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The effectiveness of alternative coaching approaches on the confidence of coaches with postgraduate qualifications

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

Wits Business School

Johannesburg, 2021

ABSTRACT

South Africa is the largest provider of coaches in Africa and fifth largest in the world. It is important that coaches produced in the country are confident in their coaching skills.

The purpose of this study was to explore the effectiveness of one-on-one coaching, peer coaching and coaching supervision in improving the confidence of postgraduate coaches at an academic institution in South Africa. The three coaching approaches were explored under the social cognitive, transformative and experiential learning theories.

This research was cross-sectional; it identified with a social constructivism worldview following an interpretive approach which used a qualitative method to explore, in-depth, the different subjective understandings held by the participants. Primary data was sourced in the form of semi-structured interviews with 12 postgraduate coaches who had graduated from a coaching programme. A thematic analysis process was employed to analyse the data. It uncovered four main themes with 18 sub-themes.

The key findings indicated that all three coaching approaches had different learnings that could be incorporated with the learning theories of Bandura's social cognitive, Mezirow's transformative learning and Kolb's experiential learning. However, coaching supervision was perceived to be the most effective coaching approach in improving the confidence of postgraduate coaches.

All three coaching approaches have value to offer for different conditions. Academic institutions offering coaching programmes should continue to invest more resources towards coaching supervision in order to enhance the confidence of postgraduate coaches, not disregarding, however, that practice makes perfect.

- **KEY WORDS** coaching effectiveness, confidence, one-on-one coaching, peer coaching, coaching supervision, learning theory

DECLARATION

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

Name: Signature:

Signed at ……

On the …….. day of …… 20…..

DEDICATION

I would like to dedicate this research to my

Heavenly Father

Great is Thy Faithfulness.

ACKNOWLEDGEMENTS

All thanks to my supervisor, Dr Jabulile Msimango-Galawe a.k.a Dr J, for your support, for your advice that kept me focused, for the quick responses with feedback to the many drafts that I sent through. It is much appreciated. I could not have done this without your guidance.

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Elona, you did not do much but you did a lot, you know what I mean, many thanks.

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Thanks to my manager for granting me days off to be able to attend block weeks, and to my colleagues who offered moral support and made themselves available to listen to my proposal presentation. Special shout out to Trevor Herselman, you sure do know a lot about research and which Netflix shows one should watch when taking a break.

Friends, when the pandemic is over and we can socialise again, please invite me to socials. I do not have school work as an excuse not to attend.

Eternal gratitude goes to my sister, Ntsako Mashele, for the moral support. If it were not for you, I would be broke and fat from eating takeouts, but you were there preparing hot healthy meals.

Last but not least, to the matriarch, my mother, Elizabeth Mashele. Thank you for instilling in me the value of education, the fact that you are still studying in your retirement years has encouraged me not to throw in the towel when the pressure was too much.

TABLE OF CONTENTS

ABSTRACT ..... **ii**

DECLARATION ..... **iii**

DEDICATION ..... **iv**

ACKNOWLEDGEMENTS ..... **v**

LIST OF TABLES ..... **ixx**

LIST OF FIGURES ..... **x**

LIST OF ACRONYMS ..... **xi**

CHAPTER 1. INTRODUCTION **1**

1.1 PURPOSE OF THE STUDY 1
1.2 CONTEXT OF THE STUDY 1
1.3 RESEARCH PROBLEM 3
1.4 RESEARCH QUESTIONS 4
1.5 SIGNIFICANCE OF THE STUDY 4
1.6 DELIMITATIONS OF THE STUDY 5
1.7 DEFINITION OF TERMS 6
1.8 ASSUMPTIONS 9
1.9 STRUCTURE OF THE REPORT 10

CHAPTER 2. LITERATURE REVIEW **12**

2.1 INTRODUCTION 12
2.2 BACKGROUND DISCUSSION 12
2.3 THEORETICAL FOUNDATION 14
2.3.1 SOCIAL COGNITIVE THEORY 14
2.3.2 EXPERIENTIAL LEARNING THEORY 16
2.3.3 TRANSFORMATIVE LEARNING THEORY 17
2.4 BUSINESS COACHING EFFECTIVENESS 19
2.5 CONFIDENCE IN COACHING 20
2.6 ALTERNATIVE COACHING APPROACHES 21
2.6.1 ONE ON ONE COACHING 21
PROPOSITION 1 22
2.6.2 PEER COACHING 22
PROPOSITION 2 25

2.6.3 COACHING SUPERVISION 25
PROPOSITION 3 28
PROPOSITION 4 29
2.7 CONCLUSION OF LITERATURE REVIEW 29

CHAPTER 3. RESEARCH METHODOLOGY 31

3.1 RESEARCH APPROACH 31
3.2 RESEARCH DESIGN 32
3.3 POPULATION AND SAMPLE 32
3.3.1 POPULATION 33
3.3.2 SAMPLE AND SAMPLING METHOD 33
3.4 THE RESEARCH INSTRUMENT 34
3.5 PROCEDURE FOR DATA COLLECTION 34
3.6 DATA ANALYSIS AND INTERPRETATION 36
3.7 LIMITATIONS OF THE STUDY 38
3.8 TRUSTWORTHINESS 38
3.8.1 TRANSFERABILITY 39
3.8.2 CREDIBILITY 39
3.8.3 DEPENDABILITY 39
3.8.4 CONFIRMABILITY 40
3.9 ETHICAL CONSIDERATIONS 40

CHAPTER 4. PRESENTATION OF FINDINGS 42

4.1 INTRODUCTION 42
4.2 FINDINGS PERTAINING TO PROPOSITION 1 47
4.3 FINDINGS PERTAINING TO PROPOSITION 2 53
4.4 FINDINGS PERTAINING TO PROPOSITION 3 65
4.5 FINDINGS PERTAINING TO PROPOSITION 4 73
4.6 SUMMARY OF THE FINDINGS 86

CHAPTER 5. DISCUSSION OF THE FINDINGS 87

5.1 INTRODUCTION 87
5.2 DISCUSSION PERTAINING TO PROPOSITION 1 87
5.3 DISCUSSION PERTAINING TO PROPOSITION 2 92
5.4 DISCUSSION PERTAINING TO PROPOSITION 3&4 98
5.5 CHAPTER CONCLUSION 104

CHAPTER 6. CONCLUSIONS & RECOMMENDATIONS 106

6.1 INTRODUCTION 106
6.2 CONCLUSIONS OF THE STUDY 106

6.3 RECOMMENDATIONS AND THEORETICAL IMPLICATIONS 108
6.4 SUGGESTIONS FOR FURTHER RESEARCH 110

REFERENCES 112

APPENDIX A - Letter to Participants 127

APPENDIX B - Consent Form 128

APPENDIX C - Research Instrument 129

APPENDIX D - Ethics Approval 131

APPENDIX E - Consistency Matrix 132

LIST OF TABLES

Table 1. Consistency table: research questions and propositions……...29

Table 2: Summary of the participants' profile……..…42

Table 3: Themes and subthemes…….……...45

Table4: Propositions, research questions and applicable theories……..…104

LIST OF FIGURES

Figure 1: Kolb's learning cycle (Kolb & Kolb, 2009; p. 299)……..16

LIST OF ACRONYMS

Coaches and Mentors of South Africa	COMENSA
International Coach Federation	ICF
Master of Management in Business and Executive Coaching	MMBEC
PricewaterhouseCoopers	PwC
Research Question	RQ
United Kingdom	UK
University of Cape Town	UCT
Wits Business School	WBS

CHAPTER 1. INTRODUCTION

This chapter provides the foundation on the purpose of the study, the context of the study, the research problem, the objectives and questions; it highlights the significance of the study, it discusses the delimitations of the study, the definition of terms, and concludes with the assumptions.

1.1 Purpose of the study

The purpose of this qualitative study was to explore the perceived effectiveness of alternative coaching approaches on the confidence of coaches with postgraduate qualifications at a South African university. The alternative coaching approaches referred to the one-on-one coaching, peer coaching and coaching supervision. The best qualifications for a coach, notwithstanding formal training, are characteristics such as confidence, integrity, experience and personal development (Joo, 2005; Carey, Philippon & Cummings 2011).

Since 1976, there have been more than 6,100 published research studies on the effect of an individual's confidence on their capabilities to accomplish their goals (Grant & Greene, 2004; Moen & Allgood, 2009). Additionally, Feldman and Lankau (2005) assessed coaching literature and discovered that the majority of the research conducted to assess the effectiveness of coaching used short-term emotional reactions as the results, thus not accounting for the behavioural changes, coachee learning or organisational results as benchmarks.

1.2 Context of the study

There were 47,500 part-time and full-time coaches worldwide in 2011, the number increased to 53,300 in 2015 and the number rose to 71,000 in 2019 as reported in a study conducted by the International Coach Federation (ICF) in partnership with PricewaterhouseCoopers (PwC), and they also stated that coaching was the second fastest growing industry globally (ICF & PwC, 2012,

2016, 2020). Thus, there has been a significant growth in coaching world-wide in the last 20 years (Terblanche & Passmore, 2019). In addition, Schutte (2019) posited that coaching was still one of the popular methods used to develop managers. It is estimated that the global total revenue for coaching was at $ 2,849 billion in 2019 which is a 21% increase from the 2015 estimates (ICF, 2020).

Moreover, Terblanche and Passmore's (2019) study that was conducted in Africa, of the 349 respondents from 19 countries, 74% were from South Africa followed by Kenya (7%) and Nigeria (6%). They further asserted that European and American training and coaching standards had a great influence in the origins of coaching practice in Africa through bodies such as: Coaches and Mentors of South Africa (COMENSA) established in 2006; Africa Board for Coaching, Consulting & Coaching Psychology (ABCCCP) established in 2012; ICF South African chapter established in 2015; and Africa Executive Coaching Council established in 2018 (Terblanche & Passmore, 2019).

In South Africa, Stout-Rostron (2006) approximated that executive coaching as a form of a development tool developed around the year 2000. She further pointed out four categories of coaching that emerged in South Africa: *executive* coaching which delivers one-on-one coaching to executives or senior managers in an organisation; *entrepreneurial* coaching which focuses on entrepreneurs who are starting their own businesses; *management* coaching for managers who coach their employees for performance and development; and *life* coaching for individuals who desire to make important personal changes in their lives (Stout-Rostron, 2006).

Since then, there has been a significant growth in the number of coaches in South Africa. Thus, a study by Frank Bresser Consulting (Bresser, 2009) placed South Africa as the seventh largest supplier of coaching services worldwide between 2008 and 2009. Consequently by 2010, global trends reported that South Africa was the fifth largest provider of coaches in the world for the use of coaches in the workplace (Rule, Rock & Donde, 2011). Therefore, Stout-Rostron (2012) suggested that coaching will contribute greatly to the leaders and teams'

capabilities and performance within organisations if it continues to grow at the existing level.

Thus, the increase of coaches in South Africa led to institutions such as Universities and Management Schools starting to offer formal qualifications in coaching. For instance, in 2011 the Wits Business School (WBS) and the Stellenbosch Business School started offering Master degree qualifications in executive and business coaching (Atlee, 2013). Other institutions that offer qualifications in coaching are the Gordon Institute for Business Science (GIBS), University of Cape Town's Graduate School of Business, Tshwane University of Technology and Henley Business School (Schutte, 2019), hence, this study's motivation and aim to be conducted at an academic institution.

1.3 Research problem

Several studies have indicated the effectiveness of the three alternative coaching approaches in relation to confidence, thus studies on one-on-one coaching (Gregner, 1997; Hall, Otazo & Hollenbeck, 1999; Wasylyshyn, 2003; Norman & Hyland, 2003; Kovacs & Corrie, 2017), on peer coaching (Showers & Joyce, 1996; Waddell & Dunn, 2005; Buzzbee Little, 2005; Lu, 2010; Asakura, Lee, Occhiuto & Kourgiantakis, 2020) and on coaching supervision (Butwell, 2006; Passmore & McGoldrick, 2009; Armstrong & Geddes, 2009; Lawrence & Whyte, 2014; De Haan, 2017; Tkach & DiGirolamo, 2017). However, there was no indication of which one was perceived the most effective in relation to confidence, hence the development of the following problem statement.

It could be that insufficient resources may not be directed to the right coaching approach. As a consequence, postgraduate coaches may miss the opportunities to accentuate the effective approach that can improve their confidence. For that reason, postgraduate coaches may graduate with low levels of confidence because the institution may not be directing enough resources towards an approach that could enhance their confidence.

1.4 Research questions

The main research questions the study intended to answer were:

1. RQ 1 - What is the perception of postgraduate coaches on the effectiveness of one-on-one coaching in improving confidence?
2. RQ 2 - What is the perception of postgraduate coaches on the effectiveness of peer coaching in improving confidence?
3. RQ 3 - What is the perception of postgraduate coaches on the effectiveness of coaching supervision in improving confidence?
4. RQ 4 - Which coaching approach, out of the three alternative coaching approaches, is perceived as the most effective in improving the confidence of postgraduate coaches?

1.5 Significance of the study

As mentioned earlier, South Africa was the largest provider of coaches in Africa. On the other hand, there is previous research indicating the effectiveness of coaching that shows one of its benefits to be an enhanced confidence (e.g. Norman & Hyland, 2003; Kovacs & Corrie, 2017; Lu, 2010; Asakura et al., 2020). However, these studies have not researched or focused on the effectiveness of coaching on the confidence of coaches with postgraduate qualifications and the studies have not been conducted locally, hence, this study's purpose to make its contribution to the local research in the pool of international research by focusing on the coaches with postgraduate qualifications.

Furthermore, most of the research mentioned was conducted on executives for one-on-one coaching or college students, nursing and educational disciplines for peer coaching, and only limited research that involved novice coaches could be found in coaching supervision. Thus, Potter (2017) suggested that studies that displayed the success of an effective coach has to be at an equal if not higher level of development to that of their clients, hence, the aim of this study was to

focus on coaches with postgraduate qualifications who are the service providers of coaching.

De Haan, Duckworth, Birsh and Jones (2013) maintained that for the advancement of coaching research, it was crucial to start exploring the main features that predict the effectiveness of coaching. In addition, Schutte (2019) asserted that coaching was one of the industries that has grown more in practice than in theory as can also be witnessed from earlier discussions under the context of the study on how fast it is growing. This study therefore also serves as a contribution to the body of knowledge in the coaching research field.

The four beneficiaries therefore that are likely to gain from this research are:

- Researchers – they can build theories particularly for the coaching field;
- Institutions - they can benefit with directing the relevant resources of the alternative coaching approaches that are perceived most effective in enhancing the confidence of postgraduate coaches;
- Postgraduate students - they can benefit in adjusting to the ways of learning through coaching; and
- Coaches - they can benefit in applying the three alternative coaching approaches specific for the postgraduate students who require coaching.

1.6 Delimitations of the study

The study's main focus was limited to the following:

Coaches with postgraduate qualifications at one particular university in South Africa. Participants were those who have graduated and not those who were still busy with their studies, thus those who have had the opportunity to apply their learning. Thus, executive coaches in fulltime practice or who do executive coaching in some form in their profession part-time.

The university also partners with organisations to conduct short training courses on coaching which run for six months (WBS, 2020). However, for the purpose of

this study, the focus was on coaches with postgraduate qualifications, who have done the two year part-time Master of Management in Business and Executive Coaching (MMBEC) programme.

There were other factors that could relate to confidence, such as self-efficacy as it is defined below, however for the purpose of this study, it was excluded because its explanation was more future orientated, meaning the study would have to assess the participants before and after a given task, whereas the main aim of this study was to explore an occurrence of the past, that is, how confident were the postgraduate coaches after they had gone through the three alternative coaching approaches.

1.7 Definition of terms

It was of relevance to provide a constitutive definition of various key terms as defined below:

1.7.1 *Coaching*

The name ‘coaching’ was extrapolated from the French term ‘coche’ which assumed taking an esteemed individual from one place to another (Atlee, 2013). Thus most definitions were aligned to this original term, for instance Hamlin, Elinger and Beattie (2009) defined **business coaching** as a two-way process to assist organisations, leaders and its personnel to accomplish their corporate and individually associated objectives for a long-standing success. Additionally, they defined **executive coaching** as an aiding relationship between a coach and an executive which supports the executive to improve the organisation, individual or work associated objectives with the aim of enhancing the performance of the organisation (Hamlin et al., 2009).

The following definitions of the different coaching approaches were of relevance for this study.

1.7.2 *One-on-one coaching*

There are many definitions of one-on-one coaching in areas such as in executive, leadership and developmental coaching (Hall & Duval, 2004; Cox, Bachkirova & Clutterbuck, 2010). Hall et al. (1999, p.40) defined it as: "a practical, goal-focused form of personal, one-on-one learning for busy executives and may be used to improve performance or executive behaviour, enhance a career or prevent derailment, and work through organisational issues or change initiatives".

Consequently, Moen and Allgood (2009) defined coaching as an engagement between the coach and the person who needs assistance in a way of forming a helping relationship, the person who needs coaching is referred to as the coachee. Additionally, Stout-Rostron (2012) defined it as an intervention intended for individuals and organisations' improvement through a unique engagement between a coach and a client.

Therefore, the definition that was most applicable for this study was that of Parsloe (1999) who described it as a process that aids development and learning to take place in order to enhance performance. He further postulated that to be an effective coach requires understanding and knowledge of the coaching process as well as the different kinds of coaching styles, skills and methods that are applicable to specific coaching conditions (Parsloe, 1999).

1.7.3 *Peer coaching*

The more general definition of peer coaching was by Robbins (1991) who defined it as a shared technique used amongst colleagues where they learn and reflect together. Moreover, peer coaching was defined as a form of a reciprocal relationship between two people of equal standing who take part in assisting each other on particular tasks or problems with which each may be faced (Parker, Hall & Kram, 2008). Therefore, Kurtts and Levin's (2000) definition was more applicable to this study as they referred to peer coaching as the process where two or more classmates work together to enhance their skills through observation

of specific behaviours and providing each other with non-judgemental feedback and to add to this, that the peers also coached each other.

1.7.4 *Coaching supervision*

Moyes (2009) put forward that due to the different functions of supervision, it becomes difficult to define it, hence a universally accepted definition of coaching supervision does not exist. According to Hawkins and Smith (2006), supervision is a method by which the supervisor assists the coach to improve their practice by understanding the client's issues and themselves. Furthermore, coaching supervision provides professional support in a formalised process to ensure continual development of the coach and the efficiency of their coaching practice over co-operative reflection, explanatory assessment and shared expert knowledge (Bachkirova, Stevens & Willis, 2005).

Moreover, coaching supervision is the official process where coaches get to review their practice with assistance from a professional who is the expert in the field of coaching supervision (Carroll, 2007; De Haan 2017). This can happen in two forms, that is, in a group or on a one-on-one basis. Therefore, the deduction from the above definitions of coaching supervision, was that it provided a safe and professional environment for the coach to reflect on their experiences for the purposes of continuous professional development to improve their coaching practice, and this was adopted for use in this study.

1.7.5 *Coaching effectiveness*

The effectiveness of coaching can be described by looking at individual displays which can be collected into two groups: proximal outcomes and distal outcomes (Grant, 2012; Bozer & Sarros, 2012).

Thus, the proximal outcomes are the instant changes in cognition, behaviour and attidutes as experienced by the coachee in a coaching session, which in turn, implies positive feelings concerning the organisation to increase the coachee's

self-awareness and improves learning (Hall et al., 1999; Joo, 2005; Feldman & Lankau, 2005; Bozer & Sarros, 2012). In contrast, distal outcomes refers to the ultimate purpose of coaching, which includes the success of the individual and the organisation (Joo, 2005; Bozer & Sarros, 2012). Thus, the success of the individual may be witnessed through increased confidence, improved interpersonal skills, better problem solving skills and enhanced adaptability to change (Bozer & Sarros, 2012).

Therefore, the definition more suited for this research for effective coaching, is the degree to which the individual outcomes are accomplished through partaking in coaching (Bozer & Sarros, 2012).

1.7.6 *Confidence*

Authors, like Wanberg, Watt and Rumsey (1996), referred to confidence as self-efficacy, however, Bandura (1997), who originally coined the term “self-efficacy”, has argued that confidence and self-efficacy are not the same.

Thus, ***self-efficacy*** is defined as the belief or perception that people hold around their competences to attain a certain level of performance that has impact over the occasions that affect their lives (Bandura, 1994). Therefore self-efficacy beliefs are usually evaluated before an individual participates in a specific activity or task (Moen & Allgood, 2009) which, for this research, the rationale was to explore the activities that had already taken place.

Therefore, the more applicable concept for this study was ***confidence*** as defined by Erwin and Kelly (1985, p. 395) as “assuredness in oneself and in one’s capabilities”.

1.8 Assumptions

The assumptions of the study were that:

1. Participants were willing to partake in the study.

2. The participants were honest with the interviewer in the interviews.

3. Participants would still have the memory of their experiences with the three alternative coaching approaches under study.

4. The three alternative coaching approaches were adequate factors to explore the confidence of postgraduate coaches with postgraduate qualifications.

1.9 Structure of the report

This research report consist of six chapters.

Chapter 1: This is the introduction to the research. It provides the context of the study, the problem statement, objective and the research questions. Then it ends with significance of the study, delimitations of the study, definitions of terms and assumptions.

Chapter 2: This is the literature review in which the key terms and concepts pertaining to the study are elaborated. The key terms for this study are coaching effectiveness, confidence, one-on-one coaching, peer coaching and coaching supervision. At the end of the literature review, propositions are stated as possible answers to the research questions posed in Chapter 1.

Chapter 3: This is the research methodolody which outlines the research approach and design. It discusses the population and sample as well as the research instrument. It further goes into details of the data collection procedure as well as how the data was analysed and interpreted.

Chapter 4: This is the presentation of the findings where themes were constructed from the semi-structured interviews. There were four themes with 18 sub-themes.

Chapter 5: This is the discussion of findings, incorporating other studies. The findings are also discussed under three learning theories, that is, Bandura's social

cognitive – observational learning; Mezirow’s transformative learning and Kolb’s experiential learning.

Chapter 6: This is the concluding chapter which summarises the findings. It also provides theoretical and practical recommendations, as well as suggestions for further studies.

CHAPTER 2. LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature of the research topic. It commences by discussing the background then highlighting the theoretical foundation. It then focuses on the coaching effectiveness as well as the confidence in coaching. It follows with a detailed description of the three alternative coaching approaches and formulates the propositions, thereafter, there is a conclusion of the literature review.

2.2 Background discussion

The origins of coaching can be traced back to the 5th century BCE and the Greek philosopher, Socrates. He used reflective reasoning through conversation and questioning to encourage more understanding and awareness (Stout-Rostron, 2012; Attlee, 2013; Van Huyssteen, 2015). Coaching as a profession began in the 1960s in the sporting discipline and successively it expanded to what today is broadly accepted as a personal development tool (Van Huyssteen, 2015; Schutte, 2019). However, it was the 1970s work of Timothy Gallwey, *The Inner Game of Tennis* that opened the channels for the adaptation of utilising a mental approach to coach for excellence (Stout-Rostron, 2012; Van Huyssteen, 2015).

Coaching has thus been present, although casually, for more than 2000 years. Nonetheless, it became conventional when it was publicised in *Forbes* magazine in 1988 (Machan, 1988; Attlee, 2013); this is at a time when coaching was labelled as a controversial mixture of "*management consulting and psychotherapy"* (Judge & Cowell, 1997; p. 71). Subsequently, the 1990s brought with it 'the war for talent' where coaching became a popular intervention intended to change the behaviour of middle and senior managers (Feldman & Lankau, 2005; Attlee, 2013), hence, Sherman and Freas (2004, p. 85) are of the opinion that "most executive coaching is intellectually indebted to a small number of

disciplines, including consulting, management, organization development, and psychology".

On the other hand, the development of peer coaching started in the early 1980s in the education field where peer teachers gave each other non-judgemental feedback regarding the application of the curriculum used in the classroom and teaching effectiveness (Showers, 1985; Showers & Joyce, 1996; Kurtts & Levin, 2000; Buzz bee Little, 2005; Lu, 2010; Van Emmenis, 2013).

Furthermore, in the health fraternity, they started using the peer coaching approach to improve their professional practice as well as a support strategy for the staff members (Waddell & Dunn, 2005; Ladyshewsky, 2010). However, peer coaching is a fairly new approach in the field of business and organisational coaching (Van Emmenis, 2013; Parker, Wasserman, Kram & Hall, 2015). In the business context, the peer coaching approach focused on the enhancing of skills, support for manager and leader development programmes and for transferring of skills and training (Ladyshewsky, 2006 & 2010; Van Emmenis, 2013; Parker et al., 2015).

Lastly, the importance of supervision has long been in use in psychotherapy, counselling and social work by giving support and education (Hawkins & Shohet, 2012; Moyes, 2009). The roots of supervision in counselling and other kinds of psychological therapy can be traced back to Freudian times (Carroll, 2007). Supervision has since migrated to the coaching field (Tkach & DiGirolamo, 2017; Wingrove, Lai, Palmer & Williams, 2020).

There was only one institution offering coaching supervision in Australia in 2004 and they drew knowledge from other fields like psychology, counselling and social work (Armstrong & Geddes, 2009). Accordingly, publications about supervision in the organisational coaching field emerged and became more popular in the United Kingdom (UK) in 2006 (Hawkins & Schwenk, 2006; Hawkins & Smith, 2006; Butwell, 2006; Tkach & DiGirolamo, 2017; Wingrove et al., 2020).

In South Africa, COMENSA drafted their first supervision policy for mentors and coaches in 2010 (COMENSA, 2010). Additionally, the COMENSA (2011) national research survey in South Africa indicated that 68% of coaches were attending supervision.

2.3 Theoretical foundation

Mbokota (2019) affirmed that several researchers hold a common consensus that learning can be realised through coaching. This research was grounded on three well-known learning theories as the guiding theoretical foundation because, after the the research findings, they were found to have aligned with the three alternative coaching approaches. The theories were social cognitive theory by Albert Bandura (1977,1986, 1991, 2001 & 2008), experiential learning theory by David Kolb (1984) and transformative learning theory by Jack Mezirow (1991, 1995, 1996 & 1997). Thus the three theories are discussed respectively.

2.3.1 *Social cognitive theory*

The theory (Bandura 1977, 1986, 1991; Asakura et al., 2020) was initially established as social learning theory which later advanced into social cognitive theory. Bandura asserted that for individuals to learn, they do not fundamentally have to only experience it directly, but that they can also learn through observing others (Bandura, 1977,1986, 1991, 2008; Asakura et al., 2020). Thus he highlighted that individuals learn particular skills through a cognitive process of observing others' behaviours which was a concept he also referred to as modelling (Bandura, 1977; Asakura et al., 2020). Thus individuals also vicariously experience the emotions through observing the model's behaviour (Deguchi 1984; Bandura, 2008; Asakura et al., 2020). For instance, identifying with the coach in a one-on-one or coaching supervision could increase the individual's chances of learning.

The social cognitive theory thus gives the theoretical foundation to the method of observational learning (Bandura, 1986; Kempster & Parry, 2014; Asakura et al., 2020). Thus observational learning occurs when an observer gains new behaviour through being exposed to a modelled behaviour (Deguchi 1984; Asakura et al., 2020). Therefore observational learning, also referred to as vicarious learning, can happen in two ways: direct experience; and by observing others. Therefore, (Bandura 1977, 1986, 2008; Asakura et al., 2020) four processes were identified that influence observational learning:

1. Attention: centres on what the observer selects to focus their attention. Contributing factors comprise the “cognitive skills, preconceptions and value preferences of the observers” (Bandura, 2001; p. 8).

2. Retention: consists of retaining meaningful sections of the information obtained from observation for use or to be retrieved at a later stage.

3. Motor reproduction: happens when the information that was retained is brought forward into action to mimic the situation that was observed.

4. Reinforcement and motivation: is when the observer decides which actions that came out of the retention should be reproduced and which will not. Thus only those that have a positive impact will aid as a motivation for future use e.g. if it aligns with the observer’s values (Bandura, 2001).

The tenet of social cognitive theory thus is that human activity is perceived as something that occurs proactively where the participants are involved in their own growth and are capable of directing their own actions (Moen & Allgood, 2009). Thus the observational learning theory seems to be aligned in this research in that the four processes mentioned above can be recognised in some, if not all, of the three alternative coaching approaches.

2.3.2 *Experiential learning theory*

Kolb (1984, p. 41) described experiential learning theory as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience". Kolb (1984) posited that the role of the coach was to provide a trust-filled environment to encourage self-disclosure in which the coachee will be able to explore developmental needs experientially.

Furthermore, Kolb (1984) stated that the fact that learning was a constant practice grounded in experience, it has necessary educational implications which proposes that all learning was relearning and a lifetime process. Kolb and Kolb (2009) asserted that experiential learning was based on a learning cycle focussed on the purpose of the dual dialectics of action/reflection and experience/abstraction.

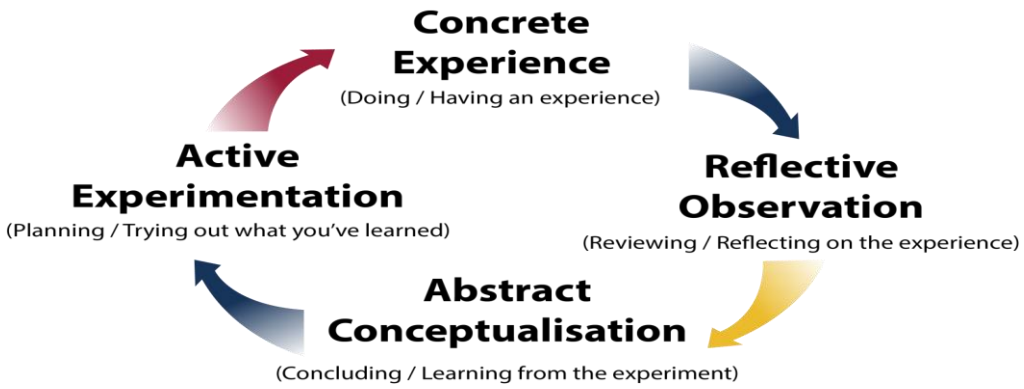


Figure 1: Kolb's learning cycle (Kolb & Kolb, 2009, p. 299)

Likewise, Kolb and Kolb (2009, p. 44) put forward that immediate or *concrete experiences* were the basis for observations and *reflections.* These reflections are integrated and refined into *abstract concepts* from which new effects for action can be inferred. These effects can be *actively tested* and used as guides in forming new experiences.

Kolb (1984) described that learning involves the integrated functioning of the total human being – thinking, emotion, observing and acting. Additionally, Bluckert

(2006) suggested that for student coaches to improve their self-reflection and growth, they ought to form part of a continuous experiential group. Consequently, Cilliers and Chapman (2008) have reported that through a trust and safe space created by the coach, it led to the managers in their study to employ reflection which was a new concept to them. Thus with manager using more reflections and being comfortable in a safe coaching space, they were able to develop assertiveness and their confidence improved, which led to more focus in delivering their role outputs (Cilliers & Chapman, 2008).

Similarly, Passmore and McGoldrick (2009) sustained that group coaching supervision process inspires the connection between theory and practice through an Action Learning Set. It was also suggested by one of the participants, in their research, that group coaching supervision should be viewed as an Action Learning Set, where learning is certainly experiential and reflection imparts one's practice (Passmore & McGoldrick, 2009). Thus the experiential learning theory seem to be aligned in this research in that Kolb's learning cycle mentioned above can be recognised in some, if not all, of the three alternative coaching approaches.

2.3.3 *Transformative learning theory*

Transformative learning is the process of causing change in a "frame of reference", the frames of reference are the foundation of beliefs through which we understand our experiences, meaning that, as individuals have achieved a wealth of experiences, values, philosophies, outlooks and trained responses as frames of reference, it defines their worldviews (Mezirow, 1991, 1995,1996; Mbokota, 2019). Frames of reference are the structures of assumptions through which one understands their experiences. However, Mezirow (1995) posited that knowledge is not "out there" to be discovered but is shaped from interpretations and reinterpretations in light of new experiences. In addition, Mezirow (1997) stated that we learn together by analysing the related experiences of others to

arrive at a common understanding that holds until new evidence or arguments present themselves.

Mezirow's ten step process of how individuals get to transformative learning are as follows:

Disorienting dilemma; Self-examination; Sense of alienation; Relating discontent to others; Explaining options of new behaviour; Building confidence in new ways; Planning a course of action; Knowledge to implement plans; Experimenting with new roles; and Reintegration (Mezirow, 1997; Mbokota, 2019). Thus, the transformative learning theory seems to be aligned in this research in that the ten step processes mentioned above can be recognised in some, if not all, of the three alternative coaching approaches.

Gray (2006) asserted that a coach assists to guide the coachees through organisational culture in order to help them become committed and more confident. Accordingly, the theme that emerged from Passmore and McGoldrick's (2009) study was transformational learning from both coaches and supervisors. For the latter, it was their goal to achieve transformational learning, while for the former, the learning was experienced, which at times came as a surprise and resulted in a willingness to change in their coaching approach. Parker et al. (2015) suggested that transformational learning can take place with the necessary ability to reflect, self-awareness and interpersonal skills. For instance, Potter's (2017) study of 10 volunteers from a leadership coaching programme at Georgetown University confirmed that transformative learning was realised in their journey to becoming coaches.

Therefore this study inductively drew from these three theories by integrating them to explain the learning that takes place during the three alternative coaching approaches which result in improved confidence of postgraduate coaches. The interpretation of the findings chapter explains in detail how each learning theory aligns with the three alternative coaching approaches. The following section delve in deeper to explore the effectiveness of each approach.

2.4 Business coaching effectiveness

Sherman and Freas (2004) asserted that studies depended on using qualitative data when assessing the effectiveness of coaching. Hence this research also followed the same qualitative method in that the aim was not to measure the effectiveness but to explore how it was perceived to improve confidence by the participants. Thus, Feldman and Lankau (2005) stated that a more rigorous research was required to investigate the effectiveness of coaching on developmental relationships. On the other hand, studies have shown that the effectiveness of coaching has to do less with the method or procedures but more to do with aspects that are shared in coaching interventions such as the characters involved, motivation and the bond formed between the coach and the coachee (Joo, 2005; De Haan, Culpin & Curd, 2011).

Accordingly, Rhodes and Fletcher (2013) reported that there has been extensive studies on coaching effectiveness to increase the confidence one has in having the ability to perform a task. Although for this particular research the focus was not on developmental relationships, the aim was to find out which of the three alternative coaching approaches was perceived to be effective in improving the confidence of coaches with postgraduate qualifications.

One of the early pieces of empirical research on the effectiveness of coaching was a thesis by Gregner (1997) where he interviewed 25 executives on what they had learned from being coached. The results indicated that 24% experienced personal growth like increased self-confidence and becoming more open to change.

Moreover, Leedham (2005) did a study focusing on organisations' procurers of coaching services and how they measure its effectiveness. He proposed a pyramidal model of assessing the effectiveness of coaching and his findings indicated that amongst other things like self-awareness, that there was also a boost in one's confidence, thus the detailed discussions of other studies are outlined under different headings.

The COMENSA national research survey, as well as the study of Atlee (2013), indicated that in South Africa, individual feedback from coachees' proved to be the most essential process used to assess the effectiveness of coaching (COMENSA, 2011; Atlee, 2013), hence, the basis of this research focused on individuals to establish which of the three alternative coaching approaches was perceived to be effective in improving confidence.

2.5 Confidence in coaching

There have been many discussions regarding the meaning of confidence (Tett & Maclachlan, 2007). As a case in point, authors like Lawrence (1999; p.92) referred to confidence as, *"*confidence in abilities and confidence in personality" and Owens (1993; p.289) as *"*positive self-evaluation"*.* Conversely, in Chapter One, the definition of confidence relevant for this research has already been delineated.

Moreover, the subject of confidence in other literature has been referred to as a trait (Bernstein, Clarke-Steart, Roy, Sruill, & Wickens, 1994); others asserted that it is determined by particular conditions (Champion, 1993, Brodie, Reeve & Whittaker, 1995). A trait remains stable over time, thus, according to the former literature, it would mean that once confidence has developed, it cannot be improved, whereas with the latter literature, confidence is influenced by certain conditions, therefore depending on different conditions, it can be developed (Norman & Hyland, 2003). Thus, by the assertion of the latter literature, this research aimed to explore whether the confidence of the postgraduate coaches improved after they have experienced the three alternaive coaching approaches. By the same token, Norman and Hyland (2003) suggested that granting some features of confidence can be generalised, it was still required that studies discover students' confidence or lack thereof in certain conditions.

Tett and Maclachlan (2007) postulated that there appeared to be a relationship between participation in learning and improved confidence. Thus, the education in clinical nursing requires the students to move quickly from theory to practical

situations when dealing with patients. For some students, the transition can be terrifying and creates self-doubt (Lundberg, 2008), hence, the use of peer coaching where students can observe the confidence in others and in turn, be able to build their own confidence (Lundberg, 2008). As one of the alternative coaching approaches being explored was peer coaching, this research therefore aimed to discover if it assisted in improving the confidence of postgraduate coaches.

For instance, the benefits of coaching supervision as experienced by Butwell's (2006) research participants was in attaining insights from others, learning about new approaches, improved confidence and client boundary management, whereas, Armstrong and Geddes (2009) also indicated that their research participants reported gaining more perspectives on others, enhanced their self-awareness and gained confidence. These results are supported by Lawrence and Whyte's (2014) study that indicated that participants gained more self-awareness, self-development, improved confidence as well as being able to tap into the knowledge of a more experienced coach. Hence, the aim of this research was to also explore whether the confidence of the postgraduate coaches improved after going through coaching supervision.

2.6 Alternative coaching approaches

The aim of this research was on the following three alternative coaching approaches: one-on-one coaching, peer coaching and coaching supervision, as discussed below.

2.6.1 *One-on-one coaching*

Bluckert (2005) posited that the importance of one-on-one coaching is learning and personal growth, as it not only focused on performance but also the behaviour, perception and attitude of the coachee, hence, coaching is about change, development and enhancement (Bachkirova, 2015). Moreover, in South

Africa, Schutte (2019) agreed as his report indicated that coaching existed on a frequent one-on-one basis with the coachees, aiming to assist them to attain their personal results and goals through changed behaviour and attitudes. As the authors stipulated (Bluckert, 2005; Bachirova, 2015; Schutte, 2019), postgraduate coaches of this research went through one-on-one coaching where the aim was to explore whether they perceived it to have effectively improved their confidence.

Thus Hall et al. (1999) interviewed 75 executives from the Fortune 100 companies and their learning experience was the development of new perspectives and attitudes, more self-awareness and compassion towards others as well as gaining confidence. Additionally, an experiment conducted by Steinwedel (2001) of 12 college students who took part in weekly coaching sessions over a period of 16 weeks, reported the students to have increased their capability to accomplish goals. In another study, 87 executives participated in a survey and indicated that learning experience was through behavioural change, increased understanding, self-awareness, improved confidence and motivational ability (Wasylyshyn, 2003).

Furthermore, participants in a study by Geber (2010) received coaching during their postgraduate studies in Sciences and Engineering fields, they reported an increase in self-awareness, gaining more confidence and that the coaching environment provided a space to discuss topics that may be deemed inappropriate in a work setting. Therefore the literature reviewed has derived the first proposition below:

Proposition 1: One-on-one coaching is perceived as an effective approach to improve the confidence of postgraduate coaches.

2.6.2 *Peer coaching*

The main purpose of a peer coaching relationship is to afford the coachee with skills development that is based on confidentiality and trust. It is typically the

coachees who identify their skills gap and seek the support and assistance of a peer coach (Ladyshewsky, 2010).

Equality in this relationship is thus important for self-disclosure to take place. The period of the relationship is usually on a shorter term as it develops the connection and bond of the relationship which strengthens, which in turn, stimulates deeper dialogues to attain insights required for skills development and practice (Ladyshewsky, 2006 & 2010; Van Emmenis, 2013; Parker et al., 2015). Moreover, Showers (1985), Kurtts and Levin (2000) maintained that during the early stages of the relationship, the coach needs to be sensitive when giving feedback to the coachee in order to maintain the equal partnership, thus the process might not be effective if one dominates the relationship and it ends up like a mentoring relationship instead of peer coaching (Showers, 1985; Kurtts & Levin, 2000).

Another aim of the peer coaching is to remain unbiased and non-judgemental, to allow the coachee to make personal discoveries to improve their skills (Showers, 1985; Ladyshewsky, 2010). Accordingly, Ladyshewsky (2010), Parker, Hall and Kram (2013) asserted that peer coaching can happen naturally but failure to make it formal and train the parties involved on the process may impact on the development of trust, building of rapport, rank, authority and confidentiality.

The aspect of making the peer coaching process formal is important as it assists both parties to remain focused and facilitates in achieving set goals. Formality includes scheduling regular meeting, keeping the engagement focused on the learning outcomes of the development plan (Ladyshewsky, 2010; Parker et al., 2013).

For peer coaching therefore, to be effective, the participants need to have the ability to build relationships and make time to nurture them (Parker et al., 2013). In most instances the arrangement is mutual, with each party getting a chance to be in the role of a coachee and coach, with confidentiality and trust being the

foundation of the peer coaching engagement (Ladyshewsky, 2010; Alsaleh, Alabdulhadib & Alrwaishedb, 2017).

The interpersonal arrangement of peer coaching is therefore possibly the essential part of this approach as the results depend strongly on mutual trust and respect (Waddell & Dunn, 2005; Lu, 2010). Moreover, Parker et al. (2015) stated that peer coaching was different from the traditional coaching relationship where only one party benefits while in peer coaching, both parties mutually benefit from the equal partnership.

All the same, Parker et al. (2013) cautioned that the outcomes of peer coaching were not always positive. For instance, in a study of 30 MBA students at a Canadian university, the results indicated that external coaches brought in more coaching effectiveness by enhancing performance and teamwork than peer coaches (Sue-Chan & Latham, 2004). Nonetheless, Waddell and Dunn (2005) and Van Emmenis (2013) suggested that peer coaching provide a more holistic feedback as the participants have the advantage of being from the same organisation.

Yet one may argue that in the context of this research, the postgraduate coach students were from different occupational organisations but had a common need in terms of their learning outcomes, hence, if the foundation of peer coaching has been firmly established then it has the ability to enhance deep reflection, to create learning and application of knowledge, connection of theory and skills in a safe environment (Ladyshewsky, 2010). The peer support experienced from peer coaching has a strong psychological influence in keeping the parties focused on their objectives (Ladyshewsky, 2010).

In retrospect, limited research can be found of peer coaching amongst coaches themselves, hence as previously mentioned in the preceding chapter, the need to conduct the research amongst coaches. Thus the findings of a study by Neubert and Stover (1994) indicated that student teachers lacked confidence in giving each other constructive feedback. However, the benefit of peer coaching

seem to have later indicated to have the ability to give constructive feedback, to act with professionalism and to boost their confidence (Hasbrouck, 1997). A study by Norman and Hyland (2003) indicated that even though the individual students can enhance their own level of confidence, it was peers, tutors, mentors and supervisors who assisted the students' confidence through reassurance, non-judgemental feedback and giving support.

Moreover, a study by Kurtts and Levin (2000) with 27 undergraduate teaching students indicated that they benefited by gaining positive feedback from their peers, were able to share experiences, receive and develop their confidence. In addition, Fry and Hin's (2006) study, also with student teachers, indicated that they perceived themselves as more effective teachers after using the wireless assisted peer coaching, hence, Hasbrouck (1997) posited that peer coaching seems to be a favourable approach for improving the training of novice teachers.

In addition, Hasbrouck (1997), Parker et al. (2008) and Cox et al. (2010) emphasised that the efficiency and effectiveness of peer coaching was enhanced when participants were given initial training in coaching skills and contracting as well as the ongoing support in peer coaching promotes success. Therefore, the literature reviewed has arrived at the second proposition:

Proposition 2: Peer coaching is perceived as an effective approach to improve the confidence of postgraduate coaches.

2.6.3 *Coaching supervision*

Literature has shown some commonalities in terms of defining coaching supervision, such as the assistance of the coach to deal with some of the coaching issues they meet in their practice, receiving reassurance on the quality of their work as well as the coach's improvement (Hawkins & Smith, 2006; Tkach & DiGirolamo, 2017; Wingrove et al., 2020).

Consequently, coaching supervision became a prominent practice when it was made compulsory in training of coaches and as part of their continuous

professional development (Hawkins & Smith, 2006; Armstrong & Geddes, 2009). It was also made compulsory for the participants of this research to go through coaching supervision. Likewise, Bluckert (2006) suggested that individuals undergoing training in coaching should also receive coaching themselves, that way they get to experience being on the other side and thus will be able to empathise with their future clients concerning their feelings of vulnerability.

Therefore in training, supervision assists the student coaches to integrate the theory and practical skills they have learned to the experience of working with clients. In addition, supervision offer student coaches a space to reflect and to improve their coaching and personal capabilities (Hawkins & Smith, 2006).

Hawkins and Smith (2006) asserted that supervision provided coaches with an environment that was open and safe to reflect on their client issues and how they affect and react to them, thus by sharing this live in supervision sessions, adds benefits to their coaching practice, the client and the client's organisation (Hawkins & Smith, 2006).

Hence, it is usually a requirement by purchasers of coaching that coaches have supervision in order to ensure ethical and professional practice (Passmore & McGoldrick, 2009; Tkach & DiGirolamo, 2017; Wingrove et al., 2020), as well as to offer the assurance that coaching is addressing the objectives of the organisation and that coaches are working within their scope (Hawkins, 2009). Moreover, Passmore and McGoldrick (2009), as well as the supervision policy by COMENSA (2010), maintained that supervision was important in sustaining coaching ethics and professional standards. Similarly, De Haan (2017) supports that supervision offers an opportunity for the coaches to learn from their experiences and to enhance the quality of their coaching practice.

Rogers (2012) asserted that any line of work that involves ‘emotional labour’ ought to provide supervision. However, there is a difference between a coach being a client where the discussions are related to any personal goals and supervision where it is focused on discussing only professional issues (Rogers,

2012). Thus the participants of this research went through the latter part of supervision where they focused on their professional matters.

Therefore, Passmore and McGoldrick (2009) stated that the coaches' wish from a one-on-one supervision session was for supervisors to inspire their thinking and offer them different perspectives on their coaching practice, whereas Proctor (2000) reported that coaches feel safer in individual supervision than in a group. Consequently, the individual sessions are experienced as more protected and safer because the coach discusses their coaching issues to only a supervisor (De Haan, 2017).

However, this is not discounting that group supervision also creates a supportive environment for coaches to share their concerns and to appreciate that others are facing similar issues (Carter & Hawkins, 2013). Therefore it seems that it depends on different situations on what kind of issues the coach is comfortable to share in which setting of supervision.

In addition to one-on-one supervision, group supervision also offer coaches with a broader perspective, the ability to share and learn from common issues by receiving and giving insights from each other's issues (Passmore & McGoldrick, 2009). Therefore from this, coaches gain a sense of belonging to the 'coaching community' and do not feel isolated with the issues faced in their coaching practice (Butwell, 2006; Passmore & McGoldrick, 2009; Tkach & DiGirolamo, 2017; Wingrove et al., 2020).

However, it is mostly the new coaches that benefitted from group supervision as they get to experience a sense of community, collective learning and shared ethical standards (Carroll, 2007; Passmore & McGoldrick, 2009; Wingrove et al., 2020). Hence it would be interesting to see the outcome of how the participants of this research would also have realised the benefits of coaching supervision as they were asked to go back to their experiences when they were still coaching students or at the start of their coaching career. As supported by Rogers (2012), who affirmed that supervision at more regular intervals was more beneficial when

a coach was in training or still new in the industry than when they were more experienced.

The more experienced coaches thus tend to rely on the use of learning journals and peer mentoring, hence the argument that the greatest benefit will be in combining the learning journals and group supervision (Passmore & McGoldrick, 2009; Terblanche & Passmore, 2019). Consequently a study in the UK by Hawkins and Schwenk (2006) indicated that organisers of coaching and individual coaches believe that supervision should be regular and on-going for the coaches.

Furthermore, supervision, as suggested by Bluckert (2006) and Carroll (2007), needs to continue throughout the profession of trained coaches, as it is helpful in providing them with opportunities to reflect on their own experiences and coaching methods in order to improve their coaching practice.

Accordingly, when research participants were asked how coaching supervision has changed their practice, most mentioned increase in their development including self-awareness, becoming more confident and improved ability to reflect and be present (Armstrong & Geddes, 2009).

On the contrary, the main use of supervision by coaches is largely in building confidence and benchmarking of executive coaching practice (De Haan & Blass, 2007). Thus the coaches in Passmore and McGoldrick's (2009) study experienced an increase in confidence and in other studies, their ethical ability to continue and provide quality coaching practice also increased (Hawkins & Smith, 2006; Bachkirova, Jackson & Clutterbuck, 2011). Tkach and DiGirolamo (2017) reported that the common theme from different studies where general development was experienced, included gaining self-awareness, increased confidence, independence and capability. Therefore the literature reviewed has resulted on the third and fourth propositions below:

Proposition 3: Coaching supervision is perceived as an effective approach to improve the confidence of postgraduate coaches.

Proposition 4: Out of the three approaches, coaching supervision is perceived as the most effective approach to improve the confidence of postgraduate coaches.

2.7 Conclusion of literature review

In concluding the literature review, the common themes shared among the three alternative coaching approaches discussed above was that for it to be effective, there has to be a safe environment comprising trust and support for individuals to share or participate willingly, as well as a space for reflection, which results in turn, lead to their development and improvement that includes confidence.

Nonetheless, the literature indicated that coaching supervision seems to be the most effective in improving confidence for novice coaches. Therefore the suggested propositions are put forward to explore the three approaches' effectiveness in improving the confidence of coaches with postgraduate qualifications. The propositions and the research questions are further stipulated in the table below.

Table 1. Consistency table: research questions and propositions

RQ #	Research Question	Prop #	Proposition
1	What is the perception of postgraduate coaches on the effectiveness of one-on-one coaching in improving confidence?	1	One-on-one coaching is perceived as an effective approach to improve the confidence of postgraduate coaches.
2	What is the perception of postgraduate coaches on the effectiveness of peer coaching in improving confidence?	2	Peer coaching is perceived as an effective approach to improve the confidence of postgraduate coaches.

RQ #	Research Question	Prop #	Proposition
3	What is the perception of postgraduate coaches on the effectiveness of coaching supervision in improving confidence?	3	Coaching supervision is perceived as an effective approach to improve the confidence of postgraduate coaches.
4	Which coaching approach out of the three alternative coaching approaches is perceived as the most effective in improving the confidence of postgraduate coaches?	4	Out of the three approaches, coaching supervision is perceived as the most effective approach to improve the confidence of postgraduate coaches.

CHAPTER 3. RESEARCH METHODOLOGY

This chapter outlines the research approach and design, as well as the data collection method that the research has taken, it is followed by a discussion of the population and sample. Furthermore, it specifies the research instrument, the data collection procedure used, as well as how the data was analysed and interpreted. It also discusses the limitations of the study, the validity and reliability of the research instrument that was used, and, lastly, the ethical considerations.

3.1 Research approach

The study associated with the social constructivism worldview following an interpretive approach (Creswell, 2014). This worldview is used in qualitative methods, it searches to understand and explore the different subjective meanings (Creswell, 2014) that research participants inteprete on their experiences with the research factors being explored. Thus through individuals' connections with others and lived experiences, various truths are contructed (Creswell, 2014), as the participants of this also went through interactions with different individuals whether with the coach or peer coach. Mazonde (2016) explains that social constructivism has its ground on particular assumptions around learning, knowledge and reality. Thus the participants of this research shared the different learnings they took out of the three alternative coaching approaches. Hence the research did not start out with what learnings would be extracted but instead allowed the participants to explain how they perceived the different approaches to be effective in improving confidence.

Therefore reseachers who hold an interpretive paradigm are of the opinion that reality can only occur over "social constructions of meaning, such as language, consciousness, shared meanings, and instruments" (Mazonde, 2016, p.53). Hence the shared meanings that each participant of this research described later formed the findings and interpretations.

3.2 Research design

The study followed an exploratory approach where the qualitative data was collected through interviewing the research participants (Creswell, 2014). Thus, as indicated in the literature review, there were limited studies, specifically on the population under study. In this research, the aim was to employ an in-depth exploration to get rich information on the perception of how effective the three alternative coaching approaches were in improving the confidence of postgraduate coaches (Creswell, 2014), therefore it followed an inductive approach where the research explored the research topic in order to discover and come to a conclusion. Thus the inductive approach led to the discovery of the learning theories as discussed in chapter two which are further expanded with the findings in chapter five.

It was a cross-sectional study, which means that data was collected at one point in time. Cross sectional studies are usually fast and inexpensive to conduct (Sedgwick, 2014). Although a longitudinal study might have been ideal in order to understand how this research topic could evolve over time, it was ruled out because of costs and time constraints (Sedgwick, 2014).

The advantage of using a qualitative method was the benefit of capturing the participants' experiences, views, as well as emotions in a detailed description (Rahman, 2017). However, the disadvantage was that with too much focus on the experiences of the participants, the study lost account of the context specific in which those experiences developed (Rahman, 2017). Although context is one of the emphases on the social constructivist worldview, for this research the focus was emphasised on the perceived experiences and the interpretions thereof.

3.3 Population and sample

The targeted population for this research was the MMBEC postgraduate coaches from one academic institution in South Africa. The focus was on the qualified

postgraduate coaches, those who had completed and graduated from the MMBEC course and were currently practising as full or part-time coaches.

3.3.1 *Population*

The supposed academic institution is a Graduate School of Business Administration in South Africa, Johannesburg. It forms part of the Faculty of Commerce, Law and Management (CLM).The MMBEC course is under the Master of Management programmes, and started in 2011. The average admitted students in the programme is between 15 to 20 per annum and students come from all parts of South Africa, Africa and internationally (WBS, 2020).

3.3.2 *Sample and sampling method*

Purposive sampling, also known as judgemental sampling, is a non-random technique used to specifically choose participants based on the qualities they possess. That means participants who possess particular experience or knowledge and are prepared to share it (Etikan, Musa & Alkassim, 2016; Sharma, 2017). Therefore purposive sampling was conducted to purposefully select the coaches with postgraduate qualifications, particularly from the MMBEC course, in order to source an in-depth understanding of the research topic rather than seeking a representation of a population.

The aim of the study was to interview 12 MMBEC postgraduate coaches. The total number of 12 participants was informed by the period of time available to complete the study as this provided ample time to plan the interviews, conduct them, transcribe and write the findings (Baker & Edwards, 2012). However, initially only six participants responded, three through the email and the other three via LinkedIn, therefore the snowball approach was then employed to ask the participants to refer other former MMBEC postgraduates. Snowball sampling is also a non-random technique used when the already existing participants recruit or refer other participants from their own networks (Sharma, 2017).

3.4 The research instrument

The research instrument was a semi-structured interview guide as can be viewed in Appendix C. Thus the first part of the interview guide was to establish the background of the participants to see if it fitted into the parameters set for the research, for instance, students who had already graduated and coaching either full-time or part-time.

The disadvantage of semi-structured interviews is in maintaining the balance between open-ended questioning and focused questioning (Köker, 2014), hence, the second part of the interview guide covered the more open-ended questions. Another disadvantage is missed opportunities to probe further into a situation (Kajornboon, 2005) although this opportunity was not used, to mitigate this participants gave verbal permission to be contacted if there was any more probing required at a later stage.

On the other hand, the advantage of semi-structured interviewes was in keeping the interviews more focused/controlled but also flexible, which allowed more freedom to probe further, based on participant's responses (Kajornboon, 2005; Köker, 2014; Kallio, Pietila, Johnson & Kangasniemi, 2016). Another advantage was the possibility of gaining as much information as possible in a relatively short space of time, as well as having to probe for an in-depth understanding to glean new information (Kajornboon, 2005; Köker, 2014, Kallio et al., 2016). The semi-structured interview guide also provided consistency in ensuring that the main focus of the research questions, as specified in chapter two, were maintained and applied to all the participants, and to also limit interviewer bias.

3.5 Procedure for data collection

The pilot study was conducted immediately after receiving ethical clearance. The pilot was done to test the interview guide and it was carried out in June 2020, with five coaching students of the 2019 class who were in their second year. This assisted in improving the flow of the questioning and in refining the relevance of

the questions in answering the research questions (Kallio et al., 2016), as can be viewed in the research instrument on Appendix C. The information typed in blue was added after the pilot in order to make it clear for the participants when asking the questions. Thereafter, the primary data was collected from July to September 2020. All the interviews were conducted virtually using ZOOM.

Virtual interviews were thus favoured due to the pandemic of the COVID 19 virus that had spread worldwide, and one of the suggestions to stop the spread and flatten the curve were to practice social distancing (National Institute for Communicable Diseases, 2020). Hence the rationale behind the use of virtual technology to collect data instead of doing it face-to-face. Using virtual technology therefore brought with it an advantage of reaching participants who had since emigrated and were working outside of South Africa, as some, for instance, were in the Sudan, the United Kingdom and the United States of America.

The research participants were contacted via email, WhatsApp messaging, and LinkedIn, to introduce and give background of the study by attaching the information sheet as can be viewed in Appendix A. Thereafter, those who responded to the email, messages on WhatsApp or LinkedIn received further correspondence to agree on a date to conduct the interviews. The appointments were set and went with an attachment of the consent form to be signed, as can be viewed in Appendix B, as well as section one of the interview guide to be completed, as can be viewed in Appendix C. Those who could not return these forms before the agreed date of the interview gave verbal consent to be interviewed and sent the forms later, after the interview.

The traditional qualitative interviews are conducted face-to-face, that way the interviewer is able to build rapport and observe the participants' body language (Farooq & De Villiers, 2017). However, the authors have also found that telephonic interviews assist in keeping the anonymity and privacy of the participant and those who are shy doing face-to-face are able to reduce the social pressure (Farooq & De Villiers, 2017). Thus, this study allowed the participants to keep the video off when they wanted, and reliance was on auditory cues, like

sighs and silence, to probe further. Another advantage was in saving of costs and time, as no one had to travel for an interview.

The interviews were digitally recorded with permission from the participants in order to allow the researcher to concentrate on the interview as well as for use later in the analysis and interpretation of the data (De Vos, Strydom, Fouche, & Delport, 2005; Creswell, 2014). However, it is important to note that the rapport building with the participants was mostly done outside of the recording in order to minimise the length of the recording, that way also minimising the length of time and cost of transcribing. Part 1 of the interview guide that participants had to complete aided in preventing the interviews from taking too long, as the average time it took was between 30 to 50 minutes.

To lessen interviewer bias, all the interviews were conducted in the same manner, following the same questioning technique, and all were done virtuallly using ZOOM and not face-to-face (Atlee, 2013).

3.6 Data analysis and interpretation

The qualitative analysis process was employed to acquire the themes coming from participants' responses (De Vos et al., 2005; Creswell, 2014). Therefore the data that was collected from the semi-structured interviews was evaluated using the thematic analysis process. Thematic analysis is the procedure used in qualitative studies to identify and analyse patterns (Clarke & Braun, 2013). The data analysis was done manually.

The Clarke and Braun (2013) six steps of conducting thematic analysis was thus followed as:

1. *Acquainting self with the data and identifying items of potential interest*

The 12 audio recorded interviews were sent to a transcriber to transcribe them, thereafter for ensuring accuracy, each transcript was checked against the recorded audio and mistakes were corrected where applicable. The average number of pages for the transcrips was 12. Following that, the transcripts were

read thoroughly several times to get the general ideas emanating out of the interviews and notes were taken.

2. *Generating initial codes*

After getting the general ideas from the transcripts, the transcripts were read again, line by line, now with the intention of finding and starting to generate codes from each interview transcript. Each interview transcript had generated on average 127 codes.

3. *Searching for themes*

The codes generated from each interview transcript were then grouped and categorised, thus an inductive process was employed to categorise common themes that emerged per interview transcript to eventually connect all the themes.

4. *Reviewing potential themes*

The themes were then collapsed and clustered together to start forming the common themes from different interview transcripts into one, thus all in all, four main themes were discovered with 18 sub-themes.

5. *Defining and naming themes*

With the constant reading and re-reading of the interview transrcipts, the common themes were then named and sometimes had to be renamed in order to define them accordingly.

6. *Producing the report*

The interpretation was conducted with the aim to answer the research questions in relation to the propositions that were identified in the preceding chapter. Therefore the findings under each theme are discussed in more detail on the succeeding chapters.

3.7 Limitations of the study

The limitations identified for this study were as follows:

1. It was a cross-sectional study and only collected data at one point in time.

2. The focus was only on one particular population, that is, not coaches with postgraduate qualifications from other universities.

3. It was a self-report study, thus asking the participants' perception on the research topic instead of factual evidence.

4. The research did not take into account other factors, such as the number of years of practice that may have played a role in improving the confidence of the postgraduate coaches, thus participants' memories may have predisposed the information collected.

3.8 Trustworthiness

Validity in a quantitative method refers to the extent which a construct is accurately measured by an instrument, and reliability refers to the fact that the research instrument will consistently give the same findings every time it is used in the same context (Heale & Twycross, 2015). However, in a qualitative method, validity refers to the true and certain nature of the study's findings, "true" in that the findings replicate the actual conditions and "certain" in that the findings can be supported by data (Guion, Deihl & McDonald, 2002).

Stankov, Kleitman, and Jackson (2015) explain that there are two forms of measuring confidence in individuals: 1) the personality-like, self-report feedback form that is used to measure how one believes in their own capabilities to achieve given tasks; and 2) judging its precision and the chances of achievement after doing the task. Self-report measures thus do not rely on factual evidence but look at a person's view of themselves.

Furthermore, based on their item content and proposed use, self-report measures of confidence can be identified under two types: physical and cognitive confidence. The physical scales measure sports performance and the cognitive measures are towards the work-related and academic performance (Stankov et al., 2015), therefore this study used self-report interviews to explore the confidence of postgraduate coaches after receiving one-on-one coaching, peer coaching and coaching supervision.

3.8.1 *Transferability*

Transferability is the same as external validity in quantitative method. The aim of this research was to study, in-depth, a sample of postgraduate coaches (MMBEC) at one particular university. Notwithstanding, to afford future studies' transferability opportunity, the study has provided in detail the description of the characteristics and context of the process followed in this research (De Vos et al., 2005; Creswell, 2014) in order to guide other researchers were they to use similar research methods at another institution. The direct quotations of this research were also recorded, transcribed and later used in explaining the finding in the next chapter.

3.8.2 *Credibility*

Credibility is the same as internal validity in quantitative method, thus credibility speaks of the rightness in recording of the data (Kallio et al., 2016). This research was recorded through the ZOOM call and the interviews were conducted and analysed by the same individual throughout in order to ensure the standardisation of the questioning, and that all participants received the same background of what the study was about (De Vos et al., 2005; Creswell, 2014).

3.8.3 *Dependability*

Dependability is the same as reliability in quantitative method. Qualitative interpretation adapts to the construction of the changing social world, so to

strengthen the dependability the changes in findings or design of the interview guide that occured during the study were taken into account (De Vos et al., 2005; Creswell, 2014). A pilot study was conducted to test the interview guide in order to test the relevance and flow of the questions, remove interviewer bias from the questions and also tested how much time each session would take (Kallio et al., 2016). The copy of the interview guide is also made available in Appendix C for future researchers who may like to replicate the research.

3.8.4 *Confirmability*

Creswell (2014) and Kallio et al. (2016) asserted that for a competent investigation, it is important for researchers to be objective by measuring the methods and conclusions for bias, hence for this research, what Creswell (2014) and De Vos et al. (2005) called reflexivity was employed, which requires the researcher to reflect on their own biases, values and own worldviews that may inform their analyses that have developed during the study thereby allowing the data itself to confirm the findings without the inherent influence of the researcher (De Vos et al., 2005; Kalio et al., 2016). Although in a social constructivist worldview researchers can incorporate their own experiences with those of the participants, it was not employed in this research. It only became applicable in assisting to clarify questions as both researcher and participant went through similar if not the same alternative coaching approaches.

3.9 Ethical considerations

Ethical considerations were considered before and when the research commenced, throughout the collection and analysis of data as well as in report writing, sharing and storage of the data (Creswell, 2014). The data collection of the research was only conducted after ethical clearance was received from the Postgraduate Committee of the university as can be viewed in Appendix D.

At the initial stage before the interviews commenced, consent from the participants, in the form of a signed consent form, as can be viewed in Appendix B or sometimes verbal recorded consent, was received. The objectives and use of the research results were explained in the fact sheet as can be viewed in Appendix A, in order to ensure that the confidentiality of the participants was maintained in the process. The data collected, like the digital recordings of the ZOOM interviews and the the transcripts, are stored in the computer cloud storage that is only accessible through a password.

The next chapter presents the findings.

CHAPTER 4. PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the findings from the qualitative data collected through the semi-structured interviews. The purpose of the research was to explore the effectiveness of alternative coaching approaches on the confidence of coaches with postgraduate qualifications. The data collected was analysed using Braun and Clarke's (2013) thematic analysis process, in which the data was coded, categorised, and then developed into themes and sub-themes. The profile of the participants interviewed is tabled below.

Table 2: Summary of the participants' profile

Gender	Race	Age Group	Coaching before MMBEC Yes/No	Coaching after MMBEC Full-time/Part-time	Coaching Hours
Female	White	36 - 45	No	Part time	Did not specify
Female	Black	56 +	Yes	Part time	130hrs +
Male	Black	36 - 45	No	Part time	Did not specify
Female	White	36-45	No	Part time	Approx 100hrs
Female	White	36-45	No	Part time	Approx. 250hrs+
Female	Black	46 - 55	No	Full time	Did not specify

Male	Black	56 +	Yes	Part time	150hrs +
Male	Black	46 - 55	Yes	Full time	Approx. 1500hrs+
Female	Black	25-35	No	Full time	Approx. 120hrs+
Female	Black	25-35	No	Part time	60hrs
Female	Black	Did not indicate	No	Part time	80hrs
Female	White	46-55	Yes	Part time	115hrs

The table above depicts the gender, race, age group and the coaching status of before and after MMBEC, as well as the coaching hours that participants have in practice. It is thus important to note that in the Employment Equity act of South Africa, Black refers to Africans, Coloureds and Indians (Republic of South Africa, 1998).

There were nine female and three male participants, which equated to 75% females versus 25% males, and this may be attributed to the fact that the course itself, since its inception in 2011, had not had many male students. Of the 12 participants, eight were Black and four White, which equated to 67% Black versus 33% White. Four participants were in the 36-45, three in the 46-55, two in the 25-35 and two in the 56 and above age group, with one participant who has not indicated the age group. Only four of the 12 participants were coaching before joining the MMBEC course and only three of the 12 participants reported to be coaching full-time since they graduated, whilst the rest are coaching part-time. In terms of the coaching hours, three did not specify, others provided estimates, with one who recorded the most hours of above 1500.

The aim was to answer how the particiapnts perceived the effectiveness of the alternative coaching approaches in improving the confidence of postgraduate coaches, and which of the three is perceived the most effective. The alternative coaching approaches that the study explored are:

1. One-on-one coaching where, during the course, the postgraduate coaches were required to find a professional coach and they went through coaching themselves;

2. The postgraduates participated in peer coaching where they were coaching each other, some in pairs of twos and some in a triad and; lastly

3. During the course, the postgraduates went through coaching supervision which came in two forms, one-on-one and group supervision.

This chapter comprises quotations extracted from the participants' transcripts, therefore to avoid reader partiality, the quotes were presented and assigned randomly by number, for instance "Part01" and not necessarily in particular order. That way it assisted in protecting the identities of the participants and readers are not able to trace the pseudonyms back to the specific participant (Mazonde, 2016).

Subsequent to the thematic analysis process of Braun and Clarke (2013), themes and sub-themes were discovered during data analysis and are stipulated on the following table.

Table 3: Themes and sub-themes

Theme One	**Sub-themes**	**Research Questions**
Learning through observing the coach (expert)	1.1Participant's experience of being coached	RQ 2; 2.1;2.2 & 2.3
	1.2The capabilities of the coach	
	1.3 Safe space for reflection	
Theme Two	**Sub-themes**	**Research Questions**
Learning through practice	2.1Learning from each other	RQ 3; 3.1;3.2 & 3.3
	2.2Participants' experience of peer coaching	
	2.3Giving each other feedback	
	2.4Safe space to be vulnerable	
	2.5Building relationships	
	2.6Limitations of peer coaching	
Theme Three	**Sub-themes**	**Research Questions**
Learning from others' experiences	3.1Participants' experience of coaching supervision	RQ 4; 4.1;4.2 & 4.3

	3.2The coach supervisors' capabilities	
	3.3Reflection and confidential safe space	
	3.4Attainment of breakthroughs	
Theme Four	**Sub-themes**	**Research Questions**
Effective coaching improves confidence	4.1Description of confidence	RQ 1; 1.1 & 5; 5.1; 6; & 6.1
	4.2Levels of confidence before the three approaches	
	4.3Levels of confidence after the three approaches	
	4.4Coaching supervision was perceived as the most effective approach	
	4.5Coaching supervision was perceived as the best contributor to overall confidence	

Each of the themes and the sub-themes are discussed next under the different propositions.

4.2 Findings pertaining to Proposition 1

Proposition 1: One-on-one coaching is perceived as an effective approach to improve the confidence of postgraduate coaches.

The one-on-one coaching was where each postgraduate coach was required to find a professional coach and had to go through coaching themselves. Consequently, one theme with three sub-themes emerged, as subsequently discussed.

Theme 1: Learning through observing the coach (expert)

Seven out of the 12 participants interviewed reported that they learned vicariously through observing how their coaches were conducting the sessions when coaching them:

> *"It gave me an opportunity to actually learn vicariously through being coached. It was really great to actually see it in action and to learn from somebody who was experienced and who had been doing it for a while"* (Part04).

> "*I think I had a very experienced and capable coach and I did learn a lot from her, you almost want to say, you learn from the best"* (Part12).

For instance, one participant mentioned how one can pick up some coaching techniques employed by the coach like how to ask questions:

> *"You learn by observation. If you see a master in practice, you can pick up that, I could learn this, or maybe even learn the technique of asking questions"* (Part05).

The coach was viewed as the role model that some of the participants desired to imitate:

> *"First of all, the coach was a good role model. I think it gave me a role model of good practice that I could emulate or imitate"* (Part06).

"One learns from a role model with extensive experience, one learns from someone with potentially a different style to yours, even if similar" (Part07).

Thus although they were going through coaching themselves, in that process they could delineate what was working and what was not:

"I think you've also got to put on that different hat of, oh, look at what she does as a coach, or, ooh, I like that, or, oh, I would never say that, you know, pick up little tips or things that might be useful or methods that you might use, so you kind of keep those in the back of your mind, even though the coaching is about you at that specific time" (Part01).

"Seeing my coach, coach me, I was able to then kind of see what I would like to employ in the coaching room and what would be something that I would not use. *What I saw my coach doing, what I saw worked and what I saw didn't work or what I believe didn't work was what I took away with me"* (Part09).

Sub-theme 1.1: Participants' experience of being coached

Six out of the 12 participants reported that they had a positive experience in their one-on-one coaching:

"I think it was a very positive experience,… I found it a very useful part of the programme, firstly for yourself and understanding yourself better, and unpacking some of the things you're experiencing" (Part01).

"I found it very positive…… because one should always, if you're going to coach, you should also be the coachee. If you're a therapist you should also be in therapy" (Part07).

With some adding that it was necessary and needed for the postgraduate coaches to go through the coaching during the programme:

"I found it a very useful part of the programme" (Part01).

> *"My experience with coaching, I would say it was needed for me at the time because I had a lot of things that had happened during the course"* (Part09).

> *"It was a really positive experience and I think it was extremely necessary especially while you're going through the course there's lots of challenges which emerge"* (Part12).

Three of the participants also mentioned how they appreciated being on the other side to experience being a coachee:

> *"I think it was an excellent idea, so seeing how she did, it gave me a really good sense of what it's like to be coached"* (Part04).

And how important it was to experience being a coachee for someone who is going to be a coach:

> *"….. if you want to be a coach I think one must be a regular, one must put oneself in the position of being a coachee on a regular basis"* (Part07).

> *"I think is important because if you're going to be coaching yourself, you need to go through that experience with somebody coaching you, you can't become a coach if you've not received coaching"* (Part12).

However, not everyone seemed to have had a positive experience with one-on-one coaching, thus one of the participants explained that the initial experience with the coach was not good, as the coach and coachee relationship was not properly established in the beginning:

> *"I don't think we set the basis for the relationship for that coaching relationship … I felt like she was too self-involved, I don't know how to put it, I felt like it's about her more than it is about me. I found that relationship quite tricky"* (Part08).

In the end, the same participant had to change coaches before the end of the required sessions. As a result, it was that portion with the new coach that was

viewed as a positive experience as the coaching relationship with the new coach was built. The participant mentioned that:

> *"…..luckily I had an internal coach in the business. So she fell as a backup for me when that relationship didn't work out. I think what made it so effective was that there was that basis of a trust relationship"* (Part08).

However, the negative experience with the first coach was not futile because the participant was still able to take learnings out of that experience. The participant mentioned that:

> *"……even though my coaching with the one-on-one wasn't such a success, but they're learnings ….. because you learn, this is not the type of coach I want to be, this is what I want to apply*" (Part08).

Furthermore, there was one participant who, without question, did not have a positive experience with the one-on-one coaching and reported to doing it just as the programme's requirement to log the required hours:

> *"I run my own programme for Comensa and for ICF, I say that experience was not the best experience*. *So that made it quite effective because I fulfilled a requirement of the programme"* (Part10).

Sub-theme 1.2: The capabilities of the coach

Six out of the 12 participants reported that the experience and some of the coach's capabilities like questioning and listening skills and the coach's ability to build rapport contributed to the one-on-one coaching's effectiveness.

The experience of the coach was acknowledged:

> *"I had a very experienced and capable coach"* (Part12).

The coach's ability to ask questions:

> *"So you could feel as you are being asked questions, that this person is knowledgeable, is very good at what they're doing"* (Part05).

The coach's ability to listen seemed to have played an important role in some of the participants' coaching sessions:

> *"I think the coach was skilled and experienced. I think that I felt understood in terms of where I was. She is a very, very good listener"* (Part03).

> *"I think that the coach that I have and still have is, she's a really good listener"* (Part06).

The coach's ability to build rapport emerged as grounds for having the coach and coachee to establish their coaching relationship:

> *"For me, the coach I had was really good at connecting easily, I really felt listened to and heard, and I felt very comfortable with her, so that building rapport piece made it effective"* (Part01).

> *"Effectiveness of coaching often does very much depend on the coach and the relationship that you have with the coach"* (Part12).

It seems the coaching relationship is an important foundation because for three of the participants, they just continued with the coaches with whom they had already built a prior relationship:

> *"I was already seeing a coach, so when there was this requirement in the MMBEC I just carried on because I wasn't going to go start a new coaching relationship"* (Part03).

> *"I basically had a coach already, so it wasn't even a new relationship, it was just a continuation of a relationship"* (Part06).

"I selected a coach who I had known from previous business interactions, she had a style that resonated with me" (Part07).

One participant who did not have a positive experience as per the preceeding theme attributed it to the coach who was not capable and qualified:

"The coaches that MMBEC employs are not highly competent coaches, competence in the sense of operating under the organisations like Comensa and ICF, who understand core competencies of coaching" (Part10).

Sub-theme 1.3: Safe space for reflection

In continuation with some of the capabilities of the coach, two of the 12 participants appreciated the personal safe space that the coach provided for them without feeling judged in the process:

"I think what made it so effective was that there was that basis of a trust relationship, the mere fact that I could be open and not be worried about being judged within that coaching context of the relationship, allowed me to be so comfortable with regards to expressing myself, and setting those goals for myself" (Part08).

"One-on-one coaching gives you a very safe space in which you are able to come out and speak, have a conversation without a fear of being judged or a fear of being seen to be wrong, yes, being judged" (Part11).

Reflection was stated as one of the impartant aspects that was valued in the safe space created by the coach. Three out of the 12 participants mentioned how the one-on-one coaching sessions gave them a space to also reflect:

"I think it was beneficial in the sense that ordinarily coming into coaching, one will think there's no coaching issue, for example, that you can put on the table, but because you are allowed to either reflect, it allows you to bring issues that ordinarily are not on the surface" (Part02).

"I often found that the reflective space and talking through something that I'm battling with really gave my brain an opportunity to just quieten down and to actually start coming up with solutions" (Part04).

"I found one-on-one coaching, exactly what I was saying earlier, about reflection, giving you an opportunity, because you get asked questions, so the questioning part is what really, for me, was quite exciting because it actually gives you an opportunity to think and to come out of your own box, so to speak" (Part11).

The findings indicated that the participants were able to take out learnings through observing their coaches, thus when the coach has the experience and is capable of employing some of the coaching skills like listening, questioning, building rapport, as well as creating a safe space for reflection, then the one-on-one coaching was perceived to be an effective approach to improve the confidence of postgraduate coaches.

4.3 Findings pertaining to Proposition 2

Proposition 2: Peer coaching is perceived as an effective approach to improve the confidence of postgraduate coaches.

The second coaching approach was peer coaching where the postgraduates coached each other. The participants reported that the peer coaching happened in pairs of twos or in a triad. Consequently, one theme with six sub-themes emerged, which is subsequently discussed.

Theme 2: Learning through practice

The peer coaching sessions had three benefits in that it provided the participants the opportunity to: learn from each other in a safe space; apply in practice what they had learned in theory; and cultivate listening skills. As mentioned:

"Peer coaching is another practice opportunity" (Part03).

Not just practice but to practice in a safe environment that comprised of individuals who were also on the same learning path:

> *"To have that safe space was really positive, and to kind of remember that everybody is learning and we're all figuring stuff out, and it's okay, and to find that safe space or the people who you feel safe with, I still have to remind myself of that, things are a continual learning experience and how I can make things safe for other people. So it definitely is top of mind"* (Part01).

> *"It was a safe space to practice, so it was very much part of the journey"* (Part07).

To practice the tools that one has learned in theory, as a result, putting theory into practice:

> *"It gave me a chance to practice. So the peer coaching itself I found was a lot more of a learning tool in that we would often take what we'd just learned in class and then very specifically apply those steps"* (Part04).

The fact that everyone was listening made it more effective and provided a platform to practice listening skills:

> *"What makes it effective is that we were all listening, it's one quality that I feel we all needed, as coaches, the mere fact that we started practising listening, listening to others intently, listening to ask the correct questions, listening to understand the next person and not just to respond"* (Part08).

The more one practiced, the more the confidence started improving:

> *"I think as one practices, but it is also about the skill, the questioning skills, and the approach that you use, and so forth, that actually builds the confidence"* (Part11).

"I wouldn't say practice makes perfect but the more you practice the more confident you feel. The more you're exposed to different situations and scenarios the more you are able to learn" (Part12).

However, one participant perceived it as merely a practicing exercise of the coaching tools learned and not necessary coaching on real issues:

"For me, personally, I felt like it was more learning the techniques or tools, rather than a real coaching experience. So almost practising or role playing the GROW model or whatever it might have been rather than me feeling like it was a real coaching experience. So for me that was more learning or role playing, the tools and techniques as opposed to the other two which I felt were more coaching. Being able to learn or practice those tools and techniques" (Part01).

Sub-theme 2.1: Learning from each other

Peer coaching also created the platform for participants to learn from each other through direct experience:

"I think it's important to do peer coaching because you're learning from each other" (Part12).

The participants learned from each other's style of coaching:

"I think the main element was exposure to different approaches on an on-going basis, learning from each other and each other's styles, different coaching styles" (Part07).

And learning from each other in a way also directly assisting one's own practice:

"I learned from other people, my practice was shaped by other people, I could try out what my peers were doing. I was inspired to see how other frameworks are working with other people" (Part10).

The chance to see others practising reinforced learning on some of the participants:

> *"For me, the effectiveness there was reinforcing what we'd learned in class. A chance to watch other people practising, so it reinforced the learning which increased my confidence a little bit"* (Part04).

For instance, those who were in a triad, sitting in as the observer played a crucial role for some participants, as they were able to pick up what was working or not working:

> *"What made it effective was the observer role, we were put in groups of three and when you're the observer you can see how things really work or play out, and for me that's very effective, when you're almost taking a step back and seeing the interplay of the coach and coachee and picking up what worked or what didn't really work or things you might do differently, that observer role was really effective"* (Part01).

> *"When you're an observer, it's easy for you to pinpoint what was good or what was not up to standard. By doing that you're also learning that, look, this is what I've observed happening, what do I need to do to be able not to do that, because it was not proper. So that's another good way, when you sit there and be part of that triad"* (Part05).

Having someone on the same journey helped, someone who understood where one was on the journey because they were walking the same path:

> *"We were processing the session together, we were processing our coaching walk together, and that really helped, I think the peer coaching, having someone who was also in the learning process, also trying to figure their place in the coaching world, also trying to find their feet, as a coach"* (Part09).

It also helped having someone to bounce ideas off to acquire different perspectives in order to deepen one's own learning:

> *"There was a lot of learning. It also helped in terms of making sure that we're bouncing ideas off each other, and getting different perspectives. It gave you an opportunity also to dive a little bit deeper in terms of some of the things that you're doing well and some of the things you're not doing well"* (Part11).

Having someone to reflect with on what one did well, and to point out the areas for development:

> *"We would always have reflection to say what you did well and what do you still, what can you improve on"* (Part06).

The diversity of the peer group assisted in that some peers came in with prior coaching experience whilst others had none, so those who were inexperienced were able to benefit from those who were experienced:

> *"I learned more from my peers because they came in with that in-depth knowledge, they had the business experience, they had already somehow started coaching within their businesses and I found that, that boosted my confidence levels quite a lot, and in that relationship I found that they were so supportive"* (Part08).

One participant bore in mind that because they were both learning there was the potential danger of unknowingly misleading each other and potentially hampering development:

> *"Obviously you are learning together but at the same time depending on the style and perspective of your fellow students, it might build you or might take you to a path that is unintended in terms of your own development and growth"* (Part02).

Sub-theme 2.2: Participants' experience of peer coaching

Eleven out of the 12 participants reported to have had a positive experience of peer coaching:

> *"Peer coaching was great…… it put me at ease to know that I'm dealing with someone who understands some of my challenges in the coaching room, where some of my confidence issues might come from, where some of my inability to address or deal with certain things in the coaching room came from"* (Part09).

One participant mentioning that it was beneficial:

> *"I would say it was very beneficial, I think it's important to do peer coaching" (Part12).*

One participant reported witnessing others experiencing breakthroughs in the peer coaching sessions:

> *"I enjoyed it, I think it was a good experience overall and I saw breakthroughs happening for other people during those sessions, so that I think was really good"* (Part01).

Three participants reported that the fact that both peers were still learning created a platform that made it good and that reinforced their learning:

> *I will say this, it was good but both of us were still learning…….but I suppose what was important there is that it was also building your confidence, to coach someone who wasn't going to judge you. We knew that it was a time for learning, we weren't judging one another, and there was a high trust relationship between us"* (Part06).

> *"With peer coaching it was quite interesting because we come in and all of us are in that learning mode"* (Part08).

> *"That was excellent for me, that was a very good experience and I think that is a beautiful framework in part of the programme because it helps you to reinforce your learning"* (Part10).

Another participant highlighted and appreciated the fact that the relationship was built on an equal footing with no one dominating the relationship and that reinforced the learning:

> *"So I realised my peer coaching really helped, to talk to someone who I felt I was on level ground with and there wasn't any kind of power dynamic going on, it was just a very open and honest learning experience"* (Part09).

However, one participant remembered the caution from the lecture, not to be affected by the 'blind leading the blind' concept:

> *"I think the first learning point was from one of the lecturer's who made this particular point to say, be mindful of the blind leading the blind because the nature of peer coaching was amongst ourselves as MMBEC learners or students"* (Part02).

One participant reported how unsettling it was in the beginning because that learning element was still new for all peers but also indicated how it changed through time as they got into the process:

> *"The peer coaching was at some point a little bit uncomfortable, I must say, because we're all learning and you know when you're learning you feel like, so how are we going to do this, you think it might not be taken seriously. But then I must indicate, as we then got into it, it really worked, because we all took it seriously, I think we were deliberate in making sure that we become very aware that this is serious, and we must coach one another as if we are coaching a client"* (Part11).

One of the participants did not like the fact that it was left to them to arrange the logistical part of it, it created inconsistencies in their meetings which did not form an aligned learning because of the lost momentum from the previous meeting. Hence the experience not being a positive or a good one:

> *"It was terrible because it was left out to the two individuals to arrange, to worry about time, to worry about logistics like venue. Like it just adds to the cognitive overload, just arranging that meeting. So it just means meetings are not happening at a particular pace and eventually when you meet, you need to comply and not to make the most of it. My experience was that the randomness meant we lost momentum and there was no follow through kind of thing. So that's what made it ineffective, that you did not have the momentum for follow through"* (Part03).

Sub-theme 2.3: Giving each other feedback

What seemed to have worked really well in the peer coaching was the opportunity that peers could give each other open and honest feedback:

> *"I think that's what made it work, is the fact that we gave each other space to talk and reflect and that made it work the best"* (Part08).

The feedback was used to build each other's areas of development:

> *"It really gave one an opportunity to get some kind of feedback on the strengths and weaknesses. It really worked because there was a lot of feedback that we gave one another, feedback which is open and honest"* (Part11).

> *"You're both learning and both open to learning so you can say to each other, listen, maybe you could improve on that or you could do this differently, or this is what you've done really great, this is how it made me feel on the other end, or you could say, this is what I struggled with as a coach, so it's having that learning, both being opened to learning"* (Part12).

It also played the role of supporting each other in improving confidence:

> *"Where I felt, I'm lacking, they tell me, no, these are the things that you are good at, and they'd ask questions as to why do you feel like you are less confident in these areas, what makes you think you can't be the best in these areas, so they really touched me to the core"* (Part08).

Those in a triad peer coaching, appreciated that feedback could occur in two ways, when one was coaching and when one was a coachee:

> *"The peer coaching is that you are able to coach and there are two people involved, listening to you, and especially the observer who's going to give you feedback. The greatest part was being given feedback as a coach, coachee, so that at least you're able to go and reflect on what you have been given or what has been said about your coaching or being a coachee, because, again, we learn by reflection"* (Part05).

> *"…….allowed us to give each other feedback, so it was very positive. Sometimes we did a three-way where you would coach, be coached and be given feedback. So that's a great opportunity, you don't really have that in real life, to the same extent. So the feedback aspect was very, very valuable"* (Part07).

Sub-theme 2.4: Safe space to be vulnerable

Honest and open feedback could take place only if all the peers felt safe to be vulnerable with one another:

> *"The fact that it was a safe space, I could release any emotions that I had"* (Part08).

Although, at times it did not start like that, as the peers got to know each other and build the trust relationship, they started opening up and became vulnerable:

> *"But as time progressed and particularly with the ones that you felt more comfortable with, you became very vulnerable without necessarily being fearful of being judged, if it's somebody that you're comfortable with, you've established rapport, you can be as vulnerable as you can without any fear of being judged"* (Part11).

The fact that it was with peers made it less intimidating:

> *"There is an added dimension to it because you are relating to a fellow student which meant that you're more open to explore amongst yourselves as opposed to formal coaching but in the sense of feeling supported"* (Part02).

Since it was less intimidating, in the comfort and knowledge that everyone was on the same journey of learning, peers were not afraid to make mistakes:

> *"When you are in a group of three and they're your classmates, if you mess up nobody really minds and you can start again and you can laugh about it, so I think that builds your confidence and that's what coaching is about, is continual learning and finding a way forward and finding solutions and being accepted for who you are"* (Part01).

> *"So, just sometimes we used to start laughing, like because we would look at our notes and we tried to do everything by the next step and the next step, by the book, and then we would start laughing at one another because it was so funny"* (Part06).

Sub-theme 2.5: Building relationships

From the peer coaching experience participants were able to form bonds and long lasting relationships outside of the programme.

Quotations describing this include:

> *"It drove a very close relationship"* (Part07).

> *"I really appreciated and valued the peer sessions so much, that we still connect even until today. It's a relationship that's built. We can still connect if there are any queries with my other peers, we are in touch with each other and we support each other as best as we can"* (Part08).

> *"I think I had an amazing peer coach, it's actually a friend of mine, and I'm still friends with now. You form such a great relationship with your peer coach"* (Part09).

The friendships developed through the trust relationship that was formed:

> *"We became best buddies and it also made sure that you were trusting one another"* (Part06).

The peer coaching experience provided a universal skill to use to build relationships:

> *"The skills that you learn are skills that are universal, so you can use them in any platform, for you to be able to build a relationship"* (Part11).

Sub-theme 2.6: Limitations of peer coaching

However, participants pointed out limitations that came with peer coaching, for instance some participants were not able to be vulnerable with their peers, therefore not able to completely open up:

> *"So what I would find I would do if I was the one being coached, I would take a genuine problem but I would approach it very gently"* (Part04).

> *"The only limiting thing is that these are your colleagues. When you choose a topic for coaching or to be coached as a coachee, you would find something very light, something superficial"* (Part05).

> *"Of course the limitations of these is that you can't be as vulnerable because it's your peer, if it's somebody that you're not really sure of, you become very reserved in terms of the exercise, and then maybe you may not get the best out of it"* (Part11).

It took place in an artificial environment such as a classroom demonstration:

> *"I think some of the peer coaching took place in a bit of an artificial environment, in other words, in front of the class, and sometimes it was very difficult to really sink into the experience of coaching. I think there was often an attempt to ensure a real issue was utilised but it sometimes felt as if the person was stretching to present something real. So those were some of the drawbacks"* (Part07).

Since everyone was still learning, they could only proceed within the scope that they have been taught:

> *"So I think the growth was a measured one. In that sense I'm referring to you can only go as far as you've been taught or you've been exposed to coaching through your classes and your practicals, so to some extent you could not go beyond the journey that you have travelled"* (Part02).

The findings indicated that the participants were able to extract learnings by putting into practice what they have learned in theory, and were also able to learn from their own peers. However, because it was seen as a tool for practice, the participants did not view or experience it as real coaching sessions. Still, when the trust relationship was built amongst the peers they could give each other meaningful feedback in areas where one was doing well and in areas for development. Peer coaching, therefore was perceived to be an effective approach to improve the confidence of postgraduate coaches.

4.4 Findings pertaining to Proposition 3

Proposition 3: Coaching supervision is perceived as an effective approach to improve the confidence of postgraduate coaches.

In terms of the coaching supervision, the participants were asked to refer to their experiences on both the individual and the group supervision. Consequently, one theme with four sub-themes emerged, which is subsequently discussed.

Theme 3: Learning from others' experiences

Building on from theme one of learning from observing the expert coach, here participants also learned from hearing each others' experiences in the coaching supervision sessions.

Quotations describing this include:

> *"So it was that opportunity that made it very, very effective, and hearing from my fellow students on some of the things that they were experiencing and how they dealt with it was extremely valuable"* (Part07).

> *"From what I remember the group sessions were very beneficial because you're learning from others"* (Part12).

For some participants, the group coaching supervision provided the experience that all could learn together:

> *"I think what was memorable about the group supervision was that we were learning together, so you were also able to give feedback on the next person, and learn maybe from their own mistakes. So you were observing and participating at the same time. So that's what made it effective"* (Part03).

> *"I think we were about five in our group, we were learning five times all learning from everybody's"* (Part06).

However, there was an element of also learning from the coach supervisor on how they handled the group sessions:

> *"In the group setting what was useful for me was really listening to other people's stories, learning a lot from how the supervisor handled it, and a lot of what people shared in the group setting I could identify with and I could take key learnings from that"* (Part04).

Sub-theme 3.1 Participants' experience of coaching supervision

Ten out of the 12 participants reported to have enjoyed the coaching supervision sessions with others preferring the one to the other (group or one-on-one coaching supervision). They mostly attributed its success to the skilled and experienced coach supervisors.

Quotations describing this include:

> *"I think that we generally had good supervisors available in terms of faculty"* (Part03).

> *"She was a very experienced coach, more experienced than me, so she gave me some really good insights"* (Part04).

> *"The coaching supervisor, I don't know if she's still there, she was excellent, I would give her 10 out of 10. She did it very skilfully. What I really appreciated about her is that she is an extremely skilled coach. She had a lot of experience"* (Part06).

One participant mentioned the importance of having supervision in order for one to debrief:

> *"I was fortunate to get … the guys are experienced as supervisors. Any person who starts a journey, especially around coaching, you definitely need to have a supervisor, offload to that person so that the burdens are off and you get a different perspective"* (Part05).

Another participant appreciated that coaching supervision brought about different ways of thinking:

> *"I really loved the coaching supervision experience. She made you think of things quite differently or why that might be happening, which was really, really interesting, I really enjoyed that"* (Part01).

However, one participant mentioned that the transition from one-on-one coaching to supervision required some adjusting:

> *"It took some time to adjust from the knowledge that one is being supervised. I had to do some shift in terms of acknowledging the fact that I'm now in supervision and obviously supervision takes a different form and shape from coaching and I think it was a learning journey and the level of support and challenges were somewhat different from the coaching approach"* (Part02).

Two participants appreciated the learnings that they extracted from supervision sessions:

> *"Very, very positive and helpful. I learned different theoretical techniques. I think we had a very good supervisor, so the quality of the supervision and the supervisor made it very effective"* (Part07).

> *"We had somebody very good, I must say. I think there was a lot of learning that happened in the supervision, I must say. Generally the supervision was very eye-opening because it was somebody with extensive experience. The ability of the supervisor, the experience of the supervisor was really, for me, quite key because he was highly experienced"* (Part11).

However, not everyone liked group supervision, two participants stated to have benefitted more on the one-on-one supervision.

As one participant described, that group supervision was not as enjoyable as it did not really fit one's personality style:

> *"Personally, I don't really like sharing a lot about myself in a group situation, so it's a personality quirk, it had nothing to do with the safety of the situation or anything like that. I think the group supervision was very well managed, I was with lovely people, I just personally prefer not to share in a group setting"* (Part04).

The other participant did not enjoy the group supervision because of the cliques formed in the cohort:

> *"So I didn't like the group sessions purely because unfortunately I had a cohort that was quite cliquey and that went through to the group supervision. The one-on-one supervision, for me, helped me quite a lot. I think I discovered some things about myself that I hadn't realised, and my coach was effective in drawing those things out of me"* (Part09).

On the other hand, some did not have a preference, finding both to have been beneficial:

> *"I really enjoyed the group supervision, it really stood out for me. In the one-on-one she still kept that pace, the pace that she left us in, in the group, she would pick it up from there"* (Part08).

> *"I think the coaching supervision was really useful, both in the group and individual"* (Part12).

One participant, however, felt that it was only somewhat beneficial because it was very brief so did not fully serve its purpose:

> *"Insufficient, completely insufficient, especially the one-on-one. If you had a few more sessions the state of mind I was in, basically I didn't get to recover, the coaching didn't give a turnaround to that. So that was insufficient"* (Part03).

Lastly, one participant who subsequently did not have a good experience, was able to reflect on the coaching supervision experience and questioned the competence of the coach supervisor:

> *"You know what, at that time it looked good, it was a good experience, I'm not sure how well trained those coaches were in group supervision.You must have coaches who have gone through rigorous accreditation otherwise anyone is a coach and anyone can just do something that they see good in their own framework"* (Part10).

Sub-theme 3.2: The coach supervisor's capabilities

The capabilities of the experienced coach supervisor to provide guidance and advice came as a relief for novice coaches:

> *"The coaching supervision for me gives me a platform where I could go and say to this expert or master, this is what is happening during my coaching and now you are able to test your thinking and always get some advice when needed"* (Part05).

The relief of receiving input from an expert when one was doubting oneself or their approach was welcomed:

> *"Sometimes one is uncertain about whether their approach was a good one or not, so to receive validation and input on that was extremely helpful"* (Part07).

> *"It definitely improved my confidence because if you're coaching and there's something that happens in a session that you're not sure of, it really does help to bounce it off and get confirmation from somebody else if there's a difficult situation"* (Part12).

The relief of receiving input from an expert on how to deal with one's own clients was also welcomed:

> *"On the one-on-one supervision, having an experienced person being able to assist you with input onto how to manage your client better"* (Part04).

Sub-theme 3.3: Reflection and confidential safe space

Similarly to the other approaches, the coaching supervision provided opportunities for participants to reflect and the fact that the coach supervisor was able to create a space in which participants were able to reflect played an important role.

The feedback received from coaching supervision assisted participants to reflect on other areas in which to improve:

> *"So that kind of feedback was very, very helpful to make one reflect on their coaching style, body language and some of the things that could actually just derail your coaching, as a coach. Being aware that you must always reflect on your coaching, in other words you must always be aware of your own self, your own behaviour, as a coach"* (Part11).

> *"There's a couple of factors that made it effective. The fact that we could bring up a coaching session and then reflect on it and answer questions and almost get a bit of input from the supervisor and from other people in the group"* (Part12).

The coaching supervision also provided opportunities for participants to reflect either in the session or outside of it:

> *"You are able to leave the session without anything specific but because you are to reflect, the reflection suggests you can take lessons immediately or maybe in your own space as you do your own internalisation of what transpired in the session, it becomes progressive in a way"* (Part02).

It created an opportunity to externalise what one may be bottling up inside:

> *"As a coach you also need to get out of your own head and way and give yourself a chance on how to reflect on how it's going, what you're doing, how you're benefitting your client"* (Part04).

> *"How it contributed to confidence is being able to reflect on and assess and go through the coaching that I had been doing with clients, gave me confidence that I would be able to either improve the interactions or that I was on the right track"* (Part04).

It also provided a pause and a space to reflect on one's own coaching sessions and how to improve on them:

> *"So I think it allows you to pause and reflect so that in your next sessions you know that you go in ready and set for the next session and not repeat the same mistakes or the same tendencies that really don't serve the coachee"* (Part08).

Two of the participants appreciated the fact that coaching supervision provided a safe space in which to discuss confidential cases:

> *"Being able to discuss clients in an environment that you know is hundred percent confidential"* (Part04).

> *"There was a safe space to explore themes that could not be explored anywhere else because coaching is confidential, there was nowhere else that that could be discussed"* (Part07).

Sub-theme 3.4: Attainment of breakthroughs

Three of the participants, through the assistance of the coach supervisor, were able to experience breakthroughs from coaching supervision sessions.

One was able to identify their coaching style early on in the coaching journey:

> *"Very early on in our one-on-ones, she said to me, or we had a discussion which helped me to see what kind of a coach I am, which was very empowering because up to that stage I was just following the models, so she managed to talk me through and to discover that I actually had a style, and she could name that style. Then it's also been helpful because when people ask me what kind of a coach are you, I can still remember that conversation and then I can talk them about, I'm like this or I'm like this and I focus on this"* (Part06).

The other two participants were able to attain a sense of self-awareness that would assist in their approach to certain situations that may arise during their coaching journey:

> *"Personally there was a real breakthrough in one of those sessions, so it was in the group coaching, and we were each telling our own scenarios and I actually got quite emotional and was quite taken aback as to the issue that had arisen and how emotional I got about it, and for me it was a real impact in my life of just how I can approach things differently. So for me that was quite an interesting moment, really effective"* (Part01).

> *"So I definitely do feel that it contributed to my confidence purely because the more I understood about myself, the more I understood why I approach things in a certain way, the more I could change or enhance the way I was doing certain things. So it really did just help to understand myself better and therefore increase my confidence in the coaching room"* (Part09).

The findings indicated that the participants were again able to extract learnings through hearing others' experiences in the coaching supervision session, thus unlike in the one-on-one coaching, in which the participants were guided to find their own solutions, the coaching supervision ensured that coaches were given advice on their coaching in a safe confidential space. The experienced coach supervisor created the space for participants to reflect, and also assisted some

of the participants to experience breakthroughs early on in their coaching journey. Therefore coaching supervision was perceived as an effective approach to improve the confidence of postgraduate coaches.

4.5 Findings pertaining to Proposition 4

Proposition 4: Out of the three approaches, coaching supervision is perceived as the most effective approach to improve the confidence of postgraduate coaches.

In the literature review, it was stated that coaching supervision seemed to be the most effective approach to improve the confidence of coaches. Consequently, one theme with five sub-themes emerged, which are subsequently discussed.

Theme 4: Effective coaching can build confidence

Participants described effective coaching in relation to the coach's abilities in certain coaching techniques. For instance, four participants reported that coaching effectiveness was when the coach was able to employ his/her questioning skills:

> *"Does the coaching process help me clarify and understand through the probing why it is and where my motivation is, do I feel accountable for things that I contract as action points?"* (Part03).

> *"If the coaching was to be effective, it has to be able to extract, number one, the concern that I'm having, put it on the floor, and then be assisted by the coaching by means of questioning then to be able maybe to come up with the realisation of the solution of that concern by myself"* (Part05).

> *"I think it's very effective when the coach manages to identify additional issues that I maybe I was not aware of, and it's not them identifying but through the coaching process, other things come to light" (*Part06).

The coach's questioning resulted in new ways of thinking for the coachee:

> *"I think for me the coaching was effective when I left thinking about something I hadn't thought about before. So the coach brought up something or asked me a question that made me think about something that I hadn't thought before, I definitely would then say that was effective for me"* (Part09).

Effectiveness was also linked to the coach's listening skills:

> *"For me effective coaching would be I think two things, that stand out, firstly that you are listened to, so the feeling of connection with the coach and that they're hearing what you're saying, and then what I think is really important is that there's a clear outcome"* (Part01).

Two participants mentioned the coach's ability to build rapport:

> *"There are some elements of the coaching process that come up as linked to the success of the coaching process, and one of the main ones is the relationship between the coach and the coachee. So when that relational bond and rapport is established, it has been correlated with effectiveness of coaching and so based on the science I would say those two elements, a coachee driven agenda having been met and the coach/coachee relationship that is established"* (Part07).

> *"Effective coaching is when you've got good rapport with the coach, when there's a good relationship and you are able to effectively meet the goals that you set out for yourself before the coaching actually started"* (Part12).

Two participants described effective coaching as the coach's ability to create a space for the coachee to reflect:

> *"Effective coaching, for me, as a coachee, is to be given a personal reflective space in which to set goals, tackle reasons as to why I may or may not be reaching those goals, and be given a chance to reflect on what*

is happening in my work and study life, and to come up with plans on how to make it better" (Part04).

"I think, for me, the effectiveness would be when coaching gives a coachee an opportunity to be able to reflect on their own without necessarily coming and, for instance, being a coach coming with answers, but giving an opportunity for the person to think and to be able to, in the process of giving them the platform to think, then they're able to come up with their own solutions to whatever they're dealing with at that particular point in time" (Part11).

One participant highlighted the coach's ability to respond to the needs of the coachee:

"For me it's one that responds to the needs of the clients and the context in which the clients are operating" (Part02).

The coach's ability to assist the coachee to make long term changes:

"Effective coaching for me is when a coach can successfully bring about or help and assist me in making and sustaining long term change in me as a leader. So coming alongside and assisting me to move from A to point B successfully" (Part10).

There were aspects reported by the participants to describe effective coaching that were related more to the coachee's perspective, for example, the coaching was effective if the coachee was able to achieve goals:

"I think it's about whether I feel I'm getting results in terms of what I've contracted the coach for" (Part03).

"Effective coaching is when I've achieved the goals that I've set for myself or I've come close to realising certain objectives or fixed something that I was struggling with" (Part08).

Moreover, two participants reported that when the coachee was able to have a shift in perspective or behaviour:

> *"I get to understand and shift perspective about an issue, so shift perspective about whether I still want this, shift perspective about how I feel, and I mean shift of perspective is much more fundamentally deeper and definitely shifts behaviour but not maybe necessarily in the way that you first described it"* (Part03).

> *"…. during that specific timeframe that you've come to some clarity, you don't necessarily have to meet those goals because goals can shift, things do change, but it would be where you transition from one place where you were stuck to another place"* (Part12).

Lastly, not only a shift, but also the coachee reaching new insights about their coaching goal:

> *"For me, effective coaching would be when I reach insights and when I reach resolution of my original question that I went to the coach with. I think I can begin to make adjustments in my life so that I take completely on board the new insights that I've developed and I decide, okay, this is actually a life insight or this is how I want to live my life differently"* (Part06).

Sub-theme 4.1: Description of confidence

In addition to describing effective coaching, participants described confidence in different ways.

Six out of the 12 participants thus described confidence as a feeling, for instance, that it was related to the feeling of accomplishment:

> *"It would be when you feel that you can actually accomplish something"* (Part12).

Not only was it related to the feeling of accomplishment, but also feeling certain, trusting oneself, having self assurance and believing in one's abilities.

One participant reported the certainty and trust in describing confidence:

> *"If I'm feeling confident about something, that's going to go back to certainty, trust, so I'm feeling confident about something, that means that I'm certain that it's something that I can accomplish and that I can trust in my own skills to be able to accomplish it"* (Part04).

Another participant reported trusting one's gut:

> *"I think confidence is trusting your own gut. Confidence is being able to trust that the decision that you're making is the right one and not to second guess yourself, but just to trust that the route that you're deciding to take in a coaching session is the right one"* (Part09).

Yet, another participant reported that confidence was the self-assurance that one was more capable than others in certain tasks:

> *"Confidence to me is feeling comfortable and self-assured and almost having that edge, you feel that you have the edge perhaps on other people because of that level of confidence. Feeling able but more than just the ability, it's feeling more able than most to be able to do whatever it is that you need to do"* (Part01).

Not only reassurance over others but also in self, that one was capable:

> *"Confidence is belief, is seeing the viability of something. So in terms of the context of what I said, confidence in achieving, so it's confidence in ability, in self-efficacy, that it can be achieved"* (Part03).

> *"Confidence for me as a coachee is for me to have the assurance that what I am doing is correct, what I'm doing I have security in, I have a good firm grip of what I am doing"* (Part10).

One participant, described confidence as being comfortable in one's own skin:

> *"Confidence means being comfortable with yourself. One has to be comfortable with oneself, regardless of whether they're good at something or not. It's just that you are good in your own skin, you're comfortable with who you are as an individual before you approach any situation or before even knowing the outcome of a certain situation"* (Part08).

Another participant described it as being authentic:

> *"Confidence is the ability to basically be oneself, to be authentic, that would be my description, to be able to be free and to demonstrate a belief in oneself. So the way that you project yourself is in a manner in which you are authentic, you are yourself, regardless of who's in front of you or what you are dealing with"* (Part11).

Lastly, two participants described confidence as coach, as the ability to be present in the coaching session:

> *"I think I can measure my own confidence by my ability to be present and in the moment and attentive to what is happening around me regardless of whether that is being categorised as positive or negative"* (Part07).

And how the coach shows up in their coaching session:

> *"Confidence will talk to how coaches show up in their coaching sessions with clients, and being able to be present in the moment"* (Part02).

Sub-theme 4.2: Levels of confidence before the three approaches

In addition to describing confidence, participants rated their confidence levels on a scale of one to 10 with one being the lowest and 10 the highest. Participants reported to having had low levels of confidence before experiencing the three coaching approaches.

Four participants rated themselves on the lower ranks mostly because coaching was still a new concept to them.

Quotations describing this include:

> *"I was on a one because this was new to me"* (Part08).

> *"I would definitely say that it was at a three, there was some confidence there but there wasn't a lot, and for me, going through the process, undergoing coaching myself, and continuing to coach also helped me to get the confidence I needed to continue"* (Part09).

> *"I would actually basically say my coaching would have perhaps been at a level three"* (Part11).

> *"Before I embarked on that I think my confidence was probably at four"* (Part12).

Three participants rated themselves as average:

> *"My confidence was sitting …. Look, I had coached before joining MMBEC, because I had done a short course with UCT, I had done neurolinguistics coaching. I think my confidence was sitting at 50, 55 percent so like a five out of 10"* (Part05).

> *"I would say that I was at a five"* (Part06).

> *"Maybe a five"* (Part07).

On the other hand, the ratings went up, as reported by four participants, as they had some coaching experience beforehand:

> *"I would probably say about a five let me say a six and the reason for that is I do a lot of feedback on psychometric testing. I was comfortable giving feedback, building rapport, all of those things"* (Part01).

> *"I'll put it at six"* (Part02).

"I had some experience. The reason I'm finding it difficult is I learned as I went along. You know what, I would actually say based on what I learned and how I was after the course, put that as a six out of ten" (Part04).

"My confidence of coaching before MMBEC, I was experienced so I felt confident in my coaching, more towards the mentoring side. So let me just not say, let me not be arrogant here, I would say I was about a six or a seven" (Part10).

Interestingly, one participant rated their confidence level at ten, as confidence was defined as having the belief that one can achieve something. This participant believed in their own ability to be able to coach before learning the skill:

"Before I did MMBEC I was confident, I wasn't confident to coach but I was confident that I would be able to coach. 10. I was completely confident that I would be able to coach once I've learned it" (Part03).

Sub-theme 4.3: Levels of confidence after the three approaches

After going through the three coaching approaches, the confidence levels of the participants improved.

However, three participants pointed out that there was always room for improvement:

"I would say a seven because I'm allowing myself that room to grow. We can never always be perfect but a seven is good" (Part08).

"I would say I'm about at a seven and I say seven because I believe that there's still some room for improvement. I do believe that I do have certain areas, as a coach, that I would grow in, in terms of my confidence, but overall, just how I coach, how I approach my coaching sessions, I definitely think that I've improved significantly and definitely I think seven is the correct way to quantify it" (Part09).

"I'd say maybe eight. I always believe that there's room for improvement" (Part12).

The majority of the participants rated themselves at an eight:

"I'd probably say eight on average because there's also context, so in some context better than others. So that is why I am giving an average of eight because I always say coaching is a body of knowledge in and of itself and I've mastered that body of knowledge, but coaching is a practice and you get better each time you do it, each time you coach you get better" (Part03).

"So I would put that at an eight out of ten. The reason it is an eight is that I will never be perfect at it. I know that there will always be learning and learning opportunities and ways to get better and do things better" (Part04).

"After doing MMBEC I think I was sitting at eight out of ten" (Part05).

"I think 7.5 or eight, and that's also influence by the amount that I coach" (Part07).

"I think I'm probably seven to eight, I'm very confident about coaching" (Part11).

Two of the participants rated themselves at a nine:

"It has grown. I think it's still at nine. It's been a journey, I'm now a qualified coaching supervisor and, yes, I've benefited from that particular process, beyond measure. So if I'm saying nine out of 10 it's because I'm still on this journey of self-discovery" (Part02).

"…… but it's got to do with my own personal learning, growing and affiliating and aligning myself with bodies, different coaching bodies, I'm a nine" (Part10).

Sub-theme 4.4 Coaching supervision was perceived as the most effective approach

Another aim of the study was to assess which of the three approaches was perceived to be the most effective in improving confidence of the postgraduate coaches.

Seven out of the 12 participants reported to be in support of coaching supervision, either in one-on-one or group coaching, as the most effective out of the three approaches.

Quotations describing this include:

> *"The most effective for me was the coaching supervision. Probably the group one because of that experience that I had*" (Part01).

> *"I'll be biased in favour of supervision"* (Part02).

> *"Supervision was most effective"* (Part05).

> *"Definitely I would say my supervision. Maybe let's just say the one-on-one, I'd rather say just the one-on-one"* (Part06).

> *"So the coaching one-on-one with my supervisor would come first"* (Part09)

> *"I'm thinking about one-on-one and supervision and it's actually very difficult to choose, they were both so useful"* (Part04).

One participant chose all three but coaching supervision was still rated as the most effective approach:

> *"Most effective I would say, (1) supervision, (2) the one-on-one and (3) the peer coaching"* (Part07).

Three participants preferred the peer coaching as the most effective approach to their learning:

> *"I think the peer coaching for me was the most effective"* (Part08).

> *"The peer coaching was very effective because that's where the most learning took place"* (Part10).

> *"I think, funny enough, the peer coaching because you're actually coaching"* (Part12).

Two participants reported that the one-on-one coaching approach was the most effective:

> *"The one-on-one"* (Part08).

> *"For me, I think the one-on-one is still the best because that is where you really become … the coaching becomes more useful from a coachee perspective, but even also as a coach"* (Part11).

Sub-theme 4.5: Coaching supervision was perceibed as the best contributor to overall confidence

For a second time, five out of the 12 participants reported to be in favour of coaching supervision either in one-on-one or group coaching as the best contributor to their overall confidence out of the three approaches.

Quotations describing this include:

> *"I would say also the coaching supervision in that group setting, and the reason for that is, to be aware of my own stuff"* (Part01).

> *"Group supervision"* (Part03).

> *"Again, I would say the one-on-one supervision"* (Part06).

Some combined the coaching supervision with the other approaches:

> *"The one-on-one, in combination with the one-on-one supervisor, I think had the biggest impact on me in improving my confidence, as a coach. They were very useful in different ways"* (Part04).

> *"What contributed most to overall confidence, I would say, was (1) supervision, (2) the peer coaching, (3) the one-on-one"* (Part07).

Although one participant had group supervision in their selection, it was not ranked at number one as that spot was taken by peer coaching:

> *"Peer and group"* (Part10).

Two participants favoured the one-on-one coaching as the coaching that contributed to their confidence:

> *"I think initially one-on-one coaching because it's more grounded and you cannot jump into supervision before coming to grips with the coaching process. So I think one-on-one is much better and then the rest obviously becomes a top up"* (Part02).

> *"One-on-one coaching contributed the most to confidence"* (Part05).

Some participants could not pinpoint just one approach and pointed out that all the three approaches contributed to their overall confidence:

> *"I think all of that has contributed towards building my confidence, also the fact that I could now say I have a masters, that built my confidence, and all the academic work that we did, the theories, the theoretical framework, all of that has contributed, but I do agree that being a coach, being in those coaching relationships, the three that you spoke about, also did contribute a lot"* (Part06).

> *"I've learned through all three of them, even though my coaching with the one-on-one wasn't such a success, but they're learnings. I believe all of*

them are wholesome because you learn, this is not the type of coach I want to be, this is what I want to apply, so I've learned from all three scopes" (Part08).

"That one is a difficult one. I think it's all of them. I don't know. Because let me be honest with you, as I have illustrated, in terms of building confidence, they all played a different role. I'm not sure if I can say one" (Part11).

Some added another aspect, which was not the focus of this research, in that for them actually practising and doing coaching with their own coaching clients was the main contributor to their confidence:

"It's hard to tell because I know that I grew in my confidence by coaching also. So the more I continued coaching, the more I grew in my confidence. I think for me the fact that I was coaching a lot more and I was in the coaching room with more clients, that's what actually improved my confidence, more than just having the coaching sessions with my peer or my supervision coach or my coach" (Part09).

"In our year we did coaching, individual coaching sessions with coachees, so I think those, actually coaching other people really, really contributed to improving my confidence. But you're only going to grow that confidence if you actually are doing it, if you're practising it" (Part12).

The findings indicated that coaching supervision was perceived to be the most effective approach. Similarly, coaching supervision was also perceived to be the most effective in improving the confidence of postgraduate coaches. However, another aspect that appeared to have contributed to the confidence was stated to be the practising of coaching with one's own coaching clients.

4.6 Summary of the findings

This chapter presented the four themes and the 18 sub-themes that were discovered from the participants' responses to the research questions in relation to the propositions.

The findings discovered that the first three propositions had a common theme, in that all the coaching approaches provided a learning component for the postgraduate coaches. The learning happened indirectly through observing the coach in the one-on-one coaching, or learning through practising and observing the peers in the peer coaching or learning through hearing the experiences of others in the coaching supervision. The findings also discovered through the fourth proposition, that coaching supervision was perceived to be the most effective approach in improving the confidence of the postgraduate coaches.

The next chapter goes into a detailed discussion of the findings in relation to the theoretical foundation and literature/findings of other studies.

CHAPTER 5. DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter discusses the findings of this research incorporated with the findings from other studies. The research findings indicated that the main theme that came out of this research was learning. Therefore, this chapter also discusses the three learning theories as identified in the literature review.

5.2 Discussion pertaining to Proposition 1

Proposition 1: One-on-one coaching is perceived as an effective approach to improve the confidence of postgraduate coaches.

The main finding under this proposition was that the participants learned through observing the coach in their coaching sessions. Therefore the theory that aligned to this proposition was Bandura's social cognitive theory – observational learning.

5.2.1 *Learning through observing the coach (expert)*

Bluckert (2005) posited that the significance of one-on-one coaching is learning and personal growth, as it not only focuses on performance but also the behaviour, perception and attitude of the coachee. Griffiths (2015) posited that learning is at the centre of the coaching process, hence the findings of this research indicated that through observing the coach in practice the participants were able to form and shape their own practice.

As a matter of fact, learning does not occur devoid of the individuals' social context. It is influenced by their own behaviours and personal factors, as stressed by the social cognitive theory (Bandura 1986, 1991; Asakura et al., 2020), hence an emphasis by Bandura (1977) that individuals do not only learn by doing but that they can also learn through observation. Therefore the main findings that came out of this proposition was that the participants were able to learn certain

coaching skills from their own coaches when they were going through coaching themselves. Thus, as much as the postgraduate coaches were the coachees being coached, they in turn, were observing and learning coaching skills to integrate into their own coaching.

Additionally, individuals can develop or improve certain skills that take place through a cognitive process, by observing how others behave (Bandura, 1977; Hui & Sue-Chan, 2018). For instance, the findings of this research indicated that participants, through being coached, were able to pick up from their coaches what they would like to employ or discard in their own coaching practices, hence, Hoover and Giambatista (2009) are of the opinion that observation can be beneficial, especially for those wanting to learn new behaviour or challenge their perspectives. In addition, observational learning can give the observer the freedom to cognitively practice what they have observed without necessarily having to directly act it out (Hoover & Giambatista, 2009).

Furthermore, authors such as (Bandura 1977, 1986, 2008; Asakura et al., 2020) have presented the following four conditions that allow individuals to efficiently participate in vicarious learning through observing the behaviour of a model (in this research, the expert coach). The four conditions are discussed, integrating what the participants of this research reported in the findings.

1. Attention: The findings indicated that although participants went to coaching for their own coaching goals, they were also able to delineate which information or practices they chose to pay their attention to when they were being coached.

2. Retention: The findings indicated that the participants were able to recall the information that they subconsciously stored from when they observed their own coaches. For instance, during the interviews they were able to recall what practices or skills they liked or did not like during their coaching.

3. Motor Reduction: The findings of this research have indicated that the participants were able to use or even mimic what they observed their coach do in their own coaching practices as they viewed the coach as a role model. Thus, Deguchi (1984) asserted that imitation can take place even if it was not directly reinforced at the time of the observation.

4. Motivation: Once more, the findings of this research indicated that coaching techniques like questioning, that did not resonate with the participant were not re-enacted in their own practice. Moreover, Merriam (2001) posited that because individuals manage other areas of their lives, they are capable of directing or supporting and planning their own learning, hence the findings of this research also indicated that participants personally identified with what worked for them and were able to discard what did not.

However, in their article, Hui and Sue-Chan (2018) highlighted that observational learning is not without its shortcomings. For instance, observing an expert limits the need for exploration, testing the facts and enquiring about the information for a more profound learning experience, and that being guided by an expert may lead to circumstances with desired achievement but gaining limited experience on how to react to unexpected challenges (Hui & Sue-Chan, 2018). Thus, not continuously assessing the observational learning may fail to appreciate the long-term role of reinforcement (Deguchi 1984). Therefore, it is important to note that the observational learning experience that occurred with the participants of this research was not a deliberate simulated scenario, as they went to coaching for their own personal goals, but they also happened to observe the expert coaches' techniques that worked for them and indirectly formed their future coaching practice. Thus, the sense of accomplishment on the coachees' side, bringing about a need to learn, increases their perception of the effectiveness of the coaching (Albizu, Rekalde, Landeta & Fernández-Ferrín, 2019).

The findings of this research indicated that the coach's experience and certain coaching skills were perceived as contributors to the effectiveness of coaching.

This is supported by other scholars such as Albizu et al. (2019) who suggested that the main features that make up the success of a coaching experience are: coach's skill; the coach-coachee relationship; the readiness of the coachee; and the features of the coaching process. Thus, the coach's skill is very important, as the coach needs to have certain skills that contribute to a good outcome. In that way, it places a positive influence on the perception of the effectiveness of coaching (De Haan et al., 2013; Albizu et al., 2019), hence the findings of this research also concur as the participants attributed the effectiveness of their coaching experience to the coach's capabilities.

Aditionally, literature has indicated that some of the coach aspects that contribute to the effectiveness of coaching consist of: building rapport to create a trust relationship, effective communication that includes active listening, giving feedback, questioning skills, consideration and managing emotions when they arise, holding the coachee accountable, as well as the experience and competence of the coach (De Haan et al., 2011; Mbokota, 2019).

Thus, extant literature in executive coaching has shown that the questioning technique helps to aid learning and reflection (De Haan et al., 2011; Mbokota, 2019). This is consistent with the findings of this research as the participants indicated that they appreciated how the expert coach was asking the questions that made them reflect on their own coaching goals.

Another finding of this research revealed that when the participants felt listened to and the coach created a space free of judgement, it assisted in the effectiveness of the coaching. This is similar to other scholars' findings, which reported that providing the coachee support in the coaching process includes creating an environment free of judgement, feeling understood and listened to (De Haan et al., 2011; Mbokota, 2019).

The findings of this research indicated that the coach-coachee relationship was perceived as important by the participants in order for the coaching to be effective. As one participant mentioned, a negative experience with the coach

due to the the foundation of the coach-coachee coaching relationship not being properly established. This is consistent with the findings of De Haan et al. (2013) and Albizu et al. (2019) that also indicated that a strong coaching relationship between the coach and coachee led to a successful coaching process.

Interestingly, the findings of Albizu et al. (2019) indicated that the perceived coaches' skills have the capacity to impact direct learning even if the coachee experience was not satisfactory. This supports the findings of this research in that one participant did not have a positive experience with the one-on-one coaching because the coaching relationship was not established. Nonetheless, the participant was still able to extract learnings from that experience, being something to not repeat in one's own coaching practice.

Thus to answer the research question: "What is the perception of postgraduate coaches on the effectiveness of one-on-one coaching in improving confidence?" the findings of this research have demonstrated that when the coach has the appropriate experience and certain coaching skills used in the coaching process, participants perceived the coaching to be effective, as discussed above. Therefore when the coaching was perceived as effective, one of the benefits it resulted in was an improved confidence of the postgraduate coaches. The executive participants in Kovacs and Corrie's (2017) study also reported to having improved their confidence in dealing with ambiguity, interacting with more senior executives, and managing their direct reports after they went through an effective coaching experience.

Nonetheless, literature was lacking in studies that showed the perceived effectiveness of one-on-one coaching involving the postgraduate coaches. For instance, as previously discussed, the studies of Gregner (1997), Hall et al. (1999), Wasylyshyn (2003) as well as Kovacs and Corrie (2017) involved executives of organisations. Steinwedel's (2001) study involved college students and Geber's (2010) study involved postgraduate students but not in the coaching field, therefore this research attests to what has been discovered in other studies,

that effective coaching may be perceived to improve individuals' confidence, which individuals in this study were the postgraduate coaches.

Although it was unintentional nor a coaching goal for the postgraduate coaches, observational learning of Bandura's social cognitive theory aligned with the findings of this research in that learning can occur vicariously through observing a model, in this research being the expert coach. In addition, other studies (e.g., Gregner, 1997; Hall et al., 1999; Wasylyshyn, 2003; Kovacs & Corrie, 2017) have also indicated that one of the benefits of effective one-on-one coaching was improved confidence. Thus this research can assert that when learning vicariously occurred in the coaching space and was later carried out, it improved the confidence of the postgraduate coaches.

5.3 Discussion pertaining to Proposition 2

Proposition 2: Peer coaching is perceived as an effective approach to improve the confidence of postgraduate coaches.

Unlike the other proposition, under this proposition, not only did the participants learn from their peers but they had the opportunity to put into practice what they learned in the peer coaching sessions. Therefore the theory that corresponded to this proposition was Kolb's experiential learning theory.

5.3.1 *Learning through practice*

To describe it simply, experiential learning is learning through practice (by doing) and from experience, thus adult students first engage in an experience and are thereafter encouraged to reflect on the experience in order to enhance new insights and new skills (Lewis & Williams, 1994), thus the feat of a coaching practice has often been connected to experiential learning in that they both value the development of the individual as most significant (Griffiths, 2005).

Kolb (1984) stated that learning requires capabilities that are polar opposites and the individual, as a consequence, must always pick which part of the learning abilities he or she will consider useful in any specific learning situation. Therefore Kolb's (1984) learning cycle is explained incorporating the findings of this research:

1. Concrete experience: Thus the participants of this research were involved in practising coaching each other.

2. Reflective observation: Then the participants received feedback from their fellow students in two forms, the one who was being coached as well the observer in a triad. Thereafter, they reflected on the feedback as well as the experience gained during the practice.

3. Abstract conceptualisation: After that the participants were able to construct meaning out of their experiences during practice.

4. Active experimentation: Participants then were able to try out their new learnings with peers or with own clients in their own coaching practice.

However, Gray (2006) argued that experiential learning does not necessarily follow the steps in sequence and that for the experiential learning to occur, deliberate selection of the experiences was necessary to be reinforced by way of reflection, hence Kolb and Kolb (2009, p. 309) explained that "when concrete experience is enriched by reflection, given meaning by thinking, and transformed by action, the new experience becomes richer, broader and deeper". Thus Lewis and Williams (1994) affirmed that, to Kolb, an experience that is not reflected upon does not yield learning.

Kolb and Kolb (2009) therefore posited that it is the complete theory that delineates learning as the main process of human adaptation which encompasses the whole individual, and as such, can be relevant not only in the formal education classroom but in all spheres of life. Similarly, the findings of this

research indicated that some participants were able to acquire skills that they mentioned that they could use in everyday life.

Ladyshewsky (2010) asserted that the core purpose of a peer coaching relationship is to provide the coachee with the development of skills that are based on confidentiality and trust. Although some of the participants of this research struggled to be vulnerable with their peers at the beginning of the relationship, the findings indicated that participants were able to form long lasting relationships with their peers once the trust was established. For instance, the pre-service teacher participants in Alsaleh et al.'s (2017) study reported that the peer coaching experience aided in building trust relationships among peers and that it enhanced their confidence in their teaching practice, with some stating that the confidence was increased through peer support and encouragement (Alsaleh et al., 2017).

This research is supported by Ladyshewsky (2010) who explained that the aim of the peer coaching is to remain unbiased and non-judgemental, and to allow the coachee to make personal discoveries that improve their skills, so the findings of this research indicated that the participants were only able to feel uninhibited in peer coaching once the trust foundation was established amongst the peers. The findings of this research also indicated that peer coaching created a safe coaching environment for the peers to practice without being judged, but were free to make mistakes, in that way also enhancing their coaching skills.

Parker et al. (2015) highlighted that the difference with peer coaching was that it aims for all peers involved to equally participate and benefit from the sessions, unlike in the traditional coaching where it merely involves the benefit of one participant. The findings of this research also indicated, for instance, in a triad the benefits were even more because each peer got to observe, be a coachee and also be a coach, hence the experience was thus heightened in different ways, depending on which part the participant was performing.

However, the findings of this research indicated peer coaching to be the only one that the participants pointed out limitations, such as being unable to be completely vulnerable. This is consistent to the research of Pearce, de la Fuente, Hartweg and Weinburgh (2019) in that the teachers in their study reported they struggled to form meaningful coaching relationships because the trust and credibility were not properly formed amongst the peers. Although for this research, those were eventually settled over time, but it demonstrates that if the peer coaching relationship does not have a proper foundation, the experience may be unsuccessful, hence building a strong peer coaching relationship from the start is crucial (Pearce et al., 2019).

The findings of this research thus supported Alsaleh et al.'s (2017) study in that the teacher peer coaches found that time constraints and conflicting schedules added to the administrative load on the teacher, and one of the participants also articulated that being able to co-ordinate time among peers was a struggle as their availability did not necessarily coincide. The findings of this research have indicated that one participant of this research was challenged with trying to set up coaching meeting with the peer, hence the participant did not find the peer coaching effective because of the infrequency of the peer sessions.

This underlines that if the foundation of peer coaching has been firmly established, it has the ability to enhance deep reflection, to create learning and application of knowledge, and connection of theory and skills in a safe environment (Ladyshewsky, 2010). Another participant in this research also indicated that in the beginning, one may not take the sessions seriously but once everyone in the session gets to understand the purpose it becomes effective, meaning the foundation is of the utmost importance.

Phillips, Nichols, Rupley, Paige and Rasinski's (2016) study reported three themes, which were: focus; reflection; and efficacy. These three themes interwoven, built on teachers' confidence and self-efficacy, thus whilst participating in coaching the teachers were given opportunities to reflect on their teaching practice during the school day, and this reinforced their ability to stay

focused on their goals (Phillips et al., 2016). This supports the findings of this research, which indicates that the postgraduate coaches were able to observe each other, and in that way were able to pick up on each other's mistakes, which in turn, assisted them to reflect on these mistakes in order to improve their practice, which in turn, improved their confidence and reinforced their learning. However, not only were they observing each other but they were also practising on each other, and that was a way of refining their coaching skills.

Alsaleh et al. (2017) also reported that the peer coaching environment was less intimidating for the peers, and similarly, in the findings of this research the peers felt more free and were not afraid to make mistakes because they understood that all peers were all on the same learning path within the coaching journey. This supports the findings of Pearce et al. (2019), who indicated that peer coaching gave teachers the safe environment in which to experiment and practice, and it also facilitated reflection of their practice.

Asakura et al. (2020) used the concept of simulation learning, which yielded the results that when students were involved in the simulation, two kinds of learning occurred, that is, students were learning when they were actively involved in the simulation and they also extracted learnings from observing other students involved in the simulation. Although the findings of this research do not necessarily refer to simulations, participants did mention that they had opportunities to witness it being demostrated in the classroom, and their learnings thus occurred through such demostrations.

However, Alexander and LeBaron (2009) highlight the pressure of simulation on the peers as it can create artificiality therefore hindering the participants from fully immersing themselves in their roles, and that compromises the experience of learning. This is supported by the findings of this research in which participants felt the classroom simulation was artificial and therefore it did not provide the full learning experience they had hoped.

The study of peer coaching involving attending physicians indicated that peers learned new techniques they could use for their upcoming block. They also reported of the positive changes in their confidence towards teaching (Carlson, Ashford, Hegagi & Vokoun, 2020), thus their participants responded positively to the peer coaching. It boosted levels of confidence towards teaching and they were eager to try out their new knowledge and skills (Carlson et al., 2020). This is consistent with the findings of this research because participants could improve on their own practice after they had experienced what worked well with their peers, either in trying it out in the peer practice or by observing their peers coaching each other.

Thus to answer the research question: “What is the perception of postgraduate coaches on the effectiveness of peer coaching in improving confidence?” the findings of this research substantiates findings of other studies such as Ladyshewsky (2010), Parker et al. (2015), Phillips et al. (2016), Alsaleh et al. (2017), Pearce et al. (2019), Asakura et al. (2020) as well as Carlson et al. (2020) in that all these studies, like the findings of this research, have indicated that one of the benefits of peer coaching was improved confidence of the peers. The only difference with this research was that it involved a different population, that is the postgraduate coaches.

As previously discussed in the literature review, that peer coaching has its roots in teacher education, it then branched into the health fraternity. As a result, it was no surprise that even recent studies found to contrast with this research were mostly conducted with teachers, one in the health fraternity and one with graduate students. Therefore similarly to the one-on-one coaching, it seems that research is limited for peer coaching involving coaches or postgraduate coaches.

Experiential learning therefore, aligned to the findings of this research, in that learning through practice or by doing reinforced the postgraduate coaches’ learning. In addition, the findings of other studies were similar to the findings of this research in that one of the benefits of peer coaching was improved confidence of coaches. Although it was not the focus of this research, another

finding of this research was that participants also got to enhance their confidence through coaching their own clients, therefore emphasising that the more they practiced, the more it built their confidence to coach on their own.

5.4 Discussion pertaining to Propositions 3 & 4

Proposition 3: Coaching supervision is perceived as an effective approach to improve the confidence of postgraduate coaches.

Proposition 4: Out of the three approaches, coaching supervision is perceived as the most effective approach to improve the confidence of postgraduate coaches.

As per the literature review, these two propositions seem fitting to be combined and discussed together.

The main finding under these propositions was that the participants learned from hearing others' experiences in the coaching supervision sessions. Mezirow (1997) stated that we learn together by evaluating the related experiences of others to reach a common understanding that holds until new evidence or arguments come to the fore, therefore the theories that corresponded to this proposition was Bandura's social cognitive – observational learning and Mezirow's transformative learning theories.

5.4.1 *Learning from others' experiences*

Thus in continuation, Bandura's social cognitive theory was also applicable for the main finding under this proposition in that the participants learned from their fellow students. The difference was that, unlike in the previous theme in which the participants were learning through observing the expert coach, in this theme they were learning through hearing the experiences of their fellow students in the coaching supervision sessions.

Therefore Bandura (1986, p. 8; p.19) sustained that “much human learning is aimed at developing cognitive skills on how to gain and use knowledge for future use” and that “virtually all learning phenomena, resulting from direct experience, can occur vicariously by observing other people’s behaviour and its consequences for them”. Thus Bandura (2008) emphasised that individuals vicariously experience the emotional acuity of the model by observing them. For instance, the findings of this research indicated that participants were able to get affirmations that boosted their confidence through hearing others’ experiences and getting the input from the coach supervisors alleviated their own self-doubt. Thus, in a way, participants of this research were able to learn not to repeat the same errors in their own coaching practice through hearing others’ mistakes and how they were addressed in the coaching supervision sessions.

Participants of this research extracted different learnings from both the group and one-on-one coaching supervision, supportive of their personal preferences. Passmore and McGoldrick (2009) stated that the coaches’ wish from a one-on-one coaching supervision session was for supervisors to encourage their thinking and offer them diverse perspectives on their coaching practice, hence the findings from this research also showed that what the participants appreciated was the coach supervisor’s ability to inspire them to think differently towards their coaching practice and in a way transform their thinking. Some of the participants in this research reported that the reason for preferring the one-on-one coaching supervision was a personality type that prefers not to share in a group setting but to a coach supervisor in individual sessions. Similarly, Proctor (2000) supported that coaches feel safer in individual supervision than in a group. Consequently, the individual sessions are experienced as more protected and safer because the coach discusses their coaching issues with only a supervisor (De Haan, 2017).

Nonetheless, the group supervision also provided coaches with an expansive perspective, the facility to share and learn from mutual issues through getting and giving insights from each others’ issues (Passmore & McGoldrick, 2009), thus this agrees with Bandura’s observational learning and the findings of this research, that the participants were able to learn through hearing the experiences

of others in that they could learn by identifying similar issues that they are faced with in their own coaching practice. As stated by Carter and Hawkins (2013), group supervision forms a helpful environment for coaches to share their distress and to be comforted in the realisation that others are also faced with similar issues.

In addition, the group coaching supervision process inspires the connection between theory and practice through an Action Learning Set (Passmore & McGoldrick, 2009). As one of the participants of this research also mentioned, that in their group of five in the coaching supervision session they were able to learn five times from hearing each others' experiences of coaching clients.

An additional theory that was aligned to this proposition was the transformative learning. Mbokota (2019) posited that learning that happens in executive coaching is usually attributed to transformative learning theory, thus Mezirow's theory can be explained in that each individual holds a specific worldview. That worldview may not possibly be well formulated as it is mostly based on how one was raised from childhood, adding to that is life experience, culture and/or the education they received (Christie, Carey, Robertson & Grainger, 2015).

Hence, Hargrove (2003) asserted that the learnings that are achieved in coaching are "transformational" instead of "transactional" (p.86) which means that it has to be meaningful and inspire some change in perspective or behaviour on the part of the coachee. Christie et al. (2015) have posited that another name for transformative learning is independent thought. It assists individuals to review their own thoughts, beliefs, worldviews and the institutions that formed them.

The findings of this research have indicated that through the coaching supervision, participants were able to achieve breakthroughs when their frames of reference were confronted for their better understanding of self and how one acted the way they acted in certain situations. In addition, Griffiths (2005, 2015) asserted that coaching does not only improve the individual's life experience but also generates personal transformation, thus the participants of this research

were able to discover new ways of thinking, or as one participant reported, discover what kind of coach they were becoming.

Additionally, the findings of this research was consistent with some parts of the theme revealed in Passmore and McGoldrick's (2009) study, that transformational learning occurred for both coaches and supervisors. For the latter, it was their aim to achieve transformational learning, while for the former the learning was experienced, which at times came as a surprise and brought about a proclivity to adjust and improve their coaching approach. Although this research did not focus on the supervisors, it has indicated that the participants were able to transform in their coaching journey when going through coaching supervision, that is, transform in the way of improving and refining their own coaching practice, learn from others' experiences and also learn from the experienced coach supervisors.

Mezirow (1997) maintained that transformative learning will not take place if emotions are suppressed or denied. As one of the participants of this research mentioned being overwhelmed by emotions in one of the group coaching supervision, if those emotions were suppressed, the participant would not have realised the learning or the breakthrough that emanated from that coaching supervision session. In addition, Merriam (2001) explained that transformative learning involves a manifold process in which feelings and thoughts, as well as acknowledgement and living the newly acquired perspective is required.

Wingrove et al. (2020) reported that the experience of the coach supervisor, their skills to build and create a trusting relationship, as well as their accreditation and qualifications were some of the very important attributes for the coach supervisors to have. This is supported by the findings of this research, in that the participants valued the coach supervisors' experience and skills, such as their capability to offer input and create a safe space in which to reflect.

Carroll (2007) and De Haan (2017) reported that coaching supervision was the central process where coaches get to review their practice with the assistance

from a professional who is the expert in the field of coaching supervision. This is similar to the findings of this research, that the participants were able to obtain welcome input and advice from their coaching supervisors, which assisted in boosting their confidence, and to later use this in their own coaching practice. The safe and confidential space created by the supervisors thus made it possible for the participants of this research to share and learn from each other in the coaching supervision sessions. De Haan (2017) posited that vulnerability on the part of both coach and coachee in coaching supervision enhances trust and safety, and increases the effectiveness.

The findings of this research indicated that participants were able to reflect, whether in the coaching supervision session or outside, on their own coaching practices, and it was through those reflections that they were able to improve going forward in their coaching journey, hence Mezirow (1990) asserted that reflecting on one's experiences can lead to transformative learning. In addition, he further emphasised that the understanding resulting from critical reflection needs to be implemented for transformative learning to be fully realised (Mezirow, 1991; Gray, 2006; Mbokota, 2019); this is similar to Kolb's sentiment on reflection, in that if the participants of this research just reflected but did not use it to improve their practice then transformative learning would not have occurred.

Critical reflection is thus defined as the process of expanding on the current frames of reference by introspection in order to gain new frames, and as learning to become acquainted with the new frames in order to form a new viewpoint (Mezirow, 1990, 1997; Mbokota, 2019).

Thus to answer the research question: "What is the perception of postgraduate coaches on the effectiveness of coaching supervision in improving confidence?" the findings of this research corroborates findings of other studies, such as Armstrong and Geddes (2009); Passmore and McGoldrick (2009); Lawrence and Whyte (2014); De Haan (2017), as well as Tkach and DiGirolamo (2017), in that one of the benefits of coaching supervision was an increase in confidence for the coaches.

In addition, to answer research question: “Which coaching approach out of the three alternative coaching approaches is perceived as the most effective in improving the confidence of postgraduate coaches?” literature reviewed found coaching supervision to be the only approach that showed studies involving the targeted population as this particular research, that is, coaches, but, not necessarily postgraduate coaches. This could be supported in that coaching supervision grew into a prominent practice when it was made a requirement in the training of coaches as part of their continuous professional development (Hawkins & Smith, 2006; Armstrong & Geddes, 2009), therefore it is not a surprise that it would be perceived as the most effective.

In training, supervision thus supports the student coaches to incorporate the theory and practical skills they have learned with the experience of working with clients. In addition, supervision provides student coaches an environment for reflection and development of their coaching practice and personal competences (Hawkins & Smith, 2006), hence it is important for students to be critically aware, as that will assist them in transferring what they have learned into new unforeseen conditions they might meet in practice once they have graduated (Christie et al., 2015).

The findings of this research have indicated that when the participants were given a space to reflect, it benefitted them by showing them what to improve as far as their coaching skills were concerned, for when they next meet with their own clients. However, the findings of this research could not indicate the integration of theory to practice per se, but that they vicariously learned to improve their coaching skills through hearing the experiences of others in the coaching supervision, therefore the incorporation of the theory and practice might have occurred through discussing their own coaching practice with others or with the supervisor in the coaching supervision.

Observational learning again thus aligned to the findings of this research in that learning can occur through observing or hearing others’ experiences, which in this research occurred in the coaching supervision sessions. In addition, the

transformative learning theory also aligned to the findings of this research as the participants learned from others' experiences, it helped transform their own perspective, which, in turn, helped improve their own confidence. Lastly, findings of other studies were similar to the findings of this research in that one of the benefits of coaching supervision was the improved confidence of coaches.

5.5 Chapter conclusion

This chapter contrasted the findings of this research with other studies. It also discussed the findings of this research under three learning theories, that is, social cognitive, experiential and transformative.

Table 4: Propositions, research questions and applicable theories

Propositions	Research Questions	Applicable Theories
One-on-one coaching is perceived as an effective approach to improve the confidence of postgraduate coaches.	What is the perception of postgraduate coaches on the effectiveness of one-on-one coaching in improving confidence?	Social Cognitive Theory – Observational Learning
Peer coaching is perceived as an effective approach to improve the confidence of postgraduate coaches.	What is the perception of postgraduate coaches on the effectiveness of peer coaching in improving confidence?	Experiential Learning Theory
Coaching supervision is perceived as an effective approach to improve the confidence of postgraduate coaches.	What is the perception of postgraduate coaches on the effectiveness of coaching supervision in improving confidence?	Social Cognitive Theory – Observational Learning & Transformational Learning
Out of the three approaches, coaching supervision is perceived as the most effective approach to improve the	Which coaching approach out of the three alternative coaching approaches is perceived as the most effective in improving the	Social Cognitive Theory – Observational Learning & Transformational Learning

confidence of postgraduate coaches.	confidence of postgraduate coaches?	

The table illustrates the three propositions that were linked to the three coaching approaches under study with the research questions that explored them. It also depicts the theories that aligned with each of the three alternative coaching approaches. Thus the learnings under each proposition were discussed under the parallel learning theory which indicated how the learnings fitted.

The next chapter provides the conclusion of the research and the recommendations for future studies.

CHAPTER 6. CONCLUSIONS & RECOMMENDATIONS

6.1 Introduction

This chapter concludes by summarising the key findings of this research. It provides recommendations to all the stakeholders identified at the beginning of this research, and gives suggestions for futher research.

6.2 Conclusions of the study

Three out of the four propositions on this research were that the three coaching approaches, that is one-on-one coaching, peer coaching and coaching supervision were perceived as effective in improving the confidence of postgraduate coaches. Therefore the findings of this research indicated that the participants seemed to have benefitted from all the approaches through different learning that occured.

There are various ways that learning can take place in coaching, and the appreciation of how learning occurs in coaching can be linked to domains like psychology, constructivism and learning theory (Griffiths, 2005, 2015), hence the findings of this research were linked to the three learning theories previously discussed.

Firstly, the postgraduate coaches learned through observing their own coaches when they were being coached in one-on-one coaching. The learning theory to support this was the observational learning of Bandura's social cognitive theory.

Secondly, the postgraduate coaches learned through practice, not only in peer coaching practice, but the participants also mentioned that their confidence increased as they were coaching their own clients. The learning theory to support this was Kolb's experiential learning theory.

Thirdly, the postgraduate coaches learned by hearing the experiences of other postgraduate coaches in the coaching supervision. The learning theory to support this was Mezirow's transformative learning theory, together with observational learning.

Lastly, the fourth proposition was substantiated by the findings of this research which indicated that coaching supervision was perceived as the most effective coaching approach to improve the confidence of postgraduate coaches. Out of the three approaches the findings therefore concluded that coaching supervision gave the impression of being the most effective coaching approach.

Several studies associate Mezirow's ten step process of transformative learning to coaching (Mbokota, 2019). In addition, Kempster and Parry (2014) posited that studies around observational learning are predominant in the domains of applied and social psychology and social cognition, with specific use in sports performance and the development of motor-skills, thus as much as prominent experiential learning is in coaching, we must not forget the observation of the lived experience of the significant other, in this case, the coach (Kempster & Parry, 2014).

Although the aim of this study was not to set out to prove which learning theory supported the learning of the postgraduate coaches, the findings of this research indicated that different learning theories can be used to enhance the learning of the postgraduate coaches. One thing that stood out when incorporating the findings with the learning theories was the strong emphasis on reflection as very important for the reinforcement of learning. It therefore seems advantageous that all three learning theories should be employed for the different conditions and sometimes combined to strengthen where the other may have shortcomings.

Consequently, this research discovered that the three alternative coaching approaches were perceived to be effective in improving the confidence of the postgraduate coaches. However, the postgraduate coaches were engaged in other academic learning simultaneously when going through the three coaching

approaches. It would therefore be amiss to conclude that the three alternative coaching approaches were the exclusive contributors to improve the confidence of the postgraduate coaches.

The findings of this research were consistent with other studies (e.g., Gregner, 1997; Hall et al., 1999; Wasylyshyn, 2003; Kovacs & Corrie, 2017; Ladyshewsky, 2010; Parker et al., 2015; Phillips et al., 2016; Alsaleh et al., 2017; Pearce et al., 2019; Asakura et al., 2020; Carlson et al., 2020; Armstrong & Geddes, 2009; Passmore & McGoldrick, 2009; Lawrence & Whyte, 2014; Christie et al., 2015; De Haan, 2017; Tkach & DiGirolamo, 2017) which have explored the perceived effectiveness of coaching. However, those studies were not conducted locally and they were focused on executives of companies, especially for one-on-one coaching, or on teachers and health professionals for peer coaching. It was only studies in coaching supervision that involved coaches. A conclusion was therefore drawn that this research denotes a contribution to the field of executive coaching involving coaches in South Africa.

6.3 Recommendations and theoretical implications

This study had theoretical and practical implications which resulted in the following recommendations in relation to the stakeholders that were identified as possible beneficiaries in chapter one. This study therefore provides recommendations to future researchers, academic institutions, postgraduate student coaches and coaches.

6.3.1 *Theoretical implications*

The research findings revealed that we need theories specific to the coaching field. Although the application of the learning theories are fitting for the significance of coaching, not disregarding that there are many other theories that are related to the tenet of coaching, we need to derive from what is available in other fields and build theories for coaching. Scholars like Griffiths (2015) have laid the groundwork. This therefore challenges future researchers to look at the

shortcomings from the learning and other theories in relation to coaching and build on these to create a coaching theory.

6.3.2 *Recommendations for the academic institution*

The practical implications for the academic institution comes from the recommendations provided by the participants of this research.

The selection of experienced coaches/coach supervisors with qualifications and accreditation is essential. Perhaps offer the former MMBEC postgraduate coaches the opportunity to coach the upcoming student coaches, and in that way they are able to build their coaching hours. They can either coach as volunteers or they can charge reduced student rates to make it affordable for the students.

For the peer coaching, the participants recommended that the institution should structure the programme so that students can use class time to practice, thus eliminating the logistics of students having to try make time outside of class and their own work obligations.

As the findings of this research suggested, coaching supervision was perceived as the most effective, therefore investing more resources towards more hours/sessions of coaching supervision would be valuable. Some participants suggested it should be every three months and spread over two years. Others mentioned that careful consideration should be given when assigning members and the supervisor to the group supervision, and that the more diverse the group, the better the benefits of learning for everyone.

Lastly, some participants mentioned that the three approaches should be introduced early on in the programme and in that way the students have enough time to experience each approach and gain more value from them.

6.3.3 *Recommendations for the postgraduate student coaches*

The practical implications for the postgraduate student coaches comes from the recommendations provided by the participants of this research.

It is thus up to an individual to participate in the offerings of the programme in order to enhance their own learning. Furthermore, student coaches should be open to learning, as learning is a journey that is continuously evolving, hence one should take control for their own learning experience and be open to receiving and giving feedback. Another suggestion was that student coaches should continue with the peer coaching or form a community of peer coaches for the continuation of their learning, and that one should continue with coaching supervision even after graduation.

6.3.4 *Recommendations for the coaches*

The practical implications for coaches and coaching supervisors is that they can use the findings to strengthen the approaches they use when coaching someone who is studying to become a coach, thus they can see how they can apply the learning theories and what constitutes as effective approach on their part in improving the confidence of postgraduate coaches or student coaches in general. Although the learning theories present with shortcomings of their own, coaches and coaching supervisors can use one to strengthen where others fall short.

6.4 Suggestions for further research

The purpose of this research was to explore the perceived effectiveness of the alternative coaching approaches on the confidence of coaches with postgraduate qualifications. This study therefore focused on those who had already qualified, so after the effects, so to say. Further research could be carried out in order to explore the before, during and after acquiring the qualification therefore:

1. A longitudinal study which can investigate or explore the effectiveness of the three approaches.

2. A longitudinal study which can investigate or explore the level of confidence before, during and after the exposure to the three approaches.

3. A quantitative study in order to obtain a bigger sample from the same institution, or including other institutions offering similar qualifications.

4. Further research could also explore or investigate the different benefits of modelled behaviour in observational learning amongst peers versus an expert coach/supervisor.

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APPENDIX A Letter to participants explaining the research

Dear Sir/Madam

My name is Amukelani Mashele and I am student of Master in Management in Business and Executive Coaching at the University of Witwatersrand. As part of my studies, I have to undertake a research project, and I am investigating the effectiveness of alternative coaching approaches on the confidence of coaches with postgraduate qualifications, under the supervision of Dr Jubulile Msimango-Galawe. The aim of this research project is to explore which is the best coaching approach to build confidence of postgraduate coaches.

As part of this project, I would like to invite you to take part in an interview. This interview will involve open-ended questioning and it will take around 45 minutes to an hour. With your permission, I would like to record the interview using the digital device we are using for the interview.

There will be no personal costs to you if you participate in this project, You will not receive any direct benefits from participation but there are no disadvantages or penalties if you do not choose to participate or if you withdraw from the study. You may withdraw at any time or not answer any question if you do not want to. The interview will be completely confidential and anonymous as I will not be asking for your name or any identifying information, and the information you give to me will be held securely in a personal computer accessed by a password and not disclosed to anyone else. I will be using a pseudonym to represent your participation in my final research report. If you experience any distress or discomfort at any point in this process, we will stop the interview or resume another time. Please be assured that your responses will be kept completely confidential and only used for academic purpose.

If you have any questions during or afterwards about this research, feel free to contact me at the details listed below. If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email hrec-medical.researchoffice@wits.ac.za

Sincerely,

Amukelani Mashele, amu.mashele@gmail.com; 2163878@students.wits.ac.za

Supervisor: Dr Jubulile Msimango-Galawe, 011-717-3980, jabulile.galawe@wits.ac.za

APPENDIX B Consent form

The effectiveness of alternative coaching approaches on the confidence of coaches with postgraduate qualifications

I, …….., agree to participate in this research project. The research has been explained to me and I understand what my participation will involve. I agree to the following:

(Please circle the relevant options below).

I agree that my participation will remain anonymous	YES	NO
I agree that the researcher may use anonymous quotes in her research report	YES	NO
I agree that the interview may be audio recorded	YES	NO

…… (Signature)

…… (Name of participant)

…… (Date)

…… (Signature)

…… (Name of researcher)

…… (Date)

APPENDIX C Research instrument (interview guide)

Thank you for agreeing to take part in the study. Please complete the below short survey which will take you 2 minutes and send back to me before or on our agreed date of the interview.

SECTION 1: Demographic details of the respondent (for descriptive purposes)

1. Race: (*mark with X)* African [….] Coloured [….] Asian [….] White [….]

2. Gender: (*mark with X)* Male [….] Female [….]

3. Age: (*mark with X)* 25-35 [....] 36-45 [….] 46-55 [….] 56 and above [….]

4. What is your current occupation? (*Please state*) ……

4. Which year did you graduate as MMBEC? (*Insert year)* [……..…]

5. Were you coaching before enrolling for the MMBEC studies? (*Mark with X)* Yes [….] No [….]

6. If yes, how many hours of coaching did you have? (*Insert hours*) […….]

7. What is your current status of coaching others? (*Mark with X)* Fulltime [….] Part-time [….]

8. How many hours do you have as a fulltime/part-time coach? (*Insert hours*) […….]

Section 2: Interview Questions

Effectiveness and Confidence	RQ1 What is your description of effective coaching? As a coachee
	1.1 What is your description of confidence?
Explain each category before asking **One-on-one coaching**	RQ 2: How was your experience with one-on-one coaching? Receiving coaching
	2.1 What made one-on-one coaching effective?
	2.2 How did one-on-one coaching contribute to your confidence as a coach?
	2.3 How would you describe the adequacy of the hours?

Explain each category before asking **Peer Coaching**	RQ3: How was your experience with peer coaching?
	3.1 What made peer coaching effective?
	3.2 How did peer coaching contribute to your confidence as a coach?
	3.3 How would you describe the adequacy of the hours? What made you believe they were adequate?
Explain each category before asking **Coaching Supervision**	RQ4: How was your experience with coaching supervision? Both one on one and group
	4.1 What made coaching supervision effective?
	4.2 How did coaching supervision contribute to your confidence as a coach?
	4.3 How would you describe the adequacy of the hours?
	4.4 Would you say it's necessary for qualified coaches to still go through these coaching approaches e.g. one-on-one, coaching supervision and peer coaching? Please explain.
Confidence	RQ5: On a scale of 1 to 10 how would you describe your confidence before coaching and why?
	5.1 On a scale of 1 to 10 How confident do you feel in your role as a coach now?
Comparisons of the three coaching approaches	RQ6: Which one of the three alternative coaching approaches was the most effective?
	6.1 Which one of the three alternative coaching approaches contributed the most to improving your overall confidence as a coach?
Suggestions	6.2 What suggestions do you have concerning the alternative coaching approaches that can enhance coaching student's confidence?

APPENDIX D Ethics approval

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

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

CLEARANCE CERTIFICATE **PROTOCOL NUMBER: WBS/BA2163878/268**

PROJECT TITLE The effectiveness of alternative coaching approaches on the confidence of coaches with postgraduate qualifications

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

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

cc: Supervisor: Dr Msimango-Galawe

DECLARATION OF INVESTIGATOR

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

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

_____ 26 / 06 / 2020
Signature **Date**

APPENDIX E - Consistency Matrix

To explore the effectiveness of different coaching approaches on the confidence of postgraduate coaches.						
Sub-problem	**Literature Review**	**Propositions**	**Research questions**	**Source of data**	**Type of data**	**Analysis**
To explore the effectiveness of one-on-one coaching on the confidence of postgraduate coaches.	Bachkirova, (2015); Bluckert (2005); Leedham, (2005); Geber (2010)	One-on-one coaching is perceived as an effective approach to improve the confidence of postgraduate coaches.	What is the perception of postgraduate coaches on the effectiveness of one-on-one coaching in improving confidence?	Interview questionnaire, (Question numbers from questionnaire: Q2, 2.1,2.2&2.3)	Nominal data	Thematic Analysis
To explore the effectiveness of peer coaching on the confidence of postgraduate coaches.	Waddell & Dunn, 2005; Buzzbee Little, 2005; Lu, 2010; Showers & Joyce, 1996; Ladyshewsky, 2006 & 2010; Van Emmenis, 2013; Parker et al. (2015).	Peer coaching is perceived as an effective approach to improve the confidence of postgraduate coaches.	What is the perception of postgraduate coaches on the effectiveness of peer coaching in improving confidence?	Interview questionnaire, (Question numbers from questionnaire: Q4, 4.1,4.2&4.3)	Nominal data	Thematic Analysis
To explore the effectiveness of coaching supervision on the confidence of postgraduate coaches.	Butwell, 2006; Hawkins & Smith ,2006; Passmore & McGoldrick, 2009; Armstrong & Geddes, 2009; Moyes, 2009; Tkach & DiGirolamo, 2017; Wingrove et al. (2020)	Coaching supervision is perceived as an effective approach to improve the confidence of postgraduate coaches.	What is the perception of postgraduate coaches on the effectiveness of coaching supervision in improving confidence?	Interview questionnaire, (Question numbers from questionnaire: Q3, 3.1,3.2&3.3)	Nominal data	Thematic Analysis
To identify which out of the three coaching approaches was perceived to be the most effective in building the confidence of postgraduate coaches.	Butwell, 2006; Hawkins & Smith ,2006; Passmore & McGoldrick, 2009; Armstrong & Geddes, 2009; Moyes, 2009; Tkach & DiGirolamo, 2017; Wingrove et al. (2020)	Out of the three approaches coaching supervision is perceived as the most effective approach to improve the confidence of postgraduate coaches.	Which coaching approach out of the three alternative coaching approaches is perceived as the most effective in improving the confidence of postgraduate coaches?	Interview questionnaire, (Question numbers from questionnaire: Q1, 1.1& 5,5.1,6 &6.1)	Nominal data	Thematic Analysis