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The contribution made by coaching to MBA leadership development at a South African business school

Viveka A. B. Christierson

The contribution made by coaching to MBA leadership development at a South African business school

Viveka A. B. Christierson

A thesis submitted to the Faculty of Commerce, Law and Management, University of the Witwatersrand, Johannesburg, South Africa in fulfilment of the requirements for the degree of Doctor of Philosophy (PhD)

Johannesburg, 2015

ABSTRACT

The purpose of this study was to explore and identify the contribution that leadership coaching, facilitated by MBA alumni, could make to MBA students' leadership development. The research study employed a mixed method sequential exploratory design with data collected from over 350 MBA students and more than 90 MBA alumni coaches. The outcomes of the study indicated that the MBA leadership coaching sessions had provided the MBA students with a new personalised learning experience that had increased their self-awareness, strengthened their self-development skills, and built a foundation for their future leadership development.

The research study made a theoretical contribution to the fields of leadership development and coaching, by showing the contribution that a person-centred coaching approach, focused on individual facilitation and development, can make to MBA leadership development. The main contribution to practice was that the study established that using MBA alumni to facilitate MBA students' leadership coaching could be a highly beneficial and financially viable alternative to using professional coaches for this purpose. A methodological contribution was made by demonstrating how a three-phased mixed method sequential exploratory design could yield a multi-faceted and fully integrated understanding of the outcomes of a study of this nature.

Recommendations are made for future research, including exploring whether similar outcomes of MBA leadership coaching can be observed at other business schools in South Africa or elsewhere, as well as the desirability of conducting a follow-up study on the MBA students that participated in this study. This could establish what impact the coaching sessions have had on the MBA students' leadership development over time.

DECLARATION

I, Viveka Christierson, declare that this thesis is my own original work, except as indicated in the acknowledgements, the text and the references. It is submitted in full fulfilment of the requirements for the degree of Doctor of Philosophy (PhD) at the University of the Witwatersrand, Johannesburg. It has not been submitted before, either whole or in part, for any degree or examination at this or any other university.

_____

VIVEKA CHRISTIERSON

Signed at……..

On the…….day of……2015

DEDICATION

I would like to dedicate this study to my daughters, Caroline and Alice, in recognition of their friendship, love, and support, as well as for all the joy and laughter they have brought into my life.

ACKNOWLEDGEMENTS

My supervisors, Professor Terri Carmichael for her support, encouragement and guidance, and Professor Karen Milner for her insightful advice and for making it possible for me to complete this thesis.

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All the MBA alumni who came back to WBS to coach the MBA students, without their dedication and enthusiasm there would not have been a MBA coaching programme at WBS.

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Angie Urban, for the highly professional way in which she has proof read, edited, and formatted this study.

I would also like to acknowledge the people who have played an important role in my educational and professional development:

My brother, Widich Ferlander, who always took a keen interest in my education.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the study

1.1.1 MBA leadership development

> There are real challenges involved in achieving success in developing individuals into effective leaders. This seems to be particularly true for those of us interested in promoting leadership development in university-based MBA programs. It would seem reasonable that attempts to transform students into leaders would rely on what the field of leadership education knows from research and practice about leadership development. However, we point out the irony that university faculty, those who are usually on the cutting edge of leadership scholarship and who are also in an excellent position to apply the findings from this research, seem not to be doing this. It appears that as they say, the 'cobblers children have no shoes' (Klimoski & Amos, 2012, p. 685).

This quote from Klimoski and Amos (2012) resonates very deeply with the researchers' thoughts and feelings regarding the leadership development typically provided for the Masters in Business Administration (MBA) students at a business school. Having been a lecturer at a business school in Johannesburg for many years, with the opportunity to teach on both executive and academic programmes, has provided me with many opportunities to compare the leadership development programmes offered to executives and MBA students. Whereas executives are often provided with one-on-one individual coaching, MBA students were, until 2009, only offered a one-day workshop without any further support for their individual leadership development. The concern above all was, that the students did not receive the support of a coach in working through the feedback received from their peers, nor were they supported in setting goals for their future leadership development.

A presentation was given by Salskov-Iversen (2007) at the Programme in International Management (PIM) Conference held at the Wits Business School (WBS), in which she described how the MBA alumni at the Copenhagen Business School had returned to their alma mater to facilitate small coaching groups with the MBA students. Inspired by this, the researcher invited the school's MBA alumni to act as coaches for the current MBA students. The major challenge was the fact that very little is known about the contribution that coaching can make to MBA students' development, which makes such an initiative difficult to motivate in terms of time and resources. Very little research has been carried out on coaching in educational institutions and little has changed since Griffiths (2005) wrote her seminal article on coaching in the educational context. Research has provided evidence that individual sessions with a psychotherapist can foster MBA students' reflective engagement leading to greater self-awareness and self-management (Petriglieri, Wood & Petriglieri, 2011); coaching for MBA students can lead to greater team playing effectiveness and higher grades (Sue-Chan & Latham, 2004); and that MBA students prefer being coached by an external coach than by their peers or through self-coaching (Sue-Cahn & Latham, 2004). In comparison with the number of studies available on executive coaching this research is insufficient to make any predictions about the potential benefits that may or may not be derived by the MBA students should they be offered the opportunity of working with an external coach as part of their leadership development programme.

1.1.2 Leadership, leadership development and coaching

The demands of leadership in today's world include providing the organisation with strategic direction (Crossan & Mazutis, 2008), motivating followers through a shared sense of purpose (George, 2003), leading the self through developing greater self-awareness (Greenleaf & Spears, 1998), and having the capacity for personal renewal in order to adapt to changes in the business environment (Boal & Hooijberg, 2007; Crossan, Vera & Nanjad, 2008; Horney, Pasmore & O'Shea, 2010). According to Day (2000), leadership development should be oriented towards building capacity in anticipation of unforeseen challenges. Day, Fleenor, Atwater, Sturm and McKee (2014) suggest that it is highly unlikely that leadership can be developed merely through the participation in a series of programmes, workshops and seminars. This statement can be compared of that

made earlier by Curtin (2002), who made an important differentiation between teaching and facilitating leadership development. Teaching leadership would include classroom based teaching such as lectures, discussions, case studies, and guest speakers, whereas facilitating leadership development can take place in a small group or at the individual level (Curtin, 2002). He added that individually facilitated leadership development typically includes working through feedback and designing and implementing a personal development plan (Curtin, 2002). MBA learning at a business school typically relies on classroom-based teaching and the facilitated learning more typically provided for executives is sorely lacking. It seems MBA students are expected to make the transition from postgraduate student to business leader without any support for their individual development. Research carried out on the benefits of coaching in the executive field, suggests that these may include improved performance, increased productivity, and a greater contribution being made to the organisation (Baker & Fernandes, 2008; Brand & Coetzee, 2013; De Meuse et al., 2009; Fillery-Travis & Lane, Grief, 2007; Hernez-Broome & Hughes, 2004; Kampa-Kokesh & Anderson, 2001; 2006; Kombarakaran, Yang,; Ladegard & Gjerde, 2014). Further benefits incorporate, greater leadership effectiveness (Brand & Coetzee, 2013; De Meuse et al., 2009; Kombarakaran et al., 2008; Ladegard & Gjerde, 2014); self-awareness; clarity about beliefs, values and motivation (Brand & Coetzee, 2013; Grief, 2007; Hernez-Broome & Hughes, 2004; Passmore, 2010); learning (De Meuse et al., 2009; Hernez-Broome & Hughes, 2004; Passmore, 2010). In addition, learning how to self-coach (Bennett, 2010; Brand & Coetzee, 2013; Griffith & Campbell, 2009); personal development (Brand & Coetzee, 2013; Grief, 2007; Passmore, 2010;) and increased levels of confidence (Brand & Coetzee, 2013; Kombarakaran et al., 2008; Passmore, 2010;) are proposed. Which of these benefits are more likely to be associated with coaching for MBA students is yet to be determined.

1.1.3 Developing a MBA leadership development programme

Several authors have made important contributions to the understanding of what needs to be included in a MBA leadership development programme. Klimoski and Amos (2012) argue that self-insight, self-knowledge and the capacity for continuous learning are key elements in the process of becoming a leader. They add that for MBA leadership

programmes to be successful they need to be structured as a transformational experience, and require strong commitment from the MBA students themselves, who need to take ownership of their own development, set personalised goals, engage in reflection and seek out feedback (Klimoski & Amos, 2012). Petriglieri et al. (2011) point out that MBA leadership development programmes should focus on transformational learning rather than the acquisition of skills and knowledge, and that such a programme can be used to build a foundation for the MBA students' future leadership development if their learning can be personalised to the individual level. One way of doing this, as mentioned earlier, is to provide students with individual session with a therapist or coach in which they can explore issues of a more personal nature leading to increased self-awareness and self-management skills. However, business schools often lack the resources to provide their students with support from professionally trained coaches (Datar, Garvin, & Cullen, 2010). Although a number of well-endowed business schools in the US recently started to offer their first year students coaching by professional external coaches, the problem remains that the cost of this service is approximately US$5 000 per student (Byrne, 2013), and thus beyond the reach of most business schools. Given the lack of financial resources to cover the cost of employing professional external coaches, a number of business schools have explored the option of using either faculty, fellow-students, MBA alumni or the students' themselves, by means of self-coaching, to fill this gap. Such initiatives include the faculty, peer and self-coaching described by Sue-Chan and Latham (2004), peer-coaching at Griffith University and the School of Management at Boston University (Parker, Hall & Kram, 2008), as well, as mentioned above, the use of MBA alumni as facilitators for group-coaching sessions at the Copenhagen Business School (Salskov-Iversen, 2007). The research carried out on the efficacy of using faculty, peer and self-coaching for MBA students suggest that MBA students prefer to be coached by external coaches rather than by their peers or by themselves (Parker et al., 2008; Sue-Chan & Latham, 2004). There is no record of the potential benefit or learning that the MBA students may have derived from the sessions facilitated by MBA alumni at the Copenhagen Business School, nor are there at present any other published articles available focusing on the use of MBA alumni volunteers as external coaches for MBA students as part of their leadership development programme.

1.2 The research problem

As observed by Grief (2007), it is difficult to identify coaching outcomes that would be applicable to a whole range of coaching interventions, and thus without further research in the field, the benefits that MBA students might gain from working with an external coach as part of their leadership development are largely unexplored. Some of the potential benefits of MBA coaching may be similar to those experienced by executives in an organisational context as well as those reported by Petriglieri et al. (2011) in the business school setting, but without further research in the field this cannot be confirmed. The context of an educational institution is very different to that of the workplace, and the coaching provided within the context of a MBA leadership development programme is potentially different to the coaching that is provided for executives for purposes of achieving organisational objectives.

1.3 The research opportunity

The opportunity to conduct research on the contribution that individual coaching sessions can make to MBA leadership development arose at WBS in Johannesburg, South Africa where the researcher was a member of faculty, when a large number of MBA alumni agreed to provide coaching for the current MBA students. All these MBA alumni attended an entry level coaching qualification, developed by the researcher, prior to their coaching assignments. Between 2009 and 2014, over 100 alumni completed this qualification and more than 800 students were provided with coaching, free of charge, as part of their leadership development programme.

1.4 Aims of the research

The aims of this study were to explore the contribution coaching could make to MBA leadership development.

1.5 The research question

What contribution can coaching, facilitated by MBA alumni, make to MBA students' leadership development?

1.6 The theoretical framework

The theoretical framework for a study should ideally be derived from an existing theory in the literature that has already been tested and validated by others and considered a generally accepted theory in the scholarly literature (Grant & Osanloo, 2014). Despite the fact that coaching is an important development tool, many authors have cautioned that coaching still lacks a coherent theory of coaching (Garvey, Stokes & Megginson, 2014; Western, 2012). Thus, without such a theory it was difficult to position this research study within a specific theoretical framework; therefore, it was positioned within the framework of leadership development with a strong emphasis on theories of adult development such as self-determined, transformational and experiential learning. The study was also placed within the broader scope of the coaching literature with a strong reference to the research carried out to date on the outcomes and benefits of executive and leadership coaching.

1.7 Ontology and epistemology underpinning the study

The ontology underpinning this study was based on Ferdinand Schiller's (1891) philosophy of pragmatic humanism. A central tenet to Schiller's philosophy is that "man is the measure" (Porrovechio, 2006, p. 36), suggesting that an exploration of the known and the unknown needs to take into account the knowledge that can be derived from looking at phenomena from the human perspective. Any researcher who bases his or her research on the premise that the questions asked must primarily be directed towards those individuals who are central to their study, i.e. the research subjects, is in fact, as suggested by Schiller, looking at the phenomena from a human perspective, affirming and acknowledging that "man is the measure" (Porrovechio, 2006, p. 36).

The epistemology is based on pragmatism as put forward by Charles Sanders Pierce (Trombley, 2011), William James (1907; 1909), and John Dewey (1938). The American philosopher, Charles Sanders Pierce, is considered the father of pragmatism, the doctrine of the late nineteenth century, which states that propositions are true if they work and that impractical ideas should be rejected (Trombley, 2011). According to Trombley (2011), Pierce's pragmatism was a starting point for several generations of American philosophers including William James and John Dewey (Trombley, 2011). Pragmatism might never have survived into the twenty-first century had it not been taken up by William James (Trombley, 2011). American pragmatism continued with John Dewey, who developed a programme of pragmatism that included important writings on psychology, educational reform and the democratic process. John Dewey called for a closer connection between science, philosophy and real life (Abbott, 2006). It is important to recognise that pragmatism is concerned with methodology and the process of knowledge creation rather than the underlying nature of knowledge or the presence of a deeper social reality (Abbott, 2006). Furthermore, pragmatism generally acknowledges that exploring different perspectives contributes towards a more complete picture of the social world while acknowledging that absolute truth is probably not attainable (Abbott, 2006). Abbott (2006) argues that pragmatic research is high in relevance, high in methodological rigour and places the practitioner and scientists in partnership to solve real world problems. He proposed that pragmatic research has the potential of narrowing the growing divide observed between universities and society, particularly in areas related to business and organisational behaviour (Abbott, 2006).

According to Creswell (2009), pragmatism provides a philosophical basis for research, and given that individual pragmatist researchers are free to choose the methods, techniques, and procedures of research that best meet their needs and purposes, pragmatism opens the door for multiple methods, different worldviews, different assumptions, as well as different forms of data collection and analysis. Onwuegbuzie and Leech (2005) describe pragmatic researchers as people who utilise and appreciate both quantitative and qualitative research. By taking the pragmatic view, the decision to include both qualitative and quantitative measures in this research was taken, with equal value assigned to these two methodologies.

1.8 Practitioner research

The scholarly roots of a practice approach can be traced to James (1907, 1909) and Dewey (1938), who viewed theoretical knowledge not as an object to be possessed, but as a dynamic phenomenon that manifests in the act of knowing something (Corley & Gioia, 2011). According to Corley and Gioia (2011), the two key notions arising from adopting a practice view of knowledge are that knowledge should be treated as a process, and that the production of knowledge should be treated as a recursive dialogue between theorists and reflective practitioners. A practitioner researcher has the advantage of having institutional knowledge and access to potential research participants, but must guard against letting their own personal bias influence the research participants and thus ultimately the research findings (Drake & Heath, 2011; Trowler, 2014). It is also important that the practitioner researcher describes and discusses their place in the research process (Drake & Heath 2011). The researcher's role and position in the study brings with it both the strengths and weaknesses noted by Drake and Heath (2011) and Trowler (2014). Had the researcher not been a member of faculty, the research opportunity may never have arisen, and she would not have been in the position to champion the initiative to bring back the MBA alumni to the school. The design, delivery and coordination of the MBA leadership development workshop, coaching sessions and the coaches' entry-level certificate programme would not have taken place. However, the weakness of the researcher's position as a practitioner researcher is that bias may have been introduced into the study at the level of design and delivery of the programmes, as well as in the interpretation of the results. Practitioner research is often strongly integrated with the life of the researcher and thus it is important that the practitioner researcher is aware of the conscious and implicit meanings that a research study may hold (McLeod, 1999). Fox, Martin and Green (2007) have suggested that researcher bias can be ameliorated, to some extent, by the researcher becoming aware of their own values and motivators and reflecting on their reasons for constructing knowledge in a particular way.

1.9 Delimitations of the study

This research study did not set out to explore the long-term impact of the MBA students' individual coaching sessions, nor did it include the perceptions of other groups over and above that of the MBA students and their MBA alumni coaches. The research carried out was limited to the business school where the researcher was a member of faculty, which may limit the generalisability of the research findings.

1.10 Assumptions

With reference to Schiller's tenet that "man is the measure" (Porrovechio, 2006, p. 36), the assumption was made that if an answer to the research question outlined above is to be found, those who are involved in the coaching process itself need to be asked. These were primarily the coaching clients, who in this case were the MBA students, and second, their coaches being the MBA alumni. This assumption suggests that the MBA students were able to identify what they had derived from the coaching sessions and could provide well-considered and insightful answers to the questions. The same assumptions were made for the MBA alumni who coached the MBA students. Furthermore, an assumption was made that both the MBA students and the MBA alumni were motivated to participate in the study; and that the coaching delivered by the MBA alumni was consistent with the guidelines provided in the entry-level coaching course that they all attended prior to facilitating the coaching sessions.

1.11 Definitions

- *Coach:* In so much as there is a multitude of definitions to be found for 'coaching', most authors in the field of coaching appear to avoid defining the word 'coach'. According to Bresser and Wilson (2010), there are two components to coaching, the process and the content. The role of the coach is to take charge of the coaching process. A coach can be external to the institution or organisation such as in the case of a professional coach who is paid for his or her services (Passmore, 2010), or internal to the organisation such as when a manager or HR professional from within the organisation coaches an employee at the same

organisation (Cox, Bachkirova & Clutterbuck, 2010). A peer-coach is a colleague or a co-student (Sue-Chan & Latham, 2004; Parker et al., 2008), whereas self-coaching is the term used when individuals coach themselves (Sue-Chan & Latham, 2004).

- *Coachee/coaching client:* The coachee or coaching client is the person being coached. Both terms were used in the research literature to denote the person being coached, and were thus used interchangeably throughout this study.
- *Executive and leadership coaching:* Executive and leadership coaching is the on-going relationship between a coach and client that focuses on life purpose, vision and goals, using the process of inquiry and personal discovery (Lary, 1997). Coaching can also be defined as the coach's participation in the development and learning process of the person in focus (Stelter, 2007), as well as the dialogue between coach and coaching client, which allows the client to enter a personal reflective space (Clutterbuck, 2004). For purposes of this study, coaching is defined as the collaborative partnership between coach and coaching client where the role of the coach is to support and facilitate the coaching client's learning and development.
- *Leadership:* Based on definitions of authentic leadership (Avolio & Gardner, 2005; George, 2003) and transcendent leadership (Crossan et al., 2008; Crossan & Matzutis, 2008), leadership is defined as the purposeful leadership of self, others and the organisation.
- *Leadership development:* Leadership development is oriented towards building capacity in anticipation of unforeseen challenges (Day, 2000). Leadership development can include both classroom-based teaching and facilitated learning and development (Curtin, 2001). Day et al. (2014) suggest that it is highly unlikely that leadership can be developed merely through the participation in a series of programmes, workshops and seminars.

Whereas research findings are usually associated with qualitative research and research results with quantitative research, given that this study utilises a mixed method design, both terms are used interchangeably to refer to the outcomes of the research carried out for purposes of this study.

1.12 Acronyms used in the study

- *CPLC*: Certificate Programme in Leadership Coaching.
- *EFA*: Exploratory Factor Analysis.
- *EQ*: Emotional Intelligence.
- *IMPRT*: Individual Meaning and Purpose Reflective Tool.
- *MBA*: Master in Business Administration.
- *SQ*: Spiritual Intelligence.
- *WBS*: Wits Business School.

1.13 Overview of the thesis

The thesis comprises eight chapters. Following this introductory chapter, Chapter 2 provides an overview of current thinking regarding leadership and takes the view that the demands of leadership in today's world are many and varied. Its postulation is that leaders need to be able to provide strategic leadership for the organisation in a challenging business environment; provide followers with a shared sense of meaning and purpose; be able to inspire, influence and motivate others; and have the self-awareness and capacity to change and learn in response to the ever-changing business environment.

The nature of leadership development is discussed in Chapter 3. It explores how leadership development can assist the aspirant leader in preparing him or herself for future challenges by utilising formal and informal learning methodologies. The point is made that leadership development is based on the assumption that adult learners are self-motivated and able to take control of their own development by making good use of the developmental tools available to them. These would include the understanding of the process underpinning experiential learning, seeking and using feedback from others, the value of reflection, and utilising the support of a coach. These developmental tools are further discussed in Chapter 5.

A comprehensive overview of the coaching literature is provided in Chapter 4, including different types of executive coaching, coaching approaches, coaching practice and coaching research. The conclusion is made that coaching can benefit both the individual and the organisation where the coaching client is employed, but that coaching

outcomes will vary considerably depending on the context, the intention of the coaching, the coaching approach used, when the impact of coaching is measured, and whether the research is confirmatory or exploratory. This review forms an important background to the philosophy underpinning the design of the MBA leadership coaching sessions and the entry-level coaching course attended by the MBA alumni, as well as to the interpretation and discussion of the results.

Chapter 5 discusses the need for providing MBA students with leadership development and the developmental tools introduced in Chapter 3, as well as the need to carry out more research on the potential benefits that MBA students can derive from leadership coaching. The MBA leadership development programme at the research site, WBS, is described in some detail to provide a clear understanding of the context of the coaching, the intention of the coaching, and the approach used.

Chapter 6 provides a detailed description of the intention of the research, the research design, the research strategy, the research site, the population and sample groups, as well as the research instruments and the data analysis.

The research results are presented in Chapter 7 with reference to the research question and the different phases of the research as described in the previous chapter.

Chapter 8 draws together the interpretation of the results with reference to the literature. The conclusions of the study, the contribution made to theory and practice, as well as recommendations for future research are presented in Chapter 9.

CHAPTER TWO: LEADERSHIP

2.1 Leadership theory

The design and delivery of leadership development interventions, whether they are formal or informal, taught or facilitated, need to be understood against the background of contemporary leadership theory. Some of these theories are highly idealistic in nature and can come across as being far removed from the realities of doing business in a highly competitive environment. However, it is important to understand the theories and ideas that inform our current thinking about the demands of leadership in today's world. In this chapter, the leadership literature is briefly reviewed for purposes of gaining further clarity on the capacity and qualities that the aspirant leader needs to develop in order to meet these demands. The literature on leadership is vast and includes articles published in peer-reviewed journals as well as articles and books of a more popular nature written by business leaders. Most overviews of leadership theory (see for example Avolio, Walumbwa and Weber, 2009) typically include transformational leadership, servant leadership, spiritual leadership, authentic leadership and transcendent leadership as key modern leadership theories relevant to 21st century organisations. To this is added, the leader's use of emotional intelligence, the leader's ability to respond to change that has been popularised under the heading 'leadership agility', as well as the leader's ability to learn that has been referred to as the leader's 'learning agility'. At the end of this chapter, it is shown that the theories discussed share a number of common factors, which have been extracted, and built into a comprehensive leadership taxonomy that can be used as a framework in the development of leadership programmes for MBA students.

2.1.1 Transformational versus transactional leadership

A major transition in the thinking around the practice of leadership came about with the differentiation between transactional leadership and transformational leadership as described by Burns (1978) and Bass (1985). Burns (1978) introduced the concept of the transactional and transformational leader in political leadership in his book 'Leadership'. Transactional leadership occurs when one person takes the initiative in

making contact with others for the purpose of an exchange of something of value, whereas transformational leadership is more focused on the beliefs, needs and values of both leader and followers (Kuhnert & Lewis, 1987). Bass (1985) was the first author to apply Burns' (1978) ideas to the field of organisational management (Kuhnert & Lewis, 1987). Bass (1990) described the transactional leader as using 'contingent reward', that is, exchanging rewards for efforts, promising rewards for good performance, recognising accomplishments, managing followers through either an active or passive form of 'management by exception', which entails only taking corrective action if standards are not met, or taking a *laissez-faire* approach, which means abdicating responsibility and avoiding decision-making. On the other hand, Bass (1990) described transformational leaders as having 'charisma', which he defines as providing their followers with a vision and a sense of mission, instilling pride and gaining their followers respect and trust. Weber (1947) introduced the concept of charisma and authors such as Conger and Kanungo (1987), and Shamir, House, and Arthur (1993) developed it further. Shamir et al. (1993) proposed that charismatic leaders have the ability to strongly engage their followers' self-concepts in the mission articulated by the leader, and that charismatic leaders motivate their followers by increasing the intrinsic valence (psychological value) of effort and goal accomplishment, instilling faith in a better future, and creating personal commitment between follower and leader. Transformational leaders have been described as leaders who inspire followers by communicating high expectations, using symbols to focus efforts, expressing important purposes in simple ways, providing followers with intellectual stimulation, which entails promoting intelligence, rationality and careful problem solving (Bass, 1990). Furthermore, transformational leaders are those who provide their followers with 'individual consideration', which includes giving their followers personal attention, treating them individually, and coaching and advising them.

Bass (1990) made the point that, in many instances, transactional leadership is a prescription for mediocrity, whereas transformational leadership produces high performance ratings from both supervisors and direct reports. Cardona (2000) highlighted the fundamental difference in the exchange between leader and follower in transactional and transformational leadership. Transactional leadership is characterised by an economically based exchange relationship where the leader promotes uniformity by providing extrinsic rewards to the followers (Cardona, 2000). Transformational

leadership, in contrast, is characterised by a work-based exchange relationship where the leader promotes alignment by providing fair extrinsic rewards and appealing to the intrinsic motivation of followers. Gardiner (2006) suggested that transactional leaders typically trade benefits with their followers, while transformational leaders ask their followers to transcend their own interests for the good of the group, organisation, or society as a whole.

Employee outcomes of transformational leadership include a perception of having meaningful work (Arnold, Turner, Barling, Kelloway & McKee, 2007), well-being (Arnold et al., 2007; Tafvelin, 2013), organisational commitment and role clarity (Tafvelin, 2013). Recent research also suggests that there is a strong positive relationship between transformational leadership and leadership performance (Deinert, Homan, Boer,Voelpel & Gutermann. 2015). However, centralisation and the size of the organisation may weaken this positive relationship as it has been found that the size of the organisation is negatively related to its transformational leadership climate (Walter & Bruch, 2010).

Transformational leadership theory has been compared to other contemporary leadership theories including emotional intelligence and servant leadership.

2.1.2 The leaders' use of emotional intelligence

It may be argued that emotional intelligence cannot be viewed as a theory as such, but rather as a useful construct that can be used in understanding leaders' behaviour and the demands of leadership especially in terms of the leader's self-awareness and ability to manage emotions, be they those of the people they lead or their own. Goleman (1998) popularised the concept of emotional intelligence, proposing that it can be understood to include both personal competence; that is the ability to manage the self, which includes self-awareness, self-regulation and motivation; as well as social competence, that is the ability to manage relationships, which includes empathy and social skills.

In an overview of the seven articles, appearing in a special issue on emotions and leadership in 'The Leadership Quarterly', Humphrey (2002) concludes that emotions are related to several key issues in leadership research. First, empathy is central to both

emotional intelligence and leadership emergence; and second, managing the emotions of group members, especially frustration and optimism, is a key leadership function. Third, a leader's display of emotion has been demonstrated in some circumstances to have a larger impact on the perception of the leader than the content of the leader's message; and fourth, leaders' influences upon emotional process variables have a large impact on performance (Humphrey, 2002).

As noted above, a number of studies have been carried out on the relationship between transformational leadership and emotional intelligence. Barling, Slater and Kelloway (2000), in their study of 60 managers in the paper and pulp industry in Canada, found that emotional intelligence, as assessed by the managers themselves, was associated with three aspects of transformational leadership as rated by their subordinates, these were idealised influence, inspirational motivation, and individualised consideration (Barling et al., 2000). Palmer, Walls, Burgess and Stough (2000) studied the relationship between emotional intelligence and effective leadership and found significant relationships between selected components of the transformational leadership and emotional intelligence. Specifically, the inspirational motivation, individualised consideration, and charisma components of transformational leadership were significantly correlated with both the ability to monitor and manage others and one's own emotions.

The ability to manage others and one's own emotions is also a key component of servant leadership where there is a strong emphasis on the need for the leader to have self-awareness and the ability to listen, understand and have empathy for others.

2.1.3 Servant leadership

The term servant leadership was first coined in 1970 in an essay by Robert Greenleaf entitled 'The Servant as Leader' (Greenleaf & Spears, 1998), where it is defined as follows:

> The servant leader is servant first. It begins with the natural feeling that one wants to serve. Then conscious choice brings one to aspire to lead. The best test is, do those served grow as persons, do they while being served, become healthier, wiser, freer, more autonomous, more likely

themselves to become servants (Greenleaf, 1970, cited in Greenleaf & Spears, 1998, p. 1)?

In the introduction to Greenleaf and Spear's (1998) book 'The Power of Servant Leadership', the characteristics of the servant leader are identified as follows: Having the ability to listen, coupled with regular periods of reflection, is essential to the growth of the servant leader. The servant leader strives to understand and empathise with others; one of the great strengths of servant leadership is the potential for healing one's self and one's relationship to others; and general awareness, especially self-awareness. Furthermore, a reliance on persuasion, rather than on one's positional authority, seeking to convince others, rather than coerce compliance; and the ability to look at a problem (or an organisation) from a conceptualising perspective. The final characteristics are having foresight, which enables the servant leader to understand lessons from the past, the realities of the present, and the likely consequence of a decision for the future; a commitment to serving the needs of others; and building a sense of community among those who work within a given institution (Greenleaf & Spears, 1998, pp. 5-8). It is interesting to note that that the longer a leader is in the leadership role the more frequently he or she will display servant leadership behaviour, that servant leaders typically display an altruistic mindset, and further, that servant leaders influence others through building trusting relationships (Beck, 2014).

In comparing servant leadership and transformational leadership, Stone, Russell, and Patterson (2004) reached the conclusion that although transformational leadership and servant leadership have relatively similar characteristics, there is much greater emphasis upon service to followers in the servant leadership paradigm. The principal difference between transformational leadership and servant leadership is the focus of the leader. Whereas the transformational leader's focus is on empowering followers to achieve organisational objectives, servant leaders are focused on service itself (Stone et al., 2004). However, the similarities between the two are illustrated in a more recent study conducted by Washington, Sutton and Sauser (2014), in which they found that perceived servant leadership was positively related to perceived transformational leadership.

The metaphor of servant leadership continues to have a strong influence on the development of leadership theory and reflects in the development of other leadership theories such as authentic and transcendent leadership that is discussed later in this chapter. Before this however, how the need for meaning and purpose has become a key feature in contemporary leadership theories such as spiritual and authentic leadership needs to be examined.

2.1.4 Spiritual intelligence and spiritual leadership

2.1.4.1 Spiritual intelligence

The concept of spiritual intelligence (SQ) was first introduced by Danah Zohar, in her book 'Spiritual Intelligence: the Ultimate Intelligence', who stated:

> By SQ I mean the intelligence with which we address and solve problems of meaning and value, the intelligence with which we can place our actions and our lives in a wider, richer and meaning-giving context, the intelligence with which we can assess that one course of action or one life-path is more meaningful than another. SQ is the necessary foundation for the effective functioning of both IQ and EQ. It is our ultimate intelligence (Zohar & Marshall, 2000, p. 4).

In terms of spiritually intelligent leadership, Zohar (2005) articulates her belief that great leadership depends primarily on vision, a vision that can be appreciated intellectually, emotionally, and spiritually. Zohar (2005) proposes that there are 12 main principles of spiritually intelligent leadership:

> [1] Self-awareness; [2] spontaneity; [3] being vision and value-led; [4] holism i.e. seeing larger patterns and connections; [5] having deep empathy and compassion; [6] valuing other people for their differences; having one's own convictions; [7] having humility; [8] a need to understand and ask the question 'why'; [9] the ability to see the bigger picture; [10] the ability to learn from mistakes, setbacks and suffering; [11] a sense of vocation; and [12] feel the need to give something back (Zohar, 2005, p. 47).

In others words, spiritual intelligence is the set of abilities individuals use to apply, manifest and embody spiritual resources, values and qualities in ways that enhance their daily functioning and well-being (Chin, Anantharaman & Tong, 2011).

Commenting on the spiritual dimension of leadership, Gill (2006) stated that, in essence, SQ concerns understanding that human beings have an animated need for meaning, value, and a sense of worth in what they seek and do. Spiritual leadership is about satisfying that need (Gill, 2006).

2.1.4.2 Spiritual leadership

In discussing spirituality in the workplace, Pandey and Gupta (2008) propose that spirituality is a dynamic balance of three factors: harmony with self, harmony in social and natural environment, and transcendence. Harmony with self would include finding meaning and purpose at work, a profound feeling of wellbeing, self-actualisation and the development of one's own full potential. Harmony in the social and natural environment is manifested in workplace integration, interconnectedness, and compassion. Pandey and Gupta (2008) view transcendence as referring to heightened spiritual states of consciousness, suggesting a glimpse of unitary awareness and the state of bliss generally associated with peak experience.

Fry (2003), views the purpose of spiritual leadership as being primarily to create vision and value congruence across all the individuals in an organisation, and thus foster higher levels of organisational commitment and productivity. The three main qualities of spiritual leadership are, according to Fry (2003), vision, altruistic love, and hope/faith. Vision would include factors such as high ideals and standards of excellence, altruistic love is found in forgiveness, kindness, compassion and humility, whereas hope/faith is reflected in endurance and perseverance (Fry, 2003). These three qualities jointly create the intrinsic motivation that results in creating a sense of calling and meaning among followers, as well as a sense of membership that in turn will result in organisational commitment and productivity (Fry, 2003; Fry, Hannah, Noel & Walumba, 2011). In line with this, other researchers such as Cherudin (2014) reported a positive relationship between spirituality, work satisfaction and work performance.

Whereas SQ and spiritual leadership emphasise the need for leaders to be able to provide a sense of meaning for their followers, the development of authentic leadership theory has shifted this emphasis towards creating alignment within the organisation around a shared sense of purpose.

2.1.5 Authentic leadership

George (2003) first introduced the concept of authentic leadership in his book by the same name, and defined the authentic leader as being able to lead with purpose, values, and integrity, one who is a good steward of the legacy inherited from his or her predecessor. According to George (2003), the authentic leader demonstrates five key qualities: they understand their purpose, they are defined by their values and character, they engage the hearts of their employees through a sense of purpose, they establish close relationships with their colleagues, and they live their values in action through self-discipline. A key challenge for all leaders, according to George (2003), is the need to understand their own individual purpose. To understand their purpose, leaders need to understand themselves and their underlying motivations (George, 2003). It is only when leaders know and understand their own purpose that they are able to see the alignment or lack thereof between their own individual purpose and that of the organisation.

For Mitchie and Gooty (2005), positive other-directed emotions, self-transcendent values and self-transcendent behaviours are at the core of authentic leadership. When leaders are committed to self-transcendent values and can act on them without emotional conflict, their actions will become consistent and authentic (Mitchie & Gooty, 2005). In other words, authenticity implies that one acts in accordance with the true self, expressing oneself in ways that are consistent with inner thoughts and feelings (Harter, 2002).

It can be argued that the self-referential nature of authenticity is critical to understanding the construct (Avolio & Gardner, 2005). Avolio and Gardner (2005) suggest that confidence, optimism, hope and resilience, self-awareness, and self-regulation are all crucial to the development of authentic leadership.

In differentiating authentic leadership from related leadership theories, Avolio and Gardner (2005) suggest that “authentic leadership can incorporate transformational,

charismatic, servant, spiritual, and other forms of positive leadership, [but that] being an authentic leader does not necessarily mean that the leader is transformational" (p. 329).

As noted by Avolio and Gardner (2005) authentic leadership theory incorporates important aspects of other theories and constructs such as transformational leadership, emotional intelligence, servant leadership, SQ and spiritual leadership. What is new and different about this leadership theory is its strong emphasis on the importance of the leader understanding their own sense of purpose and thus being in a position to align their individual purpose with that of the organisation.

In terms of employee outcomes, authentic leadership has been shown to be positively related to employee work engagement (Penger & Cerne, 2014; Walumba, Wang, Wang, Schaubroek & Avolio, 2010), basic need satisfaction (Leroy, Anseel, Gardner & Sels, 2012), employee perceptions of inclusion (Cottrill, Lopez & Hoffman, 2013) as well as job satisfaction (Penger & Cerne, 2014).

As much as self-transcendent values and behaviours are seen as being at the very core of authentic leadership (Mitchie & Gooty, 2005), with the development of transcendental and transcendent leadership theory, the concept of transcendence is now used to describe a number of different leadership characteristics and behaviours.

2.1.6 Transcendental and transcendent leadership

In his book 'The Farther Reaches of Human Nature', Maslow (1971) describes transcendence as "the very highest and most inclusive or holistic levels of human consciousness, behaving and relating as ends rather than means to oneself, to significant others, to human beings in general, to other species, to nature, and to the cosmos" (Maslow, 1971, p. 269). Maslow's description of transcendence suggests that it includes a strong sense of holism. A number of authors (Cardona, 2000; Crossan & Mazutis, 2008; Crossan et al., 2008; Gardiner, 2006; Larkin, 1995) present definitions of transcendental or transcendent leadership. Although some of these definitions contain elements of Maslow's (1971) definition of self-transcendence such as holism, all these definitions differ to a smaller or larger extent. In her study of the leadership practice and spiritual beliefs in a group of transformational leaders, Larkin (1995) names leaders who have spiritual beliefs as being transcendent. Cardona (2000) defines transcendental

leadership as being a contribution-based exchange relationship. In such a relationship "the leader promotes unity by providing fair extrinsic reward, appealing to the intrinsic motivation of followers and developing their transcendent motivation" (Cardona, 2000, p. 204). Transcendent motivation, according to Cardona (2000), is based on the contribution that the work makes to others.

Gardiner (2006) quotes Erikson's (1969) writing on Gandhi to define transcendent leadership. Erikson (1969) notes that "truth in Gandhi's sense points to the next step in man's realisation of man as one all-human species, and thus to transcend what we are" (Erikson, 1969, p. 413). "It is the ability to lead from a consciousness of wholeness, modelled by Gandhi, that most distinguishes the transcendent leader" (Gardiner, 2006, p. 64). Gardiner (2006) also pays tribute to David Bohm (1980) and Robert Greenleaf (1977) as having inspired the formation of this new metaphor of leadership. Bohm (1980) refers to the holism evident in the writings of Erikson (1969) and Maslow (1971) when he states, "we are all connected … if this could be taught and if people could understand it; we could have a different consciousness" (Bohm, 1980, p. 82). Based on their literature review of transcendental leadership, Kishore and Nair (2013) concluded that transcendental leadership provides the organisation with the moral underpinnings that enable it to acquire a global vision beyond short-term profit, which encompasses the welfare of humanity itself as well as a sustainable future.

According to Gardiner (2006), Greenleaf's (1977) metaphor of servant leadership is inspired by and aligned with, transcendent leadership in as much as both metaphors point to a movement away from interdependence to one of wholeness. Crossan et al. (2008) use the term transcendent leadership to denote a form of strategic leadership that spans the levels of self, others, and the organisation. According to Crossan et al. (2008), strategic leadership at the organisational level is focused on the non-human elements such as strategy, structure, rules and procedures, whereas strategic leadership at the level of others requires the leader to have elements of transformational and authentic leadership behaviours (Crossan et al., 2008). When it comes to leadership of the self, Crossan et al. (2008) suggest that leaders need a high level of self-awareness and deep judgement, together with a strong individual compass and the ability to undergo personal renewal to adapt to changes in the environment. Crossan and Matzutis (2008) propose that transcendent leaders are well suited to deliver performance in today's dynamic

business environment, given that they possess high levels of leadership of self, others and the organisation.

There are many common features of spiritual leadership, authentic leadership and transcendent leadership. Most striking of these are perhaps their focus on achieving vision and value congruence across the organisation, the articulation of purpose and providing followers with a sense of membership and meaning in the workplace. What may be missing from these leadership theories is however the dimension of time and how the business environment is constantly changing as a consequence of the economic, political and environmental factors in the world around us. This gap is presently being filled by addressing the need for the leader to display both leadership and learning agility.

2.1.7 Leadership and learning agility

Boal and Hooijberg (2007) argue that the essence of strategic leadership involves the capacity to learn, the capacity to change, and what they call "managerial wisdom" (Boal & Hooijberg, 2007, p. 515). Strategic leadership sets the directions, meanings and purposes, and goals of the organisation (Bass, 2007). To do this, the strategic leader must deal with both the need for continuity and change (Bass, 2007). According to Bass (2007), leaders fail when their vision fails to recognise a changed environment. Horney et al. (2010) suggest that leaders can only hope to lead effectively in an ever-changing and challenging business world if they can develop their leadership agility. Horney et al. (2010) define leadership agility as the capability to sense and respond to changes in the business environment with actions that are focused, fast and flexible. De Meuse, Dai, and Hallenbeck (2010) concur that to be effective, leaders must demonstrate the flexibility and agility to adapt their behaviour as situations change (De Meuse et al., 2010). According to De Meuse et al. (2010), leadership agility can be developed if the leader has the willingness and ability to learn from experience and demonstrate their learning agility. Lombardo and Eichinger (2000) were the first authors to introduce the concept of learning agility to the research community. They defined the characteristics of the agile learner as being eager to learn about self, others, and ideas; showing a genuine willingness to learn from feedback; being interested in helping other people to think and

experiment; being resilient; and relying on logic, perseverance and well-though-through ideas (Lombardo & Eichinger, 2000). De Rue, Ashford and Myers (2012) question if learning agility is in fact a new concept, and suggest that existing research on learning agility does not differentiate the learning agility concept, either theoretically or empirically, from a general ability to learn. Finally, Hezlett and Kuncel (2012) define learning agility as the overall ability to learn from experience, and pose the question whether learning agility can be taught. Referring to the literature on training, informal learning, coaching, feedback and leadership development that suggests that setting development goals, seeking support, and reflecting can enhance the development of leadership capabilities, they pose the question whether training focused on teaching developmental behaviours can increase a leader's learning agility (Hezlett & Kuncel, 2012). It may be that learning agility cannot be taught, however there is a strong possibility that it can be developed by the aspirant leader if his or her self-development is supported and facilitated by a leadership coach.

2.2 Common factors in contemporary leadership theory

The development of leadership theory has been incremental over time with each new theory adding another important emphasis or perspective to our understanding of the demands of leadership. In reviewing the descriptions and definitions of the many leadership theories referred to and discussed in current writing on this topic, a number of common factors emerge. See Table 2.1. These factors can be divided into three main headings, leading the organisation, leading followers and leading self**.** It is interesting to note that these three categories are very similar to those used by Crossan et al. (2008) to describe transcendent leadership, which according to them denotes a form of strategic leadership that spans the level of self, others and the organisation.

Table 2.1: Common factors in contemporary leadership theory

Leading the organisation	Leading followers		Leading the self		
Creating alignment across the organisation by articulating a unifying purpose, a vision for the future and provide strategic direction	Motivating followers through a shared sense of purpose, meaning, transcendent values and intrinsic motivation	Individual consideration, listening to others, having empathy and understanding others	Having self-awareness including understanding own individual purpose	Having the ability to regulate and manage own emotions and behaviour	Having the capacity for personal renewal in order to adapt to changes in the business environment
Transformational leadership Spiritual leadership Authentic leadership Transcendent leadership	Transformational leadership Servant leadership Spiritual leadership Authentic leadership Transcendent leadership	Transformational leadership Emotional intelligence Servant leadership Spiritual leadership	Emotional intelligence Servant leadership Authentic leadership	Transformational leadership Emotional intelligence Authentic leadership	Transcendent leadership Leadership agility Learning agility

There is great deal of agreement across a number of leadership theories regarding the demand that the leader should be able to lead the organisation by creating alignment across the organisation. This is done by articulating a unifying purpose, a vision for the future and providing strategic direction. Leaders must be able to motivate followers through providing them with a shared sense of purpose, meaning, transcendent values and intrinsic motivation, and by using individual consideration, listening to others, having empathy and understanding others. Less agreement exists regarding the leadership of self, which would include having self-awareness, understanding individual purpose, having the ability to regulate and manage emotions, and the capacity for personal renewal in response to changes in the business environment.

Considering the typical MBA curriculum, this would usually include subjects such as strategy and organisational behaviour. The knowledge derived from these two subjects can be applied by the MBA student when faced with the challenge of providing strategic direction as well as in motivating followers. However, leadership of the self is certainly not a part of the traditional MBA curriculum. The reason for this is that whereas strategy and organisational behaviour can be taught in the classroom setting, this is not the case for the leadership of the self, which requires facilitated individual development.

Chapter 3 looks at the nature of leadership development positioned within the framework of individual learning and development. This is followed by a discussion of how self-directed adult learners can take control of their own learning using their experience, feedback from others, reflection, insights from their life story, and coaching to enhance their leadership development.

CHAPTER THREE: LEADERSHIP DEVELOPMENT

Many authors have emphasised the importance of developing the leader's capacity to learn and change (Boal & Hooijberg, 2007; De Meuse et al., 2010; Hezlett & Kuncel, 2012). Those who have argued strongly for the need to provide MBA students with cutting-edge leadership development programmes, have underlined the necessity of empowering MBA students to take ownership of their own leadership development (Klimoski & Amos, 2012). They have also made the point that MBA leadership development programmes can be used by the MBA students to build a foundation for their future leadership development if their learning can be personalised to the individual level (Petriglieri et al., 2011). Thus, in providing MBA students with a leadership development programme it is important to ensure that the students are introduced to the principles of self-directed learning and development and that they are familiarised with the development tools they can use for their future leadership development. It is also very important that the students be provided with a supportive learning environment as well as with personalised individual facilitation. This chapter covers the basic principles of self-directed learning and development (Boyatzis, 1994; Deci & Ryan, 2000; Knowles, 1970 Kolb, 1984; Taylor, 2000), along with what constitutes the essence of a supportive learning environment (Deci & Ryan, 2000; Mezirow, 1994; Taylor, 2000), and how the MBA students' learning experience can be personalised. As noted in the introduction to this study, there is also a strong possibility that the MBA students' present and future leadership development can be enhanced by including coaching in their leadership programme (Carey, Philippon, & Cummings, 2011; De Meuse et al., 2009; Passmore, 2010).

3.1 The nature of leadership development

Although it can be argued that there is a fair degree of overlap between management development and leadership development, there are some important differences (Day, 2000). Management development includes management education and training, with an emphasis on acquiring knowledge, skills and abilities to enhance performance in a management role, whereas leadership development is oriented towards building capacity in anticipation of unforeseen challenges (Day, 2000). Day (2000) lists

360-degree feedback, executive coaching, mentoring, networking, job assignments and action learning as the cornerstones of leadership development. He defines coaching as goal-focused, one-on-one learning experience; mentoring as a formal or informal way of providing support in the workplace; and networking as an opportunity to expand an individual's thinking by exposure to other peoples' thinking. Job assignments are defined as a being particularly helpful in learning how to build teams, think strategically and become more persuasive; and action learning is seen as a continuous process of learning and reflection while working on a real-time organisational problem (Day, 2000). Collins and Holton (2004) drew the conclusion from their meta-analysis of 83 published studies that leadership development programmes need to be customised to meet the needs of the specific group of learners for which they are designed. They further concluded that the methodologies employed should be chosen based on their proven efficacy to achieve specific development outcomes for the designated group. In an overview of leadership development, Curtin (2002) highlights the distinction between teaching and facilitating leadership development. Teaching leadership would include lectures, classroom discussions, showing audio-visual material, listening to guest speakers, case studies, games, exercises and role-playing simulations. Facilitation in a group setting includes action learning, physical activities as well as emotional or sensory exercises (e.g. poetry readings, listening to an orchestra). Facilitating individual leadership development can include 360-degree feedback and assisting the individual in the design and implementation of a personal development plan. In an overview of the advances made in leader and leadership development in the past 25 years, conducted by Day et al. (2014), they concluded that it is highly unlikely that leadership can be developed merely through participation in a series of programmes, workshops or seminars. Rather, it may be the case that development actually takes place in the so-called white space between such leader development events, and therefore it may be more productive to focus on what happens in the everyday lives of leaders as they develop (Day et al., 2014).

It is clear from the above that leadership development needs to be understood as being oriented towards building capacity for the future. This suggests that educators may be failing in their task if they do not equip their students with the skills to continue on a leadership journey beyond the MBA programme. It is also clear that leadership development cannot be based on formal classroom-based teaching alone. It needs to be

customised to the needs of the particular group of leaders it seeks to develop, which in this case is MBA students, and should provide individual facilitation to support the students' personal development.

One way of ensuring that MBA students are able to continue on their leadership journey beyond the MBA programme is to teach them the principles of self-directed learning and development.

3.2. Self-directed learning and development

Self-directed learning focuses on the process by which adults take control of their own learning, in particular in terms of how they set their learning goals, locate appropriate resources, decide on which learning method to use, and evaluate their progress (Brookfield, 1986). Self-directed learning can be viewed as the art and science of helping adults to learn (Knowles, 1970); how they harness their intrinsic motivation to become more competent and autonomous (Deci & Ryan, 2000); revise their interpretation of the meaning of their experience (Mezirow, 1994); take control of the change process; and use every-day experience for purposes of their own learning (Boyatzis, 1994). Furthermore, they need to reflect and learn from experience (Kolb, 1984), and know how to use the developmental tools available to them such as feedback; reflection on purpose, values and meaning; and the support of a coach.

The fundamental principles of self-directed adult development as outlined by Boyatzis, 1994; Deci & Ryan, 2000; Knowles, 1970; Kolb, 1984; and Mezireow, 1994 are presented in sections 3.2.1, to 3.2.5. This overview is followed by a description of the developmental tools available to the adult learner such as feedback, reflection and coaching in section 3.2.6.

3.2.1 Self-directed learning and andragogy

Knowles (1970) defines his theory of andragogy as the art and science of helping adults learn. Based on humanistic psychology, Knowles' (1970) version of European andragogy presents the individual learner as one who is autonomous, free, and growth-oriented (Merriam, 2001). According to Davenport and Davenport (1985), Knowles

(1970) based his theory on four assumptions, which distinguishes adult learning from childhood learning:

[1] As a person matures, the self-concept moves from dependency towards self-direction;
[2] Maturity brings an accumulating reservoir of experience that becomes an increasing resource of learning;
[3] As a person matures, readiness to learn is increasingly oriented towards the person's social roles; and
[4] As the person matures the orientation towards learning becomes less subject-centred, and increasingly problem-centred (Knowles, 1970, cited in Davenport & Davenport, 1985, p. 152).

Knowles (1984) later added a fifth assumption:

[5] The mature person is motivated to learn by internal rather than external factors (Merriam, 2001).

The fifth assumption can be related to Maslow's (1943, 1970) contention that each individual's growth needs and need for self-actualisation are idiosyncratic as each individual is different.

Chinnasamy (2013) suggested that the five assumptions underpinning andragogy can also be used as guiding principles for developing a mentoring programme. Similarly, the outcome of a research study carried out by Lubin (2013), on the use of the principles of andragogy in coaching, indicated that the majority of the coaches participating in the study stated that andragogy informed their coaching practice.

3.2.2 Self-determination theory

According to Deci and Ryan (2000) self-determination theory (SDT) posits that human motivation can be understood as being based on innate psychological needs for competence, autonomy and relatedness. Research shows that that self-determination is supported by a social context in which intrinsic motivation is maintained and enhanced, extrinsic motivation is internalised resulting in a more autonomous motivation, and

aspiration to achieve life goals is promoted and strengthened (Deci & Ryan, 2000). Self-determination allows people to develop their potential, improve their performance and enhance their well-being (Deci & Ryan, 2000). In other words, if the individual can be supported by the social environment in developing their intrinsic motivation, they will be able to reach their full potential. Unfortunately, educational practice does not always support the development of self-determination (Niemiec & Ryan, 2012). A lack of relatedness between educators and students as well as the external controls used in a teaching environment can easily stifle the student's feeling of autonomy, which is required for achieving a high quality learning experience. However, research in this field suggests that that if educators are able to support a student's psychological needs for autonomy, competence and relatedness, this will facilitate the students learning, performance and well-being (Niemiec & Ryan, 2012). It is interesting to note, that Field, Duffy and Huggins (2014) in addressing the need for supporting first year students' university experience, have drawn on self-determination theory to explain how independent learning skills can be used to empower students to become independent learners. They suggest that developing independent learning skills are one of the secrets to success in tertiary level learning (Field, Duffy, & Huggins, 2014).

3.2.3 Transformational learning

Mezirow (1975) originally referred to his theory of transformational learning as perspective transformation. The ten steps of perspective transformation began with experiencing a disorientating dilemma, undergoing self-examination, feeling an alienation from traditional social expectations, relating their discontent to similar experiences of others, and exploring options for new ways of acting. The steps continued with building competence and self-confidence in new roles, planning a course of action, acquiring the knowledge and skills for implementing a new course of action, trying out new roles, and assessing them, re-integrating into society with the new perspective. Based on the original perspective transformation, Mezirow (1994) defined transformational learning as the process of constructing or revising the interpretation of the meaning of one's experience, and using this insight to guide future action. Transformation theory is focused on how we learn to act on our own purpose, values, feelings, and meaning rather than those that have been uncritically assumed from others (Mezirow, 2000). According to Merriam and Caffarella (1999), the mental constructions

of experience, inner meaning, and reflection are common components of this approach. Experience is envisioned as the starting point in this approach. Engaging life experience in a reflective manner, according to Brown and Posner (2001), is a necessary condition for transformation. Kroth and Cranton (2014) suggested that transformative learning can occur informally in individuals' lives without it being named as such, but can also be deliberately fostered by educators, counsellors, coaches and other helping professionals.

Key concepts of transformational learning are, according to Taylor (2000):

- *Experience:* Critical incidents or trigger events;
- *Critical reflection:* Content reflection, process reflection, and premise reflection (examine long held beliefs, values about the experience);
- *Affective learning:* Feelings play a primary role in triggering reflection;
- Dialogue and relationships that are supporting and trusting; and
- Individual development (Taylor, 2000, p. 274).

Transformative learning can be understood as a process by which individuals' engage in critical reflection and self-reflection, exploration of their psyche and spirituality leading to individual development and change (Kroth & Cranton, 2014).

Taylor (2000) describes the conditions conducive to fostering transformational learning as: creating a climate of openness, safety and trust; being learner-centred and encouraging self-directed learning; and providing learning activities that encourage the exploration of alternative personal perspectives via questioning, critical self-reflection and self-dialogue. Further conditions include using facilitators that are trustworthy, empathic, caring, authentic, and able to bring forth feelings to promote critical reflection with integrity; providing opportunities for assessment and feedback; and allowing and/or providing the time necessary for the personal exploration and the intensity of the experience.

According to Taylor (2008), there is an instinctive drive among all humans to make meaning of their daily lives and it therefore becomes imperative in adulthood to seek ways to gain a better understanding of the world. Taylor (2008) suggests that it is transformative learning theory that explains this "process of constructing and appropriating new meaning of an experience in the world" (Taylor, 2008, p. 5).

Alternative conceptions of transformative learning exist, including a "psychoanalytical, a psycho-developmental, and a cultural-spiritual view" (Taylor, 2008, p. 7). From the psychoanalytical viewpoint, transformative learning is seen as a process of individuation, which is the discovery of new talents, a sense of empowerment and confidence, a deeper understanding of one's inner self, and a greater sense of responsibility (Taylor, 2008). The psycho-developmental view of transformative learning is a view across the lifespan, reflecting progressive growth in terms of behaviour, knowledge, and meaning (Taylor, 2008). Finally, the cultural-spiritual view focuses on how learners construct narratives as part of their transformative learning experiences, which may include storytelling on a personal and social level to foster narrative transformation (Taylor, 2008). Cranton and Taylor (2012) proposed that there is a need for developing a unified theory of transformative learning that integrates all aspects of this theory.

3.2.4 Self-directed and intentional change

Boyatzis (1994) originally developed a theory of self-directed change based on earlier models developed by Boyatzis and Kolb (1969), and Kolb and Boyatzis (1970). He based his model of self-directed learning, on the self-perpetuating change process that occurs when, a person:

[1] Articulates an image of where he or she is in regard to a particular characteristic (i.e. the real);
[2] Articulates an image of where he or she would like to be with regard to that same characteristic (i.e. the ideal);
[3] Perceives and experiences a discrepancy between the real and the ideal;
[4] Converts this discrepancy into a goal;
[5] Translates the goal into a plan to achieve the change, or learning goal;
[6] Takes action and provides feedback as to the progress occurring; and
[7] Feeds back information to the ongoing assessment of the real and the ideal states, which begins the cycle again.

Boyatzis (1994) suggests that by using this theory of self-directed change as a guiding principle, a person can control the change process and thus be able to use everyday experience for purposes of self-directed learning.

Over time Boyatzis' theory of self-directed change developed into a new theory of intentional change based on the discoveries the individual needs to make in order to develop the ideal self (Boyatzis, 2006, 2008). Intentional change theory suggests that change can most effectively be achieved through a process of discovering the ideal self, followed by the discovery of the real self and how the two overlap and differ. This should lead to developing a plan for moving towards the ideal self through experimenting with new behaviours, thoughts and feeling and engaging with others in trusting relationships that can help foster the development of the ideal self (Boyatzis, 2006).

From the perspective of coaching, the theory and model of intentional change can provide a framework to potentially expand practice and research into a new arena and provide both practitioners and researchers with a systematic process of intentional personality change (Martin, Oades, & Caputi, 2014).

3.2.5 Experiential learning

The value of incorporating job assignments and action learning projects as important elements of a leadership development programme is well-documented (McCauley, Moxley, & van Elsor, 1998; Day, 2000). Kolb and Kolb (2012) stated that experiential learning theory draws on the work of prominent twentieth century scholars who gave experience a central role in their theories of human learning and development. According to Kolb (1984), experiential learning is so-called for two reasons: first is to tie its intellectual origins to the work of John Dewey, Kurt Lewin, and Jean Piaget, and second is to emphasise the central role that experience has in the learning process. Kolb's (1984) experiential learning theory offers the conceptual foundation for understanding how people learn from experience. Kolb (1984) proposed that learning is the process whereby knowledge is created through the transformation of experience. This definition emphasises several critical aspects of the learning process as viewed from the experiential perspective: first, is the emphasis on the process of adaptation and learning, as opposed to content and outcomes; second, that knowledge is a transformational process; and third, that learning transforms experience both in its objective and subjective forms (Kolb, 1984).

Figure 3.1 illustrates the four different stages of Kolb's (1984) learning cycle; immediate concrete experiences are the basis for observations and reflections. These reflections are assimilated and distilled into abstract concepts from which new implications for action can be drawn.

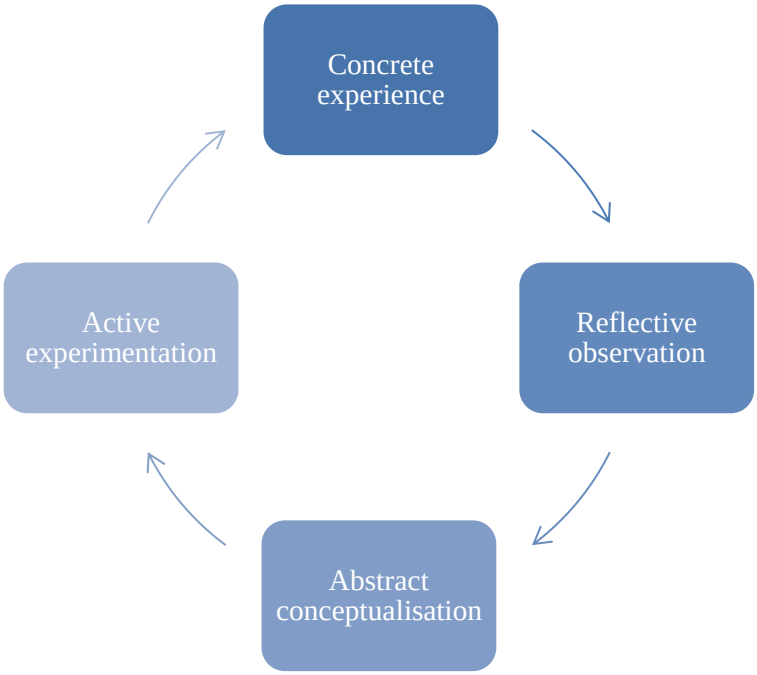

Figure 3.1: Kolb's learning cycle

Adapted from Kolb, (1984)

Kolb's learning cycle illustrates how learning occurs during work, study or play (concrete experience) to further self-development and learning by taking the time to reflect (reflective observation), think about the experience (abstract conceptualisation) develop new and better ways of doing things and trying them out (active experimentation). In everyday language this would mean that an individual would stop to reflect on the action just carried out, which may be supported by asking others who have observed this action to provide feedback. The individual would consider another way of completing this action the next time round, and then, finding the motivation, and possibly also the courage and confidence, to do something differently. This cycle can be repeated many times. As Vince (1998) indicates, the broad attraction of Kolb's (1984) learning cycle is that it can teach individuals how to learn from everyday experience. It can also provide a sound theoretical framework for professional coaches to use in coaching

managers to develop the leadership skills necessary to manage complex situations (Turesky & Gallagher, 2011).

3.2.6 Developmental tools available to the adult learner

3.2.6.1 Feedback

An important behaviour related to leaning from experience is seeking feedback (De Rue et al., 2012). Many authors, such as Drucker (1999) and Gill (2006), highlighted the value of feedback in leadership development. According to Drucker (1999), the only way to find out what your strengths are is through feedback analysis. Gill (2006) suggests that feedback is essential to the leadership development process. Korotov (2006) states, "Feedback is a snapshot of reality that leads to awareness based on which choices can be made" (p. 3).

One of the most powerful illustrations of the value of feedback is probably the Johari window, first presented by Luft in 1961 and illustrated in Figure 3.2 (Luft & Ingham, 1961). It is the researcher's experience in teaching the Johari window to students, that it is not only the idea of having blind spots that they find intriguing, but even more so the idea that there is a whole area of unknown potential that can only be uncovered if they are prepared to actively ask others for feedback. Students realise that this is a tool that can further their self-development. Indeed, evidence indicates that as the perceived value of feedback increases, individuals will seek it more frequently (Ashford et al., 2003).

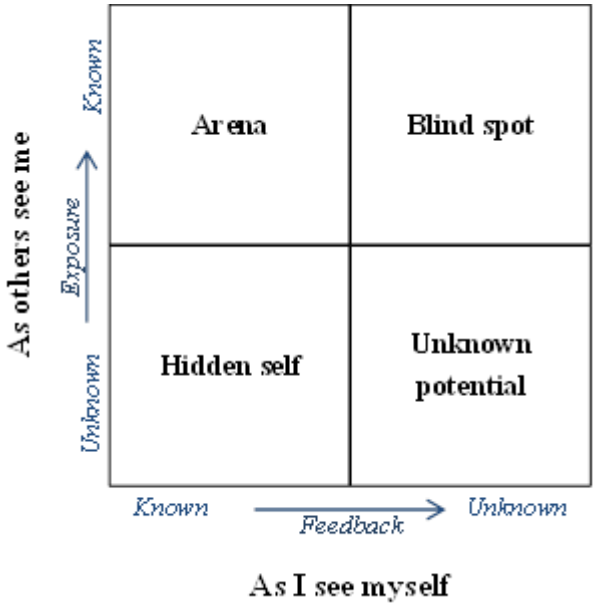

Figure 3.2: The Johari window

(Cope, 1998)

In so much as introducing the value of feedback in an educational setting for purposes of individual development may not be quite as challenging as introducing the use of feedback in the workplace, one still has to proceed with caution if feedback is given in a group or public setting. Ashford et al. (2003) note that the greatest challenge in providing individuals with feedback in a constructive way is the image costs that may be incurred when negative feedback is given in public (Ashford et al., 2003). If individuals fear that feedback will hurt their image they may forego the instrumental benefit of feedback. Typically, high esteem individuals are more resilient when it comes to obtaining negative feedback as they have great confidence in reserve, whereas low esteem individuals usually fear negative feedback (Ashford et al., 2003).

London (2003) raises a number of salient points regarding the use of feedback in the work situation where it is often used to direct, motivate, and reward behaviour. When it serves as a basis for development and career planning; effective feedback needs to be clear, specific, frequent, and relevant (London, 2003). Feedback is a dynamic process and when external feedback is not available, people tend to create their own internal feedback (London, 2003).

When it comes to using feedback in leadership development some special considerations need to be understood. Some leaders may find it difficult to seek feedback if they are concerned about their image in the eyes of their followers. If leaders are supposed to be visionary and inspirational, seeking feedback may be at odds with this image (Ashford et al., 2003). However, leaders have several choices with regard to the method of obtaining feedback. They can incorporate feedback seeking in their personal style, they can delegate this task to a trusted colleague, or they can employ a coach to give them feedback (Ashford et al., 2003).

Individuals that actively seek feedback from others, rather than just waiting to receive it, are more likely to receive accurate feedback (De Rue et al., 2012). It can be argued that obtaining feedback from others can provide the individual with additional perspectives of their behaviour that they can incorporate with their own understanding of the situation (De Rue et al., 2012). Feedback orientation has a strong and direct effect on feedback-seeking behaviour. Individuals who have a strong feedback orientation see feedback as being useful to them, feel accountable to act on feedback, and are self-assured when dealing with feedback (Dahling, Chau & O'Malley, 2012). Results from a study conducted by Gabriel, Frantz, Levy and Hilliard (2014) on the relationship between feedback orientation and the feedback environment indicated that when feedback orientation is high the feedback environment would typically exhibit a strong positive relationship with meaning, competence, and self-determination. These results suggest that the feedback environment fostered by supervisors can increase employee empowerment and development.

3.2.6.2 Reflecting on purpose, values and meaning

As noted in the description of transformational learning theory presented earlier in this chapter, Merriam and Caffarella (1999) as well as Taylor (2000), consider reflection to be a key component in transformational learning. In fact, many authors consider reflection an integral part of learning and leadership development (Clutterbuck, 2004; Densten & Gray, 2001; Kolb, 1984; Sosik & Dworakivsky, 1998). Sosik and Dworakivsky (1998) propose that a leader's private self-consciousness, self-monitoring, and understanding of purpose in life are all important elements of being a leader. They recommended that leaders practice reflective thinking on a regular basis as it can assist

leaders to acquire the knowledge and skills to make better judgement in ambiguous situations, and that critical reflection is at the core of leadership development. Densten and Gray (2001) state that "the process of reflective thinking is valuable to students wanting to improve to lead others and themselves" (p. 121). Clutterbuck (2004), in writing about the use of reflection in coaching, highlights the need for mentors and coaches to provide their clients with a "personal reflective space" (p. 20). In a qualitative study carried out by Patterson (2015) on the reflective practice of seven senior executives, she found that they typically defined reflection as the intentional pausing or stepping back to create the space to think. Reflection afforded them thinking spaces that enabled them to learn from experience, and develop new understandings; they reflected on themselves, others, and the wider business context. The executives found the opportunity to reflect by grabbing quiet moments in the lift, the car or during their commute, in yoga, meditation and sport, by accessing the conversational processes with the self, and through keeping a reflective journal. The benefits reported by these senior executives was in being able to think, create, be, relate, act and feel differently (Patterson, 2015).

As noted by Taylor (2008), storytelling on a personal level promotes transformational learning especially as viewed from a cultural-spiritual perspective. Shamir and Eilam (2005) propose that authentic leadership is enabled by the self-relevant meaning that the leader attaches to his or her life experiences, and that this meaning is captured in the leader's life story. They suggested that self-knowledge and clarity with regard to the leader's self-concept are derived from the life-story, and therefore, the development of the life story is a major element in the development of authentic leaders. Shamir and Eilam (2005) propose that authentic leadership development should comprise four major components:

[1] Development of a leader's identity as a central component of the person's self-concept;
[2] Development of self-knowledge and self-concept clarity, including clarity about values and convictions;
[3] Development of goals that are concordant with the self-concept; and

[4] Increasing self-expressive behaviour, namely consistency between leader behaviours and the leader's self-concept (Shamir & Eilam, 2005, p. 199).

In his article, 'Authentic leadership and the narrative self', Sparrowe (2005) takes the idea of the leader's self-concept being derived from the leader's life-story, a step further. He suggests that authenticity is not achieved merely by self-awareness of one's inner values or purpose, but is emergent from the narrative process in which others also play a role in the development of the true self. Ricoeur (1984) and Sparrowe (2005) use the term emplotment to describe how lived experience is mediated in narrative discourse in three closely related ways. First, emplotment creates a meaningful story from a number of events. Second, emplotment brings together a number of heterogeneous factors and unexpected results, and third, it reveals a glimpse of the story as a whole (Sparrowe, 2005). The outcome of emplotment is to integrate into a larger narrative the discordant nature of events into the unity of life, and this narrative in turn constructs the identity of the character (Sparrowe, 2005). It can be argued that the basis of narrating oneself is to take oneself as an object of reflection for the self, which implies that individuals have to see themselves as others see them (Sparrowe, 2005). It is further suggested that a leader's values and purpose are disclosed in the changing events of a narrative life, rather than by what is said at a given moment of time (Sparrowe, 2005).

The concept of the narrative self originates from Gallagher's (2000) article on the philosophical conceptions of the self and the implications of these for cognitive science. Gallagher (2000) defines the narrative self as being a more or less coherent self or self-image that is constituted with a past and a future in the various stories that individuals tell about themselves. Gallagher (2000) refers to Damasio's (1999) conceptualisation of the narrative self that Damasio (1999) describes as the 'autobiographical self'. According to Damasio (1999), a distinguished Italian neuroscientist, the autobiographical self is based on:

> … autobiographical memory, which is constituted by implicit memories of multiple instances of individual experience of the past and anticipated future. The invariant aspects of an individual's biography form the basis of the autobiographical memory. Autobiographical memory grows continuously with life experience, but can be partly remodelled to reflect

> new experiences. Sets of memories that describe identity and person can be reactivated as a neural pattern and made explicit as images whenever needed. Each reactivated memory operates as 'something-to-be-known' and generates its own pulse of core consciousness. The result is the autobiographical self of which we are conscious (Damasio, 1999, p. 174).

Damasio's (1999) description of the autobiographical self supports the notion that authenticity is a developmental process characterised by a growing awareness of one's own true self (Sparrowe, 2005). It is important to note that in terms of Damasio's (1999) description of the autobiographical self, this concept of self is not a static entity but grows continuously over a lifetime and can be partly remodelled to reflect new experiences. As noted by Clark and Rossiter (2008), our stories help us to understand our experiences and provide a means by which we form our identity. The narrative identity is a person's internalised and evolving life story, integrating the reconstructed past and imagining the future with some degree of unity and purpose (McAdams & McLean, 2013). Reflection on the life narrative as part of leadership development is thus of great importance, as not only does it enable the student to reflect on experience and meaning, it can also enhance their sense of individual integration (Petriglieri et al., 2011).

3.2.6.3 Coaching

As the theory and practice of coaching is discussed in some depth in Chapter 4, it may suffice to say that coaching has become a popular tool for supporting and facilitating leadership development. In an overview of existing coaching models, Carey et al. (2011) came to the conclusion that most of these indicated that coaching clients could expect to be assisted with interpreting the feedback they received, which in turn would lead to an increase in self-awareness, stimulate reflection and increase the client's understanding of their behaviour and how it effects performance. Research in the coaching field indicates that the one-on-one relationship between coach and client can add value to a leadership development programme in that it enhances and reinforces the client's self-awareness and learning (Brand & Coetzee, 2013; Grief, 2007; Passmore, 2010), as well as the client's leadership effectiveness, performance and productivity (Brand & Coetzee, 2013; Ladegard & Gjerde, 2014).

3.3 Summary

Leadership development is oriented towards building capacity in anticipation of unforeseen challenges in the future. It can be based on formal interventions such as classroom-based teaching and methodologies or on informal learning derived from experience. It is therefore a good strategy to try to include both formal and informal learning methodologies and interventions in a leadership development programme to ensure that individual needs are met. Leadership development is based on the assumption that adult learners are self-motivated, able to take control of their own learning and make good use of the developmental tools available to them. Most adult learners find feedback a very useful learning tool as long as it does not threaten their image or impact negatively on their self-esteem. Reflection is another powerful learning tool that allows the learner to make sense of their experiences. Reflection on the life narrative may aide the learner in developing a deeper sense of meaning and an integrated, authentic self-concept. In the past twenty years, coaching has come to the fore as the highest possible level of customisation to the individual learner's needs. Coaching can support learning and development by providing a personal space in which the learner can make sense of the feedback received, reflect on experience and plan their future development.

Thus, important principles of self-directed learning, which need to be kept in mind when developing an MBA leadership development programme include, understanding that the adult learner is motivated by internal factors such as a need for competence, autonomy and relatedness. Further principles include, that experience can be used as a source of learning if the learner can obtain feedback from others and reflect on their experience; that adult learners can learn from critical reflection on their beliefs and values as well as from constructing new meaning from their experiences and the life narrative. The educator, facilitator or coach, if they are learner-centred and able to create a climate of openness, safety and trust, can support the adult learner. Key factors in facilitating individual learning and development include providing the opportunity for dialogue within a relationship that is characterised by empathy, care and integrity, and by promoting critical reflection as well as providing the time and opportunity for personal exploration.

CHAPTER FOUR: EXECUTIVE AND LEADERSHIP COACHING

The coaching literature is largely descriptive in nature, identifying different approaches and categorising these coaching approaches using a number of different dimensions, classification systems and typologies. It also covers the many aspects of coaching practice including the coaching process, coaching skills and the coach-client relationship. The question is how this literature can be used to inform an understanding of coaching and the role it can play in leadership development. Although only some of this literature is research-based, it serves an important purpose in that it can both inform and guide in terms of the choice of coaching approach and what is considered good coaching practice. Additional to this coaching literature, there is a growing body of research literature on the potential outcomes of executive and leadership coaching. This chapter provides a background to the choices made in terms of the design of the MBA leadership programme at WBS, and makes it possible to position the purpose and aims of the present study within the context of previous research carried out in the field.

4.1 What is coaching?

Coaching can be defined in many ways. Lary (1997) defines coaching as the ongoing relationship with a client that focuses on life purpose, vision, and goals, using the process of inquiry and personal discovery. The British Psychological Society's Special Group in Coaching Psychology adopted the definition given by Grant and Palmer (2002), "coaching psychology is for enhancing well-being and performance in personal life and work domains underpinned by models of coaching grounded in established adult learning or psychological approaches" (p. 2). After reviewing the definitions of executive coaching existing in the literature at the time, Bluckert (2005) made the observation that, the definitions of coaching tend to group around learning and development linked to performance improvement or personal growth and change facilitation. Jackson (2005) makes the point that coaching means different things to different people and their chosen definition of coaching will depend on their particular political and theoretical perspective. He also proposed that researching coaching effectiveness should start with a

definition that reflects the breadth of coaching, moving only to a level of abstraction that differentiates between different practices based on the outcomes of empirical research (Jackson, 2005). Clutterbuck (2004) regards coaching and mentoring as a dialogue between coach and client that allows the client to enter a personal reflective space (PRS). According to Kets de Vries (2006), "coaching at its best, is about helping people to discover, believe in and act upon what they already know" (p. 27). Stelter (2007) defines coaching as the coach's participation in the development and learning process of the person in focus. Spence and Oades (2011) suggest that coaching is fundamentally concerned with the enhancement of human functioning, achieved through the improvement of cognitive, emotional and/or behavioural self-regulation. They add that irrespective of whether coaching is focused on the acquisition of a particular skill, improved performance, or is more developmental in nature, a coachee's success will depend on how well they can manage their thoughts, feelings and actions in support of their particular goal (Spence & Oades, 2011). In other words, coaching can be viewed as the ongoing one-on-one relationship between coach and coaching client in which the coaching conversation can facilitate and support the client's learning and development. Coaching can potentially include a number of different foci such as life purpose, vision, goals, skills development, improved performance, or personal development.

4.1.1 Origins of coaching

Coaching has emerged from several independent sources and has spread through the intersection of people and disciplines, including the human potential movement of the 1960s (Brock, 2008). Stelter (2009) proposes that the history of coaching can be traced back to two roots; the first root is anchored in sports psychology in the 1970s, when business and management started to copy the intervention strategies and tools used in sports psychology to develop their own employees. The second root, also highlighted by Grant (2007) and Brock (2008), is the human potential movement of the 1960s and 1970s, with a strong focus on humanistic and existential psychology.

The humanistic theories of Carl Rogers (1951), expressed in his book 'Client Centred Therapy', suggest that clients are assumed to have the skills and abilities they need to change their life, which created a major shift in the helping professions. In that,

Rogers (1951) was the first psychotherapist to view the client as an equal partner rather than as a patient who is reliant on the therapist's expertise and authority. This change of perspective, according to Wright (2005), has influenced the development of coaching. Wright (2005) and Stober (2006) both make the point that above all, the humanistic theory of self-actualisation (Maslow, 1968) is the foundational assumption on which coaching theory and practice are built. Translated into coaching practice, this means that the coach's role is that of a facilitator rather than a subject matter expert, and that coaches need to be experts at the process of coaching but recognise that their clients remain the experts on the content of their experience. Hedman (2001) draws our attention to the parallels between Carl Roger's (1951) humanistic, person-centred approach and executive coaching suggesting that "it should be obvious that Rogerian principles are central to the success of an executive coaching programme" (p. 73). Cain (2002) proposes that there are several defining characteristics in humanistic approaches that can be extended to coaching: first, a relational emphasis as the fundamental source of change; second, a holistic view of the person as a unique being; and third, a belief in the possibility of freedom of choice with accompanying responsibility. Stober (2006) highlights the fact that the qualities seen as essential in creating the optimal climate for the client-practitioner collaboration in humanistic therapy (empathy, positive regard, and genuineness) are also the cornerstones of the successful client-coach relationship. However, in so much as the origin of coaching can be traced back to sports psychology and the human potential movement, it is important to recognise that the development of coaching from that time onwards has been strongly influenced by a range of disciplines. These include social psychology, learning theory, theories of human and organisational development, and existential and phenomenological philosophy (Cox et al., 2010).

4.1.2 Coaching, mentoring and counselling

Many authors expressed the view that there are some fundamental differences between mentoring and coaching. Jarvis (2004) views mentoring as being carried out by an internal senior manager, whereas an external professional typically undertakes coaching. According to Joo (2005), the purpose of mentoring runs the gambit from socialisation to management development, whereas executive coaching is specifically focused on improving performance through self-awareness and learning. He added that

mentoring is a long-term engagement, whereas executive coaching tends to be short-term (Joo, 2005). Although all of these differentiations may be true, it is also true that there are many similarities to be found between mentoring and coaching. Garvey (2004), in response to the confusion over terminology among the so-called helping professions, suggested that there are in fact three main terms used to describe helping behaviours, these being counselling, coaching and mentoring. Garvey (2004) describes counselling as a skilled activity with an overt therapeutic purpose. It is similar to coaching in that it also focuses on the client's agenda. Garvey (2004) describes mentoring as a complex human interaction where the form it will take depends on the intended purpose as well as on the social context of the mentoring relationship. Mentoring is typically associated with career and personal development. The agenda is the mentee's and mentoring can have both an organisational and an individual focus (Garvey, 2004). Garvey (2004) suggests that researchers may never achieve full agreement on terminology but that it needs to be ensured that there is a common understanding of meaning in any setting where any one of these three helping relations are used whether it be coaching, mentoring or counselling.

The role of a mentor is to guide and support the mentee's career progress within a particular organisation or industry by virtue of their knowledge and experience. A coach on the other hand, is there to assist and support individuals in finding their own way forward. Thus, for purposes of the present study, coaching is defined as the collaborative relationship between coach and coaching client where the role of the coach is to support and facilitate the client's learning and development. If leadership development is viewed as being focused on building individuals' learning capacity, it makes sense that coaching clients cannot become dependent on their coach's expertise, but should rather grow their own wings and become self-directed learners.

4.1.3 The lack of a coherent coaching theory

Despite the fact that coaching has been identified as an important development tool, many authors have cautioned that there is an inherent weakness in the coaching literature in that coaching still lacks a coherent theory of coaching (Garvey et al., 2014). Western (2012) attributes this failure to the fact that the coaching fraternity is not

predisposed to theory and critical thinking, and that there is not yet a larger body of knowledge that critiques coaching from a perspective beyond coaching practice. This leaves coaching research in a paradoxical situation, it requires more coaching research to be able to develop a theory of coaching, but as research should ideally be contextualised within a theoretical framework, and as no such theory exists, it may discourage research in this field. Nevertheless, progress can be made from what is presented, and as mentioned in the introduction to this chapter, the literature on executive and leadership coaching includes coaching approaches and coaching practice, as well as an ever-growing number of research studies and reviews of the outcomes and benefits of executive and leadership coaching. This was used to provide a frame of reference for the interpretation of the outcomes of this study.

4.2 Coaching approaches

Given the many theories that have contributed to the development of coaching, it is hardly surprising that the number of coaching approaches available to the public has grown exponentially over the past twenty years. Palmer and Whybrow (2008) carried out annual surveys of the coaching methodologies used by coaching psychologists in the UK in 2003, 2004, 2005, and 2006/2007. The 2006/2007 survey indicated that coaching psychologists used in excess of 28 different coaching methodologies. The majority of coaches stated that their approach was facilitative (67 percent) rather than instructional (17 percent), 45.9 percent stated that their approach was goal-focused, and 23 percent of the respondents stated that they used an eclectic approach combining several methodologies with 10 percent describing their approach as multimodal.

Many coaching approaches can be grouped under the broad headings of: psychodynamic, behavioural, cognitive, cognitive-behavioural, humanistic and person-centred, positive psychology, gestalt, social constructivist, solution-focused, existential and narrative coaching. A short overview of these approaches is presented with the intention of making it possible to ascertain how these approaches differ, as well as to show how they informed the choice of coaching approach used in the MBA leadership development programme.

4.2.1 Psychodynamic coaching

Sigmund Freud developed psychoanalysis and the psychodynamic view of personality as well as the foundations for individual therapy. Key concepts of the psychodynamic approach include the unconscious mind and the mechanism of repression, the ego defences, the id, ego and superego, and the dynamic of transference and counter transference in the therapeutic relationship (Freud, 1984; Gay, 1988). The psychodynamic approach is focused on the client's unconscious thoughts and internal psychological states with the intention of providing the client with increased self-awareness of thoughts, feelings and reactions (de Villiers, 2012). According to Lee (2010), the psychodynamic approach advocates the possibility that there is substantially more going on below the surface of a coaching interaction than can be seen on surface. It could be the hidden agenda of the organisational client, the defence mechanisms of the coachee, or team dynamics, with the psychodynamic approach providing the tools and insights to make sense of these unconscious processes that may either help or hinder goal achievement (Lee, 2010). Lee (2010) suggests that the psychodynamic approach is most appropriate for contexts where coachees are motivated to explore the roots of their meaning-making patterns.

4.2.2 Behavioural coaching

Passmore (2008) describes behavioural coaching as having its roots in the work of behavioural psychologists such as Ivan Pavlov, John B. Watson, B. F. Skinner, and Albert Bandura. He noted that behaviourism was the dominant force in psychology in the 1970s, and suggested that many management practices, such as performance-management, goal setting, and the use of competency frameworks are related to the behavioural thinking at that time (Passmore, 2008). Behavioural coaching is, according to Alexander (2010), strongly related to the use of the GROW (an acronym for Goal, Reality, Options, Way forward) model developed by Whitmore (2002). There are four steps involved in using the GROW model: setting the coaching goal, understanding the reality of the coachee, generating a variety of options and narrowing down those options and planning the way forward (Alexander, 2010).

4.2.3 Cognitive coaching

Cognitive psychology is the study of mental processes including language and cognition. Cognitive therapy was first introduced by Aaron Beck (1979), who used cognitive therapy to treat depression. The cognitive coaching approach, according to Feldman and Lankau (2005), is based on the premise from cognitive psychology that clients can learn to notice and change their own thoughts. With a cognitive approach, coaches explore with their coachees what thoughts set off their emotions and then, rather than focusing on how to change their emotional reactions, coaches help the coachee to develop techniques for blocking negative thoughts or rechannelling them in more constructive ways (Feldman & Lankau, 2005). Cognitive coaching can also refer to the process used by educators to develop a novice in the teaching field (Barnett, 1995). This approach, pioneered by Costa and Garmston (1994), is based on establishing trust between coach and novice, developing the mental capacities of the novice through reflective questioning, and allowing the novice to become an autonomous, self-dependent learner.

4.2.4 Cognitive-behavioural coaching

Aaron Beck (1979) and Albert Ellis (1962) are considered the pioneers in the field of cognitive-behavioural therapy. Wright (2005) suggests that cognitive-behavioural therapy, which supports life change through changing self-defeating beliefs, has been the major contributing theory to the development of coaching. Williams, Edgerton, and Palmer (2010) describes the development of cognitive behavioural coaching as having largely developed since the 1990s, integrating theoretical concepts and strategies based on cognitive behavioural, rational emotive behavioural, problem, and solution-focused approaches and techniques. According to Williams et al. (2010), the goals and tasks of cognitive behavioural coaching are to,

> … facilitate the client in achieving their realistic goals; facilitate self-awareness of underlying cognitive and emotional barriers to goal attainment; equip the individual with more effective thinking and behavioural skills; build internal resources, stability, and self-acceptance

in order to mobilise the individual to their choice of action; and enable clients to become their own self-coach (p. 38).

4.2.5 Humanistic person-centred coaching

As mentioned earlier, humanistic psychology has had a strong influence on the development of coaching. Its influence can also be seen in the development of the person-centred coaching approach. Abraham Maslow (1943, 1970), Carl Rogers (1951, 1959) and Rollo May (1969) are considered the founders of the humanistic approach to psychology. They all used a non-directive, person-centred and collaborative approach to enable the individual to develop into an authentic, self-actualised, self-transcendent, fully functioning human being.

The members of the human potential movement of the 1960s and 1970s as well as the positive psychologists in practice today, believe in developing human potential through focusing on individual strengths and enabling the individual to create a meaningful life. A number of coaching approaches can be grouped under the humanistic heading. These include person-centred coaching and the positive psychology approach. Joseph and Bryant-Jefferies (2008) describe person-centred coaching as a way of working with people, which is based on the assumption that people have the potential to develop, grow, and move forward into being more autonomous and optimally functioning. The task of the coach is to provide a social environment in which the client's intrinsic motivation is facilitated (Joseph & Bryant-Jeffries, 2008). The person-centred coach believes that the client is their own best expert and that if they can offer the client an accepting and authentic relationship, the client will be self-determining and motivated towards optimal functioning (Joseph & Byant-Jeffries, 2008).

4.2.6 Positive psychology coaching

According to Rock and Page (2009), positive psychology, developed by Seligman and Csikszentmihalyi (2000), is founded on the theories put forward by Alfred Adler (Ansbacher & Ansbacher, 1956), Abraham Maslow (1968) and Victor Frankl (1984). Positive psychology is focused on well-being, contentment and satisfaction, hope and optimism, and flow and happiness (Seligman & Csikszentmihalyi, 2000). Positive

psychology proposes that the subjective experience of happiness is based on three spheres of life: the pleasant life, the good life, and the meaningful life (Rock & Page, 2009). Positive psychology coaching is focused on the client's well-being, to enable the client to apply their strengths, improve their performance and achieve their goals (Kauffman, Boniwell & Silberman, 2010).

4.2.7 Gestalt coaching

The Gestalt approach is based on the therapeutic approach developed by Fritz and Laura Perls (Perls, Goodman & Hefferline, 1951). The fundamental premise of this approach is that through heightened awareness people can organise themselves into new ways of seeing, choosing and acting. The exploration of the here and now provides opportunities for learning and growth (Bluckert, 2010). In practice, this means that there is a strong focus on awareness, a trust in the coachee's personal ability for growth, and the coach's role as a facilitator in the exploration of the various options available to the coachee (Chidiac, 2008).

4.2.8 Social-constructivist coaching

The origins of social constructivism have largely been attributed to Lev Vygotsky (1978). According to Atwater (1996) social constructivism is considered by most scholars as being an epistemology, that is, a specific perspective on the nature, methods and limitations of human knowledge. Gergen (1995) explains that social constructivism begins with language as its fundamental concern. He suggested that the following ideas influenced the conception and understanding of social constructivism: meaning in language is achieved through social interdependence, meaning is context dependent, and language aids communal functions (Gergen, 1975). Social-constructivist coaching views coaching as a conversation or dialogue (McNamee, 2004). Techniques associated with social-constructivist coaching would be focusing on the future and opening up a new narrative including an understanding of the past and present as well as encouraging clients to talk about how things would be for them in the present if the past had been ideal (McNamee, 2004).

4.2.9 Solution-focused coaching

According to Palmer and Whybrow (2008), solution-focused coaching is an outcome oriented, competence-based approach helping clients to achieve their preferred outcomes by the collaboration between coach and client in co-constructing solutions to the client's problems. Solution-focused coaching is future-focused and goal-directed, where the skills, strengths, knowledge, and experience of the client play a major part (Palmer & Whybrow, 2008). The coach's role is "to stretch, clarify, support and empower the client to design and implement solutions that will work for them" (Palmer & Whybrow, 2008, p. 278). Solution-focused coaching adheres to a constructivist philosophy (Cavanagh & Grant, 2010). This is the way in which the client (and coach) think and talk about events, which constructs these events as problematic. The problem is not something given in reality, but constructed in the discourse between the client and others in the client's world (Cavanagh & Grant, 2010, p. 55).

Palmer and Whybrow (2008) also suggest that the theories of Alfred Adler, Milton Erikson, and John Weakland have all influenced the development of solution-focused coaching. Grant (2010) adds that the brief, solution-focused therapy developed by Insoo Kim Berg and Steve de Shazer also had a major influence on the development of the solution-focused approach.

4.2.10 Existential coaching

Soren Kierkegaard is regarded as the father of existentialism (Cooper, 1999; Marino, 2004). Kierkegaard proposed that the individual is solely responsible for giving his or her life meaning. Kierkegaard believed that people could derive meaning from three spheres of life that he called aesthetic, authentic and religious (Harris & Lagerstrom, 2008). Existential philosophy has had a far-reaching impact on the thinking of many philosophers and psychologists including Otto Rank, Ludwig Binswanger, Edmund Husserl, Fritz Perls, Victor Frankl and Rollo May (Yalom, 1980). Existential coaching is focused on an exploration of values and meaning under the guidance of a coach. Langdridge (2012) outlines the key aspects of existential coaching. These include using phenomenological method as the primary tool to understand the client's world and explore the client's strengths and weaknesses, working with the client to identify

existential blocks to achieving goals, and encouraging the client in the pursuit of their goals.

4.2.11 Narrative coaching

Michael White and David Epston (1990) initially developed narrative therapy in the 1970s and 1980s. Their ideas and methods were first described in their book 'Narrative means to therapeutic ends'. Common elements in narrative therapy include the assumption that narratives or stories shape a person's identity. This assumption also underpins the use of the narrative in leadership development as described by Shamir and Eilam (2005), as well as the development of the self-concept as described by Gallagher (2000), and the autobiographical self as proposed by Damasio (1999). According to Stelter (2010), narrative coaching supports self-created and reflective leadership. It provides opportunities for meaning making and a reflective space for the unfolding of the narrative. Meaning is co-created by coach and client through narrative-collaborative practice where both coach and coachee contribute to the joint process of meaning making and knowledge production.

4.2.12 Choice of a coaching approach

Against this background, the choice of a coaching approach from the point of view of what is required from coaching and the specific outcomes to be achieved is considered. It appears that psychodynamic coaching would be the preferred choice if an understanding of the nature of the unconscious processes that may help or hinder goal achievement is needed; and behavioural coaching if a structured approach to formulating and achieving goals is preferred. Cognitive coaching would increase awareness of thoughts and how to control them; cognitive-behavioural to become aware of the cognitive and behavioural barriers to achieving goals; and humanistic person-centred coaching to become more autonomous and self-determining, and to develop potential. Positive psychology coaching uses strengths to the full and increases a sense of well-being; gestalt coaching opens up new ways of seeing, choosing and acting; and social-constructivist coaching creates a new narrative for the future. Solution-focused coaching enables the coach to help in co-constructing solutions to problems; existential coaching

explores values and sense of meaning; and finally, narrative coaching reflects on narrative and the meaning that can be derived from this narrative. This may seem simple enough, but clients often want many different things from coaching and it may ultimately be a case of combining some of these approaches in order to satisfy the client's requirements. As mentioned earlier, eclecticism is nothing unusual in coaching (Palmer & Whybrow, 2008). If the two groups labelled 'eclectic' and 'multimodal' in the Palmer and Whybrow (2008) study are added, it can be concluded that 33 percent of the coaching psychologists surveyed used an eclectic form of coaching combining the theories and methods of several different coaching approaches. This eclecticism can be a function of the individual coach's background, training and experience as well as a function of the needs of his or her clients. Eclecticism can also be a function of the intention and design of a particular coaching programme.

4.3 Coaching dimensions, classification systems and typologies

A number of authors have explored different ways in which to classify different coaching approaches. Jackson (2005) approached eight practicing coaches in the UK and interviewed them about the key assumptions underpinning their approach to coaching. After an in depth analysis of the transcripts of these interviews he identified five dimensions; first, using a systematic methodology or a flexible personal methodology; second, having explicit foundations of practice or having less explicit foundations of practice; third, basing practice on specific competencies or having an open and facilitative approach. Fourth, a reliance on the personal presence of the coach or following certain procedures; and fifth focusing on coaching activities as opposed to focusing on the philosophical underpinnings of coaching. Although using a much smaller sample, the result of Jackson's (2005) study is certainly aligned with Palmer and Whybrow's (2008) findings that UK coaches report using both theory based and eclectic coaching approaches. Taking an eclectic approach opens up the possibility of designing a coaching programme that is aligned with the intention of a specific programme as illustrated in the combination of approaches included in the MBA students coaching programme (see section 5.4.2.3).

Ives (2008) explores another system for classifying coaching approaches. He proposed that coaching approaches can be grouped according to three major questions, is the approach directive or non-directive, development or solution-focused, therapeutic or performance driven? He used these three questions to interrogate nine coaching approaches: behaviourist, cognitive, humanistic, systemic (helping the client to recognise patterns of behaviour and feedback and seeing their experiences in a new light), positive psychology, goal-focused (a brief coaching intervention aimed at achieving a few defined goals in a short space of time), adult development (helping self-directed learners to reflect on and grow from their experiences) and adventure (the learning derived from the client experiencing situational challenges in the outdoors) (Ives, 2008). He found that behaviourist, cognitive, positive psychology, adult development and adventure approaches were all directive; whereas, humanist and systemic coaching were non-directive. The behaviourist and goal-oriented approaches were considered solution-focused, all the other approaches were in essence developmental, and whereas the behaviourist and adventure coaching approaches were performance oriented, all the other approaches were considered therapeutic. In being able to draw these conclusions, it is clear that Ives (2008) made an important step towards creating a classification system for the many coaching approaches in use today. Being able to classify approaches as being directive or non-directive or developmental or solution-focused is clearly of great use in choosing an approach that is compatible with the intention of a planned coaching intervention.

Based on a theoretical analysis of the development of coaching practice over time, Stelter and Law (2010) classify coaching as being divided into three ‘generations’ where the main focus is on the intentional orientation of the coach:

[1] The first generation of coaching, called ‘coaching with a problem or goal perspective’, would include sports coaching, the GROW model, NLP, and partly psychodynamic and cognitive-behavioural coaching.
[2] The second generation of coaching, called ‘coaching with a solution and future perspective’ would include systemic and solution-focused coaching, appreciative inquiry coaching and positive psychology coaching.

[3] The third generation of coaching, called ‘coaching with a reflective perspective’ would include approaches such as social-constructivist, narrative coaching, protreptic and philosophical coaching (Stelter & Law, 2010).

De Villiers (2012) developed another method of classifying different coaching approaches. She based her approach on both the focus and the elements of evaluation for each of the five coaching approaches she described and analysed (psychodynamic, behaviourist, person-centred, cognitive and systems-oriented). According to de Villiers (2012), the psychodynamic approach is said to increase self-awareness of thoughts, feelings and reactions; the behaviourist approach increases the understanding of the antecedents and consequences of behaviour. The person-centred approach leads to personal growth and change; the cognitive approach brings about new thinking, positive feelings and effective behaviour; and the systems-oriented approach improves group, job and organisational effectiveness (de Villiers, 2012).

In terms of these dimensions and classification systems, the leadership coaching programme at WBS can be described as being non-directive and developmental (Ives, 2008), as having certain elements of ‘coaching with a reflective space’ (Stelter & Law, 2010) and should, according to de Villiers (2012), lead to some measure of growth and change.

Occasionally the assumptions underpinning professional practice are challenged. Brockbank (2008) cautions the coaching community that the “profession may be at risk of the well-known discrepancy effect known as ‘espoused theory versus theory-in-use’” (Argyris & Schon, 1974, p. 132). Espoused theory, according to Brockbank (2008), is identified as what is declared, intended, and articulated, whereas the theory-in-use, that is what actually happens, may be very different. Although an organisation may declare that it is committed to transformative learning outcomes, the in-house coaching programme may be aimed at improvement and equilibrium rather than transformation (Brockbank, 2008). Brockbank (2008) proposes a typology of coaching and learning approaches based on the work of sociologists Burrell and Morgan (1979), the philosopher Rolland Paulston, and Ann Darwin’s (2000) work in the field of mentoring. The typology has two dimensions. The first dimension is the reality dimension with the objectivist view that assumes the existence of a reality, which can be captured by scientific method and the

subjectivist view, which assumes that social realities like learning and development are fundamentally different from natural phenomena and therefore cannot be captured with objective instruments. The second dimension is the learning outcome dimension with equilibrium as a learning outcome indicating that improvement is achieved while maintaining the status quo, and transformation as a learning outcome indicating that both the individual and organisation may change as a consequence of a coaching intervention. These two dimensions offer four quadrants, each with a different approach to coaching: functionalist, engagement, revolutionary, and evolutionary. According to Brockbank (2008) functionalist coaching focuses on improvement, efficiency, and equilibrium, assuming an objective real world and aiming at improved performance, and engagement coaching recognises the subjective world of the learner, and uses a non-directive approach to maintain the status quo. Revolutionary coaching seeks to promote the transformation of society and radical change; and evolutionary coaching acknowledges the subjective world of the individual as client, respects their experience, and "by generating ownership of the client's objectives, invites an examination of embedded power structures that may inhibit learning" (Brockbank, 2008, pp. 134-135). Brockbank (2008) suggests that, more often than not, evolutionary coaching is found in private arrangements, separate from the workplace, where a professional coach works with their client to an agreed contract. One crucial component of evolutionary coaching, according to Brockbank (2008), is the ability of the coach to conduct a reflective dialogue with the client.

It appears that the classification systems described above may be taking the coaching field a step closer towards the development of coherent coaching theory. However, there may still be a long road ahead before a classification system is developed that is able to deal with the enormous complexity of the many varied definitions of coaching, the theoretical underpinnings of the different coaching approaches as well as the methods used in the coaching field.

4.4 Coaching practice

As noted earlier, there is a wealth of information on coaching practice in the literature (Augustijnen, Schnitzer & Van Esbroek, 2011; Baron & Morin, 2010; Bluckert,

2006; Bozer, Sarros & Santora, 2013; Bozer & Joo, 2015; McKenna & Davis, 2009). Passmore, 2010; Rogers, 2008; Stewart, Palmer, Wilkin, and Kerrin, 2008; Wasylyshyn, 2003). This literature includes many aspects of coaching such as the coaching process, coaching skills, coach and client characteristics, as well as the coach-client relationship. All these aspects need to be considered when designing and developing a coaching programmes as well as when selecting and training coaches.

4.4.1 The coaching process

The coaching process can be viewed as comprising a number of different stages or phases. Some authors, for instance Bluckert (2006), describe the coaching process in terms of what the coach needs to do, whereas others, such as Baron and Morin (2010), view the coaching process as a collaboration between coach and coachee, while others, such as Augustijnen et al. (2011), view the phases of the coaching process in terms of the coachee's developmental journey. Bluckert (2006) describes a coaching approach comprising six stages. These are engagement and contracting, assessment and feedback, creating the coaching agenda, structuring the coaching intervention, delivering the coaching and review and evaluation (Bluckert, 2006, p. 11). The engagement and contracting stage gives the client the opportunity to meet with the coach and a get a feel for personal chemistry, and determine if they are able to work effectively with the coach. The purpose of contracting is to facilitate increased productive outcomes, and to reduce the likelihood of misunderstandings and failed expectations in the future (Bluckert, 2006). The contracting process also needs to address the issue of confidentiality. In the assessment and feedback stage, clients are given feedback on any assessment tools used, such as a 360-degree questionnaire, or a personality test such as the Myers-Briggs Type Indicator. Bluckert (2006) underlines the necessity of coaches setting aside enough time for the feedback process as well as having the necessary experience to do this in a constructive way. Creating the coaching agenda is based on the collaboration between coach and client, and may have some input from the client's manager or HR executive if the coaching is conducted in the organisational setting. The agenda may be based on the data obtained from the assessment tools used, as well as on the issues the coaching client wishes to bring to coaching (Bluckert, 2006). In terms of structuring the coaching intervention, it is important that the coach is able to customise the coaching to meet the

demands of the individual and the organisation. Typically, coach and client meet for six sessions of two hours spread over a six to 12 month period (Bluckert, 2006). In terms of the delivery of the coaching, according to Bluckert (2006), some important guidelines can be used. The coach needs to be fully present, which means really getting engaged and making genuine contact with the coaching client, maintaining the momentum, building trust, building a good balance between support and challenge within the coaching dialogue, and addressing core issues (Bluckert, 2006). Finally, the review and evaluation stage according to Bluckert (2006) involves revisiting the original list of coaching objectives, identified at the contracting stage, and evaluating the outcomes. This stage could also involve follow-up interviews with the client's manager, peers, and direct reports (Bluckert, 2006). Baron and Morin (2010) also describe the coaching process as having six stages: establishing a relationship of trust between the coach and coachee, evaluating the coachee and the professional setting in which he or she works, providing feedback on this evaluation to the coachee. Following the first three stages, establishing a development plan and setting goals, implementing the behaviours to be developed or improved, and evaluating the progress achieved. These six stages differ from those of Bluckert (2006) in that Baron and Morin do not refer to initial contracting stage. The phases outlined by Augustijnen et al. (2011) include a contracting phase focused on establishing the objectives shared by the coach, coachee and organisation. Augustijnen et al. (2011) argue that regardless of whether the coachee enters the coaching process on his/her own initiative or upon the request of the organisation, the goals and objectives of coaching always contain an organisation-related component. This phase may also include the coachee's decision to participate or not. The second phase of the coaching is when the coachee develops a willingness to reflect on him or herself. The third phase is the stage of self-awareness. This phase starts when the coachee starts the process of introspection. The final and fourth phase includes the achievement of the initial objectives in terms of either personal or behavioural objectives (Augustijnen et al., 2011).

4.4.2 Coaching skills

According to Rogers (2008), some of the fundamental qualities and skills needed for coaching are, authentic listening, working from the client's agenda, being worthy of

trust, and using effective questions. Genuine listening is about acceptance and being able to build rapport with the client (Rogers, 2008). Groom (2005) argues that coaches need to display "a fuller, deeper kind of listening" (Groom, 2005, p. 21), and to be fully present to a coachee, which requires "a high degree of self-awareness, lifestyle balance, self-care and supervision" (Groom, 2005, p. 22). Trust, according to Rogers (2008), defined as honesty, predictability, commitment, and reliability, is a two-way process. Coaches develop trust in the coaching client when the client is consistent and committed to the coaching process; coaching clients develop trust in the coach when the coach is consistent, adheres to their promise of confidentiality, listens without judging, and shows a willingness to learn from the client (Rogers, 2008). In a qualitative study on the coaching relationship, using interpretive phenomenological analysis to interpret data from interviews conducted with nine participants, Gyllensten and Palmer (2007) found that the coaching relationship is dependent on trust and improved with transparency. If the coach is working from the problem/goal perspective (Stelter, 2011) goal setting will play an integral part of the coaching process. It is important to note that there are two types of goals in coaching: transactional (performance) and transformational (learning), (Rogers, 2008). Transactional goals are typically externally imposed and have an emphasis on short-term performance, whereas transformational goals are internally focused and about learning and building capacity (Rogers, 2008).

4.4.3 Coach characteristics and behaviours

Coach characteristics and behaviours have proven to be a central factor determining the successful outcome of a coaching intervention. Wasylyshyn (2003) conducted a comprehensive study on the coaching outcomes for a sample of 106 clients she had coached between 1985 and 2001. In terms of their initial reaction to working with a coach, 76 percent responded that this had been positive, with 31 percent responding that they had been guarded, as they did not know quite what to expect. The top personal characteristics of an effective coach, according to this sample of coaching clients, were the ability to form a strong connection with the client (empathy, warmth, builds trust, listening skills, engages quickly), professionalism (intelligence, integrity/honesty, confidentiality, and objectivity) and the use of sound coaching methodology (delivers truth constructively, contextual grounding, unearths core issues,

use of psychometrics). Another important attribute of the coach is whether the coach is external or internal to the organisation. Wasylyshyn (2003), found that coaching clients typically favour external coaches with the caveat that the major drawback of having an external coach is that they may lack company and industry knowledge. In response to the question, what determines helpfulness for clients?, in a study carried out by de Haan, Culpin and Curd (2009), which focused on what qualities were most appreciated in a coach, it was found that there were three qualities that stood out from the rest: listening, understanding and encouragement. The coaching capabilities identified by Dagley (2010) by conducting structured interviews with executive coaching purchasers regarding their experience of working with exceptional coaches include, credibility, empathy and respect, holding the professional self, diagnostic skill and insight, range and flexibility in approach, and a philosophy of personal responsibility. In a related study on the coachee experience, Passmore (2010) found that coachees value certain key behaviours and personal attributes of their coach. These include; common sense, confidentiality, being collaborative, balancing challenge and support, stimulating problem-solving, effective communication, staying focused, containing emotions, helping develop alternative perspectives, and the use of a variety of tools and techniques.

4.4.4 Coaching client characteristics

McKenna and Davis (2009) suggest that it is very difficult to "embark on a coaching journey with an individual who has limited capacity to change" (McKenna & Davis, 2009, p. 247). Based on their research study focused on the role of coachee characteristics in executive coaching, Bozer et al. (2013) found that coachee learning goal orientation, coachee pre-training motivation, coachee feedback receptivity as well as coachee developmental efficacy were all positively related to coaching effectiveness, as reflected in the improvement of coachee self-reported job performance. Similarly, Bozer and Joo (2015) reported that coachee characteristics such as learning goal efficacy and developmental efficacy can contribute to the proximal outcomes of a coaching engagement such as increased self-awareness. In studying the relationship between the coaching client's personality and the client's ability to transfer their learning and development from the coaching into the workplace, Stewart et al. (2008) found positive correlations between the application of coaching development and the coaching client's

level of conscientiousness, openness to new experiences, emotional stability, and general self-efficacy. Stewart et al. (2008) view coachee readiness as a composite of being willing and able. They suggested that some clients might need help in increasing their readiness through enhancing their motivation and showing that change is possible.

4.4.5 The coach-client relationship

Kemp (2008) defines the coaching relationship as a directionally influential helping dynamic that is developed between two unique psychological entities: the coach and the client. McKenna and Davis (2009) suggest that coaches can learn how to enhance the coach-client relationship by insights gained from the therapeutic alliance. This would include, encouraging clients to invest themselves in the process and to stay the course even when things get difficult and to build a strong alliance between coach and client, based on collaboration and consensus, paying close attention to the changes in the alliance over time. This would include addressing and repairing breakdowns in this alliance as soon as possible, tailoring the alliance to the client's preferences, and recognising that the client's view of the effectiveness of the coaching alliance is pivotal and the greatest predictor of a positive outcome of the coaching process. McKenna and Davis (2009) recommend that coaches make the building of the coaching alliance a high priority from the start, ensuring that the three elements of the alliance, goals, tasks, and a positive, affective bond between client and coach are in place. In addition, coaches should have regular conversations with the client about the relationship and its efficacy for the client.

4.4.6 Implications for the delivery of coaching and the training of coaches

There are a number of key factors that need to be considered before being in a position to design and deliver a coaching programme. The first and most important factor is probably that of making sure that the design of such a programme is fully aligned with the intention of the programme. For instance, the goals of the programme can be either transactional, that is focused on performance, or transformational, which would mean that they are focused on learning and building capacity (Rogers, 2008). A second factor to consider is whether the coaches for the programme are going to be sourced externally

or internally. According to Wasylyshyn (2003), coaching clients tend to prefer externally sourced coaches, specifically those familiar with the specific context in which the coaching takes place. The skills and the qualities of the coach need to be considered. In some instances there are coaches available who already have the necessary skills required, in other instances these coaches first need to be trained. Finally, a decision on what can be done to enhance the readiness of the coaching clients to engage in the coaching process needs to be made. In some cases, this would entail encouraging the coaching client to focus on what learning and development they wish to derive from the coaching engagement as well as on the individual resources available to them such as their learning and development efficacy (Bozer & Joo, 2015).

4.5 Levels, categories and taxonomies of executive and leadership coaching

The labels executive and leadership are often used interchangeably in coaching literature (Ladegard & Gjerde, 2014). Executive and leadership coaching can be understood as a collaborative and individualised relationship between an executive and a coach, with the aim of bringing about a sustainable behavioural change, transforming the quality of the executive's working and personal life (Zeus & Skiffington, 2000). Executive coaching can be defined as the work done by a coach with senior executives focused on enabling executives to become more self-aware, in order to carry out their leadership role more effectively (Cox et al., 2010). Three levels of learning can be identified for executive and leadership coaching. First, behaviour change, requiring feedback, a commitment to change, the development of alternative behaviours and practice, as well as enforcement; second, self-image, which is surfaced through exploring the how the client views him or herself, the client's self-confidence, and self-doubts. Third, purpose and meaning, which questions personal purpose, how the client contributes to a greater organisational purpose, and their attitude to life (Cox et al., 2010). These three levels can be compared and contrasted with the three categories of executive coaching suggested by authors such as Witherspoon and White (1996); West and Milan (2001); Grant (2005); and Segers, Vloeberghs, Hendrickx and Inceglu (2011). The executive coaching categories are skills coaching, performance coaching, and

developmental coaching. West and Milan (2001) describe skills coaching as having concrete objectives, using a directive coaching style, and being of a short-term duration, performance coaching as typically being based on feedback including 360-degree feedback, and developmental coaching as having complex and emergent objectives, using a non-directive coaching style and typically having a long-term duration. Segers et al. (2011) differentiate between skills, performance and development/life coaching by saying that skills coaching focusses on specific behaviours, performance coaching on performance potential, and development/life coaching on personal and professional issues, which involves the creation of a reflective space. Another similar taxonomy suggested by Lazar and Bergquist (2003) includes performance (behaviour), executive (decision-making based on thoughts and feelings) and alignment (based on beliefs, values and purpose).

4.6 Outcomes and potential benefits of executive and leadership coaching

Kampa-Kokesch and Anderson (2001) highlight the scarcity of research on executive coaching at the beginning of this millennium. According to Passmore (2010), more coaching research is needed to understand what the benefits, if any, of coaching are for both the individual leaders and the organisation. In a critical review of executive coaching research, Passmore and Fillery-Travis (2011) found that in the 62 years between 1937 and 1999 there were a total of 93 articles, PhDs and empirical studies of coaching published internationally. They noted that since 2000 there has been an increase in the number of coaching research papers with a variety of foci. These included the contribution coaching can make to leadership and management, the nature of coaching and its boundaries with counselling, the impact on organisations, the coaching process, coach behaviour and qualifications, client behaviour, and the coach-client relationship (Passmore & Fillery-Travis, 2011).

4.6.1 Individual studies

Hernez-Broome and Hughes (2004) used a quasi-experimental pre-test/post-test design for their research, incorporating a coached group and a control group. Both groups

underwent the Center for Creative Leadership's leadership development program that includes a half-day session with a coach at the end of the program. The coaching group and the control group were self-selected in that the participants could choose to be coached or not. Groups were matched in terms of gender, and where possible, positions in their organisation (Hernez-Broome & Hughes, 2004). Data was collected through structured interviews before and after the coaching session. Results showed that the members of the coaching group were more focused in their objectives, more successful in achieving their goals, and that their new learning and behaviour were more closely tied to their leadership roles than those of the control group (Hernez-Broome & Hughes, 2004).

Kombarakaran et al. (2008) conducted an empirical study focused on establishing whether coaching is an effective method of leadership development. After 12 coaching sessions, spread over a six-month period, 114 executives and 42 coaches were surveyed. The two survey instruments used were based on existing literature. The first survey instrument was designed to measure the perceptions of the coachees and comprised 62 closed questions and three open-ended questions. The second survey instrument was designed to capture the coaches' experiences and comprised 34 closed questions and three open-ended questions. The results of the study indicated that most of the executives agreed that the coaching outcomes were consistent with their expectations. They reported that coaching had increased their confidence, maximised their contribution to the company, and was beneficial to business. The themes derived from the coaches' survey instrument indicated that they believed that the executives that had been coached had obtained improved communication skills and had become more effective in their leadership roles, the coaches also observed changes in the coachees' leadership style. The researchers observed that there was a high degree of agreement between the coachees and their coaches in terms of the coaching goals that had been achieved (Kombarakaran et al., 2008). These five goals were effective people management, better relationships with their managers, increased engagement, improved productivity, and more effective dialogue and communication. The researchers concluded that coaching could have positive outcomes for both the individual and the organisation (Kombarakaran et al. 2008). This conclusion is almost identical to that reached by Kampa-Kokesch and Anderson (2001) seven years earlier. However, some of the more recent studies, such as the study carried out by Gray, Ekinci and Goregaokar (2011), suggest that business leaders may in fact

derive more benefits from leadership coaching in terms of their personal development than in terms of business-oriented competencies.

Brand and Coetzee (2013) conducted an in-depth qualitative study of the experiences of coaches and coachees engaged in an executive coaching programme and used grounded theory and interviewing to collect their data. They found that the most positive experience for the coachees was having someone actively listening to them and providing them with honest feedback. Furthermore, they conceded increased self-awareness, being able to clarify their personal values, beliefs, goals and dreams, personal growth, gaining insight into their behaviour (which enabled them to overcome stumbling blocks in realising their potential), feeling more confident, improved relationships with colleagues and clients, being able to lead team members more effectively and having a stronger focus on organisational issues. The coaches experienced the coaching to be a meaningful, fulfilling and satisfying process leading to change and benefits for the coachees. The coaches also reported that they themselves had learnt something new from every coaching experience, and felt that they were adding value to someone else's journey of growth and development which included their observation that the coachees had started their own process of self-coaching (Brand & Coetzee, 2013).

Griffith and Campbell (2009) found in their study of the learning process in coaching, using an integrated grounded theory approach with interviews being the main means of data collection, that the coaching clients were able to progress to self-coaching by taking over the process that was initially facilitated by their coaches. Bennett (2010) suggests that the capacity for self-coaching is based not only on the techniques the coachee learns from the coaching process, but also on the coachee's capability for reflection. Thus, it appears that self-coaching is often developed implicitly through the coaching process rather than being an explicit outcome of the coaching process (Griffith & Campbell, 2009; Bennett, 2010; Brand & Coetzee, 2013).

The results of a recent research study carried out by Ladegard and Gjerde (2014) on how leadership coaching can help develop leader role-efficacy and trust in subordinates, highlights the importance of facilitative coaching behaviour in the leadership development process. Using a two-phase exploratory sequential design, with a sample of 30 senior and middle managers, the authors found that these leaders reported a

higher level of leadership role efficacy, greater confidence in their ability to master tasks in their general leader role, and were more self-reflective after eight coaching sessions. These leaders also reported an increased level of trust in their subordinates, which in turn was related to a decrease in turnover intentions of the leader's subordinates. Ladegard and Gjerde (2014) suggest that the coaches' behaviour, which included providing support, challenge and feedback, played an important role in the leadership development process (Ladegard & Gjerde, 2014).

4.6.2 Reviews of coaching research

The comprehensive review of the literature carried out by Kampa-Kokesch and Anderson (2001) found that whereas there were a fair number of studies focused on coaching practice, there were very few empirical studies available on the efficacy on executive coaching. In a review of six empirical studies (Garman, Whiston, & Zlatoper, 2000; Gegner, 1997; Hall, Otazo, & Hollenbeck, 1999; Judge & Cowell, 1997; Laske, 1999; Olivero, Bane, & Kopelman, 1997), Kampa-Kokesch and Anderson (2001) reached the conclusion that these studies supported the idea that executive coaching could benefit both the executive and the organisation. Executives indicated that the coaching they had been offered was a good experience and that they believed that the coaching had increased satisfaction and productivity at work. A decade after the Kampa-Kokesch and Anderson (2001) review, Passmore and Fillery-Travis (2011) found in their overview that coaching appeared to have a positive effect but that this effect may be situational with stronger effects demonstrated with specific individuals within specific organisational contexts.

Fillery-Travis and Lane (2006) conducted a review of the research literature in order to answer the question, does coaching work or is the wrong question being asked? They found that in all the studies undertaken, the conclusion was that everyone likes to be coached and perceived that it has a positive impact on their effectiveness.

Grief (2007) reviewed eight experimental and quasi-experimental studies including individual coaching by external coaches, peer coaching and self-coaching. In reviewing these studies, Grief (2007) observed that it is difficult to identify outcome measures that are applicable to the whole range of coaching interventions. He divided the

outcomes into general outcomes and specific outcomes. Under general outcomes, Grief (2007) lists goal-attainment, affecting change and well-being. In terms of specific outcomes, Grief (2007) mentions self-reflection, personal development, communication and improved performance. Grief (2007) suggests that researchers should adopt a more pragmatic approach and that they need to distinguish between general and specific outcome measures and the type of coaching intervention used.

De Meuse et al. (2009) conducted a meta-review of executive coaching effectiveness studies using PsychInfo and Business Source Premier as their main sources and found 22 studies published between 1999 and 2007. Twelve of these studies were empirical (i.e. had pre-and post-coaching measures), and 10 were retrospective (i.e. without pre-coaching measures). Of the 12 identified empirical studies, six were rejected on the following grounds: two used internal coaches, one study used a student sample, one study did not report pre- and post-coaching ratings, and two studies were based on a single case. The remaining six studies examined executive skills or job performance improvements. Overall, two different types of ratings were collected, self-ratings and other ratings. De Meuse et al. (2009), based on these six studies (Hall et al., 1999; McGovern, Lindemann,; Parker-Wilkens, 2006; Talboom, 1999; Thach, 2002; Vergara, Murphy, Barker & Warrenfeltz, 2001; Wasylyshyn, 2003), found that executive coaching leads to a moderate-to-large amount of improvement in the coachees' skills and performance ratings. In general, they found that the self-ratings of improvement were higher than the other's ratings of improvement. The meta-analysis of the retrospective studies yielded some other interesting results, including the fact that most of the participants' were very satisfied with the coaching they had received, that coaching had provided them with a learning experience and that coaching had improved their leadership effectiveness (De Meuse et al. 2009). Many participants believed that the coaching they had experienced had had a positive impact on their subordinates resulting in lower levels of absenteeism, increased productivity and enhanced employee satisfaction (De Meuse et al. 2009).

Based on an overview of the research literature, Passmore (2010) argues that coaching can contribute to leadership development in a number of different ways. First, coaching can help leaders and managers to transfer learning from the classroom to the

workplace, second, coaching can enhance skills through developing a personal development plan and third, coaching typically helps leaders and managers to develop greater self-awareness by reflecting on feedback. A fourth potential benefit of coaching is that it enhances motivation based on being able to talk to someone in confidence and fifth, that leaders and managers can benefit from coaching by helping them to develop self-confidence and a positive self-regard. The final area where coaching can have a positive effect is on the leader's or manager's sense of well-being (Passmore, 2010). Passmore (2010) concludes that that the evidence from coaching research indicates that coaching is a valuable tool for leadership development. These findings can be compared to those of Gray et al. (2011) who found in their study that the intense nature of the coach-coachee relationship allowed managers to share some of their concerns, doubts and deficiencies. Furthermore, managers and leaders may in fact derive more benefits from leadership coaching in terms of their personal development than that of business-oriented competence.

The outcomes and benefits of executive and leadership coaching found in the individual studies and reviews of coaching research are summarised in Table 4.1. The distinct categories of outcomes and benefits of executive and leadership coaching that can be identified in these studies and reviews are presented in Table 4.2.

Table 4.1: Outcomes and benefits of executive and leadership coaching

Individual Studies					Reviews					
Hernez-Broom & Hughes (2004)	Kombara-karan et al. (2008)	Brand & Coetzee (2013)	Griffith & Campbell (2009)	Ladegard & Gjerde (2014)	Kampa-Kokesch & Anderson (2001)	Fillery-Travis & Lane (2006)	Grief (2007)	De Meuse et al. (2009)	Passmore (2010)	Passmore & Fillery-Travis (2011)
Coachees more focused in their objectives More successful in achieving their goals Learning and behaviour more closely tied to their leadership roles	Increased confidence Improved communi-cation skills Changes in leadership style More effective in their leadership roles Maximised coachees' contribution to the company Beneficial to business	Increased self-awareness Clarifying personal values, beliefs, goals and dreams Personal growth Gaining insight into their behaviour enabling them to overcome stumbling blocks in realising their potential Feeling more confident Improved relationships with colleagues and clients Being able to lead team members more effectively Stronger focus on organisational issues Starting a process of self-coaching	Clients were able to progress to self-coaching by taking over the process initially facilitated by their coaches	Increase in leadership role-efficacy including an increase in the leader's confidence in their ability to master their general role An increase in the leader's trust in their subordinates which in turn resulted in a decrease in their subordinates ' turnover intentions	Increase produc-tivity at work	Impacts effective-ly on effective-ness	General outcomes: -Goal attainment -Affect change -Well-being Specific outcomes: -Self-reflection -Personal development -Communi-cation -Improved performance	Moderate to large improvements in the coachees' skills and performance A learning experience Improved leadership effectiveness Positive effect on their subordinates resulting in lower lever of absence, increased productivity and employee satisfaction	Can help leaders and managers to transfer learning from the classroom to the workplace Enhance skills through a personal development plan Develop greater self-awareness by reflecting on feedback Enhanced motivation Development of confidence and positive self-regard Sense of well-being	Positive effect that may be situational with stronger effects demonstrated with specific individuals within specific organisational contexts

Table 4.2: Categories of executive and leadership coaching outcomes and benefits

Performance, productivity, contribution to company/ organisation	Leadership effectiveness	Self-awareness, clarity about values, beliefs goals, and motivation	Self-coaching	Learning	Personal development	Confidence	Communication	Well-being	Relationships with colleagues and clients
Brand & Coetzee (2013) De Meuse et al. (2009) Grief (2007) Fillery-Travis & Lane (2006) Hernez-Broome & Hughes (2004) Kampa-Kokesch & Anderson (2001) Kombarakaran et al. (2008) Ladegard & Gjerde (2014)	Brand & Coetzee (2013) De Meuse et al. (2009) Kombarakaran et al. (2008) Ladegard & Gjerde (2014)	Brand & Coetzee (2013) Grief (2007) Hernez-Broome & Hughes (2004) Passmore (2013)	Bennett (2010) Brand & Coetzee (2013) Griffith & Campbell (2009)	De Meuse et al. (2009) Hernez-Broome & Hughes (2004) Passmore (2010)	Brand & Coetzee (2013) Grief (2007) Brand & Coetzee (2013)	Brand & Coetzee (2013) Kombarakaran et al. (2008) Passmore (2010)	Grief (2007) Kombarakaran et al. (2008)	Grief (2007) Passmore (2010)	Brand & Coetzee (2013)

Although the outcomes and benefits derived from executive and leadership coaching vary considerably in the studies and reviews quoted previously, there appears to be some outcomes more prevalent than others (see Table 4.2).

Many studies report that coaching has had a positive effect on the coachees' performance, productivity and contribution to the organisation. Coaching also appears to have a positive effect on the coachees' leadership effectiveness, although it is not always clear what exactly the authors are referring to when using this term. It is interesting to note that many studies also report on the positive impact coaching can have on the coachees' themselves, including self-awareness, clarity about values, beliefs, goals and motivation, learning, personal development, ability to coach themselves, as well as on their confidence and well-being.

4.6.3 Conceptualisation of coaching outcomes and benefits

The outcomes and benefits of executive and leadership coaching can be conceptualised in many different ways. These include Wales' (2002) concept of internal, mediating and external outcomes, Joo's (2005) proximal versus distal outcomes, and Leedham's (2005) visualisation of coaching outcomes layered in the form of a pyramid. Wales (2002) conducted a phenomenological study of the benefits derived from a coaching programme for 15 sales and marketing managers employed at a clearing bank in the UK. These managers received one hour of coaching every fortnight over a one-year period. The managers completed a self-report questionnaire with questions regarding the learning and change they had experienced. The resulting data was analysed in two stages, first thematically, and then into categories that emerged out of the process. The key benefits identified fell into three core groups: the internal, the external, and the mediating (Wales, 2002). The benefits were self-awareness, confidence, leadership and management, assertiveness, understanding difference, stress management, work/life balance, and communication skills. According to Wales (2002), self-awareness and confidence are internal processes essential to growth and development. These internal processes stimulate and enable the external categories of management, assertiveness, understanding difference, stress management, and work/life balance. Wales (2002)

further suggests that communication acts as a bridge and mediator between internal development and external implementation.

In a similar vein to the internal, external and mediating coaching benefits outlined by Wales (2002), coaching outcomes can also be considered, either proximal or distal, according to Joo (2005). Proximal outcomes include self-awareness and learning whereas distal outcomes, which according to Joo (2005) are the ultimate purpose of executive coaching, consist of individual success and organisational success.

Based on a review of the literature, a case study on how corporate purchasers select and measure the effectiveness of external coaches, as well the data obtained from a large-scale survey of people who had received coaching in a variety of contexts. Leedham (2005) arrived at the conclusion that for any holistic evaluation model of coaching to be valid, the inter-relationship between the various benefits derived from coaching need to be accommodated. To illustrate the inter-relationships, Leedham (2005) developed the Coaching Benefits Pyramid Model, which was based on the Smart Performance Pyramid put forward by Cross and Lynch (1988). Leedham's (2005) pyramid has four levels. According to Leedham (2005), the first level of the model, 'foundation factors', includes the coaching process (structure and discipline, and being mentally challenging), the coach's personal attributes (knowledge, experience, qualifications and a belief in the coachee's potential). In addition, the skills of the coach (establishing rapport, listening, questioning, providing feedback and support), as well as the coaching environment (being a safe, supportive place with high levels of confidentiality and providing the time and space for the coachee to think and reflect). The second level of the model, 'inner personal benefits', suggests that if these foundation factors are in place, the coachees are able to derive inner personal benefits such as clarity and focus (personal insights, exploration of values and beliefs, their purpose and sense of direction), confidence (to believe in themselves), and motivation to achieve (to improve themselves and their organisations). Leedham (2005) suggests that when the coachees have derived the inner benefits from coaching, they are able and ready to provide the 'outer personal benefits', which make up the third level of the model. This includes enhanced skills, knowledge and understanding (job related skills, the ability to learn and develop themselves) and improved behaviours (as individuals and in teams and all other

types of relationships), which in turn will empower the coachees to achieve the pinnacle of the pyramid, which is 'business results'. Leedham (2005) describes business results as being manifested in improved performance, in the coachee being more productive, enjoying enhanced career progression and being able to solve problems.

It is interesting to note how similar Leedham's (2005) concept of inner personal benefits (clarity and focus; confidence, motivation to achieve) is to Wales' (2002) concept of internal outcomes (self-awareness and confidence) as well as to Joo's (2005) concept of proximal outcomes (self-awareness and learning). Similarly, Leedham's (2005) concept of outer personal benefits can be related to Wales' (2002) concept of external outcomes (assertiveness, understanding differences, stress management and work-life balance) as well as Joo's (2005) concept of distal outcomes (individual and organisational success). An integrated summary of Wales' (2002), Joo's (2005) and Leedham's (2005) conceptualisation of internal and external outcomes and benefits of coaching is presented in Table 4.3.

Table 4.3: Internal and external coaching outcomes and benefits of executive and leadership coaching

Internal, proximal and inner personal outcomes and benefits of coaching	External, distal and outer personal outcomes and benefits of coaching
Self-awareness	Enhanced skills, knowledge and understanding
Clarity of focus: Personal insights, exploration of values, beliefs, purpose and sense of direction	Leadership and management skills
Learning	Improved performance
Confidence	Productivity
Motivated to achieve	Enhanced career progression
Communication skills	Individual success
	Organisational success

It is probably fair to suggest that those items being measured may not always have clear internal or external benefits, proximal or distal outcomes, inner personal benefits or outer personal benefits. Sometimes the focus is on the experience of the coaching client and sometimes it is the coaching intervention from the organisational point of view. Coaching is a process and a journey; research outcomes can be dependent on when outcomes and benefits from coaching are measured and who is asked about these outcomes.

The research methods used in the studies on the coaching outcomes and benefits of executive and leadership coaching discussed previously vary considerably and include empirical, quasi-experimental, in-depth qualitative, integrated grounded theory and a two-phase mixed method exploratory design. As much as it is possible to differentiate between the approaches used in these studies, a more fundamental issue appears to be the purpose of the research. Is the main purpose of the research to evaluate whether a particular coaching intervention has achieved its pre-conceived objectives, or is the main purpose to explore the potential outcomes of a particular intervention? The confirmatory approach based on the model of design, deliver, and then evaluate against the criteria that have guided the initial design of the coaching intervention, is certainly useful in that it can assist the practitioner and the researcher to refine the design of a particular coaching intervention. However, if the primary interest is to explore the potential benefits of coaching for the coachees, more about their coaching experience may be uncovered if the design, deliver and then explore approach is pursued. In a study of this nature, the coachees would not be asked to what extent they do or do not agree with the pre-conceived criteria, but rather to express in their own words what they have experienced (see Figure 4.1).

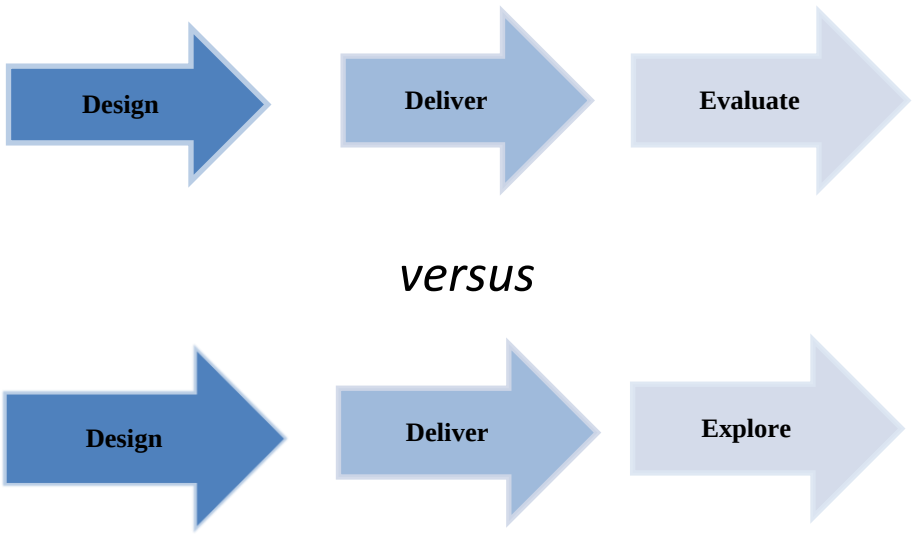

Figure 4.1: Confirmatory versus exploratory research

Perhaps more studies need to follow the example of Wales (2002) and use an exploratory approach in identifying the themes emerging from the coaching experience

rather than having the coaching clients respond to a number of pre-determined categories. By not trying to pre-determine the outcomes of research studies on coaching, a very different picture may emerge of why coaching clients typically express a high level of satisfaction with the coaching experience.

A number of authors have offered advice to those poised to carry out further research in this field. Fillery-Travis and Lane (2006) recommend that researchers need to identify the framework of practice within which the coaching is placed. They also recommend that researchers should indicate whether tangible or intangible outcomes are being sought. Grief (2007) suggests that the fundamental difficulty of coaching outcome research is that there is extreme heterogeneity of issues, problems and goals, which in turn emerge as the themes identified in different coaching interventions. He suggests that a pragmatic orientation be adopted and the difference between general measures and specific outcomes measures be distinguished (Grief, 2007). General measures of success include factors such as client satisfaction and goal attainment, which are often also the outcomes of other types of interventions such as training and consulting. In contrast, specific measures depend on the type of coaching intervention used (Grief, 2007). De Meuse et al. (2009) recommend that researchers consider a number of methodological issues before embarking on their research. These would include the purpose of the coaching intervention, the criteria used to evaluate the coaching, the research design employed to assess the coaching, the type of coaching implemented, the content of the coaching engagement as well as the coaching methodology used (De Meuse et al., 2009).

A conscious effort was made to address the methodological issues raised by de Meuse et al. (2009) in this study. The purpose of the coaching intervention, to contribute to the MBA students' leadership development, is further discussed in Chapter 5. The coaching intervention has been described as being both transformational and developmental, and as using an eclectic person-centred approach. The criteria for evaluating the coaching and exploring the contribution made by the coaching to the MBA students' leadership development was based on the students and their coaches' responses to questions regarding what they perceived to be the benefit, added value and learning that the students had derived from the leadership coaching sessions (see Appendix A and Appendix B). A mixed-method approach was used employing a three-

phase sequential exploratory research design in order to ascertain how coaching can contribute to MBA leadership development.

4.7 Coaching, a collaboration between coach and coaching client

Coaching can be defined as the collaboration between the coach and the coaching client, with the objective of enabling the client to achieve his or her objectives, whether the intention is to gain clarity regarding meaning and purpose, self-insight, or a greater degree of effectiveness in their personal and working lives. Coaching has its roots in a range of disciplines, including sports psychology; theories of learning and human development; humanistic, behavioural, cognitive, and social psychology; existential, phenomenological and constructivist philosophy; and social theory.

Executive coaching can focus on skills, performance or personal development. Clarity regarding the intention of coaching typically informs the choice of coaching approach. Most coaches prefer to use a facilitative approach, and may combine a number of methodologies in their practice. The coaching process will vary depending on the coaching objective and coaching approach used, although contracting, assessment, and feedback; setting the coaching agenda; delivering the coaching; and evaluating the outcomes applies to most forms of coaching. Coaching can be focused on achieving set goals, finding solutions to problems, or reflecting on meaning and values. Building a trusting and collaborative relationship, listening, questioning, and moving the coaching process forward appear to be universal coaching skills required to attain desired outcomes. Coaches need to display a number of behaviours and characteristics in order to gain the confidence of their coaching clients, including integrity, empathy, effective communication and the ability to motivate and encourage. The success of the coaching process is, however, not only dependent on the attributes and qualifications of the coach, but also on coachee readiness, and on ensuring that the coach-client relationship is based on good rapport, collaboration, commitment, trust and confidentiality.

The findings of coaching research, which has grown incrementally from a slow start to embrace a number of themes, makes it possible to state with some confidence, that coaching benefits both the individual and the organisation. Coaching clients report a

great deal of satisfaction with their experience of coaching, a greater sense of self-awareness, learning, and becoming more effective and productive in the work situation.

In carrying out research on a particular coaching intervention, researchers are encouraged to make note of the purpose of their research, what research design is going to be employed, what criteria are going to be used, and what type of coaching is being studied. In other words, is it developmental or remedial, skills and behavioural, or discovery and deep learning; and finally, what coaching approach and methodology will be used? An additional important consideration is the question of whether the research is confirmatory or exploratory. Both approaches have their uses and limitations, the question is whether the researcher is mainly interested in confirming hypotheses based on the research literature, in evaluating the success of an individual programme, or wishes to carry out research in order to explore and add to the understanding of the benefits and dynamics of coaching.

The purpose of this research was to explore the potential benefits that the MBA students could derive from the inclusion of individual coaching sessions in their leadership development programme. As indicated by previous research in the coaching field, there were many potential outcomes of these coaching sessions including self-awareness, learning, personal development, leadership effectiveness and improved performance. Rather than hypothesising as to which of these were more likely than others to be the outcomes of my study, this research was directed towards asking the students as well as their coaches what they believe to be the main benefits, value and learning the MBA students had derived from these coaching sessions.

CHAPTER FIVE: MBA LEADERSHIP DEVELOPMENT

In this chapter, the background to this research and the reasons for MBA students needing leadership development programmes that include coaching are discussed, along with the reasons for the need to carry out more research in this field. Some of the initiatives taken to provide coaching for MBA students are discussed along with the relationship to the leadership development programme at WBS. The intention, design and delivery of the WBS MBA leadership development workshop and the leadership coaching sessions provided are described in some detail in order to provide an understanding of the context in which the research took place. For the same purpose, a short description of the recruitment and training of MBA alumni coaches is included. The chapter concludes with a short outline of the research.

5.1 MBA education and its critics

The world's first MBA programme was offered by the Graduate School of Business Administration at Harvard University in 1908. Since then the number of business schools has grown exponentially across the globe. The MBA programme typically includes the following eight courses: financial accounting, finance, microeconomics, strategy, organisational behaviour or leadership, operations, marketing, and decision science or statistics. It may also include managerial accounting, corporate finance, macroeconomics, ethics and communications. Some schools choose to include courses such as presentation skills, team projects and negotiations in their MBA curriculum (Datar et al., 2010). Despite this array of business subjects, MBA programmes have been criticised for not preparing their students adequately for successful careers in the business arena. As far back as 1985, Cheit (1985), based on a review of 200 articles, argued that business schools were failing to produce leaders. Mintzberg (2004) suggests that business needs leaders with human skills rather than professionals with academic qualifications, and Bennis and O'Toole (2005) concur that employers complain that business schools are not producing potential leaders. More recently, Gregg and Stewart (2013) suggest that prospective employers may see hard skills, such as finance and risk analysis, as being more important early on in the MBA graduates career with strategic thinking and leadership becoming more important at a

later stage. However, this view can be contrasted with that of Benjamin and O'Reilly (2011), who argue that leadership development needs to start early in a person's career.

So, why are there still so many business schools that are not able to provide their MBA students with the programmes that could enhance their leadership potential and employability? Klimoski and Amos, (2012) suggest that is may be that university faculty at business schools, who are usually at the cutting edge of leadership scholarship, are not applying themselves to providing leadership development for the MBA students at their schools. At many business schools, MBA students are not provided with the leadership development programmes they need to develop their leadership potential. However, it is the experience of the researcher that the resources to develop such a programme are in fact often available at these business schools, the issue is that the expertise to develop these programmes may well reside with faculty concerned with executive education and not with the faculty teaching on the MBA programme.

5.2 MBA leadership development programmes

Petriglieri et al. (2011) make the point that MBA leadership development programmes should be more focused on transformational learning than on the acquisition of skills and knowledge. They argue that such a programme can be used to build a foundation for the MBA students' future leadership development if the students' learning can be personalised to the individual level. One way of doing this is to provide the students with individual sessions with a psychotherapist. Petriglieri et al. (2011) carried out a study on the leadership stream they had introduced into the MBA programme of an international business school. The leadership stream comprised a series of classroom-based lectures and discussion of cases, readings, a self-assessment questionnaire, a written autobiography that the participants wrote before they started attending the programme, three reflective papers, a feedback process based on an anonymous on-line 180-degree assessment, and a weekend of experiential group activities facilitated by professional group consultants. To this, the students could add one of two electives, Personal Development or Introduction to Advanced Group Dynamics. In the year of the study, 77 of the 99 MBA participants chose personal development, which, positioned as a tutorial in self-awareness, consisted of 20 hour-long individual sessions with a

psychotherapist and provided the students with an opportunity to explore issues of a personal nature. The individual sessions were focused on examining the experience and meaning of a student's life with a view to his or her ongoing development, as well as enhancing the students' capacity to exercise leadership effectively and responsibly. Based on interviews with a sample of these students conducted prior to the start of the MBA programme, midway through the programme and two weeks prior to graduation, the authors found that the MBA students that had participated in this programme had benefitted in a number of ways. The programme had above all fostered the students' reflective engagement (defined as the discipline to examine one's experiences, acknowledge and manage one's emotions and attempt behavioural experiments) in all aspects of the MBA. This led to developmental outcomes such as increased self-awareness, better self-management and the liberation and integration experienced because of revisiting their life narrative (Petriglieri et al., 2011). These outcomes can be clearly be related to the leadership of the self; a common factor shared by many leadership theories (Greenleaf & Spears, 1998; Goleman, 1998, George, 2003). According to Waddock and Lozano (2012), reflective practice is a core element in raising students' self-awareness and promoting their self-development, and is considered a key component of both transformational and experiential learning (Taylor, 2000; Kolb, 1984). Increased self-insight and self-knowledge are in turn central to the process of becoming a leader, according to Klimoski and Amos (2012) who also highlighted the need for the aspirant leader to develop the capacity for continuous learning.

Klimoski and Amos (2012) argue that for a MBA leadership programme to be successful, it needs to have a clear programme model and goals, clear responsibility in terms of who is responsible for the programme's leadership, a strong pedagogical framework based on transformational learning. Most importantly, it needs a strong commitment from the MBA students themselves in terms of their personal investment in the programme. The MBA students need to take ownership for their own development, set personalised goals and engage in adaptive reflection as well as be willing to seek out and absorb feedback (Klimoski & Amos, 2012). Given that transformational learning theory builds on other theories of adult learning including self-directed learning (Brown & Posner, 2001) it is hardly surprising that Klimoski and Amos (2012) place such a

strong emphasis on the need for MBA students to manage their own development (Boyatzis, 1994; Deci & Ryan, 2000; Knowles, 1970).

5.3 Individual sessions for MBA students

The focus of individual sessions with MBA students is to give them the opportunity to examine their experience and meaning of that experience, as well as their capacity for leadership (Petriglieri et al., 2011). It is evident from the coaching literature discussed in Chapter 4, that a coach or psychotherapist can facilitate these sessions. With reference to Waddock and Lozano's (2012) point regarding the need to provide a reflective space for purposes of raising students' self-awareness and promoting their self-development, this reflective space is often the focus of coaching practice (Clutterbuck, 2004; Stelter & Law, 2010). Griffiths (2005) further suggests that learning is inherent within the coaching process and can open up doors for personal transformation. However, as much as coaching is often included in leadership development programmes for executives (Hernez-Broome & Hughes, 2004), business schools often lack the resources to provide their students with leadership development programmes that include the support from professionally-trained coaches (Datar et al., 2010). Although a number of well-endowed business schools in the US have recently started to offer their first year students coaching provided by professional external coaches, the problem remains that the cost of this service is approximately US$5 000 per student (Byrne, 2013), and thus beyond the reach of most business schools. Business schools around the world have therefore had to be quite innovative in their approach to providing coaching for their MBA students. Such initiatives include the faculty, peer and self-coaching described by Sue-Chan and Latham (2004), the peer-coaching at Griffith University and the School of Management at Boston University (Parker et al., 2008), as well as the use of MBA alumni as facilitators for group-coaching sessions at the Copenhagen Business School (Salskov-Iversen, 2007).

Sue-Chan and Latham (2004) carried out two studies on two continents and examined the relative effectiveness of self-coaches, external- and, peer coaches on the performance of students in two MBA programmes. The first of these two studies was carried out in Canada using a sample of first-year MBA students, and the second study in

Australia using a sample of second-year executive MBA students. The two external coaches in the first study were both part of the faculty at the school, whereas the peer coaches were selected from the first-year MBA class by their prospective coachees (Sue-Chan & Latham, 2004). Both the external coaches and peer coaches received a half days training on how to conduct an effective coaching session. The training consisted of lectures, discussion and role-plays. The self-coaches were shown a short video followed by a discussion covering the usefulness of self-management including goal-setting, self-talk and self-evaluation of progress toward goal attainment, self-administration of rewards and punishment, and self-contracts (Sue-Chan & Latham, 2004).

Each peer and external coach met twice with his or her assigned coachee. It should be noted that the participants in the peer-coaching group both coached other students and received coaching from a co-student. Performance was measured in terms of the MBA students' team playing effectiveness. The results of this study indicated that the external coaches were considered to have higher credibility than either the peer coaches or self-coaches (there was no significant differences between these two groups in this regard), and that these external coaches were also superior to the peer coaches in terms of increasing the team playing effectiveness of the first-year MBA students. In the second study, Sue-Chan and Latham (2004) also assigned the participants to the three conditions (external coaching, peer coaching and self-coaching). Only one external coach was used (an external lecturer), the training of the coaches was the same as in the first study, and each participant was coached twice (Sue-Chan & Latham, 2004). Performance was assessed in terms of the grade earned by the coachees. The results of this second study showed that the managers who were coached by an external coach earned a higher grade than those coached by a peer, and managers who coached themselves also earned a higher grade than the participants that were coached by a peer. Sue-Chan and Latham (2004) interpret the practical significance of the two studies as having provided empirical support for the use of an external coach. It is however, also interesting to note that the executive MBA students in the second study who coached themselves reported that the process was effective and that the self-coaching had raised their self-awareness.

Parker et al. (2008) conducted another comprehensive study of peer coaching. The explicit and primary purpose of a peer-coaching relationship, according to Parker et

al. (2008), is to service both partners' learning. The characteristic elements of peer-coaching include equal status of the partners, focus on personal and professional development of both peers, integration of reflection and practice, and an emphasis on process as well as on content to facilitate leadership skill development (Parker et al., 2008). Their study on the impact of peer coaching was conducted at Griffith University in Australia in a postgraduate class in leadership as well as at the School of Management at Boston University in the first-year MBA organisational behaviour class (Parker et al., 2008). Prior to selecting their peer-coaches, the students were introduced to a model of coaching based on assessment, challenge and support. A survey was conducted six months after the students had completed the peer-coaching process to ascertain the students' level of satisfaction as well as the outcomes of the peer-coaching process. The results of the study show a great deal of variability in the students' satisfaction with the peer-coaching process. Less than half of the students (49 percent) indicated that they were either satisfied, very satisfied or extremely satisfied with their coaching, with 26 percent of the students being partially satisfied and 25 percent indicating that they were dissatisfied with the peer-coaching process (Parker et al., 2008). These results can be compared with those obtained by Sue-Chan and Latham (2004) who find that the coaching provided by external coaches as well as self-coaching was more highly rated than that of peer coaching.

In terms of the impact of coaching on the students, qualitative data from the study suggested that the students had benefitted from the peer coaching in that it had helped them to deal with change and provided them with support for achieving their personal and professional goals. Moreover, it increased their confidence, improved the accuracy of their self-image, helped the development of soft skills, fostered their empowerment, and helped them to deal with feedback (Parker et al., 2008). In conclusion, Parker et al. (2008) notes that despite the high level of variability in the students' satisfaction with the peer-coaching process, that they believed peer-coaching has great potential in accelerating career learning and that it is a relational learning tool that can facilitate self-directed development.

The results from Parker et al. (2008) can be compared to many of the outcomes reported in the literature review for executive and leadership coaching (see for e.g. Brand

& Coetzee, 2013; Grief, 2007; Kombarakaran et al., 2008; Passmore, 2010). This suggests that coaching has the potential to provide MBA students with the personalised learning proposed by Petriglieri et al. (2011). However, the problem with peer coaching appears to be that students tend to prefer an external coach to a peer coach (Sue-Chan & Latham, 2004). A potential solution to this problem may be using MBA alumni as external coaches rather than fellow students as peer-coaches. The presentation made by Professor Salskov-Iverson at the PIM conference hosted by WBS in Johannesburg in 2007, described how group coaching sessions facilitated by the MBA alumni at the Copenhagen Business School were an integral part of the leadership programme offered by the school. Apart from the small group coaching sessions, this programme also comprised lectures and seminars on leadership (Salskov-Iversen, 2007). Unfortunately, there is no record of the benefit or learning that the MBA students may have derived from these sessions at the Copenhagen Business School, nor are there at present any published articles available focusing on the use of MBA alumni volunteers as external coaches for MBA students as part of their leadership development programme. Given that MBA students appear to prefer external coaches to peer coaches, the use of volunteer MBA alumni to fill this role appears to be the way forward. The opportunity to employ MBA alumni as external coaches for the MBA students as part of their leadership development programme, arose at WBS. The results of a marketing survey indicated that many of the MBA alumni wished to reconnect with the school for purposes of networking with other alumni, attending on-going learning opportunities, and giving back to the school by mentoring or coaching WBS students.

5.4 The MBA programme at WBS

The MBA programme at WBS, where the research study was carried out, is described in the following section. This description covers the MBA curriculum as well the MBA leadership development programme including the leadership workshop, the coaching briefing session, and the leadership coaching sessions. The recruitment and training of the MBA alumni coaches is also discussed.

5.4.1 The MBA curriculum

WBS is located in Parktown, Johannesburg, South Africa. The school was established in 1968 and graduated its first cohort of MBAs in 1972 (Wits Business School, 2008). The WBS MBA curriculum includes the following core courses: accounting and finance; economics for business; human resource management; marketing management; operations and technology; organisational development and leadership; information system management; strategic management; finance; decision science; research methodology; international business; and ethics, sustainability and governance. The MBA students choose six electives from eight major streams: entrepreneurship; finance; general management; marketing; operations and technology; strategy and international business; and sustainable development. The curriculum also includes the requirement that the students attend a two-day group dynamics programme at the beginning of the first semester, a business integration exercise, and the leadership development programme.

5.4.2 Leadership development for MBA students at WBS

The intention behind the MBA leadership development programme at WBS was to enable students to build a foundation for their future leadership development. The course covered the essence of contemporary leadership, leadership style, and was designed to teach students the fundamental principles of self-managed learning and development (Brookfield, 1986), which included how to give and receive feedback (Gill, 2006), how to set developmental goals (Brookfield, 1986), and how to reflect on individual meaning and purpose (Sosik & Dworakivsky, 1998). The programme included a one-day workshop with lectures, a case study, self-assessment, and a simulation exercise; a briefing on the purpose and design of the coaching sessions; followed by four individual coaching sessions of approximately one-and-a-half-hour duration with a trained, volunteer MBA alumnus coach. The programme shared certain features with the other MBA leadership development programmes described in this chapter in that it endeavoured to use a variety of teaching and learning tools (Petriglieri et al., 2011). These tools were used with the explicit intention of empowering the students to take ownership of their own development (Klimoski & Amos, 2012) and foster their reflective

practice and engagement (Klimoski & Amos, 2012; Petriglieri et al., 2011). The programme included a leadership workshop, a briefing on coaching, and four leadership coaching sessions and is graphically represented in Figure 5.1. The leadership workshop is described in detail in section 5.4.2.1, the coaching briefing session in 5.4.2.2, and the leadership coaching sessions in 5.4.2.3.

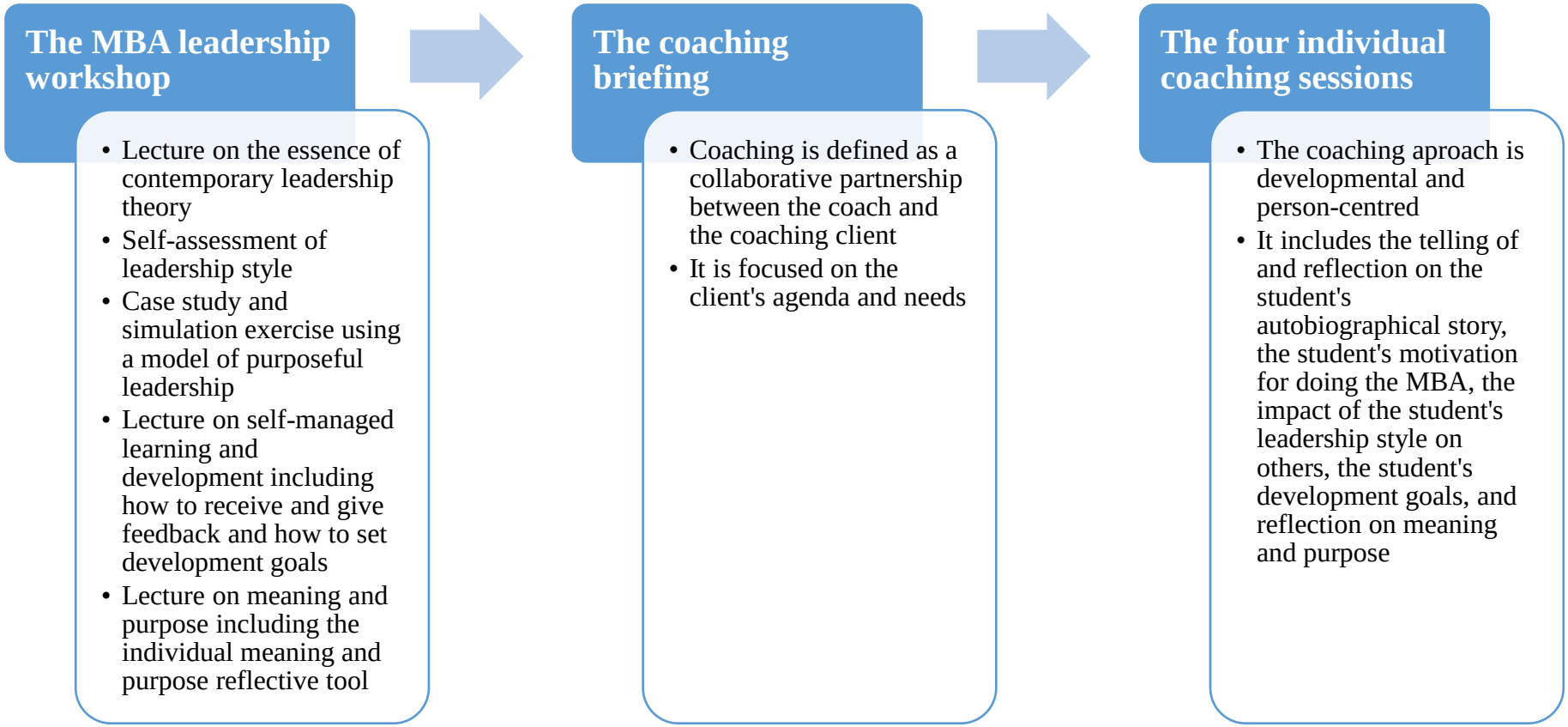

Figure 5.1: The MBA leadership development programme at WBS

The design and the delivery of the WBS MBA leadership development programme as well as the coaching sessions included in this programme, were focused on supporting and facilitating the student's learning and development. Thus, the goals of the programme can be described as being transformational. In terms of the coaches, they were by definition external to the school in that they were not members of staff or faculty. However, they had the advantage of being alumni of the school, which meant that they had a good understanding of the MBA as well as a good sense of the challenges the current students faced in terms of completing their degrees. The list of skills and attributes required of a coach is quite daunting, ranging from being able to work to the clients agenda, to ask effective questions, to listen at a deeper level, and to be able to use a variety of tools and techniques. Central to these requirements is a coach who acts with professionalism, including confidentiality and trust, as well as the ability to build a strong professional connection with the client. The Certificate Programme in Leadership Coaching (CPLC), developed for the MBA alumni, was designed to help them face these challenges (see section 5.4.3.2). In terms of the students readiness to engage with the coaching process, the coaching briefing was focused on giving the students a realistic expectation of what coaching could offer them, as well as guidelines in terms of how they could prepare for the coaching sessions (see section 5.4.2.2).

5.4.2.1 The MBA leadership workshop

Leadership style

The workshop starts with an informal self-assessment of the students' preferred leadership styles using the management style questionnaire from Bloch and Whiteley's (2003, p. 68) book 'Complete Leadership'. The six leadership styles (authoritative, coaching, affiliative, democratic, pacesetting, and coercive) are discussed with reference to the context in which the students manage and lead, as well as in terms of the impact the different leadership styles may have on their subordinates and peers. The students capture their preferred leadership styles, as well as those they may wish to develop in future, in workbooks provided for this purpose. The students' workbooks were designed to assist the students in taking ownership of their own learning and development. The workbook helps the students to capture and maintain a record of the activities they have engaged with in the leadership development programme.

Leadership theory

The essence of contemporary leadership theory is covered in a lecture in which the point is made that the developmental journey from management to leadership can be viewed as a continuum ranging from achieving operational objectives to achieving strategic purpose; from using management tools to using the self as the main tool; and from using IQ (Wechsler, 1944) on its own, to using IQ, EQ (Goleman, 1998) and SQ (Zohar & Marshall, 2000; Zohar, 2005) in combination to achieve effective leadership (see Figure 5.2).

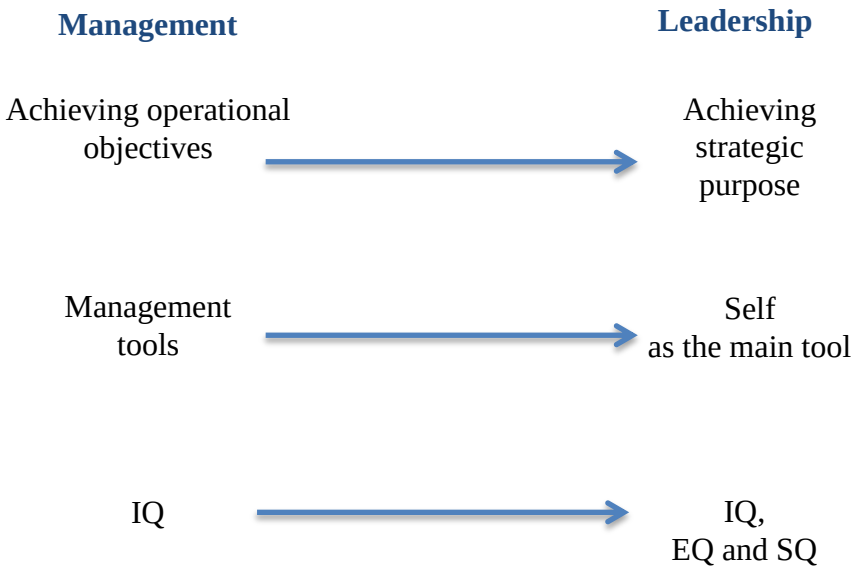

Figure 5.2: From management to leadership

Purposeful leadership

In preparation for this workshop, students are requested to read 'Jan Carlzon: CEO at SAS', a Harvard business case written by Bartlett, Elderkin, and Feinberg (1992) based on 'Moments of Truth' by Jan Carlzon (1987). The case describes how Jan Carlzon led the turnaround of a Scandinavian airline (SAS) from losses to profits in the early 1980s. The main teaching points of this case is how Jan Carlzon was able lead the organisation through this difficult and challenging time by having a strong focus on organisational purpose. The case describes how Jan Carlzon ensured that he understood

the airlines purpose through speaking to customers and employees, defined organisational purpose through creating a shared vision with the employees and set strategic goals based on this vision. Furthermore, he created alignment around organisational purpose through communication and persuasion and finally achieved organisational purpose through empowering the employees to implement the strategic goals (see Figure 5.3). The model presented in Figure 5.3 (developed for teaching purposes by the researcher) also highlights the need for the organisation and leader to be aligned in terms of their purpose and for the leader to choose the appropriate leadership styles in terms of the situation they find themselves in as well as in terms of the needs of the employees.



Figure 5.3: Purposeful leadership

Simulation exercise

The simulation exercise was designed to give the students the opportunity to test their own skills in achieving a turnaround of an organisation. This particular simulation exercise is focused on the turnaround strategy of a pharmaceutical company in financial difficulty. The students did this exercise in their syndicate groups, while being videotaped.

Self-managed learning and development

In this lecture students learn about the need to manage their future learning and development, how to give and receive feedback, how to reflect on the feedback received and how to use this feedback in a mindful and meaningful way to advance their developmental goals. The value of feedback is highlighted by a model of Kolb's learning cycle (Kolb, 1984) (see Figure 3.1), as well as Cope's (1998) version of the Johari window (Luft & Ingham, 1961) (see Figure 3.2).

After the lecture on self-managed learning and development, the students go back into their syndicate groups, watch the playback of the video, and give themselves and each other feedback on their performance in the simulation exercise with reference to the purposeful leadership model presented in Figure 5.4. This model differs from the one presented in Figure 5.3 in that it defines the skills required to understand organisational purpose, define organisational purpose, create alignment around organisational purpose, and achieve organisational purpose. The MBA students can use this model as a guideline for observing behaviour and making notes while watching the video as well as in giving feedback to others.

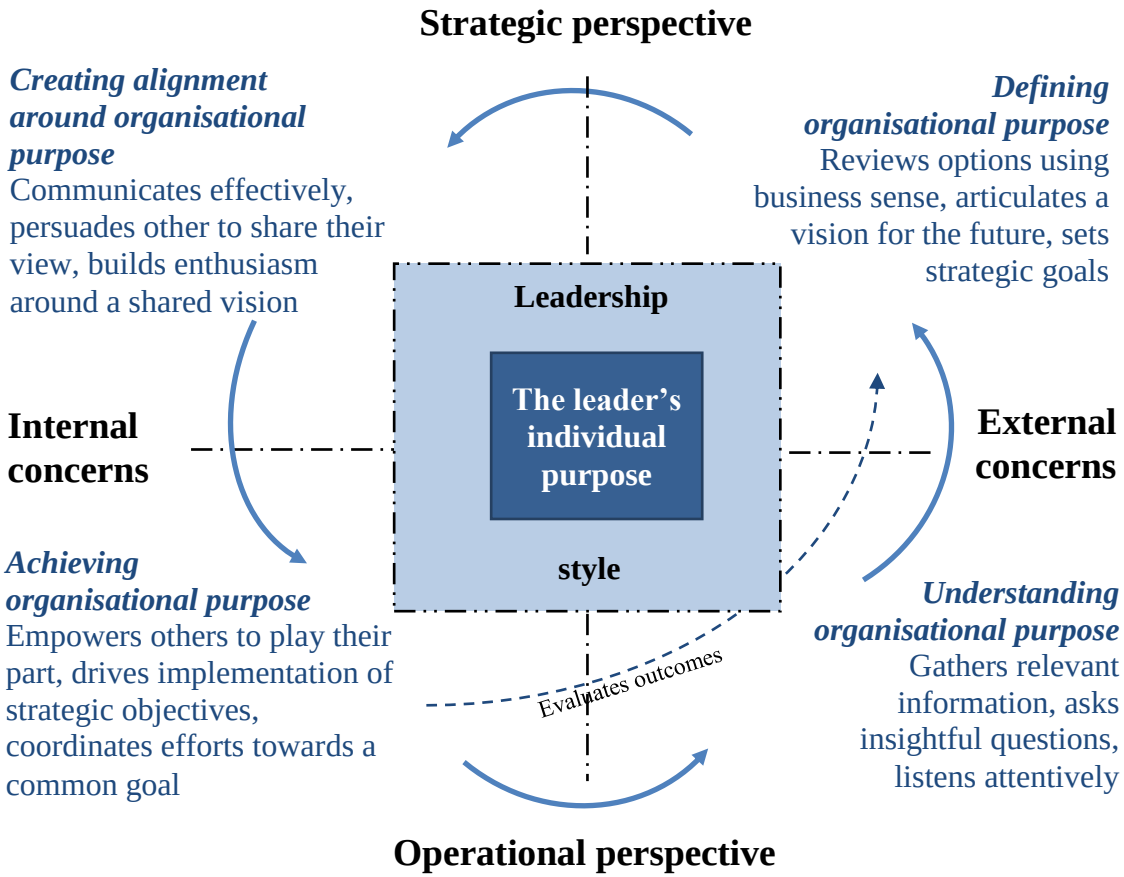

Figure 5.4: Purposeful leadership skills model

The students formulate one or more developmental goals for their leadership development, which they also capture in their workbooks. The MBA students' developmental goals are usually strongly focused on the improvement of their interpersonal skills, which include communication, listening and assertiveness (see Appendix C). These development goals can be related to the skills listed in the understanding of organisational purpose and creating alignment around organisational purpose quadrants in the purposeful leadership skills model (see Figure 5.4).

Meaning and purpose

In so much as transformational learning theory typically focuses on the individual's ability to define meaning by reflecting on their experiences in life, it should be noted that contemporary leadership theories, such as authentic and transcendent leadership, place a strong emphasis on the alignment of individual leadership purpose

with organisational purpose. It is for this reason that The Individual Meaning and Purpose Reflective Tool (IMPRT) was designed by the researcher to assist the students in reflecting on their unique sense of individual meaning as well as their sense of individual purpose (see Appendix D). The IMPRT is based on Kierkegaard's (1987a, 1987b) existential philosophy as interpreted by Harris and Lagerstrom (2008). It covers the three spheres of life as proposed by Kierkegaard (1987a, 1987b): the pleasure seeking or aesthetic sphere, the authenticity or ethical sphere, and the spirituality or religious sphere. The students are made aware of the fact that the three spheres of life are typically seen as overlapping rather than one sphere being more important than that of another. The fifteen items in the IMPRT have been constructed on the basis of the definitions given for the three spheres by Harris and Lagerstrom (2008), and for some items, with reference to articles and books by authors such as Adler (1931), Drucker (1999), George (2003), and Goffee and Jones (2006) (see Appendix D). While all the questions in the IMPRT were designed to help the respondents clarify their thoughts about the three spheres of life, the IMPRT has been constructed to allow the respondent to work their way through all three spheres before tackling the most important questions regarding their personal sense of meaning and purpose (see Appendix D).

5.4.2.2 The coaching briefing session

In this session, the students are briefed on the role of coaching in leadership development in general, as well as on the leadership coaching sessions provided specifically for them at WBS. Coaching is defined as a collaborative partnership between the coach and the coaching client, based on the client's agenda and needs. Berne's (1964) structural diagram of the different ego states is used to emphasise that this partnership is based on the collaboration of two adults (see Figure 5.5). A collaborative adult-adult relationship has the potential of helping the coaching client to build the independent capacity to direct his or her future development. A parent-child relationship on the other hand, may encourage the coaching client to become dependent on the coach for his or her developmental needs.

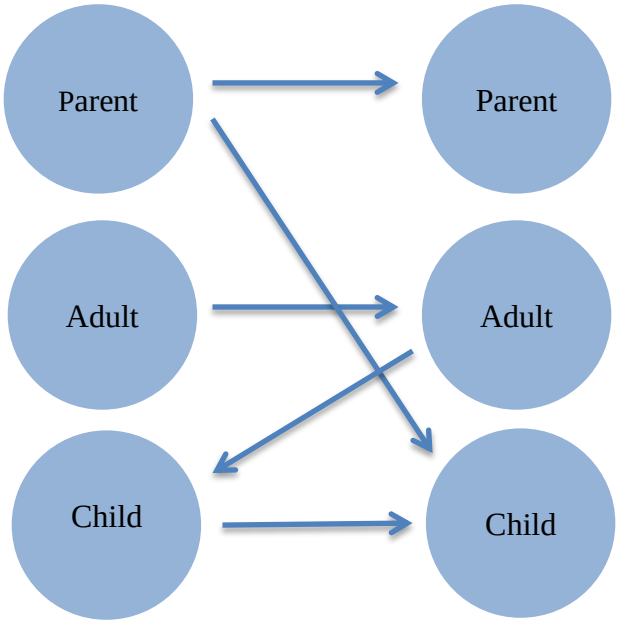

Figure 5.5: Structural diagram of Eric Berne's ego states

(Berne, 1964)

The students were informed that they would all have coaches sourced from the group of MBA alumni who have attended the CPLC offered by WBS. They were also briefed on the fact that they would have four coaching sessions each approximately one and a half hours long, with approximately two and a half weeks between these sessions. They were also told that the coach would contact them to set up the first appointment, that anything they discuss with their coach is confidential, and that venues for the coaching sessions would be reserved for them at WBS. They were asked to ensure that their workbooks be up to date and that they bring these with them to the first and all subsequent coaching sessions. In the first year of the study, most of the students were coached in pairs, as there were not enough coaches at that time to offer all students their own coach. However, by the following year, and all the years thereafter, all MBA students had their own coach. This was made possible by the large class of MBA alumni who attended the CPLC in 2010 as well as in 2011.

5.4.2.3 The leadership coaching sessions

Research in the coaching field indicates that coaching can make a significant contribution to leadership development in that it can enhance the coaching client's self-awareness and learning (Brand & Coetzee, 2013; Grief, 2007, Passmore, 2010) as well as their leadership effectiveness (De Meuse et al., 2009; Kombarakaran et al., 2008; Ladegard & Gjerde, 2014). The leadership coaching sessions at WBS were designed to be transformational (Klimoski & Amos, 2012; Merriam & Caffarella, 1999;), developmental (Grant, 2005; Segers et al., 2011), evolutionary (Brockbank, 2008), person-centred and humanistic (Maslow, 1970; May, 1969; Rogers, 1951, 1961; Stober, 2006), and to provide the students with a personal reflective space (Clutterbuck, 2004). The WBS leadership coaching sessions can be viewed as being transformational, based on the fact that they had a strong focus on inner meaning and reflection (Merriam & Caffarella, 1999). The coaching sessions can be described as developmental as they had a strong focus on the personal development of the MBA student (Grant, 2005; Segers et al., 2011), which suggests the use of a non-directive coaching style (Rogers, 1951, 1961; West & Milan, 2001). The coaching sessions can be seen as being evolutionary in that they had a transformational purpose, a person-centred approach and were facilitated by a coach who was able to conduct a reflective dialogue with the student (Brockbank, 2008). The coaching sessions were designed to be person-centred (Rogers, 1951, 1961). According to Stober (2006), person-centred coaching falls within the humanistic coaching domain. The coaching sessions were also designed to provide the students with a personal reflective space (Clutterbuck, 2004) in which they could explore their leadership style, obtain support in achieving their developmental goals, and reflect on their individual sense of meaning and purpose with the aid of the IMPRT and their coach. The coaching sessions can be described as being eclectic in terms of including elements of existential coaching (Langdridge, 2012) in terms of the focus on meaning and purpose throughout the coaching process, as well as some elements of the narrative approach (Stelter, 2010) in terms of the students' being asked to tell their autobiographical story in their first coaching session.

In terms of the different classification systems developed by Ives (2008), Stelter and Law (2010), and de Villiers (2012), the coaching approach used in this study can be

described as being non-directive as opposed to directive, and developmental as opposed to solution-focused or performance-oriented (Ives, 2008). Furthermore, in terms of the classification system proposed by Stelter and Law (2010) as belonging to the third generation of coaching and is described as 'coaching with a reflective space' as opposed to 'coaching with a problem or goal perspective' or 'coaching with a solution or future perspective'. Finally, the classification system developed by de Villiers (2012), suggests that the chosen coaching approach should lead to some measure of personal growth and change rather than for example, job improvement, and group or organisational effectiveness.

Table 5.1: The four leadership coaching sessions

Session one	Session two	Session three	Session four
Encourage your client to tell you his or her 'short autobiographical story'. Motivation for doing the MBA? How is the course going? Leadership style impact: insights and reflections; trying out new styles? Development goals arising out of the feedback received in the leadership workshop. other development goals? Remind your coaching client to complete questions in the authentic self section in the IMPRT for next session.	Learning at WBS and 'at work' in the past two weeks. Developmental goals: progress made since the last session. Leadership style impact: new insights? Success with extending range of styles where appropriate? Discuss authentic self section of the IMPRT. Remind your coaching client to complete the spiritual self and pleasure-seeking self sections in the IMPRT for next time.	Learning at WBS and 'at work' in the past two weeks. Development goals: progress since last session? Leadership style impact: new insights? Discuss the spiritual self and pleasure-seeking self sections of the IMPRT. Remind students to complete the last three questions in the IMPRT for the fourth and last session.	Discuss the student's answers to last three questions of the IMPRT What have you and your client gained from the coaching sessions? Appropriate goodbyes and thank yous.

In the first session, the MBA students were encouraged to tell their autobiographical story in order to provide the coach with an understanding of the student's background and experiences. The autobiographical story could also serve the purpose of being a starting point for the student's exploration of the life narrative (Damasio, 1999; Gallagher, 2000; Sparrowe, 2005, Stelter, 2010). Strongly connected to the autobiographical story, was the coach's first question to the student regarding the

student's motivation for doing the MBA. Throughout the coaching engagement, the coach would enquire about how the student was doing in the course as well as at work (questions regarding work obviously did not apply to the MBA students studying fulltime), as self-managed learning and development is based on turning everyday challenges and experiences into a learning opportunity (Kolb, 1984). The learning from the leadership workshop was revisited by means of the coaches asking the students about their reflections and insights regarding the impact of their preferred leadership styles as well as about whether or not they are attempting to try out any other leadership styles (Bloch & Whitely, 2003). The students were asked to revisit their development goals from the leadership workshop. These development goals usually went through a process of being evaluated and refined throughout the coaching process. Finally, the coach encouraged the student to start to engage with, and reflect on, the questions in the IMPRT, between the coaching sessions. It was important that the students set aside this time for reflection, as this is perceived to be a core component of the coaching process (Mezirow, 1994; Merriam & Caffarella, 1999; Taylor, 2000; Petriglieri et al., 2011; Waddock & Lozano, 2012). The coaching themes initiated in the first coaching session were carried through all four sessions. However, each individual coaching experience varied considerably between the students, as the content and emphasis of different individual themes were unique to the individual. In the fourth and last session, the coaches and students shared with each other what they had gained from the sessions, after which they thanked each other for the time they had spent together and said goodbye.

5.4.3 The MBA alumni coaches

5.4.3.1 The recruitment of alumni coaches

As indicated earlier, the results of a marketing survey of WBS alumni's perceptions of their alma mater, commissioned by WBS, indicated that many of the MBA alumni wished to reconnect with the school for purposes of networking with other alumni, attending on-going learning opportunities, and giving back to the school by mentoring WBS students and recent graduates. This information suggested that the MBA alumni might be prepared to come back to the school to coach the present MBA students

if they also saw this as an opportunity to network and to further their learning. An email was sent out to all WBS MBA alumni to inform them about the launch of the CPLC inviting them to a social evening at WBS. There was an enthusiastic response to this email and 36 alumni made application to and were accepted onto the CPLC in the first year of this programme in 2009.

As noted above, all the alumni who attended the CPLC provide the MBA students with coaching free of charge, as supervised coaching forms an integral part of this programme. An unexpected and valuable development since the inception of this programme, has been that a large proportion of the alumni who have completed the CPLC in previous years and continue to volunteer their services free of charge year after year.

The long-term sustainability of the MBA leadership development programme at WBS is based on the availability of MBA alumni volunteers to coach the students. The cost of providing the CPLC free of charge to the alumni is less than a quarter of the cost that would be incurred if the MBA coaching programme had to rely on professional coaches. The programme enjoys the support of the Head of School as well as of the Alumni Association.

5.4.3.2 The Certificate Programme in Leadership Coaching (CPLC)

The CPLC was developed by the researcher with the primary objective of ensuring quality control of the coaching offered by the alumni to WBS MBA students. The CPLC covers the essence of leadership development theory, ethical and effective coaching methods, as well as supervised practical coaching experience. The CPLC comprises seven modules (see Appendix E), which translates into 24 hours of classroom-based teaching. Each course participant was expected to coach three MBA students for four individual sessions over a three-month period. The CPLC participants were all given a coaching logbook, which provided guidelines for each coaching session as well as writing space in which the coaches can make their own notes, regarding the rapport established with the student, main content of the session, process followed, and progress made after each session. The participants were encouraged to review their notes before each session with a MBA student as well as to reflect on their notes before attending the

supervision meetings, which were held on four occasions during the coaching engagement (see Appendix E).

5.5 MBA leadership development internationally and at WBS

As discussed at the beginning of this chapter, business schools have been criticised for not producing potential leaders (Bennis & O'Toole, 2005; Mintzberg, 2004). This presents a problem in terms of the employability of MBA graduates as leadership development needs to start early in a person's career (Benjamin & O'Reilly, 2011). However, a foundation for the MBA students' future leadership development can be established during their MBA if the students' learning can be personalised to the individual level (Petriglieri et al., 2011). As the intention of the leadership development programme at WBS was to enable the students to develop a foundation on which they could build their future leadership development, the inclusion of individual coaching sessions was seen as imperative. The school was able to provide coaching as part of the MBA leadership development programme by bringing back the MBA alumni to coach the current MBA students. In line with current thinking regarding MBA leadership development (Klimoski & Amos, 2012), the programme at WBS also encouraged the students to take responsibility for their own development by introducing them to self-development tools such as feedback from others, articulating developmental goals, and how to reflect on individual meaning and purpose.

The inclusion of the coaching sessions into the MBA leadership programme at WBS opened up the opportunity to carry out research on the contribution that coaching can make to MBA leadership development. Although this particular research study was limited to one specific business school, the researcher had the advantage of being in a position to contextualise the research within the MBA leadership development programme at the school. Without being presented with the specific context of a particular research study, it is difficult to interpret the findings of this research, and it may make it difficult for the research community, including faculty members at other business schools, to assess the generalisability of the research outcomes.

CHAPTER SIX: RESEARCH METHODOLOGY

The intention of this study was to explore and identify the contribution made by the leadership coaching to MBA students' leadership development. The study utilised a mixed methods sequential exploratory design. In this chapter, the three main purposes for conducting research in the social sciences are discussed to provide a background to the choice of exploratory research. The ontology and epistemology underpinning the study are revisited for purposes of clarifying the positioning of the study within the pragmatism paradigm. The discussion of the research paradigm informs the choice of research methods and research design. The research site, population and sample groups as well as the research process is covered. The development of the research instruments are described, followed by the data analysis and an overview of the ethical considerations attended to in conducting the study.

6.1 Three main purposes for conducting research in the social sciences

According to Stober (2005), there are three main purposes for conducting research in the social sciences: exploration, description, and explanation. Applied to the field of coaching, exploratory research helps identify relevant variables, descriptive research can be used to identify outcomes and the variables associated with effective coaching, and explanatory research addresses issues of causation and generalisability (Stober, 2005). When researching something relatively new, exploratory research is often the most productive place to start (Stober, 2005). In this study, exploratory research methods were used to identify and understand how leadership coaching can contribute to MBA leadership development. An exploratory approach was chosen primarily because there was no record of any previous research studies that had focused on the contribution that coaching provided by MBA alumni could make to MBA leadership development.

Anderson, Herriot and Hodgkinson (2001) recommend that in doing research in the field of work and organisational psychology, researchers should combine the need for relevance and academic rigour, adopt a pragmatic research paradigm, which would allow them to meet the needs of both researchers and practitioners in the field. The question of

relevance is multi-faceted, and needs to be considered in relation to other questions such as relevance for whom, ultimate purpose, and to what ends (Anderson et al., 2001). The question of methodological rigour is, according to Anderson et al. (2001), fraught with similar difficulty in that standards of what is considered evidence of rigour vary according to the ontological assumptions and epistemological orientations underpinning a particular school of thought.

6.2 Research paradigm

This research study can be conceptualised as falling within the pragmatism paradigm. The ontology underpinning this study was, as noted in Chapter 1, based on the philosophy of pragmatic humanism as defined by Ferdinand Schiller. The fact that Schiller based his philosophy on the idea that "man is the measure" (Porrovechio, 2006, p. 36), can be related to the approach taken in this study, where the main focus of the study was to investigate how coaching had contributed to the MBA students' leadership development from the perspective of both the students and their coaches. A key feature of pragmatism is that it acknowledges that exploring different perspectives contributes towards a more complete picture of the social world (Abbott, 2006). Pragmatic research is high in relevance, high in methodological rigour and places the practitioner and scientists in partnership to solve real world problems (Abbott, 2006). According to Creswell (2009), pragmatism provides a philosophical basis for research, and given that individual pragmatist researchers are free to choose the methods, techniques, and procedures of research that best meet their needs and purposes, pragmatism opens the door for multiple methods, different worldviews, different assumptions, as well as different forms of data collection and analysis (Creswell, 2009).

Onwuegbuzie and Leech (2005) describe pragmatic researchers as people who utilise and appreciate both quantitative and qualitative research. This can be contrasted with purists and situationalists. These three paradigms can be seen as lying on a continuum, with purists and pragmatists lying on opposite ends, and situationalists lying somewhere between the two (Onwuegbuzie & Leech, 2005). Purists believe that quantitative and qualitative methods stem from different, incompatible assumptions about the nature of research, and that therefore, these approaches cannot, and should not,

be mixed (Onwuegbuzie & Leech, 2005). Situationalists agree that both approaches have value, but believe that certain research questions lend themselves more to one approach then the others (Onwuegbuzie & Leech, 2005). Pragmatists, on the other hand, believe that one should utilise the strength of both techniques to gain a better understanding of social phenomena, and that research methodologies are merely tools to help with the understanding of the world (Onwuegbuzie & Leech, 2005). According to Creswell (2009), pragmatism provides a philosophical basis for research and given that individual pragmatist researchers are free to choose the methods, techniques, and procedures of research that best meet their needs and purposes, pragmatism opens the door for multiple methods, different worldviews, different assumptions, as well as different forms of data collection and analysis. Hanson, Creswell, Clark, Petska and Creswell (2005) state that pragmatism is in fact the best paradigm for mixed method research (discussed in section 6.3) valuing both objective and subjective knowledge. In mixed method research, the researcher is free to adopt the assumptions underpinning both qualitative and quantitative research (Creswell, 2009).

6.3 Mixed methods research

Linley and Harrington (2005; 2008) argue that that there is a place for both qualitative and quantitative approaches within coaching research, and encourage researchers to recognise the value of each approach within the context of different research questions. Hanson et al. (2005) describe the use of multiple data collection methods as dating back to the earliest social science research, but add that in their view it was above all Campbell and Fiske (1959) who, in their study of the validation of psychological traits, “brought multiple data collection methods into the spotlight” (Campbell & Fiske, 1959, p. 225). Mixed method research is an approach that involves the use both qualitative and quantitative methods providing the best understanding of the research problem if either qualitative or quantitative methods appear to be inadequate for the research problem (Creswell, 2009; Creswell & Plano Clark, 2007). Mixed methods research is, according to Creswell (2014), an approach in which the researcher gathers both qualitative (open-ended) and quantitative (closed-ended) data, integrates the two, and then draws interpretations based on both sets of data.

6.4 Sequential mixed methods design

According to Hanson et al. (2005), the three basic steps involved in conducting a mixed method study are:

[1] Recognising that all researchers bring implicit theories and assumptions to their investigations, and make these explicit by the paradigm that underlies the researcher's study and subsequent methodological choices;
[2] Deciding how data collection will be implemented, that is, in which order quantitative and qualitative data will be collected, concurrently or sequentially; and
[3] Deciding the point at which data analysis and the integration of data will occur (separately or connecting the data in some way).

In sequential mixed method procedures, the purpose is to elaborate on or expand the findings of one method with another method (Creswell, 2009, 2014). The explanatory strategy is characterised by the collection of quantitative data in the first phase of the research followed by the collection of qualitative data in the second phase, which builds on the results of the initial quantitative phase. In the sequential exploratory design, quantitative data is used primarily to augment qualitative data (Hanson et al., 2005). Creswell (2009) states that the sequential exploratory model is particularly useful to researchers who want to explore new phenomenon, to expand on their qualitative findings, as well as to researchers who want to develop a new instrument. When qualitative research is collected first, the intent is to explore the topic with participants at sites (Creswell, 2009).

According to Creswell (2009), researchers need to consider the timing and weighting of data when choosing their strategy of enquiry. In terms of timing it needs to be decided whether it will be in phases (sequentially) or at the same time (concurrently). When the intent is to explore the topic with a specific sample or samples at a site such as in the current study, the qualitative data is collected first.

Once the initial, exploratory data has been collected and analysed, researchers then expand their understanding through a second stage when data is collected from a

larger sample or samples (Creswell, 2009). In terms of weighting, in some studies the weight of qualitative and quantitative data might be equal, in other studies one might be more emphasised then the other. A figurative illustration of the sequential exploratory design is presented in Figure 6.1.

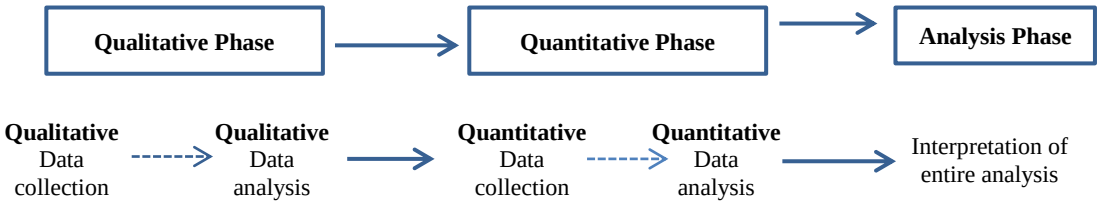

Figure 6.1: Sequential exploratory design

(Creswell, Plano Clark, Gutman & Hanson, 2003)

Thus, the research described in this study took a sequential (phased) approach and began with the collection of qualitative data from samples of MBA students and alumni coaches. The qualitative data was analysed and used to develop the items included in the quantitative questionnaires administered to two larger samples of both MBA students and alumni coaches. In the third phase of the study, the data collected from both the qualitative and quantitative phases of the study were integrated and interpreted.

6.5 Research site, populations and sample groups

6.5.1 Research site

WBS was chosen as the research site for the study. This business school, situated in Johannesburg, South Africa has a teaching faculty and student body characterised by racial and cultural diversity. An important consideration for the choice of this research site was the fact that, as a member of the academic staff, the researcher had in-depth knowledge of the institution and access to the research participants who attended the two programmes from which the four sample groups were drawn (the MBA leadership development programme and the CPLC).

6.5.2 Populations and sample groups

There were two populations selected for this study, the MBA students in their first year of study who all attended the leadership development programme, and the MBA alumni coaches who all attended the CPLC.

During the period that the research study was conducted, there was an annual intake of three new MBA classes at WBS: A full-time class with approximately 25 students and two part-time classes with approximately 50 students in each class.

The sample of MBA students for the first qualitative phase of the study was drawn from all the MBA students in their first year of study in 2009, and the sample of MBA students for the second quantitative phase of the study was drawn from all the MBA students in their first year of study in 2010, 2011 and 2012. There were 144 students in the first MBA sample and 361 in the second sample (see Table 6.1 and Table 6.2).

Table 6.1: MBA student sample, 2009

Demographic	Numbers	Percentages
Total participants	144	
Average age	32	
Male	94	65
Female	50	35
Asian	32 (26 male, 6 female)	22
Black	64 (36 male, 28 female)	44
Coloured	6 (2 male, 4 female)	4
White	42 (30 male, 12 female)	30
Previous Degrees		
□ BSc/BSc(Hons)/MSc	53	37
□ BCom/BCom/(Hons)/MCom/BAcc	39	27
□ PDM/MAP/Dipl	23	15
□ BTech	12	8
□ BA/BEd	9	6
□ MBCHB/BPharm	6	4
□ PHD	1	1
□ LLB/LLM	1	1

Most of the students in the 2009 MBA classes were in their early thirties, with the majority of the students being male and approximately 30 percent being female. Approximately 40 percent of the students were black, 30 percent were white and another 30 percent of the class were Asian. These students typically have their first degrees from the fields of science, commerce or management, with only a few students having degrees in medicine, the humanities or law.

Table 6.2: MBA student sample 2010, 2011 and 2012

Demographic	Numbers	Percentages
Total Participants	361	
Average Age	32	
Male	245	68
Female	116	32
Asian	99 (67 male, 32 female)	27
Black	140 (90 male, 50 female)	39
Coloured	10 (10 male, 0 female)	2
White	112 (82 male, 30 female)	32
Previous Degrees		
☐ BSc/BSc(Hons)/MSc	159	44
☐ BCom/BCom(Hons)/MCom/BAcc	90	25
☐ PDM/MAP/Dipl/BTech	51	14
☐ MBCHB/BPharm	40	11
☐ BA/BA(Hons)/BEd	15	4
☐ PHD	3	1
☐ LLB/LLM	3	1

The demographics for the second sample of MBA students was very similar to those of the first sample, which suggests that these two samples were both representative of the population of MBA students who attended WBS in 2009, 2010, 2011, and 2012. This assertion is further supported by the relatively high response rate for both of these samples to both the qualitative and quantitative questionnaires (see section 7.1.2).

The sample of MBA alumni coaches for the fist, qualitative phase of the study were drawn from the MBA alumni attending the CPLC in 2009, and the second sample of MBA alumni coaches was drawn from the MBA alumni attending the CPLC in 2010, 2011 and 2012 (see Table 6.3 and Table 6.4).

Table 6.3: MBA alumni coach sample 2009

Demographic	Numbers	Percentages
Total Participants	36	
Total Graduates	35	
Non-MBA Participants	1 MA	3
Average Age	47	
Male	25	69
Female	11	31
Asian	3 (1 male, 2 female)	8
Black	8 (7 male, 1 female)	22
Coloured	3 (2 male, 1 female)	8
White	22 (15 male, 7 female)	61
Previous degrees		
□ Other	20	56
□ BCom/BCom (Hons)BCompt/MCom	6	17
□ PDM/MAP/Dip/HDip	4	11
□ BSc/BSc(Hons)/MSc	3	8
□ BA/BEd/BA(Hons)	2	6
□ LLB/LLM	1	3

The average age of the alumni coaches attending the CPLC in 2009 was 47 years, which is 15 years higher than the average age of the students in the MBA sample. A much higher percentage of white participants were found in the alumni sample, probably reflecting the demographics of the MBA classes at the time when the alumni studied for their MBA at WBS. The percentage of male and female alumni attending the CPLC was similar to that of the MBA sample, possibly indicating that not much has changed in this regard over the past fifteen years. It is difficult to compare the distribution of first degrees in the MBA and alumni sample as so many alumni chose not to respond to this question in their application form (see Table 6.3).

Table 6.4: MBA alumni coach sample 2010, 2011 and 2012

Demographic	Numbers	Percentage
Total Participants	67	
Total Graduates	60	
Non-MBA Participants	3 (2 MM, 1 PhD)	
Average Age	46	
Male	33	49
Female	34	51
Asian	3 (2 male, 1 female)	4
Black	13 (8 male, 5 female)	19
Coloured	1 (0 male, 1 female)	1
White	50 (24 male, 26 female)	75
Previous degrees		
□ Other	28	42
□ BCom/BCom (Hons)BCompt/MCom/BAcc	13	19
□ BA/BEd/BA(Hons)/MA	12	18
□ BSc/BSc(Hons)/MSc	7	11
□ MBCHB/Vet	3	4
□ PhD/Doctorate	2	3
□ PDM/MAP/Dip/HDip	2	3

The second alumni sample is similar to the first sample when it comes to age, but there is an even higher proportion of white alumni. In this sample there are slightly more females than males (see Table 6.4). Here again it is difficult to make any comparison with the MBA sample in terms of the distribution of first degrees as 42 percent of this sample did not respond to this question in their application form.

It is interesting to note this example of an older, more experienced, and predominately white group of MBA alumni, coaching a younger, less experienced but highly diverse group of MBA students.

6.6 Research process

As noted earlier, the study utilised a mixed method design based on the sequential exploratory design presented in Figure 6.1. The first phase of the study was the

qualitative exploration of the MBA students and their coaches' perceptions of what the MBA students had derived from the coaching sessions. A short qualitative questionnaire with three open-ended questions was used for this purpose. These questions were formulated to elicit answers regarding what potential benefit the MBA students had derived from the coaching sessions, whether the coaching sessions had added any value to the leadership course, and what the students had learnt from the coaching sessions. Parallel forms of the qualitative questionnaire were administered to a sample of first-year MBA students (see Appendix A) as well as to their MBA alumni coaches (see Appendix B). The reason for collecting qualitative data in the first phase of the study was two-fold. First, it was envisaged that the qualitative stage would allow the development of an initial understanding of what benefit the MBA students had derived from the coaching sessions. Second, it would provide the themes that would serve as the foundation for the development of the items to be included in the quantitative questionnaire that was part of the second phase of the study. The reason for including the MBA alumni coaches as a second sample in this study was that they were considered equal partners with the MBA students in the collaborative process of supporting the MBA students' leadership development, and therefore they were considered an important additional source of information regarding the research topic. Adding the alumni coaches' perceptions to this study made it possible to see the potential contribution MBA leadership coaching could make to the MBA students' leadership development through another 'lens' (Creswell & Miller, 2000) and thus provided the qualitative phase of the study with an additional credible source of validity. The coaches' perspective on the outcomes of the coaching process has been used in a number of previous research studies; see for instance Kombarakaran et al. (2008), and Brand and Coetzee (2013) discussed in section 4.5. The consolidated themes derived from the thematic analysis (Braun & Clarke, 2006) of the data obtained from the qualitative study were used to develop the items that were included in the Likert-type (Likert, 1932), seven point quantitative questionnaire that was used in the quantitative phase of the study. Parallel forms of the quantitative questionnaire were administered to two large samples of first-year MBA students (see Appendix F) and their alumni coaches (see Appendix G) in the second phase of the study. Findings from both the thematic and statistical analysis of the data obtained from the qualitative and quantitative questionnaires were used to identify the contribution

made by the leadership coaching sessions to the MBA students' leadership development in the third phase of the study.

The research process, which was conducted over a four-year period, was integrated with the first-year MBA students' leadership programme as well as with the alumni coaches CPLC that ran parallel to the MBA leadership programme. This ensured that there would always be a sufficient number of coaches available to provide the MBA students with the leadership coaching that was part of their leadership development programme (see Figure 6.2).

The first qualitative phase of the study, as noted in section 6.4 and illustrated in Figure 6.1, entailed the collection of qualitative data from both the MBA students and the alumni coaches by means of a qualitative questionnaire. This was preceded by the MBA leadership workshop (see section 5.4.2.1), the MBA coaching briefing (see section 5.4.2.2), and the MBA leadership coaching sessions (see section 5.4.2.3), as well as the alumni coaches' CPLC. The CPLC included the seven classroom based modules, the MBA leadership coaching sessions facilitated by the alumni coaches and the four supervision group sessions (see section 5.4.3.2).

The second phase of the study, i.e. the administration of the quantitative questionnaire (see Figure 6.1), was preceded by the consolidation of the qualitative themes derived from both the MBA students' and the alumni coaches' qualitative questionnaire, the development of the quantitative questionnaire, the MBA students' leadership development programme (see section 5.4.2) and the alumni coaches' CPLC (see section 5.4.3.2).

The third and final stage, i.e. the analysis, integration and interpretation of both the qualitative and quantitative data (see Figure 6.1), was preceded by the statistical analysis of the data collected by means of the MBA students and the alumni coaches' quantitative questionnaire (see Figure 6.2).

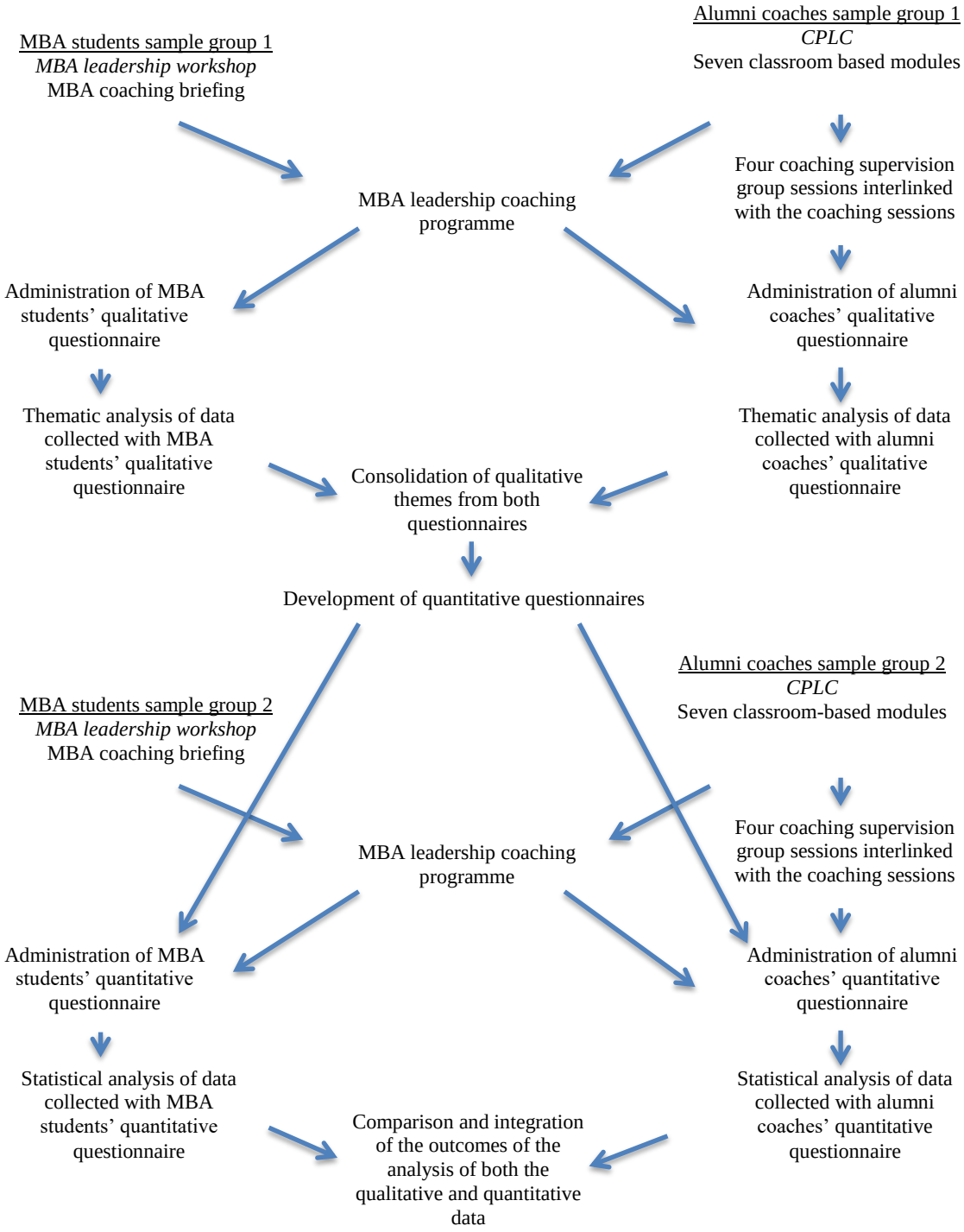

Figure 6.2: The integration of the research process with the MBA leadership programme and the alumni coaches' CPLC

6.7 The research instruments

6.7.1 The research instrument for the qualitative study

Parallel forms of the same questionnaire with open-ended questions for MBA students (see Appendix A) and MBA alumni coaches (see Appendix B) were developed for the qualitative study. These three questions asked both the MBA students and their alumni coaches their perceptions of what benefit, added value and learning the MBA students had derived from the leadership coaching sessions. All MBA students and alumni coaches completed one questionnaire each. In this first phase of the study, the MBA students' and MBA Alumni coaches' were asked to respond to the three questions in the qualitative questionnaire. The MBA students' and the alumni coaches' responses were then transcribed, summarised and interpreted using thematic analysis as described by Braun and Clarke (2006). Thematic analysis is a method for identifying, analysing, and reporting themes and patterns within a set of data and includes becoming familiar with the data, generating initial codes, searching for themes, reviewing themes and defining and naming themes. Because the researcher is the instrument in qualitative inquiry the credibility of the researcher needs to be established (Patton, 1999). What experience, training and perspective does the researcher bring to the field (Patton, 1999, p. 1198)? With reference to section 1.1.1 and section 1.8, it can be further stated that the researcher is an accredited occupational and organisational psychologist with many years' experience of using thematic analysis as a tool in adult assessment, counselling and coaching. The researcher is also an experienced lecturer in leadership, leadership development, coaching and psychology at the MBA and Masters levels, and can thus be considered knowledgeable in terms of the research topic and the field of inquiry. In terms of perspective, the researcher's professional career has been motivated and guided by her belief in the individual's ability to develop his or her potential regardless of gender, race, creed or class if provided with the opportunity to do so.

6.7.2 The research instruments for the quantitative study

Based on the consolidated thematic content analysis of the MBA students' and MBA alumni coaches' responses to the questions in the qualitative questionnaires used in

the first phase of the study, parallel forms of a quantitative questionnaire with Likert-type (Likert, 1932) scaled items, were developed for administration in the second phase of the study for the MBA students (see Appendix F) and the alumni coaches (see Appendix G). It is important to note that this quantitative questionnaire does not constitute a psychometric scale, as the items have not been summed up. The questionnaire was designed, using the data collected with the qualitative questionnaire, to cover the wide spectrum of potential benefits, value and learning that the MBA students could potentially derive from the leadership coaching sessions. As discussed in the introduction to the study (see section 1.4), the aims of this study was not to develop a psychometric instrument, but to explore the contribution coaching can make to MBA leadership development. The exploratory factor analysis (EFA) carried out as part of the subsequent statistical analysis of the MBA students' and alumni coaches' responses to the items in the quantitative questionnaire (see section 6.8.3) provides a tentative indication of the factor structure of this instrument. However, it should be noted that this instrument should be viewed as being exploratory and further research is thus required to evaluate the psychometric properties of this instrument.

6.7.3 Administration of the questionnaires

The questionnaires in both phases of this study were administered to the MBA students and the MBA alumni coaches under well-controlled and standardised conditions when all of the coaching sessions had been completed. The MBA students were asked to complete the questionnaires in the classroom in their break between two lectures, and the MBA alumni coaches were asked to complete their questionnaires at the end of the CPLC exam, written after they had completed all the leadership coaching sessions with the MBA students that had been allocated to them. Thus, both the qualitative questionnaire and the quantitative questionnaires were administered to the MBA students and the alumni coaches shortly after they had completed the four leadership coaching sessions. Based on the MBA students' timetables, both the qualitative and quantitative questionnaires were administered to the MBA fulltime class before being administered to the two MBA part-time classes and the alumni coaches. Given the fact that the MBA fulltime class did not experience any apparent difficulties in responding to these

questionnaires, no changes were made to the questionnaires before administering them to the two part-time MBA classes and to the alumni coaches.

6.8 Data analysis

6.8.1 Analysis of the qualitative research

As noted earlier, in section 6.6, the qualitative analysis of data served two main purposes. First, the qualitative analysis of data was used to provide a rich and deep understanding of the MBA students' and alumni coaches' responses to both the qualitative and quantitative questionnaires, which could be integrated with the quantitative findings of the research. Second, the qualitative analysis of data was used to identify the themes that could be derived from the thematic analysis of the responses to the questions in the qualitative questionnaire in order for these to be used as the foundation for generating the items to be included in the quantitative questionnaire.

The answers to the questions in the open-ended questionnaires were summarised and interpreted using thematic analysis, as described by Braun and Clarke (2006). Thematic analysis is a method for identifying, analysing and reporting themes or patterns within a set of data (Braun & Clarke, 2006, p. 6). Braun and Clarke (2006) provide a guide to their recommended six phases of thematic analyses:

[1] *Becoming familiar with the data:* This would include transcribing data, reading and re-reading the data, noting down initial ideas;
[2] *Generating initial codes:* This would include coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code;
[3] *Searching for themes:* This would include collating codes into potential themes, gathering all data under each potential theme;
[4] *Reviewing themes:* Generating a thematic map of analysis;
[5] *Defining and naming themes:* This would include defining the specifics of each theme; and
[6] *Producing the report*: Producing a scholarly report of the analysis.

All the responses to the questions in the qualitative questionnaire were transcribed verbatim and collated in two separate documents, one for the MBA students and one for the alumni coaches. The MBA students' responses to the qualitative questionnaire are contained in Appendix H and the alumni coaches responses are contained in Appendix I. These documents were read and re-read separately for purposes of making some initial notes of the patterns of similar responses emerging from these documents ("Becoming familiar with the data", Braun & Clarke, 2006, p. 6). Based on the initial notes made of these patterns, similar answers to the three questions were grouped together in order to assign tentative codes to each of these clusters in the two separate documents ("Generating initial codes" and "Searching for themes", Braun & Clarke, 2006, p. 6). See Table 7.1. Given that the qualitative analysis of data served two purposes, two different strategies were used in a parallel process. The first strategy was to identify and code the smaller clusters in the data so that they could be used to develop the items for the quantitative questionnaire. See Table 7.3. The second strategy entailed reviewing the themes, defining and naming the themes, and identifying the broader themes emerging from the thematic analysis of the qualitative data by utilising the fourth, and fifth phase in Braun and Clarke's (2006) method of thematic analysis ("Reviewing themes" and "Defining and naming themes", Braun & Clarke, 2006, p.6). See Table 7.2.

6.8.2 Analysis of the quantitative questionnaire

The statistical analysis of data was carried out using IBM SPSS Version 2.2. The researcher was assisted by a professor (as per Acknowledgements) specialising in quantitative analytical methods.

There is an ongoing debate regarding whether or not Likert-type scales produce ordinal or interval data (Carifio & Perla, 2007; Jamieson, 2004). Whereas Jamieson (2004) maintains the view that they produce ordinal data and that calculating means and standard deviations is inappropriate, Carifio and Perla (2007) responded by stating that Jamieson's (2004) article, like many others, is full of misunderstandings and misconceptions. They suggested that Likert scales (as opposed to single Likert response format items) produce interval data and that the F-test can be used to test any violations of the interval data assumption (Carifio & Perla, 2007). Stacey (2006), in an article

focused on the statistical method he had developed to estimate the means and standard deviations of rank order survey items, proposed a practical approach to transforming ordinal to interval, which was used in the statistical analysis of the quantitative data collected for this study. By applying a distribution-fitting algorithm to the data, this could be standardised to fulfil the assumption of normality facilitating the application of parametric statistics such as t-tests. Standardised means, t-values and p-values could be calculated for items 1 to 35 and 37 in the quantitative questionnaire respectively for the MBA students' (see Appendix J), the MBA alumni' (see Appendix K), as well as for the combined group (the MBA students and MBA alumni) (see Appendix L). The items were then ranked from highest to lowest ratings for all three groups based on t-values and p-values obtained with Stacey's (2006) statistical method.

6.8.3 The exploratory factor analysis

An exploratory factor analysis (EFA) was carried out in order to identify the key factors emerging from the analysis of the quantitative data. Fabrigar, Wegener, MacCallum and Strahan (1999) suggest that a number of methodological issues need to be considered in carrying out an EFA, including the design of the study, the number of variables included, and the size and the nature of the sample. Mindful of these methodological issues, an EFA was only carried out on the data obtained with the MBA students' questionnaire, as the sample was considered large enough in relation to the items included in the questionnaire, whereas the alumni coaches' sample was considered too small for this purpose. Measures of appropriateness of the factor analysis including Kaiser-Meyer-Olkin's measure of sampling adequacy (Kaiser, 1970) as well as Barlett's test of sphericity (Bartlett, 1950) were conducted. A reliability analysis using Cronbach's Alpha (Cronbach, 1951) was carried out and the reliability coefficients for the four factors emerging from the factor analysis were estimated.

6.9 Ethical considerations

Elmes, Kantowitz and Roediger (1995) suggest that the same ethical considerations apply to the treatment of participants in both qualitative and quantitative research. These include:

- *Informed consent:* The researcher should ensure that participants are fully informed about the research procedures and give their consent to participate in the research before data collection takes place;
- *No deception:* Deception of participants should be avoided altogether;
- *Right to withdraw:* The researcher should ensure that the participants feel free to withdraw from participation from the study without fear of being penalised;
- *Debriefing:* The researcher should ensure that, after data collection, participants are informed about the full aims of the research. Ideally, they should also have access to any publications arising from the study they took part in; and
- *Confidentiality:* The researcher should maintain complete confidentiality regarding any information about participants acquired during the research process.

In this study, all subjects, MBA students and alumni coaches, were informed about the research study and in what way they would be asked to participate in the study. The MBA students were informed at the beginning of the leadership workshop and the alumni coaches were briefed at the beginning of the first lecture of the CPLC.

There was no deception in this study nor was any group of participants offered greater or fewer potential benefits from the leadership development course or in the number of coaching sessions provided for them. The MBA alumni and MBA students could not easily withdraw from the courses they were attending in that they would not be fulfilling the requirements needed to obtain their respective certificate or degree, however, they could choose to withhold the documents asked for or refuse to complete the research questionnaire without penalty. All participants were assured of complete confidentiality and were told that no individual would be identified in the published report.

The professional conduct of the researcher was informed not only by the ethical consideration provided by Elmes et al. (1995), but also by the ethics code for registered psychologists provided by the Health Professions Council of South Africa with particular reference to the confidentiality of the personal information of all research subjects.

The Head of School, Dr Wendy Ngoma, granted permission for the researcher to conduct the research study at WBS. The Ethics Committee at the University of the Witwatersrand granted ethics clearance.

Every effort was made to avoid any form of plagiarism including generating a report on the entire thesis using Turnitin software.

6.10 The research study in summary

The intention of the study was to explore the contribution that leadership coaching could make to MBA leadership development for purposes of adding to existing theory in the fields of leadership development and leadership coaching. The study took place at WBS in Johannesburg, South Africa. An exploratory research approach was adopted as very little research had been undertaken into the role of coaching in MBA leadership development prior to this study. The MBA students' alumni coaches were included as a second population and sample for the study, as their perspectives as equal partners in the coaching process were considered valuable. The research study falls within the pragmatism paradigm and employed a mixed method approach for purposes of providing the best understanding of the research problem. The research design was based on a three-phase sequential exploratory design. Parallel forms of a qualitative questionnaire were administered to a sample of MBA students as well as to a sample of alumni coaches. The quantitative questionnaires used in the final phase of the study were developed on the basis of the consolidated themes derived from the MBA students' and alumni coaches' responses to the questions in their respective qualitative questionnaires. The statistical analysis of the data obtained with the quantitative questionnaires was analysed using a statistical method developed by Stacey (2006). This allowed the data to be transformed from ordinal data to interval data, which in turn opened up the possibility of determining which of the many themes included in the quantitative questionnaires were significantly above the mean. An exploratory factor analysis was carried out in order to identify the key factors emerging from the analysis of the quantitative data. All the research participants were informed of the study prior to their participation, which was voluntary in that they were not obliged to complete the questionnaires should they

wish not to do so. The participants were assured that their responses would be treated as confidential, and that no individual would be identified in the final research report.

CHAPTER SEVEN: PRESENTATION OF RESULTS

As noted in the previous chapter, the intention of the study was to explore what contribution leadership coaching could make to the MBA leadership development programme. The research study fell within the pragmatism paradigm and employed a mixed method approach for purposes of providing the best understanding of the research problem. The research design, as noted in Chapter 6, was based on the three-phase sequential exploratory design.

The presentation of results is structured to mirror the sequential exploratory design described in Figure 6.2 including the first, second and third phase of this study (Creswell, 2009). The themes derived from the thematic analysis of the MBA students' and alumni coaches' responses to the questions in the qualitative questionnaire (administered in the first phase of the study), as well as the consolidated themes are presented in section 7.1. The broad themes identified in the qualitative analysis of the consolidated themes in Table 7.1 are presented in Table 7.2. An overview of the two parallel forms of the quantitative questionnaire is presented in Table 7.3. The statistical analysis of the data obtained using the quantitative questionnaire is presented and discussed in sections 7.2.2, 7.2.3, and 7.2.4. The results of the thematic and statistical analysis of the data is presented, compared, and integrated in 7.2.5.

7.1 The qualitative questionnaire

7.1.1 Administration of the questionnaires

As described in Chapter 6, the questionnaires in both phases of this study were administered to the MBA students and the alumni coaches when all the coaching sessions had been completed. The MBA students completed the questionnaire in the classroom in the break between two lectures and the alumni coaches completed their questionnaires at the end of the CPLC exam written when all the requirements of the CPLC course had been fulfilled (see Appendices A, B, F and G).

The MBA students' and alumni coaches' responses to the three questions in their respective qualitative questionnaires were transcribed, gathered under each potential theme, reviewed, and then named and documented as recommended by Braun and Clarke (2006) (see section 6.9.1).

7.1.2 The themes derived from the MBA students' and alumni coaches' responses to the questions in the qualitative questionnaire

Seventy MBA students completed the qualitative questionnaire (representing a response rate of 49 percent) and 34 alumni coaches completed the qualitative questionnaire (representing a response rate of 97 percent of the alumni coaches that wrote the CPLC exam in 2009).

The themes derived from the MBA students' responses to the questions in the qualitative questionnaire are presented in the left hand column of Table 7.1. The themes derived from the alumni coaches' responses the same three questions are in the middle column, and the themes derived through the consolidation of the MBA students and the alumni coaches' responses to the three questions in the qualitative questionnaire are presented in the right hand column (see Table 7.1).

Table 7.1: Themes derived from the analysis of the MBA students' and alumni coaches' responses to questions 1, 2 and 3 in the qualitative questionnaire

MBA Students N=70	MBA alumni coaches N=34	Consolidated themes of MBA students and alumni coaches
Question 1: In what way do you think you/the MBA students may have benefitted from the leadership coaching sessions?		
☐ Self-awareness ☐ Self-development ☐ Leadership development ☐ Learnt about leadership ☐ Helped me understand my purpose ☐ Reflection on my purpose ☐ Understand my leadership style ☐ Confidence has grown ☐ Reflection	☐ Being able to understand their meaning and purpose ☐ Becoming more self-aware ☐ Personal reflection/use reflection ☐ Leadership styles/Experimented with leadership styles ☐ Practice learning from Leadership Programme/Develop leadership skills in a safe environment ☐ Self-development ☐ Consider and define their strengths ☐ Managing their weak points ☐ The opportunity for feedback ☐ Managing conflicts (in syndicates) ☐ Reflect on past, present and future ☐ Understand and reflect on MBA course ☐ Built confidence ☐ Discuss issues and find solutions for themselves ☐ Leadership development ☐ Understand the benefits of leadership coaching ☐ Stress management and work-life balance ☐ To see the importance of people issues ☐ Introspection ☐ Improved relationships at work and with MBA colleagues ☐ Listening and questioning	☐ Increased self-awareness ☐ Enhanced self-development ☐ Helped students understand their purpose ☐ Supported their leadership development ☐ Added to their knowledge of leadership ☐ Strengthened their understanding of their leadership style ☐ Gave them the opportunity to reflect ☐ Has grown their confidence ☐ Has shown them the value of introspection

MBA Students N=70	MBA alumni coaches N=34	Consolidated themes of MBA students and alumni coaches
Question 2: Do you think the coaching sessions have added value to the MBA leadership course and if so in what way?		
☐ Personalised the course ☐ Personal part of the course ☐ Self-awareness ☐ Discovering my authentic self ☐ Could share thoughts and emotions ☐ Insight into motives and emotions ☐ Introspection ☐ Confirmation and validation ☐ Able to discuss/verbalise/articulate ☐ The softer aspects of management/People side ☐ Gained confidence ☐ Understanding value of coaching/A tool going forward ☐ Reflection on leadership style ☐ The leader I want to be ☐ Self-development ☐ Understanding my purpose ☐ Leadership development ☐ Develop leadership skills ☐ Defining clear goals/Planning ☐ Holistic view of MBA	☐ Practical application of the course content ☐ Leadership course revisited ☐ Apply leadership in practice ☐ Centred them in the leadership role ☐ Opportunity to internalise the theory and engage on a personal level ☐ Made leadership course more relevant ☐ Raised awareness of the role of leadership ☐ Opportunity to articulate their thoughts as leaders ☐ Deeper meaning of leadership ☐ Reflect on outcomes of leadership workshop ☐ Students could reflect on themselves ☐ Practice leadership style ☐ Practically examine leadership style/Insights into leadership style ☐ Could experiment with leadership style during MBA course ☐ Greater self-awareness ☐ Gained insight into themselves and their individual meaning and purpose	☐ Has personalised the course to the individual level ☐ Has given them the opportunity to apply what they have learnt in the personal leadership course ☐ Has allowed them to discover their Authentic Self ☐ Has made it possible for them to discuss and articulate their thoughts and feelings ☐ Has helped them to clarify their motivators and drivers ☐ Has helped them to define their goals and plan ahead ☐ Has confirmed and validated their Thinking ☐ Has helped the students to manage the stress they have experienced doing the MBA ☐ Given the students the opportunity to focus on the softer side of management ☐ Has helped them to find their own solutions to issues and problems

MBA Students N=70	MBA alumni coaches N=34	Consolidated themes of MBA students and alumni coaches
Question 3: What have you/the students learnt from the coaching sessions?		
☐ Self-development, now and in the future ☐ Self-awareness ☐ How to be authentic, to be true to myself ☐ How to be a good leader ☐ Leadership ☐ Can lead people who are different to me ☐ The value of reflection ☐ To believe in myself/Improved self-confidence ☐ An appreciation of my strengths ☐ The value of taking stock, reflection and articulating thoughts ☐ What I enjoy, my purpose, goals and objectives ☐ Assertiveness/Conflict management ☐ Leadership style ☐ The value of listening skills ☐ The value of having a coach/mentor ☐ Receptive to feedback ☐ Understanding my motives ☐ Work-life balance ☐ Value of MBA/Contextualising and embracing learning in the MBA ☐ Anything is possible	☐ Self-awareness/Self-awareness from the IMPRT ☐ Value of having a coach ☐ What is important to them ☐ Rethink and reinforce beliefs and values ☐ Their strengths/Build on strengths/To focus on strengths ☐ Their relative strengths and weaknesses ☐ More effective leadership on the MBA programme ☐ Began to see the class as a resource ☐ Understood members in their syndicates better ☐ Confronted and resolved issues in the classroom ☐ Insights into how perceived by others ☐ Recognise their mission and purpose ☐ Reflective thinking/Benefits of reflection/Helped the students to reflect ☐ Reflection on leadership behaviour ☐ Reflection on personal leadership style ☐ Reflect on learning objectives and course of action to improve these/Self-improvement through reflection ☐ Reflected on reason for doing MBA ☐ Believe in themselves /Acceptance of themselves/To be themselves ☐ Boosted self-confidence/Self-confidence ☐ Introspection/To apply introspection as a technique ☐ Came up with solutions for themselves ☐ The importance of listening ☐ Personal growth and development is a journey	☐ How to be true to themselves, how to be authentic ☐ To know their purpose, goals, objectives and what really matters to them ☐ The value of taking stock, reflection and articulating thoughts ☐ An appreciation of their strengths ☐ The value of obtaining feedback from others ☐ How to be a good leader ☐ How to work on their shortcomings ☐ The value of having a coach ☐ The value of listening skills ☐ How to be assertive and manage conflict more effectively ☐ How to manage issues of work-life balance ☐ The value of the MBA and how to embrace the learning in the MBA ☐ To manage their relationship with other students in their syndicates and class better ☐ That change is possible

MBA Students N=70	MBA alumni coaches N=34	Consolidated themes of MBA students and alumni coaches
	☐ Knowing their authentic, spiritual and pleasure-seeking selves ☐ Practical application of leadership style/Experiment in a safe environment ☐ Insight into leadership style/That their approach has an impact ☐ Practical application of theory/Leadership skills are relevant to them ☐ Alternative ways of managing others ☐ Connection between purpose and how it shapes leadership ☐ Responsibility for their self-development ☐ Fired them up re personal development ☐ Allowed them to start journey early in their career ☐ That they can change ☐ The value of feedback ☐ Ability to articulate drivers and goals ☐ How to articulate their plans for the future	

As noted above, the consolidated themes in the right hand column of Table 7.1 were based on the themes emerging from the thematic analysis of both the MBA students' and the alumni coaches' responses to the quantitative questionnaire. In terms of the MBA students, these responses include increased self-awareness ("I have become more self-aware and my confidence has grown"); self-development ("Structured, focused energy on self-development, interpersonal issues and leadership dynamics"); leadership development ("I have learnt how to be a good and effective leader; I also discovered other leadership qualities from the coaching sessions; I also learnt how to be an authentic leader"); understanding individual purpose ("It helped me to understand what my purpose in life is"); understanding leadership style ("It has given me the opportunity to reflect on my leadership style, and also to identify styles that I was not aware that even existed"); the value of reflection ("I have realised the importance of just stopping and reflecting on what one does and why one is doing it"); growing self-confidence ("My level of confidence has grown"). Furthermore, the leadership coaching sessions had personalised their leadership development to the individual level ("This has provided me with an opportunity for personalised, objective opinion on leadership issues I was experiencing; Helped me clarify my own objectives and career expectations"); and enabled the articulation of their thoughts and emotions ("The importance of taking stock in your life, reflecting on it and actually vocalising these thoughts"); understanding the value of having a coach ("I haven't had a coach before, so it was a beneficial experience to me"); being more receptive to feedback ("I have also learnt to accept feedback and use it to improve myself"); defining their future goals ("The sessions provided an opportunity to view my life goals, most notably the long term"); embracing and appreciating the value of the MBA ("It was a good time to reflect on the MBA and my personal self-growth through it; It was great to meet alumni and chat about MBA experiences"); and achieving a better work-life balance ("Getting honest unbiased feedback from the coach with respect to my interaction, communication and management style forced me to introspect and understand my purpose in doing the MBA, evaluate whether I had balance in work, study and family life; Forced me to re-evaluate and commit to spend more family time; Saw the immediate benefits in family relationship with wife and child"). All of these responses suggested that the MBA students had gained increased self-awareness from the coaching sessions and that these sessions had enhanced their individual and

leadership development, and helped them to manage the challenges involved in doing the MBA.

In terms of the alumni coaches' responses to the three questions in the qualitative questionnaire, it appears that these responses were similar to those of the MBA students; however, with some notable exceptions. The alumni coaches viewed the leadership coaching sessions as having helped the MBA students in managing conflicts in their syndicates and in improving their relationships with colleagues at work as well as with their fellow students ("The coaching reflection and input enabled the students to find collaborative ways within the syndicates to meet the challenges and time pressure imposed on them during the MBA course"). They also believed that the coaching sessions had helped the students to discuss issues and find solutions for themselves ("I think the students benefited from the sessions by having the opportunity to talk about issues and challenges with someone who is impartial, but has empathy about their experience"). Most importantly, they observed that the sessions had enabled the MBA students to start their leadership development journey early in their career ("It has allowed them to become reflective and to start a journey that others would possible start much later in life").

The broad themes identified in qualitative analysis of the consolidated themes derived from the thematic analysis of the MBA students' and alumni coaches' responses to the qualitative questionnaire (see Table 7.1), are presented in Table 7.2.

Table 7.2: Analysis of the consolidated themes in Table 7.1

Self-awareness	Self-development	Leadership development	Managing the challenges of doing the MBA
☐ Increased my self-awareness	☐ Enhanced self-development	☐ How to be a good leader	☐ The value of the MBA and to embrace the learning from the MBA
☐ An appreciation of my strengths	☐ Given me the opportunity to reflect	☐ Added to my knowledge of leadership	☐ To manage my relationships with other students in my syndicate and class
☐ They have clarified my motivators and drivers	☐ Shown me the value of introspection	☐ Supported my leadership development	☐ How to be assertive and manage conflicts more effectively
☐ Helped me understand my purpose	☐ They have made it possible for me to discuss my thoughts and feelings	☐ Has given me the opportunity to apply what I have learnt in the leadership course	☐ Has helped me to manage the stress I have experienced in doing the MBA
☐ They have helped me to define my goals and plan ahead	☐ The value of taking stock, reflection and articulating thoughts	☐ They have personalised the (leadership) course to the individual level	☐ How to manage issues of work-life balance
☐ To know my purpose goals and what really matters to me	☐ That change is possible	☐ Strengthened my understanding of my leadership style	☐ Has helped me to find solutions to issues and problems
☐ How to be true to myself, how to be authentic	☐ Has grown my confidence	☐ The value of obtaining feedback from others	
	☐ How to work on my short comings	☐ The value of listening skills	
	☐ Has confirmed and validated my thinking	☐ The value of having a coach	
		☐ Given me the opportunity to focus on the softer side of management	

As can be seen from Table 7.2, the consolidated themes from Table 7.1 can be grouped in a meaningful way as being conducive to increasing the students' self-awareness, in enhancing the students' self-development, in strengthening their leadership development and in supporting the students in managing the challenges of doing the MBA.

7.2 The quantitative questionnaire

7.2.1 The development of the quantitative questionnaire

The quantitative questionnaires for both the MBA students (see Appendix F) and the alumni coaches (see Appendix G) were structured around the same three broad questions included in the qualitative questionnaire:

[1] In what way do you think you may have benefitted from the leadership coaching sessions? (MBA students) (questions 1 to 9); and
In what way do you think the MBA students may have benefitted from the leadership coaching sessions? (alumni coaches) (questions 1 to 9).

[2] In what way do you think the coaching sessions have added value to the leadership course? (MBA students) (questions 11 to 20); and
In what way do you think the coaching sessions have added value to the leadership course? (alumni coaches) (questions 11 to 20).

[3] To what extent are the statements below a true reflection of the learning you have derived from the coaching sessions? (MBA students) (questions 22 to 35); and
To what extent are the statements below a true reflection of the learning the students have derived from the coaching sessions? (alumni coaches) (questions 22 to 35).

In order to obtain a global measure of the MBA students' and the alumni coaches' perceptions of the coaching session, a question regarding how satisfied the MBA students were with the coaching sessions they had was added to the MBA students' questionnaire (question 37). A question regarding how satisfied the alumni coaches' were with the coaching sessions they had conducted, was added to the alumni coaches' questionnaire (question 37) (see Table 7.3).

Table 7.3: The quantitative questionnaire, MBA students and alumni coaches

The MBA students' questionnaire	The alumni coaches' questionnaire
A. In what way do you think you may have benefitted from the leadership coaching sessions?	**A. In what way do you think the MBA students may have benefitted from the leadership coaching sessions?**
The coaching sessions have:	*The coaching sessions have:*
1. Increased my self-awareness	1. Increased their self-awareness
2. Enhanced my self-development	2. Enhanced their self-development
3. Helped me understand my purpose	3. Helped them to understand their purpose
4. Supported my leadership development	4. Supported their leadership development
5. Added to my knowledge of leadership	5. Added to their knowledge of leadership
6. Strengthened my understanding of my leadership style	6. Strengthened their understanding of their leadership style
7. Given me the opportunity to reflect	7. Given them the opportunity to reflect
8. Grown my self-confidence	8. Grown their self-confidence
9. Shown me the value of introspection	9. Shown them the value of introspection
10. Are there any other benefits that the coaching sessions have given you in addition to those listed above?	10. Are there any other benefits you think the coaching sessions have given the students in addition to those listed above?
B. In what way do you think the coaching sessions have added value to the leadership course in terms of the statements below?	**B. In what way do you think the coaching sessions have added value to the leadership course in terms of the statements given below?**
11. They have personalised the course to the individual level	11. They have personalised the course to the individual level
12. They have given me the opportunity to apply what I have learnt in the Leadership Course	12. They have given the students the opportunity to apply what they have learnt in the Leadership Course
13. They have allowed me to discover my Authentic self	13. They have allowed the students to discover their Authentic Self
14. They have made it possible for me to discuss and articulate my thoughts and feelings	14. They have made it possible for the students to discuss and articulate their thoughts and feelings
15. They have helped me clarify my motivators and drivers	15. They have helped the students to clarify their motivators and drivers
16. They have helped me to define my goals and plan ahead	16. They have helped the students to define their goals and plan ahead
17. They have confirmed and validated my thinking	17. They have confirmed and validated their thinking
18. They have helped me with the stress I have experienced in doing the MBA	18. They have helped the students to manage the stress they have experienced in doing the MBA
19. They have given me the opportunity to focus on the people side of management	19. They have given the students the opportunity to focus on the softer side of management
20. They have helped me to find my own solutions to issues and problems	20. They have helped the students to find their own solutions to issues and problems
21. Do you think the coaching sessions have added value to the Leadership Course in any other way than those listed above?	21. Do you think the coaching sessions have added value to the Leadership Course in any other way than those listed above?

The MBA students' questionnaire	The alumni coaches' questionnaire
C. To what extent are the statements below a true reflection of the learning you have derived from the coaching sessions?	**C. To what extent are the statements below a true reflection of the learning the students have derived from the coaching sessions?**
22. To be true to myself, to be authentic	22. How to be true to themselves, how to be authentic
23. To know my purpose goals, objectives and what really matters to me	23. To know their purpose, goals, objectives and what really matters to them
24. The value of taking stock, reflection and articulating thoughts	24. The value of taking stock, reflection and articulating thoughts
25. An appreciation of my strengths	25. An appreciation of their strengths
26. The value of obtaining feedback from others	26. The value of obtaining feedback from others
27. How to be a good leader	27. How to be a good leader
28. How to work on my shortcomings	28. How to work on their shortcomings
29. The value of having a coach	29. The value of having a coach
30. The value of listening skills	30. The value of listening skills
31. How to be more assertive and manage conflict more effectively	31. How to be more assertive and manage conflict more easily
32. How to manage issues of work-life balance	32. How to manage issues of work-life balance
33. The value of the MBA and how to embrace the learning in the MBA	33. The value of the MBA and how to embrace the learning of the MBA
34. To manage my relationship with other students in my syndicate better	34. To manage their relationship with the other students in their syndicates and class better
35. That change is possible	35. That change is possible
36. Is there any other learning that you have derived from the coaching sessions that has not been mentioned above?	36. Is there any other learning that the students have derived from the coaching sessions that have not been mentioned above?
37. How satisfied are you with the coaching sessions you have had?	37. How satisfied are you with the coaching sessions you have conducted?

The quantitative questionnaires were administered to both the MBA students and the alumni coaches in year two, three and four of the study (see Appendices J and K).

Of the MBA students, 286 completed the quantitative questionnaire, representing a response rate of 79 percent, whereas 60 out of the 60 alumni coaches responded to the quantitative questionnaire representing a response rate of 100 percent.

It should be noted that questions 10, 21 and 36 regarding if there were any other benefits, added value or learning that had been derived from the coaching sessions over and above those already covered by the 33 items in the quantitative questionnaire, did not yield any responses suggesting that there were important items missing from the questionnaire.

7.2.2 The standardised means and rank order of questions 1 to 9, 11 to 20, and 22 to 35 in the quantitative questionnaire

The data obtained by means of the Likert-type scaled questions was standardised using Stacey's (2006) Normal Distribution Fitting Algorithm (NDFA) (see section 6.8.2).

T-tests were carried out between the standardised individual means for the questions in the quantitative questionnaire and the overall mean for all the questions falling under the three main questions regarding the benefit, added value and learning derived by the MBA students from the leadership coaching sessions. The rank order of the standardised means derived from these t-tests for the overall combined sample of MBA students and alumni coaches, as well as the MBA students' sample and the alumni coaches' sample are presented in Figures 7.1, 7.2 and 7.3.

The rank order and the standardised means significantly above and below the mean for the combined sample of MBA students (N=286) and the alumni coaches (N=60) are presented in Figure 7.1. Please note that the order of questions presented in Figure 7.1 has been maintained in Figures 7.2, 7.3, 7.4 and 7.5 for the purpose of easy comparison. These figures provide a visual overview and visual comparison of the data.

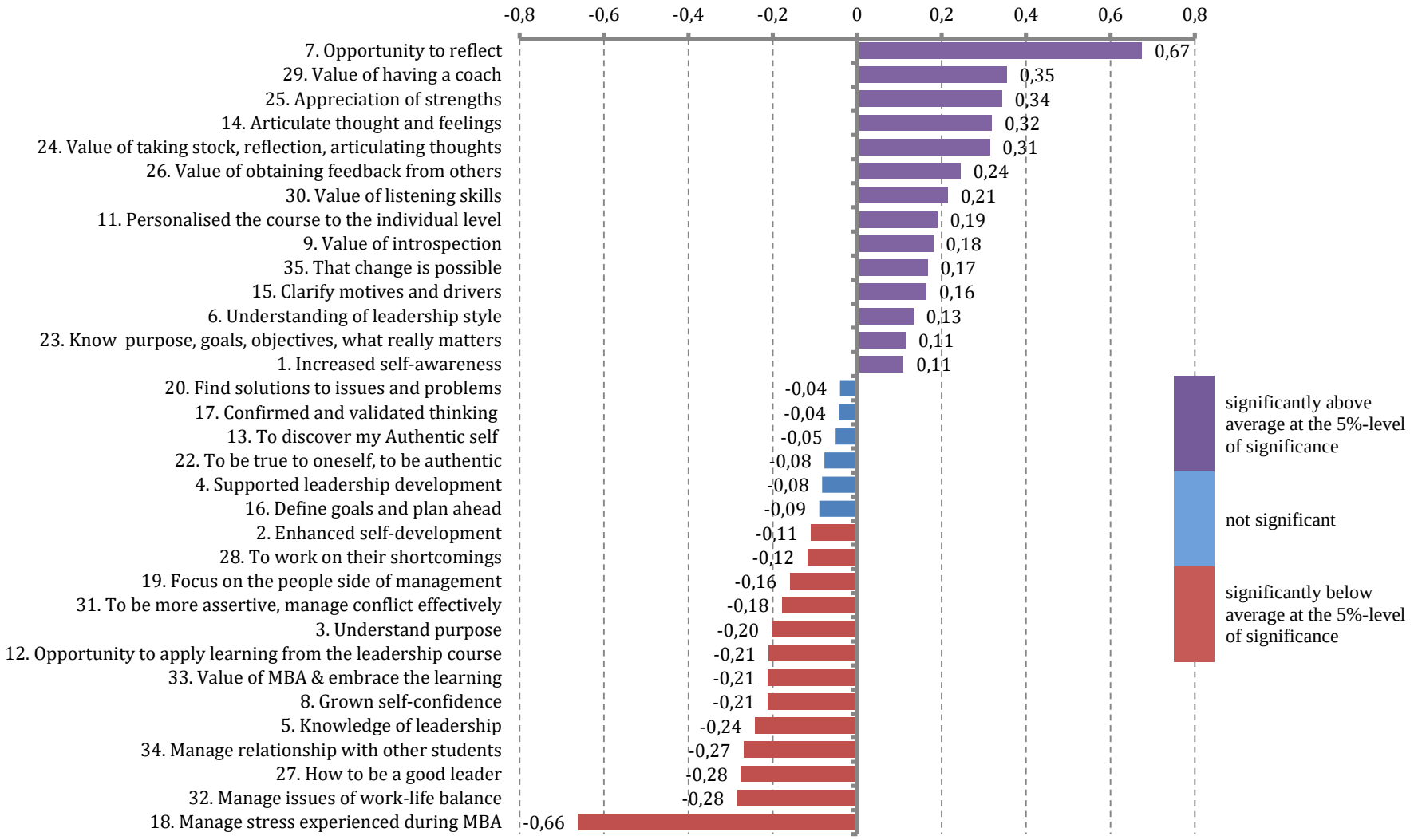

Figure 7.1: Standardised means and rank order for the MBA students' and alumni coaches' combined responses to the quantitative questionnaire, questions 1 to 9, 11 to 20, and 22 to 35

The questions ranked 1 to 14 with standardised means significantly above the overall mean are: opportunity to reflect (question 7); value of having a coach (question 29); appreciation of strengths (question 25); articulate thoughts and feelings (question 14); value of taking stock, reflection and articulating thoughts (question 24); value of obtaining feedback from others (question 26); value of listening skills (question 30); personalised the course to the individual level (question 11); value of introspection (question 9); that change is possible (question 35); clarify motivators and drivers (question 15); understanding of leadership style (question 6); know purpose, goals, objectives and what really matters (question 23); and increased self-awareness (question 1).

The following questions had standardised means below, but not significantly below the overall mean: find solutions to issues and problems (question 20); confirmed and validated my thinking (question 17); to discover my authentic self (question 13); to be true to oneself, to be authentic (question 22); supported leadership development (question 4); and define goals and plan ahead (question 16).

These questions had standardised means that were significantly below the overall mean: enhanced self-development (question 2); to work on shortcomings (question 28); focus on the people side of management (question 19); to be more assertive, manage conflict more effectively (question 31); understand purpose (question 3); opportunity to apply what I have learnt in the leadership course (question 12); value of MBA and embrace learning (question 33); grown self-confidence (question 8); knowledge of leadership (question 5); manage relationship with other students (question 34); to be a good leader (question 27); manage issues of work-life balance (question 32); and manage stress experienced doing MBA (question 18).

Figure 7.2 provides a graph of the standardised means of the MBA students' responses to the questions in the quantitative questionnaire.

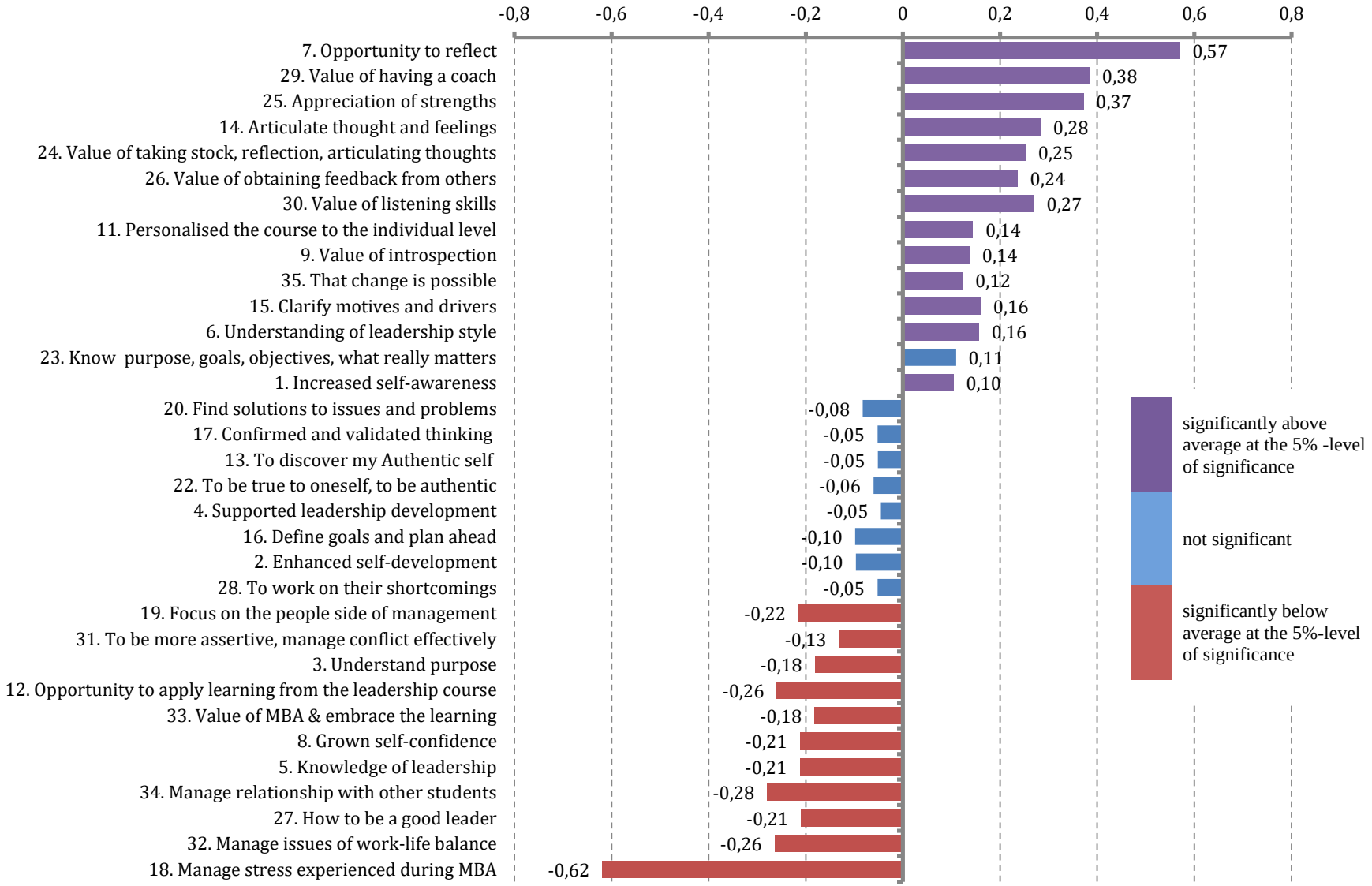

Figure 7.2: Standardised means and rank order for the MBA students' responses to the quantitative questionnaire, questions 1 to 9, 11 to 20, and 22 to 35

As can be seen from the graph, there are many similarities between this graph and the graph presented in Figure 7.1. However, the mean values vary somewhat between the mean values in Figure 7.2 to those presented in Figure 7.1 and thus the rank order is also somewhat different for this sample. The standardised mean for the MBA students' responses to question 37: 'How satisfied are you with the coaching sessions?' was 0.48 which would have obtained second place in the rank order of questions had it been included in the graph (see section 7.2.1).

The rank order and mean values for the alumni coaches are presented in Figure 7.3.

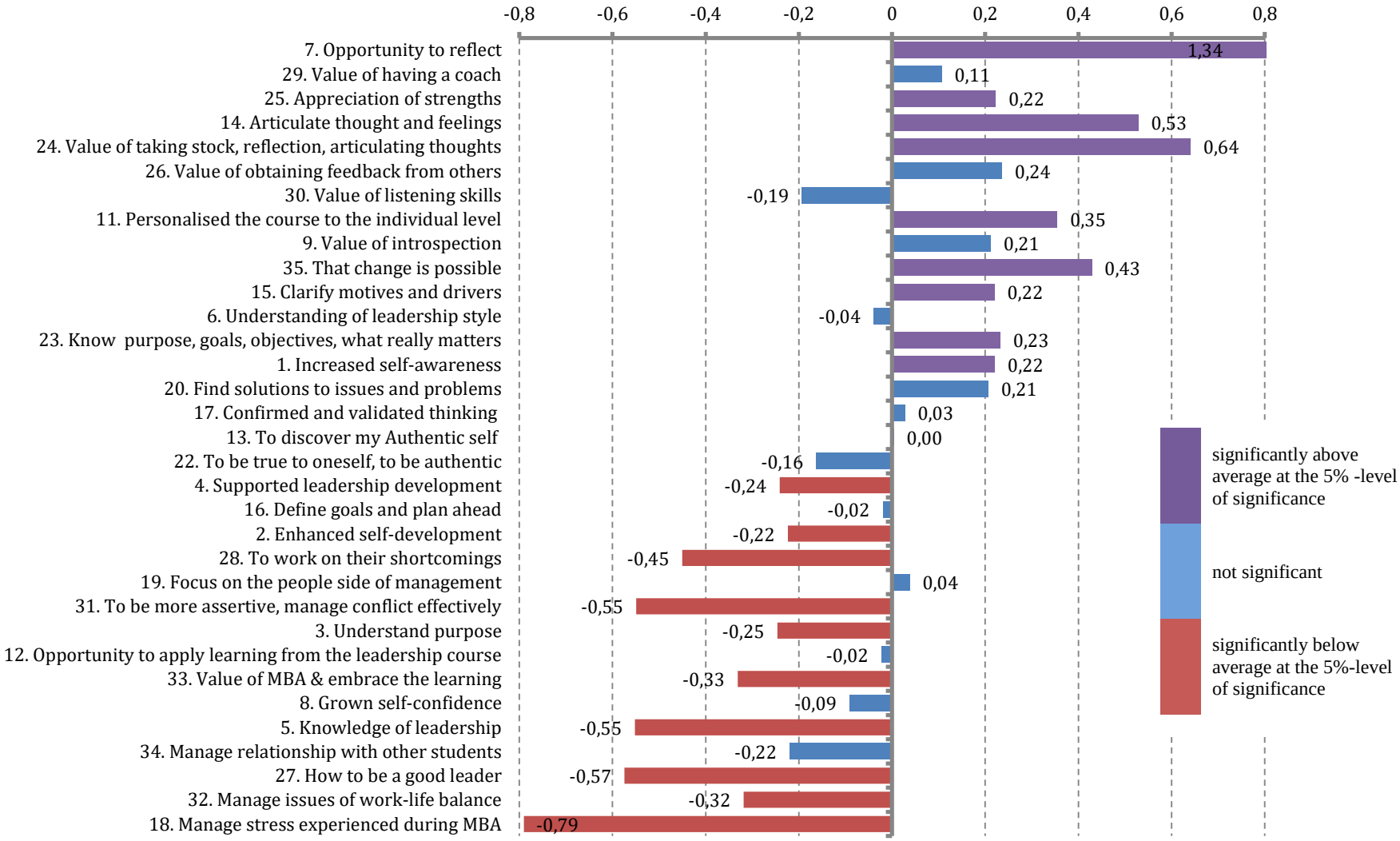

Figure 7.3: Standardised means and rank order for the alumni coaches' responses to the quantitative questionnaire, questions 1 to 9, 11 to 20, and 22 to 35

Given that the alumni coaches were proportionally a much smaller sample than the MBA students' and thus contributed proportionally less to the overall variance in Figure 7.1, it is perhaps not surprising that this sample group shows the greatest difference in rank order and mean values for the different questions in relation to the overall rank order and mean values in Figure 7.1. The standardised mean for the alumni coaches' responses to question 37: "How satisfied are you with the coaching sessions you have conducted?" was 0.29 which would have obtained sixth place in the rank order of questions had it been included in this graph (see section 7.2.1).

Figure 7.4 provides a graphic comparison the MBA students' and the alumni coaches' rank order and means values for the respective groups responses to the questions in the quantitative questionnaire.

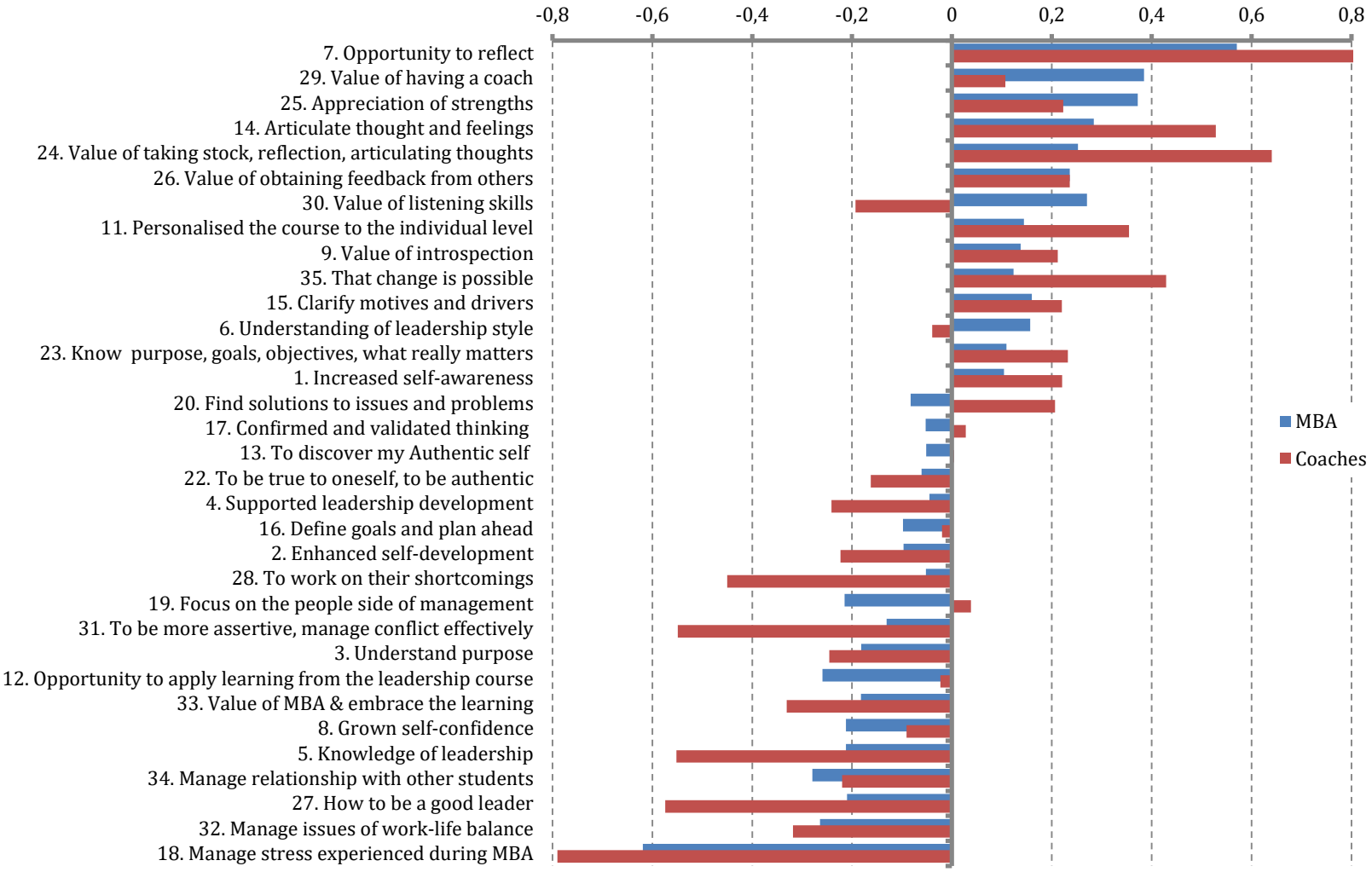

Figure 7.4: Comparison of the standardised means and rank order for the MBA students' and alumni coaches' responses to the quantitative questionnaire, questions 1 to 9, 11 to 20, and 22 to 35

It is clear from this graph, that although there are some differences between the MBA students and alumni coaches ratings of their agreement with the statements in the Likert-type questions in the quantitative questionnaire, as well as in terms of the rank order of these questions, there is a high degree of agreement in terms of whether or not these questions have means that are significantly above or below the overall mean. The five questions on which the two groups differ are:

[1] The value of listening skills (question 30), where the MBA students have rated this statement as being significantly above the mean and the alumni coaches have not;
[2] Understanding of leadership style (question 6), that the MBA students have rated as being significantly above the mean and the alumni coaches have not;
[3] Find solutions to issues and problems (question 20), that the alumni coaches have rated as being significantly above the mean and the MBA students have not;
[4] Confirmed and validated thinking (question 17), that the alumni coaches have rated as being marginally above the overall mean; and
[5] Focus on the people side of management (question 19), which the alumni coaches have rated as being slightly above the mean and the MBA students have not.

The graph in Figure 7.5 includes the 14 questions in the quantitative questionnaire that have standardised means that were significantly above the mean for both the MBA students and the alumni coaches with exception of the alumni coaches mean value for the ‘value of listening skills’ (question 30).

Please note that the significant differences between the MBA students’ and alumni coaches’ standardised means are highlighted in deep red and deep blue.

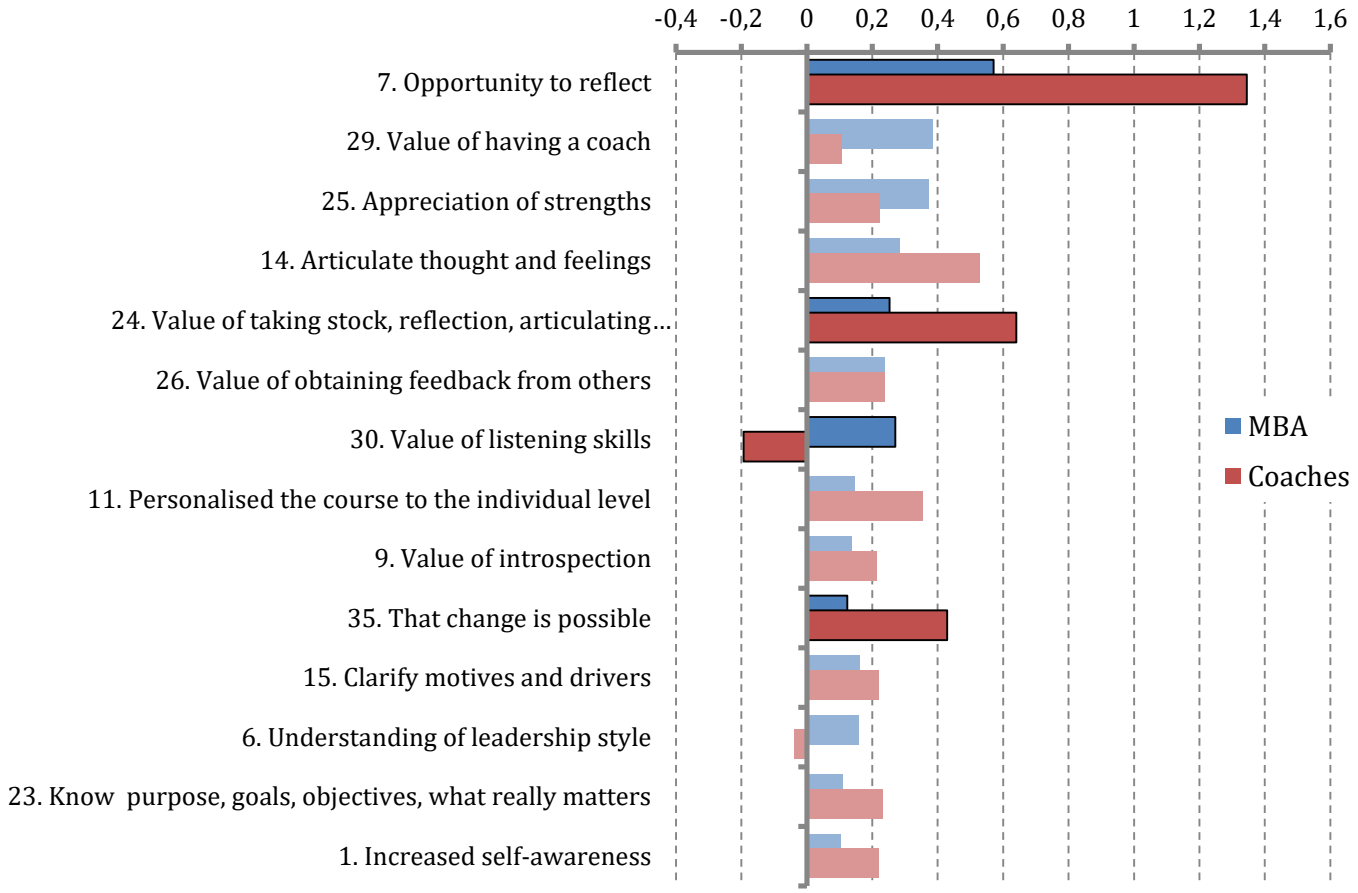

Figure 7.5: Significant differences between the MBA students' and alumni coaches' responses to the 14 questions with means significantly above that of the overall mean for questions 1 to 9, 11 to 20, and 22 to 35 in the quantitative questionnaire

It is interesting to note that although the graph clearly shows that there were three questions for which the magnitude of the alumni coaches' standardised means were significantly higher than those of the MBA students, there was a high degree of agreement between the MBA students and alumni coaches in terms of what benefits, added value and learning the MBA students had derived from the leadership coaching sessions.

An overview of both the MBA students' and alumni coaches' rank order of the significant themes derived from the perceived benefits, added value and learning derived from the leadership coaching sessions is presented in Table 7.4. Please note that the significant items are presented in rank order without any underlying assumption that a proven significant difference in terms of the difference exists between items that are closely ranked (Stacey, 2006).

Table 7.4: The rank order of the significant themes derived from the statistical analysis of the MBA students' and alumni coaches' responses to the quantitative questionnaire

MBA students	Alumni coaches
1. Given me the opportunity to reflect (0.57)	1. Given them the opportunity to reflect (1.34)
2. The value of having a coach (0.38)	2. The value of taking stock, reflection and articulating thoughts (0.64)
3. An appreciation of my strengths (0.37)	3. They have made it possible for the students to discuss and articulate their thoughts and feelings (0.53)
4. They have made it possible for me to discuss my thoughts and feelings (0.28)	4. That change is possible (0.43)
5. The value of listening skills (0.27)	5. Shown them the value of introspection (0.35)
6. The value of taking stock, reflection and articulating thoughts (0.25)	5. They have personalised the course to the individual level (0.35)
7. The value of obtaining feedback from others (0.24)	7. The value of obtaining feedback from others (0.24)
8. Strengthened my understanding of my leadership style (0.16)	8. To know their purpose, goals, objectives and what really matters to them (0.23)
8. They have helped me to clarify my motivators and drivers (0.16)	8. Increased their self-awareness (0.23)
8. Shown me the value of introspection (0.16)	10. An appreciation of their strengths (0.22)
11. They have personalised the course to the individual level (0.14)	10. They have helped the students to clarify their motivators and drivers (0.22)
12. That change is possible (0.12)	12. They have helped the students to find their own solutions to issues and problems (0.21)
13. To know my purpose, goals, objectives and what really matters to me (0.11)	13. The value of having a coach (0.10)
14. Increased my self-awareness (0.10)	14. They have confirmed and validated their thinking (0.03)

With reference to Table 7.4, it is clear that the highest ranked theme for both the MBA students and alumni coaches was the opportunity to reflect. It is interesting to note that the themes derived from the statistical analysis of the MBA students' and alumni coaches responses to the quantitative questionnaire were the same for both groups with regard to 12 of these themes. The two groups only differed in terms of four of these themes. Two of the significant themes for the MBA students', 'The value of listening skills' and 'Strengthened my understanding of my leadership style', were not significant for the alumni coaches. Two of the themes that were significant for the alumni coaches, 'They have helped the students to find their own solutions to issues and problems' as well as 'They have confirmed and validated their thinking', were not significant for the MBA students.

7.2.3 Analysis of significant items in the quantitative questionnaire

It is interesting to note that the observations made regarding the responses made by the MBA students' to the questions in the qualitative questionnaire (see the comments under Table 7.1), also emerge very clearly from the remaining 14 significant themes derived from the statistical analysis of the MBA students' responses to the questions in the quantitative questionnaire. It appears that these stronger themes can be grouped in a meaningful way as either being conducive to increasing the students' self-awareness, in enhancing the students' self-development or in supporting their leadership development. An overview of these themes is presented in Table 7.5.

Table 7.5: Analysis of the significant items in the MBA students' quantitative questionnaire

Self-awareness	Self-development	Leadership Development
☐ Increased my self-awareness ☐ An appreciation of my strengths ☐ They have clarified my motivators and drivers ☐ To know my purpose, goals and what really matters to me	☐ Given me the opportunity to reflect ☐ Shown me the value of introspection ☐ They have made it possible for me to discuss my thoughts and feelings ☐ The value of taking stock, reflection and articulating thoughts ☐ That change is possible	☐ They have personalised the (leadership) course to the individual level ☐ Strengthened my understanding of my leadership style ☐ The value of obtaining feedback from others ☐ The value of listening skills ☐ The value of having a coach

It should be noted that none of these themes are independent of one another. For example, the tools of self-development such as reflection clearly play a role in increasing self-awareness, and the value of having a coach can be manifested in self-awareness, self-development as well as in leadership development.

Similarly, the responses made by the alumni coaches to the questions in the qualitative questionnaire are also apparent in the 14 themes derived from the statistical analysis of the alumni coaches' quantitative data. These themes can also be grouped under the headings self-awareness, self-development and leadership development (see Table 7.6). The main difference between these two tables, as noted earlier, is that the MBA students and the alumni coaches differed in term of the significance of four themes ('The value of listening skills', 'Strengthened my understanding of my leadership style', 'They have helped the students to find their own solutions to issues and problems', and 'They have confirmed and validated their thinking').

Table 7.6: Analysis of significant items in the alumni coaches' quantitative questionnaire

Self-awareness	Self-development	Leadership Development
☐ Increased their self-awareness ☐ To know their purpose, goals objectives and what really matters to them ☐ An appreciation of their strengths ☐ They have helped the students to clarify their motivators and drivers ☐ They have confirmed and validated their thinking	☐ Given them the opportunity to reflect ☐ They have made it possible for the students to discuss and articulate their thoughts and feelings ☐ Shown them the value of introspection ☐ The value of taking stock, reflection and articulating thoughts ☐ That change is possible ☐ They have helped the students to find their own solutions to issues and problems	☐ They have personalised the (leadership) course to the individual level ☐ The value of obtaining feedback from others ☐ The value of coaching

7.2.4 The EFA of the significant items in the MBA students' quantitative questionnaire

An EFA of the significant items in the MBA students' quantitative questionnaire was carried out in order to identify the key factors emerging from the analysis of the quantitative data. It could be argued, that as this was an EFA, it may also have been of interest to carry out such an analysis on all the items in the quantitative questionnaire. An attempt was made to do this, however, as the resulting four-factor solution only covered a small proportion of the variance of the data (26.7 percent), it was decided to run an EFA exclusively on the 14 items with means significantly above the overall mean for the 33 items. This EFA yielded a four-factor solution which accounted for 46 percent of the variance in the data It should be noted that it was not possible to do the same for the data obtained from the alumni coaches' quantitative questionnaire as the sample size was simply too small (Fabrigar, Wegener, MacCallum & Strahan, 1999) (see section 6.9.3).

This EFA, which yielded four factors, is presented in Table 7.7. (The four factors were extracted using a varimax rotation method with Kaiser normalisation (see Appendix M)).

Table 7.7: The EFA of the significant items in the MBA students' quantitative questionnaire

The 14 questions with means significantly above the overall mean	Factor 1	Factor 2	Factor 3	Factor 4
Opportunity to reflect	.592			
Increased self-awareness	.577			
Shown me the value of introspection	.508			
The value of listening skills	-.409			
Value of taking stock, reflection, articulating thoughts		.618		
Understanding of leadership style		-.538		
Know purpose, goals, objectives, what really matters		.535		
Personalised the course to the individual level		-.474		
Articulate thoughts and feelings			.710	
Clarify motivators and drivers			.622	
Appreciation of strengths			-.462	
Value of having a coach				.720
Value of obtaining feedback from others				-.472

Note: The significant item from the MBA students' quantitative questionnaire, 'That change is possible', did not load on any of the four factors, which means that there were only thirteen variables covered by this four-factor solution.

The measures of the appropriateness of the factor analysis i.e. the Kaiser-Meyer-Olkin measure of sampling adequacy (Kaiser, 1970) and Bartlett's test of sphericity (Bartlett, 1950) suggest that this four-factor solution is fairly weak (see Appendix M) and thus any interpretation of this factor analysis must be considered as tentative. There were a few cross-loadings, which is not unexpected, given the fairly weak factor structure (see Appendix M). The reliability coefficients for the four factors estimated using Cronbach's alpha (Cronbach, 1951) were somewhat disappointing, but not unexpected given the KMO statistic. They were 0.362 for factor 1, 0.320 for factor 2, 0.341 for factor 3, and 0.236 for factor 4 (see Appendix M).

Although the factor structure is fairly clear, it is not easy to interpret. Up to this point of analysis, the significant themes emerging from both the qualitative and quantitative analysis of data have been observed as being interdependent. At this point, the four factors need to be viewed as being independent of one another. One possible way of doing so, is to see these four factors as being different facets of the MBA students

learning experience leading to the enhancement of their leadership development. These facets are according to this tentative interpretation: ‘Experiencing new opportunities for learning’, ‘understanding my leadership potential’, ‘gaining clarity with regard to what is possible’, and ‘appreciating the role played by others in my leadership development’ (see Table 7.8).

Table 7.8: Interpretation of the four factors obtained from the EFA

Factor One Experiencing new opportunities for learning	**Factor Two** Understanding my leadership potential	**Factor Three** Gaining clarity with regard to what is possible	**Factor Four** Appreciating the role played by others in my leadership development
☐ Increased my self-awareness ☐ Opportunity to reflect ☐ Shown me the value of introspection ☐ To have someone listen to me attentively/The value of listening skills	☐ By taking stock, reflection, and articulating thoughts ☐ Understanding my leadership style ☐ Knowing my purpose, goals and what really matters to me ☐ Having the leadership course personalised to the individual level	☐ By articulating thoughts and feelings ☐ Clarifying my motivators and drivers ☐ Gaining an appreciation of my strengths	☐ Value of having a coach ☐ Value of obtaining feedback from others

The tentative interpretation of the factor analysis as well as all the other outcomes and results of the qualitative and quantitative analysis of data presented in this chapter is discussed in full in Chapter 8.

7.3 Outcomes of the study

The mixed-method sequential research design and process yielded a number of interesting results based on both the qualitative and quantitative analysis of data. The qualitative analysis of the consolidated themes derived for the MBA students and alumni coaches responses to the qualitative questionnaire suggested that the leadership coaching sessions had increased the MBA students’ self-awareness, enhanced their self-development, strengthened their leadership development and supported them in managing the challenges of doing the MBA. Similarly, the analysis of the significant items in the MBA students’ as well as in the alumni coaches’ quantitative questionnaire, also indicated that the coaching sessions had been conducive in increasing the MBA

students' self-awareness, enhancing their self-development and supporting their leadership development. However, this analysis did not support the suggestion that these sessions had supported the students' in meeting the challenges of doing the MBA. Finally, the tentative interpretation of the exploratory factor analysis was that the leadership coaching sessions had provided the MBA students with a new learning experience leading to the enhancement of their leadership development.

CHAPTER EIGHT: DISCUSSION

In this chapter the focus and purpose of this research study, which was to explore how coaching facilitated by MBA alumni can contribute to MBA leadership development, is revisited in sections 8.1 and 8.2. The literature review, which provided a foundation for understanding of the demands of leadership in today's world; how self-directed leadership can support individual leadership development; and most importantly, how coaching might be a useful tool for facilitating and strengthening MBA students' leadership development is reviewed in section 8.3. The most important features of this study in terms of the research design, research methods and the analysis of data are described in section 8.4. The results and findings of this study, including the significant items in the MBA students' quantitative questionnaire, as well as the broader themes identified, which are, self-awareness, self-development and leadership development are briefly discussed in section 8.5.

8.1 MBA leadership development

Business schools have been criticised for not providing their MBA students with the leadership development they need to develop their leadership potential (Klimoski & Amos, 2012). Petriglieri et al. (2011) suggested that MBA leadership development programmes should be focused on transformational learning rather than on the acquisition of skills and knowledge. They have also suggested that MBA students should ideally be provided with individual sessions for purposes of developing their self-awareness and self-management skills. Waddock and Lozano (2012) underlined the importance of including reflective practice as a core element in the coaching process as this can be used to raise the MBA students' self-awareness as well as promote their self-development. Klimoski and Amos (2012) stressed the importance of ensuring that MBA students are empowered to take ownership of their own leadership development.

Griffiths (2005), who bemoaned the lack of coaching in the educational environment, suggested that learning is inherent within the coaching process and that this learning can open the doors for personal transformation. However, business schools often lack the financial resources to provide their students with coaching delivered by

professional coaches (Datar et al., 2010). A number of business schools have therefore had to rely on other resources such as members of faculty, fellow students, or simply by having the students coach themselves (Parker et al., 2008; Sue-Chan & Latham, 2004). The Copenhagen Business School pioneered the use of MBA alumni as coaches for their MBA students (Salskov-Iversen, 2007). As research in the field suggests that MBA students prefer having an external coach to having a fellow student as a coach (Sue-Chan & Latham, 2004), using MBA alumni for this purpose, certainly comes across as a promising development. However, there are yet no records of any research having been carried out on the viability and possible outcomes of using MBA alumni to coach MBA students. The study was thus context specific in that it is focused on MBA leadership development, but it is envisaged that the outcomes of the study could make a contribution to the understanding of the role coaching can play in leadership development, both in an educational and organisational setting, when coaching is focused on individual rather than organisational objectives, and employs a collaborative, person-centred approach.

8.2 The purpose of the research study carried out at WBS

As noted, the purpose of this research study was to explore the contribution that coaching, facilitated by MBA alumni, could make to MBA students' leadership development. This study was deemed to have the potential to make a significant contribution to the field based on the fact that so little research had yet been carried out on MBA leadership coaching. As observed by Grief (2007), it is difficult to predict what the coaching outcomes of a specific coaching intervention might be, as this may vary considerably depending on the context and purpose of the coaching engagement. Thus new initiatives and developments in the field of leadership development need to be underpinned by context specific research such as the research presented in this study.

The research opportunity arose at WBS in Johannesburg, where the researcher was a member of faculty, when a large number of MBA alumni agreed to return to the school and provide coaching for the current MBA students. The availability of this new resource, made it possible for WBS to offer the MBA students leadership coaching as part of their leadership development programme, and provided the opportunity to carry

out research on the contribution that the leadership coaching could make to the MBA students' leadership development.

The study could be described as being comprehensive and rigorous. It included large samples of both MBA students and their MBA alumni coaches. It was conducted over a four-year period utilising a complex research process integrating the MBA leadership development programme and the alumni coaches' CPLC with the development and administration of the research questionnaires, the collection and capturing of data, and the data analysis (see Figure 6.2).

8.3 The literature review

The literature review included leadership theory, leadership development, and executive and leadership coaching. These sources were consulted for purposes of attaining a deeper understanding of the demands of leadership in today's world, how MBA students can be prepared to meet these demands, and further, what contribution leadership coaching can make to MBA students' leadership development.

The literature on leadership theory was reviewed to gain a deeper understanding of the capacity and qualities that the MBA students need to develop in order to meet the leadership demands in their future careers. It became apparent from this review that the leadership theories reviewed, shared a number of common factors, which were extracted from the literature and built into a comprehensive leadership taxonomy. This taxonomy provided a framework for the development of the MBA leadership programme as well as for the interpretation of the findings of this research study. The common factors extracted from the literature were divided into three broad themes: leading the organisation, leading followers and leading the self (see Table 2.1). Starting with leadership of the organisation, this broad theme includes creating alignment across the organisation by articulating a unifying purpose, creating a vision for the future and providing strategic direction for the organisation. Creating alignment around a unifying purpose can be achieved by the leader through expressing important purposes in simple ways (Bass, 1990), as well as by consciously leading with purpose (George 2003). As for providing a vision for the future, Zohar (2005), states that the vision created by the leader must be

such that it can be appreciated intellectually, emotionally and spiritually. Fry (2003) suggested that leaders must be able to create value congruence across all individuals in the organisation. In terms of leading followers, this includes motivating followers through a shared sense of purpose, meaning, transcendent values and intrinsic motivation, and showing individual consideration by listening to others, having empathy and understanding others. A shared sense of purpose can be created by building a sense of community (Greenleaf, 1998), by appealing to the intrinsic motivation of followers (Cardona, 2000), as well as by providing followers with a rich and meaning-giving context for their actions (Zohar & Marshall, 2000). Leaders can create a shared sense of purpose by displaying self-transcendent values and behaviours (Mitchi & Gooty, 2005), and by promoting their followers transcendent motivation, which is based on the contribution their work makes to other people (Cardona, 2000). Leading followers also includes providing followers with individual consideration, personal attention, coaching and advice (Bass, 1990), having empathy with others (Greenleaf & Spears, 1998; Goleman, 1998, Zohar, 2005), having the ability to listen (Greenleaf & Spears, 1998) as well as manage relationships (Goleman, 1998). Finally, and perhaps most importantly, the third broad theme in this taxonomy was the leadership of the self, as stated earlier in this study (see section 2.2), is not typically part of the traditional MBA curriculum. Leadership of the self includes self-awareness and understanding individual purpose, having the ability to regulate and manage one's own emotions and behaviours (Avolio & Gardner, 2005; Goleman, 1998; Palmer et al., 2011), as well as having the capacity for personal renewal. Self-awareness is considered by many as the foundation for leadership development (George, 2003; Goleman, 1998; Greenleaf & Spears, 1998).

A key challenge to all leaders and aspirant leaders is to understand their own individual purpose (George, 2003). To understand their purpose, leaders first need to understand themselves and their underlying motivation (George (2003). Leaders need to develop the capacity to undergo personal renewal for purposes of being able to adapt to changes in the business environment (Crossan et al., 2008; Horney et al., 2010). Leaders can only develop this 'leadership agility' (Boal & Hooijberg, 2007; De Meuse et al., 2010, Hezlett & Kuncel, 2012) if they have the capacity to learn from experience (De Meuse et al., 2010). Thus, leadership development needs to be focused on assisting the aspirant leader in developing their self-awareness, including their sense of purpose, as

well as their self-development skills. Self-awareness and self-development skills cannot be achieved through classroom-based teaching alone but require individual facilitation, as well as the individual's personal commitment to developing his or her learning capacity.

Leadership development can be defined as building capacity for unforeseen challenges (Day, 2000). It is highly unlikely that leadership development can be developed merely through participation in workshops and seminars (Day et al., 2014). Leadership development requires facilitation as well as classroom-based teaching (Curtin, 2002). In line with the leadership theories that suggest that, leaders need to develop the capacity for personal renewal and to learn from experience (Crossan et al., 2008; Horney et al., 2010). It is further suggested that a foundation for future leadership development can be based on teaching aspirant leaders the principles of self-directed learning (Boyatzis, 1994; Deci & Ryan, 2000; Knowles, 1979; Kolb, 1984; Taylor, 2000). Self-directed learning is focused on enabling adult learners to take control of their own learning (Brookfield, 1986), to become more autonomous and intrinsically motivated (Deci & Ryan, 2000; Knowles, 1984), and to use everyday experience for purposes of their own learning (Boyatzis, 1994; Kolb, 1984). It is vital that the aspirant leader is shown how to use the development tools available to them such as feedback (Ashford et al., 2003; Drucker, 1999; Gill, 2006), reflection (Clutterbuck, 2004; Densten & Gray, 2001; Merriam & Caffarella, 1999; Sosik & Dworakivsky, 1998; Stelter & Law, 2010), as well as the support and facilitation of a coach (Carey et al., 2011). Ashford et al. (2003) note that the greatest challenge in providing individuals with feedback is that if these individuals fear that the feedback will damage their image and self-esteem and thus, they might forego the potential benefit of receiving feedback. However, it is also true that once individuals perceive the value of feedback, they will seek it more frequently. Sosik and Dworakivsky (1998) suggest that critical reflection is at the core of leadership development, Merriam and Caffarella (1999) emphasise how important it is for the learner to be able to derive meaning from experience, and Densten and Gray (2001) state that reflective thinking is invaluable to students who want to improve their ability to lead others and themselves.

Research in the coaching field indicates that coaching is a developmental tool that can add a great deal of value to a leadership development programme in that it can increase the client's self-awareness, enhance their learning (Brand & Coetzee, 2013; Grief, 2007; Passmore, 2010), and improve their leadership effectiveness (Brand & Coetzee, 2013; Ladegard & Gjerde, 2014). Coaching can enhance leadership development by providing the support for and facilitation of the client's learning and development within the context of a collaborative and professional relationship.

Much of the coaching literature is descriptive in nature, covering the many aspects of coaching practice as well as identifying different approaches and how these can be categorised using a number of different classification systems. The potential outcomes and benefits derived from executive and leadership coaching have been the focus of a number of research studies in this field. The coaching literature was used as an important resource to provide this research study with the means to define the coaching approach used in the MBA leadership coaching programme. Furthermore, it provided insight into the potential outcomes and benefits that could be derived by the MBA students from the leadership coaching sessions that formed part of their leadership development programme.

The coaching approach used was primarily based on the humanistic person-centred approach (Joseph & Bryant-Jeffries, 2009; Maslow, 1970; May, 1969; Rogers, 1951, 1959), but included elements of existential coaching (Langridge, 2012), and narrative coaching (Stelter, 2010). In terms of the different classification systems developed by Ives (2008), Stelter and Law (2010), and de Villiers (2012), the coaching approach used in this study can be described as being non-directive as opposed to directive, and developmental as opposed to solution-focused or performance-oriented (Ives, 2008). Furthermore, in terms of the classification system proposed by Stelter and Law (2010) as belonging to the third generation of coaching,it is described as 'coaching with a reflective space' as opposed to 'coaching with a problem or goal perspective' or 'coaching with a solution or future perspective'. Finally, the classification system developed by de Villiers (2012), suggests that the chosen coaching approach should lead to some measure of personal growth and change rather than for example, job improvement, and group or organisational effectiveness.

The potential outcomes from executive and leadership coaching are many and varied (Grief, 2007). However, the research literature suggests that these outcomes can be grouped under a number of separate headings including performance, productivity, contribution made to the organisation, leadership effectiveness, self-awareness, learning, personal development, self-coaching and confidence. Given that the MBA leadership coaching sessions were not focused on improving the students' performance and productivity at work, this particular outcome was not expected to be one of the main benefits derived by the MBA students from the coaching sessions at WBS. However, all other potential outcomes were considered possible outcomes of this study including, leadership effectiveness (Brand & Coetzee, 2013; De Meuse et al., 2009; Kombarakaran et al., 2008; Ladegard & Gjerde, 2014), self-awareness (Brand & Coetzee, 2013; Grief, 2007; Hernez-Broome, 2004; Passmore, 2010), learning (De Meuse et al., 2009; Hernez-Broome, 2004; Passmore, 2010), personal development (Brand & Coetzee, 2013, Grief, 2007; Passmore, 2010), self-coaching (Bennett; 2010; Brand & Coetzee, 2013; Griffith & Campbell, 2009), and improved self-confidence (Brand & Coetzee, 2013; Kombarakaran et al., 2008, Passmore, 2010). The outcomes of executive and leadership coaching can be conceptualised as being internal, mediating, or external (Wales, 2002); proximal or distal (Joo, 2005); or resulting in inner personal benefits or outer personal benefits of coaching (Leedham, 2005). Internal, proximal and inner personal benefits of coaching would include self-awareness, clarity of focus, values, beliefs and purpose, as well as the motivation to succeed, whereas external, distal and outer personal outcomes would include leadership and management skills, enhanced career progression and individual success (Joo, 2005; Leedham, 2005; Wales, 2002).

The literature review provided an understanding of the demands of leadership, which include leading the organisation, leading others and leading the self. It also showed that leadership development cannot only be based on what can be taught in a classroom, but also requires individual facilitation and development. It became clear that leadership development should include the principles of self-directed learning in order to empower the aspirant leader to take charge of his or her future leadership development. Last, but not least, the literature review emphasised the contribution coaching can potentially make to MBA leadership development. Based on the conclusions that could be drawn from the literature review, it became possible to develop a leadership

programme, for the MBA students, that was aligned with an understanding of the challenges and demands that the MBA students would encounter in their future careers. Moreover, these challenges could be met by providing them with leadership development that would help them to build a foundation for their future learning, as well as the support of a coach. Most importantly, the literature review provided the background to articulating the research question, which reflected the gap that exists in the knowledge of the potential benefit that MBA students can derive from having leadership coaching. The potential outcomes for executive and leadership coaching are known based on the research carried out so far in this field, but as these outcomes can vary considerably from one context to another, the most likely outcomes for MBA leadership coaching need to be established. Thus the research question, based on the research literature, reads as follows: What contribution can coaching, facilitated by MBA alumni, make to MBA students' leadership development?

8.4 The research study

It is important to note that this research study included both the MBA students' and their alumni coaches' perceptions of the benefits derived by the MBA students from the coaching sessions. As we have seen, these two perspectives overlapped to a large extent, but also yielded some interesting differences (see sections 7.2.2 and 7.2.3).

The research study utilised a fairly complex and advanced three-phased mixed method sequential exploratory design (Creswell, Plano Clark, Gutman, & Hanson, 2003). Being able to combine qualitative and quantitative data has enriched the study, and the integration of these two sources of data has helped to interpret the research findings and results.

As described in Chapter 6, the thematic analysis of the qualitative data was carried out for two purposes. First, it was used to provide the data to generate the items for the quantitative questionnaire; and second, the qualitative data was used to generate broader qualitative themes that could be integrated with the results from the quantitative analysis in order to provide a comprehensive, multi-faceted and fully integrated understanding of the outcomes of the study. An overview of the thematic and statistical

analysis of the qualitative and quantitative data carried out within the framework of the research study is presented in Figure 8.1.

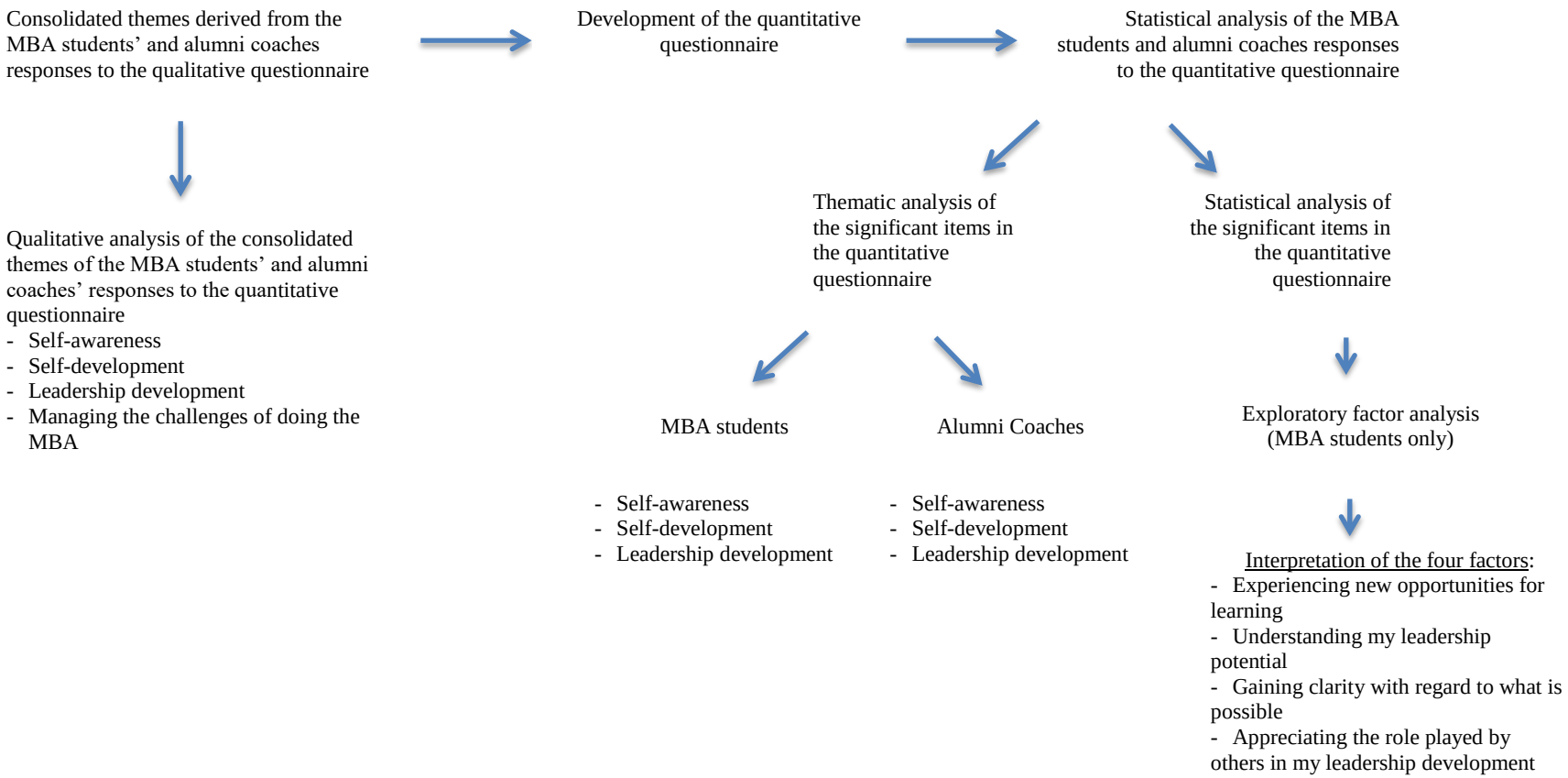

Figure 8.1: The thematic and statistical analysis of the qualitative and quantitative data

The use of a mixed method sequential exploratory design made it possible to draw conclusions regarding the contribution made by coaching to MBA leadership development, from both the thematic and statistical analyses carried out for this study (see Tables 7.1, 7.2, 7.3, 7.5, 7.6, 7.7 and 7.8). The research findings indicated that coaching could contribute to MBA leadership development by providing the students with a new learning experience that increased their self-awareness, strengthened their self-development skills, and enhanced their leadership development (see Tables 7.2, 7.5, 7.6 and 7.8). There was some indication that the coaching had supported the students in managing the challenges they faced in doing the MBA (see Table 7.2).

8.5 Discussion of the results and findings of the research study

As noted, the research findings indicated that coaching could contribute to MBA leadership development by providing the students with a new learning experience that increases their self-awareness, strengthens their self-development skills, and enhances their leadership development (see Tables 7.2, 7.5, 7.6 and 7.8). The outcomes of this study are aligned with the literature with regard to the importance of self-awareness (Avolio & Gardner, 2005; Greenleaf & Spears, 1998; Zohar, 2005) and self-directed learning and development (Brookfield, 1986; Knowles, 1984, Taylor, 2000) within the context of leadership development (Boal & Hooijberg, 2007; De Meuse et al., 2010; Hezlett & Kuncel, 2012). The outcomes of this study are also aligned with the few studies carried out so far on MBA leadership development in terms of their emphasis on developing self-awareness (Petriglieri et al., 2011, Waddock & Lozano, 2012) as well as enabling MBA students to take ownership of their own leadership development (Klimoski & Amos, 2012). What may be considered a contribution to the research literature is the view that MBA leadership coaching needs to be understood as a new learning experience for the MBA students. This can be related to Griffiths (2005), who suggested that learning is inherent in the coaching process and that this learning can open doors for personal transformation. Although the interpretation of the exploratory factor analysis is still tentative, this interpretation opens up a new perspective on MBA leadership development as it suggests that the focus should be on coaching as a learning experience in itself, which has implications for theory, practice and research

8.5.1 The significant items in the quantitative questionnaire

The four broad themes derived from the analysis of the consolidated themes in the qualitative questionnaire (see Table 7.1), gave an early indication of what might be found by means of the further statistical and thematic analysis of data planned for the study. The four broad themes that emerged from the analysis of these consolidated themes were self-awareness; self-development; leadership development; and 'managing the challenges in doing the MBA' (see Table 7.2). It should be noted that none of the consolidated themes that made up the broad theme of 'Managing the challenges of doing the MBA', came through as being significant items in the quantitative questionnaire after the statistical analysis. This does not mean that none of them were relevant, but quite simply that this was the experience endorsed by a minority rather than the majority of the MBA students. The remaining consolidated themes derived from the statistical analysis of the items in the MBA students' quantitative questionnaire (see Table 7.4) are discussed with reference to the literature review (see sections 8.5.1.1 to 8.5.1.14).

8.5.1.1 The opportunity to reflect

Reflection, according to Merriam and Caffarella (1999), and Taylor (2000), is one of the key concepts of transformational learning. Many authors consider reflection to be an integral part of learning and leadership development (Brockbank, 2008; Bennett, 2010; Clutterbuck, 2004; Densten & Gray, 2001; Patterson, 2015; Waddock & Lozano, 2012). Densten and Gray (2001) stated "the process of reflective thinking is valuable to students wanting to improve to lead others and themselves" (p. 121). Waddock and Lozano (2012) suggested that reflective practice is a core element in raising the MBA student's self-awareness as well as for their self-development. The coach's ability to conduct a reflective dialogue with the client is, according to Brockbank (2008), a crucial component of evolutionary coaching and Clutterbuck (2004) highlighted the need for mentors and coaches to provide their clients with a "personal reflective space" (Clutterbuck, 2004, p. 20). Bennett (2010) suggested that the capacity for self-coaching is based not only on the techniques that the coachee learns from the coaching process, but also on the coachee's capability for reflection. It is perhaps useful to recall that the MBA students at WBS were introduced to the value of reflection in the leadership course,

provided with a reflective tool, as well as with the opportunity to reflect in the leadership coaching sessions (see section 5.4.2.1 and Appendix D).

8.5.1.2 The value of having a coach

For many of the students, having a coach and being offered coaching was a new experience that was highly rated by the majority of these students. Not surprisingly, many of them rated the value of having a coach as the most important learning from the leadership coaching sessions. It should also be noted that the MBA students were very satisfied with the coaching sessions giving them a rating of 0.48, which is the second highest standardised mean for all the questions in the MBA students' quantitative questionnaire (see section 7.2.2). These results are in line with the findings of a number of other research studies in which the coaching clients have indicated a high degree of satisfaction with the coaching experience, see for instance Fillery-Travis and Lane (2006).

8.5.1.3 An appreciation of their strengths

The third most highly ranked learning from the leadership coaching sessions was the MBA students' appreciation of their strengths, which can be related to some schools of coaching, especially positive psychology coaching (Seligman & Csikszentmihalyi, 2000), which encourages the coaching client to focus on leveraging core strengths as opposed to trying to overcome weaknesses. It is interesting to note that the appreciation of their strengths is something the MBA students so clearly derived from the coaching process as this can be related to Druckers' (1999) statement that the only way to find out about what your strengths are is through feedback.

8.5.1.4 Made it possible for the students to discuss and articulate their thoughts and feelings

Given that the coaching conversation (Stelter, 2007) as well as the concept of the reflective space (Clutterbuck, 2004; Stelter, 2009) are almost taken as a given in the coaching fraternity, the value of being able to 'think aloud' may be overlooked. It appears that for many of the MBA students, this was a new and very useful experience.

8.5.1.5 The value of listening skills

The value of the coach having good listening skills is emphasised by Rogers (2008). Brand and Coetzee (2013) found that the most positive experience for the coachees in their study was in fact having someone actively listening to them. It is also worth noting that listening skills is one of the most important characteristic of the servant leader (Greenleaf & Spears, 1998). Thus, the value of listening skills to the MBA students appears to be both in terms of having someone listen to them for purposes of their learning and development; and as a skill they would like to acquire for purposes of developing their leadership abilities.

8.5.1.6 The value of taking stock, reflection, and articulating thoughts

The value of taking stock is implied but not made explicit in theories of leadership development and coaching. However, as indicated in Boyatzis' (1994, 2006) theory of self-directed and intentional change, the first step in the change process involves identifying how the individual sees him or herself in terms of a particular characteristic and comparing this with where they would like to be. In other words, encouraging the individual to take stock in terms of where they are before they embark on the development process. Similarly, the second step in behavioural coaching (Alexander, 2010; Whitmore, 2002) is focused on understanding the reality of the coachee as this is seen as enabling the coachee to gain new insights and increase self-awareness.

8.5.1.7 The value of obtaining feedback from others

The value of feedback is highlighted in the MBA leadership workshop, and is a recurring theme in leadership development (Ashford et al., 2003; Drucker, 1999: Gill, 2006; London, 2003). According to Drucker (1999), the only way to identify strengths is through feedback analysis. Feedback is a dynamic process that directs, motivates and rewards behaviour and it provides the basis for development and career planning (London, 2003). Evidence indicates that as the perceived value of feedback increases, individuals will seek it more frequently (Ashford et al., 2003, Dahling et al, 2014).

8.5.1.8 Strengthened their understanding of their leadership style

A number of authors, including Kombarakaran et al. (2008), noted the relationship between the individual's leadership effectiveness and leadership style. Understanding and reflecting on their leadership style has come through as an important theme in the MBA students' leadership development. Knowing the impact an individual has on others as well as knowing how to vary and change this leadership style in response to the needs of followers and the demands of the situation at hand, is a powerful leadership tool (Bloch & Whitely, 2003).

8.5.1.9 Helped the students to clarify their motivators and drivers

Many students thought that the leadership coaching sessions had helped them to clarify their motivators and drivers. Maslow (1943, 1970) stated that each individual's growth needs and need for self-actualisation are idiosyncratic, as each individual is different. Gaining clarity regarding individual motivators and drivers are thus essential steps in the process of self-development. One of the main assumptions underpinning Knowles' (1984) theory of andragogy, the art and science of helping others to learn, is that the mature person is motivated to learn by internal rather than by external factors.

8.5.1.10 Shown them the value of introspection

Whereas reflection can be defined as thinking deeply and carefully about something, introspection is an examination or observation of one's own mental and emotional process. In so much as reflection is a core element in raising self-awareness, leadership also requires the individual to have the ability to introspect. The ability to introspect is an outcome and benefit of MBA leadership coaching that has not been observed or discussed in any details in previous studies on coaching, and may therefore be a potential outcome of coaching that is worth considering in future studies of MBA leadership coaching.

8.5.1.11 Personalised the course to the individual level

The MBA students indicated that the leadership coaching sessions had personalised the course to the individual level. Petriglieri et al. (2011) made the point that leadership development programmes can be used to build a foundation for the MBA

students' future career development if their learning can be personalised to the individual level.

8.5.1.12 That change is possible

The essence of strategic leadership involves the capacity to learn and to change (Boal & Hooijberg, 2007). Horney et al. (2010) suggest that leaders can only hope to lead effectively if they are able to develop their capability to respond to changes in the business environment. In fact, the effective leader must be able to change their behaviour as situations change (De Meuse et al., 2010). The notion that development is about change is at the very heart of many leadership development theories, including experiential learning (Kolb, 1984) and self-directed change (Boyatzis, 1994). Several definitions of coaching include the word change (Joo, 2005; Rogers, 2008), and change is often implied as an outcome of coaching even if it is not made explicit. The assumption is that coaching will bring about change for purposes of growth and development (Cox et al., 2010; Grant, 2010; Palmer & Whybrow, 2008).

8.5.1.13 To know their purpose, goals and objectives and what really matters

To know one's purpose is, according to George (2003), the hallmark of the authentic leader. Without a sense of purpose, leaders are at the mercy of their ego and narcissistic impulses (George, 2003). To find their purpose, leaders need to understand themselves and their motivations (George, 2003). Only once an individual has been able to establish his or her individual purpose, are they in a position to find the right fit between their own purpose and that of the organisation (George, 2003). Lary (1998) defined coaching as the on-going relationship between a coach and a client that focuses on life purpose, vision and goals, using the process of inquiry and personal discovery. The leadership coaching sessions at WBS offered the MBA students the opportunity to explore their sense of meaning and purpose using the IMPRT (see section 5.4.2.1 and Appendix D).

8.5.1.14 Increased self-awareness

The MBA students' responses to the quantitative questionnaire indicated that the leadership coaching sessions had increased their self-awareness. Self-awareness is a key

characteristic in the definition of a number of leadership theories including servant leadership (Greenleaf & Spears, 1998), emotional intelligence based leadership (Goleman, 1998), authentic leadership (George, 2003) and spiritually intelligent leadership (Zohar, 2005). Avolio and Gardner's (2005) view self-awareness, not as a destination point but as an emerging process in which an individual comes to understand his or her unique talents, strengths, sense of purpose, core values, beliefs and desires. It is important to note that self-awareness is often mentioned as one of the key identified benefits and outcomes of coaching (Brand & Coetzee, 2013; Carey et al., 2007; Philippon & Cummings, 2011; Wales, 2002).

8.5.2 Self-awareness, self-development and leadership development

In terms of leadership theory, the research outcomes indicated that the MBA coaching sessions have above all enhanced the leadership of the self (see Table 2.1), especially in terms of the MBA students' self-awareness (George, 2003; Goleman, 1998; Greenleaf & Spears, 1998), understanding of their individual purpose (George, 2003) and their capacity for personal renewal (Crossan et al., 2008; Horney et al., 2010). This interpretation of the research findings is based on the fact that they indicate that the MBA students have increased their self-awareness, enhanced their self-development skills and built a foundation for their future leadership development.

8.5.2.1 Self-awareness

The results of this study clearly identify self-awareness as one of the main outcomes of the MBA leadership coaching sessions (see Tables 7.5 and 7.6). This is in line with the literature where the importance of self-awareness has been highlighted in terms of the role of self-awareness in leadership development, as well as an important outcome of executive and leadership coaching. Increased self-awareness, according to Brand and Coetzee (2013), is founded on the coachee being able to clarify their personal values, beliefs, and goals. Petriglieri et al. (2011) suggested that MBA students should be provided with individual sessions for the very purpose of developing their self-awareness. Waddock and Lozano (2012) underlined the importance of introducing reflective practice into the coaching process in order to raise the MBA students' self-awareness. Self-awareness is considered the foundation for leadership development

(George, 2003; Goleman, 1998; Greenleaf, 1998) and is often listed as one of the most important outcomes of executive and leadership coaching (Brand & Coetzee, 2013; Grief, 2007; Passmore, 2010).

8.5.2.2 Self-development

Self-development was identified as one of the key benefits derived from the MBA leadership coaching (see Table 7.5 and 7.6). The importance of developing self-development skills for purposes of enhancing an individual's leadership capacity for ongoing learning and development has been covered extensively in the literature. For instance, Klimoski and Amos (2012) underlined the importance of ensuring that MBA students are committed to taking responsibility for their own development, and many authors have suggested that leaders need to develop the capacity for personal renewal in order to be able to adapt to changes in the business environment (Crossan et al., 2008; Horney et al., 2010). Leaders can promote their own self-development by using the developmental tools available to them such as critical reflection (Densten & Gray, 2001; Merriam & Caffarella, 1999; Sosik & Dworakivsky, 1998), feedback (Ashford et al., 2003; Drucker, 1999; Gill, 2006), and the support and facilitation of a coach (Carey et al., 2011).

8.5.2.3 Leadership development

Leadership development, together with self-awareness and self-development was identified as one of the three main outcomes of the MBA coaching (see Tables 7.5 and 7.6). As mentioned earlier, leadership development requires facilitation of individual development as well as classroom-based teaching (Curtin, 2002). Individual development can be enhanced by the facilitation provided by a coach (Carey et al., 2011) as well as by teaching the leader the principles of self-directed learning (Boyatzis, 1994; Deci & Ryan, 2000; Knowles, 1979; Kolb, 1984; Taylor, 2000). As noted earlier, self-directed learning is focused on enabling adult learners to take control of their own learning (Brookfield, 1986) as well as empowering them to become more autonomous and intrinsically motivated (Deci & Ryan, 2000; Knowles, 1984). It is important to understand that there is a great deal of overlap between self-awareness, self-development and leadership development. Based on the literature and the researcher's experience, leadership

development can only take place if there is also a strong emphasis on developing self-awareness and self-development skills.

8.5.3 Leadership coaching viewed as a learning experience

An interesting outcome of this study was the four factors obtained with the exploratory factor analysis (see Table 7.7). A tentative interpretation of these factors suggest that the MBA leadership coaching sessions had above all been a new learning experience for the MBA students. The interpretation of the four factors (see Table 7.8) also suggest they can be understood as reflecting different aspects of this learning experience: being exposed to new opportunities for learning, obtaining an appreciation of how other people, such as their coach, could contribute to their leadership development, as well as an understanding and clarification of their leadership potential. The idea that learning from the coaching process is by no means anything new, as learning can be viewed as being inherent in this process (Griffiths, 2005), and is often mentioned as one of the main outcomes of coaching (De Meuse et al., 2009; Hernez-Broome & Hughes, 2004; Passmore, 2010). However, understanding the facets of the MBA students' learning experience, rather than just looking at learning as a coaching outcome, may open up a new perspective on MBA leadership development. Thus, it is argued that MBA leadership development can be enhanced by offering students this new learning experience, helping them understand their leadership potential and introducing them to the value of having a coach.

8.5.4 Summary of the discussion

Coaching can be many different things to different people (Grief, 2007), but as this study has shown, it can also provide similar benefits and outcomes for a specific group of people. The findings and results of this study indicate that the contribution that coaching, facilitated by MBA alumni, can make to MBA leadership development is that it could provide a new learning experience for students, and that it has the potential to increase their self-awareness, enhance their self-development skills, and build a foundation for their leadership development (see Figure 8.2).

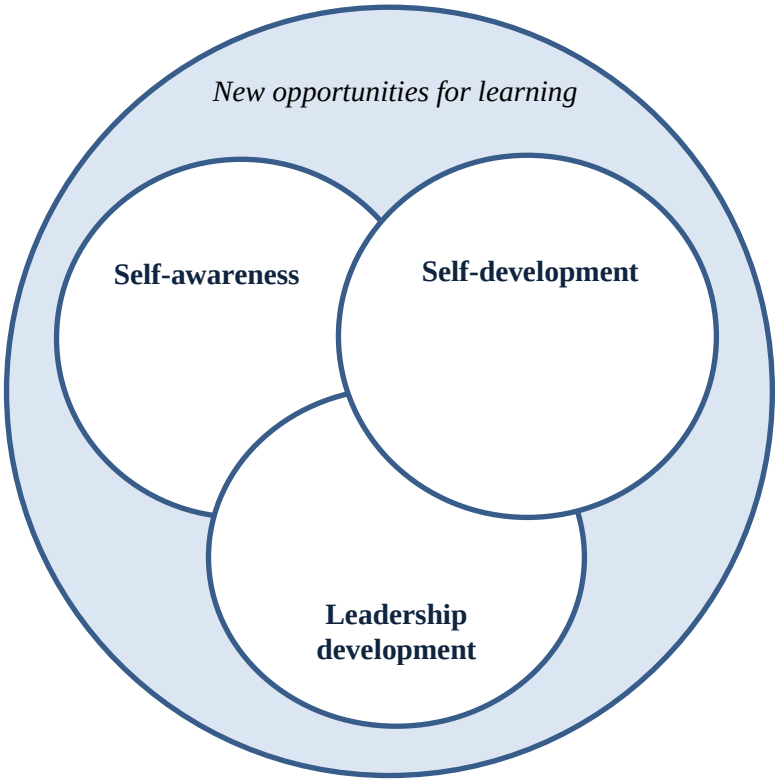

Figure 8.2: The development of self-awareness, self-development, and leadership, within the context of the learning experience provided by MBA leadership coaching

The findings of the study can perhaps best be illustrated by using direct quotes from the MBA students themselves as well as from their coaches (see Appendices H and I). Examples of the MBA students' responses to the qualitative questionnaire, used in the first phase of the study, include the following: "It allowed for reflection, introspection, self-development and a framework for development" (MBA student 14); "It is a tool I will be able to use in my leadership development process. It has personalised the course. It has taken the leadership course from a pure academic platform and made it real and relevant to my personal leadership style, attributes and characteristics" (MBA student 43); "The benefit was personalising the learning and inspiring thought around the specific strengths, weaknesses and areas of improvement while encouraging me to start walking the path. The sessions helped me to take home the issues, and positions the MBA and the learning as a personal journey on the path to self-enquiry and the development of one's self as a future leader in business and the community at large" (MBA student 63). Examples of responses made by the alumni coaches include: "It has allowed them to become reflective and start a journey that would possibly only start

much later in life. It has forced them to set aside time to be guided by us (alumni coaches) in a self-awareness journey" (alumni coach 16); and, "Definitely created the focus on the issue of self-awareness, self-development and the importance of leadership development. Gave them the tools. Encouraged and affirmed which built confidence. Hopefully started and enhanced a life-long journey of reflection" (alumni coach 15).

CHAPTER NINE: CONCLUSIONS AND RECOMMENDATIONS

9.1 Conclusions

The purpose of this study was to explore the contribution that coaching, facilitated by MBA alumni, could make to MBA students' leadership development. The research findings and results of this study indicate that the MBA leadership coaching has above all contributed to the leadership of the self, which is perhaps the starting point for all leadership development; however, it is an important aspect of leadership that has often been overlooked in the traditional MBA curriculum. The classroom-based teaching methodology used at a business school does not easily lend itself to the facilitation of the MBA students' individual development. That is why coaching can play such an important part in enhancing MBA leadership development. Although there are a number of authors that have suggested that leadership development should start early in a business leader's career (see for example Benjamin & O'Reilly, 2011), very few business schools have so far been able to provide their MBA students with the personalised individual development provided by a coach (Datar et al., 2010). With the research opportunity presenting at WBS, where the researcher was a member of faculty, it became possible to carry out research on what such coaching could contribute to the MBA students' leadership development. The research results suggest that the leadership coaching provided a new learning experience for the MBA students and that this learning experience increased the students' self-awareness, enhanced their self-development skills, as well as provided them with a starting point for their leadership development journey. Only the future can tell where this journey will take them, but it is hoped that they will be able to achieve their goals and be successful in their future careers.

9.2 Implications for theory, practice and research

9.2.1 Theory

The outcomes of this research study provide an insight into the contribution that coaching can make to leadership development within an educational setting (Griffiths, 2005), especially within the context of MBA leadership development (Klimoski & Amos, 2012; Petriglieri et al., 2011). As discussed in the conclusions of this study, these outcomes indicate that coaching, facilitated by MBA alumni, can provide a new learning experience with the potential of increasing the MBA students' self-awareness, enhancing their self-development skills, and building a foundation for their leadership development. The possibility of drawing conclusions from this study might be of value in providing leadership coaching in the organisational setting. As noted earlier, (see section 8.3), the coaching approach used in this study, was primarily based on a person-centred approach and was strongly focused on providing individual development for the students, as opposed to focusing primarily on the achievement of organisational objectives, as is often the case in the corporate environment (see for example Kombarakaran et al., 2008). This study illustrates the potential coaching outcomes that could be obtained by business leaders, if they are given the opportunity to use the learning experience, provided by coaching, to increase their self-awareness, develop their self-directed learning and development skills, and build a solid foundation for their future leadership development.

By focusing on individual rather than organisational objectives, leadership capacity might be developed beyond the achievement of immediate organisational goals, and thus provide the business leader with the capacity to meet the challenges and demands of a competitive and ever-changing business environment (Boal & Hooijberg, 2007; De Meuse et al., 2010, Hezlett & Kuncel, 2012). As stated in the introduction to the study, this research was positioned within the pragmatic paradigm for purposes of being able to use both qualitative and quantitative methods. Being able to view the research findings from both of these points of view has provided a view of the research findings from two different perspectives simultaneously; both of which are equally valuable. Whereas both the qualitative and quantitative analyses yielded findings that were highly aligned with the research literature, the quantitative analysis, particularly the

exploratory factor analysis, potentially opened up a new perspective, which is that coaching outcomes need to be understood as being contextualised within the new learning experience provided by the coaching engagement.

9.2.2 Practice

The research study has shown that using MBA alumni coaches is an option worthwhile considering by other business schools, which also face the challenge of not having the financial resources to employ professional coaches. The caveat is that the business school must be able to provide the alumni with the training and supervision they would need to take on the coaching role. This initiative is well worth the effort involved, as these volunteer MBA coaches, beyond the fact that they are offering their services at no cost, might have more to offer the MBA students than other coaches who are not equally motivated to give something back to their alma mater. In relation to this, it is also suggested that these alumni volunteers can perhaps best be described as 'mentor-coaches' in that they are older and more experienced than the MBA students, and bring a wealth of business knowledge with them into the coaching engagement. This description goes beyond the superficial differentiation that is sometimes made between the role of coaches and mentors in the business environment (see section 4.1.2)

An important consideration for providing coaching for MBA students is how to present this opportunity to the students. Rather than presenting it as a short-term intervention for purposes of enhancing their leadership development within the context of the MBA, it should be described as an intervention offering them the opportunity to build a foundation for their future leadership development. If the students are encouraged to play an active part in the coaching process, it has the potential of reinforcing their learning from the leadership course, increasing their self-awareness, supporting their self-development and ultimately developing their ability to take charge of their own future leadership development.

9.2.3 Research

It would be very interesting to explore whether a similar pattern of outcomes of MBA leadership coaching would be observed at another business school in South Africa

or elsewhere. Factors that would need to be kept constant in order to make comparisons between the outcomes of such a study and the present one, would be to ensure that the coaches use a collaborative and person-centred approach and that the coaching is focused on the students' individual development.

Given the contention, based on the literature, that the MBA students should be able to build their future self-directed leadership development on the foundation provided by the leadership coaching sessions, it would be highly desirable to conduct a follow-up study of a representative sample of MBA students that have had leadership coaching at WBS, and establish the impact that the coaching sessions have had on their leadership development. Such a study could be conducted on a longitudinal basis to explore how the MBA students' leadership capacity and abilities develop over time.

However, exploring the contribution that coaching can make to students' leadership development does not have to be limited to the business school context. Many other faculties within a university, such as politics, law and medicine, could find value in offering their postgraduate students leadership coaching.

As discussed earlier (see section 9.2.1), it would be of value to explore the potential differences in the outcomes of coaching in the business school setting and the organisational setting. Such a study could be carried out using two samples of young business leaders, one from a business school and the other from a business organisation, matched in terms of age, qualifications, gender and cultural identity. The impact of context specific factors could then be better understood, and the outcomes of such a study could be used to provide a background to the interpretation of the findings of research studies carried out in both of these settings.

9.3 Personal reflection

There are many ways in which an academic can make a contribution to the learning and development of MBA students at a business school. However, as noted by Klimoski and Amos (2012), faculty at business schools, who are usually at the cutting edge of leadership scholarship, may not be applying themselves to the provision of leadership development for the MBA students at their schools. Conversely, it may also

be the case that some faculty may be applying themselves to the provision of leadership development for the MBA students at their school, but not spending sufficient time on carrying out research in the field. This research study has been a personal attempt by the researcher to rectify this imbalance in her professional life, and it is hoped that others may find some of the outcomes of this research useful in their own endeavours to provide leadership development for the MBA students at their schools.

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Appendix A: MBA students' qualitative questionnaire

RESEARCH QUESTIONNAIRE

LEADERSHIP COACHING

Please answer the three questions below. Your answers will assist me in the further development of the leadership course and the leadership coaching sessions.

Your participation is greatly appreciated, your answers will be treated as confidential and your name withheld in terms of any future publication of my research findings.

Many thanks!

Viveka

Name:.....

Class:.....

1. In what way do you think you may have benefitted from the leadership coaching session?

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2. Do you think that the coaching sessions have added value to the MBA leadership course and if so in what way?

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3. What have you learnt from the coaching sessions?

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Thank you for your time!

Appendix B: Alumni coaches' qualitative questionnaire

RESEARCH QUESTIONNAIRE

LEADERSHIP COACHING

ALUMNI COACHES

Please answer the three questions below. Your answers will assist me in the further development of the leadership course and the leadership coaching sessions.

Your participation is greatly appreciated, your answers will be treated as confidential and your name withheld in terms of any future publication of my research findings.

Many thanks!

Viveka

Name:.....

Class:.....

1. In what way do you think the MBA students have benefitted from the leadership coaching sessions?

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2. Do you think the coaching sessions have added value to the MBA leadership course and if so in what way?

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3. What do you believe the students have learnt from the coaching session

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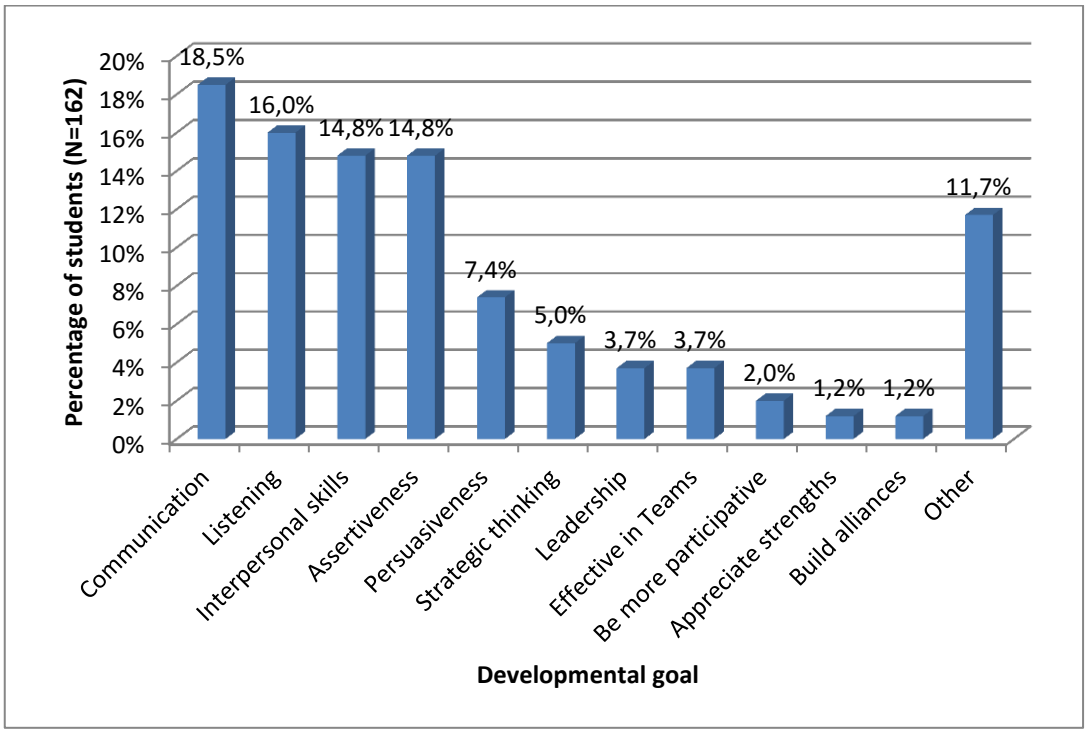
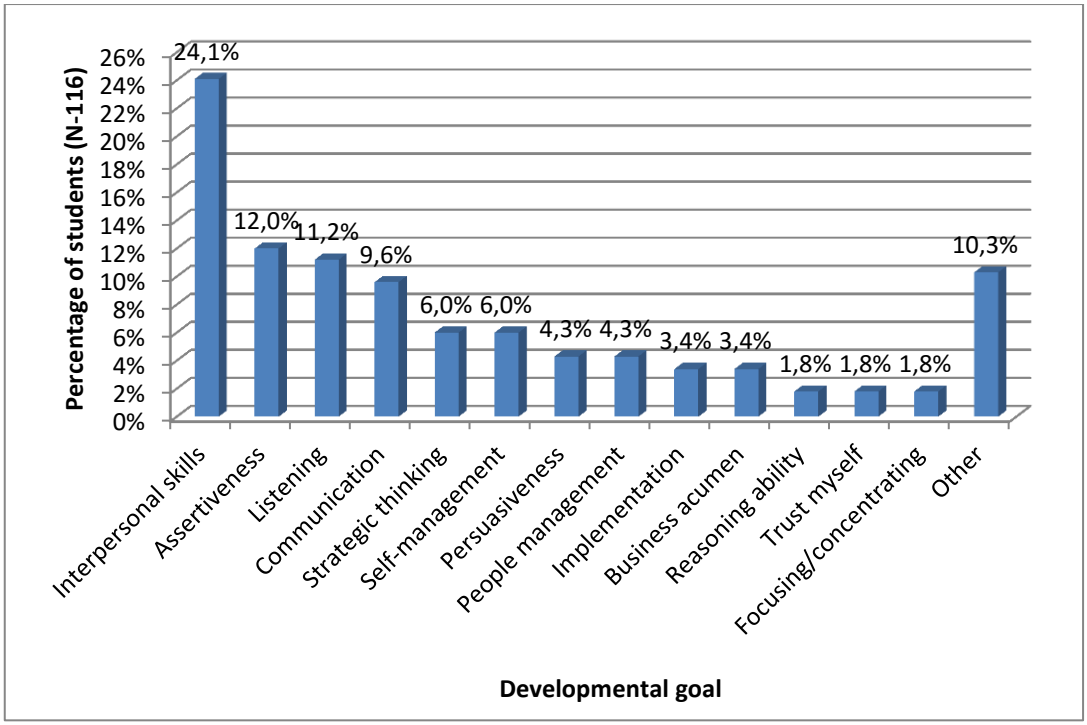
Thank you for your time!

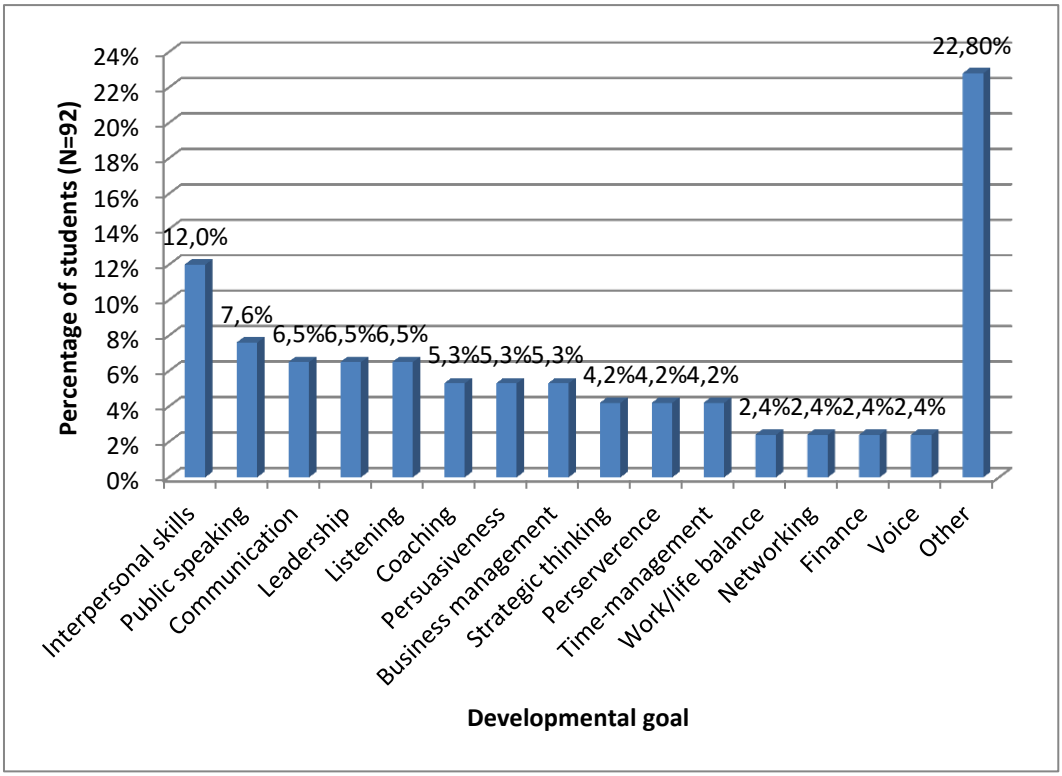
Appendix C: MBA students' developmental goals



The MBA student's first developmental goal



The MBA students' second developmental goal



The MBA students' third and additional development goals

Appendix D: Individual Meaning and Purpose Reflective Tool

Questions	Additional source for wording of question other than Harris and Lagerstrom, 2008
The Authentic Self	
1. What are my strengths?	Drucker (1999)
2. Where do I belong?	Drucker (1999)
3. In what role can I make the greatest contribution to an organisation or to a business?	Adler (1931) Drucker (1999)
The Spiritual Self	
4. These are the ideas and beliefs that have made the greatest impression on me:	
5. These are the people I love and who I believe love me in return:	
6. These are the experiences I have had when I have felt strongly connected to the world around me:	
The Pleasure-Seeking Self	
7. These are the material things that give me great enjoyment:	
8. These are the places I enjoy going to:	
9. These are the things I love doing:	
Enjoyment, Meaning and Purpose	
10. What I really enjoy in life is:	
11. What gives my life meaning is:	
12. My individual purpose is:	George (2003) Goffee & Jones (2006)

Authentic self

1. What are my strengths?			No.	%
Good with people			15	15.3
Analytical			10	10.2
Communication			10	10.2
Planning, getting things done, organising, project management			10	10.2
Strategic thinking			4	4.1
Creative			4	4.1
Coaching			4	4.1
Hard-working			4	4.1
Determination			3	3.1
Problem solving			3	3.1
Passionate			2	2
Good friend			2	2
Leadership			2	2
Other			25	25.5
TOTAL			98	100
2. Where do I belong?			**No.**	**%**
Corporate, corporate SA or internationally, corporate SA, corporate international, corporate multinational			30	31.2
☐ Corporate	18	18.8		
☐ Corporate SA or internationally	5	5.2		
☐ Corporate SA	4	4.2		
☐ Corporate international	2	2.1		
☐ Corporate multinational	1	1		
Own business, own business in SA, own business internationally, own business SA or internationally			31	32.3
☐ Own business	16	16.7		
☐ Own business in SA	9	9.4		
☐ Own business internationally	5	5.2		
☐ Own business SA or internationally	1	1		
Corporate or own business			5	5.2
General management			8	8.3
Specialised field			4	4.2
Small business/company			3	3.1
Consulting			2	2.1

Own business consultancy	1	1
Non-profit internationally	2	2.1
Other	10	10.4
TOTAL	96	100

3. In what role can I make the greatest contribution to an organisation or business?	No.	%
Strategist	42	42.9
Technical expert	16	16.3
Implementer	13	13.3
Change agent	8	8.2
CEO / leader / manager	5	5.1
Teacher or coach	2	2
Catalyst	2	2
I can be all of these	3	3
Other	7	7.2
TOTAL	98	100

Spiritual self

4. These are the ideas and beliefs that have made the greatest impression on me	No.	%
Respect and treat others the way you would like to be treated	17	17.5
Honesty and integrity	14	14.4
Belief in my own abilities	12	12.4
Christianity	11	11.3
Belief in God	5	5.2
All people are equal regardless of their beliefs	4	4.1
Family comes first	4	4.1
There is a reason for everything that happens	3	3.1
Time is precious	3	3.1
Political freedom and social justice	2	2.1
Knowledge and education	2	2.1
Other	20	20.6
TOTAL	97	100

5. These are the people I love and whom I believe love me in return

Most of the respondents indicated that they loved and were loved in return by their family and friends. Family includes wives and husbands, parents and grandparents, sons and daughters, brothers and sisters,

cousins and extended families. They love their partners, girlfriends and boyfriends. They also love their friends including their colleagues. Some respondents expressed their love for God. A few respondents also mentioned their love for their dogs and other pets (N=98; 100%).

6. These are the experiences I have had when I have felt strongly connected to the world around me	No.	%
Experiences of our natural environment including the sea, mountains, bush, stars and sunset	17	18
Feeling of peace, joy and contentment	11	11.7
Travelling around the world	10	10.6
A sense of achievement, ability and motivation	10	10.6
Acts of charity and kindness	9	9.6
The loss of a loved one	5	5.4
Religion	4	4.3
Being part of a team	4	4.3
The world cup experience	3	3.2
Profound joy and deep sadness	3	3.2
The birth of a baby	2	2.1
Violent acts perpetrated by others	2	2.1
None as yet or too personal to comment	2	2.1
Other	12	12.8
TOTAL	94	100

Pleasure-seeking self

7. These are the material things that give me great enjoyment	No.	%
My car	21	22.5
My house / my home	13	13.9
My books	13	13.9
Clothes	7	7.5
Gadgets	7	7.5
Food / a good meal out	2	2.2
My colognes / perfumes	2	2.2
Money / wealth	2	2.2
My TV	2	2.2
My bike	2	2.2
A good holiday	2	2.2

Music	2	2.2
Not materialistic	4	4.3
Other	14	15
TOTAL	93	100

8. These are the places I enjoy going to	No.	%
The beach	28	28.6
My home	13	13.3
The bush	9	9.2
The Berg / mountains	8	8.2
Restaurants	6	6.1
The pub	5	5.1
Quiet places in nature	4	4.1
The coffee shop	3	3.1
My parents' home	2	2
Botanical gardens and parks	2	2
Anywhere far away	2	2
On holiday	2	2
Church	2	2
Other	12	12.3
TOTAL	98	100

9. These are the things I love doing	No.	%
Travelling	19	19.4
Spending time with my spouse / family / friends	18	18.4
Exercising	17	17.3
Reading	14	14.3
Listening to music	5	5.1
Eating out	4	4.1
Going to the movies	3	3
Other	18	18.4
TOTAL	98	100

Enjoyment, meaning and purpose

What I really enjoy in life is:			No.	%
Spending time with family / spouse / friends / people			36	37.5
Achieving / being successful / contributing			19	19.8
Making a difference in the lives of those who are less fortunate			7	7.3
Spending time on my own			6	6.3
Travelling			6	6.3
New challenges			5	5.2
Learning			3	3.1
Other			14	14.5
TOTAL			96	100
What gives my life meaning is:			**No.**	**%**
Family, friends, loving and being loved, God and family, the people in my life, my children			38	39.6
☐ My family	N=13	13.5%		
☐ Family and friends	N=8	8.3%		
☐ Loving and being loved	N=6	6.3%		
☐ God and family	N=5	5.2%		
☐ The people in my life	N=4	4.2%		
☐ My children	N=2	2.1%		
Self-actualisation			15	15.6
Contributing to the lives of others			15	15.6
My Christian faith			3	3.1
The future			2	2.1
Having fun / a good time			2	2.1
Not sure			2	2.1
Other			19	19.8
TOTAL			96	100
My individual purpose is:			**No.**	**%**
To contribute to the greater good, to help others and make a difference			26	27.7
To be the best I can be and make a difference in the lives of others			10	10.6
To be the best I can be, to be successful, to self-actualise			15	16
To be successful and support my family			9	9.6
To be unique, happy and fulfilled			5	5.3
Not sure			5	5.3

To live life to the full	4	4.3
To raise my family	3	3.2
To grow spiritually	3	3.2
To glorify God	2	2.1
Corporate and family	2	2.1
Other	10	10.6
TOTAL	94	100

Was this an enlightening exercise for you?	**No.**	**%**
Yes	72	79.1
Somewhat	8	8.8
No	9	9.9
Other	2	2.2
TOTAL	91	100

Note: In terms of what gives their life meaning, almost 40 percent of the students responded that it was family, friends, loving and being loved, that gives their lives meaning. Fifteen percent mentioned self-actualisation as giving their life meaning, and an equal percentage mentioned the contribution that they make to others. In terms of individual purpose, almost 28 percent of the students mentioned the contribution to the greater good and helping others as giving their lives purpose, and an equal number mentioned self-actualisation, success and supporting their families. Ten percent mentioned both self-actualisation and making a difference to others, with only a few finding purpose in being unique or happy and fulfilled. A small percentage of students were not yet sure of their answers to this question. It thus appears that the numbers of students who define purpose as being based on the concept of self-transcendence, and the number of students who define purpose as being focused on self-actualisation are equal.

Appendix E: Certificate Programme in Leadership Coaching

MODULE ONE: Saturday

Preparation: Read 'Jan Carlzon: CEO at SAS' Harvard Case

Leadership Workshop

08h00 Welcome and Overview of the CPLC (Classroom)

08h30 Leadership Styles (Classroom)

10h00 Tea

10h15 What is Leadership? (Classroom)

10h45 Jan Carlzon: CEO at SAS (Classroom)

11h45 Purposeful Leadership (Classroom)

12h00 Lunch

12h30 General Briefing: Pharmco (Classroom)

12h45 Directors' Briefs Pharmco (Syndicate Room)

13h15 Pharmco Budget Meeting (Syndicate Room)

14h00 Self-Directed Learning and Personal Development (Classroom)

14h30 Watch Playback of Video. Syndicate Members record their Observations (Syndicate Room)

A 'Working Tea' will be available from 15h15 to 15h45

15h15 Complete Feedback Forms for Yourself, the Person Sitting on Your Right, and the Person Sitting on Your Left (Syndicate Room)

15h30 Syndicate Members Give and Receive Feedback (Syndicate Room)

16h30 Capture Feedback, Strengths and Development Areas in your Workbook (Classroom)

17h00 Evaluation and Close

MODULE TWO: Tuesday

Preparation: Read Peter Drucker's Article 'Managing Oneself'

Leadership Theory

17h30 Managing Oneself

18h00 Short History of Leadership Theory

19h00 Tea

19h30 Emotional and Spiritual Intelligence

20h00 Authentic Leadership

MODULE THREE: Thursday

Preparation: Read extract from Frankl's 'Man's Search for Meaning'

Individual Meaning and Purpose

17h30 The Psychology of Meaning

18h15 Kierkegaard and Existentialism

19h00 Tea

19h30 Individual Meaning and Purpose Reflection Tool (IMPRT)

20h00 Solitude and Reflection

MODULE FOUR: Tuesday

Preparation: Read article: 'Beyond the Classroom Walls' and the HBR Article 'What Can Coaches do for You?'

Effective Coaching I

17h30 Coaching Definitions and the Origins of Coaching

18h30 Qualities of a Good Coach

19h00 Tea

19h30 Coaching in the Business Context

20h00 Coaching Ethics

MODULE FIVE: Thursday

Preparation: Complete short CV

Effective Coaching II

17h30 The Coaching Process

18h30 The Coaching Sessions

19h00 Tea

19h30 Coaching Methods

20h00 Coaching Skills

MODULE SIX: Tuesday

Preparation: Complete Myers-Briggs Type Indicator

Effective Coaching III

17h30 The use of Assessment Tests in Coaching

18h00 The Myers-Briggs Type Indicator

19h00 Working Tea

19h30 Autobiographical Story (Work in Pairs)

MODULE SEVEN: Thursday

Preparation: Complete IMPRT and bring your Workbook from Module One

Leadership Coaching

17h30 Facilitation of MBA Personal Leadership Workshop

18h00 MBA Leadership Coaching

18h45 Leadership Coaching Practical (In pairs)

19h00 Working Tea

20h15 Debrief Coaching Practical

20h30 Evaluation and Close

Appendix F: MBA students' quantitative questionnaire

RESEARCH QUESTIONNAIRE
PERSONAL LEADERSHIP COACHING
MBA STUDENTS

Every student, coach and coaching experience is different. The purpose of this questionnaire is to capture your unique experience of the coaching sessions you have had as a part of the Leadership Course.

Please try to answer all the questions. Most of them require you to circle the number on a rating scale that reflects the extent to which you agree with a certain statement. There are also a few open-ended questions where you can add your own comment and suggestions.

Your participation is greatly appreciated. You have my assurance that your identity will not be disclosed in any future publication based on my research.

Many thanks!

Viveka

Name:.....

Class:.....

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

Please draw a circle around the number on the scale that best reflects the extent to which you agree with the statement given above the scale

A. In what way do you think you may have benefitted from the leadership coaching sessions?

The coaching sessions have:

1. Increased my self-awareness

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

2. Enhanced my self-development

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

3. Helped me understand my purpose

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

4. Supported my leadership development

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

5. Added to my knowledge of leadership

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

6. Strengthened my understanding of my leadership style

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

7. Given me the opportunity to reflect

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

8. Grown my self confidence

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

9. Shown me the value of introspection

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

10. Are there any other benefits that the coaching sessions have given you in addition to those listed above?

.....

.....

.....

B. In what way do you think you the coaching sessions have added value to the leadership course in terms of the statements given below?

11. They have personalised the course to the individual level

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

12. They have given me the opportunity to apply what I have learnt in the personal leadership course

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

13. They have allowed me to discover my authentic self

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

14. They have made it possible for me to discuss and articulate my thoughts and feelings

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

15. They have helped me to clarify my motivators and drivers

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

16. They have helped me to define my goals and to plan ahead

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

17. They have confirmed and validated my thinking

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

18. They have helped me in managing the stress I have experienced in doing the MBA

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

19. The have given me the opportunity to focus on the softer people side of management

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

20. They have helped me to find my own solutions to issues and problems

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

21. Do you think the coaching sessions have added value to the leadership course in any other way than those listed above?

.....

.....

C. To what extent are the statements below a true reflection of the learning you have derived from the coaching sessions?

22. How to be true to myself, how to be authentic

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

23. To know my purpose, goals, objectives and what really matters to me

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

24. The value of taking stock, reflection and articulating thoughts

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

25. An appreciation of my strengths

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

26. The value of obtaining feedback from others

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

27. How to be a good leader

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

28. How to work on my shortcomings

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

29. The value of having a coach

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

30. The value of listening skills

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

31. How to be more assertive and manage conflict more effectively

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

32. How to manage issues of work-life balance

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

33. The value of the MBA and how to embrace the learning in the MBA

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

34. To manage my relationship with the other students in my syndicate and class better

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

35. That change is possible

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

36. Is there any other learning that you have derived from the coaching sessions that has not been mentioned above?

.....

.....

.....

37. How satisfied are you with the coaching sessions you have had?

Not at all satisfied 1 2 3 4 5 6 7 Very satisfied

Fairly satisfied

Appendix G: Alumni coaches' quantitative questionnaire

RESEARCH QUESTIONNAIRE

LEADERSHIP COACHING

ALUMNI COACHES

Every student, coach and coaching experience is different. The purpose of this questionnaire is to capture your unique experience of the coaching sessions you have conducted as a part of the Leadership Course.

Please try to answer all the questions. Most of them require you to circle the number on a rating scale that reflects the extent to which you agree with a certain statement. There are also a few open-ended questions where you can add your own comment and suggestions.

Your participation is greatly appreciated. You have my assurance that your identity will not be disclosed in any future publication based on my research.

Many thanks!

Viveka

Name:.....

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

Please draw a circle around the number on the scale that best reflects the extent to which you agree with the statement given above the scale

A. In what way do you think the MBA students you may have benefitted from the leadership coaching sessions?

The coaching sessions have:

1. Increased their self-awareness

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

2. Enhanced their self-development

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

3. Helped them understand their purpose

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

4. Supported their leadership development

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

5. Added to their knowledge of leadership

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

6. Strengthened their understanding of their leadership style

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

7. Given me them the opportunity to reflect

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

8. Grown their self confidence

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

9. Shown them the value of introspection

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

10. Are there any other benefits you think that the coaching sessions have given the students in addition to those listed above?

.....

.....

.....

B. In what way do you think you the coaching sessions have added value to the leadership course in terms of the statements given below?

11. They have personalised the course to the individual level

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

12. They have given the students the opportunity to apply what they have learnt in the personal leadership course

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

13. They have allowed the students to discover their authentic self

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

14. They have made it possible for the students to discuss and articulate their thoughts and feelings

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

15. They have helped the students to clarify their motivators and drivers

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

16. They have helped the students to define their goals and to plan ahead

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

17. They have confirmed and validated their thinking

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

18. They have helped the students to manage the stress they have experienced in doing the MBA

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

19. They have given the students the opportunity to focus on the softer people side of management

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

20. They have helped the students to find their own solutions to issues and problems

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

21. Do you think the coaching sessions have added value to the leadership course in any other way than those listed above?

.....

.....

.....

C. To what extent are the statements below a true reflection of the learning the students have derived from the coaching sessions?

22. How to be true to themselves, how to be authentic

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

23. To know their purpose, goals, objectives and what really matters to them

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

24. The value of taking stock, reflection and articulating thoughts

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

25. An appreciation of their strengths

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

26. The value of obtaining feedback from others

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

27. How to be a good leader

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

28. How to work on their shortcomings

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

29. The value of having a coach

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

30. The value of listening skills

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

31. How to be more assertive and manage conflict more effectively

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

32. How to manage issues of work-life balance

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

33. The value of the MBA and how to embrace the learning in the MBA

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

34. To manage their relationship with the other students in their syndicate and class better

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

35. That change is possible

Not at all 1 2 3 4 5 6 7 To a large extent

To some extent

36. Is there any other learning that the students have derived from the coaching sessions that has not been mentioned above?

.....

.....

.....

37. How satisfied are you with the coaching sessions you have conducted?

Student one

Not at all satisfied 1 2 3 4 5 6 7 Very satisfied

Fairly satisfied

Student two

Not at all satisfied 1 2 3 4 5 6 7 Very satisfied

Fairly satisfied

Appendix H: MBA students' responses to the qualitative questionnaire

1. **In what way do you think you may have benefitted from the three leadership coaching sessions?**
    - It was overall good learning experience for me personally. Now I have more open mind for ideas from other colleagues and friend and look at much broader picture. Reflective approach is one thing that have enabled me to try and do things better than previous day. **01**
    - Revisit and revise of similar sessions from a few years back – found that aspect very beneficial. More emphasis placed on spiritual aspect. **02**
    - The coaching sessions provided me with the platform to reflect on my current leadership style as well as the one I want to work towards. My coach was especially good in providing us with an environment of sharing, understanding and reflection. **03**
    - It has definitely helped me identify certain aspects from a self-awareness perspective. It encouraged me to work on objectives that facilitate the leadership development process. It provided focus for areas to research outside of the course that will be of benefit in leadership. **04**
    - It has given me the opportunity to reflect on my leadership style, and also identify styles that I was not aware of that even existed – it has given me a framework to explore myself to improve my leadership expertise. **05**
    - I did a lot of introspection. My coach stressed the importance of aligning yourself emotionally with what you do. **06**
    - The sessions consolidated all my learning from the leadership attendance courses in terms of understanding, accepting and improving on my leadership style. **07**
    - Direction in terms of balancing my needs in life. Building a good coaching network. **08**
    - I found the sessions highly stimulating and enriching. Our coach was highly motivated and proactively engaged the issues. He also identified poignant issues and asked intriguing questions. I found my partner in the process to challenge me significantly, which I enjoyed. **09**
    - Nothing much, but more emphasis was put on my character, and somehow confirmed. **10**
    - Expected to benefit in cool management styles and leadership styles especially now to deal with conflict and how to build a winning team. **11**
    - It allowed me some time to stop and reflect on my professional and personal life and think of what I am doing and what I would want to do. The sharing of experiences also allowed me to get ideas and guidelines from others. **12**
    - It has enabled me to re-look at my leadership style and identify ways and means of improving on it. **13**
    - Structured, focused energy on self-development, interpersonal issues and leadership dynamics. Focused thinking space and time on leadership style and results. Research into interpersonal tools such as limbic resonance, neuro-linguistic programming and values development. **14**

- It has been good to be able to talk to someone who has been through the same experiences that we are having now. This is in terms of: application of the MBA in their career; personal experiences during the course; career options and advice; advice on specific creed within the course. **15**
- It's given me a chance to network with a senior executive and gain insight from his perspective. His insight has enabled me to focus on certain areas that might require work. **16**
- Listening to the experiences of a MBA graduate was enlightening. My coach has become a player in my life and I have someone to give me a neutral view of things. **17**
- The main benefit was an awareness of what sort of questions I need to answer. They were not answered though. **18**
- Assist to clear up my mind with regard to my own strategy / goals. Assisted with corrective action for leadership styles and made me more aware of which leadership styles are good for which situations. **19**
- In re-affirming my belief in a number of things I have to continuously work on about myself. **20**
- Benefit was time to think and discuss career and pitfalls with a coach with experience. **21**
- Learning how to coach others effectively. Knowing your pleasurable self and things that are pleasurable when done. Relating to a coaching professional opened up other doors that I never thought existed. **22**
- This provided an opportunity for personalised, objective opinion on leadership issues I was experiencing. Helped me to clarify my own objectives and career expectations. **23**
- I got to learn more about myself. I also got to deal with some "demons" and shortcomings in my life and used it as a mirror. **24**
- It has identified areas that I should focus on to remain authentic in the workplace. It was good to get an independent view on certain personal and work related topics. **25**
- In the sense of awareness and consciousness that it created in myself, I do not feel that I had concrete answers to the questions at the beginning of the course but certainly had at the end. **26**
- I have realised the importance of just stopping and reflecting on what one does and why one is doing it. In these sessions we were given the opportunity to think about purpose and life's journey and how one could make it worthwhile. **27**
- The sessions provided an opportunity to view my life goals, most notably in the long term. **28**
- It created an environment where I could once again look at the importance of my life and things that truly matter to me. I discovered my true strengths and weaknesses through the process. **29**
- Firstly, interaction with external coach and fellow MBA classmate was insightful. Secondly, the IMPRT discussing address may issue that a person normally does not think about. Lastly, the discussion with working and study, Wits created a discussion more than just about readiness. **30**
- I have applied the learning objectives with great success. I am still working on consistently applying the objectives since change takes time. **31**

- Helped me understand and learn more about myself. Also gave me direction in building on my strengths and deriving a plan to work around my weaknesses. **32**
- New insights learnt. The learning and development methodology identified new area for development early implemented. **33**
- I haven't had a coach before, so it was a beneficial experience for me. **34**
- I was able to share valuable insights and learn from both my peers and the coach. I was able to reflect and learn in order to move forward. Valuable insights, nobody is perfect. Follow 80/20 rule for those things that are significant in my life. Work with people and help them through their difficulties in order to make it a win-win situation. **35**
- Benefitted from the one on one session; was able to discuss leadership issues in detail and their implications for me; able to apply concepts in real world and in turn provide feedback to a person outside the work environment – creates a safe environment – environment of non-judgement. **36**
- Helped med identify my inner strengths and weaknesses. Allowed me the opportunity to set time aside to focus on issues. Allowed me an opportunity to explore the authentic, pleasure seeking and spiritual side at the same time. **37**
- Thinking about areas of my life I wouldn't ordinarily have. Getting to know a fellow class-mate better being able to vent with my coach, nice to vent with someone who's been through it all. **38**
- Makes you realise that you have to focus your energy on yourself. Always learn and explore yourself knowledge and awareness. **39**
- The coaching sessions have re-invigorated my energies to focus on my "ultimate" gaols of having my own business. The coaching sessions also have provided me with a structure on how to go about achieving these goals. **40**
- With our coach we went through a lesson in how to coach. This was valuable as we learnt the essentials of coaching and how to answer and ask the 'power' questions. **41**
- The three leadership coaching sessions allowed me to take a hard look at my leadership style, my ambitions and the things I consider important. It was an eye opener because it made me think about aspects of my leadership that I hadn't previously considered. **42**
- I think that it has enhanced the quality of the leadership course. It has created a more holistic wholesome concept of what leader development entails. It has also given me the opportunity to canvass ideas about leadership issues in a constructive environment. **43**
- I've realised I'm very happy in my own skin. **44**
- It forced me to sit down and reflect, and set objectives to overcome my weaknesses. I realised who my support/feedback group are. I have to come to trust a couple of classmates, and they will definitely be part of my network group going forward. As the year moves on, people show their true colours and one learns who to keep as part of you network. To me it's about principles, values, integrity and work ethic – it's not about the end result – the end does not always justify the means. My coach did stress to us that the network we create is important going forward. Aside-one also learns who is there to actually learn and embrace the experience, and who is there to

just have the three letters MBA behind their name. I also think that our coach, My coach, gave us insight into life after MBA – as well as life during the MBA. **45**

- Understand my leadership style and strength. Recognise the different leadership styles. The tripartite self = spiritual self, authentic and pleasure seeking self. The Harvard model and purposeful leadership. Define purpose, create alignment around organisational purpose, achieve organisational purpose, understand organisational purpose. Ask husband and fellow students for help with positive feedback/mentor and encouragement. **46**
- It was a good time to reflect on the MBA and my personal self-growth through it. It was great to meet alumni and chat about MBA experiences. **47**
- I have learned on how to be a good and effective leader. I also discovered the other leadership qualities from the coaching sessions. I also learnt how to be an authentic leader. **48**
- It has taught me about my leadership styles and also highlighted other leadership areas that I could learn from. It got me thinking a lot about my life and got me thinking of questions such as what and who do I really value? My coach also provided us with a nice foundation for future relationships with him as well. **49**
- I learned more about leadership and how I can use my leadership skills not only when I get to the workplace but in my current environment. The coaching sessions made me more aware of what I am capable of and what I need to develop in order to lead successfully. **50**
- I got to see how others see me. This was an extremely uplifting and empowering experience. My coach was a very excellent coach he linked together my authentic self and how to "channel my energy", to direct me. He was very encouraging and insightful and built us up. I learnt extra from us being coached in pairs. I gained insight about myself as well as practical ways to grow. **51**
- It helped me understand who I am and what my purpose in life is. I managed to network and form potential long-term relationships. **52**
- I was able to build what I believe is a lasting network with my coach. I have been able to call him and speak to him even after the coaching sessions. Was able to share and learn from someone who has been through this journey and it was amazing how similar our experiences were, and comforting to know that he's been so successful. **53**
- Getting honest unbiased feedback from the coach with respect to my interaction, communication and management style forced me to introspect and understand my purpose in doing the MBA, evaluate whether I had a balance in my work, study and family life. Forced me to re-evaluate and commit to spend more family time. Saw the immediate benefit in family relationship with wife and child. **54**
- Gained insight into life post MBA, able to gouge of the benefits are with an MBA Wits Graduate. Ascertained useful info in terms of market info, i.e. remuneration and fields open to grads. Our coach was amazing and made me believe that all things are possible. Imparted great deal of knowledge and useful info that I can use in the working world. **55**
- My level of confidence has improved. **56**
- 1. My coach brought in his outside experience but mainly facilitated the entire session. I/we used him to reflect about my/our purposes in life in particular given the

possibility to be future leaders. 2. Obvious issues that I had neglected turned out to be very significant as building blocks of who I am or will be. 3. I felt comfortable speaking about myself either weakness and/or strength. 4. He emphasised that it is not about fixing my weakness but rather strengthening/enhancing my strength. **57**

- I was unfortunate with the coach, which I was allocated as I felt that he was very biased towards the success and future prospects of my partner in my group. I was given very little attention (barring the final day when I demanded – subtly – it) and felt as though I was judged initially without being given a four chance. I felt each session feeling rather low. **58**
- I was able to draw on the expertise, advice and experience of an alumni member. It was easy to relate to my coach because he fully understood the pressures of the MBA programme and the challenges of the work environment. I was able to pour out my heart to a "stranger" because I felt safe to do so. He also pointed me to other resources that I could draw upon. **59**
- The leadership coaching sessions enabled me to know the challenges I face towards attaining my career goals and how to get through them. I have become more self-aware and my confidence level has increased. **60**
- The three leadership coaching sessions has really been helpful and inspiring because it gave me a change to relate intimately with a personality who had achieved quite a lot in life. I was able to get a new perspective and was able to be myself and reveal a lot about my person that I would not normally have done. I also had my coach grant me access to some companies in respect to my assignments. **61**
- There was only a slight benefit by that you got to do some reflection. It would not have any effect, on my deciding I would make in the future. The concept is sound. **62**
- The sessions encouraged a level of introspection around the key leadership attributes needed to position one as a capable leader. The benefit was in personalising the learning and inspiring thought around the specific strengths, weaknesses and areas of improvement while encouraging one to start walking the path compared to a wholly theoretical perspective. **63**
- I was able to dedicate time to my personal development, by identifying my areas of weakness, strengths. It was an opportunity to reflect and work on these. **64**
- Experience of the coach. Life experiences and skills. Viewpoints of the team member. How others see me. Strength / weaknesses of myself. His 'okay' if I am unsure of where I want to go in life, it changes over time. **65**
- It gave me an opportunity to bounce ideas off someone who had a lot more experience in life and industry. Our coach gave us some valuable advice regarding the remainder of the MBA course and even some career guidance. **66**
- Interaction with former MBA students, who were acting in the capacity of mentors, was very fruitful. There have been there before and are currently in business and have a better view about leadership. **67**
- It was an invaluable experience. It helped me craft, refine and map out my career and personal plan. It was also great to get / receive feedback from my leadership coach. **68**
- It was performed in a safe environment and therefore I felt free to open up. I became self-aware of things I was oblivious to. My coach taught me a lot about opening,

about networking and what possibilities there are and opportunities that one could make use of. I was able to also confront my fears and become aware of what is holding one back. **69**

- By revisiting and discussion of the MBTI, career orientations inventory and carer goals it puts you in a position where you have to think about yourself and the environment that you fit into. The discussion increases your self-awareness. **70**

2. **Do you think the three coaching sessions have added value to the MBA Leadership Course and if so in what way?**
    - It did, especially video analysis was helpful with insight in to myself. **01**
    - Yes, introspection is helpful in any situation. Coaching from MBA mentor adds a lot of substance and weight to it. **02**
    - Yes, for it forced you to apply and reflect on what came from the leadership course. **03**
    - It provides benefit for people who are not vocal about their thoughts or feeling. As someone who speaks openly about emotions and thoughts, I did not find the process very enlightening. I also feel that the leadership aspect drowned in the process. Suggestion; more depth should be included, should focus on the authentic self while illustrating link towards authentic leadership and other leadership styles. **04**
    - Definitely, it covers the 'softer' aspects that are not covered in the course work – the coursework covers mainly the 'hard' issues. **05**
    - As a leader, you need insight in to your driving forces and your motives and emotions the 3 sessions explored this, and I think it has added to my leadership style. **06**
    - Certainly. It is not usually that I take the time to reflect on my leadership style and the sort of leader I need to be. The courses forced me to reflect on this. **07**
    - Yes, people who coach have been through the MBA and similar life experiences. **08**
    - Absolutely, it made me realise the practical flaws in my current persona and my intentions to develop my leadership style. It made the already practical course more 'implementable'. **09**
    - Not much. Maybe because I will like to believe that I did not gain anything new from what I know and also nothing that has been said has changed my thinking anyway. **10**
    - I do not think so as it is us who were mostly talking about our experiences and have thought we would correct our weaknesses rather than from the coach. **11**
    - Yes they have. They have allowed me to go outside the parameters of classroom learning to "professional learning". Sharing of work experiences with more established coach helps avoid known mistakes. **12**
    - It helps a great deal to have one on one coaching rather than having only a classroom type of set-up. One on one coaching enabled me to open up more and talk. **13**
    - Yes, it allowed for reflection, introspection, self-development and provided a framework for development. **14**
    - I feel that they have been the most personal of the leadership course – not steeped in theory, but rather information and experience from a person who has lived through this. **15**

- Yes it has. It gives current MBA students the opportunity to network with senior people that have undergone the MBA, to share experiences and to share much needed tips. **16**
- I was able to identify areas I needed to improve on through these sessions. Most importantly I was able to come up with practical solutions to my challenges aided by the assistance of our coach. **17**
- Yes; while I believe they could have been more effective, they were not a waste of time. Main benefit was an awareness that I need to develop better self-understanding. **18**
- Yes – assisted with defining clear goals in life. Guided me in directions to achieve good leadership. **19**
- Yes - this is answered in question 1. **20**
- Yes, time well used and good to run through situations and experiences with someone who has been there. **21**
- It has, through alternative explaining of what leadership really is and how one can go about being an effective leader. **22**
- Yes, an opportunity to network. Created an opportunity to understand how issues are dealt with in real life as well as how theory is practised. I had an opportunity to understand my own leadership style and how I could improve it and adapt to whatever the situation requires. **23**
- At first it felt as something of an irritation but certainly, after a while I got to get some perspective from the coach. **24**
- Yes they have. Gives one a chance to work through things with an independent third party. It exposes one to coaching in a safe, "free" environment. Gives one an idea if this is something, a tool to be used in life going forward. It elevates the MBA courses status. **25**
- I think that ultimately they do but timing is important and students tend to be reactionary to additional courses at this stage. Self-awareness and the analysis of the self. **26**
- Certainly, they say that you don't go through a coaching session and remain the same. In addition to these sessions I will be getting more coaching sessions through peers where we intend to meet every month and provide that mirror to each other. **27**
- Not really if I have to be honest. **28**
- Yes it did. Before embarking on the MBA, I thought it could just be an extension of my knowledge base. I soon discovered that part of the process would be to find yourself and through that develop your leadership skills. **29**
- Yes. Discovering my leadership style and authentic self. Also getting a perspective from a third party. **30**
- The caching sessions have improved my leadership styles at my workplace. People have noticed change in my approach to issues and challenges. **31**
- Yes. Compliment the application of the module with the people side of management. **33**
- Yes, they help us develop leadership skills. **34**
- Yes, definitely; planning, coaching, empathy. **35**
- Yes, added a practical element to the leadership component. **36**

- Yes – having followed the HR course, the coaching sessions certainly add value to any individual leadership styles. The coaching sessions taught me how to respond in different students and how to handle people. **37**
- Set a few goals specifically related to the MBA and these were written down and followed up by the coach. This forces one to at least attempt achieving those goals. Value = 100% related to the MBA. **38**
- Yes. Leadership and those skills can only be cleared by yourself. **39**
- The caching sessions helped bring the leadership course to life. The sessions allowed me to practice what I learnt in the course. **40**
- In a sense that we set the tone, yes. The difficulty was the missing link in where it fits in. **41**
- I believe value had been added because having an MBA degree isn't enough. A person needs to be well-rounded. Leadership is just as important as the degree itself. To make a change or a difference, you need to start with yourself. **42**
- Yes, tremendously. It is a tool I would be able to use in my leader development process. It has personalised the leadership course. It had taken the leadership course from a pure academic platform and made it very real and relevant to my personal leadership style, attributes and characteristics. **43**
- The entire course: yes, for me personally: no. **44**
- Yes, because if forced us to actually sit back and think about our objectives, and how we are going to achieve them. It forced us to reflect on the contents of the leadership course and see how we could improve on our leadership styles. It also enabled us to reflect back on the year, and see how we could have done things better. **45**
- Yes, always good to discuss person understanding of what leadership is and means, analyse different models. Tap into experience from the alumni and useful to use session as a sounding board where you can vocalise thought and ideas and put them into action. Engage and share thoughts and emotions that are very personal and begin to feel comfortable with communicating this to the coach. **46**
- I think that the concept is excellent and added value but the actual coaching was not very effective. The coach spoke a lot about herself and didn't try understanding our responses fully. **47**
- It actually contributed a lot as we were able to discuss issues that we actually did not had known about if we didn't have the coaching. Coaches helped us to open up and learn from the experience of the coaching partner and the coach himself. **48**
- Definitely. It sort of helps relook and ponder on the answer to the question "why am I doing an MBA". The timing was also right as it happened at a time when we were caught up with meeting deadlines and had lost track of our reasons for doing the MBA. **49**
- Yes. To have a coach who has been through the same programme is very relevant as it is easy to identify with them. It helps to translate theory into practice. **50**
- Absolutely. More self-aware, gained confidence, practical tools to grow. The MBA is sold as a leadership course – we therefore need courses and coaching in order to develop this aspect. **51**
- Yes, practical application of leadership. The importance of mentoring. It helped me to understand what my purpose in life is. **52**

- Yes it was, I just wish we had at least two more sessions and also maybe be offered in the first block. The value added for me has been on building relationships that I believe will last. **53**
- Impartial coaches guided and advised on issues such as life balance, management style and personal interactions. Level of maturity coaches established a relationship of respect and thus credibility. Used their personal experiences to illustrate and coaching point, which clarified issues in practice e.g. how poor communication effected business relationships. **54**
- Bet, the contact and exposure was especially useful as we have very little contact, directors etc. in the workplace. Gives a holistic view of the overall course. Provides encouragement from former MBA student s, i.e. it can be done. What fields are open to grads and info with respect to how corporate perceives Wits MBA grads and the value and worth placed on the programme. **55**
- Yes, I think it has. It was my first time to be engaged in such a session. I found that communication is more effective in such smaller groupings, as I was very open. **56**
- 1. Yes, these coaching sessions were very helpful. 2. But three sessions were limiting/short duration for each. 3. Timing was not very helpful. I suggest that these sessions are spread to the third block as well for two reasons; (i) more time to reflect (ii) less pressure as things are hectic in the 2nd block. **57**
- Unfortunately not for me. I gained very little value from it, barring learning more about my colleague in my team. **58**
- Absolutely, most of the coaches have or had had leadership roles themselves; it gave me access to "top leadership" interaction, which I would normally not easily get. Leadership "mentorship" is something that we lack on this programme. **59**
- Yes, they have added value to the MBA leadership course. It gave us a chance to meet people from the field and discuss practical issues, which are vital to our profession. **60**
- Well, I don't know about adding value to my MBA leadership course, because I have not had to put it in practice. Hopefully this would be the case. **61**
- I thought that was big courage, we didn't do anything false. Not sure if it had any effect. **62**
- The sessions were of great value most of the work we do in the MBA is general learning. The sessions helped to take home the issues and positions the MBA and the learning as a personal journey on the path to self-inquiry and development of one's self as a future leader in business and the community at large. **63**
- Definitely, it was a very important focus on the self. This tends to get over-shadowed by the theory-based courses. **64**
- Definitely, shows us that the does not have to stress, if one doesn't have a definite plan for oneself opens up ideas for oneself, there are many options available, the answers will come. Great way to network. On speaking to others, finding out about what their coaches do, get into contact with them. **65**
- Yes, by forcing us to take some time to internalise and then verbalise some of what we learnt and plan to do. It was a good opportunity to reflect. **66**
- Three coaching sessions are like an intro in leadership. Not all leadership angles were explored due to time constraints. My major concern was the non-reference to African traditional leadership, which I believe if combined with Western Leadership

styles, will be a winning combination for the African Diaspora and uniquely African. **67**

- Yes, it made the course more practical. However I do wish the leadership course was a full time course / semester course. **68**
- Yes, the theory that I learnt was only part of what an MBA can do for me but the coaching was more about what that is out there, and where I can add value, what I can do to empower myself and those around me. **69**
- Yes it does add value by: 1. Increasing self-awareness 2. Confirming strengths and weaknesses 3. Confirming career goal alignment. **70**

3. What have you learnt from the coaching sessions?

- Look at the bigger picture / outcome. Be more thoughtful of things before doing. Think about how can I positively contribute to the society, organisation. **01**
- Realised there is a lot more things I don't actually know regarding leadership. Compels me to investigate the authentic side more than just what was covered in class. **02**
- That reflection is extremely important and that I want to constantly work on this in order to ask question about myself and my leadership for if I understand this I can work towards becoming an authentic leader. **03**
- I learnt some approaches for dealing with some of the shortcomings I have from an interaction and engagement perspective. Learnt a few models that may be adopted in practice. I have become more self-aware and have been able to explain to myself why certain engagements in the past have had the outcome that they had. **04**
- I have learnt what matters (really) to me and where I want to be and what I will contribute to the world in the process. **05**
- The importance of my feelings and emotions on the decisions I make. **06**
- I learnt that I am in fact a much better leader than I thought I was. Obviously so, there is always room for improvement with more confidence, comes growth. **07**
- Make the pie bigger don't divide it up more; assertiveness; conflict management. **08**
- That I can offer more than I realise and I have not fully understood my strengths and power. **09**
- Nothing much. **10**
- It takes more than three sessions to learn from this, the sessions we had were based on trying to know each other also it would be beneficial if the coaches were aware of exactly where we were coming from. **11**
- To reflect on the type of leadership I have used in situations and what was resumed. To assess what I can do better and fully leverage it. Putting my MBA in to my life's perspective. **12**
- Above all, I got reminded of how important it is to be authentic. I have also learnt to accept feedback and use it to improve yourself. **13**
- To be patient with myself. Focus my efforts and energies. **14**
- I have learnt a bit more about myself as well as gained some perspective from a fellow classmate and the coach. **15**
- Yes. I've learnt that my leadership style is vital in me excelling and I need to focus on it a lot more. **16**

- I've learnt that I have to live the change I want to see in other people if I want to succeed in my career objectives. Keeping quiet and listening is sometimes more effective than fighting all battles. **17**
- The implications of my personality INTJ on my view on the world. Practical methods to adopt appropriate leadership styles to differing situations. **18**
- Different types of leadership styles; which styles are good for what. **19**
- Patience, listening skills. **20**
- Need time to reflect. Need to consider future career goals more carefully. **21**
- How to coach. How to ask powerful questions. Conflict avoidance. Spiritual self. Pleasurable self. **22**
- How to strengthen your own natural leadership style and compliment it with other styles as the situation demands. Understand your own motivation and come permanently, your authentic self, what is driving you, and why you react the way you do. Not just understanding yourself better, but learning and adapting. **23**
- I actually know what I need to achieve it just matter of putting it into action. **24**
- When being democratic I must ensure I desire input from all being consulted. Don't appear to want input but already have agenda set. **25**
- That effective communication is an issue for me personally. Identified the problem, discussed it and had possibilities for solutions. Pro-active identification. **26**
- Learnt, shockingly more about myself. Indeed it served its purpose of me having a mirror in front of me. Inspirational just talking to other folks who are inspired helps one to 'look forward' to the future. **27**
- What my purpose is. **28**
- That I am just a human being and that true leaders are sculpted through a process of self-discovery together with develop skills. These two factors are inseparable. **29**
- How to manage time especially since the coaching session was not specified time. How to be clear when discussing any issue. Areas of leadership that I need to work on. Discovering my authentic self. **30**
- To be more flexible and incorporate input from others. Be receptive for constructive negative feedback. **31**
- How to implement measures to address development areas. The methodology. **33**
- I have learnt more about myself and also about my coaching partner. **34**
- Not to be a perfection; not much is in my control; my research project should be chosen with what I see as my future profession and not what I am currently specialising in. **35**
- Exposure to leadership concepts and the practical application thereof. **36**
- Most importantly is the phrase 'top of mind', which we explored with our coach. Focus on quality and not quantity. Never try and be someone else. Respect others opinion. **37**
- The coach assured me that the MBA is indeed worthwhile. We all feel like throwing in the towel at some stage. Made me feel less alienated from the other MBA students. **38**
- To focus internally on myself. Not to worry what others think but be true to what is core to me. **39**

- I have learnt about how people perceive me as a leader. The coaching sessions also taught me about how to use my strengths and leadership abilities to forge ahead in my career. **40**
- That I have more work to do o myself. The journey has just begun. I've also discovered that people generally have similar ambition although the approach may be different. Additionally, I now have an appreciation for my talents where I considered them as weakness before, and discovered areas that need improvement. **42**
- That there is value in having a coach. The importance of taking stock of your life, reflecting on it and actually vocalising these thoughts. Most leaders grapple with the same issues more or less and that your experience although different is not unique, hence you are able to rely on the benefit of the experience of others who has gone through a similar process. **43**
- Unfortunately not much. **43**
- That a coach is there to act as a sound board, but to make you think about life too. My coach was very good at not forcing his opinions on us – however, he did ask questions about our objectives – he also introduced as to SMART – a methodology I had never encountered before. I have always believed in measurable, attainable, realistic and time bound goals – otherwise, it not a goal but a dream. **45**
- **1.** Where my strength and weakness are, and what I need to focus on to become a better leader**. 2.** What I enjoy doing and what my purpose, goals and objectives are. Continually assess and re-evaluate where I am at, and how I am developing. **46**
- I put into words a lot of the emotions I have been experiencing through the MBA. **47**
- How to be good a leader and what it takes to be a good leader. I also learnt a lot from my partners' experiences. The coach was able to share his experiences with us, which actually helped us a lot. **48**
- I learnt a lot about myself. It also gave me an opportunity to contextualise my learning on the MBA. **49**
- I can still work well and lead people who are completely different from me. A true leader is able to influence even those who have different beliefs. **50**
- Where I lose my power and how to stay on track. That everyone has the desire to be in touch with their power (authentic self). **51**
- 1. The importance of knowing what my purpose is in life. 2. Importance of mentoring. **52**
- To believe in myself, I can only be me. this has been life changing for me because everything I do now is centred around knowing that I can only be me and I need to stop being so fearful. **53**
- I need to get out of my shell and to the "small talk" which give me the confidence to do the "big talk". It is very important to have a life balance with regard to family life, work and study. Be more assertive in business as well as personal life. **54**
- Gained a greater sense of myself, learned to trust myself; improved my self-confidence. Been able to actively work on and identify development areas. Have been more vociferous and learned to be a bit more patient. Use my strengths and skills to my advantage. Anything is possible. I am capable and definitely can do anything I set my mind to. **55**
- I have to know myself. **56**

- 1. Enhance on my strengths rather them focusing on what I am weak on. 2. Find my purpose and passion in life. 3. Avoid doing things even career because of monetary benefits but for the love of it as well. **57**
- I learnt about myself and how I handle difficult situations, including issues of leadership. I also understood and was able to separate someone else's views of me (talking too much) as what my perception and the general perception of me is in my class, and syndicate group. **58**
- I was assisted to be able to draw up my own leadership objective and reflect on ways that I could use to achieve my objectives. My coach was a very good listener and this made me realise how valuable it is to have good listening skills. It gives the other party the opportunity to express themselves fully. I also accessed good material / literature on areas I wanted to develop on. **59**
- How to balance between work and life. Hoe to create clear goals and success plan to get there. How to achieve better performance reviews. **60**
- That life can be bumpy at the beginning. That to get to the top, you need to scale quite a lot of hurdles. I also learnt that I could learn a lot from someone's life experience. **61**
- To rather none is reflect. There was nothing else that was really relevant. The arguing and questioning were such that I'm not sure it helped. **62**
- To look further within. To position one's self within an environment of a bigger picture. To be led and lead in the relevant areas. It also directed me well with regard to personalising my experiences and my attributes to both the benefit of myself, the orientations I serve and society in general. **63**
- I think my coach was a great coach in the sense that he would spend some time just chatting to us, imparting his thought etc. He created a safe environment to talk about ourselves and our development as leaders. **64**
- Time to reflect on oneself, others and the future. Great conversations. Learn about others, at a more detailed level. You get to think about something new, a different perspective on life. **65**
- How to capitalise on my strengths and try to develop my weaknesses. An important reminder was that we should really embrace the MBA and the learnings from it more for professional growth than just the completion of it or good marks. **66**
- 1. How to be effective as a leader and coordinating the strengths of others to create winning synergies and build relationships. 2. To be original and true to myself. **67**
- Life's experiences shared. **68**
- 1. Self-awareness 2. Effective communication 3. Listening 4. Adding value and staying relevant. **69**
- The element of leadership coaches is absent. Maybe it is because I am an independent person by nature but this is definitely something I need to work on. **70**

Appendix I: Alumni coaches' responses to the qualitative questionnaire

1. **In what way do you think the MBA fulltime students have benefited from the coaching sessions?**
    - They realised that they all have frustrations and concerns. They identified leadership styles best suited with their own approach to life. By verbalising their ambition they were able to get a clearer focus of future actions. They learned how to manage and understand their relative weak points. They gained some insights and perspectives from more mature MBA/career/self-employed individuals. **01**
    - The four students had a chance to address issues of conflict between them and thank each other for the frankness of their opinion. They each had a period to talk about themselves and reflect on their stories and the implications of the past on their present and future. They verbalised their aims and also realised that there is benefit in limiting the contributions that they want to make so that the contributions are achievable. They were delighted to learn that the stress they are experiencing is designed into the MBA programme and their challenge is to manage it with syndicate and class resources. **02**
    - Students given time to reflect why they were studying the MBA – does it meet with their aspirations, took off some pressure from their studies, how they can use the MBA to give back to society (not only for financial gain). Understand that the degree is a journey to further their knowledge and self-development. Provided ideas on how to approach various issues that may have hovering at the back of their minds. Approach their syndicate members and meetings with a different perspective and new understanding. **03**
    - My coachees benefited enormously from the 3 coaching sessions that I had with them. The benefits can be summarised as follows: 1. He was a positive distraction that enabled them to sit back and rethink, reassess themselves and their approach to the MBA and life in general. 2. Also helped them to clarify the distinction between coaching, mentorship and counseling. This is especially important as it helps to stimulate issues they have had/ or are having and points them to the right direction in terms of where to get help. **04**
    - The sessions provided an opportunity for the students to engage intimately with a professional outside their class environment and share personal/educational and possible business/corporate experiences. **05**
    - I think that the students have benefited from the sessions by having an opportunity to talk about issues and challenges with someone who is impartial, but who has empathy about their experiences. They have also had the opportunity to reflect on their actions and experiences and to think about the way forward. I believe that the coaching sessions also allow for introspection with regard to why they are here and whether they are getting the most out of their experience. **06**
    - Provided the students with external, independent MBA alumni, to talk to and express and explore solutions to the challenges they are facing during the MBA. Provided the students with insight and practical experience with coaching, and the value of utilising a coach to enhance their performance. Exposed the students to

"leadership" in a practical way, thereby reinforcing leadership principles and styles. The coaching reflection and input enabled the students to find collaborative ways within the syndicate to meet the challenges and time pressures imposed on them during the MBA course. The coaching sessions enlightened the students to utilising the MBA course and related challenges as a "safe environment" to develop their leadership skills. **07**

- Had the opportunity to interact with Wits Business School MBA Alumni. Had the opportunity to interact with mature, experienced business people who were currently attending a course at Wits Business School. Had the opportunity to interact with mature, experienced business people who were genuinely interested in the Coachees, their leadership styles and career paths. Opportunity for the Coachees to create networks, utilise those networks and contacts for their MBA projects and also to seek future career prospects. Opportunity of observing a Coach and Coachee other than themselves in action. Opportunity for bonding between Coaches based on the shared experiences in the coaching sessions. Provided them with an opportunity to gain an insight into leadership coaching and its benefits. Provided the essential mix of theory and practice, "Leadership coaching in action". The coaching sessions were provided at no cost to the coaches. **08**
- The coaching sessions created a channel for meaningful conversation between current students and students who have walked the path before them. Having access to alumni gives a certain credibility and legitimacy to the coaches and the process to the students. Genuinely being able to understand their meaning and purpose firstly as persons and as leaders I believe has been beneficial to the students. It is my impression that students who embraced the process and who took it serious gained more than those who did not. **09**
- They have had a great opportunity to understand themselves better, and have initiated the first of many personal reflections. They have seen the benefit of looking at themselves more critically and evaluating their actions and behaviour with a view to learning and developing on an ongoing basis. Doing an MBA is usually a turning point for those who do it, so having this opportunity was a huge benefit to really start their journey as future leaders. **10**
- I think that the students benefitted in mainly the link between what they do during the MBA, and the issue of leadership, including their opportunity to practice some of their learning from the leadership programme (learning objectives and leadership styles). I also think that the coaching sessions have "catalysed" a thinking / questioning of themselves – work, life, career and legacy etc. **11**
- By becoming more self-aware. To use reflection and see benefits from it. To be empowered that small actions can be taken to address learning objectives. To have considered their strengths, etc. as required by the learning objectives. To address their leadership style and not consider it cast in stone. To have understood themselves and become comfortable with themselves. Exposure to the coaching process and its benefits. **12**
- The students benefitted from the reflective process regarding the various leadership themes. Prior to the session the students admitted to having a narrow perspective and developed a broader perspective past the sessions. **13**

- 1. Having someone who has done the MBA and completed it, who then reinforced to them that in spite of the time pressures, it can be done. 2. Having an environment in which their stumbling block both in terms of performing at work and preparing and producing quality work for the MBA can be discussed and they are assisted in getting to acceptable solutions for themselves. **14**
- Definitely created the focus on the issue of self-awareness, self-development and the importance to leadership development. Gave them some tools. Encouraged and affirmed which built confidence that they are okay and can do this. Hopefully started and enhanced a life-long journey of reflection. **15**
- It has allowed them to become reflective and to start a journey that other would possibly only start much later in life. It has forced them to set aside time to be guided by us in a self-awareness journey. I sincerely think that they have all benefitted from it. **16**
- They have been able to look into themselves in a way that they have never done before, for example when we did the session where they had to discuss their legacy, the common answer was that "I have never thought of that". The fact that they have a higher purpose that is greater than making money was also a revelation that was expressed by them. They have certainly become more self-aware and have been able to articulate their priorities in life beyond the MBA. **17**
- Practicing the "reflection" habit. Given the opportunity to review, clarify their future by completing their IMPRT, particularly in relation to the authentic feel. They have gained some new insight from the "spiritual" and "pleasure seeking self" feel. **18**
- They have been exposed to self-reflection in a way that has not happened before. They were made aware of leadership issues that they did not know, becoming aware of their future leadership roles. They have been given the opportunity to develop their leadership skills in a safe environment. **19**
- Awareness of issues relating to authentic spiritual, pleasure seeking self. 'Top of mind' of issues related to IMPRT. Practical application of issues discussed at work and the problems associated with these. **20**
- They have had an opportunity for personal reflection and feedback, as well as space to get to know each other and connect in a deeper way. They have had the benefit of coaching around issues that are important to them. **21**
- I think the IMPRT has forced them to think about questions they normally avoid and through questioning have gone and personally reflected on them. **22**
- Their minds were widened from purely technical issues like finance and marketing. They began to see that people issues are important in business and in their interest too. They have started to think about their own purpose and the legacy they would like to leave. **23**
- The students I engaged mentioned the following benefits: the sessions were good follow-up on the learning goals they had identified for themselves on the leadership course; they appreciated the time for reflection that the sessions gave them. At least one was so grateful that the sessions were helpful in helping identify and define the students' strengths more clearly to the students. **24**
- I have so far conducted 2 leadership coaching sessions, and I believe those were meaningful in that the students: individual and as a group got to know themselves

quite well. Opportunity to have somebody to use to reflect, strengthen and improve their ability to deal with their challenger. **25**

- They have been given an opportunity to look inwards to almost step out of the day-to-day MBA and look at themselves. They have also been given a place to express their inner frustrations. **26**
- Opportunity to reflect on stress management / work-life balance etc. and to take steps to work on these questions. Improved working relationships at work. Improved relationships with MBA colleagues especially in syndicate groups. Strengthened personal relationships (girlfriends etc.). **27**
- Students reported that the benefits ranged from developing new communication skills (learning to listen; learning to ask questions rather than give instructions) to having the chance to try out new ways of interacting (experimenting with leadership styles). Different levels of benefit from different students – from deeply meaningful to superficial. **28**
- An opportunity to be exposed to coaching with a qualified MBA graduate, providing them with both coaching insight and handling the MBA course insight. An opportunity to discuss and explore their own solutions to problems they thought required mentoring / telling. A reality check on their own abilities to find solutions to their own problems. **29**
- They have developed an understanding about coaching and have cleared away some of the myths surrounding the process. I think they now understand that having a coach is not only beneficial but also a privilege – particularly when you have not had to pay for it and in the future they or their companies may become fee paying clients. I am certain that if they were to have a coach again, they would devote more time to the various activities that we gave them as 'homework' and would reflect more to increase their self-awareness. The increase in self-awareness was quite surprising for the students I coached (e.g. Impact of their leadership styles), but could have been even greater had they spent more time reflecting on the discussions and thoughts that emerged during the sessions. (One needs to impress upon the students that reflection should become a routine activity following most interactions with other people.) they also learned the value of feedback and the importance of being absolutely honest in giving feedback to someone else so that learning and development could follow if the recipient so chose. **30**
- Gave them a sense of what coaching is about. Helped those who had prepared the work to talk and reflect on their MBTI and leadership profiles – how these resonate with them, relate stories, talk about where they want to change or develop. They enjoyed telling their life stories – felt validated as important and unique. IMPRT – reflected on what gave meaning, impacted direction. Forced them to confront the issue of what is meaningful and write it down. **31**
- Has given them a process to identify their strengths / weaknesses and to develop a plan to tackle them / take advantage. In at least one (lane) the person has gained confidence to speak out. They will therefore be more recognised for their abilities and contribution. **32**
- They have learnt that interpersonal interaction can be deliberately / consciously managed. They have learned that emotions must be managed. They have learned that they, personally, can learn and develop this skill. They have learned that it is ok

to ask, and answer, "soft" questions about ones beliefs and values. They have learned that self-improvement goals should be set – how to structure those goals and how to go about achieving those goals – they though I am unsure how well they have learned this. **33**

- A chance to blow off steam to a neutral person who has been through the programme. To learn more about themselves and each other. To think about leadership in practical way and how they will lead when they go back to work. To have developed a learning and growth plan. **34**

2. **Do you think the three coaching sessions have added value to the MBA Leadership Course and if so in what way?**
    - Yes. They gave an opportunity to develop a rapport with the coach and tune to reflect and the issues that were raised. **01**
    - Practical leadership is examined and changes to show leadership were discussed. The model of Leadership and Johari window were examined. The importance and relevance of the information of the Meyers Briggs Questionnaires was revisited. The students had space in which to reflect on themselves and who they are and what is precious to them. They could then see by the third coaching session, how that centres them in their leadership role. The coaching sessions thus fore grounded the Leadership Course and also emphasised principles of leadership in a practical way. They considered their leadership role only when they start working again as opposed to looking for leadership opportunities everywhere. Two of the students had a chance to speak about their loss of power that they had had in their previous positions and lack of power in the class. The battled with the concept of establishing a power base and esteem among class colleagues. Simultaneously one student enjoyed being anonymous. The other student recognised his desire to put people at ease by using humour as he does with everyone he meets and was concerned about whether this detracted from his esteem in the class. **02**
    - The three coaching sessions added value as the students were able to express themselves to an 'unrelated party' to the MBA course- students did not have to 'guard' what they said. Coaching added value to the MBA Leadership Course in that they could associate the leadership theory with practice – provide thoughts on how to possibly approach their syndicate meetings, understand the different leadership roles of team/syndicate members. They were able to discuss how they approached different situations. **03**
    - **1**. It gave them the opportunity to talk to people who have been on the MBA programme and are now in the work environment, the insights from this interaction were valuable with regard to the practice of leadership in the real world. **2**. Students were out of the MBA Leadership Course with a lot of unanswered questions. The coaching sessions helped to answer some of their questions and provide direction to the coaches. **04**
    - The ice breaking first sessions got them to appreciate the value they could derive from coaching sessions. The next two sessions were more interactive as guided by the model on the questionnaire we had to deliberate upon. **05**
    - Yes, I feel that the coaching sessions added the practical application of the course content. It allows for students to take the theory and to translate it into practical

action with regard to their personal leadership styles, their learning objectives and even their personal attributes and aspirations. The coaching sessions have definitely added value to the Leadership Course. **06**

- Yes, the three coaching sessions definitely added value to the MBA course. a.) The students gained insight into the various leadership styles and could practically utilise / experiment with these styles during the MBA course. b.) The students gained new insights into themselves and their individual meaning and purpose, which most had not considered. c.) The IMPRT tool provided the students with a good framework for current and future reflection, goal setting and progress monitoring. d.) Even students who were sceptical of the coaching process and were "sure of themselves" and their previous leadership course knowledge and experience ("what more can I be taught about leadership! – I have been through numerous courses before and they are all the same!"), by the last session conceded that there was value in the process for them and got them to think broader. **07**
- The sessions have most definitely added value in that: they provided a unique combination of business experienced MBA Alumni coaching Coachees in a professional and structured environment; the inclusion of coaching sessions in the programme provides a cutting edge programme in leadership development at the Wits Business School; currently the programme and its content is unique it the Wits Business School. **08**
- Yes, I do think it has added value particularly because it has created some continuity. Instead of simply attending the leadership workshop and moving on – students engaged in the coaching sessions, were able to reflect on the outcomes from the workshop and consider it with greater meaning for themselves. It gives the leadership course depth and practical meaning, the latter being were important for an MBA student. Practical take-outs are crucial. **09**
- Definitely a great benefit to the course as we had a great opportunity to put into practice what we have learned in the classroom. It gave us a platform to assess out skills as coaches and to identify areas that are strengths and areas that we need to develop. **10**
- Absolutely, particularly in linking leadership to their case work, and also in light of the high prominence being placed on leadership in our society and success. I certainly think that the value added, was at least a consideration of themselves as the next generation of leadership – and as such what about it, for them? They have left some food for thought. **11**
- Yes, it has allowed them to practically apply leadership theory; allowed them to become intimately aware of another MBA student. To see the options for leadership available to them. Provide them with some idea (reflective space) to pursue these options further. Empowering them. **12**
- Yes, I think that the value add stems a deeper meaning of leadership and the context in which successful leadership takes place. **13**
- Yes it has added value. One, the learning points that they wrote on their leadership workshop were already forgotten and the session made them revisit them and re-emphasise the value of those learning points in their development and achieving their goals. Time pressure had caused the learning points to be forgotten in the rush for the next deadline. The practicing of the various leadership styles were also done

because they had to come and share with the coach their experience, these had already been forgotten since the leadership workshop. **14**

- Yes – it is enough in the context of the whole program suggest 1 session next year to finish formally with them, builds self-awareness that builds leadership. **15**
- It allowed us to practice the lessons learnt in a "state" environment, so this had value to us. For the MBAs I think that it actually changed their entire perspective on coaching, the value could add to their careers and life. Therefore I think the value add was significant. **16**
- I think that they have added value. The sessions have enabled the students to practically examine their leadership styles and have provided an opportunity for them to try out different leadership styles. They have had a chance to realise that leadership is not just theory but one can consciously choose a style depending on circumstances. **17**
- It has given them a first-hand experience of the coaching process – as "clients", which will give them valuable insights on how to be better coaches themselves. **18**
- Yes – the students, instead of just sitting in class, is exposed to an actual coaching environment where they bear real skills, applicable to their personal circumstances. **19**
- Yes. Practical application of theory. Satisfaction with results achieved from the coaching session. Enables one to understand how theoretical components fit together. **20**
- Yes, as they have had the benefit of being coached and the experience of coaching. But…they are pressured and hectic and so we had to deal with resistance (initially) to having to spend more time out when deadlines had to be met. **21**
- Yes I do in that they were forced into personal reflective space and so greater self-awareness developed. I use the word forced in the sense that they came to the sessions not by choice other than it was a requirement for the MBA. **22**
- Yes. For me unfortunately / sadly leadership is not a core course for the MBA and students think it is of less value. The coaching sessions gave the module some relevance to their lives and so became more alive. **23**
- Yes definitely. In my view, this way probably was the biggest opportunity that the MBA students had of articulating their thoughts as leaders, and to explore their own thinking on leadership as they were experiencing it. These were part-time students, so they were having real time experiences. **24**
- Yes, I think the quality of value adding also came from the thorough preparation undertaken (CPLC course) and also the participants which were experienced people. Students had the opportunity to interact with trained coaches to facilitate the leadership training and not necessarily do theory alone. Reflection on personal / self-awareness by students was a powerful interaction. **25**
- Most definitely: as leaders one day they will be faced with the option of having a coach, and to get exposed to it in this environment is fantastic. **26**
- Yes. Opportunities to practice new techniques, style etc. Opportunity to work with younger people (good for me). **27**
- Yes – an opportunity to internalise the theory and engage on a personal level. A safe space for critical evaluation and deeper self-awareness. Students said they appreciated being able to look at thing in different ways. **28**

- Yes. They have provided an opportunity for all, both new and experienced coaches, to interact, explore and discover themselves in terms of reflection, leadership abilities, coaching potential (or not), and allowed us all to give back to WBS in a way we all want to. **29**
- Most definitely, without the practical application the whole process would not have been meaningful – after all, change starts with changing behaviour and these session gave on the opportunity to see what worked and what didn't and what needed to change in one's approach. Clearly the learning will continue, but it was an excellent way to get going. The supervision sessions were also valuable in that we were able to exchange experiences and get input from others. It gave credence to the recommendation that a coach should him/herself have their own coach. **30**
- After initial reluctance and suspicion, I think the MBA students saw the benefits and got a sense of what deep PR would look like. A problem is that they are under the pressure and worried about the Quarts / Stats course they were doing. They are in a stage of life where time is a luxury – they are just trying to "survive" and pass the "stats" course. Thinking about SQ and meaning is last on their list at this point in the coupe. **31**
- I think apart from solving personal issues they now have raised awareness of the role of leadership and the most effective way / styles to use in different situations. This can only add to their potential in terms of contribution and personal wealth. I am not sure that 3 sessions will have lasting impact. **32**
- Yes – I think they do add value. Students are afforded the opportunity of practical application of theory that way have been confusing in the classroom. This practical exercise gives them the opportunity to venture into a new paradigm whilst having a coach to facilitate, support and encourage the process, once adding the practical experience possibly also the ability to deal with a failure they then have a new base of "known" information from which to move forward. Without the 3 sessions this is probably not possible. **33**
- Yes, I think they did. The sessions made it more relevant and applied some of the theory. It made leadership abroad issue, relevant to the entire MBA programme. **34**

3. What do you believe the students have learnt from the three coaching sessions?

- 1. They were able to rethink and reinforce their beliefs and values. 2. They developed ideas on how to provide more effective leadership on the MBA programme. 3. They gained insight on how they were perceived by others. **01**
- One student wanted to use the MBA to change direction of his career and asked how to do this. We discussed the networking. One student complained that the course was very theoretical and not very practical. We discussed the option of networking and making the MBA practical from a syndicate perspective. Meetings could be set up with people in industry that they wanted to know more about. They should not underestimate the power of their positions as MBA students in gaining access to organisations. The example emerged serendipitously when a colleague offered to discuss one syndicates' hospital pharmacy queuing project as his company just done the exact project in another hospital. I extended the invitation to all four of my students and three had a wonderful opportunity extended to them to do their research reports – varied as per student – within the company and with possible future

collaboration. They had a chance to speak of themselves as whole people and recognise their mission and purpose. They began to see their class as a resource. **02**

- The session helped the students to reflect but three sessions may not have been enough. The importance of coaching and how to perform coaching – student would ask each other questions in an enquiring manner so one another would understand what they did and how they reacted in syndicate meetings. Coaching s not mentoring – the individual understanding himself and not being told what to do. This may have been difficult for the student - they had to find the road without someone telling the best way to discover it. A better understanding of themselves, which could help them, going forward. How they can approach life – acceptance of themselves and build on their strengths and understand that their weaknesses are not necessarily a bad thing. **03**
- 1. To believe in themselves 2. They can be the best that they want to be 3. To be themselves, and not to try and be like others 4. Differences between coaching, instructing, advising, mentoring and counseling 5. The importance of listening and "me" time (spending time with yourself) 6. Personal growth and development is a journey 7. Self-confidence. **04**
- Knowing who they are in respect of their authentic, spiritual and pleasure – seeking selves. Further that in self-reflection, one can improve on moulding who they want to be. My group especially expressed satisfaction that they were to know and accept who they are. **05**
- The students have learnt how to reflect on their personal leadership styles and their learning objectives and have decided on a particular course of action to improve these. They have learnt to discuss their experiences and reflect on any personal learning they have had from these. They also have learnt to bounce off their personal reflections on an impartial / objective coach. This has helped them in their task of introspection and coming up with solutions within themselves. **06**
- a) The value of self-reflection time and thereby gain an internal locus of control over their challenges. b) Leadership styles and practical application thereof in their syndicate and the MBA class. c) The value of assessing their real purpose by utilising the IMPRT. d) The value of utilising a coach. **07**
- That the Wits Business School has the ability to offer cutting edge programmes. That the Wits Business School has the Alumni that are in the School, its academic standards and the Coachees/students that participate in its programmes. That leadership coaching and a leadership coach can add significant value to the Coachees leadership development and career choices. That coaching is not about being handed solutions but rather it is a process of guided questioning by the Coach and participation and reflection by the Coachees to enable the Coachees to find their own solutions and realisations. That becoming more aware of their leadership styles enabled the Coachees to experiment with other leadership styles and to evaluate the results and outcomes of their experiments in a professional and safe environment. That it is significantly more important for a Coachee to focus on their strengths as opposed to their weakness in examining leadership styles and reviewing career paths and choices. That a Coachee's MBIT score and profile will remain fairly consistent throughout their life and that they should embrace and accept who they are and work at moulding and perfecting rather than searching and fighting to change what is. In

the coaching sessions each Coachee worked out a mantra for themselves around leadership and by focusing on this mantra in the future it would enable the Coachees to focus and utilise their leadership styles in different situations and environments. That by examining, reflecting and identify reasons and benefits why Coachee is registered for the MBA programme it is as important as studying as it provides a focus, direction and insight thus eliminating cognitive dissonance as to whether Coachee should be doing the MBA programme in the first instance. That by confronting and resolving situations in the classroom when they arise is more beneficial than letting them fester as Coachee may have done in the past. That reflection plays a vital role in evaluating choices and actions for the Coachee. That leadership skills can be practiced at every opportunity by Coachee. Learning from observing and experiencing the interaction between the Coach and other Coachee in the coaching sessions. The immense value to Coachee of learning the theory and following through with the practical at the Wits Business School – an action packed leadership laboratory – just as physics student would learn the theory of chemical reactions in the classroom and apply the theory in the laboratory. **08**

- I think locating themselves within a realm of who they really are and what they want to make in the world, in their careers and in their personal lives past the MBA is something the students learned. Because of the structure and parameters set for the coaching sessions the learning focused on student leadership and self-development and this should be their learning. Students learnt the value and benefit of having a professional leadership coach. **09**
- They certainly have discovered more about themselves and are more in touch with who they are, what they enjoy, what is important to them, what their strengths are and what areas they need to work on and how they can go about doing this. **10**
- I feel they have really learned that their approach and / or response has an impact – partially evident from the feedback I received about their experimentation with leadership styles. I also got the feeling that they learned that coaching, as a process, is more than what they expected, and that it certainly adds value at personal and professional level. **11**
- Leadership is not straight forward. Responsibility for their self-awareness. Responsibility for their leadership development. **12**
- 1. The students have learnt that some of the things that look like a heavy burden, can be resolved be themselves by looking at things differently. 2. They also learnt that some of the things they are battling with , like confidence are because of the way they look at things, changing the outlook gives them the ability. **14**
- Lots of things – personal / unique but some have not had their expectations met – wanted something else – more mentoring. **15**
- Reflective thinking. Setting time aside. Reinforced theory learnt in class. Allowed them to understand themselves and other syndicate member much better. Allowed them to start a journey early in their career. **16**
- Introspection and self-awareness. To be conscious of leadership styles. **17**
- Similar to Q1. The use of open ended questions. Some clearer insights into leadership styles. The benefit of sharing / verbalising in a solid supportive space. **18**

- That they are unique individuals, with a lot of common goals. That they can change themselves and their leadership style. That they are responsible for their own future. **19**
- Thinking about IMPRT issues they would not think about in the normal course of things. Helps them with self-awareness and to be more effective in the workplace. **20**
- The benefit of reflection and creating personal reflective space. The value of feedback from peers and coach. The value of overcoming resistance and gaining something that is useful and valuable. **21**
- They have learnt more about themselves. They have discovered the value of personal reflection. **22**
- Leadership as a skill is relevant to them, and it is in their interest to develop their ability. It is ok to have meaning and purpose to your life other than the mighty degree. **23**
- The feedback I got said: they have become more self-aware: they now appreciate the importance of taking time out to reflect more. **24**
- Self-awareness; self-management better; ability to interact better with each other; clarity in their minds the professional notes they are taking; importance of leadership skills in their careers in general. **25**
- They have looked at themselves combining both their work and MBA lives and the conflict between this and home life. In many cases they have seen the value of coaching. **26**
- How to manage the coaching sessions, time handling etc. Increased self-confidence as coaches. Negotiation skills in some cases. **27**
- Deeper levels of self-awareness; ability to articulate real drivers and goals; reflection on the efficacy of their leadership behaviours. An ability to identify leadership styles in others. **28**
- Something about themselves, and their colleagues. Their own leadership styles / abilities, and the link between their studies, their personal and career lives. It helps to talk about issues, because inevitably the solution is found purely by doing so. **29**
- They have learned a great deal about themselves – the IMPRT and the discussions that followed enabled them to articulate personal issues that most will not previously have done. They have learned that reflection is valuable and worth establishing as a habit. Some will have learned what impact their leadership style has on others and have been given the opportunity to experiment with changing some of their behaviours. Some were able to vent and receive an empathetic response from someone who has been there. All in all I believe the coaching will have boosted their self-confidence and fired them up to continue on their personal development. **30**
- A space to talk aloud and get clarity on issues. Probing questions, reflecting and feeling heard. Review the questionnaires and Instructions: most hadn't spent time reflecting or digesting. **31**
- To become more aware of themselves. To have options / alternative ways of dealing or managing others (up or down). To make the connection between personal purpose and how it shapes leadership. To make time to reflect on issues whether it is on their own or with coach. You can always find someone to talk to / be a sounding board. **32**

- I hope they have learned to think about themselves. To apply introspection as a technique. They should also be comfortable with dealing with emotions in a group and with the concept that personal interactions can be managed. Too, they should have from the IMPRT, a view of themselves as a human being that can act a benchmark for the future as well as a tool that broadens their self-awareness. **33**
- How to open up. How to articulate their own plans for the future. Their relative strengths and weaknesses. **34**

Appendix J: Normal distribution fitting algorithm (MBA students) Q1 to Q35 and Q37

	Qu1	Qu2	Qu3	Qu4	Qu5	Qu6	Qu7	Qu8	Qu9	Qu11	Qu12	Qu13	Qu14	Qu15	Qu16	Qu17	Qu18	Qu19
Observed																		
Not at all	3	3	9	6	7	4	1	10	4	3	9	9	7	3	3	4	22	7
II	7	9	19	14	10	7	3	16	12	7	10	7	9	6	11	5	28	19
III	15	24	23	21	23	16	8	20	17	15	27	23	15	18	18	22	50	26
To some extent	28	42	45	34	49	25	30	45	35	32	53	37	22	30	51	38	55	45
V	75	72	77	73	80	68	42	81	58	69	77	67	57	62	71	74	60	70
VI	106	102	69	92	88	105	89	78	94	99	80	99	96	106	90	104	44	82
To a large extent	52	34	44	46	28	59	112	35	65	60	29	43	79	60	39	36	24	35
	286	286	286	286	285	284	285	285	285	285	285	285	285	285	283	283	283	284
Standardised parameters																		
μ	0.09	-0.11	-0.19	-0.06	-0.22	0.14	0.54	-0.22	0.12	0.13	-0.27	-0.07	0.26	0.14	-0.11	-0.06	-0.63	-0.23
σ	0.88	0.85	1.00	0.96	0.86	0.93	1.04	0.95	1.02	0.92	0.90	0.97	1.08	0.93	0.88	0.85	1.00	0.95
Expected																		
Not at all	2.02	3.02	8.74	5.19	4.61	2.53	1.70	7.30	4.44	2.46	6.29	5.39	4.44	2.43	3.63	2.57	21.08	7.48
II	5.84	8.37	14.24	10.38	11.18	6.30	3.89	13.56	8.49	6.28	13.25	10.58	7.75	6.16	9.09	7.42	25.70	13.69
III	13.80	18.77	24.04	19.69	22.87	13.80	8.49	24.25	16.09	13.90	25.04	19.89	14.23	13.64	19.29	17.15	35.98	24.30
To some extent	31.28	39.54	40.87	37.08	44.20	29.71	19.02	42.72	30.97	30.13	45.41	37.16	27.12	29.62	39.06	37.22	50.53	42.56
V	68.71	77.58	68.61	68.79	78.93	63.72	45.57	72.47	60.90	64.78	76.98	68.44	54.37	64.01	74.75	75.59	67.30	71.92
VI	111.55	103.56	89.01	98.05	94.53	107.31	100.23	90.06	99.53	108.22	89.73	97.08	96.62	108.26	100.40	105.39	63.70	89.35
To a large extent	52.79	35.13	40.49	46.83	28.68	60.64	106.11	34.65	64.57	59.23	28.29	46.46	80.48	60.88	36.79	37.65	18.72	34.69

	Qu1	Qu2	Qu3	Qu4	Qu5	Qu6	Qu7	Qu8	Qu9	Qu11	Qu12	Qu13	Qu14	Qu15	Qu16	Qu17	Qu18	Qu19
$\chi 2$ contributions																		
Not at all	0.48	0.00	0.01	0.13	1.23	0.86	0.29	1.00	0.04	0.12	1.16	2.42	1.48	0.14	0.11	0.79	0.04	0.03
II	0.23	0.05	1.59	1.27	0.12	0.08	0.21	0.44	1.45	0.08	0.80	1.21	0.20	0.00	0.40	0.79	0.21	2.06
III	0.10	1.46	0.04	0.09	0.00	0.35	0.03	0.75	0.05	0.09	0.15	0.49	0.04	1.39	0.09	1.37	5.46	0.12
To some extent	0.34	0.15	0.42	0.26	0.52	0.75	6.34	0.12	0.52	0.12	1.27	0.00	0.97	0.00	3.65	0.02	0.40	0.14
V	0.58	0.40	1.03	0.26	0.01	0.29	0.28	1.01	0.14	0.28	0.00	0.03	0.13	0.06	0.19	0.03	0.79	0.05
VI	0.28	0.02	4.50	0.37	0.45	0.05	1.26	1.61	0.31	0.78	1.06	0.04	0.00	0.05	1.08	0.02	6.09	0.61
To a large extent	0.01	0.04	0.30	0.01	0.02	0.04	0.33	0.00	0.00	0.01	0.02	0.26	0.03	0.01	0.13	0.07	1.49	0.00
167.7178946	2.02	2.12	7.89	2.38	2.36	2.42	8.73	4.93	2.52	1.47	4.46	4.45	2.85	1.66	5.64	3.09	14.48	3.01
Solver thresholds																		
τ_1	-2.07																	
τ_2	-1.60	0.47																
τ_3	-1.17	0.43																
τ_4	-0.70	0.47																
τ_5	-0.07	0.62																
τ_6	0.88	0.96																
Results:																		
t-value	1.7476	-2.1219	-3.2670	-1.0377	-4.3389	2.5436	8.8255	-3.9847	1.9853	2.3687	-5.0730	-1.1539	4.0511	2.6330	-2.0731	-1.2512	-10.5051	-4.0056
p-value	0.0816	0.0347	0.0012	0.3003	0.0000	0.0115	0.0000	0.0001	0.0481	0.0185	0.0000	0.2495	0.0001	0.0089	0.0391	0.2119	0.0000	0.0001
Ranking	15	22	25	16	28	10	1	29	12	11	31	19	5	9	23	17	34	30

	Qu1	Qu2	Qu3	Qu4	Qu5	Qu6	Qu7	Qu8	Qu9	Qu11	Qu12	Qu13	Qu14	Qu15	Qu16	Qu17	Qu18	Qu19
Significance		-	-		-	+	+	-	+	+	-		+	+	-		-	-
Chi-test p-value	0.9422																	
Significance level, α	5%																	
Solver parameters (unstandardised)																		
μ	5.3533	-5.8759	-10.7973	-3.1568	-12.4107	8.1801	31.0216	-12.4985	6.9709	7.5469	-15.0753	-3.5550	14.9099	8.4054	-5.9591	-3.3982	-35.2944	-12.6492
σ	49.9792	48.3347	56.8680	54.5226	49.0213	52.9461	58.9790	53.7509	57.6717	52.4430	50.7948	54.7679	61.3467	52.6846	49.8866	48.2238	56.8213	54.0107

Qu20	Qu22	Qu23	Qu24	Qu25	Qu26	Qu27	Qu28	Qu29	Qu30	Qu31	Qu32	Qu33	Qu34	Qu35	Qu37		Overall
10	1	4	4	0	3	7	6	9	4	8	7	6	9	5	1		
10	12	8	9	5	8	17	9	9	6	15	17	22	24	11	7		
23	23	19	14	14	9	24	25	12	8	32	36	29	22	18	19		
39	36	30	28	22	34	51	49	28	29	37	47	35	56	33	30		
63	71	63	49	62	58	75	58	41	59	63	73	68	63	61	33		
98	106	107	112	96	104	74	90	95	109	86	69	87	77	92	83		
41	37	55	70	87	70	38	49	92	71	44	37	39	35	63	111		
284	286	286	286	286	286	286	286	286	286	285	286	286	286	283	284		

Qu20	Qu22	Qu23	Qu24	Qu25	Qu26	Qu27	Qu28	Qu29	Qu30	Qu31	Qu32	Qu33	Qu34	Qu35	Qu37		Overall
-0.10	-0.07	0.09	0.23	0.35	0.22	-0.22	-0.07	0.35	0.25	-0.14	-0.27	-0.19	-0.29	0.11	0.48		0.0000
0.98	0.87	0.94	0.99	0.96	0.96	0.95	0.97	1.17	0.95	1.01	0.96	0.99	0.98	1.02	1.17		1.0000
6.33	3.02	2.99	2.87	1.71	2.41	7.21	5.61	5.55	2.11	7.97	8.76	8.24	9.98	4.54	4.14		
11.60	8.13	7.13	6.33	4.42	5.83	13.49	10.79	8.18	5.31	13.22	15.16	13.93	16.09	8.63	6.54		
20.97	18.05	15.14	13.11	10.13	12.69	24.22	20.07	13.94	11.85	22.66	26.03	23.93	26.67	16.28	11.65		
37.92	37.98	31.65	27.35	23.16	27.45	42.79	37.21	25.27	26.25	39.19	44.20	41.16	44.14	31.19	22.08		
67.84	75.40	65.66	58.48	54.58	60.18	72.78	68.23	49.37	59.08	67.35	72.34	69.54	70.91	60.93	45.53		
94.11	104.61	106.16	104.62	108.58	107.55	90.64	96.91	90.47	108.72	90.70	86.82	89.74	84.92	98.58	89.85		
45.22	38.82	57.27	73.24	83.42	69.90	34.86	47.19	93.22	72.69	43.91	32.69	39.46	33.28	62.86	104.20		
2.13	1.35	0.34	0.45	1.71	0.15	0.01	0.03	2.14	1.70	0.00	0.35	0.61	0.10	0.05	2.38		
0.22	1.84	0.11	1.12	0.08	0.81	0.91	0.30	0.08	0.09	0.24	0.22	4.67	3.89	0.65	0.03		
0.20	1.36	0.98	0.06	1.48	1.07	0.00	1.21	0.27	1.25	3.85	3.82	1.07	0.82	0.18	4.63		
0.03	0.10	0.09	0.02	0.06	1.56	1.58	3.74	0.29	0.29	0.12	0.18	0.92	3.19	0.11	2.84		
0.35	0.26	0.11	1.54	1.01	0.08	0.07	1.53	1.42	0.00	0.28	0.01	0.03	0.88	0.00	3.45		
0.16	0.02	0.01	0.52	1.46	0.12	3.05	0.49	0.23	0.00	0.24	3.66	0.08	0.74	0.44	0.52		
0.39	0.08	0.09	0.14	0.15	0.00	0.28	0.07	0.02	0.04	0.00	0.57	0.01	0.09	0.00	0.44		
3.47	5.01	1.72	3.85	5.95	3.78	5.90	7.37	4.45	3.37	4.74	8.81	7.40	9.70	1.43	14.30		

Qu20	Qu22	Qu23	Qu24	Qu25	Qu26	Qu27	Qu28	Qu29	Qu30	Qu31	Qu32	Qu33	Qu34	Qu35	Qu37		Overall
-1.6795	-1.3957	1.6960	3.9739	6.1905	3.8654	-3.9410	-1.1374	5.0863	4.4772	-2.4244	-4.8231	-3.3303	-4.9920	1.7468	6.9606		
0.0942	0.1639	0.0910	0.0001	0.0000	0.0001	0.0001	0.2563	0.0000	0.0000	0.0160	0.0000	0.0010	0.0000	0.0818	0.0000		
21	20	14	7	3	8	27	18	4	6	24	32	26	33	13	2		
			+	+	+	-		+	+	-	-	-	-		+		
-5.3655	-3.8718	5.5219	13.3955	20.2203	12.6112	-12.3180	-3.5227	20.2058	14.4941	-8.0209	-15.3472	-10.8524	-16.2598	6.1691	27.6344		0.1886
55.7297	49.1983	53.1808	56.2042	54.7235	54.3497	53.6682	55.1824	66.5560	54.0352	57.1650	54.4739	56.0672	55.7225	57.5956	66.4494		3021.2743

Appendix K: Normal distribution fitting algorithm (alumni coaches) Q1 to Q35 and Q37

	Qu1	Qu2	Qu3	Qu4	Qu5	Qu6	Qu7	Qu8	Qu9	Qu11	Qu12	Qu13	Qu14	Qu15	Qu16	Qu17	Qu18	Qu19
Observed																		
Not at all	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
II	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	4	0
III	0	0	2	1	2	1	0	1	1	0	1	1	0	0	0	1	7	4
To some extent	1	6	3	7	14	3	2	4	0	1	7	5	0	2	4	1	9	3
V	12	23	26	17	19	19	4	18	16	12	11	13	8	12	17	17	12	8
VI	37	24	21	28	17	24	14	31	19	25	26	31	29	33	31	33	22	28
To a large extent	10	7	8	6	8	13	40	6	24	22	15	10	23	13	8	8	4	17
	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Standardised parameters																		
μ	0.21	-0.23	-0.25	-0.25	-0.56	-0.05	1.34	-0.10	0.20	0.35	-0.03	0.00	0.52	0.21	-0.03	0.02	-0.80	0.03
σ	0.65	0.82	0.85	0.84	1.06	0.95	1.13	0.73	1.19	0.97	1.07	0.84	0.80	0.76	0.75	0.72	1.14	1.12
Expected																		
Not at all	0.01	0.73	1.01	0.91	4.64	1.00	0.08	0.20	1.68	0.38	1.67	0.41	0.04	0.08	0.20	0.12	7.92	1.84
II	0.15	2.09	2.46	2.34	5.19	2.08	0.20	0.97	2.21	0.96	2.56	1.29	0.21	0.43	0.92	0.64	6.55	2.56
III	0.84	4.67	5.02	4.93	7.11	4.03	0.51	3.03	3.54	2.17	4.30	3.18	0.81	1.54	2.77	2.23	7.84	4.13
To some extent	3.86	9.56	9.63	9.64	9.99	7.71	1.36	8.11	6.03	4.92	7.42	7.33	2.83	4.87	7.36	6.65	9.84	6.97
V	14.92	17.54	16.89	17.14	13.70	14.51	4.19	18.51	10.99	11.48	13.08	15.79	9.88	14.26	17.29	17.27	12.15	12.28
VI	31.10	20.23	19.49	19.70	14.18	20.84	14.25	23.87	18.48	22.67	19.23	23.33	26.63	27.50	24.63	26.12	11.53	18.79
To a large extent	9.12	5.17	5.50	5.34	5.20	9.84	39.40	5.31	17.07	17.42	11.74	8.67	19.61	11.32	6.83	6.98	4.17	13.43
χ2 contributions																		

	Qu1	Qu2	Qu3	Qu4	Qu5	Qu6	Qu7	Qu8	Qu9	Qu11	Qu12	Qu13	Qu14	Qu15	Qu16	Qu17	Qu18	Qu19
Not at all	0.01	0.73	1.01	0.91	4.64	1.00	0.08	0.20	1.68	0.38	1.67	0.41	0.04	0.08	0.20	0.12	4.42	1.84
II	0.15	2.09	2.46	0.77	5.19	2.08	0.20	0.97	2.21	0.96	2.56	1.29	0.21	0.43	0.92	0.64	0.99	2.56
III	0.84	4.67	1.82	3.13	3.67	2.28	0.51	1.36	1.82	2.17	2.53	1.50	0.81	1.54	2.77	0.68	0.09	0.00
To some extent	2.12	1.33	4.56	0.72	1.61	2.88	0.30	2.08	6.03	3.12	0.02	0.74	2.83	1.69	1.53	4.80	0.07	2.27
V	0.57	1.70	4.91	0.00	2.05	1.39	0.01	0.01	2.28	0.02	0.33	0.49	0.36	0.36	0.00	0.00	0.00	1.49
VI	1.12	0.70	0.12	3.50	0.56	0.48	0.00	2.13	0.01	0.24	2.38	2.52	0.21	1.10	1.65	1.81	9.50	4.52
To a large extent	0.08	0.65	1.13	0.08	1.51	1.02	0.01	0.09	2.81	1.20	0.91	0.20	0.59	0.25	0.20	0.15	0.01	0.95
324.6202435	4.90	11.87	16.02	9.11	19.23	11.12	1.12	6.85	16.85	8.09	10.41	7.15	5.04	5.45	7.28	8.20	15.09	13.63
Solver thresholds																		
τ_1	-2.07																	
τ_2	-1.60	0.47																
τ_3	-1.17	0.43																
τ_4	-0.70	0.47																
τ_5	-0.07	0.62																
τ_6	0.88	0.96																
Results:																		
t-value	2.5253	-2.2055	-2.3107	-2.3057	-4.1039	-0.3919	9.1631	-1.0635	1.3262	2.7717	-0.2302	-0.0421	5.0187	2.1590	-0.2952	0.2045	-5.4538	0.2021
p-value	0.0143	0.0314	0.0244	0.0247	0.0001	0.6965	0.0000	0.2920	0.1900	0.0075	0.8187	0.9666	0.0000	0.0350	0.7689	0.8387	0.0000	0.8405
Ranking	10	25	27	26	32	20	1	21	12	5	19	17	3	11	18	16	34	15
Significance	+	-	-	-	-		+			+			+	+			-	
Chi-test p-value	0.0000																	
Significance level, α	5%																	

	Qu1	Qu2	Qu3	Qu4	Qu5	Qu6	Qu7	Qu8	Qu9	Qu11	Qu12	Qu13	Qu14	Qu15	Qu16	Qu17	Qu18	Qu19
Solver parameters (unstandardised)																		
μ	0.8588	-0.2727	-0.3297	-0.3177	-1.1096	0.1963	3.7217	0.0648	0.8370	1.2004	0.2381	0.3071	1.6437	0.8570	0.2455	0.3672	-1.7169	0.3932
σ	1.6567	2.0770	2.1736	2.1378	2.6958	2.4175	2.8768	1.8491	3.0279	2.4642	2.7099	2.1270	2.0451	1.9314	1.9194	1.8388	2.8912	2.8553

Qu20	Qu22	Qu23	Qu24	Qu25	Qu26	Qu27	Qu28	Qu29	Qu30	Qu31	Qu32	Qu33	Qu34	Qu35	Qu37		Overall
0	0	0	0	0	0	0	0	0	1	2	0	0	0	0	1		
0	0	0	0	0	0	0	0	0	0	3	1	1	0	0	0		
1	2	0	0	1	1	3	2	3	1	3	4	2	2	0	1		
1	7	1	1	0	3	12	11	3	6	5	5	8	6	1	5		
13	13	12	5	10	10	26	21	9	15	17	17	18	19	9	26		
29	33	36	28	37	28	16	21	27	25	21	28	25	23	30	54		
16	5	11	26	12	18	3	5	18	12	9	5	6	10	20	33		
60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	120		
0.20	-0.17	0.22	0.63	0.21	0.23	-0.58	-0.46	0.10	-0.20	-0.56	-0.33	-0.34	-0.23	0.42	0.29		0.0000
0.88	0.77	0.68	0.79	0.74	0.95	0.78	0.87	1.10	1.08	1.21	0.86	0.89	0.97	0.81	0.89		1.0000
0.31	0.40	0.02	0.02	0.06	0.47	1.73	1.91	1.44	2.53	6.38	1.30	1.52	1.73	0.06	0.47		

Qu20	Qu22	Qu23	Qu24	Qu25	Qu26	Qu27	Qu28	Qu29	Qu30	Qu31	Qu32	Qu33	Qu34	Qu35	Qu37		Overall
0.95	1.48	0.19	0.13	0.35	1.18	4.11	3.77	2.21	3.37	5.35	2.91	3.13	3.00	0.32	1.52		
2.37	3.88	0.95	0.54	1.37	2.60	7.73	6.68	3.75	5.20	6.66	5.61	5.77	5.19	1.10	3.97		
5.68	9.01	4.00	2.11	4.65	5.68	12.94	11.15	6.63	8.30	8.86	10.20	10.16	8.93	3.54	10.00		
13.41	18.23	14.58	8.37	14.38	12.59	18.00	16.77	12.21	13.41	12.05	16.90	16.49	14.93	11.20	25.03		
24.10	21.90	30.37	26.23	28.26	22.71	13.63	16.06	19.51	17.69	13.65	18.26	17.90	18.65	26.68	48.94		
13.18	5.10	9.89	22.60	10.93	14.77	1.84	3.67	14.25	9.50	7.05	4.82	5.03	7.56	17.09	30.07		
0.31	0.40	0.02	0.02	0.06	0.47	1.73	1.91	1.44	0.93	3.01	1.30	1.52	1.73	0.06	0.61		
0.95	1.48	0.19	0.13	0.35	1.18	4.11	3.77	2.21	3.37	1.03	1.25	1.45	3.00	0.32	1.52		
0.79	0.91	0.95	0.54	0.10	0.98	2.90	3.27	0.15	3.40	2.01	0.46	2.47	1.96	1.10	2.23		
3.86	0.45	2.25	0.59	4.65	1.27	0.07	0.00	1.99	0.64	1.68	2.65	0.46	0.96	1.83	2.50		
0.01	1.50	0.46	1.36	1.33	0.53	3.55	1.07	0.84	0.19	2.04	0.00	0.14	1.11	0.43	0.04		
0.99	5.63	1.05	0.12	2.70	1.23	0.41	1.52	2.87	3.02	3.96	5.20	2.82	1.02	0.41	0.52		
0.60	0.00	0.12	0.51	0.11	0.71	0.73	0.48	0.99	0.66	0.54	0.01	0.19	0.78	0.49	0.29		
7.52	10.38	5.03	3.26	9.31	6.37	13.50	12.02	10.49	12.20	14.27	10.87	9.04	10.57	4.65	7.71		
														[redacted]			
1.7383	-1.7307	2.5709	6.1823	2.2623	1.8532	-5.7712	-4.1006	0.6943	-1.4483	-3.5664	-2.9441	-2.9770	-1.8280	4.0199	3.5457		
0.0875	0.0888	0.0127	0.0000	0.0274	0.0689	0.0000	0.0001	0.4903	0.1529	0.0007	0.0047	0.0042	0.0727	0.0002	0.0006		

Qu20	Qu22	Qu23	Qu24	Qu25	Qu26	Qu27	Qu28	Qu29	Qu30	Qu31	Qu32	Qu33	Qu34	Qu35	Qu37		Overall
13	22	8	2	9	7	33	30	14	23	31	28	29	24	4	6		
		+	+	+		-	-			-	-	-		+	+		
0.8231	-0.1175	0.8885	1.9281	0.8649	0.8983	-1.1663	-0.8503	0.5687	-0.1961	-1.1021	-0.5148	-0.5471	-0.2636	1.3891	1.0474		0.3187
2.2477	1.9519	1.7169	2.0165	1.8703	2.4227	1.9930	2.2081	2.7898	2.7532	3.0859	2.1929	2.2525	2.4672	2.0627	2.2514		5.4126

Appendix L: Normal distribution fitting algorithm (MBA students and alumni coaches) Q1 to Q35

	Qu1	Qu2	Qu3	Qu4	Qu5	Qu6	Qu7	Qu8	Qu9	Qu11	Qu12	Qu13	Qu14	Qu15	Qu16	Qu17	Qu18	Qu19
Observed																		
Not at all	3	3	9	6	7	4	1	10	4	3	9	9	7	3	3	4	24	7
II	7	9	19	15	10	7	3	16	12	7	10	7	9	6	11	5	32	19
III	15	24	25	22	25	17	8	21	18	15	28	24	15	18	18	23	57	30
To some extent	29	48	48	41	63	28	32	49	35	33	60	42	22	32	55	39	64	48
V	87	95	103	90	99	87	46	99	74	81	88	80	65	74	88	91	72	78
VI	143	126	90	120	105	129	103	109	113	124	106	130	125	139	121	137	66	110
To a large extent	62	41	52	52	36	72	152	41	89	82	44	53	102	73	47	44	28	52
	346	346	346	346	345	344	345	345	345	345	345	345	345	345	343	343	343	344
Standardised parameters																		
μ	0.11	-0.11	-0.20	-0.08	-0.24	0.13	0.67	-0.21	0.18	0.19	-0.21	-0.05	0.32	0.16	-0.09	-0.04	-0.66	-0.16
σ	0.86	0.84	0.98	0.94	0.86	0.92	1.14	0.93	1.05	0.95	0.93	0.96	1.09	0.92	0.87	0.84	1.03	1.00
Expected																		
Not at all	1.97	3.29	9.93	5.97	5.89	2.94	2.81	7.90	5.65	2.97	7.98	5.98	4.96	2.52	3.89	2.66	29.21	9.73
II	6.21	9.64	16.92	12.50	14.08	7.52	5.23	15.54	10.11	7.26	15.58	12.19	8.69	6.78	10.24	8.17	32.76	16.21
III	15.49	22.33	29.13	24.20	28.53	16.68	10.26	28.65	18.66	15.83	28.62	23.39	16.08	15.56	22.40	19.63	44.21	27.78
To some extent	36.63	48.09	50.16	46.08	54.53	36.22	21.32	51.61	35.41	34.18	51.46	44.44	30.98	34.82	46.49	44.00	60.43	47.95
V	83.42	95.55	84.60	85.50	96.02	78.04	48.71	88.99	69.73	74.35	88.70	83.12	63.26	77.31	90.91	91.90	78.97	81.97
VI	138.29	126.46	108.45	119.07	112.71	130.75	109.02	110.93	118.24	130.06	110.88	119.13	116.44	133.40	123.93	130.47	74.59	109.01
To a large extent	63.99	40.65	46.82	52.68	33.24	71.85	147.64	41.39	87.19	80.36	41.78	56.74	104.60	74.61	45.15	46.17	22.83	51.34

	Qu1	Qu2	Qu3	Qu4	Qu5	Qu6	Qu7	Qu8	Qu9	Qu11	Qu12	Qu13	Qu14	Qu15	Qu16	Qu17	Qu18	Qu19
χ2 contributions																		
Not at all	0.54	0.02	0.09	0.00	0.21	0.38	1.17	0.56	0.48	0.00	0.13	1.52	0.84	0.09	0.20	0.68	0.93	0.77
II	0.10	0.04	0.26	0.50	1.18	0.04	0.95	0.01	0.35	0.01	2.00	2.21	0.01	0.09	0.06	1.23	0.02	0.48
III	0.02	0.13	0.59	0.20	0.44	0.01	0.50	2.04	0.02	0.04	0.01	0.02	0.07	0.38	0.86	0.58	3.70	0.18
To some extent	1.59	0.00	0.09	0.56	1.32	1.87	5.35	0.13	0.00	0.04	1.42	0.13	2.60	0.23	1.56	0.57	0.21	0.00
V	0.15	0.00	4.00	0.24	0.09	1.03	0.15	1.13	0.26	0.59	0.01	0.12	0.05	0.14	0.09	0.01	0.62	0.19
VI	0.16	0.00	3.14	0.01	0.53	0.02	0.33	0.03	0.23	0.28	0.21	0.99	0.63	0.24	0.07	0.33	0.99	0.01
To a large extent	0.06	0.00	0.57	0.01	0.23	0.00	0.13	0.00	0.04	0.03	0.12	0.25	0.06	0.03	0.08	0.10	1.17	0.01
128.7050664	2.62	0.20	8.73	1.51	4.00	3.34	8.58	3.91	1.39	1.00	3.90	5.24	4.27	1.21	2.92	3.49	7.64	1.63
Solver thresholds																		
τ_1	-2.07																	
τ_2	-1.60	0.47																
τ_3	-1.17	0.43																
τ_4	-0.70	0.47																
τ_5	-0.07	0.62																
τ_6	0.88	0.96																
Results:																		
t-value	2.3614	-2.4592	-3.8107	-1.6485	-5.2139	2.6696	10.9618	-4.2257	3.1704	3.7192	-4.1738	-0.9966	5.4215	3.3279	-1.9206	-0.9576	-11.9224	-2.9602
p-value	0.0188	0.0144	0.0002	0.1002	0.0000	0.0080	0.0000	0.0000	0.0017	0.0002	0.0000	0.3197	0.0000	0.0010	0.0556	0.3389	0.0000	0.0033
Ranking	14	21	25	19	29	12	1	28	9	8	26	17	4	11	20	16	33	23
Significance	+	-	-		-	+	+	-	+	+	-		+	+			-	-
Chi-test p-value	0.9999																	

	Qu1	Qu2	Qu3	Qu4	Qu5	Qu6	Qu7	Qu8	Qu9	Qu11	Qu12	Qu13	Qu14	Qu15	Qu16	Qu17	Qu18	Qu19
Significance level, α	5%																	
Solver parameters (unstandardised)																		
μ	6.1616	-6.2564	-11.3973	-4.7223	-13.7007	7.4975	38.0802	-11.9758	10.1477	10.7153	-11.8659	-2.9138	18.0000	9.2422	-5.1064	-2.4622	-37.3834	-9.0504
σ	48.6661	47.1990	55.5521	53.0982	48.7492	52.2047	64.5526	52.5678	59.5472	53.5963	52.7316	53.9998	61.7242	51.6757	49.0822	47.3011	58.0460	56.6034

Qu20	Qu22	Qu23	Qu24	Qu25	Qu26	Qu27	Qu28	Qu29	Qu30	Qu31	Qu32	Qu33	Qu34	Qu35		Overall
10	1	4	4	0	3	7	6	9	5	10	7	6	9	5		
10	12	8	9	5	8	17	9	9	6	18	18	23	24	11		
24	25	19	14	15	10	27	27	15	9	35	40	31	24	18		
40	43	31	29	22	37	63	60	31	35	42	52	43	62	34		
76	84	75	54	72	68	101	79	50	74	80	90	86	82	70		
127	139	143	140	133	132	90	111	122	134	107	97	112	100	122		
57	42	66	96	99	88	41	54	110	83	53	42	45	45	83		
344	346	346	346	346	346	346	346	346	346	345	346	346	346	343		
-0.04	-0.08	0.11	0.31	0.34	0.24	-0.28	-0.12	0.35	0.21	-0.18	-0.28	-0.21	-0.27	0.17		0.0000
1.00	0.85	0.92	1.02	0.94	0.97	0.91	0.95	1.18	0.96	1.03	0.95	0.97	0.99	1.03		1.0000

Qu20	Qu22	Qu23	Qu24	Qu25	Qu26	Qu27	Qu28	Qu29	Qu30	Qu31	Qu32	Qu33	Qu34	Qu35		Overall
7.21	3.27	2.96	3.26	1.70	2.85	8.49	6.87	6.77	2.99	11.57	10.62	9.72	11.93	5.14		
13.12	9.36	7.67	7.03	4.83	6.86	16.88	13.65	9.92	7.17	17.59	18.52	16.91	19.07	9.72		
23.82	21.48	17.10	14.48	11.65	14.90	30.96	25.64	16.88	15.52	28.82	31.84	29.36	31.59	18.40		
43.55	46.29	37.18	30.37	27.75	32.28	54.96	47.49	30.54	33.40	48.10	54.05	50.76	52.42	35.57		
79.63	93.09	79.79	66.26	67.41	71.28	91.92	85.73	59.61	72.91	80.22	88.09	85.55	84.89	70.87		
115.61	127.85	131.70	124.96	135.06	129.75	107.48	116.16	109.24	129.77	106.14	104.54	108.46	103.68	119.59		
61.05	44.66	69.62	99.65	97.60	88.07	35.32	50.46	113.05	84.25	52.56	38.35	45.24	42.42	83.71		
1.08	1.57	0.36	0.17	1.70	0.01	0.26	0.11	0.74	1.36	0.21	1.23	1.42	0.72	0.00		
0.74	0.75	0.01	0.55	0.01	0.19	0.00	1.59	0.09	0.19	0.01	0.01	2.19	1.28	0.17		
0.00	0.58	0.21	0.02	0.96	1.61	0.51	0.07	0.21	2.74	1.32	2.09	0.09	1.82	0.01		
0.29	0.23	1.03	0.06	1.19	0.69	1.18	3.30	0.01	0.08	0.77	0.08	1.19	1.75	0.07		
0.17	0.89	0.29	2.27	0.31	0.15	0.90	0.53	1.55	0.02	0.00	0.04	0.00	0.10	0.01		
1.12	0.97	0.97	1.81	0.03	0.04	2.84	0.23	1.49	0.14	0.01	0.54	0.12	0.13	0.05		
0.27	0.16	0.19	0.13	0.02	0.00	0.91	0.25	0.08	0.02	0.00	0.35	0.00	0.16	0.01		
3.67	5.14	3.06	5.01	4.23	2.69	6.60	6.07	4.16	4.53	2.33	4.35	5.02	5.95	0.32		
-0.7589	-1.7042	2.3253	5.7555	6.8208	4.7097	-5.6287	-2.3251	5.6070	4.1617	-3.2088	-5.5469	-4.0376	-5.0516	3.0011		
0.4484	0.0893	0.0206	0.0000	0.0000	0.0000	0.0000	0.0206	0.0000	0.0000	0.0015	0.0000	0.0001	0.0000	0.0029		
15	18	13	5	3	6	31	22	2	7	24	32	27	30	10		
		+	+	+	+	-	-	+	+	-	-	-	-	+		

Qu20	Qu22	Qu23	Qu24	Qu25	Qu26	Qu27	Qu28	Qu29	Qu30	Qu31	Qu32	Qu33	Qu34	Qu35		Overall
-2.3222	-4.4086	6.4550	17.7286	19.3487	13.7928	-15.6026	-6.7166	19.9971	12.1137	-10.0987	-16.0973	-11.9544	-15.2105	9.4217		-0.0165
56.3510	47.9401	51.7681	57.3501	52.8113	54.5394	51.5072	53.6023	66.3942	54.2175	58.3612	53.9260	54.9974	55.9483	58.2436		2978.4945

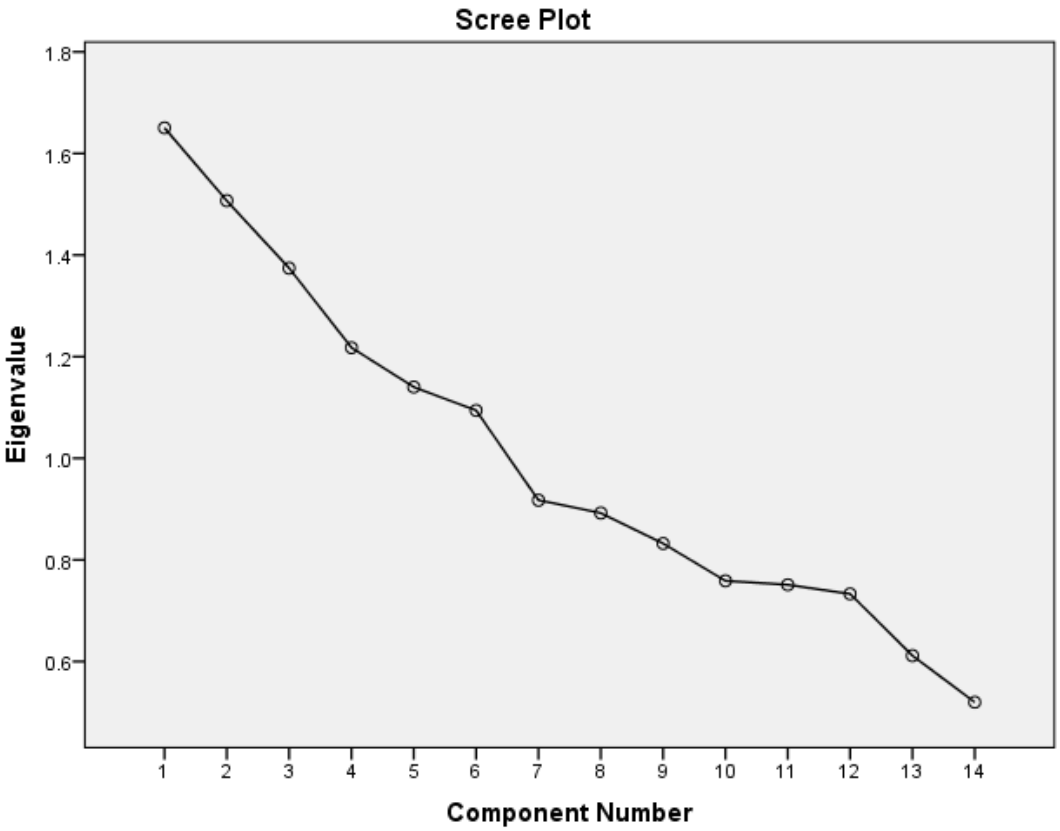
Appendix M: Exploratory Factor Analysis, Four Factors

Total Variance Explained[a]

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.650	11.789	11.789	1.558	11.130	11.130
2	1.507	10.765	22.554	1.460	10.431	21.561
3	1.374	9.816	32.370	1.427	10.196	31.757
4	1.218	8.698	41.068	1.303	9.310	41.068
5	1.140	8.144	49.212			
6	1.094	7.816	57.028			
7	.917	6.553	63.581			
8	.892	6.373	69.954			
9	.832	5.945	75.899			
10	.759	5.420	81.319			
11	.751	5.364	86.683			
12	.733	5.236	91.919			
13	.612	4.368	96.288			
14	.520	3.712	100.000			

Extraction Method: Principal Component Analysis.[a]

a. Only cases for which Group = MBA are used in the analysis phase.


Scree Plot
Eigenvalue
1.8
1.6
1.4
1.2
1.0
0.8
0.6
1
2
3
4
5
6
7
8
9
10
11
12
13
14
Component Number

Rotated Component Matrix[a,b]

	Component			
	1	2	3	4
Opportunity to reflect (students)	.592			
Their self-awareness	.577			
Of introspection (students)	.508			
Value of listening skills	-.409			
That change is possible.				
Value of taking stock and reflection		.618		
Understanding their leadership style		-.538		
Know their purpose, goals & objectives		.535		
Personalised individual level (students)		-.474		
Articulate thought & feelings (students)			.710	
Clarify motivators and drivers (students)			.622	
Appreciation of their strengths			-.462	
Value of having a coach				.720
Value of obtaining feedback from others				-.472

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalisation.[a,b]

a. Rotation converged in 10 iterations.

b. Only cases for which Group = MBA are used in the analysis phase.

Component Transformation Matrix[a]

Component	1	2	3	4
1	.878	.067	.284	.380
2	-.126	.803	.529	-.246
3	.121	.589	-.775	.195
4	.446	-.065	-.199	-.870

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalisation.[a]

a. Only cases for which Group = MBA are used in the analysis phase.

Factor Loadings

Rotated Component Matrix[a]

	Component			
	1	2	3	4
Opportunity to reflect (students)	**.592**	.051	.197	.154
Their self awareness	**.577**	-.050	-.078	.062
Of introspection (students)	**.508**	.121	-.281	.332
Value of listening skills	**-.409**	.039	-.345	.306
That change is possible.	**-.394**	.187	.059	.135
Value of taking stock and reflection	.374	**.618**	.035	-.129
Understanding their leadership style	.121	**-.538**	-.201	-.183
Know their purpose, goals & objectives	-.034	**.535**	.019	-.346
Personalised individual level (students)	.139	**-.474**	.149	-.243
Articulate thought & feelings (students)	.003	-.020	**.710**	-.075
Clarify motives and drivers (students)	-.117	.290	**.622**	.076
Appreciation of their strengths	-.120	.356	**-.462**	-.269
Value of having a coach	-.043	-.043	-.013	**.720**
Value of obtaining feedback from others	-.297	-.093	-.112	**-.472**

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 10 iterations.

Measures of Appropriateness of Factor Analysis

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.510
Bartlett's Test of Sphericity	Approx. Chi-Square	211.170
	df	91
	Sig.	.000

Reliability Analysis

Factor 1

Reliability Statistics

Cronbach's Alpha	N of Items
.362	5

Factor 2

Reliability Statistics

Cronbach's Alpha	N of Items
.320	4

Factor 3

Reliability Statistics

Cronbach's Alpha	N of Items
.341	3

Factor 4

Reliability Statistics

Cronbach's Alpha	N of Items
.236	2