclusions and making assumptions about what the person is going to say next. The respondents also referred to "good listening" when one is completely engaged in the conversation and making eye contact with the person who is speaking. Bad listening is when the listener thinks about what he/she is going to say next and not what the person talking is actually saying. The following statements highlight some of the listening elements mentioned by the respondents:

Table 4.9: Listening

Resp.	Statements referring to "Listening"
P2:PK	Well there are times that I will consciously programme myself to listen. There are times when I'm programmed to talk. So there are times when I know that it's important for me to listen. So that's why I know. I consciously get in the mould of telling myself this is not a time for you to talk. The time for you to talk is coming. First you listen. So then, then I would go through the whole listening thing etcetera, and that's the one thing that the coaching does teach you – how to listen better because you see some of us have a propensity when you coaching to solve the person's problem
P8:Rav	I think so, I have trained myself well and I am always mindful of it, you know, there is a good listening and active listening so I think when people speak to me they know I am really engaged and involved with them, I am mindful of not thinking of what is the next question that I am going to ask but really gazing into their eyes - I am very patient in that way
P10:KaG	It is also a skill that I have had to develop over the years because you are so busy thinking about what you are going to say next but I think I have learnt to deal with that so I do listen now more than I used to in the past
P11:Kev	He will often allow you to, for example, state the problems, state the issue and then he will get you to basically offer solutions to your own problem and then get you to select the best possible or the most likely solution to your problem and then go and get you to do it. I don't know if that makes sense, it might be a coaching technique but that is one way of him doing that, another way would be, for example, he is also good at bringing people in to assist him with his challenges, now how does that guide the individual? It opens the person's horizons for example, he will often bring someone in
P12:Esp	I will listen very well. There is a situation whereby, especially in meetings, to really control yourself where people say things and you are tempted to say what you are saying does not make sense at all
P13:Ja	She does listen, depends on what she is busy with, let me be honest because most of the time when you go, it is because you have to present something that she asked you to do, so ja, she will listen on what do you have on the table, show me what you did, then you will be explaining yourself so, not in saying okay, that is how it shows she listens
P14:Lan	My Manager always displays excellent listening skills
P17:Nym	Listening to each other, allowing to listen to each other. Most people's thoughts are fast. I know mine. Before a person's sentence I know okay I've already thought what they going to say, blah blah blah. Unfortunately that's also bad listening. Sometimes a person's going to say that. Respect for each other. Respect the person's thinking. Good relations if you respect the person's intelligence and thoughts and they bring in a different
P20:L	I think I am a good listener as people confide in me
P20:L	I think I am a good listener as everyone always dumps everything on me
P21:TB	And then he will remember that you have a child, his name, that he's got issues with eyes and things like that. So you get a sense that okay, this person is listening to me, and if you complain about something as well or if you give him feedback on something, he will go back sometimes and say: "What did you mean about this?" So it gives you a sense that this person is really listening to you and with the kind of opportunities that he presents you as well. You get to see that okay he was listening at the time when I spoke about a certain topic

When breaking down listening skills even further, one can see from Figure 9 indicating that listening also takes place in various ways, i.e., *listening through understanding, listening on different levels, listening without interrupting and just good listening.*

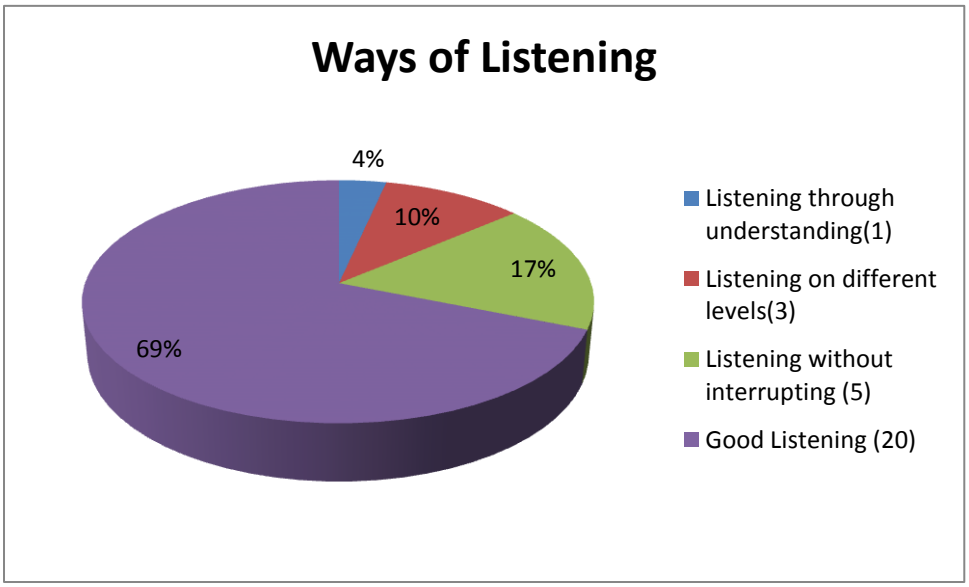


Figure 4.8: Ways of Listening

Statements indicating the different ways of listening are summarised below:

> *"…Well there are times that I will consciously programme myself to listen. There are times when I'm programmed to talk. So there are times when I know that it's important for me to listen. So that's why I know. I consciously get in the mould of telling myself this is not a time for you to talk. The time for you to talk is coming. First you listen. So then, then I would go through the whole listening thing etcetera, and that's the one thing that the coaching does teach you – how to listen better because you see some of us have a propensity when you coaching to solve the person's problem" (P2).*

> *"..when someone's speaking and you interrupting them, you're not listening*" (P3)

"..I'm still growing on the journey, I'm still growing to be a good listener. I sometimes have to, you know, correct myself, you know if someone's talking and I interrupt, I tell myself and say, you know what, you're not listening. And I say to the person, if I interrupt you again, just say to me, you are not listening. It works, it works." (P3).

"..I think so, I have trained myself well and I am always mindful of it, you know, there is a good listening and active listening so I think when people speak to me they know I am really engaged and involved with them, I am mindful of not thinking of what is the next question that I am going to ask but really gazing into their eyes [laughter 29.26], I am very patient in that way" (P8).

4.6.2.4 Easy to talk to

The second component of effective communication identified by Direct Reports and Managers is that Managers needed to be *easy to talk to* and there were sixteen (16) statements which made reference to this behaviour. This can be summarised in the statement below:

"I know that because my people talk to me about almost everything, almost everything. They really talk to me, they come and talk they said themselves. And I think especially now that I've applied these, you know the coaching skills, I've found, you know we have a specific programme, and when you go there people come, you know people come and they stop you know, I try to walk out when I'm in the office, and check everyone you know" (P3)

4.6.2.5 Good Communication

Good communication emerged as the third component of effective communication and the findings showed that respondents (17) made general communication statements which refer to how the Managers communicate with their Direct Reports. Some indicated that they have frequent meetings while others use all forms of communication ranging from emails, memos, phone calls and face-to-face discussions. Only one respondent

indicated that at times the Manager's method of communicating is not always desirable and is misunderstood at times. These can be summarised below:

> *"communication is so open to the point that there's no reservations to say what needs to be said." (P5)*

> *"I also have coaching meetings with one or two people that aren't my direct reports but because I work very closely with them it is an opportunity for us to catch up every week so we have those as well. We also then have a monthly team meeting and during that time then, we all catch up with what everybody is doing. And then there is emails, we have the same time so that is immediate chat and we also sit very close together so I will get up and walk to somebody's office if I need to chat to them or need to communicate about something specific (P10)*

> *"Sometimes not, sometimes he tends to make the mistake of firing off emails instead of phoning people up and chatting to them, he fires off emails although he takes time to, I know this because sometimes I sit in his office before he send it, he takes time to construct the email, often it is misunderstood on the other side and you can basically, you can do all of that residual and it's often a negative reaction to an email, I just phone the person up so he does communicate effectively but sometimes he chooses the wrong medium to do so, fires off an email, sometimes his emails are very, very cryptic. He might understand what he is trying to ask but other people might read all sorts of things into it and then it becomes all sorts of complicated" (P11)*

> *"she emails, she calls, she speaks to you. She uses all communication which is key" (P14)*

> *"They should communicate well and they need to understand each other" (P15)*

> *"So even when he's not there, I can do it quickly, what you are going to do, so if you talk to me, or you talk to him, you'll get the same answer, yes" (P23)*

4.6.2.6 Mutual Respect

An important behaviour that emerged from the findings was ***Mutual Respect*** and this was highlighted as being fundamental to any relationship. The question asked was "Is there mutual trust between you and your Manager/Direct Report?" and this was present in all the responses regardless of whether the relationship was favourable or not. Table

4.10 shows the responses where the respondents highlighted this behaviour as being important and some referred to this more than once during the interviews.

Table 4.10: Mutual Respect

Interviewee	Statements referring to mutual respect
P1:A	For me it's the one part that is very key, is mutual respect of each other's opinion. I don't have to agree with you, and you don't have to agree with me, but you have the right to be heard, firstly as a person, other than your grade. And this is for me the very key, and the other thing is, well like I told you I'm from a religious background, and these things are called to me, that the one thing that is key to relationship is, do unto others as you would like them to do unto you. If I want to be treated in a certain way, I should treat you in that way, and that's simple, and this is what I try to do
P2:PK	Respect even if we should differ. If we differ it's not the end of the world – you at least walk away with respect
P2:PK	Mutual respect is shown through how they address you
	Yes, I know that we have mutual respect for one another, because really my management style is an open one really. IN our environment, in our environment, we develop our policies, we develop routes, and I encourage, I always say to them, we are like in parliament, where you write the laws of the country
P5TL	Trust. Respect. Mutual benefit. And being able to have open and honest conversations. If things are not working there's you know, no reservations or hesitance in saying it. For me, if I look at my relationships with certain of the senior stakeholders, so it's CEO, HRD, CFO, head of strategy, I am very confident in having conversations, because mine is primarily based on fact, so I think I'm able to unpack it in as much detail. But I'm also able to rely on what I call a bank of trust
P5:TL	I think by us having the conversations that we have, I think by the fact that they're not afraid to say what's on their mind, no matter whether it's good or bad. And the fact that they challenge you, every week, every month. And I think it's also down… I think we understand each other, and I think, you know we've invested a lot of time around understanding what makes us tick, and what does not. How to say things without being offensive, but also understanding each other's personalities
P6:H	There's a lot of respect because we started with the situation it was one we had of total respect from my side, and I think by inviting the employees to a meeting session where we talk. Once in a while I have a session where we have a career meeting for my reports, because I give you feedback all the time, and I also need to grow, I need to get feedback from you

P9:PAT	I think that by the fact that we talk to each other and share information and that the guys come to me with problems
P12:Esp	Mutual respect is a characteristic of a good relationship
P12:Esp	I know that there is mutual trust from the interactions that we have, from the open relationships that we have
P18:Prag	I think professional. Let's call it professional respect. I wouldn't say mutual respect because I think mutual respect deals with your character, the person that you are. That's mutual respect. I'll call it professional respect
P20:L	Mutual respect is the most important thing in a relationship
P20:L	Respect, trust and results are important characteristics
P21:TB	I know there is mutual respect by the way he speaks to me, the way he addresses me

4.6.2.7 Mutual Trust

Mutual Trust was also a behaviour that was mentioned by the respondent as being a very important for Managers to display. The respondents indicated that having mutual trust leads to good communication which in turn, results in good relationships. Mutual trust allows individuals to be themselves and to share information freely without the fear of being judged. One respondent stated that confiding in him is an indication that he has earned the other person's trust. Table 4.11 reflects the statements referred to by the respondents referring to Mutual Trust.

Table 4.11: Mutual Trust

Interviewee	Statements referring to Mutual Trust
P2:PK	Trust. Trust is implicit. Very important. Trust to be able to say what you want. Respect that even if we should differ. Even if we differ that's not the end of the world. You walk away with respect. Those for me are the integrity. If say and do as you said

P2:PK	I know exactly which of my staff members by and large to trust or not to trust. I know which papers and documents to read twice, which ones to glance through and see, and this is you know, becomes a rule of thumb. If you deal with people you get to know this stuff you know. I've also tried to develop you know, my gut feel as they call it, because I spent a lot of time reading a lot on this notion of gut feel because, see that's one of the things that was I relinquished as all study because I got the notion that the way to excel in this world is to out-think people
P3:Tb	The relationship is a different relationship from the one that I had, the role, and people have come to realise that the people want to know that they have a leader that they can trust. And people who trust you, even if you give them bad news, depending on how you give that, rather than to shy away from you know, trying to sugar coat things, when you know that the situation is bad, and you say, no the situation Is not bad, you know we are working on this, we have not decided on this
P3:Tb	Trust, consistence, agreeing, yes I think following those three are critical. You know, when you are conflicted, you are conflicted, and when you are genuine you are… you're really not, you're not pretending, you're not doing something, you're not saying something but you mean something, you say what you mean and you mean what you say. So you give feedback, you tell your people, if it is a negative feedback you give the negative feedback. Of course, you know, without encroaching on peoples' respect and dignity, you know, when you tell someone that what you have done is not right, based on this
P4:S	Good relationships will have mutual trust, good communication, taking responsibility and accountability
P5:TL	Trust. Respect. Mutual benefit. And being able to have open and honest conversations. If things are not working there's you know, no reservations or hesitance in saying it. For me, if I look at my relationships with certain of the senior stakeholders, so it's CEO, HRD, CFO, head of strategy, I am very confident in having conversations, because mine is primarily based on fact, so I think I'm able to unpack it in as much detail. But I'm also able to rely on what I call a bank of trust.
P8:Rav	I constantly ask for feedback from my team and we have to do at least three sixty degree feedback annually, I think the environment must be conducive and it is my job in my team to set that to be free to open up and to talk and to be open and not to feel victimised in any way, you know, I go out of my way to create an open environment like the values of our company, our diversity trust integrity and quality so how do I walk the talk, I don't believe in just cheap talk so the actions that I do match the values that I preach so I think if people see that in your team it becomes much more conducive to be open to coaching.
P11:Kev	We often confide in each other, there are some things that I know which I wish I didn't [laughter 32.47] so, but shame, especially from his side, he often needs someone to vent and some of the stuff that I know is kind of shocking. Obviously when I encounter some of the unbelievable things that I tend to come across very often these days, I share with him as well just to vent so we often use each other as sounding boards and yeah, we do confide in each other, obviously to a point, I won't call him my best buddy that you will confide all sorts of secrets in but definitely on a professional level especially concerning the business. I think there is a very high level of trust there, you have to have that because often, you know there are certain unpopular decisions that you have to take and you have to implement but in order, to soften the blow a bit you have to provide a bit of a context behind it, the moment you understand the context somehow makes it easier and that context is sometimes very confidential so ja, there is trust.

P13:Ja	Trust will always be where there is open communication
P14:Lan	Empowers you. She briefs you and gives you the goal – this is what is needed and then guides you and you deliver. She doesn't micromanage and she is not forceful and doesn't pressure you to do things. She waits for you to deliver. I think she trusts us in a way. She will give you a task and expect you to deliver
P16:Mp	Trust is the most important thing I think. Reward in a way of motivating your employee. Showing appreciation. Because you know
P18:Prag	Trust between a manager and a subordinate
P19:K	Mutual trust
P23:Tef	Value system and mutual trust

Honesty & Integrity were also mentioned as being a critical part of mutual trust. If there is no honesty in a relationship, then there is no trust and if there is no trust there can be no openness and if there is no openness then one will find that people withdraw and will not feel free to talk. This is simply highlighted in the paragraphs below:

> *"But as a leader, when you are honest, when you are dealing trust, because that's a critical thing within a relationship, people should be able to know that they can trust you, and they know that when things are bad, and you are in the position where you have to bring the bad news to them, you bring the bad news. When you are in a position to say to your people, wherever it is, you will say to the people, and you will send out to your people, and when your people have done something which is not right, you will be able to call them to account. And people start seeing those things, and they trust you" (P3:Tb)*

> *"I constantly ask for feedback from my team and we have to do at least three sixty degree feedback annually, I think the environment must be conducive and it is my job in my team to set that to be free to open up and to talk and to be open and not to feel victimised in any way, you know, I go out of my way to create an open environment like the values of our company, our diversity trust integrity and quality so how do I walk the talk, I don't believe in just cheap talk so the actions*

that I do match the values that I preach so I think if people see that in your team it becomes much more conducive to be open to coaching" (P8 Rav)

4.6.2.8 Providing Feedback

There were a number of statements made by the respondents which referred to ***providing feedback*** which were both positive and negative and the respondents felt that providing feedback, whether negative or positive, was an extremely important behaviour that a Manager should display.

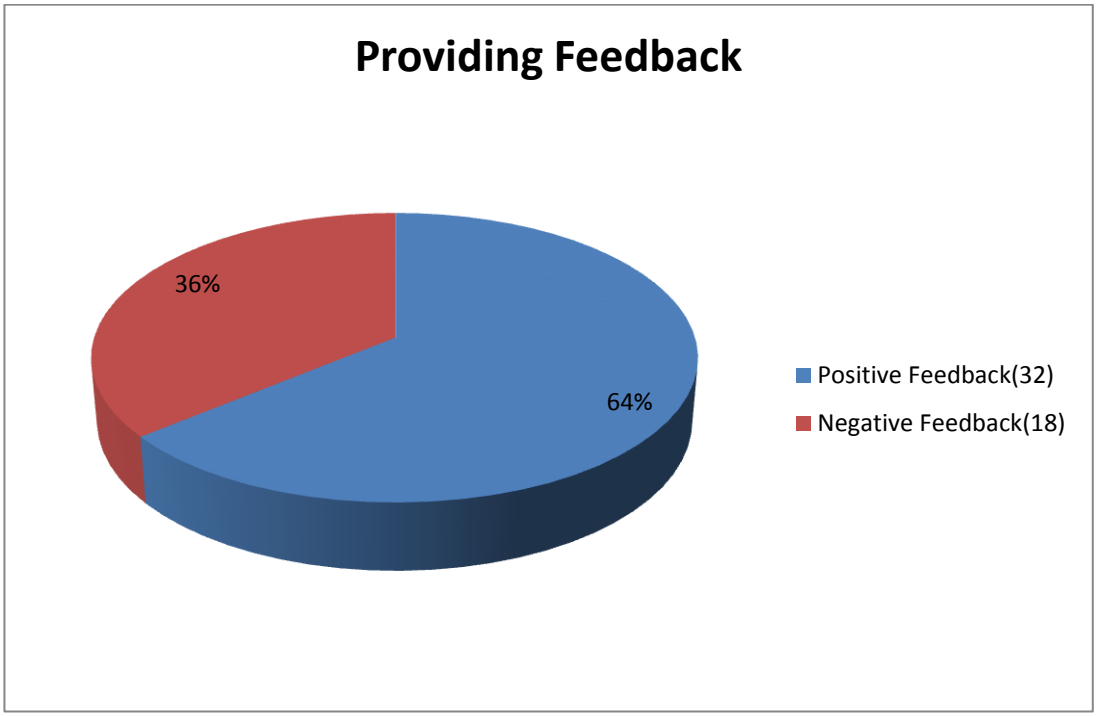


Figure 4.9: Providing Feedback

The findings showed that positive feedback was mentioned in 32 responses while negative feedback was mentioned 18 times

The statement from a Direct Report below summarises this positive feedback:

"…the way she gives it yes. It is the manner in which she gives the feedback. Its not feedback about something that you did a while ago and have forgotten about –

something happens, she gives you feedback constructive feedback something that you can do something about" (P14:Lan).

The Managers also indicated that giving feedback to their Direct Reports was crucial as this allowed them to talk through issues, think for themselves and to come up with new ideas. This is summarised below:

"…… freedom to come up with their own stuff and we then talk through things. I give them my feedback in terms of how I think they have dealt with certain things and then I hear what they have to say as well. So, it is a two-way street but I am also, in terms of my role, I am depending on them to think for themselves and to come up with new ideas and to figure things out as well" (P10:KaG).

There were also indications of some negative feedback in 18 statements by the respondents

"if you get feedback its generally negative. Positive feedback is very rare" (P18)

"If there is any major problems he will come back and say okay, we need to fix it but with the workload that was so hectic last year, there wasn't time. He just fixed it and moved on, so he didn't come back to me. He said there were two files that there were some things that wasn't correct, but we don't have time to speak and in two months I'm on maternity leave" (P15)

4.6.2.9 Developing and Empowering Employees

Developing Employees was referred to by the respondents (both Managers and Direct Reports) as being an important coaching leadership style behaviour displayed by Managers.

There were ten (10) statements which specifically referred to employee development and these statements indicated that Managers felt strongly about this. The statements are summarised in Table 4.12:

Table 4.12: Developing and Empowering Employees

Interviewee	Statements referring to Developing & Empowering Employees
P4	PDP discussions take place
P5	Developing individuals within my team
P7	I like to develop people
P8	There is a need to develop people as the world is changing
P10	People need to be developed
P11	Developing people is very important to my Manager
P11	My Manager is passionate about developing people
P12	Development is all about the individual developing himself
P13	My Manager will always allow us to go and do our own research first, he will not just give the answers
P19	Feedback on what we have learnt is important to my Manager

By *Empowering Employees***,** Managers display a critical Coaching Leadership Style behaviour which was identified by the respondents in thirteen (13) statements. The statements below highlight this.

> *"…….crisis environment, it has also helped me to pull back because you are very tempted to do what is supposed to be done by a manager but then you will say, tell me, how would you do it even though you know that time is going and the clock is moving, you would say, tell me, how would you…. So I think it has certainly helped me to empower my team and rather than being a kind of manager type and supervisor" (P8)*

> *She will say go further and research then come back, though she will know the answer by then, what you are supposed to be doing but she gives you a hard time in all this time to make sure that you go Google, read books and everything then you*

come back and tell her something tangible and then she will work her way around what your feedback it. So advice she will tell you to consult this website or go and look at this study material (P13)

The statements above clearly indicate that the Managers allow the Direct Reports to be empowered by not providing the answers and giving them the space to find the solutions for themselves – however time consuming.

4.6.2.10 Manager's Self-Awareness

Nine (9) statements indicated that the Manager's self-awareness is also an important coaching leadership style behaviour that should be displayed by any Manager. By developing self-awareness, Managers are enabled to view themselves and others on a different level.

The statements below clearly show the importance of this behaviour and the effect it has on all aspects.

"..it's given me a different way in which to view myself, to view life and its changed to the way I relate to people, so I – it's been on a number of levels. I say it's changed the way I view life now. I love the goal orientated, positive, future orientated aspect that comes with coaching for oneself and for encouraging people you know closer to home, family, children and in the workplace" (P4)

"..your own self awareness and I think the reflection part is important. Learning how to reflect particularly when things get challenging. Because each one needs to learn what they bring to the party because the part of that growing is self development and life should be a life long journey on a number of levels and it just makes life so much richer across all dimensions both work and personally, so am learning to ask the right questions, to have the crucial conversations because, to learn when to listen and when to stand back. All those coaching skills are really tools for anyone in life" (P4)

"The internal one was partly as a development as a person, because to be a coach it helps to… the first thing that you need to do is to know yourself better. Self-

awareness I think that's the one part that I needed actually, in any leadership role that plays a very critical role. To be aware of yourself, what makes you tick, what maybe presses your button, all those types of things" (P1)

4.6.3 Summary

This section started with the Direct Reports rating their Managers' coaching style behaviour list on a 1-5 scale. Thereafter, findings were presented regarding the manner in which these behaviours were displayed.

Findings pertaining to Theme 3 are presented in the next section.

4.7 Findings for Theme 3: Manager – Direct Report Relationships

The findings for Theme 3 were around relationships between a Manager and Direct Reports. The key findings that emerged were that :

- good relationships were perceived differently by the respondents;
- that any relationship needed to be genuine;
- it was important that both parties felt comfortable in the relationship
- some negative behaviour was present that affected good relationships.

4.7.1 Perceptions of good relationships by Managers and Direct Reports

The findings based on this aspect showed that the respondents had different views on what a good relationship between a Manager and Direct Report is based.

Good relationships, according to the respondents, were based on nine (9) aspects, namely: responsibility and accountability, caring about employees, mutual trust, trust consistency and agreement, accommodating differences, good communication, mutual respect, being comfortable to talk about issues and recognizing good work. This is detailed in Table 4.13 below:

Table 4.13: Perceptions of good relationships by Managers and Direct Reports

Responsibility and Accountability (2)	*"A good relationship is one where both parties are comfortable within the workspace. Respect from both parties, mutual understanding. Respect is the key. Knowing your responsibilities and knowing the boundaries because the manager needs to convey a message in such a way that you are a human being that you have your own mind and that you can think. Not like a subordinate – you are a subordinate but you mustn't feel that you are being told all the time. And on the other hand the direct report also needs to respect the manager and acknowledge the manager and that the leader is there for a purpose. I think mutual respect from both sides is a foundation of a good relationship" (P14)*
Caring about employees (2)	*"we have to look after one another, the concept of being my brothers' keeper. It's very, very critical. If something is going on with one member of the team, we must know about it. Unless as a member you feel that I don't want people to know about this, we respect that" (P3)*
Mutual Trust (11)	*"Mutual trust, good communication, being able to own one's own stuff and that without blaming someone else for it, taking responsibility & accountability for your part in the relationship" (P4)*
Trust, consistency & agreement (1)	*Trust, consistence, agreeing, yes I think following those three are critical (P3)*
Accommodating differences (1)	*"Okay, so for me I manage everybody differently. Okay, so I think with the leading by example, you need to accommodate each person, because each person does things differently. So the one guy I may have a meeting with every week, the other person I have a meeting once a month" (P9)*
Good communication (2)	*"…where there is an open communication, you know we can talk about anything" (P13)*
Mutual Respect (2)	*"For me it's the one part that is very key, is mutual respect of each other's opinion. I don't have to agree with you, and you don't have to agree with me, but you have the right to be heard, firstly as a person, other than your grade" (P1)*
Being comfortable to talk about issues (8)	*"… so I need to be approachable at your level, their level, people need to talk to me. So it's about reaching out to them, going to encourage them" (P6)*
Recognising good work (2)	*"I think has also improved in terms of recognising and encouraging them to recognise their teams in terms of good work" (P1)*

4.7.2 Genuineness of the Relationship

The respondents felts that the “Genuineness of the relationship” consisted of three components, namely caring, sense of commitment and mutual respect. For a relationship to be genuine, caring needed to be displayed by both parties, a sense of commitments indicating that the relationship is important and lastly, mutual respect needed to be present in the relationship.

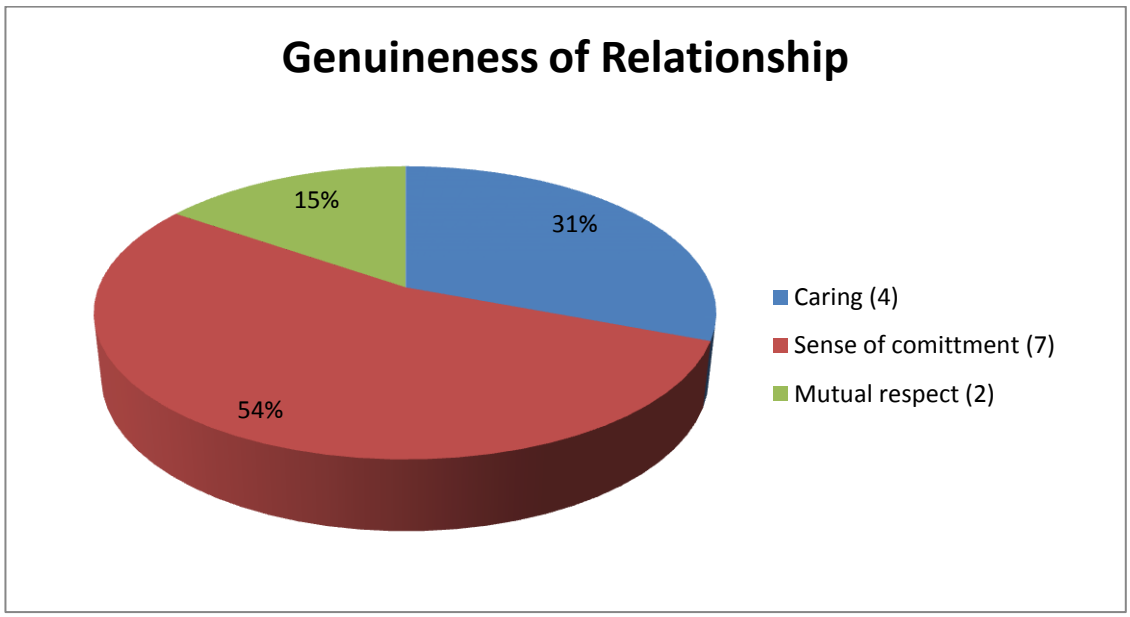


Figure 4.10: Genuineness of the Relationship

The respondents were asked about whether the Manager had a sense of commitment, whether there was caring and mutual respect in the relationship. From the findings as displayed in Figure 11, one can clearly see that a *sense of commitment* was mentioned by seven respondents (54%), followed by caring (31%) and lastly, mutual respect with 15%.

4.7.3 Comfort in the Relationship

By feeling comfortable in a relationship allows both the Manager and Direct Report to be at ease and free to discuss issues with each other. From the findings, it emerged that six respondents (55%) felt comfortable in taking about their issues with their Manager and five (45%) felt completely at ease talking to their Manager about their performance. This makes interactions easier and performance gaps are addressed without much effort.

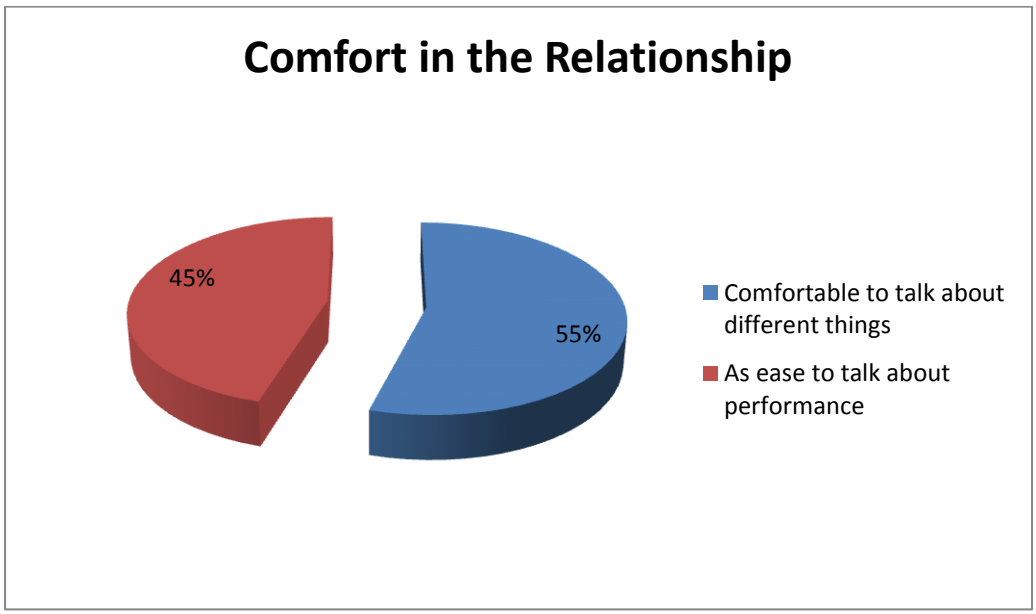


Figure 4.11: Comfort in the relationship

4.7.4 Negative behaviours affecting relationships

It emerged from the findings that there were 15 statements about negative behaviours that affected relationships. These are summarised below:

No trust between manager and employee (2)   *"I can tell you there's no trust between myself and himself" (P18)*
Not a good listener (1)   *"I am not that good a listener, I try to be a good listener but then I can get a bit irritated, if I am really busy and people, you get people and they want to tell you something they will go around two mountains to get to the point and we have got people working like that for*

us as well and that irritates me a bit"(P7)
Manager has no confidence in herself (1) *"I think if she has enough confidence in herself, she will have confidence in us" P16*
Employee not at ease to talk about performance (1) *"Not really. If I am not performing I feel like there is something wrong that I am doing, that is how I feel, I am failing her in some other way" P13*
Manager is a poor listener (1) *Direct Report rated Manager as having poor listening skills (P15)* *Manager is poor at creating a learning environment (1)* *Direct Report rated Manager poor at creating a learning environment (P15)*
Manager is poor at empowering (1) *Direct Report rated Manager poor at empowering (P15)*
Manager only listens if it suits him (1) *"only if there's consequences for himself he listens" (P18)*
Manager's approach is not good (1) "*The approach is not right, it's not good" (P16).*
More comfortable in talking to the coach than the boss (1) *"with their direct line of control, because of the relationship, the different relationship you know, that's my boss you know, and I can't, I can't tell him you know that I think you are wrong by doing this, or you know, it's difficult to do that. But when you have a coach that you can go to, and have this kind of conversation, you'll find the environment to be a much safer environment" P3)*
Negative feedback (3) *"…feedback would be more like, why didn't you do something. That is the feedback" (P13)*
No feedback from the boss (1) *"If there are any major problems he will come back and say okay, we need to fix it but*

with the workload that was so hectic last year, there wasn't time. He just fixed it and moved on, so he didn't come back to me. He said there were two files that there were some things that wasn't correct, but we don't have time to speak and in two months I'm on maternity leave"(P15)

4.8 Findings for Theme 4: Shifts in Leadership Styles and Behaviours

The forth theme that emerged from the findings were the shifts that occurred in leadership styles and behaviours. It was very interesting to note that twenty-one (21) out of twenty-two (22) respondents indicated the leadership style behaviours had changed positively as seen in figure 4.12.

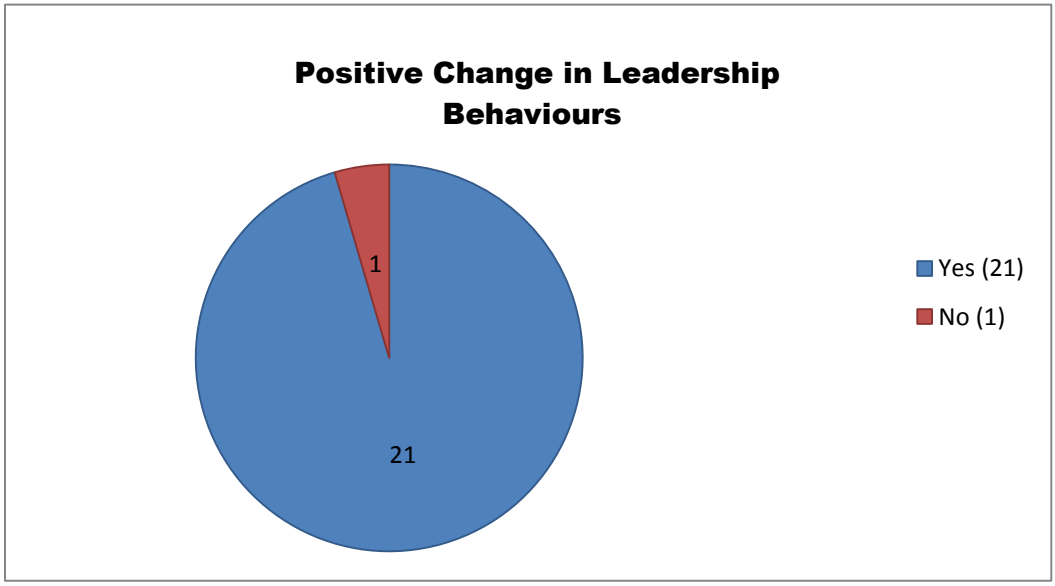


Figure 4.12: Positive changes in leadership behaviours

4.8.1 Shift in behaviours

There was clearly a shift that occurred in the behaviours and this was clearly identified by the Managers and the Direct Reports agreed with this. It was interesting to note that there were seven (7) areas where the shift took place and these can be seen in Figure 4.13.

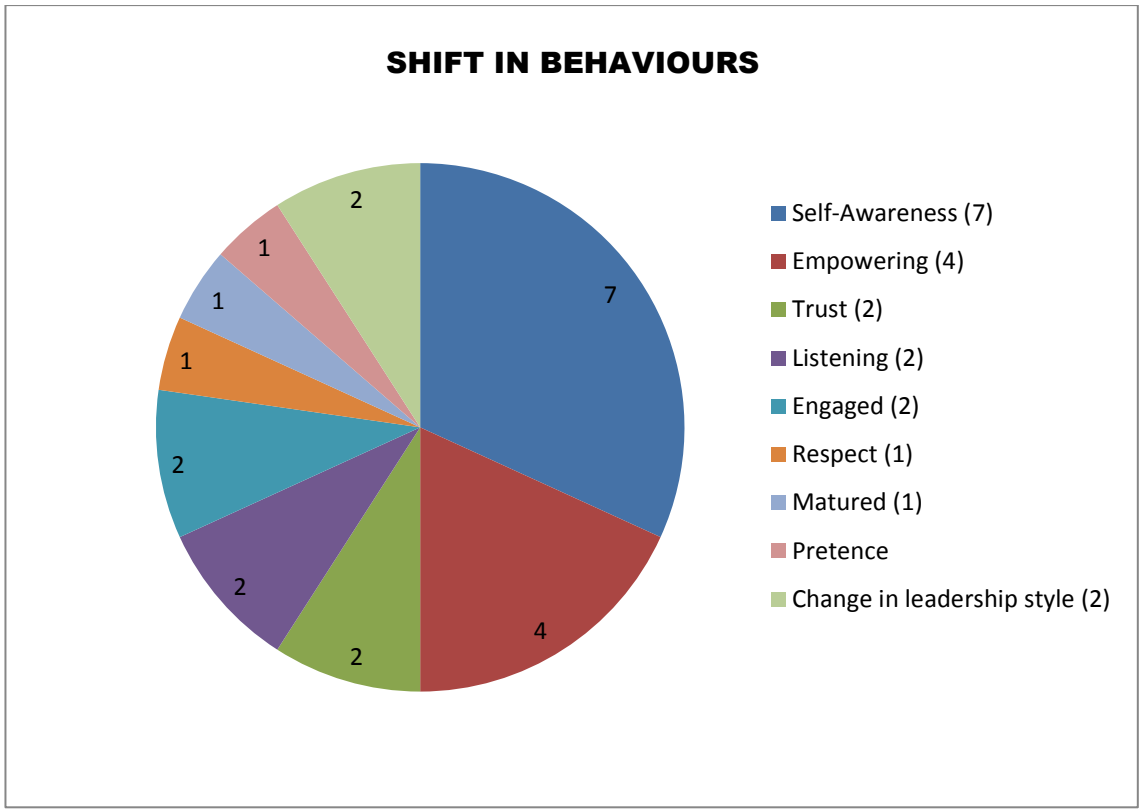


Figure 4.13: Shift in Behaviours

4.8.1.1 Self-Awareness

Self-awareness was the most significant area where the majority of respondents felt that the leadership style had shifted. The statements below summarise this more clearly:

> *"Self-awareness I think that's the one part that I needed actually, in any leadership role that plays a very critical role. To be aware of yourself, what makes you tick, what maybe presses your button, all those types of things" (P1)*

> *"…I think so, I suppose the best people to ask would be my team but at the expense of that [laughter 8.48] time and opportunity, I think it has made me much more aware, self-aware and pushed very hard on me converting every possible interaction into a coaching moment" (P8)*

> *"……Well it encourages you to be yourself, the best you can be because no one person is the same as the other, and how you manage people is not the same. You can't look at someone else and say: "I want to be that." So it's really*

finding your comfort in terms of how you with the people that work with you" (P17)

"I think so. I think she was very sort of autocratic, if I could call it that, in the beginning. And I think it was part of the big portfolio she had, there was a lot of pressure, and she needed to establish her sort of personality, and her leadership. But now I think she's much more relaxed, and I also think that has an impact on the team, because obviously there's not that much pressure when we are more comfortable to share and support each other" (P19)

4.8.1.2 Trust

Trust also emerged as an area where relationships had improved between the Manager and the Direct Report. One respondent (direct report) indicated that the Manager trusted them more when it came to writing reports (P13). A second respondent (Manager) indicated that initially she did not trust that her Direct Reports would perform to her satisfaction but since her coaching, she had started to trust them more (P12).

4.8.1.3 Respect

Another behaviour that had improved according to one respondent was Respect. This is summarised in this quotation:

"Positive. Well in the ones we've worked out. [Chuckle]. No I just feel I guess I have had problem children over the years. I can't say everyone's skills fantastic and I'm so fantastic that I've had people that have just hated me, but I think where it has worked we've had the good relationship even afterwards. You know we kind of stayed in touch and there's that mutual respect which to me is the most important thing. You know it's outside of the job" (P20)

4.8.1.4 Empowering

Empowering was another behaviour that was reflected upon in four (4) statements during the interviews. It was clearly stated that the Managers refrain from providing answers to their Direct Reports and allow them the time to research their own solutions. This enables them to be empowered. These statements provide more detail.

> *"When they come to me and ask me for this and that, it's your department, what do you want me to help, what have you got? What are you planning to do? What… how do you want me to support you? And I say, I don't know what it is, how can I do that if I don't understand, you need to make it clear. You know, go back and think about what you want to do, and then come and say it to me. So you find that slowly people start to take accountability" (P6)*

> *"I don't know when he started. I know he's doing coaching and other courses that has to do with management skills, but I saw it changing a lot last year where he was now talking more and approaching us more and involving us more into what he's doing than just giving us tasks to do as serve it" (P21)*

> "*…We strive to be great performers. She unites us when she gives someone a task, everyone will know that you are doing and asks others to help the person. So she doesn't believe that one person must hog all the work. She believes we all need help. The project is yours but others can help and also when we have our meetings people share what they are doing. At any particular point if you are not there someone can just pick up and carry on. She always says if I get hit by a bus the work must carry on. That is the type of leadership style she has that I shouldn't be the one that has all the information. If something happens to me tomorrow the dept need to carry on" (P14)*

4.8.1.5 Listening

By improving your listening skills, a leader will actually start hearing what is really being said. This was another behaviour that the respondents found had changed in their Managers. The statements refer to this important skill.

> *"…Yes, listening, yes, a listening skill. In the training, one of the things that is emphasised as a critical skill in coaching is listening. To be able to not just hear the sound, but hear what the person is saying, what the other person is saying. To be there and listen to the other person expressing themselves, and to hear what they have said" (P3)*

> *"There are two components that are critical, one is the ability to listen, as a leader, to hear what your people are saying. Whether it's the leadership style requires you to just make a decision without hearing you know, without you know, wasting time, you still need to think, there are other factors, because you cannot see everything, you cannot know everything, you cannot understand everything, you can not anticipate everything. And it is critical, even if you know, the matter is urgent, you still need to hear the other side of the story. And I think the coaching training has just emphasised it" (P3)*

> *"..I'm still growing on the journey, I'm still growing to be a good listener. I sometimes have to, you know, correct myself, you know if someone's talking and I interrupt, I tell myself and say, you know what, you're not listening. And I say to the person, if I interrupt you again, just say to me, you are not listening. It works, it works" (P3).*

4.8.1.6 Engaged

Two respondents indicated that a shift had taken place on the engagement level. They felt that there was more engagement between the Manager and the Direct Reports than before. The statements below summarise this.

> *"….Now there's more engagement here…"(P18)*.

"..you know we engage with so many people that you learn emotional intelligence, and I think that's what he's strong at, not being emotional about issues (P23)

4.8.1.7 Matured

One respondent felt that the relationship with Manager had matured over time. There was a clear indication that there were improvements in the way that matters were dealt with as previously issues were ignored.

"..I think the way I speak to, the way how to handle some issues. Ek het geleer hoe om dit te doen waar byvoorbeeld twee werkers baklei waar jy dan voorheen nie geweet het hoe om dit te hanteer nie, maar omdat jy nou coaching gehad het, nou weet jy hoe om dit te hanteer" (P15)

4.8.1.8 Change in leadership style

Two respondents specifically referred to two leadership styles that had shifted over time, namely:

1) From Micro-managing to a Democratic Leadership Style
2) From Autocratic leadership style to Situational Leadership

This clearly shows that the shift was positive and this occurred after they were coached and that they had clearly adapted some of the coaching characteristics and behaviours that enabled them to make the shift.

"If I look at what my leadership style was, to what it is now, it was very autocratic. I micro-managed. I think i stressed myself out and I stressed out my direct reports and it didn't work for me. Coaching has influenced my leadership style. It's a lot more democratic and participative I would say" (P4)

4.8.1.9 Pretence

There was only one negative response regarding the Manager when the respondent was asked about her Manager's leadership style. Upon probing further, it was noticed that there were challenges between the Manager and Direct Report and all that the behaviour displayed by the Manager was just "Pretence". The researcher chose not to explore it further and even though this did not influence the findings, it was felt that it needed to be mentioned.

4.8.2 Shift in Relationships

The Managers were asked whether they felt that the relationships between themselves and their Direct Reports had been affected in any way. The Direct Reports were also asked the same question. It was evident from the responses that there was a definite improvement in relationships between the Manager and the Direct Report after the coaching. This can be seen in the quotations below where the respondents refer to improvement in trust, communication, allowing people to take ownership and improved engagement.

(P1) "well from what I'm seeing, I think they seem to really be responding very well, because it's almost like I'm giving space to really express themselves, and grow as individuals"
(P3) "…..as a leader, when you are honest, when you are dealing trust, because that's a critical thing within a relationship, people should be able to know that they can trust you, and they know that when things are bad, and you are in the position where you have to bring the bad news to them, you bring the bad news. ……And it builds the relationship, it makes that relationship very, very strong. And adding to that is, when you are trusted, and you are contacted, people see that very, very quickly, they see that very, very quickly"
(P4) "I think it's built a strong team where there is mutual trust and a sense of family. I think we have a very relaxed environment in spite of the stresses that come down from the top. I think I spoke about how I don't micromanage and that I allow them to solve and resolve their own work challenges"
(P5)"…So in our context I think it's a lot more open. I think I am able to get… communication is so open to the point that there's no reservations to say what needs to be said. Equally they're able to challenge me, obviously within a business context, so they're allowed to

(P6) "……So the first thing I had to do was to let go. ……..really like is that people take ownership, people take pride in the work they're doing, and they become innovative, because now it's their space"
(P7) "it's a relationship that you build up with people and getting along with each other"
(P8) "I think it has improved immensely, I think before coaching I used to have the wrong conversations and after coaching I think the conversations are not much directed now and more counselling based versus reprimanding based so I think the learning outcomes are becoming more, you know…"
(P10) "..I am empathetic. I will listen to people and understand what their issues are that have certain challenges but some people there will always be issues and you will always have difficult people that you need to deal with but I think you just have to be consistent with the way in which you do things"
(P11) "…..I think it has matured. You know there are, you measure it by the emails that you get. In the past he used to send me emails with lots and lots of explanations in terms of what he wants me to do, now he just forwards me the emails because the level of understanding is there so for example, you will get an email from whoever asking you certain things, business plans for example. This year there is significant different requirements in our business plan, without discussing it with me he will just send it to me so there is that level of, I guess, trust. Basically it goes to show and prove that we have evolved and we have got our relationship to a certain point where there is almost like an understanding, an accepted understanding that okay fine, you know what to do, this is what you need to do, just get it done and make sure you give it to me beforehand so that I can have a look at it and make sure that there is enough time for us to delegate this, the product that we produce we are all happy with. Everyone is happy
(P14) It's a nice relationship because we don't have any issues, we don't have any resentment issues that are bottled up "…

In summary, it is evident that there was an improvement in leadership behaviours and an improvement between Managers and Direct Reports after the Managers had been coached or had been trained as coaches.

4.9 Findings for Theme 5: The value derived from Coaching

Theme 5 that emerged from the findings was around the value that the Managers derived from coaching.

There were 57 statements regarding the manner in which the respondents perceived the difference that coaching had made. The following are some of the statements that were made by the respondents indicating shifts in behaviour.

Allowing accountability so that employees can take ownership (4)   *"I've learned more and more, so now my reference on a previous point is me articulating everything and instructing, I think through participation and through their own learning it's the ability to create a platform that encourages dialogue, it encourages more solutions. And it encourages being involved. I think when you start getting people to take accountability and responsibility for certain agenda points, let them drive it, they take full ownership" (P5)*
Allowing employees to select the best option (3)   *"He will often allow you to, for example, state the problems, state the issue and then he will get you to basically offer solutions to your own problem and then get you to select the best possible or the most likely solution to your problem and then go and get you to do it. I don't know if that makes sense, it might be a coaching technique but that is one way of him doing that, another way would be, for example, he is also good at bringing people in to assist him with his challenges, now how does that guide the individual? It opens the person's horizons for example, he will often bring someone in…" (P11)*
Asking the right question (10)   *"……on asking and encouraging people to ask the right question versus jumping to what the solution is because no one knows really until your journey together towards a particular business challenge that you have, you know, focusing on encouraging"*
Benefits of coaching (7)   *"..build confidence in myself, because I'm now self-aware of certain things, why am I doing things certain ways, and that I don't have to put undue pressure on myself" (P1)*   *"So with the coaching training, suddenly one has just understanding that the more flexible you are, the more influence you have. And I'm now able to see also that yes there's those two extremes…" (P1)*
Coaching affects leadership style (4)   *"I think I matured as a leader (P17)*

"..the difference I think is that I learned to tone it down when I'm not getting what I want and not get upset, because then if you get too upset everyone else is upset you know. It's Phyllis the impact of you as a leader and your emotional being and how it impacts on your direct reports. So I actually learned to, if I'm upset to wait before I actually communicate it..."(P17)

"*A coaching way of being a manager. It really assists someone to be the best they can be because then the manager tends to be open and not be you know: "Do what I say. You must do. Don't ask me questions. Don't challenge me" and all that, and then you get to be open as well and express yourself more, where you were the shy type. You would be able to just say and we not agreeing with. We have certain things or certain ideas. Yes. I think it really builds people in overall as a person and not only in the workplace (P21)*

Coaching assists leader to focus (3)

"I think I get more focused in certain areas now. I can sit back and say, okay this is what I want to do and this is where I want to be in the next couple of months and where the firm to go or my department to go in the next couple of months which we haven't really done in the past" (P7)

Coaching is becoming invaluable (3)

"..value derived is specifically improvement from a performance based point of view and also motivation, you can see the change in the motivation of the staff members. If they can see value and they can see people changing from past and I can see a brighter future, that is when you can see. I decided to get in there with that belief that we will get a different mindset and a shift in paradigm (P12)

Difficult, crucial & meaningful conversations (2)

"I try to approach it from a coaching style in the sense that we have discussions and conversations around how they found the year and what worked and what didn't work from them and I believe its been quite meaningful and we also we worked our plans so that they know what is expected of them" (P4)

Value in coaching (9)

"..Obviously it takes to do the censorship in terms of how you improve, where is improvement required, that goes in hand with coaching" (P5)

"The thing as well, we get busy, people will say, busy with business, so coaching also helps you to not be busy with so many things, but once you be specific, you get to that. So I think a lot of leaders would gain a lot, would be available in making sure companies achieve specific results. So if you can

follow that focus to be able to define clearly what you want to achieve, and just focus on the resulting…" (P6)

"I think of coaching is not necessarily recognised so I do think that there is a value in it. I don't think it always has to be so formal and I think that a challenge for us is getting people to see that it does happen informally. They just need to acknowledge that it happens " (P10)

"Yes. Definitely. It's a critical skill. It's a – I think it's a tool kit I think that would help them actually do it. All that knowledge that's in their head. I mean it's a different skill. You can have all the degrees and all the knowledge. If you can't communicate it and share it and it's a completely different skill, which I think is lost in the corporate environment now" (P20)

4.10 Conclusion of Themes

Chapter 4 presented the five (5) themes that emerged from the findings namely:

Theme 1: *Leadership Styles*
Theme 2*: Leadership Behaviours*
Theme 3*: Manager/Direct Report Relationships*
Theme 4*: Shifts in Leadership Behaviours and Styles*
Theme 5: *Value derived from Coaching.*

Theme 1 highlighted Eleven Leadership Styles while Theme 2 showed that seven coaching leadership behaviours were prominent, namely, asking the right questions, effective communication, mutual respect, mutual trust, providing feedback, developing and empowering employees and a Manager's self-awareness were the most common amongst all the respondents.

Findings that pertained to changes in leadership style behaviours and improvements in relationships were presented as Theme 3. A key finding was that the improvements in relationships were rather due to the coaching that the Managers received and not due to the adoption of a Coaching Leadership style by the Managers. Theme 4 presented the

shifts that occurred in leadership behaviours and leadership styles which was very interesting.

The chapter ended with findings presented on Theme 5 which referred to the values derived from coaching. The findings showed that coaching was a skill that every manager should develop as it made a difference in various areas of management.
In the next chapter, the findings are discussed in more detail.

5 CHAPTER 5: DISCUSSION OF FINDINGS

5.1 Introduction

Effective leadership is crucial as the success of every organisation is shaped by the thinking and behaviour of its leaders. In order for organisations to have competitive advantage and survive under fast-paced challenges, Manager and employees alike are required to be more responsive.

Leadership is crucial in life in general as it has an impact on every aspect of humanity, according to Hura (2005), it enriches personal, organisational and socio-economic growth (Hura, 2005). If a leader has a great vision, s/he will acknowledge the followers' strengths and will inspire them to reach their maximum performance within the organisation. Leaders are expected to create a path that will guide the members of the team to perform their duties efficiently in order to assist the organisation to achieve its objectives and in order for this to happen, the leader must in turn have the leadership capabilities which will enable this to happen (Jomah, 2016).

This chapter discusses the findings from the qualitative analysis conducted in relation to the research question and the literature. This discussion chapter aims, firstly, to provide insight into whether a coaching leadership style is a term that is commonly used in organisations. A coaching leadership style focuses on personal development rather than accomplishing tasks, according to Goleman, and even though this leadership style does not focus on tasks, it yields exceptional results due to the fact that leaders engage in personal conversations with direct reports and establishes rapport and trust (Goleman et al., 2002). A coaching style allows an employee to try new things and to find solutions to problems without the Manager giving them the answers and it allows for personal development.

Secondly, this chapter discusses whether Managers display any behaviours aligned to a coaching leadership style. If the term Coaching Leadership Style is not recognised and is not commonly used in organisations (question 1), how are the Managers behaving in the workplace and how does this compare with the Coaching Leadership style Behaviours as described by Hamlin, Beattie and Ellinger (2007). These coaching style

behaviours include advising and guiding, creating and promoting a learning environment, providing positive feedback, identifying development needs, attentive listening and mutual trust (Hamlin et al., 2007).

The literature shows that effective Managerial Coaching Behaviours were: giving feedback, setting clear expectations and creating a coaching climate that involves a positive trusting relationship (Ellinger, Hamlin, & Beattie, 2008).

Lastly, this chapter focuses on whether a coaching leadership style has an influence on the relationships between a Manager and his/her Direct Report.

5.2 Profile of respondents

Twenty two (22) respondents took part in this research from different departments across eight (8) organisations in the public and private sectors in South Africa. Thirteen (13) participants interviewed were Managers who operated at either senior or upper middle level in these organisations. Nine (9) Direct Reports participated in the research and they all reported to a Manager that participated in the research. The Direct Reports were randomly selected by the researcher after receiving a list of names from the Managers. Four (4) Direct Reports selected were not available to be interviewed at the time of the research.

Both male and female respondents were interviewed across all ethnic groups. Forty-one per cent of the total participants were male and 59% were female. Managers represented 59% of the total respondents and 41% were Direct Reports.

All the Managers interviewed had either been trained as coaches or had been coached themselves. Seven Managers indicated that although they had been trained as coaches, they were not directly coaching their Direct Reports but there were indications that their coaching behaviours had an influence on the relationship between themselves and their Direct Reports.

5.3 Discussion pertaining to Research Question One

Research question one, focused on determining whether a Coaching Leadership Style was a term well used and recognised in organisations to describe a leadership style.

What is leadership and how can it be defined? Gardner defined the leadership as, "..the process of persuasion by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her employees" (Gardner, 1993). By accepting this definition, we are saying that a leadership style is the way in which that process is carried out. If effective, a leadership style may enhance the performance of organisations and facilitate the attainment of set goals or, if ineffective, have negative influences on performance and the attitudes of employees (Gardner, 1993). According to Goleman (2000), Leaders with a coaching style assist their subordinates to identify their strengths and development areas and to link these to their personal and career goals. They help in developing long term goals and devise a plan to achieve them. They provide lots of feedback (Goleman, 2000).

In this study, the purpose of Research Question One was to provide insight into whether the term "coaching leadership style" was used to refer to a leadership style within organisations or whether other terms were used to describe leadership styles. The respondents were asked to describe the style of leadership and figure 5.1 summarises the responses provided by the participants.

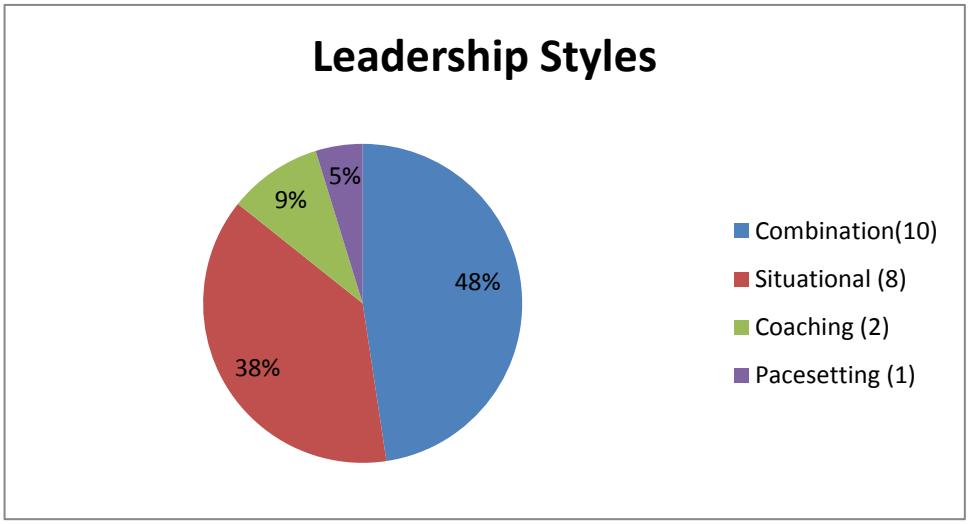


Figure 5.1: Identified leadership styles

The leadership styles that were referred to by the respondents were *Pacesetting (1), Coaching (2), Situational (8)* and a *Combination of various styles (10).*

Five Managers and 6 Direct Reports described the leadership styles as a combination of different styles, which represented 50% of the respondents. This is summarised in table 5.1:

Table 5.1: Combination of different leadership Styles

Democratic and Participative (P 4)
Coaching & Inspirational (P 1)
Democratic & Coaching (P21)
Coaching & Authoritative (P 7)
Coaching & Pacesetting (P13)
Visionary & Coaching (P23)
Democratic, Coercive and Pacesetting (P15)
Coaching, Democratic, Pacesetting, Authoritative & Affiliative (P12)
Coercive, Pacesetting & Coaching (P16)
Coaching and Democratic (P14)
Coaching and Democratic (P 9)

Figure 5.2 depicts the number of times the different styles are mentioned.

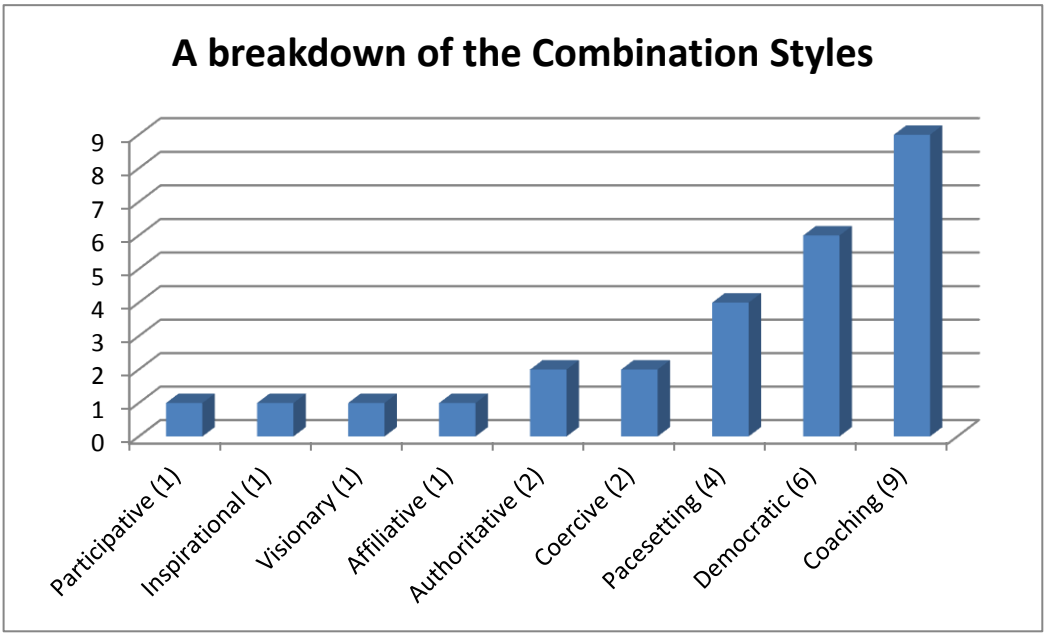


Figure 5.2: Breakdown of a combination of leadership styles

The identified leadership styles from the findings of this research are now discussed in more detail.

5.3.1 The Coercive Leadership style

The Coercive Leadership Style demands immediate compliance and works best in a crisis or when employees are problematic. In using this style, the Manager will expect the direct report to obey his command and not to question him in any way and to just "do as I tell you to" (Goleman, 2000).

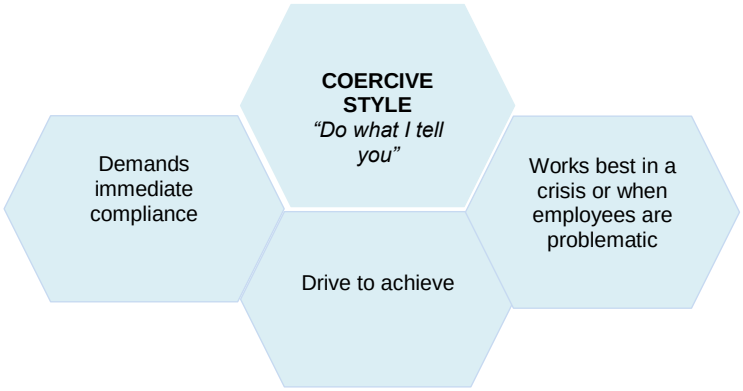


Figure 5.3: Coercive Leadership style (Goleman 2000)

In this study, the findings showed that the coercive leadership style was not a preferred style as it only emerged once by a Direct Report and only as part of a combination of other styles. This could be an indication that the Manager is not aware of how s/he behaves when under pressure in order to achieve an outcome quickly. In such situations the Direct Reports may perceive them to be "Coercive" whereas they are just trying to accomplish a specific goal and deliver results. It was clear from the response in this study that when the Manager experience pressure, s/he adopted this style of "do as I tell you" but that under normal circumstances there were other styles that were preferred such as democratic and pacesetting. This also explains why this specific leadership style does not emerge as a preferred style or a dominant style.

The Coercive leader does not consult any team members when making a decision (Dessler & Starke, 2004). This style has the advantage of quick decision making in times of stress and solid deadlines for completion of task set by the leader. However, the downside of utilising such a style is that it stifles creativity with respect to problem solving which ultimately decreases the performance of the group; it also leads to resentment among team members and towards the leader which may result in rebellion or high staff turnover (Lewin et al., 1939).

5.3.2 The Pacesetting Leadership Style

According to Goleman (2000), this Leadership Style sets high standards for performance, leads by example and works best to get quick results (Goleman, 2000) as shown in figure 5.

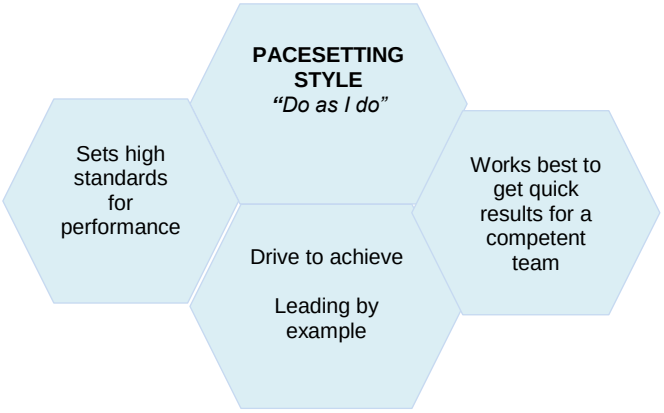


Figure 5.4: Pacesetting Leadership Style (Goleman 2000)

The pacesetting leader is full of energy and drive and they are focused on meeting challenging and exciting goals. Pacesetters get the best results from a motivated and competent team. If this style is used poorly or excessively, it can leave Direct Reports feeling confused, inadequate and demoralised. Since pacesetters often focus on goals without appearing to care for the people, the result can be high levels of anxiety and mistrust – which is a disaster for making progress. The irony is that by focusing too much on increasing the pace of change, the outcomes could be compromised.

In this study, the Pacesetting leadership style emerged as a leadership style that was used with other styles such as coaching, democratic, coercive, authoritative and affiliative, and it only emerged once as a style which was preferred to be used on its own.

According to Alridge (2013), Pacesetting leadership is a style which should be used sparingly as its overuse can lead to a burned out workforce. On the surface, this style sounds like "good business" but due to the fact that the leader sets exceptionally high performance standards, constantly demands excellence and encourages ruthless efficiency – this may eventually overwhelm the Direct Reports. The leader exemplifies a high level of excellence himself and has no qualms about identifying and eliminating

poor performers. To a certain extent, it is more about performing tasks excellently and not about people or relationships. Alridge (2013) also states that under this leadership, “better, faster, cheaper” often leads to dehumanised processes and procedures and work can become routine and monotonous. While this style is effective in moments when quick results are needed, due to the negative impacts on the workforce, leaders should be judicious in using the pacesetting style for an extended period of time (Aldridge, 2013).

The Manager leads by example and in turn, expects the Direct Reports to perform the same way as s/he does and if the Manager’s expectations are not met accordingly, then the Direct Reports could be labelled as poor performers.

The findings in this research showed that the Managers felt they needed to have knowledge and the ability to perform the tasks that they expected their Direct Reports to perform. They could not possibly expect someone to do a task that they were not capable of doing themselves. There was however, no evidence from the findings showing that the Managers viewed the Direct Reports as poor performers if they did not perform at the same level that they could, as stated in the literature. It is however, clear that this leadership style could pose a danger if used continuously.

In the Wall Street Journal Online article (Murphy & Johnson 2011), the pacesetting style is one in which “the leader sets high standards for performance. He or she is obsessive about doing things better and faster, and asks the same of everyone” (Murphy & Johnson, 2011). The pacesetting style allows Mangers with a mastery of certain tasks to demonstrate his or her mastery over those tasks and hope that the Direct Reports will gain mastery through osmosis. When utilised, this type of leadership style presents a variety of positives and negatives in relation to achieving overall success of a desired outcome. The Pacesetting positives include fast action enabling quick achievement of business results (Preston, Moon, Simon, Allen, & Kossi, 2015). Usually the Manager has great aptitude in the work that needs to be done which results in the fast action and quick results. Thus, the Manager embarks on a “lead by example approach” and expects the Direct Reports to function on the same level, which is not always the case. Pacesetting is an excellent leadership style to use at the beginning of a project, as you are able to build momentum off the excitement surrounding a new endeavour. It is an effective style to use to achieve the first few milestones of a project in short order.

On the other hand, this leadership style can have a long-term negative impact on a Direct Reports and the team as a whole. Primarily, this style of leadership is conducive for employees to burn out. Burn out occurs from the team is unable to sustain the same enthusiasm, drive, and competency of the Manager. *Six Emotional Leadership Styles* by Goleman (2002), points out that pacesetting leaders, “tend to be low on guidance, expecting people to know what to do” (Goleman et al., 2002). Thus the pacesetting style not only demands constant amounts of high energy from its team but also demands self-correction and self-sufficiency from the Direct Reports. This type of environment causes increased stress levels as any member who struggles in a task will quickly fall behind the pace of the remainder of the team and will not receive any guidance on how to perform the tasks at hand. An example of a leader/ businessman who, according to Money-zine (2006), primarily used this type of leadership style is Jack Welch (Preston et al., 2015). Welch served as CEO for General Electric from 1981 to 2001. During his time as CEO, Welch would interact with employees at all levels of the organisation as he believed that leaders should avoid micromanaging, and should rather spend their time inspiring others. Welch was accessible to his employees, however, he was also demanding of them, expecting the highest of results while disposing of those who were unable to keep up (Preston et al., 2015).

The Pacesetting Leadership style is one that is best served in small doses. It serves to help launch a project or to help complete a project within a tight time frame. However, the style will wear thin on the Direct Reports and the whole team if utilised too often, as pressure builds and people are left feeling burnt out and left behind (Goleman et al., 2002).

5.3.3 Democratic Leadership Style

The Democratic Leadership Style, which is also referred to as a Participative Leadership Style, refers to a style that forges consensus through participation, gets inputs from employees and promotes collaboration, communication and team leadership (Goleman, 2000). This is a unique leadership style with which many feel uncomfortable. Most of the authority, not all, is given to the team but the manager remains the team leader.

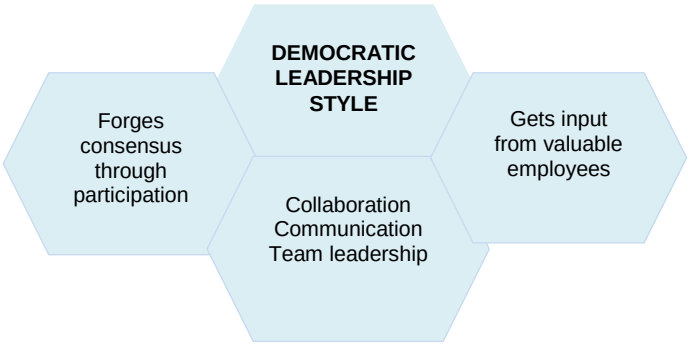


Figure 5.5: Democratic Leadership Style (Goleman 2000)

This type of leadership style allows the direct reports to be involved in decision making and even though this fosters teamwork and open communication, there will be times when the manager needs to make quick decisions and is not able to consult the team at short notice. Under these circumstances, this style would not be suitable. The democratic leader values people's input and uses this to build a strong consensus in order to achieve an objective.

The democratic/participative leader traits are:

- *team member ideas or equal with the leader,*
- *everyone's input is considered,*
- *Leader is team facilitator,*
- *leader is coach/player,*
- *frequently accepts teams' ideas over own,*
- *focus is on stimulating creativity,*
- *creates culture of innovation*

A democratic leader achieves consensus in the team through direct participation and gathers input from employees and, although this type of leader invites other members of the team to contribute the decision making process, s/he will ultimately make the final decision. By involving employees or team members in what is going on around them, this helps to develop people's skills and increases job satisfaction. This enables Direct Reports to feel in control of their own destinies and they are motivated to work hard. As

participation takes time, this approach can lead to things happening more slowly, but often the end result is better. The approach can be most suitable where team work is essential and quality is more important than speed to market productivity.

Research conducted by Bhatti et al. (2012), showed that in a democratic leadership environment, the leader always tries to solve any kind of differences in expectation. Employees reported that they are satisfied with their jobs and they do not think or like to change their jobs for better jobs. According to the employees, the leader also allows them to take part in making decisions, and their implementation to resolve problems. Employees showed that they like to go to work (Bhatti, Maitlo, Shaikh, Hashmi, & Shaikh, 2012).

In this research, the findings showed that the democratic leadership style was a style that was preferred to be used on its own by one manager, but it was predominantly used in combination with other styles as seen below:

- *Democratic and Coaching*
- *Democratic, Coercive and Pacesetting*
- *Coaching, Democratic, Pacesetting, Authoritative & Affiliative*

It was interesting to note that the Manager preferred to involve the team in the decision making and in this way the team came up with new ideas regarding solving problems as can be seen in the statements below:

> *Coaching & **Democratic** (P14)*
> *"She is the type that empowers you. She briefs you and gives you the goal – this is what is needed and then guides you and you deliver. She doesn't micromanage and she is not forceful and doesn't pressure you to do things. She waits for you to deliver. I think she trusts us in a way"*

> *Coaching & **Democratic** (P9)*
> *"I think I let the guys do what they need to do, I give them the guidelines, I give them the roles that they need to accomplish what I expect out of them, and I tend to let them go out there and figure stuff out for themselves, and support them where I can, but obviously the job needs to get done"*

The Manager briefs and ensures that guidelines regarding what needs to be done, are provided and then allows the Direct Reports to find their own solutions. This then assists the decision making process as everyone's input is considered. The findings also showed, to some extent, that the Direct Reports felt that the Manager trusted them as she allowed them to figure things out for themselves and just provided the support required.

According to Dessler and Starke (2004), the democratic type of leader customarily consults his team members and considers their suggestions, although the final decision lies with the leader (Dessler & Starke, 2004). The pros and cons of using this participative leadership style include higher quality of work produced although the quantity of work is decreased, and commitment to the goals as there is a sense of ownership and a valued feeling of being a part of the team (Lewin et al., 1939).

This style consists of the leaders sharing the decision making abilities with the group. It encourages discussion, debates and sharing of ideas with the employees. It encourages staff to be a part of the decision making process of the organisation. The leader keeps the staff informed about everything that affects their work and shares decision making and problem solving responsibilities with them. This kind is most successful when used with highly skilled or experienced staff or when implementing operational changes or resolving individual or group problems. This kind of leadership style is one of the most effective and creates higher productivity and staff usually evaluate their own performance (Kaur, 2013).

The Democratic leader can achieve the following from the Direct Reports by adopting this style of leadership:

- *Produce high quality and high quantity work for long periods of time*
- *Direct Reports respond with cooperation, team spirit, and high morale as the leader has high level of trust*
- *The leader allows staff to establish their goals and integrate them with the organisational goals*

- *The leader encourages staff to grow on the job and be promoted by motivating them*
- *Recognises and encourages the achievement of the staff (Kaur, 2013).*

The Democratic leadership style is most effective when

- *The leader wants to keep the staff informed about matters that affect them*
- *He wants the staff to share in decision-making and problem-solving duties*
- *He wants to provide opportunities for staff to develop a high sense of personal growth and job satisfaction*
- *There is a large or complex problem that requires lots of input to solve*
- *The changes must be made or the problems that affect the staff should be solved*
- *He wants to encourage team building and participation (Kaur, 2013).*

The Democratic leadership style is least effective when

- *There is not enough time to get everyone's input*
- *It is easier and more cost-effective for the manager to make the decision himself*
- *The leader cannot afford mistakes of any kind*
- *The manager or the staff feels threatened by this type of leadership*
- *The staff's safety is a critical concern for the management (Kaur, 2013).*

5.3.4 Authoritative/Autocratic Leadership style

Goleman refers to the Authoritative Style as one that mobilises people towards a vision with the underlying competencies being self-confidence, empathy and change catalyst. The style works best when changes require a new vision or when clear direction is needed (Goleman, 2000).

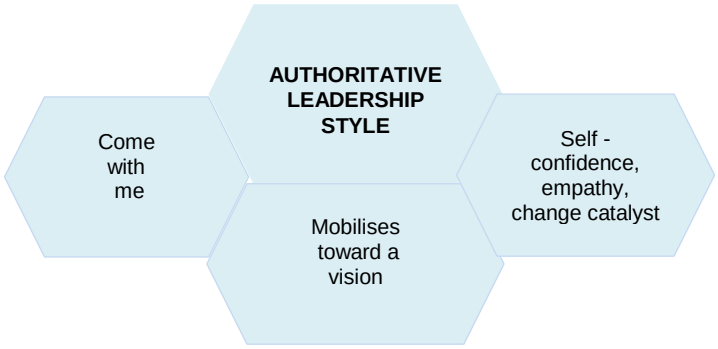


Figure 5.6: Authoritative Leadership style

The authoritative leader traits are:

- *seldom lets others make decisions,*
- *feels he/she is the most qualified and experienced,*
- *considers his/her views to be most valid,*
- *lacks confidence in others abilities,*
- *critical of differing opinions,*
- *rarely gives recognition,*
- *is easily offended,*
- *uses others for his/her benefit,*
- *action oriented,*
- *highly competitive.*

This leadership style assembles people toward a similar vision and is most effective when changes are required or when there is a need for a clear direction and is characterised by implementing the will of a leader without taking into consideration the opinion of subordinates. Managers who prefer this style make decisions on their own

and give instructions to subordinates and expect them to carry these out, based on unilateral, top-down communication. In order to motivate, leaders use their position to decide on the appropriate remuneration.

The biggest weakness of this style is the failure to recognise the skills and abilities within other people. This style emerged only twice in this study, but as a combination of other leadership styles as can be seen below:

- *Coaching and Authoritative*
- *Coaching, Democratic, Pacesetting, Authoritative & Affiliative*

It was also interesting to note that this style was not a leadership style that Managers preferred. It can only be assumed that the managers are aware of the dangers of using this style on its own and have sufficient knowledge of when the style could be effective when used appropriately. This is also supported in the literature as Sahin (2012) indicated that an authoritative/autocratic style can be more effective when mixed and complemented with another leadership style and that there are both advantages and disadvantages to this style of leadership. The advantages of autocratic leadership are that it drives rapid results, and it is effective when nobody else knows what to do. The disadvantages of autocratic leadership are that leaders using this style do not build teams and do not communicate well (Şahin, 2012).

The autocratic leadership style keeps strict and close control over the Direct Reports and keeps checking the policies and procedures given to them. They believe in direct supervision for maintaining a successful business environment and strive to maintain a strict professional environment. This is the classic approach which was followed by old school managers and here the manager retains as much power and decision making authority as possible and he does not consult his staff and does not allow the employees to give any input. The staff is always expected to obey the orders without receiving any explanations. The leaders have a structured set of rewards and punishments ready for the performers and the non-performers.

The autocratic style, according to Kaur (2013), is most useful under the following conditions:

- The company has hired new recruits and the new and untrained staff does not know which tasks to perform or which procedures to follow to accomplish their task
- It is sometimes believed that effective supervision can be provided only through detailed orders and instructions
- It is suitable when the staff is stubborn and does not respond to any other leadership style
- This type of leadership is preferred when the time to take an important decision is very limited
- A manager is forced to use this style of leadership if his powers are challenged by his staff members
- It can be used when work needs to be coordinated with another department or organisation

This leadership style should not be used when:

- The staff becomes tense, fearful, or resentful of the manager using this style of leadership
- The staff members think that their opinion matters and it should be heard for the betterment of the organisation and they have unions to back them on this
- The staff depends on their manager to make all their decisions
- The staff morale is low and they need to be boosted to work towards achieving the organisational goals and there is high turnover and absenteeism in the organisation.

5.3.5 Affiliative Leadership Style

The affiliative leadership style is described as a style that creates harmony and builds emotional bonds. People come before tasks or goals and it can be a problematic style to use during a crisis situation when quick decisions need to be made and works best when rifts in a team need to be healed or when employees need to be motivated during stressful circumstances (Goleman, 2000).



Figure 5.7: Affiliative Leadership Style

The affiliative leader is particularly skilled at bringing harmony to a team, helping to motivate staff during difficult times, heal tensions and discord and strengthen positive working connections. When used on its own, the affiliative style can drift into a directionless predicament where poor performance is ignored and work always takes second place to relationships (Cook & Rouse, 2013).

It was evident from the findings in this research that this leadership style was not a preferred style for the managers. It only emerged once in the findings and part of other leadership styles namely, coaching, pacesetting, authoritative and democratic.

This style emphasises team work and commitment among the employees and encouraging them to work together towards achieving the organisational objectives, according to the literature, but as the findings showed, only one Manager used this type of style, so it can be concluded that the Managers preferred to use other leadership styles, not only because they value relationships, but because they see achieving outcomes as being equally important.

5.3.6 Coaching Leadership style

A coaching leadership style develops people for the future, allows them to try different things, develops others and is empowering (Goleman, 2000). The coaching style emerged twice on its own and nine times as part of a combination of styles, namely inspirational, democratic, visionary, authoritative, pacesetting, affiliative and coercive.

This leadership style focuses on personal development rather than accomplishing tasks, but it yields better positive results as compared to any of the other styles that a leader employs (Goleman et al., 2002).

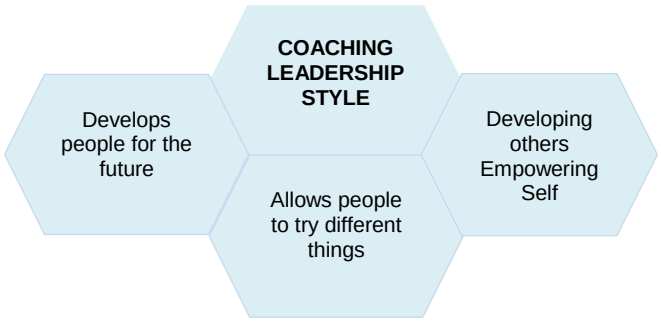


Figure 5.8: Coaching Leadership Style

A coaching leader is inspirational, visionary and participative through the behaviour, which includes - advising and guiding, creating and promoting a learning environment, providing positive feedback, identifying development needs, attentive listening and mutual trust (Hamlin et al., 2007). This can be seen from the statements below which emerged from the findings in this study:

> *"I think more and more I'm becoming open door, very inclusive, very participative, more and more I'm trying to understand and hear the opinions of others. More and more I'm not… I'm also becoming a lot more challenging, so challenging back to my team, but equally challenging up." (P5)*

> *"I like people and I like them to develop, I always tell them there is ten ways of getting to the right answer, you must figure it out yourself which one is good for you, I can show you what I do but that is my approach, that's how I, if you have got a shorter way, a quicker way, do it your way, just get to the same answer" (P7)*

The Managers in the research indicated that they allow their Direct Reports to try new things and come up with their own solutions. The Managers also indicated that they are more understanding of the opinions of others which clearly shows attentive listening. By challenging, they encourage new thinking amongst the team members which allows them to be more innovative when coming up with solutions.

The coaching leader has a positive style, using empathy to build trust and a balance of support and challenge to move practice forward. This style is particularly effective at building up highly skilled and experienced teams of motivated staff. Used well, the coaching style allows the leader to give positive and negative feedback constructively. When used poorly, a leader can drift into micro-management or over-control (Cook & Rouse, 2013). The findings in the study showed that the Managers were willing to give both positive and negative feedback to their Direct Reports as summarised in the statement below:

> *"…the way she gives it yes. It is the manner in which she gives the feedback. It's not feedback about something that you did a while ago and have forgotten about – something happens, she gives you feedback constructive feedback something that you can do something about" (P14:Lan).*

The coaching style, as defined in the Jeff Hodgkinson article, *Leadership Styles for Program and Project Managers,* is when the manager "instructs and motivates" others to enhance their skills to achieve maximum impact for the team and project (Hodgkinson, 2009). The coaching style is designed to cultivate a Direct Report's professional skill set. It is a relationship that is very similar to that of a teacher and student, with the Manager serving in the role of the teacher. The Coaching Leadership Style "challenges all to do better and is encouraging when any failure is present" (Harris, 2009). By utilising this technique, an environment that is based on encouragement and empathy is created, allowing team members to approach project goals without trepidation. A warm working environment is created from this leadership style and this spurs the creation of more substantial inter-personal relationship between the Manager and Direct Report. Trust is thus established within this style, and a trusting environment leads to a productive environment, working towards self-improvement, as well as project success.

There are however, some negatives that comes with this style. Utilising the coaching leadership style is very time consuming and it runs the risk of being viewed as micromanaging if not executed properly with the proper audience. This time commitment is not feasible in an environment with hard and fast deadlines, nor is it feasible when working with a large team. Additionally, this style is only conducive when a Direct Report is willing to learn and improve his/her skills. “If someone is managing employees that are extremely resistant to change, or are not interested in learning new things, the manager will struggle if s/he chooses this style” (Kilburg, 2006). Thus, it is essential for any Manager to understand the make-up of the team, and the time constraints before implementing this strategy. The best examples of the coaching leadership style come from the realm of sports, since all sport teams require a manager or coach in order to execute a strategy to meet an objective through a temporary endeavour; the match or game. That is not to say that all sports coaches or managers utilise the leadership style of coaching, as they in fact do not, but it is meant to set the stage for a true example of this leadership style in action.

In summation, the coaching leadership style is one that can be applied in any type of situation, but is most beneficial in situations that have loose time constraints and eager team members. Coaching aims to give Direct Reports the skills to succeed in a current environment, as well as cultivate the future. It aligns personal goals with the team and organisational goals and provides constructive feedback, but has the potential to be viewed as overbearing to members unreceptive to change and constant feedback. It is a leadership style that should be implemented when possible, but will not always be appropriate, especially within highly demanding situations that have short deadlines and oversized teams.

5.3.6 Visionary and Inspirational Leadership

There were two styles that emerged as part of other leadership styles namely, coaching and *visionary (P23)*, coaching and *inspirational* (P1). These styles were only mentioned three times and it was evident that they were not preferred styles to be used on their own.

The ***Visionary*** leader moves people towards shared dreams using a positive, forward moving style. This style is most useful when clear direction is required or a new vision is needed following a change in circumstances. It can be poorly used when the leader is working with a team that is much more experienced and knowledgeable than she is and feel they do not need a 'new vision'. Another danger is for the leader to get too caught up in her own 'vision' and not realise everyone is not on board with her (Goleman, 2000).
There was only one reference made to a Visionary leadership style and it is summarised in the statement below:

"He's more visionary, if I can put it that way, he's forward looking" (P23)

Inspirational leaders can provide team members with opportunities to appreciate team accomplishments and other team members' contributions, and build a broad basis for identification with the team (Kark & Shamir, 2013). Some researchers have termed such leaders as the "entrepreneurs of identity" who achieve their impact largely through an ability to redefine a team's objectives and hence both the self-concept of its members and their own relative influence (Turner & Haslam, 2001). This style was only mentioned once and it was part of the coaching leadership style that the manager preferred as can been seen from the statement below:

"it's a combination of let me say, it's more… let me say maybe, coaching and inspirational leadership" (P1)

5.3.7 Situational Leadership

An additional leadership style that emerged from the findings was the situational leadership style and this was mentioned 8 (eight) times in the findings. The Managers indicated that they preferred using this style and this was echoed by the Direct Reports.

Situational leadership theory proposes that effective leadership requires a rational understanding of the situation and an appropriate response, rather than a charismatic leader with a large group of dedicated followers (McCleskey, 2014).

The theory of situational leadership was originally developed by Hersey and Blanchard and they first introduced it in 1969 and they named it the "Life Cycle Theory of

Leadership", and only in 1977 was the title changed to "Situational Leadership® Theory" (Hersey & Blanchard, 1969). These authors stated that even before a manager decides on a particular leadership style, they should first be concerned with understanding what the main objectives are that need to be achieved in a given situation.

Given the fact that each situation that presents itself is different and the fact that all staff members are unique, a different leadership style is required each time. This was echoed by the respondents in this research, as summarised in the quotations below:

> *"Often times we see again it's a case of situational management. Different staff members require different type of leaderships. Those that are fully capable forced to require certain leadership" (P2)*

> *"every situation you know will define and challenge the type of style that you need to address that particular situation" (P3)*

As its name suggests, situational leadership entails implementing a style of leadership suited to a particular set of circumstances. Those who practice it must be masters of flexibility. This style requires that the leader be able to select the appropriate one to fit a particular environment or challenge. This leadership style is dynamic, and certainly more difficult to implement than the others. It requires that the leader be astute and keenly aware of what will be successful in any given situation, as well as able to make course corrections quickly, if necessary. In situational leadership, three factors affect the leader's decisions: the situation, the capability of the followers, and the capability of the leader. The leader adjusts to whatever limitations are presented by subordinates and by the situation itself. The best leaders are believed to be "situational" - they are able to step into any circumstance and recognise whether they need to engage at the strategy level or dive into the nitty gritty (Prewitt, Weil, & McClure, 2011).

Although the situational leadership style is difficult to master because it is so dynamic, it may be precisely what is needed for the twenty-first century. According to J. S. Shivakumar, vice president of Human Resources at Ramco Systems, a market leader in information security solutions in India, Situational leadership is the most effective leadership style to attain success in the complex and uncertain work environment (Yukl, 2012).

In summary, research question one aimed to determine whether the term “coaching leadership style” is a term that is well known and used in organisations to describe leadership styles.

The findings clearly showed that this term is not a commonly used term in organisations as it only emerged twice as a preferred style and never as part of other leadership styles. Even though it is not the preferred style used by managers, the style is being used to some extent. One would have expected that because the managers in the study were trained as coaches, they would have preferred the coaching leadership style to the other styles but the findings did not show this at all. This study did not focus on how recently the managers were trained but since coaching is a relatively new concept, one can assume that the training had occurred recently and that the reason why the managers are not adopting a coaching leadership style can be attributed to the fact that newly trained managers are still experimenting with the various styles.

5.4 Discussion pertaining to Research Question Two

Research question two explored the coaching leadership style behaviours that were displayed by the managers. A number of studies have established that certain specific skills and behaviours involve ‘‘coaching’’ (Ellinger et al., 2003), while the skills of coaching are perceived as being different from the actual coaching behaviours a manager may exhibit, they are related. Table 5.2 represents six key typologies that describe managerial coaching skills and behaviours according to research.

Table 5.2: Six key typologies describing managerial coaching skills and behaviours

Author	Year	Definition and Purpose
Park, McLean, & Yang	**2008**	This typology resulted from qualitative research that tested five dimensions of coaching skills, including valuing people over organization, open communication, appreciation of teamwork, acceptance of ambiguity, and facilitative development. There is some argument within scholarly literature whether coaching skills are sufficient in providing proof of the exhibition of actual coaching behaviours. (Park, Yang, & McLean, 2008)
Hamlin, Ellinger, & Beattie	2006	This typology used qualitative research to describe leadership and managerial coaching. The authors found that many of the skills and behaviours found to be desirable or "good" managerial coaching behaviours were also used within the management literature to describe good leadership.(Hamlin, Ellinger, & Beattie, 2006)
Beattie	2002	This typology resulted from a phenomenological approach in which field studies were conducted with line managers who worked in organizations that aspired to become learning organizations. The typology was created using grounded theory approach. It included caring, informing, advising, assessing, empowering, challenging, and developing others(Beattie, 2002)
Ellinger & Bostram	1999	This typology provided a qualitative research design that used interviews to identify how managers facilitate their employees' learning. It included the following behaviours: Empowering cluster: questioning, being a resource, transferring ownership, and not providing answers Facilitating cluster: providing feedback, soliciting feedback, setting and communicating expectations, broadening employee perspectives, using scenarios and examples, and promoting a learning environment (Ellinger & Bostrom, 1999)
Graham, Wedman, & Garvin-Kester	1994	This typology provided taxonomy of what good and bad coaching behaviours looked like. The grouping of eight coaching skills categories included: communication skills, feedback, observation, and guidance. The authors then identified how a good coach may carry out these skills behaviourally, versus a poor coach. (Graham, Wedman, & - Garvin Kester, 1994)
Redmund, Mumford & Teach	1993	This typology distinguished how managerial coaching would look within a formal development setting versus within the direct managerial context. Within the formal setting, coaching included: conducting performance appraisals, providing learning opportunities, and analysing developmental needs. Within the direct managerial context, coaching included: delegating to develop skills, providing learning opportunities, acting as a model, and offering help.(Redmond, Mumford, & Teach, 1993)

These typologies assisted to further define the meaning of “coaching manager”, and the associated skills that are essential for positive leadership (Hamlin, Ellinger, & Beattie, 2006). The findings of the research conducted by Luthans, Hodgetts, and Rosenkrantz (1985) found that managers who regularly exhibit traditional behaviours related to human resource functions, of which coaching is one, are more likely to be seen as effective supervisors/managers/leaders by bosses, peers, and direct reports, and more likely to be promoted, thus providing evidence that coaching is related to being perceived as a good leader (Luthans, Rosenkrantz, & Hennessey, 1985). From 1950 to 1980 most of the research on leadership behaviour was focused on how leaders influenced the attitudes and performance of individual subordinates (Yukl, 2012). This included also that early research did not pay much attention to leadership behaviours directly concerned with encouraging and facilitating change. Change behaviours are now more relevant for executives than for the low-level leaders studied in much of the early research, as they are more relevant and appropriate for the uncertain environment in which we currently operate.

In recent research, effective managerial coaching behaviours were found to be:

- giving feedback,
- advising and guiding,
- creating a learning environment,
- identifying development needs,
- listening attentively,
- being approachable,
- challenging and empowering,
- setting clear expectations and
- creating a coaching climate that involves a positive trusting relationship

(Ellinger, Hamlin, Beattie, et al., 2008)

In addition, Ellinger, Hamlin, and Beattie (2008) also stated that there were behavioural indicators of ineffective coaching behaviours, which they suggested could be used for coaching training and management development programmes. Their study showed that the primary behaviours that impeded development included using (a) autocratic directives, (b) controlling and/or dictatorial leadership styles, (c) ineffective communication styles, and (d) ineffective and inappropriate approaches to working with employees. They suggested that knowing how to identify these early on will help to increase managers' awareness and result in greater openness to behaviours that promote employee development.

Zeus and Skiffington (2000) and Hunt and Weintraub (2002) listed certain requirements for Managers who want to be trained as effective coaches and these included: having a helpful attitude, having less need for being controlling, having the enthusiasm for becoming a coach, empathic dealing with others, being open to personal learning including receiving feedback, having high personal standards and having a desire to help others to develop (Hunt & Weintraub, 2002a; Zeus & Skiffington, 2000).

Hunt and Weintraub (2002) further stated that coaching managers who hold dissimilar beliefs and attitudes will not perform well as coaches as they will attempt to demonstrate their "toughness", will not search for other alternatives which in turn, will then limit the development of their staff; they will focus only on immediate results and in some cases, may become cynical or hostile (Hunt & Weintraub, 2002b).

It was argued that a manager's coaching behaviours strongly depend upon their assumptions, mentality and theories in use and these in turn, form attitudes, thought and decision processes, and ultimately, behaviour. One should also note that there are considerable differences between the role of a manager and a manager's role as a coach. Even if managers can make a distinction between their management and coach role, they need to be constantly aware of these differences (Ellinger & Bostrom, 2002).

Research conducted by Ogilvy and Ellam-Dyson (2012) investigated the type of line management involvement to facilitate and hinder successful coaching outcomes (Ogilvy & Ellam-Dyson, 2012). The findings of their research echo those of other studies that have found managerial support to positively influence coaching transfer (McGovern et al., 2001; Olivero, Bane, & Kopelman, 1997; Stewart, Palmer, Wilkin, & Kerrin, 2008;

Wasylyshyn, 2003). There are five clusters of line management behaviours found to facilitate coaching and they are: supporting, collaborating, informing, management style and challenging. Behaviours found to hinder coaching comprised two clusters: restrictive and passive. When coaches needed to decide whether they should continue with their coaching sessions, the encouragement from line managers was found to be key. This behaviour is similar to the management endorsement of coaching identified as important by McGovern et al. (2001) and managers needing to be explicit about what coaching is and its value, identified by Wasylyshyn (2003).

Rouiller and Goldstein (1993) indicated that there is a cross-over between coaching and training, where research has found managers who reinforce the value and importance of learning have a positive impact on training outcomes (Rouiller & Goldstein, 1993). Providing feedback was another important behaviour that was identified. The current study found that the Managers provided positive and negative feedback to their Direct Reports as they felt that it would be beneficial for improvement.

The need for managers to provide feedback on progress has been identified by other coaching research (Stewart et al., 2008; Wasylyshyn, 2003). Other behaviours identified in this research include being approachable, listening and reassuring, Managers ensure that Direct Reports are able to speak about issues freely and are able to improve their performance and development. Talking things through together, providing coachees with challenges and being open to new ways of working were also important. Similar behaviours have been identified by other coaching studies. For example, Stewart et al. (2008) found Managers who assisted coachees to implement their development had a positive impact on coaching transfer.

Interestingly, Minter and Edwards (2000) suggested that coaching should be utilised based on the attitudes and behaviours of the *employee*, rather than the supervisor, and should be instituted when employees' projected attitudes and behaviours are similar to a high-performance employee. In this case, the role of the coach is primarily to create the conditions that support high performance through opportunities for self-direction in an effort to reach self-actualised states within the workplace (Minter & Thomas, 2000).

More recently, Ellinger, Beattie and Hamlin (2014) compiled a list of skills and behaviours a coaching manager should display, including listening, analytical skills, interviewing,

questioning, observation skills, feedback, setting and communicating expectations, and establishing an environment in which coaching can take place (Beattie et al., 2014).

In this research, the manner in which the Managers displayed the coaching behaviours which were also echoed by the Direct Reports, are consistent with the behaviours listed above by Hamlin et al. (2007). Table 5.3 lists the findings from the interviews by the respondents and the alignment to the updated behaviours listed by Ellinger et al. (2014):

Table 5.3: How the managers displayed behaviours and alignment to literature

COACHING LEADERSHIP STYLE BEHAVIOURS	HOW ?	ALIGNMENT TO BEHAVIOUR LIST BY ELLINGER et al (2014)
Advising & Guiding	By being supportive By allowing them space to find their own solutions By being flexible	Listening Provides Feedback Creating the coaching environment
Creating a learning environment	By allowing them to attend my meetings By allowing them to think through their own issues Allowing to think and not always providing solutions	Creating a coaching environment, Listening, Observing, Questioning
Providing positive feedback	Through one-on-one conversations Providing recognition	Analytical, Communicating, Listening, Questioning and Observing
Identifying Development Needs	Through Personal Development Plans Listening	Listening
Displaying Attentive listening skills	Listening without interrupting Through understanding	Listening
Approachable	Open door policy Trust Mutual respect	Listening, interviewing, questioning, observation skills, feedback, setting and communicating expectations, and establishing an environment in which coaching can take place
Empowering	Allowing employees to think for themselves	Questioning Interviewing
Challenging	Pushing them to the next level Pushing them to think out of the box	Questioning, creating a coaching environment Interviewing

Table 5.3 shows the findings from this research and explains how the Managers displayed the coaching behaviours and the alignment to the list of behaviours by Ellinger et al (2014). Each behaviour and how it was displayed is discussed in more detail below.

5.4.1.1 Advising and guiding (Hamlin et al. 2007)

The respondents indicated that they advised and guided their direct reports by being supportive, exercising flexibility and giving them the space to find their own solution to problems. This can only occur if the Manager is willing to listen, provides feedback and allows an environment conducive to coaching which aligns to the updated Ellinger list of behaviours (2014).

5.4.1.2 Creating a learning environment (Hamlin et al. 2007)

By allowing the Direct Reports to attend meetings on their behalf, allowing them the space to think through their own issues and by not always providing the answers, the Managers automatically create an environment for their team which is conducive for learning. Through questioning, listening and observing, the Managers are able to create a coaching environment (Ellinger 2014)

5.4.1.3 Providing feedback (Hamlin et al. 2007)

When asked how feedback was provided, the respondents indicated that there were frequent one-on-one conversations between the Manager and Direct Reports where feedback – positive and negative – was provided. The managers also provided positive feedback through recognition. When we look at the latest list from Ellinger (2014), we see that these behaviours are aligned to communication, observing, listening and being analytical.

5.4.1.4 Identifying development needs (Hamlin et al. 2007)

The findings showed that the Managers identified development needs through the personal development plans which were discussed once per year. The Manager needs to listen to what the Direct Report has identified as his/her development

needs and then by reviewing past performance s/he is able to determine where the gaps are in the performance so that it can be addressed going forward. This would be doe through listening, observing and communicating which aligns with the Ellinger (2014) behaviours.

5.4.1.5 Displaying attentive listening skills (Hamlin et al. 2007)

Displaying attentive listening skills was achieved through listening without interrupting and by checking understanding.

5.4.1.6 Approachable (Hamlin et al. 2007)

Managers displayed approachability through having an open door policy, where the direct reports were comfortable walking into the office without having to make an appointment. Trust and mutual respect was also how the Manager showed the direct reports that they were approachable. This aligned to all the listed behaviours by Ellinger (2014).

5.4.1.7 Empowering (Hamlin et al. 2007)

Empowering was displayed through allowing the direct reports to think through issues for themselves and not continuously providing them with solutions and this could be achieved through questioning and interviewing instead of offering solutions.

5.4.1.8 Challenging (Hamlin et al. 2007)

By allowing the employees to think out of the box and pushing them out of their comfort zones, the Managers challenged the Direct Reports which is a typical coaching behaviour. The alignment with the Ellinger (2014) list was being able to question, interview and creating a coaching environment.

The manner in which leaders lead, influences the overall organisational performance, and as we all know, some managers are more effective than others. Bloom and Van Reenen (2007) conducted research on over 700 manufacturing firms in the US, France, Germany, and the UK which showed that companies that utilise effective management practices are more profitable than those that do not (Bloom, Dorgan, Dowdy, & Van Reenen, 2007). Due to the fact that senior leadership drives management practices, leadership ultimately determines whether organisations are successful or not (Hogan, Hogan, & Kaiser, 2010). In other words, when leadership is effective, everyone benefits. A strong theme across the literature is that feedback plays an important part in coaching by line managers. Zeus and Skiffington (2000b) and Jaworski and Kohli (1991) underline that feedback between managers and their team members is of primary importance to staff development (Jaworski & Kohli, 1991; Zeus & Skiffington, 2000). Despite this, evidence suggests that feedback is one of the most difficult coaching behaviours for line managers to adopt (Marsh, 1992; Robinson-Walker, 2002). Drawing on her own experience as a management consultant and executive, Robinson-Walker (2002) suggests that this is linked to a natural human tendency to avoid confrontation. This presents an important avenue for enquiry.

From an analytical perspective, according to Jonah (2016), a leader should be able to positively influence their employees by nurturing creativity and innovation in the workplace, thereby enhancing their personal and career development, while at the same time, ensuring that the corporate objectives are met (Jomah, 2016). This will also encourage communication and positive workplace relations. Since the global environment is challenging, Managers who provide scholarly stimulation and engage their followers in more inspired, problem solving, decision making, and out of the box thinking generate conditions which are more likely to offer a competitive advantage to the organisation.

It is extremely difficult to define “effective leadership”. According to Tett, Guterman, Bleier and Murphy (2000), there are numerous leadership performance models which exist, and these vary in the number of work behaviours described, which are specific or general (Tett, Guterman, Bleier, & Murphy, 2000). Adding to this, modern leaders across the globe are expected to be flexible and move across different roles. For example, Campbell and Lee (1988) noted that different organisational constituencies (e.g.

subordinates, customers, peers, shareholders) hold varying conceptualisations of effective leader performance based on various informational, cognitive, and affective constraints (Campbell & Lee, 1988). Similar research demonstrates that different parties may hold dissimilar perceptions of a leader's performance due to varying opportunities to observe the leader's behaviour (Murphy & Cleveland, 1995).

In conclusion, the behaviours that were displayed by the Managers that were echoed by the Direct Reports were consistent with the literature. Much of the research on effects of leader behaviour has examined how often the behaviour is used, but the effects also depend on other conditions that are seldom considered. To improve leadership theory and practice we need to know more about how much the behaviours are used, when they are used, how well they are used, why they are used, who uses them, the context for their use, and joint effects on different outcomes.

5.5 Discussion pertaining to Research Question Three

In the previous sections, it was established that the term "Coaching Leadership Style" is not commonly used in organisations, however it was evident that the Managers displayed behaviours of this leadership style which were consistent with the literature. The third and final research question looks at whether a Coaching Leadership Style influences relationships between a Manager and Direct Reports.

Increased time pressure and workload causes Managers to focus all their energy on activities related to the business (Green, 2001) and tend to overlook the importance of developing a relationship with their employees which could lead to increased performance (Green, 2006) not only for the individual, but also for the organisation.

A Coaching Leadership Style focuses on personal development rather than accomplishing tasks, yet the style leads to an outstandingly positive emotional response and better results, almost irrespective of the other styles a leader employs. Through personal conversations with employees, coaching leaders establish rapport and trust with them. Such leaders delegate and give employees challenging assignments that stretch them. This leadership style is most effective with employees who show more initiative and want more professional development, but this style is also more tolerant

towards failures. Good coaches effectively communicate a belief in people's potential and an expectation that they can do their best (Goleman et al., 2002).

According to various researchers, Coaching is a popular organisation development strategy that can improve the employee–manager relationship (McLean, Yang, Kuo, Tolbert, & Larkin, 2005; Rothwell, Sullivan, & McLean, 1995).

Since on-going change has become common in the workplace of today and the challenges that organisations face are immense, in order for them to be competitive, organisations have emphasised the role of managerial behaviour in shaping employee behaviour and attitude. As managers' behavioural influence on employee reactions has been more recently emphasised, managerial coaching has gained increasing attention as a way to align and influence employees toward collective organisational success (Ellinger, Ellinger, Hamlin, & Beattie, 2010; Gilley, Gilley, & Kouider, 2010; Hankins & Kleiner, 1995).

Ellinger et al. (2010) defined Managerial Coaching as an effective managerial and leadership practice that advances employee learning and effectiveness (Ellinger et al., 2010; Peterson & Hicks, 1996). According to them, Managerial Coaching mainly occurs in one-to-one conversations where active listening and questioning are applied as well as constructive feedback for improving employee work and organisation relevant issues. Managerial coaching is often considered a successful way to enhance employee performance and prepare future managers and leaders for organisations and also an effective strategy to facilitate organisation development and change in a rapidly changing work environment (McLean et al., 2005; Rothwell et al., 1995).

Gelso and Carter (1994) defined a real relationship as the personal relationship, separate from the working alliance, and is comprised of two elements: genuineness and realism (Gelso & Carter, 1994). They went further by saying that "Genuineness" refers to a person's ability and willingness to be authentic, open and honest in their relationship while "Realism" refers to the realistic, undistorted perceptions that one person holds of another. Genuineness and Realism each influences and is influenced by the other (Gelso & Carter, 1994).

Gyllensten and Palmer (2007) pointed out in a number of contexts that the interpersonal relationship between coach and coachee is of paramount importance and that this relationship should be characterised by trust, equality and confidence (Gyllensten & Palmer, 2007). If a Manager is to coach his/her Direct Reports, in both the professional and personal dimensions, it requires a well-developed relationship between the manager and employee for a successful outcome where genuineness and realism are present.

Two contrasting perspectives on leadership in organisations are prevalent in the academic and applied literatures. The first perspective is leader-focused which refers to an individual, a group and organisational performance outcomes through specific leader behaviours directly related to them. This viewpoint is exemplified by theories of transformational leadership (Bass, 1985). The second perspective is more relationship-based which focuses on how one-on-one reciprocal social interactions between leader and follower evolve, nurture, and sustain the dyadic relationship. This approach is best exemplified by leader-member-exchange (LMX) theory (Graen & Uhl-Bien, 1995). Howell and Hall-Merenda (1999) contended that in leadership research, a relationship of some sort between leader and follower is assumed, and it is further assumed that the nature and quality of that relationship are fundamental to linking leader behaviour to follower response. Stated alternatively, the assumption has been that it is the quality of the leader-follower relationship through which transformational leadership behaviours influence follower performance (Howell & Hall-Merenda, 1999).

Nemanich and Vera (2009) stated that the relationships between a Leader and his/her direct reports are built on role expectations as well as agreement between them (Nemanich & Vera, 2009). Leadership can, therefore, be perceived as the vehicle that assists in creating sound workplace relationships and by correlating good leaderships and effective decision-making motivates both the leader and the employee.

Gregory and Levy (2010) define an employee coaching relationship as a working partnership between an employee and his/her direct supervisor that focuses on addressing the performance and development needs of that employee (Gregory & Levy, 2010).

Kim, Egan, Kim and Kim (2013), in their research, indicated that employees who received coaching appeared to be more satisfied and motivated. Within practice circles,

coaching of employees by managers began to be associated with high productivity and elevated profits in organisations. Certain organisations have embraced coaching and for these organisations, coaching has become to be a part of a business managers' responsibility (Kim, Egan, Kim, & Kim, 2013).

A number of management behaviours which include building a strong relationship with the coachee, facilitates positive learning and leads to positive coaching outcomes (Brinkerhoff & Montesino, 1995). The manager should therefore reinforce the value of learning and provide positive constructive feedback to the coachee (Martocchio & Webster, 1992) as this will also aid in achieving a positive coaching relationship. It was also mentioned earlier that giving feedback is very difficult for any Manager.

In attempting to answer research question 3, the respondents were asked what impact the leadership style had on the relationships between Managers and Direct Reports. In the findings of this research, it was found that good relationships were based on nine (9) different aspects, namely: responsibility and accountability, caring about employees, mutual trust, trust consistency and agreement, accommodating differences, good communication, mutual respect, being comfortable to talk about issues and recognising good work. This is supported by the literature (Ellinger et al., 2003; Gegner, 1997; Graham, Wedman, & Garvin-Kester, 1994; Gregory & Levy, 2012; Gyllensten & Palmer, 2007; Hunt & Weintraub, 2002a; Kilburg, 2001; Martocchio & Webster, 1992; Ting et al., 2006).

A coaching relationship should include genuine care for and interest in the other person and an orientation toward help, improvement, and continuous learning for the subordinate (Bonaiuto, De Gregorio, Sarrecchia, & Gentile, 2008). In addition, Graham et al. (1994) discussed the importance of comfort with the relationship, which they suggest stems from a supervisor who is genuine and has effective interpersonal skills (Graham et al., 1994). This was echoed in this research as the respondents indicated that good relationships meant that the relationship needed to be genuine and that it was important that both parties felt comfortable in the relationship. Similarly, Kilburg (2001) notes the importance of mutual respect, empathy, authenticity and genuineness for an effective relationship, while Ting and Riddle (2006) list rapport, commitment, and collaboration as key to an effective coaching relationship (Kilburg, 2001; Ting et al., 2006).

Comparably, Hunt and Weintraub (2002) noted that an effective employee coaching relationship must entail such elements as commitment from both parties, encouragement for growth and learning and generally good chemistry between the supervisor and subordinate (Hunt & Weintraub, 2002a). They added by stating that each relationship that a supervisor has with his/her subordinates may be unique due to the fact that employees are all different.

The development of a productive relationship, according to Smither and Reilly (2001), sets the stage for success throughout the coaching relationship (Smither & Reilly, 2001). Gyllensten and Palmer (2007) indicated that the coaching relationship is the basis upon which coaching built and similarly, Hunt and Weintraub (2002) suggest that the effectiveness of employee coaching depends on the nature of the relationship between a supervisor and subordinate (Gyllensten & Palmer, 2007; Hunt & Weintraub, 2002a). Finally, Ting and Riddle (2006) suggest that a trusting relationship is a precondition to effective coaching (Ting et al., 2006). Thus, it can be argued that an effective supervisor-subordinate relationship must be in place before effective coaching can occur.

London and Smither (2002) noted that coaching may be second nature to some Managers while it can be more difficult for others (London & Smither, 2002). A supervisor who coaches two of his/her Direct Reports may experience one working relationship to be highly effective, whereas the other may not produce any positive outcomes (Gregory & Levy, 2011). The second employee may however form a trusting relationship with a different supervisor that could lead to positive outcomes. Based on this notion, Gregory and Levy (2011) suggest that attitudes and individual differences that coach and coachee bring to a coaching relationship, will have an impact on the effectiveness of that relationship (Gregory & Levy, 2011).

Evered and Selman (1989) and Kim (2010) argued that practicing coaching in organisations requires managers and leaders to take a value shift from the traditional directive, rational management mode (e.g., correcting, controlling, and directing) to an alternative human resource development approach (e.g., participative, empowering, and self-directed) (Evered & Selman, 1989; Kim, 2010). De Jong et al (1999) and Hunt and Weintraub (2002) suggested that Managers and leaders find it extremely difficult to shift from a prescriptive leading style to an empowering style due to either a lack in requisite

skills and knowledge to coach effectively or they may just lack the time to coach (De Jong et al., 1999; Hunt & Weintraub, 2002a).

In this research, there were clear indications that leadership behaviours had shifted as a result of the coaching that the Managers had undergone. The shifts that occurred were in the areas of:

5.5.1 Manager self-awareness

When a leader has greater knowledge about his/her self-awareness it leads to a better understanding of capabilities and identities. This, similarly, can enable ethical leaders to be more effective and create value (Caldwell & Hayes, 2016).

A manager's self-awareness plays a critical role in leadership and as one of the respondents indicated, it is important to be aware of who you are. Similarly, in the quote below, another respondent indicated that the coaching assisted in creating this self-awareness:

> *"The internal one was partly as a development as a person, because to be a coach it helps to… the first thing that you need to do is to know yourself better. Self-awareness I think that's the one part that I needed actually, in any leadership role that plays a very critical role. To be aware of yourself, what makes you tick, what maybe presses your button, all those types of things" (P1)*

5.5.2 Manager becoming more empowering

The BusinessDictionary.com defines *Empowerment* as: "A management practice of sharing information, rewards, and power with employees so that they can take initiative and make decisions to solve problems and improve service and performance. Empowerment is based on the idea that giving employees skills, resources, authority, opportunity, motivation, as well as holding them responsible and accountable for outcomes of their actions, will

contribute to their competence and satisfaction" (BusinessDictionary.com). A management style incorporating empowerment is essential to the well-being of any working environment. The quote below expressed the impact of the change experience from the Direct Report perspective:

> *"I don't know when he started. I know he's doing coaching and other courses that has to do with management skills, but I saw it changing a lot last year where he was now talking more and approaching us more and involving us more into what he's doing than just giving us tasks to do as serve it" (P21)*

5.5.3 Increase in trust

Trust was another area that showed improvement. A manager indicated that since she had been exposed to coaching, she trusted that her Direct Reports would deliver results to her satisfaction whereas this was lacking in the past.

As trust increases between a Manager and Direct Report, one will find that employees will take more risks, try out new things, which will result in growth and innovation.

5.5.4 Improved listening

The ability to listen is critical for any leader and according to the respondent below, coaching emphasised the importance of actually *hearing* what the employees are saying.

> *"There are two components that are critical, one is the ability to listen, as a leader, to hear what your people are saying. Whether it's the leadership style requires you to just make a decision without hearing you know, without you know, wasting time, you still need to think, there are other factors, because you cannot see everything, you cannot know everything, you cannot understand everything, you can not anticipate everything. And it is critical, even if you know, the matter is urgent, you still need to hear the other side of the story. And I think the coaching training has just emphasised it" (P3)*

5.5.5 Manager being more engaged

Managers that are coached or trained as coaches, improve their engagement levels with their employees as indicated in the findings. The respondents suggested that the Managers were more engaged and that they were more involved with their staff after the coaching happened. This will result in improved interpersonal relationships between Managers and Direct Reports.

5.5.6 Increase in respect

An important leader activity in the workplace is creating and sustaining trust and respect in the workplace. A lack of trust and respect in the work environment leads to detrimental effects on both the organisation and employees. It was evident from the findings that the respect between the Managers and Direct Reports had improved after the coaching.

5.5.7 The manager becoming more mature

The maturity level of the Manager was noticed as having improved as a direct result of the coaching. As one respondent indicated, a Manager's emotional state has a huge impact on the people that you lead.

> *"..the difference I think is that I learned to tone it down when I'm not getting what I want and not get upset, because then if you get too upset everyone else is upset you know. It's the impact of you as a leader and your emotional being and how it impacts on your direct reports. So I actually learned to, if I'm upset to wait before I actually communicate it.." (P17)*

5.5.8 Change in leadership style

In addition, the findings indicated that two managers had shifted their leadership style after the coaching, namely, from micro-managing to becoming more democratic and from autocratic to situational. These responses were echoed by the direct reports and therefore one can conclude that the shift in leadership style resulted in better relationships between the Manager and Direct Report which was due to the coaching

training received by the Managers and not the type of leadership style that they had adopted.

It is also reasonable to note that relationships are susceptible to challenges, with negative incidents and experiences being a feature of any type of coaching related developmental interpersonal relationships, not least those existing between Managers and subordinates (Ellinger, Hamlin, Beattie, et al., 2008). This was evident in the current research with one respondent indicating that the relationship with her Manager had been a challenge.

Stinglhamber and Vandenberghe (2003) indicated that supervisory support is a strong indicator of the quality of exchange relationships between employees and supervisors (Stinglhamber & Vandenberghe, 2003). When supervisors express concern for their employees' well-being, help them with career development, and value their work, they signal to their subordinates that they are interested in a close and social exchange relationship. In turn, the employees will feel obligated to reciprocate the good deeds and goodwill of the supervisor in order to ensure a balance in their exchanges which will lead to good performance (Zhang, Tsui, Song, Li, & Jia, 2008).

The importance of effective communication was also evident throughout this research. Several authors also discuss the critical role of effective communication for the employee coaching relationship (Graham et al., 1994; Orth, Wilkinson, & Benfari, 1987). According to Knapp, Vangelisti and Caughlin (2014), effective communication and interpersonal skills are key in the creation of good employee relationships as they create a good working environment (Knapp, Vangelisti, & Caughlin, 2014). On the contrary, the lack of communication will result in poor morale, dissatisfaction, distrust and will cause the relationship to weaken and deteriorate over time. If any organisation wants to operate efficiently, effective communication is of the utmost importance (Evans, 2017).

Interestingly, it is widely recognised that power has an influence on any relationship which includes the relationship between coach and coachee (Spaten, 2016). According to Palmer (2008), the power and the quality of the relationship are inseparable in the coaching relationship, and, therefore, it becomes a key issue that the Manager is aware of the power relation with the coachee as the situation becomes tricky especially when the manager is the coach as ultimately, the Manager should use the power s/he has to

ensure that the effectiveness of the relationship is maximised (Palmer & Dunford, 2008). The question of power did, however, did not emerge in the findings of this research.

5.6 Conclusion

As the world of work is rapidly changing and is continuously being reinvented by social, economic and technological forces, leaders are increasingly expected to rise to the challenge and ensure that their teams meet the organisational strategic objectives in order to survive. Leadership Styles have evolved over the years and as a result, many types of leadership styles have surfaced.

This chapter started by looking at whether a 'Coaching Leadership Style' was a term recognised in organisations to describe leadership styles. This was research question one. Coaching leaders rely on their ability to influence, teach and question and embrace coaching as a way of being. Although the findings showed that this term was not frequently used in organisations, it did however emerge twice as a preferred style and nine times as part of other leadership styles. All the Managers in the study from various organisations were either trained as coaches or had been coached and therefore one would have expected that the term "coaching leadership style" to be a term that would be preferred to be used more frequently amongst coaching Managers. The literature however, suggests that leaders who create the best organisational climate and produce the best performance are leaders who have mastered the authoritative, democratic, affiliative and coaching styles and who effortlessly are able to switch between the styles when required.

Research question two investigated the types of coaching style behaviours that the Managers displayed. Managers who are successful at coaching have embedded coaching behaviours into their management practices and these included – advising and guiding, creating and promoting a learning environment, providing feedback, identifying development needs, attentive listening skills and mutual trust. The respondents were asked how the Managers displayed the listed coaching behaviours and it was evident from the findings that the behaviours aligned with the coaching behaviours, as listed by

Ellinger et al. (2014). It was clear the coaching behaviours were being displayed by the Managers towards their Direct Reports.

Research Question 3 looked at how a coaching leadership style and behaviours influenced relationships between Managers and Direct Reports. The literature pointed out that the interpersonal relationship between coach (Manager) and coachee (Direct Report) is crucial and should be characterised by trust, equality and confidence. The findings showed that leadership behaviours had shifted in a positive way after the Managers had undergone coaching training which in turn, influenced the relationships favourably.

The research set out to explore whether a Coaching Leadership Style influences relationships between Managers and Direct Reports in organisations. The findings showed that the term “coaching leadership style” was not a commonly used term in organisations and it was not referred to as often as one would have expected. However, the findings did indicate that this leadership style was being used by some Managers as it emerged a number of times throughout the research. In addition, coaching leadership style behaviours were evidently being displayed by the Managers and these behaviours improved after the Managers had received coaching which in turn, had an influence on the relationships between Managers and Direct Reports.

It can therefore be concluded that relationships were rather influenced by the coaching training and coaching that the Managers received and not by the leadership style that they had preferred to adopt.

6 CHAPTER 6: CONCLUSION

6.1 Introduction

This research study set out to uncover whether a coaching leadership style influences the relationship between a Manager and Direct Report. The research questions were aimed at understanding whether the term “Coaching Leadership Style” was recognised and used in organisations, what leadership behaviours Managers displayed and what the relationship between Managers and Direct Reports looked like.

Data was collected from 22 participants consisting of 13 Managers and nine Direct Reports from 8 different organisations, public and private, based in Gauteng, South Africa.

The findings revealed five themes, namely: leadership styles, leadership behaviours, relationships, shifts in leadership styles and the value in coaching.

With this chapter, the study draws to a close by summarising the key findings, providing recommendations and making suggestions for future research.

6.2 Conclusions of the study

The study uncovered the different types of leadership styles that are adopted by the various Managers in the participating organisations. The Leadership Behaviours that involve coaching are also described in this study.

It is important to note that all the Managers in this study were trained to coach or had been coached themselves.

The study further examined relationships between Managers and Direct Reports and whether a coaching leadership style influenced these relationships.

The research set out to establish whether a Coaching Leadership Style influences relationships between Managers and Direct Reports. However, the findings showed a correlation between coaching and the change in leadership behaviours displayed by the Managers and did not show that a Coaching Leadership Style influenced the relationships between Managers and Direct Reports. The coaching that the Managers received had influenced the way the Managers behaved and this in turn influenced the relationships between the Managers and Direct Reports. Although the Managers adopted different leadership styles, it was evident that there were elements of coaching behaviours in each of these styles.

Three key points of the study are summarised below:

Firstly, this research showed that the term “Coaching Leadership Style” is not widely used in organisations to describe a leadership style. However, this Leadership style was referred to when the respondents indicated that they preferred to use a combination of leadership styles. The findings showed that there were ten (10) different leadership styles to which reference was made. These were, namely, Coercive, Pacesetting, Coaching, Authoritative or Autocratic, Democratic, Affiliative, Situational, Participative, Visionary and Inspirational. It is important to note that not all the styles emerged alone, but some were as a combination of different styles. Also emerging from the findings was the correlation between the responses by the Managers and Direct Reports.

Secondly, the participants identified what leadership behaviours were displayed by the Managers. The Managers needed to reflect on their behaviours when answering the question and the Direct Reports provided their input into how they observed the behaviour of their Managers. The leadership skills that were highlighted were: advising and guiding; creating a learning environment; providing positive feedback; displaying listening skills; approachable; empowering and challenging. The various ways in which the Managers displayed these behaviours were also highlighted by the respondents and it was found that these behaviours were aligned to the behaviours which were listed by Ellinger et al. (2014). When leadership is effective, then both employees and the organisation will benefit.

Lastly, the study looked at the nature of the relationship between the Manager and Direct Report where the participating Managers and Direct Reports described what they perceived as a good relationship. It was interestingly found that the relationships had changed between the Managers and the Direct Reports and this occurred after the Managers had been coached or had been trained as coaches. The leadership behaviours had become more positive in the following areas: manager self-awareness; empowering; more trusting and respectful; improved listening; more engaging; maturity level. In addition, two managers indicated that their leadership style had shifted after they had been coached. One indicated that it had move from a micro-managing style to a more democratic style and the second indicated that it had moved from an autocratic style to a situational leadership style.

The research is valuable in showing that coaching is beneficial to all Managers in organisations as it improves behaviour which results in better working relationships. Coaching is beneficial as it allows accountability, managers improve in asking the right questions, it assists the leader to focus and it assists with difficult and crucial conversations that Managers need to hold with their employees. The research is valuable for other organisations in South Africa who want to implement coaching programmes, not only for their Managers but also for organisations that want to focus on Managers as coaches for their subordinates. This will be necessary if organisations want to survive in the VUCA world which consists of volatility, uncertainty, complexities and ambiguities.

The research went further and established that there was immense value derived from the coaching as the respondents indicated that they had learnt a lot through the process. They were now able to allow employees to take accountability and through this the employees would take ownership of the task at hand. Some felt that they had matured as leaders through the coaching process while others acknowledged that they had mastered how to ask the right questions. The findings also showed that the Managers were more at ease in having difficult, crucial and meaningful conversations and in some instances the coaching assisted the Manager to reflect and focus on what was important.

6.3 Recommendations

The conclusions of this research provide recommendations to organisations and Managers.

This study provides organisations with information about leadership styles and behaviours of Managers in organisations.

6.3.1 Recommendations for Organisations

Other South African organisations that are intending to implement coaching programs for their Managers can learn from the results of this research. The research found that coaching had an impact on behaviours which resulted in better relationships between Manager and Direct Reports. Any organisation having challenges with the leadership style of certain Managers could consider implementing a formal internal coaching programme which allows the Managers to coach employees.

The organisations that participated in this study had not all implemented formal coaching programmes but had contracted external coaches for their senior Managers. In some instances, some of the Managers were still receiving coaching. This was not focused on in the findings, but it is worth mentioning as it could be explored further in future research

One of the themes that emerged but was not discussed in detail in Chapter 5, was the value derived from coaching as the Managers stated that their behaviour had changed and that their relationships with Direct Reports had improved. This finding was echoed by the Direct Reports. It is therefore recommended that formal coaching programmes are implemented at all levels of the organisation as it could facilitate growth and development and improve relationships across all levels in the organisation.

Organisations should also aim at encouraging the Manager-Coach role. Since most Managers have access to external coaches in organisations, by training more Managers as Coaches, internal coaching can happen for the rest of the organisation which could benefit all.

Since the findings showed a shift in leadership styles in some managers due to coaching interventions, it would be beneficial for organisations to implement such programs for Managers if the need is identified. Alternatively coaching should be part of an induction program for newly appointed Managers. Organisations are also encouraged to measure the outcome of their coaching interventions to ensure that the value of coaching is derived over a period of time.

6.3.2 Recommendations for Managers

The findings in the research indicated that most of the Managers that were interviewed, coached their employees informally. The Managers should consider getting involved in a more formal coaching programme and making themselves available to coach other employees from other departments.

The Managers should be more aware of the impact that the behaviour change had on their relationship with Direct Reports. They should encourage other Managers in the organisation to also partake in internal coaching programmes which will benefit the organisation and assist in achieving strategic objectives.

The Manager-coach should also consider evaluating the outcome of their coaching intervention so that they are able to show how many interventions have been successful. This could also be used to motivate why coaching programmes should be initiated.

6.3.3 Recommendations for Employees

Employees should have an open mind towards being coached by their Manager. If uncertain about the process, they should be willing to investigate and get additional information so that their fear, if any, can be attended to.

6.4 Suggestions for further research

The following are suggestions for further research:

- A larger sample would allow for more data analysis
- Looking at the impact of coaching outcomes for the organisations by using quantitative methods
- Looking at relationships between Managers and Direct Reports in organisations where Managers were not exposed to coaching and comparing the data.

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Empowerment from BusinessDictionary.com

Website: http://www.businessdictionary.com/definition/empowerment.html

ANNEXURE 1 – RESEARCH INSTRUMENTS

A1 Sample email

Dear Sir/Madam

Our telephonic conversation of ……(Date) refers.
I would like to express my gratitude for your willingness to participate in my study. I have attached three documents for your information:

(1) An introductory letter explaining the background to the research
(2) A participant information document which addresses key questions you may have regarding participation
(3) A consent letter which needs to be read through and completed by yourself. The consent letter contains ethical guidelines required for the research

Please feel free to contact me should you require any further information

Yours sincerely

A2 Letter of consent

The Graduate School of Business Administration

2 St David's Place, Parktown,
Johannesburg, 2193,
South Africa
PO Box 98, WITS, 2050
Website: www.wbs.ac.za

Wits Business School
Sculpting global leaders

MMBEC RESEARCH CONSENT FORM

How a Coaching Leadership Style influences the relationship between Manager and his/her Direct Reports

INFORMATION SHEET AND CONSENT FORM

Who I am

Hello, my name is Phyllis Jackson. I am conducting research for the purpose of completing my MMBEC at Wits Business School

What I am doing

I am conducting a qualitative study with 16 experts to establish whether a Coaching Leadership Style impacts the relationship between Manager and his/her Direct reports

Your participation

I am asking you whether you will allow me to conduct one interview with you. If you agree, I will ask you to participate in one interview for approximately one hour. I am also asking you to give us permission to tape record the interview. I tape record interviews so that I can accurately record what is said.

Please understand that **your participation is voluntary** and you are not being forced to take part in this study. The choice of whether to participate or not, is yours alone. If you choose not take part, you will not be affected in any way whatsoever. If you agree to

participate, you may stop participating in the research at any time and tell me that you don't want to go continue. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way.

Confidentiality

Any study records that identify you will be kept confidential to the extent possible by law. The records from your participation may be reviewed by people responsible for making sure that research is done properly, including my academic supervisor/s. (All of these people are required to keep your identity confidential.)

All study records will be destroyed after the completion and marking of my thesis. I will refer to you by a code number or pseudonym (another name) in the thesis and any further publication.

Risks/discomforts

At the present time, I do not see any risks in your participation. The risks associated with participation in this study are no greater than those encountered in daily life.

Benefits

There are no immediate benefits to you from participating in this study. However, this study will be extremely helpful to us in understanding the effects of coaching in relationships

If you would like to receive feedback on the study, I can send you the results of the study when it is completed sometime after November 2016.

Who to contact if you have been harmed or have any concerns

This research has been approved by the Wits Business School. If you have any complaints about ethical aspects of the research or feel that you have been harmed in any way by participating in this study, please contact the Research Office Manager at the Wits Business School, Mmabatho Leeuw. Mmabatho.leeuw@wits.ac.za

If you have concerns or questions about the research you may call my academic research supervisor ……. (Include a direct office number).

CONSENT

I hereby agree to participate in research to determine whether coaching impacts the relationship between Manager and Direct Report. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop participating at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally in the immediate or short term.

I understand that my participation will remain confidential.

……..

Signature of participant **Date**:

I hereby agree to the tape-recording of my participation in the study.

……..

Signature of participant **Date**:

A3 Introductory Letter



Informant Name

Address

Date

Dear Mrs/Ms/Mr

This letter serves as an introduction for Phyllis Jackson, who is currently enrolled with the Wits Business School completing a Masters in Management Degree in Business Executive Coaching (MMBEC).

She is researching specifically in the field of employee coaching and believes that by interviewing you it will help her to answer her research question, namely: "*How a coaching leadership style can influence the relationship between a manager and direct reports"*

The research project aims to better the understanding of the importance of coaching in organisations such as your own. The outcome may provide valuable for the organisations' future implementation of coaching programmes for managers.

Yours sincerely

Supervisor

A4 Interview Questions

Introductory Questions for both Manager and Direct Reports

1. *Explain your role within the organisation?*
2. *Can you highlight the key responsibilities in this role?*
3. *How long have you been in this role?*

For Managers exposed to coaching

1. Can you tell me about a coaching program (if any) in your organisation?
2. Why did you choose to participate in the program?
3. Do you think that coaching is important for a Manager/Leader?
4. What were you looking for in the program?
5. Has this program assisted you in improving the way you manage you direct reports?
6. If so, in what way?
7. What skills have you acquired through this program?
8. Has the coaching program assisted you in other areas of your life?
9. How have you implemented coaching skills that you have learnt?
10. What are you doing differently since you have acquired these skills?
11. Have the relationships strengthened between you and your direct reports?
12. If so, in what way?
13. Do you have a Coach?
14. How did you choose your Coach?
15. What coaching behaviours does your Coach display?
16. What coaching behaviours do you expect from your Coach?
17. How would you describe your Leadership Style?
18. How has coaching influenced your leadership style?
19. How has coaching influenced your relationships with your direct reports?

For Direct Reports exposed to coaching

1. Are you aware of any coaching program within your organisation?
2. Do you perhaps know if your Manager has been exposed to this coaching program
3. What coaching skills does your Manager display?
4. What coaching skills would you expect your Manager to display?
5. What could your Manager do more of to support you?
6. How do you know if you are performing well in your job?
7. How do you receive feedback on your performance?
8. How important do you think that communication is within a working environment?
9. How would you describe your Manager's Leadership style?
10. What is an ideal relationship between a Manager and Direct Report/Subordinate?
11. Do you have staff reporting to you?
12. If yes, how do you provide feedback to your staff on their performance?
13. Share with me what your expectations are of your Manager?
14. What do you think their expectations are of you?
15. How would you describe your Leadership Style?
16. What behaviours does your Manager display as a leader?
17. What behaviours do you expect your Manager to display?
18. How do you know if you are performing well in your job?
19. How would you describe the relationship between yourself and your Manager?
20. What do you think the influence of this type of relationship has on the overall team performance?
21. Share with me what your views are on coaching?