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Client Readiness for Executive Coaching in South Africa

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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

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ABSTRACT

Client readiness was identified as a variable influencing and impacting the effectiveness of coaching interventions. An understanding of different variables influencing the coaching process was highlighted as significant in the advancement of knowledge in the coaching industry.

The current study was to explore factors influencing clients' readiness for executive coaching in South Africa. Semi-structured interviews were conducted with Executives and Senior Managers from corporate organisations. A narrative, qualitative analysis was used to gain meaning and understanding on the content of the data collected. Through the analysis, clients' level of readiness as well as elements contributing to readiness were determined.

According to findings of the study, readiness is defined as willingness from clients to want to make things better. This readiness is influenced by commitment, motivation to learn and change their behaviour as well as self-awareness. If a client is not willing or prepared, it was said that this influenced their eagerness and involvement towards a coaching intervention.

The study further highlighted how clients are treated, acknowledged and appreciated as key components contributing towards their level of readiness. The coach, finding purpose in life as well as challenges they face as individuals were reported as additional elements of significance impacting readiness levels of clients.

It can be concluded that measuring clients level of readiness together with factors contributing to this readiness is important for coaching interventions as well the development of clients.

DECLARATION

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

Anna Mamagabolla Rammusa

Signed at Johannesburg

On the 3rd December 2018

DEDICATION

I am dedicating this thesis to the three women and a special male in my life who have influenced and shaped the woman I am today. To my late grandmother, Emily Mananyana Moloi, although you are no longer of this world you meant and still mean a lot to me. This Master of Management qualification is dedicated to you, for seeing greatness in me when I was still a young girl. The passion you had for educating a girl child will always sparkle through me. My reason for education is living the legacy you so wanted sparkling for me and generations to come.

To my mother Maria Mampharoane Modisane, thank you for ensuring grandma's dream is realised. For not giving up on me when I failed or disappointed you – this is for keeping up with me throughout the years.

And to my daughter Koketso, this is dedicated to you my dear, to ensure that you know how to empower yourself as a female. I had to set the example for you. So, the bar is set very high my dear, I'm hoping you can do us proud in decades to come.

For you Omolemo my son, with education you can never go wrong. All I pray and ask for from the Almighty is for him to deliver you to greater destiny. With that I'll be the happiest mom. 1 Thessalonians 3: Verses 3 – 8

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CHAPTER 1. INTRODUCTION

1.1 PURPOSE OF THE STUDY

The purpose of this research was to explore factors influencing client readiness for Executive Coaching in South Africa. These factors would have influenced the readiness of clients before, during or after their coaching intervention.

1.2 CONTEXT OF THE STUDY

The study investigated the readiness of clients' when they experienced coaching by looking at those factors that influenced their readiness. The background and practice of executive coaching within organisations was then also considered to appreciate and understand the coaching environment.

Over the years an upward trend was observed within organisations across the world towards coaching as an intervention. Attributed to this growing popularity of coaching were workplace demands and compelling business practice needs (Best, 2010; Joo, 2005; Sherman & Freas, 2004). Post the apartheid era, South African organisations also found themselves faced with unique and unexpected changes which required them to deal with not only new but different business dynamics.

In South Africa these changes permeated management and leadership education as well and necessitated consideration for new approaches (April & April, 2007; Denton & Vloeberghs, 2003; Luthans, van Wyk & Walumbwa, 2004). These authors were of the view that a new set of skills, techniques and new ways of thinking were what South African leaders required to be able to handle differently challenges they faced.

The learning and development of leaders in this regard had to be prioritised fast if they were to ride and keep up with all the changes in the business environment (Denton & Vloeberghs, 2003). In the study, leadership development was considered as it was identified to be a challenge for organisations in the new governments' dispensation, i.e post 1994. It was through this shift in business requirements that az move towards leadership development similarly saw improvement in South African organisations.

Something methodical, which was lacking in business management sciences, was needed to engage with leaders on a personal, context specific individual level i.e. executive coaching. The Human Resources practice was also seen taking up coaching as a technique, an appropriate legitimate intervention for the development of employees which impacted how organisations trained and developed its people (Bartlett, 2007; Plunkett, Egan & Garza, 2004). Other Human Resources Development (HRD) interventions presented a number of limitations in their approach which failed to address needs specific to the executive(s). This according to Plunkett et al., (2004) is what saw an increase and a move towards executive coaching as a leadership development intervention locally.

As coaching could, within organisations be implemented for a wide range of situations, coaching was seen increasingly embracing empowerment based on the newly discovered model of 'management coaching'. This new model was understood to focus on the development and empowerment of individuals as new helping behaviours for management (Hamlin, Ellinger & Beattie, 2004). The National Coaching Survey, conducted by Coaches and Mentors of South (COMENSA) between 2010 and 2011 postulated the same picture here in South Africa. According to the survey, coaching was implemented as a management development programme (Hudson, 2011).

Around the same time Grant and his colleagues Passmore, Cavanagh and Parker (2010) pointed out that there were limited contributions to the development of leaders. These authors posited that very few or no coaching and leadership development models were present or offered. It was at the back of this finding that

we concluded that an approach focused on leadership development relative to management development was still needed.

To further support our conclusion, we drew on literature by Day (2000) where he states that a distinction must be made between leadership development and management development. Day (2000) argues that development for leadership and management emphasises distinct and unique areas. This argument was further supported by Yukl (1998) as quoted by Day (2000) suggesting that fundamental differences exist between the two which must be noted.

According to Best (2010) and Day (2000), these differences account for leadership development receiving attention, the continued view that it is an integral resource; a competitive advantage and a sought after investment in organisations. An increase in a number of publications on leadership development was also noted to mark interest on the topic. In the study attention is drawn to leadership development from the context of exploring “how leaders are engaged and developed in organisations given the increased popularity of coaching as a development intervention”. But our study will focus on executive coaching as a development tool experienced by leaders as clients and not on the entire spectrum of development interventions.

The rapid growth and change in industry was surveyed and reported by the Chartered Institute for Personnel and Development (CIPD) in 2005 and the International Coach Federation (ICF) in 2006. According to Bartlett (2007), these organisations reported 88% of organisations adopting coaching as an intervention method for development. Between 2010 and 2011 the Coaches and Mentors of South Africa (COMENSA) national survey suggested, 90% of organisations in South Africa adopting coaching (Hudson, 2011). Based on these findings it could be deduced that there was an increase and growth towards coaching as a development intervention in organisations.

It was in the pursuit of developing and retaining leaders that, Alvey and Barclay (2007) indicated executive coaching as an option organisations picked to improve

productivity, performance and satisfaction of leadership on a personal level. However, the foreseen growth and demand in industry for coaching posed a combination of both opportunities as well as challenges to clients as well as those offering coaching services (Grant et al., 2010). The expectation as such became very high on responsibility and accountability from the coaching fraternity, clients and sponsors (McKenna & Davis, 2009).

As an emerging field of practice, coaching was then noted as having increased the motivation and need for clarity to be provided to the world about the definition of coaching (Stern & Stout-Rostron, 2013). Coaching practitioners, researchers and lecturers or educators were to clarify “what it is and what it is not” in addition to the different types available; the coaching process, its impact and value thereof. The value that coaching adds to the world or community at large and to those who are being coached was widely sought. A view that was also expressed in the National Coaching Survey conducted by COMENSA between 2010 and 2011 (Hudson, 2011).

It was in 2001 already when McGovern, Lindemann, Vergara, Murphy, Barker and Warrenfeltz also reported that despite indications of coaching growing in its tenure as a leadership development practice, there still seemed to be a lack of empirical research into its effectiveness. Evidence on the lack of pragmatic and realistic research was also reported by Stevens Jr (2005). In his study, it was stated that there was very minimal support for interventions with executives particularly relating to the validity and reliability of the process.

While efforts towards further investigations were highlighted as lacking, some evidence of research conducted to close the gap on identified factors was found. Authors such as Alvey and Barclay (2007) looked into factors impacting coaching effectiveness. These authors mentioned that to have a productive, meaningful coaching relationship it is important to have clarity of purpose. What to look for in a coach was as well highlighted by COMENSA as a challenge to be attended to in the quest of educating and clarifying what coaching is and what it is not. It was reference and acknowledgement made by these authors that suggested that there

still was growing research literature to identify those factors, ensuring the knowledge base was based on theory as well as research (Mayer, Salovey, Caruso & Sitarenios, 2001; Passmore & Fillery-Travis, 2011).

Furthermore, the identification and clarification of what the responsibilities and tasks of coaching practitioners, researchers and lecturers or educators are, were embarked upon as first steps and efforts towards adding to the body of knowledge that was already available in the coaching arena (Stern & Stout-Rostron, 2013).

The 2008 International Coaching Research Forum's (ICRF) call for research on coaching was cited by Stern and Stout-Rostron (2013). The ICRF's view was that coaching is an approach or study based on evidence. Their proposal was to explore what progress has been made in this arena. Its endeavour was to explore peer reviewed journal articles published worldwide, sharing ideas and expert knowledge as a means of adding to the body of knowledge and advancing the coaching field in a more regulated and systematic manner.

The main objective of the ICRF's proposal was to explore what research has been conducted or not, by focusing on sixteen (16) main areas. These were categorised according to areas previously and currently under study. Readiness of coachees for coaching was amongst the identified areas of focus highlighted in the coaching research proposals by the ICRF (Stern & Stout-Rostron, 2013). New areas emerging out of the sixteen (16) main areas were also identified and acknowledged.

Although accentuated as significant in the effectiveness of leadership development interventions, Hannah and Avolio (2010) indicated that relatively little efforts were focused on assessing readiness. These authors mentioned that an exploration of readiness, which is a potential moderator of clients'/leader readiness to change or develop had not been sufficiently invested in by researchers. Client readiness was also identified by Passmore and Fillery-Travis (2011) as another variable, the main predictor in the effectiveness of the coaching process.

McKenna and Davis (2009) defined readiness as a mixture of clients' factors, their willingness and motivation to learn and change. They mentioned that an understanding of the quality and type of clients together with their environments was the strongest and most influential predictor of outcomes in any process. It should however, also be noted that Gentry, Manning, Wolf, Hernez-Broome and Allen (2013) identified an understanding of different variables that may influence the coaching process as key elements needed for the advancement of research in the coaching industry.

While McKenna and Davis (2009) cited motivation to learn, willingness and intelligence as the main factors distinguishing the readiness of clients for coaching, these factors were said to contribute and account for 40% in predicting outcomes of any process.

The statistical presentation below indicated that coaching readiness by coachees lost attention as an area of focus in coaching research (Stern & Stout-Rostron, 2013:76 – 78). Statistically, these were the numbers of published articles by year of peer reviewed journals:

Table 1: Published Peer Reviewed Articles

Area of focus	**Year of publication**					
Coaching readiness by coachee	2008	2009	2010	2011	2012	Total
	1	5	4	2	0	12

In our study, focus was on coaching readiness of coachees identified as Executive and Senior Managers of organisations. In the drive to discover additional or missing variables as well as maximizing returns on leadership development as an investment, Hannah and Avolio (2010) pointed out readiness to develop as an imperative prerogative for any intervention.

For the purpose of the study, readiness was defined as eagerness or willingness to learn or change. McKenna and Davis (2009) asserted that knowing the

challenge we are faced with should be initiated by knowing the clients' level of readiness.

It was based on this notion and findings of the ICRF on coaching readiness that the current study explored what was within and outside the field to add to the body of knowledge (Passmore, 2007; Passmore & Fillery-Travis, 2011). The study was to further aid the identification and shaping of information in the field of executive coaching. Validity and reliability in the current study was also reflected on to support the findings for executive coaching as an intervention in leadership development.

1.3 PROBLEM STATEMENT

1.3.1 Main problem

Evaluate factors that influence clients and their readiness for executive coaching in South Africa.

1.3.2 First sub-problem

Assess how clients' level of readiness influences their willingness to participate in a coaching initiative.

1.3.3 Second sub-problem

Identify elements of readiness that contribute the most to clients' level of readiness for executive coaching.

1.4 SIGNIFICANCE OF THE STUDY

A gap was identified in areas of focus in coaching research which left coaching without a solid, holistic approach to which reasonable grounds for coaching could be based (Passmore, 2007). An intellectual understanding with a research basis

according to some authors Bono, Purvanova, Towler and Peterson (2009) and Kilburg (1996) were therefore a much needed intervention in the field of coaching. The identification of client readiness on the other hand as reported by Stern and Stout-Rostron (2013) was to assist and fill the gap in identifying methods to be considered and accepted as best practice methodology for coaching, without respectively restricting their utilization.

The study, in light of gaps identified by other researchers was to explore client readiness to assist with shaping and identifying what is known and understood in the field of coaching based on experience gathered over the years.

The study was also to endeavour to provide guidance to practitioners, specialists, consultants, researchers and lecturers practicing in the field of coaching. These contributions were embarked on in light of the 2008 International Coaching Research Forum's (ICRF) call for research cited by Stern and Stout-Rostron (2013) – as coaching readiness of coachees was identified as a gap in coaching research.

1.5 DELIMITATIONS OF THE STUDY

The study was to explore client readiness as a factor critical in executive coaching (Passmore & Fillery-Travis, 2011). For change to occur, readiness was identified as a main predictor for the effectiveness of an intervention.

Factors influencing the preparedness of clients for executive coaching were explored, these factors would have impacted clients before, during or after the coaching program. Although researchers have begun to identify these readiness factors, they had to understand a range of these elements for which coaching may be a suitable intervention (Passmore & Fillery-Travis, 2011).

The current study was as a result focused on:

- Executive and Senior Management of corporate organisations in South Africa;

- Equal gender participation (8 females and 8 males);
- Collection of data through one-on-one interviews and;
- Clients who have been coached or are currently being coached.

What was not included in the study were the following:

- Clients' backgrounds, their qualifications as well as years of work experience;
- Characteristics of diversity (e.g. clients' race, ethnicity, age, language spoken, marital / partner status, religious or political beliefs & sexual orientations) and;
- Number of subordinates reporting directly to the clients (research participant).

1.6 DEFINITION OF TERMS

The following were terms identified as ambiguous and requiring clarity for the purpose of the study:

Table 2: Definition of terms

TERM	DEFINITION
Approach	Method of communication used to engage with the client (coachee) which is likely to be determined by what the clients' need and expect from the engagement (Gentry et al., 2013).
Assessment / Instrument	The use of an assessment tool or an instrument to evaluate the client (coachee) in an effort to gather more information, developing some data that will assist their development and growth in the coaching process or engagement (Gentry et al., 2013).
Client	Referred to as a stakeholder(s), this is someone in a more senior leadership role within an organisation, including HR representatives (de Villiers & Botes, 2013; Joo, 2005).
Coach	Someone who provides a professional service to the coachee (one on one) and the client, that is meant to address work related issues that are different in nature (de Villiers & Botes, 2013; Joo, 2005; Kilburg, 1996).
Coachee	Someone who is in a leadership or managerial role within an organisation, who receives the professional service from the coach (de Villiers & Botes, 2013; Joo, 2005; Kilburg,1996).

Coaching	A process of helping individuals learn by unlocking their potential to capitalise on their performance (Cavanagh, Grant & Kemp, 2005).
Collaboration	Mutual agreement between the client and coach about permissions and contributions required for guiding the coaching process or developmental experience (Ely, Boyce, Nelson, Zaccaro, Hernez-Broome and Whyman, 2010).
Executive Coaching	An intervention method used in the process of developing leaders' capability to achieve organisational goals in the short and long term (Stern, 2004). An enabling relationship between the client (someone who is in a leadership role who has the responsibility of managing others in an organisation) and a consultant (someone who provides a professional service to the client) that is meant to address work related and personal issues different in nature through the use of a broad range of techniques (Kilburg, 1996).
Focus on client (Paying attention to client)	Constitutes the provision of support to the client either through listening to them, making them feel safe or establishing a bond, a sense of empathy and understanding with them (Gentry et al., 2013).
Readiness	A combination of eagerness with the ability to learn and change (McKenna & Davis, 2009). Also refers to behaviours that are in favour of or resistant to the perceived change and these may be related to the clients belief, attitude or intention (Armenakis, Harris & Mossholder, 1993).

1.7 ASSUMPTIONS

The following were assumptions related to the study:

- Fair representation of clients' gender will be achieved for the purpose of differentiating male and female experiences and to eliminate data misrepresentation.
- Participants will be willing to participate in the study, to share their views and experiences about coaching and factors they considered to have influence on coaching (including those that happened pre-coaching).

CHAPTER 2. LITERATURE REVIEW

2.1 INTRODUCTION

The section on literature review included an exploration of existing body of knowledge that is the subject of the present study. The first section provided a background on the two, key elements of the study – coaching and client readiness. The second section or part evaluated published, peer reviewed journals in relation to each sub-problem. In reviewing the literature, a number of journals were consulted to structure and gather content on coaching and client readiness as identified variables for the study.

These ranged from the Consulting Psychology Journal: Practice & Research; International Journals; Journals of Leadership, Intelligence, Cognition, Workplace Learning and so forth.

Figure 1: Key components of the study

Components presented in the figure above were key areas to which the literature review was based. A background on coaching as an intervention for leadership development was provided. The COACH model on coaching was examined together with matters of leadership development and best practice methodology impacting on executive coaching. Readiness in relation to coaching was also looked into together with the readiness theory thereof and its components.

2.2 NATURE OF COACHING

As rapid change continued to move organisational environments to progression, leadership development leading to positive change became the most popular and common strategic intervention facilitated through coaching within organisations (Carey, Philippon & Cummings, 2011). In South Africa, coaching for leadership development was similarly observed and mentioned as one of the top three (3) uses of coaching. A fairly new modality for South African organisations, O'Flaherty and Everson (2005) mentioned that as with all new things misunderstanding was

a possible shortcoming. It was indeed noted that even with a number of published, peer reviewed journals on coaching, there still is a gap in understanding what is executive coaching. In the South African National Coaching Survey published by COMENSA of note was that executive coaching was mentioned as a coaching application separate from leadership development (Hudson, 2011).

Yet, the view on coaching was that it's an essential element in supporting leadership development and growth. For organisations wanting to grow and retain their top leaders, executive coaching was an alternative to improving performance, increasing productivity and satisfaction at a personal level for the executives (Alvey & Barclay, 2007; O'Flaherty & Everson, 2005). These benefits were similarly cited in South African organisations and included better quality, a questioning culture and better customer service as additional. It could as such be concluded that executive coaching was an intervention recognized by organizations locally and globally despite different understandings on application (de Haan & Nieb, 2012).

Hamlin et al., (2004) argued that for today's leaders to be successful and effective in tomorrow's world, coaching needed to be a key activity in their leadership or management. The coaching activity was thought and believed to enhance one's ability or skill through proactive learning and development. Motivational in nature, coaching has been reported to deliver outcomes speedily and in a powerful manner (Newnham-Kanas, Morrow & Irwin, 2010).

According to the survey conducted in South Africa, only three percent (3%) of respondents scored their experience of coaching poorly on achieving goals (Hudson, 2011). Responsible for new insights leaders gain, Berg and Karlsen (2012) together with Bower and DSL (2012) indicated crucial capabilities that leaders display after coaching; making them effective as testimony of coaching effectiveness. This finding included newly promoted leaders to new positions. A view affirmed by the British IoD in 2018 as reported in the South African study investigating director development (Mans-Kemp, Viviers, Staal & van Schalkwyk, 2018).

A substantially different intervention compared to other forms of training and development, de Haan, Duckworth, Birch and Jones (2013) and MacKie (2015) indicated remarkable improvements in performance, production levels and readiness for development after leaders were coached relative to conventional training programmes. Increased improvements in productivity were reported as tangible benefits impacting organisations locally and internationally with a frequency of 53% (McGovern et al., 2001; O'Flaherty & Everson, 2005).

A familiar and common practice associated with coaching which was highlighted by Jones and Spooner (2006), as that of helping people to move to higher levels of performance. Aimed at improving performance, skill and guiding the development of leaders towards the achievement of broader organisational goals. Coaching was identified by Wise and Jacobo (2010) as an important tool in guiding the advancement of business.

McGovern et al., (2001) mentioned that coaching was a return on investment (ROI) which averaged more or less 5.7 times the original investment. This of course, in light of applicable traditional calculations, which indicated confidence in the value of coaching as an intervention. Indications from the South African National Coaching Survey (Hudson, 2011) further suggested coaching to be an invaluable experience, with a positive rating of 61%. This as a result making it the most sought after, appropriate and essential investment. According to McGovern et al., (2001) the value of coaching was significantly higher than the actual time and money that was invested.

The one-on-one collaborative relationship between a client (who is likely to be someone in a position of leadership) and a coach, (someone who provides a service to the client / coachee) was acknowledged by Kilburg (1996) and Ely et al., (2010) as an important component of the process meant to understand the client, address work related issues different in nature through the use of a wide variety of techniques.

Cavanagh et al., (2005) and Champathes (2006) on the other hand defined coaching as a shared helping, communication process between two parties, the coach and the coachee. They concurred that it was a process of aiding individuals to unlock their potential to capitalise on their performance. Wise and Jacobo (2010) together with Mans-Kemp et al., (2018) suggested the process assisted individuals to reflect, raise self-awareness; their ability to think and to work differently. Engagement in this process was also found to yield similar results in the development of leaders in South Africa (Mans-Kemp et al., 2018). The coaching was reported to further help individuals in finding their inner power and courage that will bring lasting and positive change. A process that was expected to continue until outcomes were realised and delivered (Champathes, 2006).

Coaching was also perceived to be a process with the ability to move important, valuable people within organisations further, through the realisation of their career and personal goals (Carey et al., 2011; Segers, Vloeberghs, Henderickx & Inceoglu, 2011). The improvement of performance, development and effectiveness of organisations were centered as key elements with regards to why these goals were to be realised. Cavanagh et al., (2005) and Sherman and Freas (2004) summarised the key purpose of coaching as that of generating learning, improving performance through facilitating the process of behaviour change and growth in individuals for the benefit of organisations.

Stober (2006) was similarly seen reiterating important elements quoted by the authors above. She said “coaching was about self-growth and change in individuals” drawing her assumptions from the humanistic, person-centered approach of Carl Rogers. Bartlett (2007) on the other hand tied the process in terms of its comprehensiveness and aim of enhancing effectiveness.

It should be noted that substantial differentiation existed when it came to definitions of coaching. Although emphasis varied in terms of different definitions available, the main concept or theory around coaching included a collaborative and helping relationship between the coach and the coachee (Cavanagh et al., 2005). The study was to focus primarily on coaching as defined by these authors,

a collaborative helping relationship aimed at enhancing growth, change, performance and effectiveness.

According to the non-directional approach of ask-not-tell by Whitmore (1992) quoted by Cavanagh et al., (2005) the coach was to aid the client with a journey of self-discovery. The approach asserted that the coach must be skilful in balancing the continuum of ask-tell and that of encouraging discovery of self by an individual. Further suggestions from the approach were that it was important for a coach to have a very good understanding of his/her clients' issues and their context thereof.

2.2.1 LEADERSHIP DEVELOPMENT

Bryman (2004) suggested that contributions to the field of leadership development have changed intensely from what they were in the 1970's and 80's. Bush and Glover (2004) postulated the emerging epistemology of leadership development as ranging from being specific, interventionist to contextual and empowering. A model that was found coherent with these principles and in support of leadership development was the humanist model. This model appealed the most to the current study as well as its focus was on people, their non-threatening development, interaction with the purpose of behaviour change aided by reflection on a continuous basis; all of which were concepts advocated by the study.

Although these findings are encouraging, suggesting that there is progress made Muchiri (2011) argues that more research is needed underlining in this instance the role of context as still under-researched in South Africa. He argued that to determine leadership development and the effectiveness thereof, the role of context needed to be examined. Context was already highlighted as crucial if the coach was to understand the client, their issues and for the coaching relationship to be effective. As coaching would provide knowledge in an area regarded as highly significant, it became an essential component in the learning process of leaders (Coutu et al., 2009).

This coaching approach differed from the conservative method of developing leaders in that it focused on the following key areas: (1) distinctive characteristics that each individual client brought; (2) the needs of individuals as clients and; (3) the client-coach relationship (Ely et al., 2010). The process then consequently becomes personalized and tailored specifically to individual needs, flexible enough with the possibility of effectively achieving set goals.

According to Carey et al., (2011), because leadership coaching was provided within a safe environment, an environment in which leaders can learn, grow and develop comfortably, independently and free from pressure; it encouraged new ways of behaving and thinking. This was believed and seen as an approach that would assist in the creation of a different generation of leaders, with different ideas, views and outcomes. The main aim being that of moving leaders, as important worthy individuals and people within organisations, from one phase or segment of their personal development to the next (Carey et al., 2011).

It was due to these findings that an evaluation of clients' characteristics, their context and needs with particular reference to readiness for executive coaching was considered in this study. If lessons are to be drawn from different disciplines, the approach was to assist with identifying developments and progress made within the field. Passmore and Fillery-Travis (2011) purported that the adopted approach will assist with understanding and modeling what is within the field of coaching, what is understood from experience over the years and what is not within the domain.

2.2.2 MODEL OF COACHING

While executive coaching gained popularity over the years in corporate organisations Augustijnen, Schnitzer and Van Esbroeck (2011); Bono et al., (2009) and Peterson (1996) argued that contributions to the idea or theory of coaching are still minimal. They were of the view that executive coaching was identified as more of a practice than theory with reports of about 71% indicating

executive coaching articles being published in practice journals than academia. Augustijnen et al., (2011) further alleged the absence of a theoretical coaching model that is developed in an empirical manner. However, Carey et al., (2011) came up with an integrative review of literature which saw the inclusion of peer-reviewed articles on coaching models.

A critical element identified in the integrative review conducted by Carey et al., (2011) of coaching models found to be relevant to the current study is the component on “mechanisms proposed by coaching models to achieve outcomes in the development of leaders”. It should be noted that a wide range of coaching approaches exists within the coaching arena but, obstacles and enablers have an impact on outcomes of the coaching process. As a consequence, these factors have to be identified and recognised for effectiveness and advancement of the process (Carey et al., 2011; Joo, 2005; Stober, 2006).

The purpose of our study’s focus was on factors influencing clients’ willingness to learn and change. Self-awareness, change in behaviour and learning was quoted by Joo (2005) and Stober (2006) as important elements for the success of any process or an individual. Based on the context of the study, with learning and change as primary focus areas - the consulting, counselling and transformation approach seemed aligned to a theoretical base for the coaching model that will shape and achieve desired outcomes of the study. According to these approaches, coaching interventions are effective in engaging leaders deeply enabling them to reflect, be self-aware, learn and change (Cerni, Curtis & Colmar, 2010). A view emphasized as a strong component of coaching since it provides evidence that changing how information is processed influences leadership.

In view of these conclusions, the counselling approach was seen emphasizing self-awareness, while learning outcomes were more in line with the consulting approach (Carey et al., 2011). A component on transformation found applicable to the study and in line with these deductions was intellectual stimulation and inspirational motivation. The assertion of intellectual stimulation suggests that leaders are required to be open to increase their confidence levels to solve

problems. Openness meant without fear of criticism, which would allow them to reframe established problems and apply newly gained perspectives on situations or challenges (McCleskey, 2014). It was said that this behaviour demonstrated enthusiasm and optimism which are key characteristics of change. A combination of components presented by these three (3) approaches influenced the objective of the study to examine a coaching theoretical model together with tools and / or mechanisms suggested as effective for the attainment of results.

Champathes (2006) COACH model was explored in the study and attention was drawn to the preparation stage. The assumption according to the model was that, without proper preparation the coaching journey may be compromised and it will not be easy to start the coaching process with a client.

It was recommendations from this approach that the current study attempted to focus on understanding client's issues and/or context before the coaching engagement. Champathes (2006) stated that preparations must be made to reduce the risk of resistance whilst facilitating the execution of other stages if progress was to be achieved. He asserted that gathering contextual information in preparation for coaching would ensure and assist with assessing whether clients really want and need to be coached.

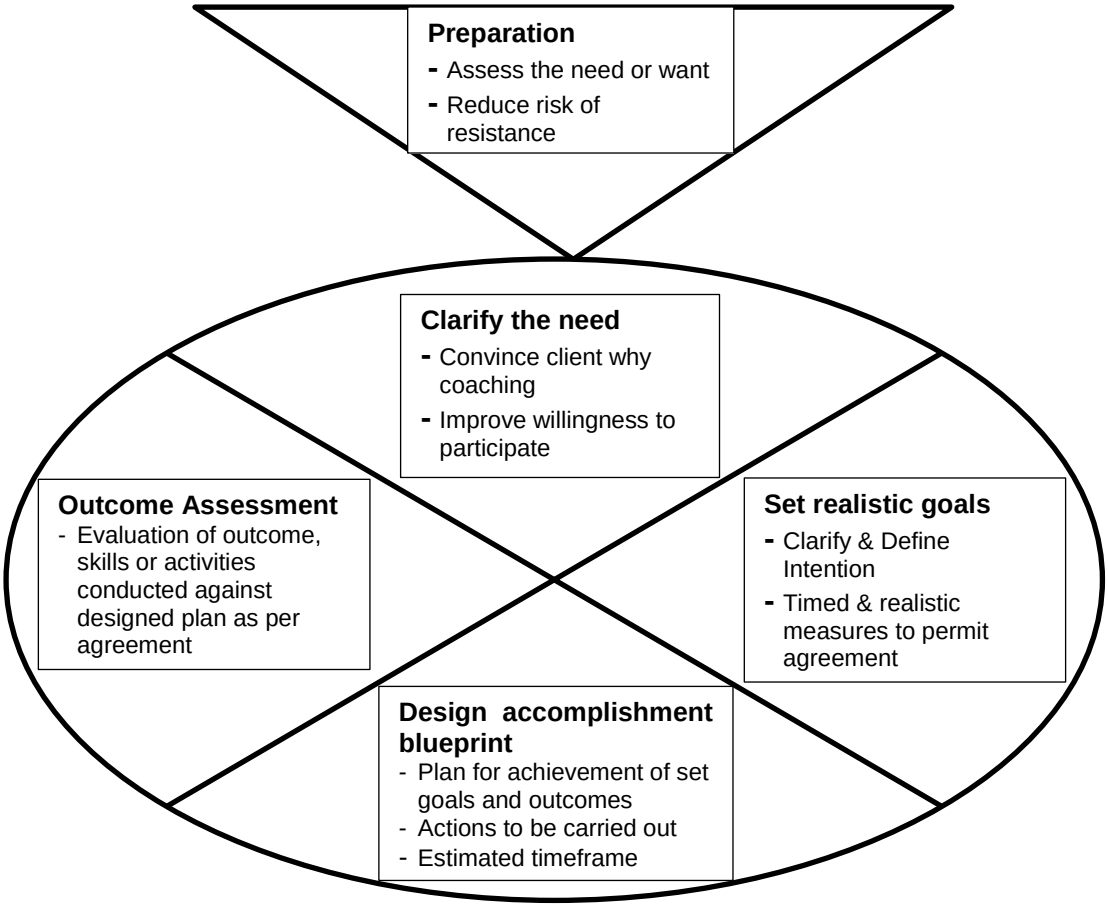


Figure 2: The COACH Model (Champathes, 2006)

In the model, the process of coaching was simplified into four processes with the preparation phase as an additional phase post the discovery of challenges that may be faced before the start of coaching.

These processes covered the following aspects: (1) coach engaging the client on why the coaching relationship was important and needed for the process. This effort was an attempt to improve clients' willingness to participate in a coaching intervention *(clarify & explaining the need);* (2) intentions of the coaching intervention clarified, defined, timed and measured where possible to permit agreement with clients. Agreement with the client was key as it was believed to assist with overcoming resistance *(setting realistic goals);* (3) in terms of a full, complete coaching intervention, designing a plan for the achievement of set goals and outcomes was key. These were to include matters such as what is to be improved or learned and how, various ways in which competency will be

identified, what actions were to be carried out and the estimated timeframe *(designing the accomplishment blueprint)* and; (4) an evaluation of outcomes, skills or activities conducted against the designed plan agreed on by both parties is central to this stage. These activities were to be demonstrated for fair assessment and feedback to be provided *(outcome assessment)* (Champathes, 2006).

Support and belief in the development and improvement of clients was also reported by Thelwell, Lane, Weston and Greenlees (2008) as key elements of the relationship between the client and the coach. These authors asserted that to enable clients' continuous development and improvement, the coach must support and believe in the client. Techniques such as observation, demonstrations or feedback were used as evaluation tools to enhance learning and transfer knowledge (Champathes, 2006).

2.3 READINESS (MODEL AND THEORY)

Insight was drawn from an older approach (participative approach) that had over a number of years been applied as a development intervention. A participative approach was explored in the study as it suggested that greater involvement of clients leads to increased levels of motivation and greater interest towards individual development (Hanpachern, Morgan & Griego, 1998). However, a large number of quoted authors Buchel (1996); Moravec (1995) and Simon (1996) argued that high levels of readiness were necessary for the participation method to work. This suggested that clients must want, be open to and ready for the change or participation in the initiative. What was clear was that, clients must be well informed and willing to benefit from coaching. The coaching experience must be seen as relevant and important to be beneficial (Passmore & Fillery-Travis, 2011).

A decade later, along this suggestion Stober, Wildflower and Drake (2006) together with McKenna and Davis (2009) views found that qualities clients bring

with from their environments or on a personal level, are powerful predictors of coaching outcomes. It was believed that these qualities have an impact on how and whether coaching happens or not. Characteristics such as values, beliefs, experience, readiness and commitment were some of the traits brought to coaching programs by clients (Ely et al., 2010). Organisations as clients were also quoted as bringing differing levels of readiness and commitment to coaching interventions by providing the necessary support and involvement.

Predictors of change such as powerful abilities, life circumstances and motivational readiness were acknowledged by Norcross (2002) and cited by McKenna and Davis (2009) as important qualities brought by clients into the coaching process. These predictors or variables and individual clients' expectations, because of their highlighted significance need to be taken into account by coaches to be able to effectively assess, establish and maintain the relationship (Stober et al., 2006).

Ascertaining and revealing these client qualities were cited by Sargent (2011) as highly significant in that they enabled and improved coaches influence and control within the coaching engagement. Without this traction it was alluded that the achievement of successful coaching outcomes will be reduced while the coaching relationship on the other continuum delayed or hindered.

According to coaching research, client factors that predict engagement outcomes were on a regular basis linked to motivation; readiness; individual styles of coping with challenges; the nature and complexity of problems they were faced with; how clients understand their developmental needs as well as their level of acceptance of responsibility (Hauser, 2009; McKenna & Davis, 2009). From these factors, motivation, understanding own developmental needs and accountability referred to as acceptance of responsibility were asserted by Hauser (2009) as necessary conditions for change. How strong or weak any of these elements are reportedly influenced an individual's ability to change.

In the leadership development and consulting psychology literature, motivation and the ability to develop was mentioned by Avolio and Hannah (2008); Hannah and Avolio (2010); de Villiers and Botes (2013) as well as Reichard and Walker (2016) as parameters responsible for readiness. In 2009, Hauser defined motivation as the coachees' willingness to put in the required effort and time to their own growth and development. Later Lawrence, Whyte (2014) and Keating, Rosch and Burgoon (2014) concurred with Hauser further stating that motivation is about the coachees' commitment to engage in an intervention.

It was said that, if a client is to engage keenly on an intervention, motivation was a requirement that necessitated them being engaged on their interests and goals. Through engagement, suggestions indicate that they can believe and see themselves as able to change and develop such that they are willing to learn even in the face of failure (Avolio & Hannah, 2008; Hannah & Avolio, 2010).

Clients' interests, goals and self-awareness were reported as some of the factors impacting motivation and the ability to develop. These factors were said to contribute towards determining readiness or a lack thereof. Hauser (2009) further stated that for coaching outcomes to be successful, they need to be congruent with clients' interests and ideals.

Defining readiness as a combination of willingness and ableness, Hannah and Avolio (2010); McKenna and Davis (2009) plus Reichard and Walker (2016) pointed out the stimulation of motivation and clients' ability to develop as vital components to enabling clients' readiness. Reichard and Walker (2016) quoted Day, Harrison and Halpin (2009) asserting that how prepared the client/leader was to benefit and learn from an intervention defined their readiness. Raising the level of self-awareness was equally stated by Sargent (2011) as enabling clients' ability to appreciate a wide array of perceptions which subsequently arouse their desire to make changes indicating readiness.

These authors argued that coaches needed to be aware of the reported factors as what was brought into coaching engagements or processes by their clients, to be able to assess whether their clients were ready or not for change.

Prochaska in 1999 was cited by McKenna and Davis (2009) asserting that any process can work towards the desired behaviour on condition that the method of intervention was matched to the clients level of readiness for change.

Theories, models and effective strategies that could be proved to advance and assist the development of clients as leaders were required by coaches; to test, explore and ensure the effective establishment and maintenance of coaching relationships (Best, 2010).

The assessment phase quoted by Nelson and Hogan (2009) was thus referred to by Best (2010) as a crucial ingredient in the coaching process. Based on the discussion of findings above, the current study proposed an assessment of clients' openness and willingness as a method of collecting data to create high engagement levels with participants.

McKenna and Davis (2009) believed that if the client experiences no barriers on the personal front, with the assistance of their coach they can swiftly move toward goal setting, trying out of new behaviours and carrying out planned goals. The said stage was also likely to provide an indication of clients' levels of readiness, and whether it is at a required high level.

An understanding of clients' level of readiness together with factors influencing their ability to learn and change on an individual level was raised as a matter worth investing in. It was mentioned that the level of readiness, it's presence or absence is a key ingredient that needs to be activated to realize the mobility to learn and change (McKenna & Davis, 2009). To increase readiness, McKenna and Davis (2009) stated that coaches must work with clients through assisting them to clearly state coaching outcomes that would be valuable to them. It was

further suggested that when clients are eager to learn and do things differently that is the critical moment when readiness is accomplished.

A moment when there's an unexpected change that feels important, exciting, pressing yet disturbing to the journey embarked on (de Haan, Bertie, Day & Sills, 2010). This moment was regarded as a turning point with clients' reportedly learning and experiencing self-awareness which are critical elements to defining their readiness. However, de Haan et al., (2010) highlighted the ability to reflect as fundamental in this critical moment, i.e what has just happened to ensuring clients do experience self-awareness (insight/understanding) and learning.

What could be determined from these findings was the dynamic of the coach-coachee relationship and the importance of the ability to experience and reflect in the moment. To reflect, both the coach and the client needed to be present in the moment to be aware of this critical moment (de Haan et al., 2010).

2.4 COMPONENTS OF READINESS

In their thinking and awareness of what clients bring to the coaching program, a question was asked around differences a coach needs to be aware of in assessing whether a client is really ready to engage in a change or coaching process (McKenna & Davis, 2009). A readiness model was proposed by Holt, Armenakis, Feild and Harris (2007) for the purpose of creating readiness and a forerunner in dealing with resistance or any envisaged change in behaviour.

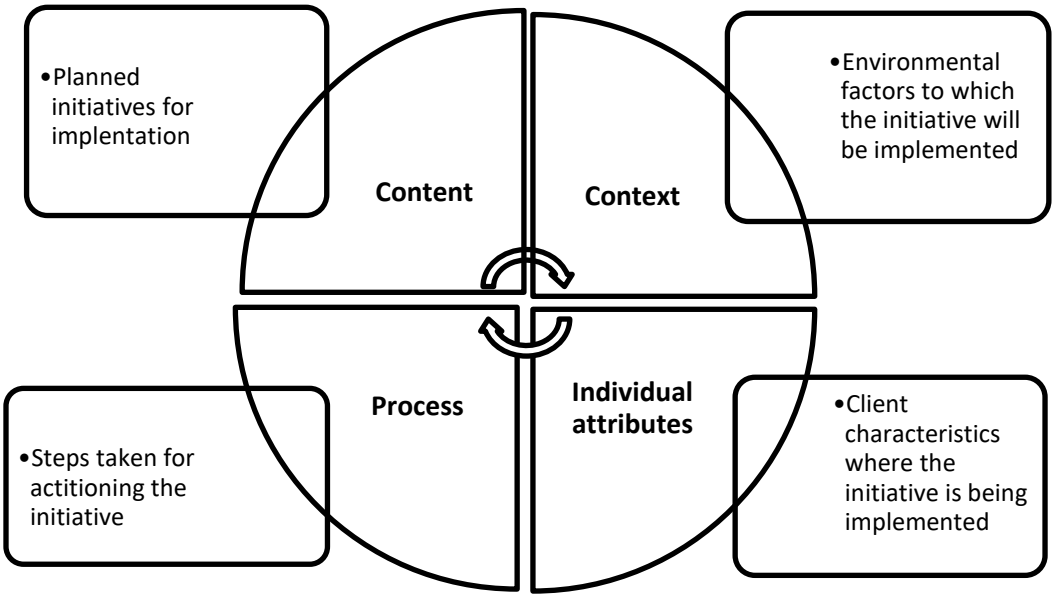


Figure 3: Readiness Model (Holt et al., 2007:235)

Armenakis et al., (1993) suggested that the coach must proactively attempt to create readiness if they were to influence individual beliefs, attitudes and intentions towards behaviour change. These individual attitudes, beliefs and intents were defined as change readiness in the management literature, highly critical as they were considered issues that determine the degree or extent of change needed at an individual level (Rafferty, Jimmieson & Armenakis, 2013).

In the study, specific attention was drawn to beliefs and intentions. The belief that change is needed together with the belief that as an individual, one has the capability to change was stated as fundamental in readiness for change. Armenakis and Harris (2002) were also quoted by Rafferty et al., (2013) concurring that change must be perceived as an inherent individual ability and that it is doable for the initiative to be effective.

What Rafferty et al., (2013) further reported which was of interest to the current study was the suggestion on individual intentions. According to these authors, intention referred to how willing and how much effort an individual was prepared to exercise in order to change behaviour. This component, was found appropriate to include in the study as it defines and is concerned with factors associated with

motivation that influences behaviour which is a key component to enabling client readiness.

The model described above as reported by Holt et al., (2007) suggested that an assessment was a step for determining readiness before the implementation of any initiative. According to the model both qualitative and quantitative methods could be used to assess readiness.

In qualitative assessments, popular techniques that a coach could utilize were interviews or observations as they are mainly impressionistic, and can be adapted to the context in which the coaching occurs (Holt et al., 2007; Nelson & Hogan, 2009). These impressions were noted as the foundation upon which coaching relationships were established, goals set and thereby providing rich information specific to the change effort. Nonetheless, quantitative methods (questionnaires e.g personality testing and 360º feedback) still outweighed the initial instruments in that they could 1) provide large volumes of data in a short period of time; 2) systematically and strategically identifying strengths and development areas in a validated manner and 3) improve and fast track the coaching process which would explain why these methods were gaining popularity in coaching. The issues of reliability and validity of quantitative instruments were also readily covered and easily accessible relative to qualitative methods (Holt et al., 2007; Nelson & Hogan, 2009).

It was purported that assessments enable leaders and coaches to identify possible gaps around their own expectations against those of others regarding the change initiative. The model suggested that identified gaps must be closed or resistance will be experienced, threatening the implementation of a change initiative.

Readiness according to the model was measured from the following point of view: (1) content - what is to be changed; (2) context - conditions and/or situation under which the change is to occur; (3) process - how is this change to be put in place and; (4) individual characteristics - different qualities of those individuals asked to

change (Holt et al., 2007). Elements referred to on the model were of importance to the study as they promised the foreseen, general view of assessing clients' readiness sought by the study.

A Client Readiness Checklist from managementhelp.org/misc/readiness-for-change.pdf made reference to a coach determining the clients' level of readiness prior to any engagement. This notion was seen to be supported by Holt et al., (2007) as well. How readiness for change was described by Holt et al., (2007) and Rafferty et al., (2013) was, a multi-dimensional construct. These authors outlined beliefs such as (1) the necessity of change; (2) the appropriateness of change; (3) the capacity to implement the change; (4) commitment to the initiative through management/organisational support; and (5) individual, personal benefit as factors influencing clients' readiness for change. Important to note about these themes was their alignment to the readiness model and important links were found with regards to what's to change, terms under which the change occurred, how the change happens and individual qualities of clients.

A different perspective from Barnett & Davis' qualitative scale for measuring readiness intended for coaching were noted, highlighting the following factors as influencing clients' readiness - motivation to change; openness to experience or feedback; learning orientation; self-efficacy and self-awareness; intelligence and conscientiousness (thoroughness). These elements similarly touched on some components of importance in the study referred to as factors brought by clients into coaching.

The coaches task according to the qualitative scale was to improve and increase clients' readiness on any of the measured scales (McKenna & Davis, 2009). Similarly, Steele (2011) highlights that clients' movement through the cycle, wherever they are in that moment as a step to be accepted by the coach as part of their roles in enhancing clients' readiness. This emphasis was based on the view that "change is a process, not an event" (Steele, 2011: 192).

2.5 CONCLUSION OF LITERATURE REVIEW

From the literature review, what was evident was the progression of coaching as a much-desired intervention for leadership development within organisations or business. The responsibilities and challenges that coaching within industry have, were stated firmly by different researchers with input from varying fields of study. Literature on coaching including leadership development, provided significant insight into what is within the profession. Guidance was also provided on what factors would have great impact on coaching prior the engagement process and on leadership development if the coaching intervention was to be appreciated as valuable.

The identified gap of coaching needing a holistic and solid approach formed basis for the study. Particular interest was drawn to client readiness with an exploration of factors around this phenomenon to understand clients as individuals, their characteristics and contexts prior to coaching. It was believed that the posed sub-problems will provide further insight on factors influencing readiness of clients with regards to their willingness or openness to participate in a coaching program.

2.5.1 SUB – PROBLEM 1

How did a clients' level of readiness influence their willingness to participate in a coaching initiative?

2.5.2 SUB- PROBLEM 2

What elements of readiness contributed most to clients' level of readiness for coaching?

CHAPTER 3. RESEARCH METHODOLOGY

This section outlined the method that was used in the study for research. Literature on qualitative research method was reviewed together with literature on research design and instruments. Information on data collection, the analysis and interpretation thereof were discussed concluding the issues of reliability and validity of the study.

3.1 RESEARCH METHODOLOGY/PARADIGM

Bryman (2004) stated that nowadays, a wide range of methods are displayed within the research field compared to previous years. Qualitative complexities and a wide range of methodological approaches that include triangulation were identified by Ponterotto (2005) as emerging movements said to top research development over the coming decades. Ponterotto (2005) quoted Gergen's (2001) declaration that for the profession to grow in terms of knowledge and impact on societal contributions, researchers needed to broaden their research methods, intellectual and theoretical perspectives too.

For the current study, a constructivism-interpretivism research paradigm was drawn on to set the context for the study due to the method of gathering data that was sensitive to experience and context. The purpose was to view the narrative as presented by research participants against their standpoints as individuals and the context set. The approach as a result, guiding the research design to understanding the deeper meaning of phenomena in its unique context as experienced and lived by individual participants (Bhattacherjee, 2012; Maxwell, 2004; Ponterotto, 2005; Tuli, 2011).

Reality, according to the paradigm was assumed to be diverse and subjectively created by individuals through meaning and understanding they develop overshared, first hand engagements with others in society (Bryman, 2004; Guba & Lincoln, 1981; Tuli, 2011). It was proclaimed that who we are and how we as

individuals understand the world around us was central to the construction of understanding and meaning of ourselves, others and the world.

Through interaction with research participants, data was collected methodically, structured and interpreted in the context of what the study intended to explore (Malterud, 2001). Guba and Lincoln (1981) were of the view that through interactions individual constructions of reality can be produced and enhanced. Believed to be an insightful process in which knowledge can be shared and argued, transference of information to other studies outside the current research setting was a possible prospect (Malterud, 2001).

In support of the quoted view Lincoln and Guba (1985) referred to Mill's (1843/1906) idea that scientists from other fields, particularly social scientists, must follow mathematical scientists' research approach. The view implies that any form of research, must be based on theoretical and philosophical principles if they were to be of value or to see fast growth and maturation.

The select research paradigm was also noted for its envisaged contribution to the improvement of understanding and interpretation on factors that may have an influence on coaching (Creswell, Hanson, Clark Plano & Morales, 2007). The study may generate further thoughts around additional phenomena, drawing on the extent of their influence and the probability of further future research being needed (Bhattacherjee, 2012).

Malterud (2001) indicated that when qualitative research methods are applied, the quality of science can be maintained. Due to the explorative nature of the study, qualitative research was the most suitable method for systematically collecting data, organising and interpreting it in context to explore meaning of phenomena under study.

3.2 RESEARCH DESIGN

A narrative, qualitative approach as a design method was used for the study as the approach focused on individuals and their specific stories (Creswell et al., 2007). The constructivism - interpretivism paradigm as alluded to by Tuli (2011) indicated that individuals experience, construct and interpret the world through their interactions with each other and social systems as a whole. This together with the notion of inquiry to gain deeper understanding of phenomena, is what appealed the most to the purpose of the current study, influencing resolve on the approach.

It was said that through inquiry, the interpretation of real world experiences and situations as lived by individuals would be applied as described, revealed and clarified by researchers. There were also suggestions from Tuli (2011) of limited manipulation, control and mistaken data. In exploring phenomena (client readiness) for the current study, every endeavour to interpret clients' experiences as articulated were made, reporting the truth and quoting real life experiences from clients' (participants) viewpoint to understand the phenomena without generalisation. So it is believed that every attempt was made to be sensitive to their stories, what they felt was important and the meanings they attributed to them. The alleged interpretation in the current study was to be achieved through conversations held that were in the form of interviews conducted with research participants.

Duff and Bell (2002) as well as Tuli (2011) believed the approach further offered individuals an opportunity to create meaning, participating in knowledge construction from what they know in practice by describing phenomena as experienced in as detailed, rich and conceivable a manner as possible. Research questions posed to participants were semi-structured which allowed them to freely express their views and as such provide their own account of the truth and what reality is.

From the articulated stories, data giving account of individual experiences, how they understood and interpreted their experiences for creating meaning was gathered from research participants. The construction of stories by participants was such that it supported the interpretation of their experiences mediated through the perceptions of the researcher (Duff & Bell, 2002). As a researcher, while listening to participants stories I realised that I had to be aware of my preconceptions and thinking process if I was to highlight important data and reformulate it (Caudle, 2004; Patton, 2002). Being continuously conscious of my own thinking aided me in each interview session to reflect and distance myself from the process.

Data aimed at improving this understanding and meaning of phenomena i.e. client readiness, was collected using a combination of techniques such as field notes which incorporated my observations and concerns as a researcher, a questionnaire with open – ended questions to create new and unexpected insights as well as face - to face interviews with voice recorded responses (Bhattacherjee, 2012). These techniques or tools were to collect as much and varied data as possible to inform the generation of possible understanding, appreciation and awareness about the phenomena under study.

In analysing the collected data, the content of articulated stories was a focal point considered. Voice recorded interviews were transcribed to enable the analysis of data. The transcripts were read by the researcher to engage with the data so as to get a sense and understanding of reported individual participants' experiences. Text from transcripts was divided into segments that were treated as units to be analysed (Bhattacherjee, 2012).

Units identified as key information to the study were highlighted and sorted in terms of relevant from irrelevant. Patterns and trends were then identified to construct a framework of what the data was revealing (Caudle, 2004). These patterns were coded to recreate and express research participants' experiences. A table with some of the derived codes with excepts from the research participants is presented in Chapter 4 when presenting results.

The coding process was computerised via a standard software program, Atlas ti. From these codes, categories were then developed to tie together similar or related units, most often reported and in a particular context (relative to the study) to extrapolate meaning (Bhattacherjee, 2012; Thomas & Magilvy, 2011; Thomas, 2006). However, in identifying similar patterns and trends and as more data was revealed, divergent themes also emerged (Caudle, 2004). But common, recurring patterns reported by research participants were clustered together to generate general themes. The notion of generalization of themes appealed the most to the current study as it allowed for shared interpretation whilst preserving the distinctiveness of each individual (Thomas, 2006).

It is through the analysis of data that attempts were made to uncover and interpret with certainty and authenticity experiences of individuals from their viewpoint to convey understanding of phenomena under study. It was discovered that the generated themes assisted the interpretation process in that meaning expressed by one research participant made it possible to understand and make sense what was conveyed by the next participant (Thomas, 2006). When themes were analysed, what was similarly noticed is how each participants' expression fitted into a particular theme.

Interpretive designs depend on qualitative data at most times because of the familiarity of the approach to research participants (respondents), and due to the flexibility it provides to the researcher in discussing and exploring issues. In the study, a narrative qualitative approach was employed to explore and understand phenomena. Some of the challenges with the design method may have been around integrating data from the different perspectives presented by research participants without adding my own preconceptions as the researcher, reducing it methodologically and systematically to the context of the study and interpreting the differing themes (Bhattacherjee, 2012; Malterud, 2001).

3.3 POPULATION AND SAMPLE

3.3.1 POPULATION

The Executive and Senior Management of corporate organisations in Gauteng (Johannesburg and Pretoria - South Africa) was the select sample of our study.

3.3.2 SAMPLE AND SAMPLING METHOD

Executive and Senior Management within organisations were purposefully sampled to achieve maximum variation (Sandelowski, 2000). It was argued that variation will allow the exploration of phenomena under study that was common, exclusive or exceptional through expressions made by different participants.

Criteria to which these leaders were matched against referred: (1) responsibility of modeling future the organization; (2) developing policies and procedures to ensure the strategic achievement of the organisations' set objectives; (3) ensuring the implementation and; (4) a minimum of two managers, a level below the executive or senior manager reporting directly to them. The notion of purposefully sampling management, was with the aim of obtaining information rich enough to support the purpose of the study (Sandelowski, 2000).

Networks of colleagues including former colleagues were contacted to recommend executives and senior management within their organisations who could be contacted to request their permission to participate in the study. Some executives and senior managers were contacted through the social media platform (LinkedIn) as an alternative, should the initial group targeted not be available or not be willing to participate in the study.

Formal requests for participation in the study were concluded on e-mail correspondence to ensure an official request and authorisation process was followed in inviting participants. For some respondents, a formal permission request letter to conduct research was sent to the Head of Human Capital. This was also to ensure access and proper business authorization processes were

followed preceding contact with the executives or senior managers of the specific organisation.

All participants were provided with consent forms informing them of the study, their participation, issues of confidentiality, risks and benefits as well as contact persons to whom they can contact should they have concerns or feel they've been harmed in any way. Consent forms were completed and signed by participants granting their authorisation to participate in the study.

It was anticipated that the required number of participants will be found. However, it was acknowledged that this may be a challenge when the issue of barriers in females entering senior and top management positions is considered. Although South Africa has been reported as doing much better than its' global counterparts on women representation in top management, indications pointed out that there's 21.6% women representation in executive management (Africa, 2011).

With regards to senior management, the UCT news report of 2017 (https://www.news.uct.ac.za/article/-2017-06-21-sa-women-not-ready-for-leadership-positionsa) showed that women only held 28% of those positions while the rest of these position were held by males. These findings suggest that businesses today are still predominantly run by male teams due to the underrepresentation of females in top and senior management roles.

The uneven focus and distribution in the number of research participants/respondents at executive and senior management level in the study was subject to suggestions and findings of reports on South African management matters. The allocation was an effort to securing fair representation and the required number of research participants.

Table 3: Proposed table of respondents

Location	Respondents Title	Number to be sampled	Gender
Gauteng (Johannesburg/Pretoria)	Executive Manager	8	5 Males; 3 Females
Gauteng (Johannesburg/Pretoria)	Senior Manager	8	3 Males; 5 Females

Regardless of the study envisioning to sample executives and senior managers in corporate South Africa, the sample was limited to management in the Gauteng region for convenience purposes.

3.4 RESEARCH INSTRUMENT

A semi-structured interview guide was used to explore readiness for coaching. Readiness questions were also asked, adopted from the readiness checklist (http://www.managementhelp.org/misc/readiness-for-change.pdf) to determine clients' level of readiness for change as referred to in the study. A few of the readiness checklist questions were re-phrased to ensure alignment to the purpose of the study.

The interview questionnaire was developed through understandings from the literature information on coaching and readiness which included the readiness assessment checklist.

3.5 PROCEDURE FOR DATA COLLECTION

Interviews were pre-arranged one-on-one with the respective executives and senior management. These interviews were scheduled to take place at their corporate offices to preserve the business environment. This approach facilitated an opportunity to observe the executives or senior management work environment. The interviews were voice recorded and handwritten notes were also taken during the interview.

Physical surroundings of the office space and environment were observed. For example, the layout of the office - was it an open plan setting; how staff communicated and interacted – were they formal or casual in their interactions. Data was, through field notes, also collected on the body language and gestures made by the executive and senior management during the interview process.

3.6 DATA ANALYSIS AND INTERPRETATION

Altheide (1987) and Morgan (1993) were cited by Sandelowski (2000) regarding the analysis of verbal data gathered through conversations with participants. These authors suggested an analysis of verbal data to summarise the content of stories told. This strategy was called qualitative content analysis as the analysis resulted from the content, the data.

According to Thomas (2006), the verbal raw data were to be adapted into textual raw data for purposes of condensing it into a summarised format. Clear links were to be established between summarised findings derived from the raw data and the research objective in order to create reliable and valid findings. From this raw data, detailed readings to develop codes and themes were methodically applied and deductions made to generate insight about the data gathered (Sandelowski, 2000).

Patterns or any irregularities in the data were highlighted followed by the interpretation of these patterns to understand what they meant. The approach, as indicated by Thomas (2006) allowed the inductive analysis of the raw data such that research findings emerge from recurrent, important and central themes built into the raw data.

3.7 LIMITATIONS OF THE STUDY

The study depended on participants' availability and their consent to participate in the study. Commitment in terms of time required from participants, an hour (1

hour) out of their busy schedules to relay their experiences was a challenge (Duff & Bell, 2002). However, commitment and honouring of appointments as per agreements were attentively observed.

Close collaboration with participants was required and this may not have been achieved. Participation was voluntary and co-operation was thus attained in as far as consent was granted and up until the interview was conducted.
Fair representation with regards to gender and seniority of management or executives was not guaranteed with certainty. While every effort was made to obtain fair representation and consent, cancellations or withdrawal from the study were inevitable.

Naturally, stories expressed by research participants were unique and personal with a lot of different sides to it. Subjectivity from the researcher was likely to be evident around constructed stories (Duff & Bell, 2002). This suggested that meaning and understanding may be imposed on participants lived experiences of phenomena under study.

3.8 VALIDITY AND RELIABILITY

To judge the quality of data gathered in the study, Daniel and Onwuegbuzie (2002) plus Golafshani (2003) recommended reliability as one of the key features used by researchers. In measuring the quality of data, these authors also highlighted the following criteria as essential: (1) credibility or dependability; (2) consistency of the evidence; (3) integrity and neutrality of the data as well as; (4) the ability to provide alternate explanations or applicability. Daniel and Onwuegbuzie (2002) together with Golafshani (2003) identified these features of data as elements that may affect reliability.

Definitions of these terms varied from one approach to the next. According to Daniel and Onwuegbuzie (2002) consistency of evidence referred to the degree that the collected data can be regarded as trustworthy and free from internal

contradictions. Some issues addressed by validity were also said to be covered by this concept.

Data integrity was also regarded as an equivalent of consistency of evidence. Standards introduced to judge this consistency were: credibility, transferability, dependability and confirmability. Guba and Lincoln (1981) also proposed credibility and confirmability as criteria in qualitative research to ensure the reliability of the study. The issue of dependability will be addressed through the triangulation of data. Theory on readiness was used to obtain evidence that corroborated findings and increase trustworthiness (Daniel & Onwuegbuzie, 2002). Triangulation may also provide illogical and unexpected results. Although contradictions were common outcomes of using triangulation, it may well be that the data was misunderstood by the researcher.

According to Guba and Lincoln (1981) the approach indicated the ability to be holistic. Clarification, summarisation, awareness and adaptability are outcomes that may be provided to clients' circumstances and environments.

3.9 ETHICAL CONSIDERATIONS

The following ethical guidelines were considered in the study in line with research and university requirements:

Informed consent – sufficient information about the study was shared with research participants affording them the opportunity to make a decision on whether or not to participate in the study. This included information on voluntary participation and that no penalties are applicable should they decide to withdraw or not participate in the study.

Confidentiality and anonymity – their right to privacy was reflected on and that participation was to be safeguarded by using only initials in the study when referring to their views.

Benefits – the issue of whether research participants will benefit from participating in the study was explained and clarified. Although there might not be a direct benefit for the individual, but that the research study will be extremely beneficial to the coaching society in South Africa.

Ethical clearance to proceed with the study was granted by the Wits Business School Ethics Committee and every effort was made by the researcher to adhere to universities Code of Ethics.

CHAPTER 4. PRESENTATION OF RESULTS

4.1 INTRODUCTION

A profile of respondents interviewed and results of the interviews will be presented against the research proposal submitted. Data from the interview questions was analysed and coded to summarise the collected data. These codes were derived from questions in the interview guide as well as the literature review, a sample of which will be shared to demonstrate how research participants' responses were grouped together.

However, in presenting the data – main themes that emerged from the results will be presented. Results pertaining to the research questions will be shared in the context of the study, illustrating elements of influence on each question (sub-problem). Some personal reflections impacting results presented will also be included in the presentation. To conclude the chapter, a summary on the results is provided to end off the reports.

4.2 DEMOGRAPHIC PROFILE OF RESPONDENTS

Eleven (11) Executives and four (4) Senior Managers were interviewed for the research as opposed to eight (8) per category as initially proposed. What was of note was that of the eleven (11) Executives, eight (8) were males and only three (3) respondents were female Executives. From the Senior Managers category, females were a majority with three (3) representatives relative to one (1) male representative.

A voice recorder was used to record the conversations and some variation was achieved according to Sandelowski (2000) allowing the exploration of phenomena under study. Common and noteworthy expressions were made by different participants as anticipated in the proposal.

Only two positive responses were received from LinkedIn, the social media platform. However, through these social media respondents' further referrals were received on possible executives who would be interested in the study. These contacts did not nonetheless yield any positive results. All the other respondents to the study responded to the e-mail correspondence they received. However, the anticipated sample distribution in terms of gender and leadership roles (executive and senior manager) was not found.

Table 4: Sampled table of respondents

Location	Respondents Title	Number Sampled	Gender
Gauteng (Johannesburg)	Executive Managers	11	8 Males and 3 Females
Gauteng	Senior Managers	4	3 Females and 1 Male

Table 5: Profile of sampled respondents

Interview No.	Name	Title	Gender
1.	LM	Executive Manager	Female
2.	NM	Executive Manager	Female
3.	PMOC	Senior Manager	Female
4.	CF	Executive Manager	Male
5.	NG	Executive Manager	Male
6.	WM	Senior Manager	Male
7.	YL	Executive Manager	Male
8.	AJ	Executive Manager	Male
9.	TS	Executive Manager	Male
10.	AdP	Executive Manager	Female
11.	JF	Senior Manager	Female
12.	ES	Executive Manager	Male
13.	TM	Executive Manager	Male
14.	PM	Senior Manager	Female
15.	ZV	Executive Manager	Male

4.3 DERIVED CODES

The process of coding the data involved naming patterns of expressions from research respondents. These expressions or utterances were broken into parts, closely examined for any similarities and/or differences. The analysis also included the process of questioning what phenomena was reflected in those expressions (de Vos, 2005). Similar phenomena were given the same name and only then was it possible to see patterns forming from which categories could be created.

Codes were categorised and clustered into themes which will be presented in the section pertaining to results. Some of the codes created in the study were: i) assessments in coaching, ii) impression on readiness or iii) approach and introduction to coaching.

Table 6: Codes with excerpts

CODES	Participants Responses / Quotations
i) Assessments in coaching	"The assessment, I guess yes I think it is important provided it is explained very well. Because it's like a test or exam, you fail or you pass. And you are tested on something that could be… maybe you have a limitation". [P2: Interview 1 (LM)]
	"we could form a relationship off a zero base. So that was advantageous for me. There was no pre-conceived ideas from her side on what I am. I do think what was beneficial for me is that she let me talk about personal stuff". [P3: Interview 10 (TS)]
	"Also for me in terms of understanding you needs in your career, it's important then to do assessments around what's your real needs" [P4: Interview 11 (AdP)]
	"I think for me it's a good tool, depending on who it gets sent to, because remember also we have... there are perceptions, there's truth, and there's also you know,

	people not… disliking a person, and given them... and so if it's balanced it's a good tool. Yes, if it's balanced it's a good tool". [P8: Interview 2 (NM)]
ii) Impression on readiness	Make. Excite me to become, to want to raise my hand and say: "Coach me" and not this just saying for your decision right" [P18: Interview 7(WM)]
	So that's why the issue about readiness or not ready is neither here nor there. It could be so, but it may not be so. [P10: Interview 9 (AJ)]
	"So you already say you know what, I've got ambitions and the people around you are registering. He thinks you know, or she thinks right, and careful the way they articulate themselves. It comes from a lot of engagement". [P16:Interview 4 (CF)]
	"It's a developmental thing. I think it talks to the person that wants to be better than themselves". [P18: Interview7 (WM)]
iii) Approach and introduction to coaching	"I started the programme, the coach contacted me, we had an initial preliminary meeting, around the introduction of the coach, what do they do, how do they assist you etc.?" [P1: Interview 6 (ZV)]
	"the first thing is the whole education about the coaching. What it's meant to do and how" [P2: Interview 1 (LM)]
	"mission for this coaching was work but work is only one part of the person and when you talk about the person, it did flow over to my personal life, although the coach kept it nicely controlled so that it doesn't become only home" [P3: Interview 10 (TS)]
	we had, we were assigned two coaches, so a personal coach okay? [P5: Interview 12 (JF)]

4.4 RESULTS PERTAINING TO RESEARCH PROBLEM 1

This section will consider how research findings answer the first research sub-problem presented by the study. Clients level of readiness was an element found to impact clients' participation in a coaching intervention. How this readiness influenced the willingness of clients towards participation in a coaching intervention is a question the study ought to answer.

Four factors impacting on a clients' level of readiness are depicted on *Figure 4* below. These factors have been indicated as influencing whether clients will be willing or not to participate in a coaching intervention. What each factor entailed is presented with direct excerpts from research respondents/participants. Each participant was referred to by initials as well as the interview number. This was to ensure their anonymity and confidentiality.

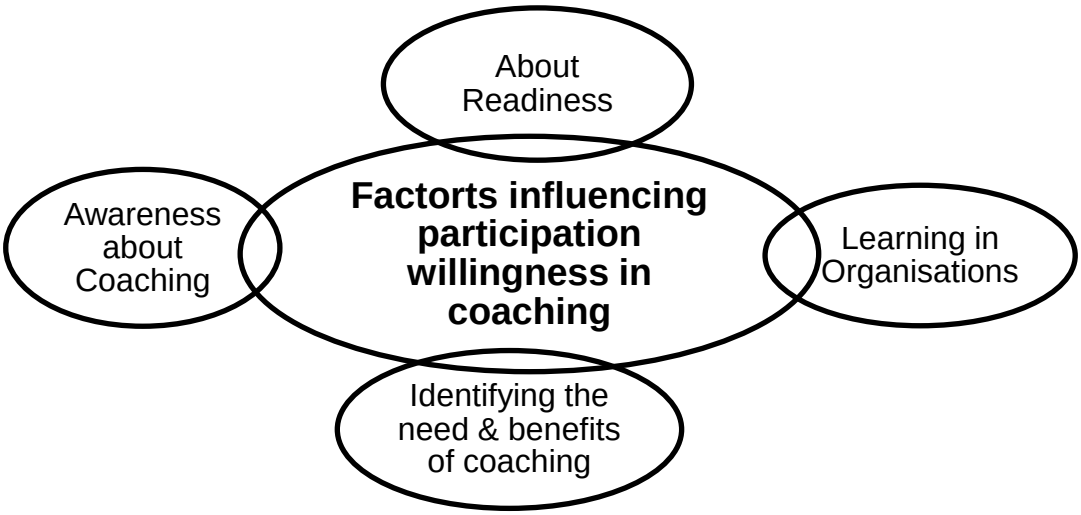


Figure 4: Readiness factors influencing willingness

4.4.1 About Readiness

Participants responses on readiness and how they knew or would have known that they were ready for coaching are cited as follows:

LM (Interview 1) - “Being ready for coaching, it entails a presence of anxiety that creates a need to get help, the sense of imbalance was saying that something needs to happen. For the whole process, the whole issue of readiness for coaching, is something that needs to be… to be selfish, for someone to want to be coached. As people are having these selfish things of benefiting, they are more ready, they want it. They want it”.

ES (Interview 13) – “It’s based solely on hunger, a need for something having that frustration of wanting to change something, to need something and you as an individual knowing what gaps do you have?”. “I got to a point where I was frustrated, I had a very clear path until the political landscape changed within the business. You know you get to a point where you feel like... Something is missing”.

ZV (Interview 6) - “But I’d sort of reached a point where there were certain things that just were not coming right, if I can put it that way”. “I think I… at the point where I was, I needed to have an independent perspective of someone who could tell me the rights and wrongs of what I was doing”.

TS (Interview 10) - “You want to want. You have to want to make your situation better. You wanted to work on things”.

NM (Interview 2) – “It starts with a person acknowledging first that there is a need for them to go through the process to help them with whatever it is that is there. “If in that conversation, they are able to realise that they’ve not met the expectations, or we’ve not aligned in terms of what we needed to achieve, between ourselves, and they acknowledge their mistakes, and they can see that there’s a gap, I think somebody like that is ready”.

AJ (Interview 9) – “It’s this comfort when I detect that there’s a problem and there’s an error. It creates discomfort because for the last 50 years I have done this thing in this way, and a realisation hits me it’s actually not producing the results. How do I keep on doing it the same way over, but it’s not producing the results?”.

According to reports from research participants, an individual has to be ready to engage in an initiative. Avolio and Hanna (2008) and Keating et al., (2014)

concurred with this view stating that for an individual to build their capacity, they must be ready and motivated to engage with that developmental experience.

4.4.2 Awareness about Coaching

The introduction and approach to coaching was described by participants as one that still requires education. A need for education about what it is, what it's meant to do and the different types of coaching was raised. Excerpts indicating how research participants were introduced and how they got to know about coaching reveal:

LM (Interview 1) – "It was something that I was advised, by somebody external to the organisation, who happened to have been involved in the recruiting for the position. I was new in this position, and this person then said they would advise that I get coaching".

TS (Interview 10) – "I was referred by my employer. So there's a few development areas that they've identified and they thought that this would be good for me to talk about those things at the coaching".

AdP (Interview 11) – "I actually went out with a guy, we were good friends and we had a relationship, not really a serious relationship and he was hijacked and he then said to me he saw this person and she helped him a lot because he went for trauma counselling and maybe it would be good for me to meet her. It wasn't that I was looking for a coach, it was more just a conversation and it sounded like an interesting person, yes. It was a softer introduction for me in terms of what coaching is all about".

PM (Interview 15) – "Okay, I was introduced to coaching while I was at Uni. So it's a while back, and it was the PVC leadership process and then we were given that opportunity to have a coach for that period".

NM (Interview 2) – "So I knew the tools of counselling, and just out of interest, I sort of read, and whilst I was reading I came across you know, counselling, coaching, mentorship. And I sort of tried to understand the difference, because a lot of people still think mentoring and coaching is counselling".

NG (Interview 5) – “I think my first exposure has obviously been with my current organisation, where for the identified criteria that they use to select candidates to go through, we qualified for second intake to go through the coaching program”

Based on the current research finding, organisations were reported as central in introducing executives and senior managers to coaching. Although there were research respondents who indicated referral by friends or knowing about coaching in some or other manner, introduction through organisations was more prevalent. A study conducted by COMENSA though agreed with the notion of coaching being self-sourced (Hudson, 2011).

How individuals were introduced to coaching was not mentioned except that coaching in organisations was used for frequently with Executives, Senior Managers and High Potential Employees as a stand-alone initiative.

4.4.3 Identifying the need and benefits of coaching

With regards to seeking coaching as an intervention, participants reported seeking coaching personally, being approached, referred or that it was recommended in one way or the other. These scenarios are described as follows:

NM (interview 2) – “One was where I personally went out looking for a personal coach, because I was going through some issues in my life. And the reason why I felt that I needed coaching was because I understood… I’ve always had this passion around coaching, I understood it’s not just about counselling, it’s about equipping one to be able to you know, deal with whatever challenges that they deal with, but also to sort of help you to use the tools that you have without you knowing that you have them”.

WM (Interview 7) – “You come back without even realising you develop the listening skills and the speaking skills and then in that process you already become a better person because at the level of conversation”.

JF (Interview 12) – “I knew it was coming right, so in that case if you don’t look if you don’t want to either you can’t do the whole thing, you need to either sign up and do it or not. So I got started off this whole coaching thing going look these are

my plans, this is what I've got and before I could even realise I was, I started sharing personal stuff and I'm not, I talk a lot and I'm very opinionated but I don't share my personal stuff right?"

TS (Interview 10) - I was open. I was so negative about my life and my work here that I thought I've got nothing to lose to go there and I knew it was positive for my friend and I thought it's something. It's going so bad and I knew that it can't go any worse and it can't go on like this. So I was really saying to myself okay there's this opportunity".

LM (Interview 1) – "But the second time I felt the need to have coaching again, after the first experience. So I felt I do need to develop in some areas, although I was already in the organisation, a little bit more comfortable, but I felt there are some dynamics that I need coaching on".

Kombarakaran, Yang, Baker and Fernandes (2008) said attaining individual goals is affected by identifying patterns of experience and behaviour, creating new perspectives towards these behaviours or experiences. Based on research findings, identifying your goals and realising that you need help contributed to how an individual received and valued coaching.

4.4.4 Learning in Organisations

A description of the concept of learning and development as well as details of how it happens in organisations was defined. The closest quotations to this learning were:

AJ (Interview 9) - "And Action Science would say that learning is to recognise. That learning disposition is about recognising and diagnosing that the way that I am doing this thing now is no longer working. So it's detection that there is an error. That there is a problem. There is a second part to that learning and learning disposition is then to step into a space to correct the error. It's not good enough just to see that there is a problem. You then have to step into a space to say: How do I open myself to a situation in which I can begin to correct the error?"

JF (Interview 12) - "It's focused at a very senior level and I think here's the thing right well they said bend the tree when they are still young".

TS (Interview 10) - “It was a formal referral and a formal engagement and formal feedback and I think that’s fine for me. This was initiated by the company. So the company has a right to say we think this is his development areas”.
NG (Interview 5) - “In this particular instance for it to be seen as an opportunity for you to further you know, your development on the basis of how well you have performed in the past”.
CF (Interview 4) – “I think coaching should be introduced almost as a defective standard in terms of this is how we groom people for these higher levels right, and maybe it’s something that you could offer as an organisation to say that when you right, we will then assist you in this manner because we know the demands at this level are great”.
YL (Interview 8) - “So if I can develop and help people and I see them growing, great. That’s what makes me happy”. So, if personally. I mean what are we? What’s the meaning of life if you can’t leave a legacy with you?”

4.5 CONCLUSION

According to the findings reported above, identifying and acknowledging the need for help i.e coaching is of paramount importance in defining readiness and elements of value impacting it. Deductions from both male and female respondents suggest that it is indeed about readiness, openness and wanting to learn and grow together with identifying benefits thereof. All these factors are said to influence clients’ willingness to participate in a coaching intervention. However, based on the analysis of data and personal reflection after interviews were conducted with research participants, impressions were that participants who are / were coachees are sometimes persuaded into the programme because that is what the organisation believes they need, rather than whether they are ready for the learning or the change.

There was agreement from both genders in executive and senior manager level that clients have to be ready, want to learn and develop themselves before they can be willing to participate in any coaching intervention. If they are persuaded or

forced into the intervention, the entire process ends up being about compliance and wanting to address concerns thought to be of importance to the other party i.e. the referrer or initiator of the intervention. However, in some instances, despite being persuaded and not identifying or perceiving a need for coaching on a personal level, reports suggested that the journey helped clients to realise that coaching works and just how much they needed the intervention.

The realisation and acknowledgement that there is a problem was seemingly central to creating awareness which indicated readiness. Without this readiness, it can be concluded that clients' willingness to participate in a coaching intervention will be hampered or influenced in a negative manner. Commitment, goal setting and prioritisation was said to influence the role of coaching and behaviour change in individuals (Kombarakaran et al., 2008).

4.6 RESULTS PERTAINING TO RESEARCH SUB - PROBLEM 2

The second sub-problem identified in the study was to answer what elements of readiness contribute to clients being ready for a coaching intervention.

Elements of readiness contributing the most to clients' level of readiness are illustrated in *Figure 5* below. Research participants reported these elements as contributing the most to the level of readiness clients' display for a coaching intervention. Each element is described below as per interviews conducted

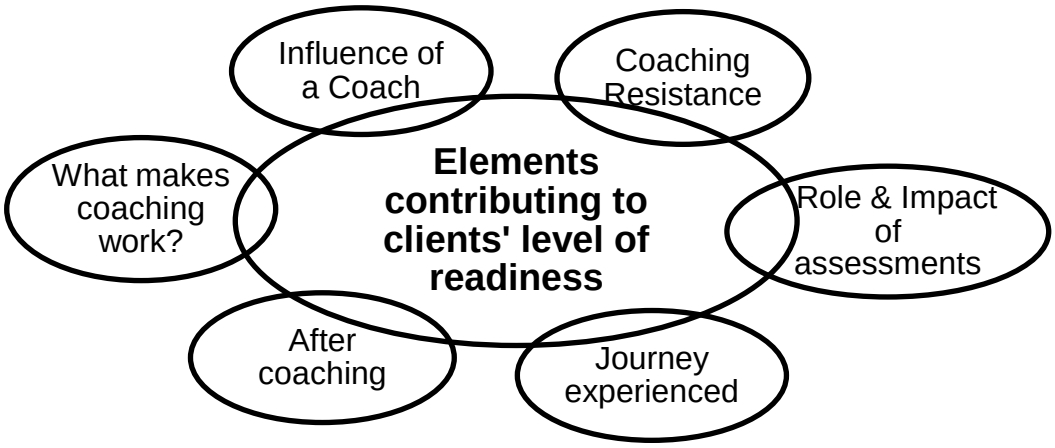


Figure 5: Elements of readiness contributing to clients' level of readiness

4.6.1 Coaching Resistance

To be open to the intervention, the approach and how the programme was presented was pointed out as important. The way people are dealt with and treated was said to make a difference that goes a long way in making people open to the process. This is what the participants had to say:

LM (Interview 1) - "I would go into it, especially if that person is having a position of authority, like my supervisor. I'd go into it with a little bit of trepidation, I'm not sure, or not ready for this, I'm not sure what angle, I have not identified my own needs"

CF (Interview 4) – “I think because in the absence of feedback we tend to have all these little stories”.

NG (Interview 5) – “He says go through this program. Enjoy and take everything you can out of it, because you get to a point where you no longer have somebody you can bounce ideas from because there is. You are at the ceiling. You can bounce ideas off the next person and you dealing with the same challenges”.

AdP (Interview 11) – ““You know what I want to say something that I think is something you want to work on.” Because if you don’t do it like that often the manager might project, base stuff on to the employee”.

NM (Interview 2) – “I think the way we deal with people, the way we treat people, it goes a long way in making people open to the processes or to intervention”

PMOC (Interview 3) – “It depends on your attitude. It depends on what it is you looking for. It depends on your drive. If you don’t have drive as a coachee. If you don’t see yourself getting somewhere, or the process adding positively to your career, then it will most likely be a failure”.

AJ (Interview 9) – “Go and experience them, and open them and make yourself a little bit more vulnerable to it. If the organisation doesn’t have that approach, then the other things become very difficult”.

Lack of clarity, feedback and support from the organisation for the change in behaviour were reported as elements contributing to resistance towards the intervention (Feldman & Lankau, 2005). When an individual is not clear or sure of the reasons behind the intervention, it was mentioned that the intervention might not be welcomed openly. Other indications pointed leaders’ attitudes as a contributing factor as well.

4.6.2 Influence of a coach

Coaches were reported as providing research participants with the opportunity to drive the coaching in areas they believed were important. Speaking to a coach was stated as leading to one finding out exactly what is it that they wanted to do. Excerpts closely linked to how and what influence the coach has been reported as:

ZV (Interview 6) – “She really wanted me to come out with it, and she gave me the opportunity of actually driving the thing, in the areas that I believed were important.

AdP (Interview 11) - “She was very much accepting of who I am and where I am at that point in my life. She was more of a caring figure, she makes me tea and we could sit and talk and it was also a contribution. She could see that there was a lot that we had to talk about and unravel. So she had the experience, so she could clearly see”.

NM (Interview 2) – “She was then able to then you know, take me through that in a step or two, exactly what’s the issue? Is it because somebody else said this, or is it just you having these conversations in your head? That are really holding you back in terms of what you needed to do”

AJ (Interview 9) – “Because the coach almost has to step into this space first of all just having to convince you that this thing is useful you know, before”.

ES (Interview 13) – “He managed to open doors that I couldn’t”.

TM (Interview 14) – “Just her energy and just the passion. You could see she’s very passionate about what she does. That really helped because you know with dealing with the day-to-day things and finding approaches of how to approach certain things and also dealing with a person that’s very blunt and willing to listen to you”.

The role of the coach was reported as that of a helping relationship towards others, a view expressed by Kilburg (1996) and Stern (2004). They were reported as helping others to adapt, allowing one to effectively grow and be empowered.

4.6.3 What makes coaching work?

Setting and sorting out boundaries on what can and cannot be done was described as a key element in coaching. Agreement on things thought to be fairly reasonable and accurate in terms of what participants said and what was coming out in the session were also noted as elements contributing to why the coaching works.

ZV (Interview 6) – “From there we agreed on things which were fairly reasonable and accurate, in terms of what I said, and what was coming out”.
TS (Interview 10) – “There was willingness and the moment the coach also shares from their personal experience that builds that trust relationship and that’s very beneficial for the coaching relationship”.
JF (Interview 12) – “I would have struggled if we didn’t clique and we didn’t gel and I probably wouldn’t have finished it. I probably wouldn’t”.
NM (Interview 2) – “I was lucky in a sense that in both instances, we sort of you know, there was a rapport, and it was easy for us then to take it from there. When there’s no rapport it can be a very tricky exercise, the relationship, and the ability to open up to the process, it gets you know, sort of restricted sometimes because there’s also some issues around the fact you’re not compatible, there’s no rapport between the two”.
ES (Interview 13) – “Someone who I was able to sort of connect with what I wanted. And it was by divine connection”.

The nature of the relationship with the coach was quoted as an important component of what makes coaching work. Rapport, clarity, unconditional support was mentioned as reasons contributing to an effective, working collaboration.

4.6.4 After Coaching

Support for coachees’ after the completion of the programme was cited as an important element. Research participants said that during the programme it was more about implementation, while after the programme no support was made available. What could be helpful after coaching is mentioned below:

NG (Interview 5) – “Nobody’s coming with an objective view of how it is you could pursue or proceed from there. So your peers who are also are the CE’s and whatever else have same challenges or different challenges in their environment, and now you no longer have somebody you can bounce ideas off”.
JF (Interview 12) - “Kind of call and maybe go and have a drink with or whatever and not necessarily just…”

NM (Interview 2) – “I remember that there was this thing that you we struggling with, did you manage to get it right? Is it working? The level of interest she has in seeing whether I’m… the tools she’s embedded me with, and the work that we did is really yielding results, it’s very important”.

4.6.5 Journey experienced

Coaching was reported as a nice, amazing and very interesting experience. It was found to be positive, eye opening yet not mind blowing. A lot was learnt, with clarity and understanding provided on some of the things that one already knew. Coaching somehow clarified some issues and it was a bit better to understand.

ZV (Interview 6) – “The nice part about the coaching, which I enjoyed, was that she kept me honest, in terms of making sure I don’t just talk my way out of things, or you know, say, yes, I’m going to do something about it”.

TS (Interview 10) – “It’s a process of its just a process of changing your, opening yourself for change, and then thinking about the thingst was positive and it’s not mind blowing”.

AdP (Interview 11) - “It was a very nurturing, very accepting process which she could hold. So there was a lot of knowing what to expect in terms of the process and the approach and the environment, although in the content of what we explored there was a lot of unknowns”.

JF (Interview 12) – “I had a very positive and then also a very negative”.

NM (Interview 2) – “So we set that up, a sort of a framework, and out of the framework we also set the goals that I wanted to achieved by a particular period, I think it was about six months programme that I went through. And then it was an engagement around, what are the obstacles right now? Why are you not able to do those things?”

AJ (Interview 9) – “It’s almost like having to step back and to allow somebody to step into that space for you to be the sounding board to give perspective, to give distinctions about how can you look at things differently”.

TM (Interview 14) – “I think what I’d set out to achieve I think I did. I think the person that I chose I was very blunt and very transparent with her because they created that platform and that comfort”.

4.6.6 Role and Impact of Assessments

The 360° assessment was mentioned as a predominant tool of assessment used in coaching. Research participants provided input in terms of the nominees to which the assessment could be sent. It was mentioned that from the assessments, strengths and weaknesses were identified:

ZV (Interview 6) - "I was asked to give a few names of people that potentially could, she could send an assessment to for a 360°, in terms of various aspects covering I guess you know, things like contact management, and things like relationships, people management, various aspects around management and leadership".

LM (Interview 1) – "Yes, it's a very important tool, because it helps the setting of coaching goals, because it looks at the needs, the areas to develop, and so the goals where you want to go with this. Whatever outcome, we're going to discuss it, it will be developmental. Then people can relax around the, test the assessment. "it's like a test or an exam, you fail or you pass and you are tested on something that maybe you have a limitation".

TS (Interview 10) – "My boss gave input into what she thinks I can benefit from and I gave input to the coach of the way I think I am a…".

AdP (Interview 11) – "I do think right in the beginning of a coaching process it can help a lot and specifically if you have established trust first with the coach and then based on that trust relationship you then say let's do this. Sometimes if people do the assessments too early or way before the coaching process people feel unsafe".

4.7 CONCLUSION

From the reports received it can be concluded that the coach, the coaching process I terms of how it is handled and what happens during that process contributes to the readiness of clients. It was said that how the process is managed is what makes coaching work increasing or deterring resistance thereof. Although termed "After Coaching", this element was also worth noting since research participants alluded to it as impacting on readiness.

As elements of readiness, each factor has a role to play contributing to clients' level of readiness. The introduction and approach, basically how the coaching is presented to those expected to participate in the process, seems to be of great importance. All the presented elements demonstrate interchangeable links contributing to readiness which impact readiness for coaching. A summary of these factors is presented below, detailing more descriptive and conclusive findings of what these elements are and what they entail.

4.7.1 SUMMARY OF RESULTS

The presence of anxiety, pain, discomfort, a sense of imbalance and longing or wanting to do something is what readiness is reported to be about. The main, key requirement being that one must want to be a better person and want to learn and develop oneself. However, you must be willing to be exposed to new approaches, to commit and change.

The willingness also conveys that you want to make things better. This suggests that feedback provided will be taken into account and customised to address challenges or blind spots identified.

The mind-set was identified as a factor impacting identifying the moment of readiness in clients. Without the realisation and acknowledgement that something is wrong, that there is discomfort and some worry, awareness cannot be created. This awareness as purported by research participants is highly significant as it indicates readiness. The readiness was reported as a state of selfishness about benefitting from something.

Indications also suggest that for learning to happen, there must be some discomfort. A disposition to recognise and detect that there's a problem, that the manner of doing things as currently applied is no longer working. For one to be ready to learn, they must want to correct that error.

Knowing that there's a problem and worrisome issues, one is not getting to, achieving or winning is of utmost importance. It is the realisation that one needs to talk to someone in order to operate more effectively. What is required in making yourself and things better is commitment from you as an individual, a coach you can rely on and trust and a common goal.

How people are dealt with and treated was reported as an element influencing people being open to coaching as an intervention. However, resistance towards the intervention was noted and possible resistor signs being due to lack of feedback.

Coaching interventions were cited as mostly coming from organisations as employers. This presenting challenges and assumptions that coachees' will always be watched, with the organisation wanting to know what happened in coaching. Research participants ZV and LM alluded to the motive behind the intervention being questioned as this leads to "unfounded stories" and "feelings of inadequacy from the participant's side" because they did not request the intervention. Participants therefore engage in the process although with suspicion, apprehension and fear not necessarily identifying their own needs and expectations from the intervention.

Coaches are seen providing a safe, peaceful and quiet environment with certain values in a certain way. Confidants, caring figures who are expected to be supportive, accepting and helpful in ensuring that you understand and develop yourself and your career is how coaches are perceived. Among their roles, they were understood to provide fair alignment and advice on potential areas needing attention in the realm of boundaries.

Their approach also drove accountability and feedback on actions agreed to and carried out. An encouraging, outcome-based approach that saw participants energized, reassured and seeing a difference in terms of their achievements.

These outcomes were, however, attributed to the coaches' energy, passion and background.

In terms of the journey experienced, coaching was found to be nice, amazing, interesting and positive - an eye opener. It is a nurturing and accepting process to open oneself to change, to think about things that provide clarity and understanding of oneself, is what was experienced. One was challenged to look at things differently, become aware of certain patterns and change beliefs. A respondent named TM even mentioned that "I think what I'd set out to achieve I think I did". A confirmation that coaching works and achieves what it had set out to achieve.

After the coaching, there were reports of being able to give and receive feedback. There also seems to be those who have developed listening and speaking skills required from every leader if they are to be effective in the execution of their roles. Accountability, responsibility for own actions and feedback were highlighted as key outcomes acquired in the process. These again accredited to the coaches' ability to follow-up on work done, tools embedded in the participant and their level of interest in the work they are doing. It was said that the coach must be curious, want to be part and be willing, this being what reportedly makes coaching to work.

Other enablers included the setting of boundaries, agreeing on the approach and things that will be focused on. The discussion on techniques seemingly enables the engagement. Surprisingly, the coach sharing their personal experiences and providing personal feedback also created willingness in participants and builds the trust relationship as well as understanding, a way of thinking and an emotional state. Common in other forms of assessments as well was the issue of rapport. Indications in this regard pointed out challenges that would have been experienced in the absence of rapport e.g inability to open up to the process.

The question of assessments in coaching was explored, evaluating their role and impact thereof. The 360° assessment was reportedly a predominant tool utilised as a conversation starter, creating context and assisting with setting of coaching

goals. Through the engagement, feedback was provided from the assessment in which strengths and development areas were identified. They were said to be helpful in that they created awareness, increased levels of commitment toward the process allowing time to integrate the feedback into daily lives.

What was stated as reality in coaching is that, the introduction and approach to coaching still requires education about what it is and what it is meant to do or address including what the available different types of coaching are.

Education is alleged to increase positivity and willingness in individuals which leads to understanding and support for coaching. It is believed that how the coaching is presented matters for it to be seen as a development opportunity. Coaches were also mentioned as important in their approach and perspective that is believed to provide clarity on the journey participants are to embark on. For any form of engagement to happen, the positioning of coaching is imperative as it was stated as a crucial enabler a role reportedly facilitated by coaches.

Reflection was mentioned as a dynamic that needs to happen to give insight into how things can be managed better and calmly. It was reported to give a different perspective - “awareness”. The awareness meaning action, that something can be done which in turn enhances you as a leader.

Overall, participants stated that for assessments to be viewed positively respondents need to feel they are contributing rather than assessments being done to them. As such alignment of assessments to what the process is trying to achieve would be a great benefit as this seems to be a contributing factor.
A discussion of the presented results will be detailed in the following chapter, providing possible interpretation and meaning of the results.

CHAPTER 5. DISCUSSION OF RESULTS

5.1 INTRODUCTION

In this chapter, results from the study were discussed with particular reference to the literature reviewed. The discussion went on to interpret findings to provide an explanation and understanding of what the study means. Similarities and differences were highlighted where possible, to corroborate previous researcher's findings. The chapter started by discussing results pertaining to the first sub-problem, research question one (1): How does a client's level of readiness influence their willingness to participate in a coaching intervention? Factors identified as influencing the client's level of readiness were discussed and similarities or differences in terms of the literature drawn at.

Then the second sub-problem, research question two (2) was discussed: What elements of readiness contribute most to the client's level of readiness for coaching? The same approach was applied to this question, drawing inference on data gathered against literature reviewed. Further input was provided from other sources of literature to enhance similarities, differences and conclusions drawn.

In conclusion, a combination of factors influencing readiness of clients for coaching were highlighted, affirmed and disputed on instances where the results stated the contrary.

5.2 DISCUSSION PERTAINING TO RESEARCH – SUB PROBLEM 1

According to the results of the study, readiness was described as the willingness to want to make things better by being exposed to new methods or techniques of doing things, being committed and wanting to change. McKenna and Davis (2009)

definition partly agreed with research participants' description, highlighting readiness as a combination of factors which included willingness, the motivation to learn and change.

Indications from the results were that the realisation and acknowledgement of wanting to make things better created awareness and a requirement to learn demonstrating readiness. It was said that clients are also to have some awareness, acknowledge their need or want and be more involved through participation, before they can be said to be ready. Readiness was also defined by de Haan et al., (2010) as the preparedness of a client to benefit and learn. It was said that when clients are eager to earn and do things differently, they are ready. Self-awareness, change in behaviour and learning were similarly quoted by Joo (2005) and Stober (2006) as key elements in individual development which are factors concurring with some of the findings reported by the current study.

Greater involvement of clients from the participative approach quoted in line with the Readiness Model signalled the readiness of clients, motivation and greater interest towards individual development (Hanpachem et al., 1998). Avolio and Hannah (2010) recommended that clients be engaged on their goals and interests so they can believe and see themselves as able to change, therefore grow. From the study, research participants highlighted the importance of being engaged on what it is that they require or need from the coaching if the venture was to be of benefit to them. This submits agreement with the notion of involvement which was posited by previous researchers.

Readiness in individuals is about selfishness, a perspective that says "it's about me and I want it (LM –Interview1)." The selfishness was about benefitting and importance, an approach cited by Buchel (1996); de Haan et al., (2010); Moravec (1995); Passmore and Fillery-Travis (2011) as well as Simon (1996) as necessary if participation in a coaching intervention was to work. However, a component of willingness which is 'education' was similarly an actuality essential to contributing positively towards readiness for the coaching intervention.

With education as a much-needed requirement stemming from both research results and the literature review - how coaching was introduced, approached and positioned provided clarity about what it is and what it is not. A gap alluded to by Stern and Stout-Rostron (2013) as imperative to explore and understand in the field of coaching. As stated in the research results that the mind-set impacts the identification of the readiness moment, how coaching was presented matters for coaching to be seen as a development opportunity.

The Readiness Model of Holt et al., (2007) was drawn on to corroborate research results as reported. In terms of the model and Feldman and Lankau (2005) the notion of willingness and education was maintained stating that clients must be well informed and willing for them to benefit. This view was evident in our study with research participants re-iterating that being informed about the process puts a twist to how coaching was received in line with what's in it for them. The Coaching Model on the other continuum drew attention to the preparation of clients' (Champathes, 2006). Preparation, a factor mentioned also by Feldman and Lankau (2005) as significant in client readiness if change was to happen and for coaching to be effective.

According to this model, data must also be gathered from clients to assess their need or want for the intervention. Beliefs and intentions were highlighted as significant in determining the degree or extent of the change needed (Rafferty et al., 2013). These also alleged that clients must believe that there's a need for change and that they have the capability to change. From findings of the study, it could be confirmed that clients' must want and believe that they need an alternative way of addressing their problems. However, information must be provided to explain the need for the intervention convincing clients why the coaching needs to happen. It was said that explaining the need prepares clients, improves their willingness and reduces the risk of resistance whilst providing the much-needed information of education.

Clarity on the journey, what it is and what it is not was important in identifying client readiness and to overcome resistance. Research results mentioned clarity

as important before any form of assessment or intervention can take place. Furthermore, clarity was quoted in coaching as assisting clients to reflect (Wise & Jacobo, 2010). This affirmed reported results, adding that it's also about time with the self and introspection. It can thus be construed that for clients to be ready, they need to be clear on all accounts to be able to reflect, internalize and agree to the process or intervention. Greater understanding, support and willingness can be achieved if the client is well prepared as depicted in the Coach Model (Champathes, 2006).

In looking at factors defining and describing readiness, the motivation to learn, self-awareness and change together with commitment are seemingly major influencers on clients' level of readiness. The presence of anxiety, discomfort, pain and a sense of imbalance were reported indications by research participants of the current study that something was wrong, that there's a problem. Feldman and Lankau (2005) stated clients' identification of these variables as a valuable disposition that would make them more or less interested and open to coaching. Due to the discomfort the realisation becomes that of "I want and need help, someone to talk to, to assist with fixing what's wrong". This according to Sherman and Freas (2004) was what executive coaching provides to the leadership, tailor made engagements that honour and accept their individuality. Wanting to make self or things better, Sherman and Freas (2004) mentioned that coaching helps them to know themselves better, living purposeful and wilful lives to which they greatly contributed towards. Research findings suggested that this signalled willingness and commitment to which less pressure was exerted upon self as an individual.

The presence of discomfort was also a key requirement for learning to happen, believed to create space of opening self to a situation. With learning referred to as a disposition to recognize and detect that there's a problem, that the current manner of doing things is no longer working - Feldman and Lankau (2005) quoted Van Velsor and Guthrie (1998) who agreed with this view and referred to it as a cognitive ability. With learning as a cognitive ability, opportunities for identifying new ways of working or skills are discovered. These in pursuit of corrective

measures to the problems/errors experienced suggesting the willingness and motivation to learn.

Aimed at expediting learning Feldman and Lankau (2005), coaching was seen providing this platform outside the much anticipated and known outcome of self-awareness. Sherman and Freas (2004) referred to coaching as a method of active learning integrating personal development, a method that assists leaders with adaption to new responsibilities/demands, reduction of destructive behaviours or aligning individual goals with those of the organisation.

Based on findings reported by research participants, learning also suggested willingness. It's also the ability to seek feedback, take it and use it to address blind spots and make the desired change. To achieve this desired change, coaching interventions were postulated by Cerni and his colleagues in 2010 as highly effective at engaging leaders in analysis, deep thinking and reflection - concepts to which their relevance have been touched on.

Goleman (1998) and London (2002) were also cited by Feldman and Lankau (2005) suggesting the high importance of feedback in influencing whether clients will benefit or not from the coaching experience. However, for this change to occur readiness was the main predictor (McKenna & Davis, 2009).

It was believed that if a client experiences no barriers on a personal front, they are able to move forward and try new behaviours, setting goals and carrying out planned actions (McKenna & Davis, 2009). This also provided an indication of their readiness, whether it's at the required level or not.

5.3 DISCUSSION PERTAINING RESEARCH SUB PROBLEM – 2

Elements such as resistance, influence and methods of assessments were from the research results reported as components of readiness contributing to the clients' level of readiness. An understanding of different variables that may influence clients or the coaching process were cited by Gentry et al., (2013) as key variables needed to advance research in the field of coaching. The Readiness

Model stated that to create readiness an awareness of what clients bring with to the intervention is important to deal with the resistance and to ensure any envisaged change in behaviour happens.

McKenna and Davis (2009) suggested that an understanding of how these factors impact a clients' level of readiness was key in knowing the challenge we are faced with. The coach was quoted as playing a significant role in creating readiness to influence individuals' experience, beliefs and their behaviour change a notion supported by Armenakis et al., (1993) and Feldman and Lankau (2005).

Perspectives from research results revealed the coach as a caring figure, someone that helps individuals understand and develop themselves, a view supported by de Haan and Nieb (2012). They mentioned the coach as a friendly, considerate and understanding individual other who listens to others, a view very close to Stober's (2006) definition and facilitation of coaching that says coaching is about self-growth and change in individuals. The coaches' curiosity, willingness and wanting to be part of the process contributed to client's level of readiness.

The coaches' energy, passion and background were elements found impacting greatly their ability to influence. Contrary to this view though, the expectation was also that they must be experienced, much older than the coachees and know a bit more about life. Feldman and Lankau (2005) mentioned a number of authors who concurred with the stated views. Agreeing that opinions differ vastly, these authors mentioned clients wanting a mixture of all these factors from their coaches i.e. listening skills, psychology background, a reputation that is well established, experience in business or understanding thereof, understanding leadership and professionalism. How the coach manages relationships, understands issues of confidentiality and integrity were also said to impact their effectiveness and ability to create readiness for clients' (Bono et al., 2009; Peterson, 1996).

Regarded as confidants, they are also thought of and anticipated as accepting and supportive of their clients, setting boundaries and providing fair alignment. Alvey and Barclay (2007) also states that when the coach was supportive and

non-judgemental an increase in the level of trust from the coachees/clients could be observed. Yielding increased energy levels, reassurance and a difference in achievement the approach was understood to influence clients by contributing to their readiness. Agreeing with this perspective was McKenna and Davis (2009) who stated the duty of a coach as that of improving and increasing clients' readiness. However, still to be accepted by coaches' was clients' movement through the cycle of readiness as depicted in the Readiness Model (Steel, 2011). Support and belief in the client was reiterated by Thelwell et al., (2008) as what the coach must advocate to enable clients' continuous development and improvement.

How people were treated either by their coaches' or organisations made a difference and influenced their readiness levels. Any intervention runs the risk of resistance if issues of confidentiality and feedback were not addressed. Agreed to by Alvey and Barclay (2007); Peterson (1996) in addition to Sherman and Freas (2004), confidentiality was pointed out as an important factor upon which trust is based while the provision of open and honest feedback was highlighted as essential in executive coaching. Indications from the study were that to close the gap in the absence of information, little stories were told and suspicion elicited which resulted in any form of intervention or engagement being rejected.

Resistors were surprisingly reported as those individuals who were likely to learn as they showed a much deeper, radical shift compared to those who submit. It could be that those who submit have experienced coaching before, yet they were said to learn less. A possible deduction from the stated assumption suggests that agreement to the intervention was entered into for compliance purposes and / or to please superiors. As such individuals went into the intervention without the necessary and crucial identification of own needs required before a coaching engagement and this resulted in resistance and not being open to the intervention.

Challenges experienced by individuals before the coaching engagement similarly influenced clients and impacted on their readiness. Factors such as age, trust and

timing of coaching sessions were highlighted as primary ones impacting clients. Research results indicated rushed coaching sessions as impacting individuals' understanding of their fears. Alvey and Barclay (2007) suggested that for trust to be at its highest the coach and the client must be clear on expectations, confidentiality as well as outcomes.

With issues of lack of trust, the coach and coachees' inability to gel was foreseen as a main result and different agendas pursued subsequently leading to resistance. Alvey and Barclay (2007) referred to other writers Berglas (2002); Giber, Carter and Goldsmith (2002); Morgan, Harkins and Goldsmith (2005) and Peltier (2001) who also indicated trust as important in coaching engagements and outcomes. These authors mentioned that it may be beneficial to understand this dynamic of interpersonal relations as it involved a risky measure of exposing self, and as an individual becoming vulnerable in front of a stranger i.e. the coach, so as to get a positive result out of the experience.

When an individual was ready Alvey and Barclay (2007) said they were willing to have dialogue, disclose, be forthcoming and change which lead to closer and trusting relations with the coach. In terms of age, it is believed that people are looking up to you. Therefore, the older and more senior an individual, the harder it was to ask for help because you can't show your weaknesses, so the almost immediate and automatic response was denying need for help, therefore resistance.

The journey of coaching was experienced as a nurturing and accepting process, a process of opening self to change and to thinking about things. Helping one to know and understand self, one was able to live a more wilful life to which they could contribute richly (Sherman & Freas, 2004). An experience frequently rated as very satisfactory Eggers and Clark (2000) and de Haas and Nieb (2012), participants in the study reported it as amazing, interesting, positive and eye-opening. It was said to have provided clarity and understanding, an important element of readiness. One was challenged to look at things differently, become aware and change. de Haan et al., (2010) suggested that raising awareness

enabled the ability in clients to appreciate different views which in turn were believed to arouse their desire to change.

There were suggestions though, that in terms of contents of the coaching, there were unknowns experienced. Commitment was highlighted as a factor that pulled through to make it work. This is contrary to what the Readiness model by Holt et al., (2007) suggests. According to the model, content is imperative as it defines what was to be changed. However, what participants experienced and reported suggest that other factors come to play and are as influential in determining clients' readiness. Finding your purpose in life, acknowledgement and appreciation were also stated as important contributors.

All the highlighted factors were to be considered imperative due to their interrelatedness with other elements of readiness. Understanding different client characteristics was critical, a significant requirement impacting any engagement or intervention on how, when and if it happens. Passmore and Fillery-Travis (2011) stated that for any advancement to be considered focus must be drawn on understanding clients' issues and contexts.

5.4 CONCLUSION

A deduction from the study can be made that clients' level of readiness influences their willingness to participate in a coaching intervention. Readiness has been confirmed as the willingness to want to make things better which can be attained through:

- Commitment
- Motivation to learn and;
- Change – trying new ways of doing things

Realising and acknowledging that there's a problem was noted as fundamental to creating awareness and a necessary requirement for learning, factors which were inherent in the evolution towards readiness. Without any discomfort there could

not be willingness suggesting the commitment, change and motivation to learn would not exist.

Awareness was an element of readiness found to be contributing the most to clients' level of readiness. To create readiness, an awareness as well of what clients bring to any engagement was important for dealing with other issues impacting readiness e.g. resistance. A number of factors were identified as impacting on this awareness, issues such as the influence clients receive and the different forms of assessment methods utilised.

However, to be ready, great involvement from client was needed for readiness to occur. Although this involvement is a recognised component, it was yet to be realised. To facilitate this involvement, education was highlighted as vital in enabling that process. Also identified as an additional component of willingness, its value add was seen impacting the preparation of clients' which in turn influenced the much sought-after reprieve of coaching as a method of development and organisational intervention. Providing the much-needed clarity, bridging the gap impacting mind-sets of individuals was the main contributor to identifying and defining moments of readiness.

Together, education and preparation influences willingness which was defined as readiness. Significant in providing clarity, they enabled the motivation to learn as well as a greater understanding and support for coaching as an intervention. These elements furthermore were highlighted as important if the risk of resistance was to be reduced.

Although indications were that without resistance very minimal learning occurs, its impact on readiness was an element the current study did not explore further. What was also discovered in the study was that resistance influences clients' level of readiness. If it impacts learning to which readiness is, its existence and contribution is a variable worthy of noting and exhorting further.

The realisation and acknowledgement further revealed commitment, an element to which change was dependent upon. Both commitment and change being pre-conditions that must exist for readiness to occur, it was acknowledged that barriers must be dealt with to enable them. The role of the coach was imperative in this instance, demonstrated to centre on creating readiness for clients despite other areas highlighted as significant in the study. Their influence and impact were a crucial element determining the effectiveness or success of coaching.

In conclusion, it coul be said that without the realisation, acknowledgement and awareness, readiness will not be achieved. Commitment, motivation to learn and change influences clients' level of readiness and their willingness to participate in a coaching intervention.

CHAPTER 6. CONCLUSIONS & RECOMMENDATIONS

6.1 INTRODUCTION

In this chapter, from the discussion of results concluding remarks are summarised about the study. A description of summarised conclusions is provided with reference to the context of the study. Recommendations are made in line with the importance of the study and what further research can focus on.

6.2 CONCLUSION OF THE STUDY

Realising and acknowledging a need for help creates awareness and a requirement to learn. To be motivated to learn discomfort, a disposition to recognise and detect that there is a problem and wanting to correct are key essential requirements in enabling willingness. By being aware on an individual level together with wanting to change something requires learning which readiness is.

Readiness, therefore is defined as the willingness to make things better. For change to occur, learning must be experienced without barriers for willingness to be attained. Through willingness, education is a component found that contributes to readiness. Impacting the mindset and the identification of readiness moments, it was established that education is what provides the much sought-after clarity in coaching. With education, benefits and the importance of coaching for clients is also clarified.

When there's clarity, reflection happens increasing clients' willingness or readiness. Readiness is then displayed through greater understanding, support for the undertaking and willingness to participate. The issue of being prepared is a component also noted as significant in reducing the risk of resistance, contributing and improving clients' levels of willingness.

Both preparation and education contribute towards clarity needed on coaching, what it is and what it is not leading to clients' willingness or readiness for the intervention. Commitment is another factor influencing readiness. Through commitment greater involvement from the coachee seems to be of prime importance. To be exposed to new ways of doing things and make the desired change, "awareness, commitment, preparation and education" must be present for learning and change to take place.

Only when these elements have been displayed can one be ready for an intervention of some sort. Other factors contributing to clients' level of readiness include resistance, experience, influence and methods of assessments. It was asserted that to create readiness an awareness of what clients bring to the coaching is important to deal with resistance and for change to happen.

Resistance is one such element clients bring with to a coaching intervention that contributes to their level of readiness. Though through preparation the risk of resistance is reduced, reports indicate that the more resistant clients actually learn more displaying a deeper and radical shift. This argument is supported by the view that through resistance an identification of their own needs is realised, whereas with more submissive clients, the latter is not so.

Challenges experienced before coaching - issues of age, trust and the timing of sessions play a dynamic role in clients' readiness. Others looking up to you as a leader hinders the ability to reveal own weaknesses. If the timing of sessions is not carefully considered, but rather rushed as a deliverable it leads to challenges with trust, lack of rapport and the coachee not understanding their own fears complicating the process which influences their readiness.

A noteworthy finding is the level of interest the coach displays. Their energy, passion and background influences what clients experience, believe and change in their behaviour. For clients to be ready the coach must be supportive, accepting and have full belief in the client as this yield increased energy levels, reassurance and a difference in achievement. How clients are treated influences their

readiness levels, if the journey experienced is nurturing and accepting it allows them to be aware, change and think differently.

The coach sharing personal experiences and providing feedback personally tailored for the client seemingly creates willingness, a way of thinking and an emotional state for the client. With all experienced in the journey, clarity and understanding is overall provided as an outcome impacting clients' levels of readiness.

With regards to forms of assessments utilised, their influence in general creates awareness and commitment which are elements already highlighted as important in readiness levels. The two important elements found as key contributors to willingness which readiness is. However, it was mentioned that they need to be aligned to what the process is about if they are to be effective and successful.

6.3 SUGGESTION FOR FURTHER RESEARCH

Further research is suggested around challenges experienced by coachees in coaching be it before or after the coaching. The issue of resistance could be explored further to understand other elements of resistance, their nature, impact and extent particularly around the readiness of clients for coaching. A study on resistance to coaching could be beneficial to coaching fraternity particularly in South African as our dynamics are multi-layered. The transition post 1994 placed enormous challenges on the country requiring a holistic approach if these challenges are to be tackled.

Learning in organisations is also another area which could benefit corporate South Africa. Both preparation and education were found to contribute towards clarifying the need for coaching, what it is and what it is not leading. Further research into how organisations as main sponsors of coaching interventions in South Africa can support the initiative, get more involved and committed to the process would assist coaches, coachees and organisations themselves in changing ownership and relationship dynamics.

How the coach influences clients' level of readiness is also another area that can be explored further? There seems to be more to the role of the coach than what is currently known and understood about their offerings. Issues such as their experience, background, age and understanding of the business environment seem critical to the profession and their effectiveness in business or organisations. There was reference in the study of these characteristics which could not be tested.

The impact and influence of assessments in coaching is also a phenomenon that can be explored further. In the current study, an exploration of whether assessments have a role to play in coaching was explored. Although this was established as positive, the extent and their effect post coaching could impact how they are incorporated and utilised for the benefit of clients.

RESEARCH PLANNING

Table 7: Timeframe for research completion

	June 2015	July 2015	September 2015	January 2016	May 2016	July 2016	September 2016	October 2016	November 2017	February 2018
Final Proposal	10th									
Panel Proposal		20th								
Ethical Clearance			20th							
Data Gathering/Collection				Complete 31st						
Data Analysis					31st					
Findings Chapter						18th				
Discussion & Literature Review Chapter							30th			
Conclusions Chapter & Revised Chapter 1								31st		
Final Draft									31st	
Final Submission										28th

CONSISTENCY MATRIX

Table 8: Consistency Matrix

Research Problem: Explore client factors influencing readiness for coaching.				
Sub-problem	**Literature Review**	**Research questions**	**Source Data**	**Type of Data**
How does a clients' level of readiness influence their willingness to participate in a coaching initiative?	(Gentry et al., 2013); (Holt et al., 2007); (Mayer et al., 2001); (Stern, 2004); (Van Rooy, 2005);	Is readiness prior to a coaching engagement important? Does it have any impact on how a client responds to coaching initiatives?	Semi-structured Interview	Qualitative
What elements of readiness contribute most to clients' level of readiness for coaching?	(Carey et al., 2011); (Holt et al., 2007); (McKenna & Davis, 2009); (Steele, 2011); (http://www.managementhelp.org/misc/readiness-for-change.pdf).	Which elements of readiness are important and contribute to a clients' level of readiness for coaching?	Semi-structured interview	Qualitative

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APPENDIX A

SEMI – STRUCTURED INTERVIEW GUIDE QUESTIONS

Q1: Can you think back or on your current coaching experience. Kindly share with me your experience and thoughts of the journey.

- Would you say you ready and why?
- What would help or could have helped to get you ready and to make time?

Q2: Reflecting as well on this experience, can you share your view(s) and understanding of the concept of readiness.

- Would you say readiness is important in a coaching engagement? Why?
- How did or would it influence the process? Please explain

Q3: If you were to propose an approach for enhancing the coaching process, what would be key things (elements) you believe need to be encouraged and addressed prior the coaching program?

- If these factors are not addressed or encouraged, what would be their impact on the program?
- Could you highlight possible advantages and disadvantages?
  (*Check for motivation, willingness to change and learn)*
- To encourage openness to other perspectives, how can this be done?

Q4: What's your view on the model of assessment prior a coaching pro

APPENDIX B

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

General Manager: Human Capital

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear Mr / Ms _____

My name is Anna M Rammusa (known as Mama). I am a second (2nd) year Business and Executive Coaching Masters student with the Wits Business School (WBS). The proposed topic of my research is "Client Readiness for Coaching in South Africa". The objective of the study is to explore factors influencing a clients' level of readiness for the coaching engagement.

I am hereby seeking your consent to approach a number of your executive team members for participation in the study. Their participation is on a voluntary basis and they will be required to take part in the study through one-on-one interviews for approximately one (1) hour. Please note that their permission will be required to voice record the interview so the conversation can be accurately recorded about what is said.

I have provided you with a copy of my consent form to be used in the research process.
Should you require any further information, please do not hesitate to contact me or my supervisor.
Our contact details are as follows:
Student: Ms Mama Rammusa – mrammusa@gmail.com
Supervisor: Ms Phyllis Ndlovu – Phyllis@kisima.co.za and;
Co-supervisor: Dr Kerrin Myres – resonate@icon.co.za

Upon completion of the study, I undertake to provide your organisation and the participants with a copy of the full research report should the findings of the study be of interest to your organisation.

Your permission to conduct this study will be greatly appreciated.

Thank you for your time and consideration in this matter.

Yours sincerely,
Anna M Rammusa

AUTHORISATION/PERMISSION GRANTED
YES / NO

General Manager: Human Capital_____ Date: _____

APPENDIX C

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

Wits Business School
Sculpting global leaders

REQUEST FOR RESEARCH PARTICIPATION

Dear Executive/Senior Manager

My name is Mama Rammusa, I am a second year Business and Executive Coaching Masters student with the Wits Business School (WBS). I am conducting research for the purpose of completing my Masters' programme in 2017.

The study is to explore factors influencing Client Readiness for Coaching in South Africa. It is a qualitative study in nature that ***requires the participation of participants who have been coached before or who are currently being coached***. Senior and Executive Management of Corporate organisations in South Africa are focused on in the study.

Your voluntary participation is requested to participate in the study should you be interested and meet the above highlighted criteria. You are requested to participate in the study through a one-on-one interview for approximately one (1) hour.

Please note that your permission will be required to voice record the interview so the conversation can be accurately recorded about what is said.

Should you need further information about the study or be interested in participating on the study, kindly e-mail me on mrammusa@gmail.com or call 072 677 7439 / 071 500 0233.

Kind Regards,
Mama Rammusa

APPENDIX D

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

MMBEC

RESEARCH INFORMATION & CONSENT FORM

CLIENT READINESS FOR COACHING IN SOUTH AFRICA

Dear Executive Manager

My name is Mama Rammusa**.** I am a second year, Business and Executive Coaching Masters student with the Wits Business School (WBS). I am conducting research for the purpose of completing my Masters' programme in 2017. The proposed topic of my research is "Client Readiness for Coaching in South Africa".

The study is to explore factors influencing a clients' level of readiness for the coaching engagement. It is a qualitative study in nature that requires the participation of participants who have been coached before or who are currently being coached.

You are requested to participate in the study through one interview for approximately one (1) hour. Your permission is requested to voice record the interview so that the conversation can be accurately recorded about what is said.

Please understand that **your participation is voluntary** and you are not being forced to take part in this study. The choice of whether to participate or not, is yours alone. If you choose not take part, you will not be affected in any way whatsoever. If you agree to participate, you may stop participating in the research at any time and tell me that you don't want to continue. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way.

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

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

Risks/discomforts

At the present time, I do not see any risks in your participation.

Benefits

There are no immediate benefits to you from participating in this study. However, this study will be extremely helpful in exploring factors influencing client readiness for coaching in South Africa.

If you would like to receive feedback on the study, I can send you the results of the study when it is completed sometime after June 2017.

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

This research has been approved by the Wits Business School. If you have any complaints about ethical aspects of the research or feel that you have been harmed in any way by participating in this study, please contact the Research Office Manager at the Wits Business School, Ms Beth Norden - beth.n@mwebbiz.co.za

CONSENT FORM

I hereby agree to participate in research on the Exploration of Client Readiness for Coaching in South Africa without being forced in any way to do so. I also understand that I can stop participating at any point should I not want to continue and that this decision will not in any way affect me negatively.

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

I understand that my participation will remain confidential.

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

Name & Surname:

Designation:

Signature of participant _____ **Date**: