

https://dspace.org/

The role of peer coaching on the learning process in a South African insurance company

Naidoo, Wendy Anne

2016

http://hdl.handle.net/10539/21495

Naidoo, Wendy Anne (2016) The role of peer coaching on the learning process in a South African insurance company, University of the Witwatersrand, <http://wiredspace.wits.ac.za/handle/10539/21495>

Downloaded from a DSpace repository. https://dspace.org/

The role of peer coaching on the learning process in a South African insurance company

by

Wendy Anne Naidoo

Student number

759802

Supervisor

Charisse Drobis

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

ABSTRACT

The business environment faces constant change due to the dynamic socio-economic, political and technological landscape. With these changes, there is a demand for organisations to adapt and have the right skills to remain competitive. Organisations have not developed their learning capabilities to adequately cope with change (Senge, 2014). Creating an organization that learns and adapts speedily and continuously is a challenge that faces business. While learning takes place both informally and formally in the workplace, formal learning is seen as less effective in transferring training (Saks, 2002).

This study explored the role of peer coaching on the learning process. Fifteen participants' experiences were explored using a qualitative approach by means of in-depth unstructured interviews. The qualitative approach enabled the researcher to gain full appreciation of the participants' experience by allowing them to share freely and openly. The fifteen participants attended a self-leadership course that included a peer coaching component that involved seven of the fifteen participants. The research revealed minimal differences between the learning experiences of those who were in a peer coach relationship and those that were not. The themes of self-reflection, learning from others and support from others emerged the strongest in terms of its impact on the learning process. While the extensive learning theories were developed to understand how people learn, it was evident in this study that while adult learning is self-directed to a large extent, the structural characteristics of organizations provide the framework of the situations in which experience dictates the expediency of change and learning.

The value of the peer coach relationship in facilitating the process of learning was also evident as one of the enablers of learning. This study provides insights on the value of peer coaching as an additional enabler of learning and adds to the body of limited literature on the role of peer coaching within business environments.

DECLARATION

I, Wendy Anne Naidoo, 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 (Business Executive Coaching) in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

Signed at …….., South Africa, ……

On the …….. day of …… 2016

DEDICATION

This research study is dedicated to my late dad Nanthikesen Gallagher who taught me anything is possible in life and never to give up.

ACKNOWLEDGEMENTS

I should like to sincerely thank the following people:

- My immediate family, my Mum, Mark and Taslynne for constant support, love, and providing an environment for me in which to flourish and grow.
- My dear son, Warren, who at the young age of 6 is by far my biggest supporter who has endured through endless monotonous hours of working on this research.
- My supervisor, Charisse Drobis, for her endless support, patience and guidance. Her constant trust and belief in human potential to flourish and grow with the right support has been a motivator and driving force.
- Jenny Croll for all her assistance and support in editing this research with a spirit of excellence.
- My special friends, Himesh and Shervarni, for providing nuggets of wisdom at the right time and for their belief in me.
- The people of MMI Holdings who have supported me in this research.

ABSTRACT I

DECLARATION II

DEDICATION III

ACKNOWLEDGEMENTS IV

TABLE OF FIGURES VIII

LIST OF TABLES IX

1 CHAPTER 1: INTRODUCTION 1

1.1 PURPOSE OF THE STUDY 1
1.2 CONTEXT OF THE STUDY 1
1.3 TRANSFER OF TRAINING AND PEER COACHING 2
1.4 PERSONAL CHANGE 7
1.5 PROBLEM STATEMENT 8
1.5.1 MAIN PROBLEM 8
1.6 SIGNIFICANCE OF THE STUDY 9
1.7 DELIMITATIONS OF THE STUDY 9
1.8 DEFINITION OF TERMS 9
1.9 ASSUMPTIONS 10

2 CHAPTER 2: LITERATURE REVIEW 11

2.1 INTRODUCTION 11
2.2 BACKGROUND DISCUSSION 11
2.3 DEFINITIONS 13
2.4 LEARNING THEORIES 14
2.4.1 HOLISTIC LEARNING THEORY 14
2.4.2 ANDRAGOGY 15
2.4.3 CONSTRUCTIVISM 15
2.4.4 EXPERIENTIAL LEARNING THEORY 15
2.4.5 TRANSFORMATIVE LEARNING THEORY 17
2.4.6 ROGERS 'FACILITATED' LEARNING APPROACH 18
2.5 PEER COACHING 22
2.6 RESEARCH QUESTION 1: 27
2.7 CONCEPTUAL FRAMEWORK 28

2.8 Conclusion of Literature Review....28

CHAPTER 3: RESEARCH METHODOLOGY 29

2.9 Research methodology / paradigm 29
2.10 Research Design....30
2.11 Population 31
2.12 Sample and sampling method....31
2.13 Profile of participants 32
2.13.1 Racial/demographic split 32
2.14 The research instrument 32
2.15 Procedure for data collection 33
2.16 Data analysis and interpretation 33
2.17 Limitations of the study 35
2.18 Validity and reliability....35
2.18.1 Internal validity.... 35
2.18.2 Reliability 36
2.19 Conclusion....36

3 CHAPTER 4: PRESENTATION OF FINDINGS 37

3.1 Introduction 37
3.2 Qualitative interview findings 37
3.3 Thematic analysis of data extracts across entire dataset....39
3.4 Themes....39
3.4.1 Self-Reflection.... 40
3.5 Self-Awareness and Self-Acceptance....42
3.6 Making a difference....44
3.7 Need to connect 45
3.8 Support from others (Peer coach/Mentor/Managers) 47
3.9 Growth in self-confidence 52
3.10 Self-control 54

4 CHAPTER FIVE: DISCUSSION OF RESULTS..... 56

4.1 Introduction 56
4.2 Self- Reflection 56
4.3 Self-awareness and acceptance 59
4.4 Making a difference....61
4.5 Need to connect with others 62
4.6 Support from others 65

4.7 GROWTH IN SELF-CONFIDENCE 67
4.8 SELF-CONTROL 69
4.9 CONCLUSION 69

5 CONCLUSIONS AND RECOMMENDATIONS 71

5.1 INTRODUCTION 71
5.2 CONCLUSIONS OF STUDY 71
5.3 SUGGESTIONS FOR FUTURE RESEARCH 73
5.4 RECOMMENDATIONS 74
5.4.1 RECOMMENDATIONS TO THE LEARNING PROFESSION 74
5.4.2 RECOMMENDATIONS TO THE ORGANISATION 75
5.4.3 RECOMMENDATIONS TO THE COACHING PROFESSION 75
5.5 CONCLUDING REMARKS 76

REFERENCES 77

APPENDIX A 91

Table of Figures

Figure 1: Framework of Self-leadership Programme (Momentum Pride Programme, 2012) 5

Figure 2: Kolb's experiential learning cycle 16

Figure 3: Diagrammatic model of conceptual framework 28

Figure 4: Self-Reflection 40

Figure 5: Self-awareness and self-acceptance 42

Figure 6: Making a difference 44

Figure 7: Need to connect 45

Figure 8: Support from others 48

Figure 9: Growth in self-confidence 52

Figure 10: Self control 54

Figure 11: Self-reflection descriptions between both peer coach and non-peer coach groups 57

Figure 12: Self-awareness and acceptance - differences between peer coach and non-peer coach 59

Figure 13: Making a difference - differences between peer coach and non- peer coach ...62

Figure 14: Need to connect - differences between peer coach and non-peer coach 62

Figure 15: Support from others - differences between peer coach and non-peer coach ...65

Figure 16: Growth in confidence - differences between peer coach and non- peer coach 67

Figure 17: Self-control: differences between peer coach and non- peer coach 69

List of Tables

Table 1: Profile of participants 32

Table 2: Racial/Demographic split 32

Table 3: Naming conventions for the interviewees 38

Table 4: Self-Reflection.....40

Table 5: Self-awareness and Self-acceptance.....42

Table 6: Making a difference.....44

Table 7: Need to connect.....46

Table 8: Support from others 48

Table 9: Growth in self-confidence 53

Table 10: Self-control.....54

1 CHAPTER 1: INTRODUCTION

1.1 Purpose of the study

The purpose of this research is to explore the role of peer coaching on the learning process. The research process investigates changes in self-leadership after participants attended a self-leadership development programme, which included a peer-coaching component. The results add to the body of knowledge on peer coaching and the role on learning, specifically as it relates to self-leadership. They also help to inform the practice of learning in organisations more generally.

1.2 Context of the study

During the past few years, business has faced increased global competition, continuous change, socio-political and technological challenges. According to Senge (2014), organisations have not developed their learning capabilities to adequately cope with change. In changing social, economic, and technological conditions, it is important that the workforce is adaptable and has a different set of skills than that which was required in the past (Friedman, 2005; Parker, Hall & Kram, 2008). Organisations have to respond timeously and flexibly to political, technological, social and economic demands. The survival and growth of the organisation is dependent on its ability to adapt to internal and external challenges. This implies that new and existing staff have to acquire new skills and knowledge on a continuous basis and speedily, too. Furthermore, organisations want to see the benefit of training applied to the workplace.

Workplace learning becomes a tool through which businesses may gain competitive advantage. It appears to impact positively on recruitment and retention of workers, development of innovative practices, and the production of new knowledge. This is what prompted Zuboff (1988, p.395) to claim that “learning is the new labour”.

Learning takes place in different ways within the workplace. It can occur formally or informally; through formal courses or through social interactions in the workplace (Hollard, 2009). Different paradigms are evident in the workplace that enable or hinder the process

of learning. The literature provides examples of expansive, power-sharing paradigms (Fuller & Unwin, 2003), as well as more restrictive paradigms in workplace learning. According to Fuller and Unwin the “expansive learning‟ paradigm (2003, p.411) provides stimulation and challenge for learners. Trainees are supported as they are exposed to unique and broad learning opportunities, both on and off the job. Billett (2004) points out that the more unique worksite activities with which a worker can access and engage, the greater the learning that may result. The alternative is a restricted learning paradigm, the features of which include lack of organisational support and limited opportunities for learning and reflection. Learning organisations aim for more fundamental shifts in organisational paradigms and try to encourage the development of learning capacity. Successful learning organisations embark on a process of meta-learning (learning about learning) to build on their experience of learning to develop and test new learning strategies in support of an expansive learning paradigm (Davies & Nutley, 2000).

1.3 Transfer of training and peer coaching

Baldwin and Ford’s (1988, p.63) review of the “transfer problem” in training research has led to conceptual and research-based suggestions and has focused on how to reduce the gap between learning and sustained workplace performance. According to Georgenson (1982), only ten percent of training results in behavioural change. This is further supported by Sak’s (2002) survey data which indicated that about forty percent of trainees fail to transfer learning immediately after training, seventy percent fail to transfer after a year post the programme, and only fifty percent of training interventions result in organisational improvement. This implies that to sustain learning, a more expansive approach must be adopted to support learning within the relevant context.

The transfer of training has been traditionally focused on methods and settings that maximize the reaction, learning, and behaviour change of trainees (Tannenbaum & Yukl, 1992). Even with adjusting the conditions of training, trainees experience the training differently resulting in varied levels of learning and behaviour (Campbell, 1988 ; Tannenbaum & Yukl, 1992). There has been a number of comprehensive models proposed to understand the determinants of training transfer (Baldwin & Ford, 1988; Cannon-Bowers,Salas, Tannenbaum & Mathieu, 1995; Colquitt, LePine & Noe, 2000). The conceptual model of training transfer proposed by Thayer and Teachout (1995), includes all the variables identified by previous researchers with regards to training transfer. Thayer

and Teachout (1995) included overlearning, fidelity, varied practice, principles-meaningfulness, self-control cues, relapse prevention training, goal setting, and top management support as critical transfer-enhancing activities. A construct called transfer climate was also included to capture post-training factors that impact on transfer. Kontoghiorghes (2004) explored various learning and organisational dimensions such as : training transfer climate; learning climate; management practices; employee involvement; organizational structure; communication systems; reward systems; job design; job motivation; organizational commitment; job satisfaction; innovation practices; technology management; teamwork climate; ethical work culture; quality management; and process improvement climate. Kontoghiorghes (2004) provided a more holistic framework to explain that training transfer is influenced by the immediate learning environment and organizational variables that are perceived to also influence employee and organizational performance.

This research attempts to explore the potential role of the peer coach relationship on the process of learning as this relationship is situated in organisational context. A meta-analysis that was conducted indicated that peer coaching is more effective in transferring training than other training components (Showers & Joyce, 1987).

Coaching is perceived as an accessible development option that can shorten the learning curve and adaption to a new environment (Leonard-Cross, 2010). While there appears to be scant literature specifically on peer coaching outside the discipline of education, coaching is often described as a developmental behaviour subsumed within the context of mentoring (Miller, 2011). Mentoring scholars introduced the concept of peer coaching as a relational process (Parker et. al, 2008). They intentionally distinguished peer coaching from the related concepts of mentoring and peer mentoring and defined peer coaching as a “voluntary, non-evaluative relationship with two or more people of similar experience and which is mutually and reciprocally beneficial from both a process and emotional aspect” (Parker et al., 2008, p.499). Kram and Isabella (1985), in their study, found that peer development relationships offer similar benefits to traditional mentoring relationships.

Research on peer coaching is rooted in the education disciplines and has been further explored in the medical and leadership disciplines. Showers and Joyce (1996) are the early proponents of peer coaching research and their research focused predominately in

the teaching domain. They found that participants of peer coaching demonstrated greater retention rates of new teaching strategies and demonstrated new innovative models of teaching more effectively than those who were not coached. Peer coaching as a developmental relationship in the medical discipline is relatively new practice (Sekerka & Chao, 2003; Waddell & Dunn, 2005), however Serkerka et. al. (2003) reports a positive impact in terms of reflection time, personal learning and change when peer coaching was applied in the medical setting.

According to Toto (2006), incorporating peer coaching into leadership programmes results in participants gaining greater insights in linking the training with the strategy, as well a greater likelihood of the application of training. There appears to be a trend for organisations to create a culture of coaching by using internal coaches (Leonard-Cross, 2010). Whilst the development of skills remains an important focus for organisations, the development of leadership skills, particularly self-leadership skills, is seen as beneficial to an organisation's performance (Neck & Houghton, 2006). Through developing self-leadership, individuals are encouraged to take responsibility for their own jobs and behaviour, resulting in a greater level of commitment and positive outcomes for the organisation (Carmeli, Meitar & Weisberg, 2006).

In this study, the role of peer coaching on the learning process is explored in participants that attended a self-leadership programme in a South African organisation. This study aims to add to the literature concerning peer coaching. The results of this analysis are valuable in guiding future learning interventions within the organisational context. The findings specifically support the effective application of learning into the workplace, which is a business imperative.

The study includes fifteen participants that are employed in a client service environment that attended a self-leadership course. The aim of the course was to develop self-leadership skills and the duration of the programme was six months. Twelve modules, each attended for one day every second week, covered various aspects of self-leadership. Seven of these participants were in a peer coach relationship while eight were not in a peer coach relationship. The peer coaching was introduced to one group as a means of support during the duration of the programme. Participants were randomly assigned to a learning partner and were allowed to meet at their own convenience. The self-leadership

programme aims to enable employees to self-lead and achieve high performance. It is focused on enhancing performance on a professional, physical, mental, social and spiritual level. Through the various models offered, employees are encouraged to understand their strengths and inner resources in achieving their purpose.

The programme delivers a comprehensive offering, including knowledge of self, others and the world of work.

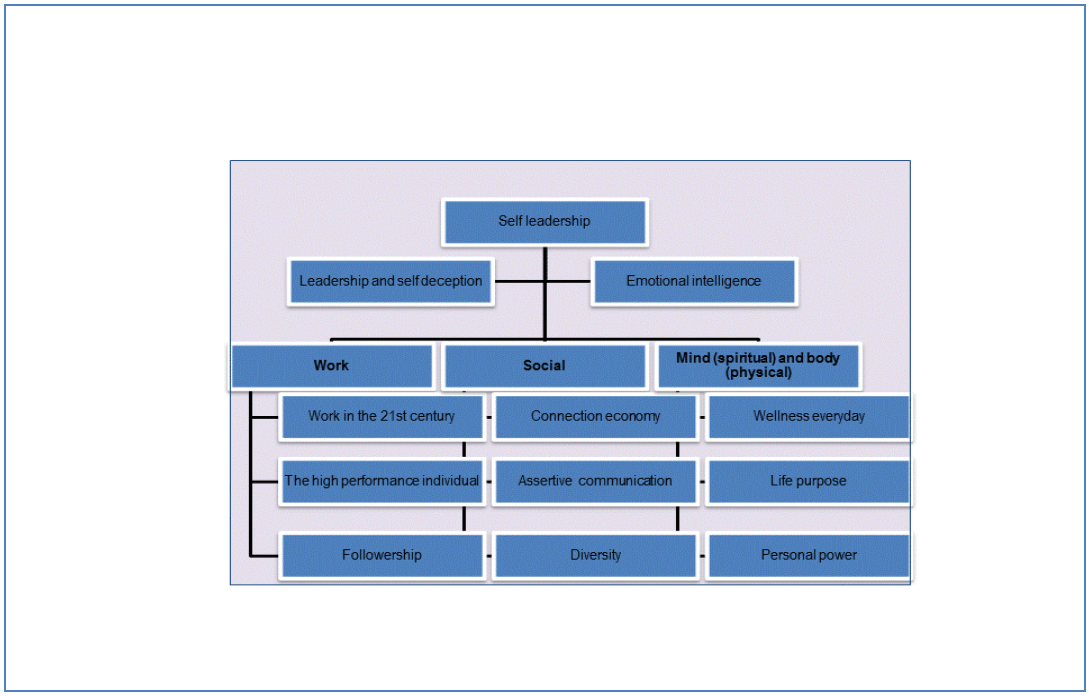


Figure 1: Framework of Self-leadership Programme (Momentum Pride Programme, 2012)

Learning outcomes include:

a. Understand the world of work in the context of the current business environment.

b. Identify the characteristics of a high performance individual and company.

c. Understand and apply self-leadership behaviours in the work environment.

d. Know the interrelationship between effective leaders and followers to the organisation's success.

e. Develop a personal brand aligned to own and company purpose and strategy.

f. Develop assertive communication skills.

g. Develop personal power to unleash energy to achieve purpose.

h. Identify and break through self-perceived limits

i. Discover, deepen and build on own natural strengths to develop relationship networks

j. Explore strategies to take full responsibility for own impact on self and others in all areas of life with a view to improving emotional and social intelligence

k. Live the values of the company

This research explores the role of the peer coach relationship on the learning process and how it compares against the group that did not have a peer coach.

In the literature, self-leadership is described as a process through which individuals influence themselves to achieve self-direction and self-motivation to perform in certain ways (Manz, Neck, Neck & Godwin, 1999; Manz & Sims, 2001, Houghton & Neck, 2006; Carmeli et. al., 2006). Self-leadership is generally portrayed as a broad concept of self-influence that incorporates both behaviour focused strategies (self-regulation, self-management and self-control) and cognitive–orientated strategies (derived from intrinsic motivation theories, positive cognitive psychology and social cognitive theory). This ability to self -manage also includes evaluating and modifying behaviour to achieve certain standards. Self-leadership is not confined to the traditional forms of leadership which is contained within hierarchical authority but is relevant to all individuals irrespective of position.

The aim of a self-leadership programme is to create an environment that builds self-leadership capability. Self-leadership involves greater self-awareness regarding self-achievement and personal goals, transformation of existing irrational thoughts into more positive thoughts, and a greater internal locus of control that fosters feelings of competence and purpose (Houghton & Neck, 2002). The course is aimed at improving personal leadership and effectiveness through specific behavioural and cognitive

strategies. Self-leadership strategies while including behaviour-focused strategies and constructive thought pattern strategies can also include natural reward strategies such as a vacation to reward changes in behaviour (Manz & Neck, 2004; Manz & Sims, 2001; Prussia, Anderson & Manz, 1998) The self-leadership programme aims to provide delegates with practical tools to observe their own behaviour and how it fits into the context of work and their personal lives. It aimed to first create the self-awareness and self-insight to enable effective thinking and behaviour that positively impacts on self and others. The process of setting behavioural-altering goals that are challenging and specific usually results in higher performance and greater personal effectiveness (Locke & Latham, 1990).

Adult learning principles are central to the delivery of the programme in that it is experiential, reflective and self-directive in approach.

1.4 Personal Change

Personal transformation or change has been described is a dynamic, uniquely individualized process of expanding consciousness whereby individuals become critically aware of existing and new self-views and choose to integrate these views into a new self-definition (Wade, 1998:713). Personal transformation is viewed as a non-linear process involving self-reflection and the adoption of new self-definitions. Each transformative experience expands an individual's consciousness and interdimensional awareness. Since ancient times, transformation has been viewed as an evolutionary process within the consciousness whereby one sees the world in a new way (Ferguson 1980, Stern 1993). The transformation process enables individuals to achieve a clearer and more expanded vision of the world. Presentational awareness is the concept used to describe the expansion of the consciousness in the educational literature, and this is associated with transformative learning (Goodson 1977, Boyd & Meyers 1988).

Social structure is seen to create the conditions for both change and stability in adult life. The structural characteristics of organizations provide the framework of the situations in which experience dictates the expediency of change (Becker, 1964). Through interactive dialogue, individuals make self-discoveries which result in their feelings, images and

thoughts aligning with their actions. Environments that are conducive to self-reflection promote personal transformation through a process of inner dialogue (Goodson 1977, Boyd & Meyers 1988, Boyd 1991). The peer coaching relationship in this study aims to act as the structural condition or framework required for reflection and change. The process of reflection allows one to return to the experience, attend to feelings and re-evaluate the experience (Boud and Keogh, 2001). The process of moving from an attitude of ego-centeredness to ego-transcendence is viewed as transformation (Wade, 1998). The process of transformation produces a `person-becoming or a person-in-process.'(Goodson,1977 p.5).

Mezirow (1991) further developed the term transformation into perspective transformation which involves a 10-phase process whereby individuals
become critically aware that personal assumptions(schema's influenced by their personal history and experience) about the world constrain new perspectives. This process involves making a choice to change and expand personal assumptions to a more discriminating and integrative perspectives. In all learning experiences individuals bring their own experience that influence how they assimilate experiences and make meaning. Reflection on these may bring an awareness of something that happened, of which a learner was not aware, or only partially aware, during the event itself (Mezirow, 1978). Deep change or transformation occurs when their current consciousness is expanded with the new realisation or new found knowledge.

1.5 Problem statement

1.5.1 Main problem

The role of peer coaching on the learning process of individuals that attended a self-leadership programme within a South African organisation.

1.6 Significance of the study

Several studies have investigated the impact of peer coaching within the teaching, medical and leadership domains (Lu, 2010; Thorn, McLeod, & Goldsmith, 2007; Sekerka et. al., 2003), however there is little research on peer coaching in businesses and its influence on learning. Whilst available research indicates peer coaching is effective in teaching, medical and leadership settings, more research is required. This study fills a gap in the research literature by exploring the role of peer coaching on learning in an organisational context.

Organisations are always searching for the solution to close the gap between training and the application of training to impact positively on business results. This study provides guidance to organisations to impact on learning in the workplace through the introduction of peer coaching. It also provides guidance to organisations in including peer coaching as a component of learning interventions, in particular self-leadership programmes. Finally it provides guidance on exploring the potential of peer coaching on an organisation's success and learning.

1.7 Delimitations of the study

This research focused on employees within a financial institution business context who attended a self-leadership course at a South African insurance company in Gauteng, South Africa. It included a group of individuals that are primarily not in leadership positions. The study assessed the impact of learning through participants' perspectives and those with whom they work. The research did not observe the application of new skills in the work environment or measure its impact on organisational results.

Finally, the research explored the subjective impact of a peer coaching process on learning for the participants through interviews. In this study, the participants' own perceptions were explored, but not those of people with whom they work.

1.8 Definition of terms

Robbins (1991, p.1) defined peer coaching as "a confidential process *through which two or more professional colleagues work together to reflect on current practices; expand, refine,*

and build new skills; share ideas; teach one another; *conduct classroom research; or solve problems in the workplace".*

Peer mentoring is a developmental process at work where a more experienced, longer term employee encourages and enhances the learning and skills development of a lesser experienced or new employee, or a new graduate (Bryant & Terborg, 2008).

Reciprocal coaching refers to coaching between two individuals with similar skills or experience (Ackland, 1991).

"Self-leadership is a process through which employees motivate and navigate themselves to attain desired behaviours and ends" (Carmeli et. al., 2006, p.79).

The concept of learning can be explained as a change in how individuals think or act that can be permanent or semi-permanent (Billet, 2004).

1.9 Assumptions

The first assumption was that all participants answered all questions honestly and openly. Incomplete or dishonest information derived would have impacted negatively on the credibility of the study.

The second assumption was that the participants desired to assist their peers through a peer coaching process. Lack of support during the process may have impacted negatively on the learning, which would further impact on the research findings.

The third assumption was that learning occurs through the peer coach relationship.

2 CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter initially focuses on the background to the literature review of the key themes of the study. It moves on to discuss the available literature with respect to learning theory and the role of peer coaching in a business context and its influence on the learning process. Finally, peer coaching as it has been applied in the education, medical and organisational contexts is explored.

2.2 Background discussion

The research aimed to explore the role of peer coaching on the learning process in a specific work context. Therefore, the researcher firstly examines the concept of workplace learning and then explores how peer coaching supports the learning process.

The concept of learning can be explained as a change in how individuals think or act that can be permanent or semi-permanent (Billet, 2004). When individuals engage with life or daily activities, their knowledge is changed in some way. Vaughan (2008) believes that workplace learning has been undervalued while significant focus has been on formal training in institutions. Learning in the workplace can occur formally or informally, where people learn in communities of practice (Hollard, 2009). Workplace learning is now seen as productive activity as it has become a tool through which businesses may gain competitive advantage (Boud & Garrick, 1999). The speed at which the organisation can learn and adapt impacts its performance against competitors (Senge, 1997). Furthermore, according to Senge (2014), organisations are a product of how people think and act within the organisation. Organisational learning results from individuals participating in new ways of thinking and acting.

Falk (2002) explains that learning occurs through interaction which is achieved through engagement between individuals which results in the reconfiguration of existing aspects of personal identity, knowledge and skills. Workplace learning occurs when people engage each other through interaction. Engagement can take place face-to-face, telephonically or electronically via emails. Learning occurs in the engagement between a person and various kinds of texts, and when a person engages with the texts of their thoughts. In all

these interactions, it is the engagement that brings to the fore the past experiences (skills and knowledge) of the interactors (Brockbank & McGill, 2012). Learning confidence is affected by social relations, levels of power sharing and trust (Holland, 2009). Gouillart and Kelly (1995) explain that learning builds self-esteem and promotes competence and efficacy in approaching work-related problems. As the self-knowledge of an employee increases, they can potentially contribute more to the organisation and with greater confidence. Kram (1996) defines “personal learning” as knowledge acquisition, skills or competencies contributing to individual development, including interpersonal competencies of self-reflection, self-disclosure, active listening, empathy and feedback. Such development invokes a greater understanding of oneself "as increasingly connected to others" (Kram, 1996, p. 140).

Learning in the workplace is enhanced by improving opportunities for productive engagement in a wide range of work processes (Eraut, 2011). Learning interactions through coach, peer coaching or mentor relationships were found to facilitate this process of learning (Lankau & Scandura, 2002). Peer coaching has been mostly applied in the teaching discipline and several studies have been conducted to explore this relationship (Bruffee, 1984; Ferris, 2003; George, 1984; Hu, 2005; Lee, 1997; Liu & Sadler, 2003). However there appears to be a lack of clarity in the management and healthcare literature regarding peer coaching as a construct (D’Abate, Eddy, & Tannenbaum, 2003). In a meta-analysis of the literature, D’Abate et al., 2003) found that both “mentoring” and “coaching” as constructs was frequently interchanged by both researchers and practitioners. Further confusion exists regarding the use of the phrases such as ‘mentoring’, ‘coaching,’ and ‘action learning’ apart from scholarly literature and within the organisation (Miller, 2011).

Despite the lack of clarity regarding developmental interactions, it is clear that learning is facilitated through these peer relationships and the benefits associated with each approach hold similarities (Kram & Isabella, 1985). Due to the small percentage of learning attributed to formal training, it has become a trend for organisations to adopt developmental interactions such as coaching, tutoring, and peer mentoring to remain competitive in the changing socio-economic business environment (Tannenbaum, 1997; Leonard-Cross, 2010).

2.3 Definitions

There are several definitions of peer coaching in existence, but all with the golden thread of learning or acquiring new knowledge through the process of engagement.

Some of these definitions are mentioned here to illustrate this:

a) Peer coaching is perceived to be a *mutually beneficial partnership between two colleagues* with similar experience to enable the *transfer of knowledge and skill in practice* (Waddell & Dunn, 2005).

b) Robbins (1991, p.1) defined peer coaching as "a confidential process *through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another*; *conduct classroom research; or solve problems in the workplace".*

c) Veenman and Denessen (2001) also found that it not *only transfers new skills into practice but also fostered empowerment, improved delivery of feedback* and promoted a business attitude.

For the purpose of this study the following definition of peer coaching is used:

"*A* confidential process *through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another*; *conduct classroom research; or solve problems in the workplace"* (Robbins; 1991, p.1)

This definition has been chosen by the researcher to describe the partnership between the learners of similar experience who have attended a self-leadership programme. The researcher chose a concise definition to illustrate this peer development partnership in a simplistic manner. The role of the peer coaching on the learning process will be further examined in this research. While the researcher acknowledges that self-leadership programmes are aimed at self-observation and self-management, the aim of this research is to explore the influence of peer coaching in support of the learning that took place.

2.4 Learning Theories

Learning theories are conceptual frameworks describing how information is absorbed, processed, and retained during learning (Chaudhary, 2013). Learning brings together cognitive, emotional, and environmental influences, as well as prior experience, in understanding how a world view is acquired or changed and knowledge and skills retained (Ormrod, 2014). Researchers have attempted to explain how learning occurs through behavioural, cognitive and constructivism approaches. The learning approaches relevant to this study will be explored further.

2.4.1 Holistic Learning Theory

Holistic learning theory maintains that for learning to be effective, multifaceted elements of the individual's personality such as the intellect, emotions, body impulse, intuition and imagination must be activated (Laird, 1985). Research suggests that deep holistic learning is preferred to surface learning (Brockbank & McGill, 2006). Learners reflect by creating their own constructs and meanings as well as by recognising that learning and knowledge are created within a social context. According to Burr (1995, p.21), "no human thought is immune to the idealogizing influence of its social context". The workplace is a context and sources of knowledge could be seen as learning from others through a process of reflection.

Modern learning theories promote the concept of reflection as essential for deep and significant learning (Brockbank & McGill, 2006) This approach is based on the premise that reflective learning is an intentional process where social context and experience are acknowledged; where individuals are wholly present and engaging with others; and open to challenge, resulting in a transformative change in the individual and the organisation. Bourdieu refers to "habitus" that exists inside the head of learners (Bourdieu & Wacquant, 1992, p. 134). Habitus is seen as a combination of a learner's life experience, their sense of identity, lifestyle, cultural/gender background, personality and class that unconsciously interacts with the social environment. The researcher acknowledges that learning does not occur in a vacuum but is influenced by several factors.

2.4.2 Andragogy

The concept of Adult learning or Andragogy was brought to the fore by Malcolm Knowles (1978, 1990). He argued that adults learn differently and should be taught differently (Dunn, 2002). Burns (1995, p.233) says: 'By adulthood people are self-directing. This is the concept that lies at the heart of andragogy... andragogy is therefore student-centred, experience-based, problem-oriented and collaborative, very much in the spirit of the humanist approach to learning and education... the whole educational activity turns on the student.'

Merriam (2001, p. 5) outlines five assumptions underlying andragogy, describing the adult learner as someone who (1) has an independent self-concept and who can direct his or her own learning, (2) has accumulated a reservoir of life experiences that is a rich resource for learning, (3) has learning needs closely related to changing social roles, (4) is problem-centred and interested in immediate application of knowledge, and (5) is motivated to learn by internal rather than external factors

2.4.3 Constructivism

Pogson and Tennant (1995) provide a divergent perspective of adulthood as a social construction. They say that the concept of a life's course varies amongst different people in different cultures and that educators should not assume a definitive view on adults and their behaviour.

Constructivism is a collection of perspectives that assume that learning is how people make sense of their experience (Merriam & Bierema, 2013). Constructivists see knowledge as being constructed by learners as they make sense of their experience. Learners are seen as active organisms seeking meaning, not empty vessels waiting to be filled (Driscoll, 2005). Aspects of constructivism, especially the social construction of knowledge, are central to self-directed learning, transformational learning, experiential learning, reflective practice, situated cognition and communities of practice (Merriam & Bierema, 2013).

2.4.4 Experiential Learning Theory

Kolb (1984) proposed a four-stage learning process to explain experiential learning theory. This theory asserts that, without reflection, mistakes are repeated. Kolb's research indicates that individuals learn through four ways: concrete experience, observation and reflection, abstract conceptualisation, and active experimentation, with the likelihood of

developing one more than another. The process of learning could occur at any of the stages and there is no limit to the number of cycles one makes in the learning situation. Kolb's experiential learning cycle is depicted below:

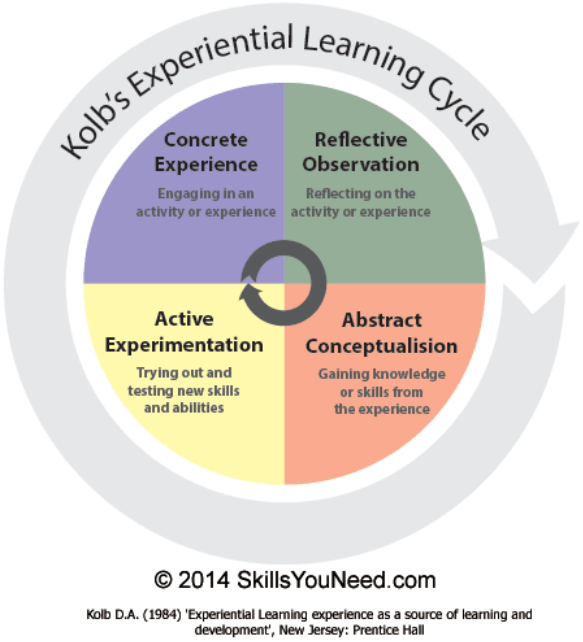


Figure 2: Kolb's experiential learning cycle

Kolb maintains that people learn in different ways and the approach selected on the above learning cycle is dependent on their preferred style of learning. Building on this, Honey and Mumford (1992) identified four learning styles that individuals may prefer to use which are the Activist, Reflector, Theorist and Pragmatist. The Activist enjoys the experience itself, the Reflector spends time reflecting, the Theorist is able to make connections and abstract ideas from experience and the Pragmatist enjoys the planning stage. There are strengths and weaknesses to each style but awareness allows an individual to optimise these. Kaye (2002) has criticized Kolb's experiential learning cycle for not taking into account language in analysing the construction of experience. Although this model contributes to the understanding of reflection, knowledge creation and transformation, the process of knowing 'how' and 'why', serves more as a teaching model rather than a learning model (Moon, 2004; Yang, 2004).

Three levels of learning namely single-loop, double-loop and deutro learning have been expounded further by Argyris and Schon (1978). Single-loop learning is explained as improving existing routine, while double-loop learning involves evaluating or challenging existing routine and deutero learning involves an awareness of engaging in both single- and double-loop learning.

2.4.5 Transformative Learning Theory

Transformative learning theory is considered uniquely adult since "learning is understood as the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one's experience in order to guide future action" (Mezirow,1996, p.162). Learning is guided by an individual's current frame of reference/mindset that influences their thinking, beliefs, and actions. A frame of reference that is revised upon reflection of experience is viewed as a paradigmatic shift or transformation. This new reference is described as more inclusive, differentiating, permeable, critically reflective and integrative of experience (Mezirow, 1996). This theory has been criticised for not taking into account neurobiological, cultural-spiritual, race-centric, and planetary factors (Taylor, 2010). Theorists have expanded the theory further.

The cultural-spiritual view of transformative learning focuses on connections between individuals, personalities and social structures (Tisdell in Taylor, 2010). This theory explains how people make meaning through construction of knowledge or narratives as part of the transformative learning. Culture and spirituality is considered in this approach. The race-centric view of transformative learning considers people of African descent at the centre to understand the students' lived experience within a socio-political context. This view moves away from the individual to understanding the socio-cultural dynamics. The planetary view recognises the interconnectedness on an even broader level amongst the universe, planet, natural environment, human community, and personal world (Taylor, 2010). Based on the literature presented, the researcher's explanation of the transformative approaches is that it evolves from an individualistic understanding of self, then self in relation to others, then self in relation to the socio-economic and political environment and lastly, to understand the interconnectedness among the universe, planet and natural environment.

2.4.6 Rogers 'Facilitated' Learning Approach

Carl Rogers Experiential Learning emerged from his work on a client centred approach from a humanistic psychology perspective (Tan, 2009). This approach addresses the individual's phenomenal field rather than diagnosing from the outside. It focuses on the fully functioning individual and is focused on humanistic concerns, such as will, choices, values and freedom. Rogers (1969, p.5) defined learning as follows:

"*It has a quality of personal involvement* - the whole person in both his feeling and cognitive aspects being in the learning event. It is *self-initiated*. Even when the impetus or stimulus comes from the outside, the sense of discovery, of reaching out, of grasping and comprehending, comes from within. *It is pervasive*. It makes a difference in the behavior, the attitudes, perhaps even the personality of the learner. *It is evaluated by the learner*. He knows whether it is meeting his need, whether it leads toward what he *wants* to know, whether it illuminates the dark area of ignorance he is experiencing. The locus of evaluation, we might say, resides definitely in the learner. *Its essence is meaning*. When such learning takes place, the element of meaning to the learner is built into the whole experience."

This approach is centred on the belief that all human beings have a natural propensity to learn, and learning results in personal change and growth. Rogers' (1969) view is quite radical in that he explains that learning can only occur from within and is self-directed or self-initiated. He explains that learning occurs through conversations with others and in sharing, an individual gains more clarity and new learning, as well as new learning from listening to others thinking.

Rogers (1969, p. 157-164) proposed ten principles of facilitating learning:

1. Human beings have a natural potentiality for learning.

2. Significant learning takes place when the subject matter is perceived by the student as having relevance for his own purposes.

3. Learning which involves a change in self-organization - in the perception of oneself is threatening and tends to be resisted.

4. Those learnings which are threatening to the self are more easily perceived and assimilated when external threats are at a minimum.

5. When threat to the self is low, experience can be perceived in differentiated fashion and learning can proceed.

6. Much significant learning is acquired through doing.

7. Learning is facilitated when the student participates responsibly in the learning process.

8. Self-initiated learning which involves the whole person of the learner - feelings as well as independence, creativity, and self-reliance are all facilitated when self-criticism and self-evaluation are basic and evaluation by others is of secondary importance.

9. The most socially useful learning in the modern world is the learning of the process of learning, a continuing openness to experience and incorporation into oneself of the process of change.

The self-leadership programme within this research study is largely focused on self-discovery and self-management in order for individuals to find meaning and purpose and impact positively on the organisation. The programme, by design, encourages self-awareness and accountability which supports the Rogerian principles of learning. Rogers' Experiential Learning model has been further supported by other researchers who explain that four areas of focus are evident, namely: respect of an individual's subjective experience, learning is experiential and a process of changing, everyone is a learner and curious to solve problems and learning involves the whole person and is lifelong (Underhill, 1989; Kirchenbaum, 2004; Leplege, Gzil, Cammelli, Lefeve, Pachoud & Ville, 2007). This view aligns well with the qualitative approach adopted in this research. Qualitative research emphasizes the socially constructed nature of reality and is shaped by the phenomenon that is being researched; at the same time as seeking to understand how meaning is attributed (Creswell, 2002). The human experience is fully explored through the emergence of meaning through the data that is presented (Neuman, 2006).

The Rogerian experiential learning approach has been criticized for being too optimistic about human potential and ignorant of human evil. Furthermore, it does not take into

account cultural contexts; it promotes narcissism and selfish behaviour through the belief in self-actualisation, and that one can never fully understand an individual's experiences without understanding the subconscious (Kirchenbaum, 2004). Despite the criticisms, this learning approach has had an impact on the understanding of human behavior and learning (Tan, 2009).

The humanistic approach that supports the belief that humans are self-directed and capable of becoming more is the underlying principle that supports adult learning (Merriam & Bierema, 2013). Maslow (1970), who is considered the founder of humanistic psychology, developed a theory of human motivation based on a hierarchy of needs displayed in a triangle. The lower order needs include physiological needs such as hunger and thirst, which must be attended to before one can deal with safety needs-those dealing with security and protection. The remaining levels include belonging and love, self-esteem, and finally, the need for self-actualisation. This final need of self-actualisation can be seen in a person's desire to become all that he or she is capable of becoming. The motivation to learn is seen as emanating from the learner and being intrinsic and self-actualisation is seen as the goal of learning. The self-leadership programme which constitutes the milieu supports the facilitation of individuals' increasing self-awareness to become more and to find purpose.

Situated cognition or contextual learning posits that learning occurs in a context and the learning is structured by the context (Merriam & Bierema, 2013). Workplace learning can be described as situational as individuals learn from the tools in the environment and by interacting with others. Maximising learning from a constructivist approach usually entails communities of practice where learning is shared, field trips, dialogue between the learner and instructor and coaching.

In the management literature, learning has generally been studied in the context of information-seeking during the socialisation of newcomers into the organisation and has been limited to gaining information on performance standards, values and goals (Morrison, 2002). While this process has been useful for exploring how a newcomer assimilates into the culture of the organisation, the impact of these networks on learning has not been fully explored.

With the changing socio-economic environment, there is a need for individuals to continuously learn through higher mental models (Kegan, 1994). Such models represent systems thinking which includes the capacity to look beyond the self and see interrelationships among organisational aspects. In the adult learning literature, such learning involves personal development and change in behaviour, attitudes, or even the personality of the learner (Rogers, 1983). Global organisations have found that in order to facilitate successful learning implementation in the workplace, coaching is required before, during and after a training invention (Mohsan et. al., 2011). According to Jarvis, Lane, and Fillery-Travis (2004, p.17), employee and organisational learning have become more prominent in that organisations have realised that "to respond quickly and flexibly to change is largely dependent on the capability of its employees to learn, adapt and evolve."

A meta-analysis that was conducted, indicated that peer coaching is more effective in transferring training than other training components (Showers, Joyce, & Bennett, 1987). Peer coaching has also been applied in the leadership discipline as a cost effective method of coaching (Thorn, McLeod, & Goldsmith, 2007).

Peer coaching statistics reveal the following with regards to coaching effectiveness:

5% of learners will transfer a new skill as a result of theory.

10% with theory, practice and demonstration

20% with practice within the training

25% with feedback

90% with coaching (Showers et al., 1987).

Often the following components are included in the process:(1) forecasting the need for transfer, (2) training with demonstration of the new practice behaviours, (3) opportunity for practice, (4) non-evaluative feedback, (5) questioning, and (6) self-assessment (Joyce & Showers, 1982).

The learning theories represent the evolution of thought regarding learning from traditional behavioural theories which formed an instrumental role in teaching and learning, through cognitivist theories which accounted for human intellect in learning, to constructivism which explores the socio-cultural meanings that are constructed through learning.

While the self-leadership development programme adopted a combination of the above approaches, the researcher believes that the peer coaching learning process would have likely adopted a combination of an experiential learning and andragogy within a humanistic framework.

2.5 Peer Coaching

Mintzberg (2004, p. 223) emphasises the need for a learning context that allows "students to reflect on their experiences, uncover the assumptions brought to bear on their actions, reframe their assumptions on the basis of theory and practice and then test out new actions with their associated skills." The process of coaching affords the opportunity for reflection. Organisations that provide a context that is supportive through a trust coaching relationship enable commitment and the process of learning of the employee (Eraut, 2007).

Coaching is widely used to reinforce learning in leadership development programmes (Hunt & Weintraub, 2007). The underlying principle amongst the various definitions of coaching is that it is used for the purpose of "helping individuals to improve their performance in various domains and to enhance their personal effectiveness, personal development and personal growth" (Hamlin, Ellinger, & Beattie, 2008, p. 291). As mentioned earlier, there is a lack of clarity with regards to peer coaching as a construct (D'Abate, Eddy, & Tannenbaum, 2003). Phrases, such as mentoring, coaching, action learning, have been used interchangeably but like the various definitions of coaching that exist, these relationships all appear to have the purpose of development (Kram & Isabella, 1985; Miller, 2011;).

As stated earlier, the researcher has chosen the definition below to describe peer coaching:

Robbins (1991, p.1) defined peer coaching as "a confidential process *through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another*; *conduct classroom research; or solve problems in the workplace".*

Most research studies have focused on reciprocal coaching (Lu, 2010). Ackland (1991) made a distinction between expert coaching and reciprocal coaching. Expert coaching is seen as coaching that occurs between an expert professional with advanced skills and a less experienced or knowledgeable professional. Reciprocal coaching refers to coaching between two individuals with similar skills or experience. Based on the definition of peer coaching, the researcher concluded that peer coaching is the same as reciprocal coaching. Most research has been focused on reciprocal coaching which comes with its own challenges. These includes the peer not having sufficient experience as supervisors to provide input, may not see themselves as learning when observing a peer in a classroom setting, may not have coaching skills and not necessarily have the time (Kurtts & Levin, 2000; Lu, 2010).

The concept of peer coaching originated in the field of education over 25 years ago as an on-site dimension of staff development (Showers & Joyce, 2003). Peer coaching as a specific construct represents a small but emerging focus in the scholarly literature, specifically when it comes to peer coaching outside the classroom (Miller, 2011).

Joyce and Showers (1982) introduced the concept of peer coaching as it relates to teaching. Over time, both the teaching process and the concept of peer coaching evolved. Changing methods of teaching were required as the students became more diversified. Teachers required more than traditional methods of training offered in order to be effective in their role. Due to diverse learners in diverse settings, there has been a need for teaching methods to adapt to meet the demands of the changing profile of education. In the United States of America, more staff development initiatives are available, including peer coaching to reinforce learning (Swafford, 1998). Peer coaching has played a critical role in professional development through peer support which further enabled transformational changes in education (Tschannen-Moran & Tschannen-Moran, 2010).

Studies have indicated that peer coaching facilitates collaboration and collegiality amongst teachers (Neubert & Stover, 1994; Benedetti & Reed, 1998; Weiss & Weiss, 1998; Slater & Simmons, 2001). Teachers also appeared to use more creative methods of teaching post peer coaching. Lu (2010) examined peer coach relationships of eight studies during a period from 1997 to 2007. The findings indicate that peer coaching provides affective/emotional support (students felt more relaxed, comfortable and confident);

improves professionalism of teachers (improved methods of teaching and openness to criticism), and the promotion of student teacher practicals (the focus was more on student outcomes than classroom management) (Kurtts & Levin, 2000; Oven, 2004). An interesting finding of the affective support revealed that students in the control group still felt supported when being in a developmental relationship with a supervisor or other campus efforts (Bowman & McCormick, 2000).

Lu (2010) suggests three important conditions to sustain peer coaching in preservice teacher education. These are: a) programme vision that believes in the peer coach relationship for development; b) an organised, balanced and meaningful teacher education programme of study; and finally c) the implementation phase being followed through and constantly evaluated. More research would need to be conducted for peer coaching to be a compulsory component of teacher education.

Kurtts and Levin (2000) found that peer coaches were not always equipped to provide effective feedback through evaluation. Therefore, there appears to be a need for peer coaches to be equipped beforehand to be able to conduct effective evaluations within a structured process. An opposing viewpoint is that there appears to be definite benefits of the reciprocal coaching process, such as the peers feel more supported by peers that are engaged on the same learning journey as they are one (Lu, 2010). Also there is no consequence or threat on a performance review if the coach is a peer. Peer coaches garnered a higher commitment than external coaches, as they built on existing friendships and participants were concerned about not letting down the peer. While those with peer coaches from the same business area had a longer coaching relationship, those with coaches from different areas report taking more risks, and gaining new perspectives. The peer coach relationship is distinguished by equality in the relationship and the lack of power dynamics due to the absence of a professionally trained coach (Lu, 2010).

In the educational setting, the concept of peer coaching has been used. Internal coaching has been explored in the university environment amongst PhD students (Geber, 2010). Geber found that students who experienced a coaching relationship showed an increased probability of succeeding in their course and they felt supported in all areas of their lives. Students found the coaching space to be a neutral safe place that encouraged self-

awareness and provided a sounding board for work and personal challenges. Peer mentoring in university settings is an informal strategy of support for first year students. Research on peer mentoring university students in transition reveal that students adapt to the culture of university life more easily when supported by a peer mentor (Glaser, Hall & Halperin, 2006). In the educational setting, it was found that mentoring offers support, empathy, friendship, help with strategies.

Implementation of learning is also a challenge in the medical context. According to Sekerka and Chao (2003), peer coaching has been used effectively to close this gap of learning transfer. Sekerka et. al. (2003) found that physicians who performed as coaches experienced benefits such as "bolstered self-confidence and underscored personal mastery" (Sekerka et al, 2004, p. 5). Mutually beneficial benefits for both coach and coachee were presented amongst the physicians. Benefits included reflecting more, feeling supported, personal learning and change. There is also similar evidence to suggest the benefits of peer coaching in the transfer of training into the clinical practice in nursing (Dunn et. al, 2005).

The characteristics of peer coaching that include mutual trust, rapport, respect, and empowerment has been applied in the peer coach relationship amongst the nurses. The nurses appeared to apply more reflection and self-awareness following the peer coaching as compared to those that did not receive peer coaching. They were also empowered to develop their own developmental plan, which enhances empowerment and confidence (Dunn et. al., 2005). There are common benefits experienced between the physicians and nurses except for a greater focus on the developmental plan of the nurses. Sekerka et. al. (2003) attributes differences in peer coaching experiences of physicians to be dependent on the different stages of their lives and the researcher believes that this could also explain the differences between the physician and nurse peer coach experiences. In the study of peer coaching amongst nursing professionals, Miller (2011) found that even though there are constraints of time and availability, nurses experienced peer coaching to be both positive and effective. The positive impact was experienced not only by the individuals who participated in the peer coach relationship but their patients and their families benefitted as well. Veenman et. al. (2001) indicates that coaches that have been trained are more equipped than those that have not been trained thus confirming the

importance of equipping coaches with coaching training before the commencement of peer coaching process.

Most of the research on peer coaching within organisations has been limited to leadership groups. In Thorn et. al. (2007)'s research on peer coaching and leadership, factors that lead to collaborative leadership and encourage continuous learning were identified. These include:

1. personal development plan
2. reduce isolation among leaders
3. establish collaborative norms
4. build a shared knowledge base
5. enable leaders to give and receive ideas
6. share successful practices
7. transfer training to the workplace
8. encourage reflective practice
9. more cohesive organizational culture and accelerated leadership.

Parker, Kram and Hall (2012) mentioned that peer coaching is used as a low cost alternative in promoting career learning and development. They identified factors that could hinder the peer coaching process on an individual, relational and contextual level. The implementation of a peer coaching process with the above in mind will enable a greater level of engagement and connection with the peer coaching relationship.

Thorn and Goldsmith (2007) first explored the possibility of peer coaching mid-level, high potential and emerging leaders as a cost-effective way to provide quality coaching in organisations. There appears to be potential for possible coaches within any organisation and this emerges where a culture of coaching is present. According to Toto (2006), peer coaching can be used to support other constructive coaching practices in the organisation. Peer coaching enables the effective process of the transfer and application of the training from the formalised programmed into the business. Peer coaching reinforces the training as well as its alignment with the business strategy (Toto, 2006). Organisations usually utilise external coaching in the form of executive coaches for leadership development

however according to Hunt and Weintraub (2007), coaching by internal experts and peers is an untapped method of leadership development.

In a recent study, Goldman, Wesner, and Karnchanomai (2013) explored the role of reciprocal coaching with leaders from a medical educational setting in continuing leadership development of their individual development plans post leadership training. The study revealed positive effects of the reciprocal coaching that included emotional support (in terms of motivation, inspiration and a safe place to share frustrations), functional support (gaining from different experience and perspectives), and developmental support (in terms of greater self-assessment). The impact of this study in the medical educational setting also revealed benefits on improved individual performance and self-efficacy which is consistent with the value of executive coaching (Baron & Morin, 2009). While the reciprocal coaching may reduce time on work tasks, the relationship was found to be mutually beneficial to both parties in terms of emotional, functional and developmental support (Goldman et. al., 2013).

For coaching to be successful in an organisation, the following structural elements need to be considered: voluntary participation, selection of one's own coach and what to work on, trained coaches on listening and questioning, a safe environment, time allocated for coaching, face-to-face contact, feedback by the coach and reflection by the coachee (Hunt & Weintraub, 2007). Given the billions spent annually on leadership development, the potential of reciprocal peer coaching needs to be explored further as an alternative to costly resources as well as an opportunity to build different relationships that are required for employees to thrive in complex environments (Goldman et. al., 2013).

2.6 Research Question 1:

What is the role of peer coaching on the learning process?

2.7 Conceptual Framework

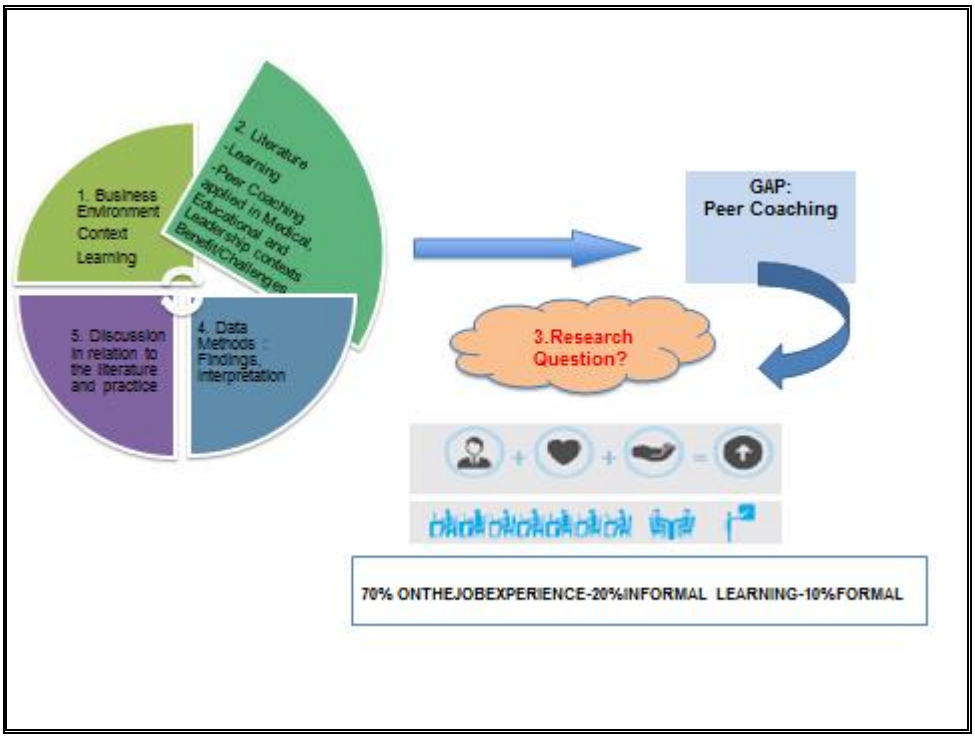


Figure 3: Diagrammatic model of conceptual framework

2.8 Conclusion of Literature Review

Despite the body of knowledge around peer coaching there is little literature to provide evidence of the role of peer coaching on learning in a business context. What is evident from the review of the learning theories is that the understanding of the process of learning is continuously evolving. Greater understanding is achieved as humans grow, relate to others and operate in diverse contexts.

There is a need to delve more deeply into the application of peer coaching within the business setting, outside of the leadership domain. Furthermore, there is a need to explore how the peer coaching process impacts learning.

The question explored in this study is:

1) What is the role of peer coaching on the learning process?

CHAPTER 3: RESEARCH METHODOLOGY

This section describes the methodology that was used to address the research questions that were presented in the previous chapter. The researcher adopted a qualitative methodology to explore the role of peer coaching on the learning experience within a business context. A detailed explanation of the data collection procedures, the data used in the research and the tools used to analyse the generated data is included. This qualitative method is adopted to understand the problem more completely (Creswell, 2002). The issues of ethics, reliability and validity and limitations of the study are also considered.

Qualitative research emphasises the socially constructed nature of reality and is shaped by the phenomenon that is being researched and seeks to understand how meaning is attributed to that phenomenon. This enables the researcher to gain the richness of the interviews to explore the role of peer coaching on the learning experience of the individual. It also explores differences and similarities on how that reality is perceived (Creswell, 2009).

2.9 Research methodology / paradigm

The study made use of a qualitative research design in an attempt to understand the lived experience as perceived by the participant and explored the differences in individuals' perceptions of their experiences; according to a phenomenological method. A great deal of emphasis was placed on the individuals' point of view.

By using a qualitative design, the researcher attempts to gain a deeper understanding of the human experience as communicated through language and the aim is not to generalise the findings. According to Neuman (2006), qualitative research is appropriate for researchers who want to acquire an in-depth understanding of people, the human experience and humanity. This choice of method expanded the researcher's understanding of the participant's learning experience post the self-leadership course and the perceived impact of peer coaching on the learning experience. It aimed to understand a concept rather than a precise measurement (Johnson & Harris, 2003). Qualitative research focuses more

on words, interpretations, and descriptions rather than on numbers in exploring a situation.

This approach was used to explore the in-depth learning experience of the participants that were not in a peer coach relationship and those that were in a peer coach relationship. Since there is relatively little known about peer coaching in business, an interpretive/qualitative methodology was chosen to gain deeper insights and develop some ideas about this area in order that this is available for future empirical testing.

The qualitative method allows for further information to emerge due to the unstructured format (Johnson & Harris, 2003). The challenge is to find the most compelling interpretation of the data through paying attention to transparency and trustworthiness. The focus on the participants' experience allows for more rich data to emerge. It aims to study behaviour from the perspective that humans are social actors themselves (Babbie & Mouton, 2002), who express themselves through attitudes and feelings without losing the rich essence of their experiences (Morse, 1994).

This approach has been selected to appropriately explore the two sub-problems, evaluate the learning process post the programme as well as the role of peer coaching on this experience. By adopting this approach, the researcher attempts to view the world through the participants' eyes. In addition, qualitative research is characterised by a lack of an initial hypothesis that needs to be tested (Bowen, 2005). This is because the nature of this type of research is purely exploratory.

2.10 Research Design

The purpose of the research was to understand the learning experiences of participants who attended a self-leadership course and who were in a peer coaching relationship. To answer the questions posed, a simple interpretive design was used with un-structured interviews on a sub-sample of the participants. This design allowed for rich interpretive data from the perceptions of the participants.

The disadvantages of this included the potential impact of the researcher on the research, causal ambiguity and multiple interpretations available in the data

(Johnson & Harris, 2003). Unstructured interviews however, allow for rich interpretive datasets from the perspective of the interviewees.

2.11 Population

The population consisted of a group of employees most of whom were in non-leadership roles within a business context. A small size sample size was selected with the intention to focus on the in-depth understanding of the participants' experience.

2.12 Sample and sampling method

A randomly selected sample of fifteen delegates was used. The delegates were from two groups; one that included the peer coaching component and the other that excluded peer coaching. The sample was checked to ensure it proportionately reflected the characteristics of the broader groups (Johnson & Harris, 2003). The participants were for the most all in non-leadership positions, with four recently appointed into leadership roles with a desire to grow within the organisation. The participants applied by choice and were selected to be a part of the self-leadership development programme. Therefore, the sample is a convenience sample obtained in such a manner that it is regarded as representative of a group of individuals participating in a leadership training programme within a business context (Johnson & Harris, 2003). Participants were invited to willingly participate in the research. Seven from the group that included peer coaching volunteered and eight out of the group that excluded a peer coach component participated. In addition to providing 100% participation, this number is sufficient for phenomenologically based studies, according to Creswell (2009). The selection of the sample method, design and methodology is usually influenced by the purpose of the study (Morton-Williams, 1985).

2.13 Profile of participants

Table 1: Profile of participants

Description of sample type	Number of sample
Participants that were not in a peer coach relationship	8
Participants that were in a peer coach relationship	7
Total numbers of respondents	15

2.13.1 Racial/demographic split

Table 2: Racial/Demographic split

Relationship type	White Female	Indian Female	Coloured Female	Indian Male
Peer coach	3	2	2	0
Non Peer coach	7	0	0	1

Most of the participants were white females which represented the larger self-leadership group. The fifteen participants selected had five years or more in terms of work exposure and different careers.

2.14 The research instrument

An unstructured interview was used as an instrument in this research (White, 2002). The main question posed was 'Describe your learning journey following your attendance of the self-leadership programme?' Participants were asked to share information about their career to date, as well as their learning journey. Unstructured questions followed to make meaning of their experience. This process was conducted by means of a face-to-face interview where the participant was free to share verbal information that would result in rich data analysis. The unstructured interview allowed participants the opportunity to share freely in a relaxed manner on their subjective experiences. The study sought information and understanding rather than to offer generalised findings, so a fixed questionnaire was not adopted (Walker, 1985). Participants were given a consent form to sign before the interview was conducted. The interviews were transcribed and field notes were added. The flexibility of the unstructured interview process allowed it to be conversational in nature and allowed participants to share openly and truthfully (White, 2002).

The disadvantage of interviews is that the data could be impacted by researcher bias and paradigm (Remenyi, 2011). The interview data and recordings were reflected upon repeatedly to manage researcher bias. The advantage of the interview is that participants share openly in their own time and provide perspectives on other subjects as well (White, 2002). A further advantage is that the researcher learns through the process and improves their technique as the interviews progress, yielding richer data in subsequent interviews (Remenyi, 2011).

2.15 Procedure for data collection

The researcher conducted face-to-face interviews with the participants post the self-leadership course and that included a peer coaching process. Fifteen participants agreed to participate in the research. Eight participants were not in a peer coach relationship while seven was in a peer coach relationship. In order to manage researcher bias, the peer coaching process was introduced by an individual other than the researcher during the self-leadership course. All interviews were recorded and field notes were taken to add to the richness of the data. In order to maintain confidentiality the names of the participants were coded and evidence was destroyed once the study was concluded. The interviews took place in the work setting in a comfortable and informal meeting room. Trust and rapport was built during the interview process through the open and relaxed engagement of the researcher with the participant. According to Kvale (1996), the researcher must create a trusting atmosphere to allow participants to share honestly. The researcher was able to attentively listen and ask further questions for clarity. The duration of the interviews were from 30 minutes up to an hour. All recordings were transcribed. Body language was also observed and recorded.

2.16 Data analysis and interpretation

Being qualitative by design, a simple interpretative approach and thematic analysis was conducted to uncover repeated patterns of meaning (themes) (Johnson & Harris, 2003). Thematic analysis is a process of defining themes and creating codes to create meaning. The intent of a qualitative design is to attempt to understand the participants' experience through their eyes. Each interview was transcribed and analysed. Denscombe (1998) indicates that qualitative data analysis should be guided by certain principles. These principles include:

1) conclusions should be grounded in data,
2) there should be detailed and thorough reading of the data,
3) awareness of researcher personal biases to avoid introducing these into the data analysis, and
4) analysis of data should follow an iterative process which moves back and forth constantly, comparing data with codes.

The researcher adopted a thematic content analysis approach to make meaning of the data and understand the participants' lived experience. This process results in themes emerging upon close analysis of the data. The researcher constantly analysed and compared the emerging data in the thematic content analysis approach. The data was then translated into codes and code categories which allowed the researcher to address common characteristics using thematic analysis techniques (Mills, Bonner & Francis, 2006).

The researcher adopted the following approach during the data analysis process:

a. Once the interviews were concluded, the transcripts were prepared for analysis
b. Each transcript was read and checked against the recording
c. Each transcript was exported into an Excel worksheet
d. Every line of the transcript was numbered and columns were created next to each line for codes
e. Each transcript represented the verbal interview accurately and additional field notes was provided to fully capture the experience of the participant
f. Each transcript was read again while listening to the recording to ensure accuracy and to gain an holistic view of the data
g. Codes were assigned to meaningful words, phases or sentences
h. The codes evolved through a inductive, not deductive, process

i. After a few transcripts had been coded, a master list of codes was refined and reviewed

j. The code list was refined as the remaining transcripts were explored

2.17 Limitations of the study

Other factors on an individual, relational and contextual level may prove to be potential risks to the study (Parker et. al., 2012).

Qualitative research is highly subjective as the findings are interpreted within the researcher's frame of reference. The researcher's interpretative framework and implementation in the study may have been influenced by training in psychology and human resources, specifically recruitment. A responsibility therefore rests on the researcher to be aware of this and to take care to limit preconceived expectations when reviewing the results.

The results were reviewed several times in an attempt to manager researcher bias, but the researcher is aware that this influence is impossible to eliminate completely. Any study that takes place within an interpretive paradigm is naturally shaped by the subjective meanings established by the researcher (Creswell, 2003). The use of the unstructured questionnaire within this qualitative approach, results in the validity and internal consistency of the questionnaire not being empirically tested. Further research must be pursued to support the findings.

2.18 Validity and reliability

Validity refers to the notion that the design of the research addresses the research questions and reliability is concerned with consistency in the research (White, 2002).

2.18.1 Internal validity

Internal validity was achieved through the formal structure of the unstructured interview as well as the same question being used. Internal validity (whether it can be reasonably assumed that A causes B is difficult to establish in most studies, which typically use a retrospective approach (Johnson & Harris, 2003). A quantitative study should be conducted in future to support the findings empirically.

2.18.2 Reliability

According to White (2002), reliability refers to the consistency of the results in the research with repeated trials. This depends significantly on the trustworthiness of the research. By following a formal structured approach, the researcher attempted to address this.

2.19 Conclusion

This chapter provided a detailed explanation of the data collection and analysis procedures undertaken in this research. This approach was adequate to address the research questions in this study.

3 CHAPTER 4: PRESENTATION OF FINDINGS

3.1 Introduction

This chapter reports the findings from the qualitative analyses conducted within the context of the research question.

The responses from the interviews are presented as the conceptual themes extracted from the data collected. This thematic analysis was conducted in the area of the role of peer coaching on the learning experience.

3.2 Qualitative interview findings

An unstructured questionnaire was used to interview the fifteen participants. The code classifications listed in Table 4 were used to identify the interview respondents in order to assign descriptions, comments and quotations to them. The interview respondents were also differentiated between those that were in a peer coach relationship and those that were not. The researcher observed similarities and differences between the groups in terms of themes to understand the learning experience and the role of peer coaching on the learning experience. The aim of the representation of the qualitative research is to capture the essence and richness of the respondents' subjective experience. The data of each respondent was represented under these pseudonyms to maintain confidentiality of the respondents and was destroyed post the research.

Table 3: Naming conventions for the interviewees

Code classifications for interviewees Interviewee	Code classification
Interviewee 1	01P
Interviewee 2	02N
Interviewee 3	03P
Interviewee 4	04N
Interviewee 5	05P
Interviewee 6	06N
Interviewee 7	07P
Interviewee 8	08P
Interviewee 9	09N
Interviewee 10	10N
Interviewee 11	11N
Interviewee 12	12N
Interviewee 13	13P
Interviewee 14	14N
Interviewee 15	15P

The unstructured interview allowed interviewees the freedom to share anything of significance as the researcher explored their learning experience and the role of peer coaching on that learning experience. The findings are presented as thematic analysis in the next section.

Thematic analysis presents repeated patterns of meaning that are coherent and distinct in relation to the whole dataset and the research questions (Braun & Clarke, 2006). It is important to note that in presenting thematic clusters, a level of interpretation is already evident. The impact of theoretical choices as well as the process undergone in the selection of themes is fully described in chapter five.

3.3 Thematic analysis of data extracts across entire dataset

The themes extracted from thematic analysis across the entire interview dataset are presented in their thematic clusters with data extracts directly from the research that include descriptions, comments and quotations in the tables below. The researcher identified themes that emerged, as well as sub-themes within the data itself. The researcher did not believe it was necessary to split this theme further as the main theme captures the essence of the research. It is worth noting that in identifying and then modelling the relationships between sub-themes and themes, it is apparent that the researcher played an active role in making judgements about patterns and themes in thematic research (Braun & Clarke, 2006)

Therefore a level of analysis is already evident in the presentation of findings below and the researcher's voice is more clearly a part of the study than in other methodologies (Braun & Clarke, 2006; Aronson, 1995). This is appropriate for thematic analysis and the distinction between the presentation of results and discussion of results is made clear in the discussion section of this study.

3.4 Themes

The various themes that were extracted from the interview data sets are presented overleaf.

3.4.1 Self-Reflection

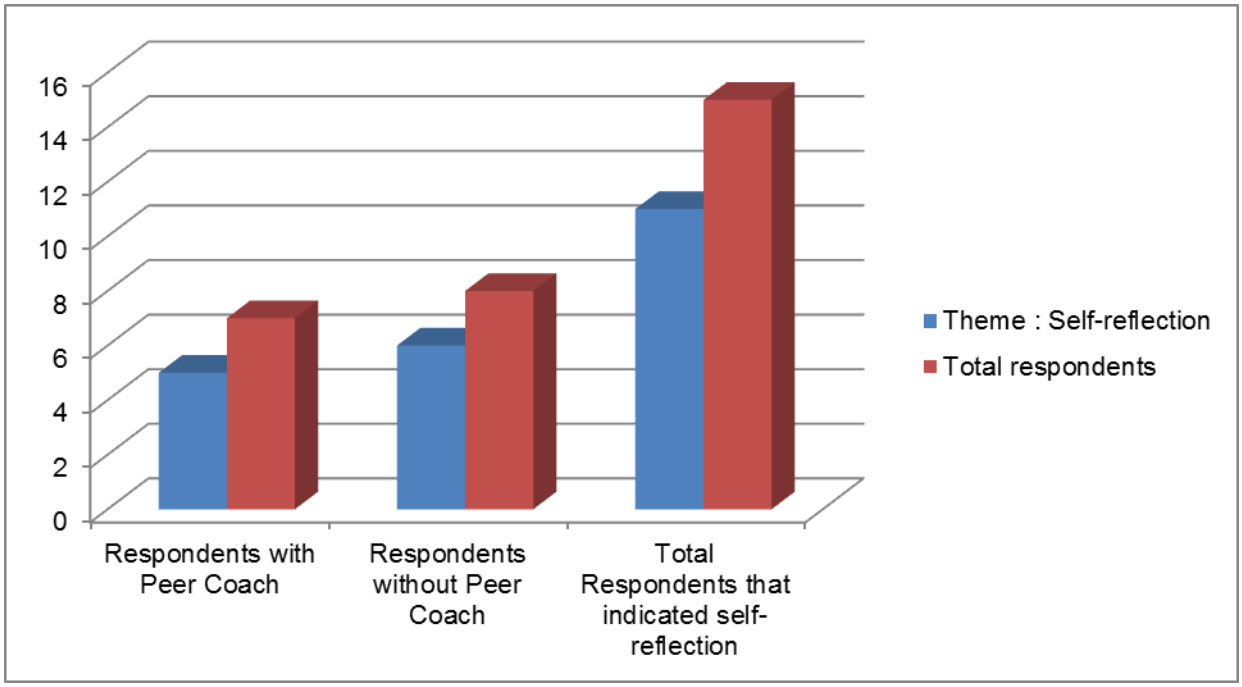


Figure 4: Self-Reflection

Most respondents indicated that that they went through self-discovery. They began to reflect deeply on their lives and accept their life events and to focus on the next steps. The process of reflection allowed for greater self-awareness and self-acceptance. Eleven of the fifteen respondents reported undergoing a process of self-reflection. Five of the eleven were in a peer coach relationship. Discovering their strengths played a role in helping to understand and accept self.

Table 4: Self-Reflection

Self-Reflection Comments from research
03P- I always wanted to get in touch with that side of myself because I lost my father when I was ten years old. I could never speak about it until the Pride, until that strength and resilience program because on my vision board I went back to the past.
05 P- Pride makes you take a few steps back and sit and think about the direction you want to go to. I must admit I am still not sure but from a hundred different

avenues and it has narrowed down now to what I want to do, that's basically it. I am still trying to figure myself out.
07 P- I joined and getting to know my strengths and realised where my passions are. Client services is important to me but I realised there are other things that are important to me by knowing my strengths I can do things better and get other things done
08 P - Journaling for me has been huge because I go back and read through everything as well but it also makes me, trains me to take time to think things through because journaling you actually sit and think on purpose as when you are reacting or going through something you might be thinking things impulsively or spontaneously you don't reacting sort off on emotions instead of thinking things through and journaling has helped me through that. I journal every day, it's also created this hunger for more information. I have finished reading the book that we were given- Leader without a Title. I then read Richard Branson's book – Screw it just do it. I am now reading Stephen Covey-Seven habits but with each step, with my journaling I notice it all ties in.
13P- Some of the sessions you would sit back and think you know I am like that and maybe I should try it

3.5 Self-Awareness and Self-Acceptance

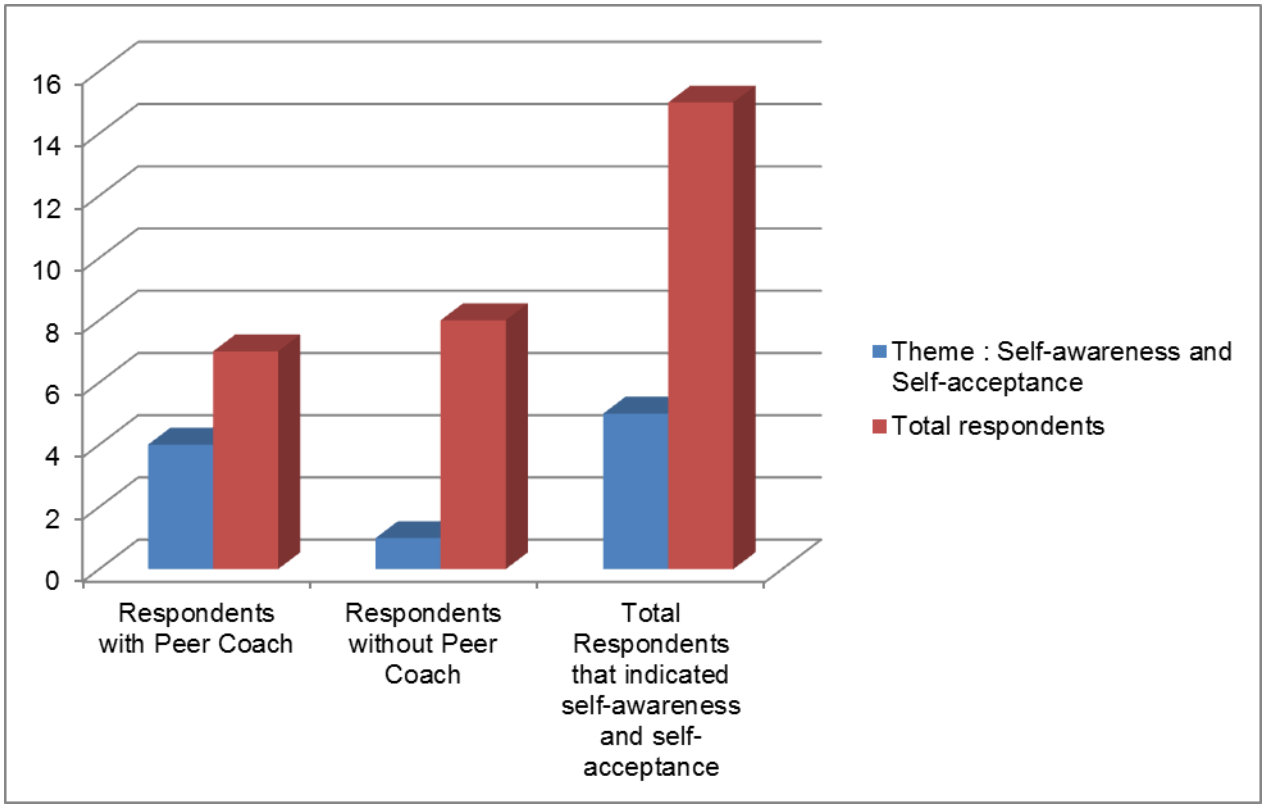


Figure 5: Self-awareness and self-acceptance

Five respondents indicated a greater sense of self-awareness and acceptance during the learning experience. This is only one third of the total number of respondents however it is important to note that four out of five individuals were in a peer coaching relationship. While a greater number of respondents indicated self-reflection as an emerging theme, this theme emerged far less.

Table 5: Self-awareness and Self-acceptance

Self-awareness and Self-acceptance: Comments from research
01 P-Yes, you do and I'm more myself now then I think I have ever been and I am more true to myself and I am more true to my soul and my purpose. I feel so that I am becoming more true and pride was like yoh, it really really helped and that's why I volunteered to do this because I like the pride learnership has really pushed me

forward and the strength finder was amazing because I had a chat with (name), everything on my strengths, I had initially thought were all my weaknesses because people always play down your strengths and are like no you talk too much, so communication is my top strength and I am loud and I am very verbal.
07 P - Oh wow! It's really made me very aware of my strengths and I try and use it every day, personally, work life, and use it to the better, I don't know if that sounds right and maybe some of the things I used to think was a weakness and I actually realise now it's a strength.
15 P- It's actually opening up things about myself, that I never knew before; like my personality, what I can do, what my strengths are and to focus on that as well
03 P -so what has changed with me over the last year and with the Pride Program is that now I am paying attention to myself and seeing that it is not such a bad thing to pay attention to yourself because in that you can well the whole thing is about self-leadership. I miss my parents very much, every day and this has helped me to go back to exploring that side of myself and to be able to talk about it because it is like therapy.

3.6 Making a difference

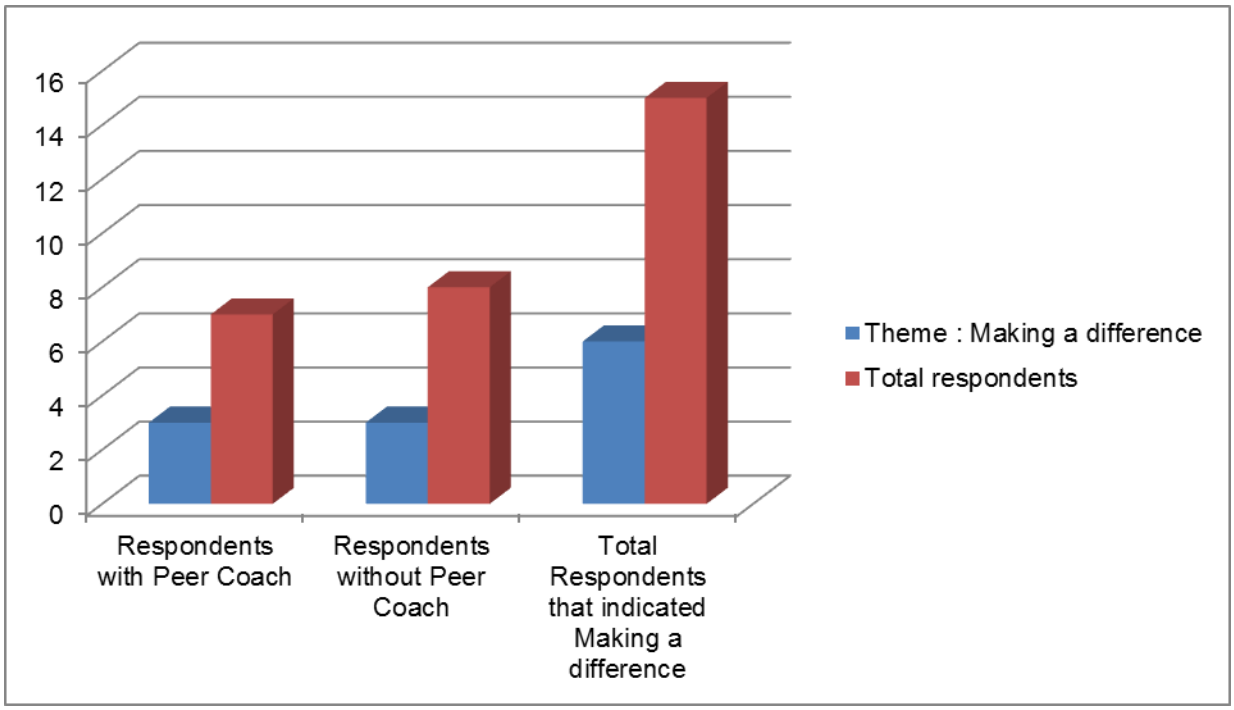


Figure 6: Making a difference

Some respondents indicated that they want to make a difference to the lives of others. Six out of the fifteen respondents indicated the need to not only make a difference at work but outside of work. Three respondents had a peer coach while the others were not a part of a peer coach relationship.

Table 6: Making a difference

Making a difference: Comments from research
01 P -I would really like to make a difference there and its very fortunate that with Momentum and the Pride Program I can do both because I am working in the financial world and I can make a contribution towards educating people about saving the planet and doing their bit to go green and to live a more conscience life because I think people are just living un-conscience lives because they don't know every decision and everything they buy, every act they do has an impact on our planet.

03 P- The thing is we have got so many tools available to us and we are making the best of it and I am also sharing it with my colleagues
08 P - For me the growth and the lessons I can teach (name), especially with Stephen Covey's book as well, I try and teach him that he should be dependent he should be interdependent. I teach him that type of thing, you need your people around you, and you should be interdependent and dependent.
It helped me in my learning journey because I was seeing myself and what I needed to be doing, how can I help people but I think it through with her I might have supported her through that difficult time as well.
I said to her as well come to me if you want to make a call and you don't want to ask permission you just want to ask for an opinion, come to me, I am always available. I also found on that business level that she comes pass me and asks what I think, would I do it, and how I feel about it.

3.7 Need to connect

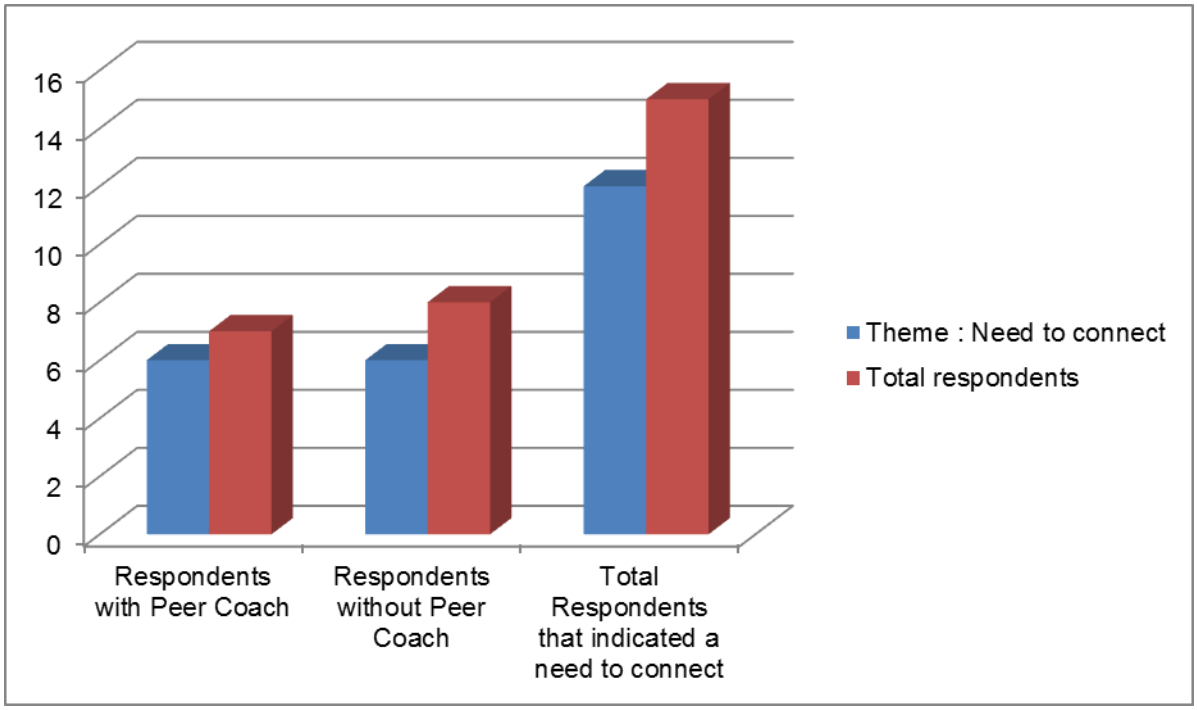


Figure 7: Need to connect

Respondents discovered the benefits from connecting and learning from others. While it was uncomfortable at first, they discovered it is essential to grow and discover new perspectives. Respondents connected with others to learn and accept diverse perspectives. Twelve respondents spoke about how they learn through connecting with others. Six of the twelve individuals were in a peer coach relationship. Improved relationship understanding was experienced, as well as exposure to diverse thinking

Table 7: Need to connect

Need to connect: Comments from research
01 P - She has been really pushing me and when I approached them I was very scared to approach people because if I am comfortable with a certain amount of people those are one of my strengths as well. The Lion King taught me that even if you are weak you have a purpose and a role to play in this world, so some people are weaker or you might be strong in something but weak in another thing and that might be the other persons strength that's what makes a good team, it's not about judging someone and saying oh you are stupid or whatever, it's just about saying they do play a role in your team and accept them for what it is and just embrace it
05 P - You so used to focusing on your group of friends, going and speaking to them, that you don't even think of the next person, now when you walk around and you see someone from class you actually stop and you speak with them, you actually hear what they are saying because a lot of times when someone says hello, how are you, you don't even hear their reply, so now it's just taking time and just even sitting in class and if the facilitator even says something, I already have my answer in mind and thinking that is the only answer and you would be amazed at how many times there is like ten different views. When we stuck in traffic I will actually say I just want to go out of the car I just want to get out of the car and sometimes I just want to walk home, its much quicker meanwhile it's not. I will actually sit and just look at this person or look at that person then you try and figure out how was their day, was it as hectic as yours, things like that. I think I have changed a lot the past few months, it's like before I would really let

things, people get to me, now it's like you just sit back and look at things from their perspective and see why they would have reacted like that and you actually more understanding. Even at home, like with my husband, he thinks things differently and also sometimes you do clash because you know it's not like me wanting my own way all the time but I never used to understand from he's perspective, so now when he says something you actually say okay this is why he is saying this, this is where he is coming from. So it makes the relationship much better
06 N- I can do this and if I can't find the information I must get someone to help me but I know where to go, so it's not what you as an individual know, it's how you should network, where you should network. I love my team. I think every single one of them is so phenomenal and all these personalities' strengths build on, whereas before I couldn't identify. I now can identify, I know exactly which way is working and which one likes and when they having a bad personal day I can see it on their faces and previously it would just go over my head and now I can actually pick it up and approach them and I know how to speak to them and say Are you okay?
07 P - Sometimes the information is a bit confusing or conflicting to what you believe or become accustomed to so it is quite interesting to hear someone else's view and it makes sense
08 P- Our coaching sessions, even though they weren't formally, there were a few sessions where we would sit together, sometimes it was even over the phone or in the office chatting to one another but that support has been built. I am now starting another peer coaching informally with one of the coaches from Traditional. I would like to build many of those types of relationships as possible because I can only see it benefit me and the other person that I have that relationship with. .
13 P - Just the other interactions with other colleagues as well and making time to know each other because in this environment you just don't care, you go on and its actually nice, knowing a person better that you only see in the passages.
15 P- It was a bit daunting because you guy's all of have to work together, you all working different times, you don't have time in your day to breathe but somehow we had to do it. It was such a nice class, just to see what everyone comes up with and their ideas. It was really really nice, I really enjoyed it

3.8 Support from others (Peer coach/Mentor/Managers)

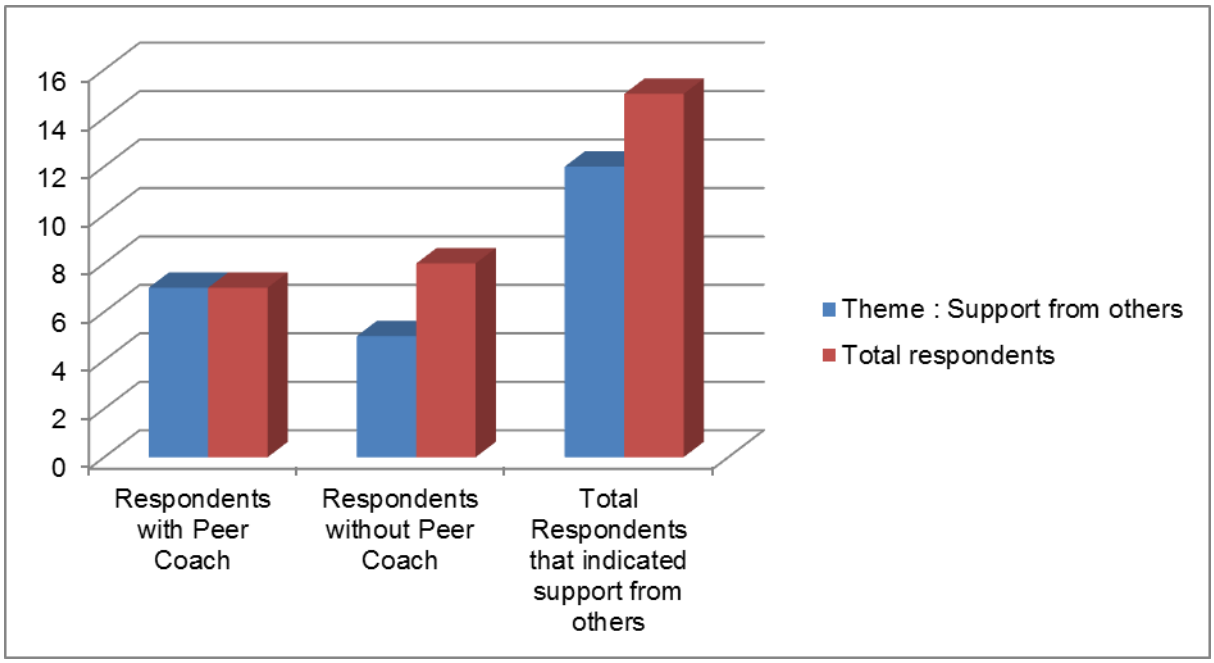


Figure 8: Support from others

Learning was supported by mentors, coaches, managers and significant others. Most respondents found immense value in the peer coach relationship. Twelve respondents indicated support from others and seven of the twelve were in a peer coach relationship. Those that did not have a peer coach, created the peer support through their relationships with their managers, mentors or partners. They used these relationships to create a safe space to share their learning and also gain new perspective. These relationships proved to be motivating and provided new perspective. There was a need to discuss learning with someone on the same level as themselves.

Table 8: Support from others

Support from others: Comments from research
01 P - No, we gave each other tasks, we can't practice with one another, and it would be crazy. She just works opposite me, I will go to her and she is like now she knows. She doesn't cut the people in anymore, you wait for them to finish speak

even though she is busy dying in the inside and she really wants to tell that person shut up I have something to say.
03 P- Well when I started in (name) team, she always tells me that I changed as a person because that is what other people have told me, (name) who is my mentor, she told me I do know this about you because you always keep to yourself and you don't show this side of you (Name) is also my coach so I have gotten so much opportunities and with her I am going through my goals, my personal goals and my life goals and essentially my career goals will be meant for me. I bought a book which I haven't done in years. From the interaction with * I realized I enjoy and I want to go back to enjoying art and culture and reading so one of my goals buy a book and I bought that book and another one was visit Johannesburg Library because that is where I used to go as a youth, as a child in school, used to go there on Saturdays and just go in there and look at the windows- high windows and go to the art gallery and just experience it, so it made me feel connected to other peoples' creativity because for me creativity is precious and the gift that is art is given to the world, to share the artist perception and no force it upon you but what is your perception, I am sharing mine and this is my vision, I have a lot of respect for that
05 P- Yes because even if you have to get the pride file and if you read a nice paragraph or story or whatever then I will show it to him. He has also read the Leader without a title, so I was amazed because he is not a person who reads and I keep going back and saying but in the book that there is a part that says this we maybe should try this you know just to better things, even with him work wise and he actually sat with the book and finished it. So now and then and then when he gets emails with regards to self-leadership, he will send it to me and say I think you are going to enjoy this or this paragraph or this is long, print it or I will print it for you, you can read it at home. Then we met that same day and we spoke and after that when you see him in the corridor even if he's far away you just doing that Hi, hi then you know you already built that relation, you can just sit and speak, think with me and him more is that he is in escalations, so I can understand the environment he is coming from, so then you are also under pressure and all of that, so yes it was nice
07 P- I think with doing that my peer coach and I we chat a lot about our strengths and what we do and we bounce off each other. That is quite interesting to have that

and do that with someone, we actually have so much in common we didn't know that until we chatted and met.
From there is flows like I said it's very easy to bounce of each other and personally chat and informally about what you planning what you doing. It motivates you because you can hear what she is doing and it pushes you. She is cool, happy and it helps and takes away from the negativity sometimes
I don't think that there is anything that she ever says no to, and It's given me the view on life and work to take it as it comes and to just do it. I love the fact that she views work and life like that. If she can't do it she finds out how to and gets it done. I said to her that it is something I admire about her and something that I would love to embrace every day. In the peer coaching we sometimes we read up because there is not enough time to do it in the sessions so we would chat about that, not say specifically the reading or note book and the experience we going through, especially if we learnt new skills in those sessions on how to deal with stress, how to cope with it, her and chat about it and how we have implemented it in our lives. So that stuff is very it helps, it's also something that helped my learning. I learnt how to approach things and different scenarios. Wow I think definitely finding someone not necessary in a higher position either in a different role from you such as the mentors. I rely on my mentor for a lot of things personal work, we actually ja, she gives me things to do and I give her feedback and she gives very valuable input into my learning and my journey ahead so I think that is really good to have and I think sharing with your partner. So I think your partner can help you and it helps you with communication so I think those two roles are also important when learning.

08 P - what I learnt from my peer coaching was not only for myself was actually more for (name) , when we used to sit together, her team was in a very bad place when we started our peer coaching team and we would guide each other where if she was feeling absolutely negative and her team was pulling her down or team was feeling negativity we would guide, talk each other through it and she would try and take the positivity back to the team and try a bring the team out of where they were and then she would come back to me and say it didn't work and the team still is but we would also go through it, try and remind each other about the principles of Pride and go through them, talk to one another about it and I noticed for myself, I felt empowered by helping her move through what she was going through in her team. It also made

me to see what my purpose was which is to guide, to lead and to empower people and through that I will also go through to her department and go and talk to them and try and see if I can help them feel better about * as well.
I have got a lot of mentors that I often sit with and ask about guidance with, (name) for instance and I have check ins where I will talk to her and ask her advice, how did she get to where she is at her age, what does she do.
She helps me a lot with my personal side of things so I turn to her and not only is she I am not even sure if she is my boss anymore, but no she is my manager, my mentor, my friend. And for me that's what mentoring is as well.
I couldn't go any further, with your guidance and the pride program I started to identify where I may have strengths. I have more strength in Specialization management, that type of thing and I started to be able to have a clear vision of where I need to go.

13 P - Yes because we were laughing at that the first time we met, for the type of stuff we liked, the type of person and all of that we had so much in common so it was actually so nice and we were at ease with each other. We just gelled we just clicked immediately so I think that was a good match, I don't know about the other people but we really matched immediately, we had a few meetings, it was just nice. What is nice is that if something is bothering you, you will talk about it and she will talk about stuff, so actually it was nice, it's a good thing. It's nice with the mentorship as well but it's just different with the peer coaching, it's more relaxed, it's just easier. It's easier for me to connect with my peer coach than my mentor, not that I don't like my mentor but it just feels easier because you are on the same type of level, so that's actually a good thing, and with peer coaching where I have gained out of it I think is knowledge of the person, see how that person ticks and be able to help in a way if there is a problem or assist with something and with the assignments as well, we sat together and we discussed it and then you see it in a different way, so that is what I got out of it. Just the other interactions with other colleagues as well and making time to know each other because in this environment you just don't care, you go on and its actually nice, knowing a person better that you only see in the passages.

15 P - With my mentor we actually worked out my PDP and we basically moving it towards a service manager. That's what I like about it, it's given me out my steps, what courses I must take, what soft skills I will need to get to the end point which is a

service manager.
Also the peer coaching as well, it's very nice. Strange enough, my peer coach and I are like almost twins. I don't know how that happened. I don't know what was done. It was something random but when we were discussing everything, it was so weird because she had the same issues I had. We could relate to each other.
It really helps to motivate, especially when you are so similar in so many ways, things you want to do are so similar. So if sometimes you feel down or you not (slang term) to do something, anything that's going to tax you in anyway and at least you have that person to bounce it off and get a bit of perspective , so that has really helped a lot. I mean they have been working with me for so long…so they can also see the difference and say I never used to be like this and yeah I never really used to be like this

3.9 Growth in self-confidence

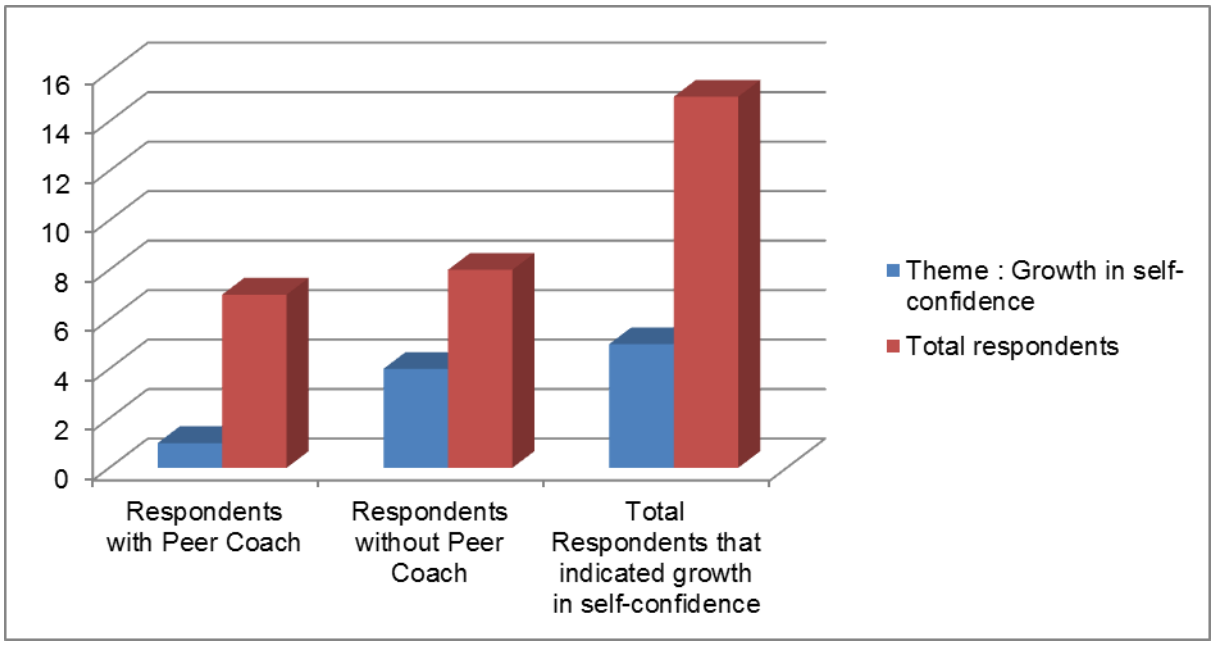


Figure 9: Growth in self-confidence

Five respondents indicated their confidence grew on this learning journey; as they discovered more about themselves they grew in confidence. Four of the respondents were not in a peer coach relationship. It was interesting to note that those that were

not in a peer coach relationship grew in confidence. Perhaps they chose to rely on self, due to the lack of support and grew in confidence.

Table 9: Growth in self-confidence

Growth in self-confidence: Comments from research
15 P- It helps with confidence levels, I feel a bit lighter for some reason.

3.10 Self-control

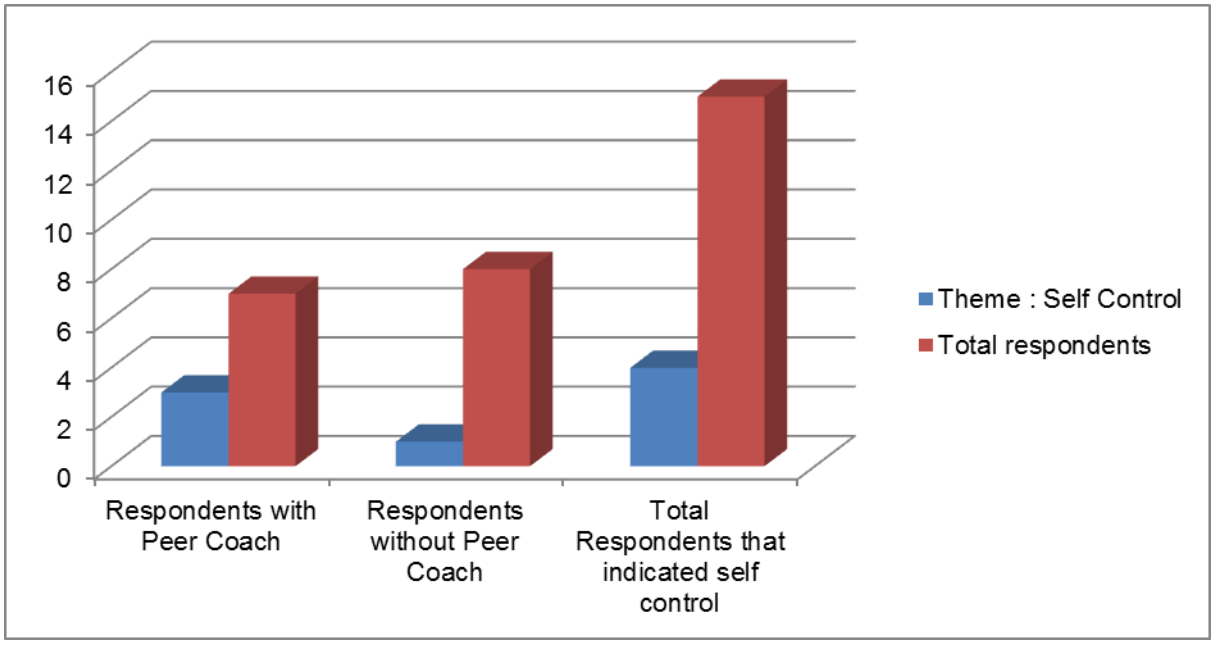


Figure 10: Self control

Four out of the fifteen respondents indicated having more self-control since the programme. They indicated that they deal with situations differently and think before they act. Three of the four respondents are in peer coach relationships.

Table 10: Self-control

Self-control: Comments from research
08 P - She said just from the way I deal with situations, the way I deal with any conflict, where as I would have been extremely reactive, where I would have either jumped into conclusions or rub my mouth of, she said she has seen that I have got a thinking process where I go through with whatever I need to go through before I react or before I say something
Inside myself, in my home life and at work. (Name) also said I am less emotional and the growth that she has witnessed as well, she said to me has been phenomenal.
13 P- I learnt something new, especially on Self Control and EQ. One of my colleagues at Executive, I was so mad at that stage, normally I would just go out and

I controlled myself and afterwards I could easily speak to the person and all of that so that was good for me as well, I learnt to control my emotions and all of that
15 P- For example, especially with emotional intelligence, I felt quite difficult to deal with. I think sometimes you are brought up a certain way and because of that you react a certain way, so now to teach yourself something else is so difficult. But what I like now is that I am conscious about it. I have steps now to make it a reality; this is what I want to be, this is what I have to do to get there,

4 CHAPTER FIVE: DISCUSSION OF RESULTS

4.1 Introduction

This chapter discusses the analysis of the qualitative research that was conducted in relation to the research question and literature mentioned in the previous chapters. The role of peer coaching on learning is explored in connection with the themes derived from the interview data. The discussion and relevance of the findings of the participants, both in a peer coach relationship and those not in the peer coach relationship, is examined further.

4.2 Self- Reflection

Most of the respondents indicated that they began to reflect and interpret their experience to make meaning of it. The self-reflection led to a deeper level of self-awareness. Learning is described as a process of making new meaning, or revised interpretation of an experience which guides action (Mezirow, 1991). Deep learning occurs when individuals see themselves as active agents in the process of interacting with information to make meaning and transforming the way they see the world (Brockbank & McGill, 2012).

Whilst single loop learning, improves the current situation, it does not change underlying values or beliefs while double loop learning implies a questioning of current assumptions and values, resulting in a different way of seeing the world (Brockbank & McGill, 2012). Across both groups, individuals indicated that the programme they were on encouraged them to stop and think about their lives and current beliefs.

According to Boyd and Fales (1983), reflection can lead to personal growth, professional growth and meaningful change. Reflection allows one to better understand one's strengths and weaknesses, identify and question underlying values and beliefs, acknowledge and challenge possible assumptions, recognise areas of potential bias, acknowledge fears and identify areas for improvement. Eleven of the fifteen respondents indicated undergoing a process of reflection about their lives and current beliefs and thinking. The process of reflection resulted in greater self-awareness and acceptance of themselves. Five of the eleven were in a peer coach relationship.

Reflection can lead to greater self-awareness, which in turn is a first step to positive change. Taking time to reflect can help one identify approaches that have worked well, and in that way reinforces good practice.

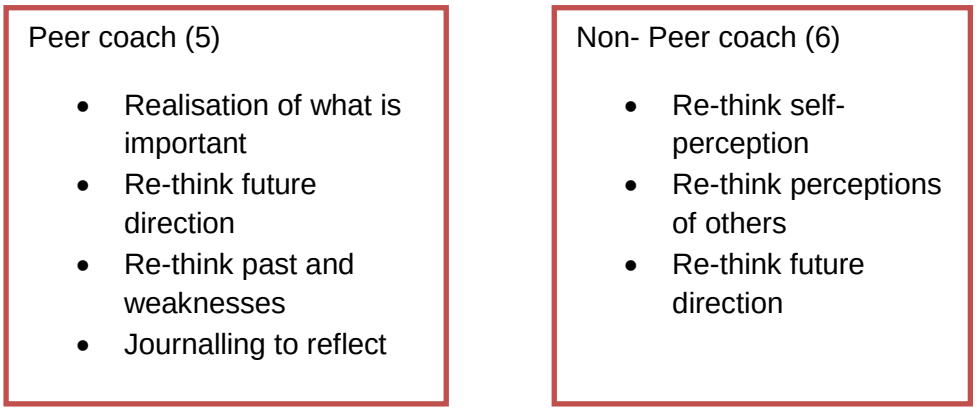


Figure 11: Self-reflection descriptions between both peer coach and non-peer coach groups

There were minimal differences in the words used between the group that was in a peer coach relationship versus those that were not in a peer coach relationship in describing self-reflection. The researcher found it interesting that two respondents of the group that had no peer coaching found the process of reflection to be a re-inforcement of their existing personal journeys of self-discovery. This supports self-initiated learning and discovery which underpins Rogers' (1969) theory of self-directed learning. It also appears that the peer coach group spent a greater focus on understanding their past and perceptions of self in order to make meaning and decisions about their future, unlike the non-peer coach group that mostly focused on changing their current self-perception and perceptions about others.

The peer coach group also appeared to be more concerned about making meaning to take action for the future. There appears to be a deeper level of self-reflection in the peer coach group even though the peer coach relationship is not mentioned as an enabler of this process. The learning appears to be far more transformative where existing presuppositions on which beliefs are formed are reassessed (Mezirow, 1991). The peer coach relationship, while allowing time for reflection, may have also presented other diverse perspectives that enabled them to question current belief patterns.

According to Branch and Paranjape (2002), some conditions can assist with learning through reflection and they are:

Preparation – when you enter into a new experience, try to identify opportunities for reflection.

Understanding – you need to know what the goals and expectations of critical reflection are.

Time – take time to stop and think - A level of **objectivity** about yourself and the impact of your actions.

Honesty - An open, **non-defensive** attitude to the experience.

A focus on the **deeper levels of meaning** – moral, ethical, social and/or professional issues in addition to your emotional response.

Mintzberg (2004, p. 223) emphasises the need for a learning context that allows "students to reflect on their experiences, uncover the assumptions brought to bear on their actions, reframe their assumptions on the basis of theory and practice and then test out new actions with their associated skills." The process of peer coaching in this instance had afforded the opportunity of reflection.

It is also evident from the respondents' responses that the process of reflection was encouraged through the programme on which they were enrolled. There appears to be slight differences between the reflection process between both peer coach and non-peer coach groups. The researcher attributes this finding of limited differences between the groups to the nature of the self-leadership programme. The aims of the programme promoted self-reflection, self-awareness and critically evaluating one's life and contribution. The researcher is not sure how the nature of the self-leadership course influenced this study. It is suggested that this is further investigated in the future.

4.3 Self-awareness and acceptance



Figure 12: Self-awareness and acceptance - differences between peer coach and non-peer coach

Five respondents indicated that the deep self-reflection resulted in greater self-awareness and acceptance.

Goleman (1998) suggests that an individual who is self-aware has a deep understanding of his/her emotions, strengths, weaknesses and drives. Most respondents indicated that they became aware of their strengths and started to embrace them instead of being ashamed. Four out of the five respondents were in a peer coach relationship.

Atwater and Yammarino (1992, p.143) define self-awareness as “the individual's ability to assess other's evaluations of the self and to incorporate these assessments into one's self-evaluation".

Two assumptions appear in the literature with regards to self-awareness. First, that awareness of discrepancies between how we see ourselves and how others see us enhances self-awareness and second, that enhanced self-awareness is a key to maximum performance (Tornow, 1993: Church & Waclawski, 1999). Goleman (1996, 1998) argues that IQ accounts for only about 20 per cent of a person's success in life. He proposes that the rest can be accounted for by the term ”emotional intelligence" which includes self-awareness, among other traits. Literature reveals that greater self-awareness leads to greater leadership effectiveness (McCarthy & Garavan, 1999). All five respondents reported improving performance and the way

this shows up by utilising their strengths. One respondent shared how using her strengths contributed to her life purpose.

Another respondent shared that by speaking to her coach she realised that what she was criticised for was actually her strengths and she should embrace it. *Interview 01 P – "I like the pride learnership has really pushed me forward and the strength finder was amazing because I had a chat with (name), everything on my strengths, I had initially thought were all my weaknesses because people always play down your strengths and are like no you talk too much, so communication is my top strength and I am loud and I am very verbal."*

The self-accepting person has been defined by Sheerer (1949) and improved by Burger (1952) to be represented as follows:

- The self-accepting person mostly relies on internalised values than external pressure for their own behaviour
- Has faith in their capacity to cope with life
- Assumes responsibility and accepts consequences for their own life
- Accepts praise or criticism from others objectively
- Accepts all short comings without self –condemnation
- Considers himself equal on an equal plane with all others
- Never expects rejection from others even if it gives them reason to reject
- Does not regard self as totally different or abnormal from others
- Is not shy or self-conscious

Through the process of self-awareness, respondents reported greater levels of self-acceptance. Sheerer (1949) found that when individuals accepted self, they more easily accepted others. Respondents explain that they became more accepting of others' diverse views.

4.4 Making a difference

There is a need for people to feel like their lives have meaning and purpose (Frankl, 1959). People find purpose in influencing others as well as influencing future generations. Six of the fifteen respondents indicated a need to make a difference in the lives of others. Three respondents out of the six were involved in a peer coach relationship. Dodge (1986) found that people that want to make a difference by contributing to the lives of others usually share a common trait that is a bonding commitment to the value of people. Dodge describes this commitment as altruistic in origin, loving in practice, and rewarding in its accomplishment. The respondents indicated a desire to build relationships to make a positive difference. According to Clifton and Nelson (1992), relationship is a process of investing in another person by doing good without an expectation of a reward. As relationships progress, strengths are expanded and people are able to live fuller and richer lives. While respondents mentioned wanting to make a difference and impact on those around them, what was interesting for the researcher was that three out of the six respondents indicated a need to impact on future generations. This need to impact future generations by providing nurturance and guidance is referred to as “generativity” (Erikson, 1994). Three of the respondents spoke about sharing information with children and youth. This probably supports the research on planetary transformation learning where one looks at themselves in relation to society, culture and the universe (Taylor, 2010). Generativity includes seven psychosocial dimensions of cultural demand, inner desire for symbolic immortality and to be needed by others, concern and care for development of the next generation, a belief in the goodness of the human species by developing one generation to the next, commitment to the pursuit of generative actions in creating, maintaining and offering up and the personal narration of generativity as a key feature of an adult’s defining evolving life story (McAdams & Aubin, 1992). The respondents expressed a need to make a difference to other generations as well as to people around them. They expressed an internal desire to share and give that which they have learned.

Peer coach (3)	Non- Peer coach (3)
• Educate others to impact the planet • Sharing tools with others • Making a difference to children and others	• Making a difference • Passionate about growing others • Sharing knowledge with others

Figure 13: Making a difference - differences between peer coach and non- peer coach

There appears to be no significant difference between the peer coach group versus the group without peer coaching with regards to making a difference. What is evident as individuals grow and become more, at different stages in their lives, they will choose to make a difference. This supports Maslow's hierarchy of needs (Maslow, 1970), which alludes to one's basic needs being taken care of before finding purpose and wanting to make a difference. The researcher believes that the interaction between the individual, others and societal context will determine this need to make a difference.

4.5 Need to connect with others

Peer coach (6)	Non- Peer coach (6)
• Exposed to diverse thinking/perspectives • Greater need to connect with even those outside the peer coach relationship • Need to create additional peer relationships to learn	• Exposure to diverse thinking • Connecting with colleagues and experts • Need to learn new skills from others by networking purposefully • Found group sharing a huge benefit and had a need for a peer coach

Figure 14: Need to connect - differences between peer coach and non-peer coach

Most respondents explained the benefits of connecting with others to learn diverse views and perspectives. Six of the twelve respondents that indicated benefits of

connecting with others were engaged in peer coach relationships. After experiencing the benefits of connecting with another during the peer coach relationship, some respondents sought further peer coach engagements. The non-peer coach group expressed the need to partner with those on the same learning journey as themselves to enrich their own learning.

Exposure to different perspectives enriched the learning experience of the respondents and made them more accepting and open to other views. Clinton and Stanley (1992) explain how connecting with others plays an indispensable role in healthy development and how no one is fully equipped to excel in life independently. Furthermore, research on learning communities reveal that student engagement inside and outside of the classroom is a precursor to high levels of student learning (Zhao & Kuh, 2004). In educational settings, learning communities take on various formalised structures but all aim to incorporate collaboration with an appreciation for diversity. Learning is viewed as socially constructed in a learning community rather than discovered (Cross, 1994). By creating new emerging meaning, the learning is deepened (Zhao & Kuh, 2004).

Respondents indicated that being exposed to different views caused them to consider their current thinking. While the learning presented in this research was not in an academic setting, the researcher does believe that the research outcomes of learning communities align with experiences in this study. Learning is still learning, it is only the milieu that is different. Student engagement encouraged collaboration and learning of diverse views. The researcher found that the learning of new perspectives did not only happen in the peer coach relationships but respondents sought other relationships to learn such as life partners, colleagues and mentors. This supports learning being self-directed and emerging from a multi-dimensional interaction and relationship (Merriam and Bierema, 2013).

A feeling of connectedness is the core motive underlying much of human behaviour (Fiske, 2003). Individuals sought relationships to connect and grow. When individuals connect and share personal experiences, deeper insights and learning occurs (Woodhead, 2011). Social learning theory supports the observation of others' behaviour to live vicariously and learn and adapt one's own behaviour to achieve certain outcomes (Merriam, 2001). This finding supports a cultural-spiritual view of

transformative learning which focuses on connections between individuals, personalities and social structures (Tisdell in Taylor, 2010). This theory explains how people make meaning through construction of knowledge or narratives as part of the transformative learning. Individuals learn a great deal through their interactions with others in an organisation, especially those with diverse backgrounds (expertise and seniority) (Hayes & Allinson, 1998). When individuals get exposed to new different perspectives through attending international conferences or meeting new people, the gaps in the current social learning communities of the workplace as well as themselves, are exposed (Wenger, 2002).

Some of the examples of the findings that illustrate the need to connect with others are found below:

*Interviewee 4N – "My biggest learning in the past six months is actually and I learnt from * and * and from * because they come from different companies, different cultures, different thinking. If you sit and talk to them they have a different way of how they do work, different way of how to approach this and its interesting because I have been in environment for seven years but on the job ill agree is very beneficial."*
Interviewee 8P – "I am now starting another peer coaching informally with one of the coaches from Traditional. I would like to build many of those types of relationships as possible because I can only see it benefit me and the other person that I have that relationship with."

The need to connect with others was found to be a need in both the peer coach and non-peer coach groups. Where individuals did not have a peer coach, they sought the need to connect with others. This supports the literature of individuals, being discovery seeking, self-directed and initiating their own learning (Rogers, 1969). This strength of the need to connect theme appears to emerge strongly.

4.6 Support from others

Peer coach (7)	Non- Peer coach (5)
• Sought additional support relationships such as mentors and partners • Peer coach provides direction and support • Sharing of learning in conversation to improve own understanding • Models behaviour of peer coach • Connect easily with peers • Motivates peers and feel empowered • Peer coach relationship described as relaxed, easy to engage, sharing common language and supportive	• Sought alternate support relationships such as partners, mentors, coaches and colleagues • Mentor played a role in challenging thinking • Sharing learning with partner to improve own understanding • Observed colleagues and modelled behaviour • Feedback and guidance sought through mentors, partners and colleagues • Relationships of trust and friendship

Figure 15: Support from others - differences between peer coach and non-peer coach

Twelve respondents felt supported through means of a mentor, peer coach, partner. Seven of the twelve were in peer coach relationships while the remaining five had a partner, colleague, or mentor that guided them. Respondents felt that they not only learned from the other but learned because they felt supported, challenged, inspired. Some words used to describe this relationship were buddy, friend and trust. According to Kram (1996), personal learning is facilitated through work relationships, such as mentoring. It was found the mentoring plays a huge role in helping employees cope with major reorganisation within the workplace. Research on mentoring indicates that the mentoring relationship is likely to contribute to greater personal learning for employees (Kram & Isabella, 1985). Psychosocial support provided by mentors includes counselling, affirmation and friendship. High levels of psychosocial support create a trusting relationship where mentees feel safe to discuss fears, take risks, and ask questions. Mentors also serve as role models where mentees may try to emulate the mentors' attitudes, values and behaviours. In

formal mentorship relationships, mentors may act as sponsor and coach for careers. It was interesting for the researcher to observe that the characteristics described as support in the mentorship literature was consistent with the support described by respondents in this research that did not have mentors but other relationships.

While not all the respondents had a peer coach, each of them indicated the presence of a mentor, manager and partner/colleague. Relationships with bosses, subordinates, and peers offer alternatives to the mentoring relationships (Levinson, Darrow, Klein, Levinson, & McKee, 1978; Kram, 1985). Consistent with the literature, peer relationships appear to provide similar critical functions to mentoring and peers are seen as more accessible with the absence of the hierarchical dimension, resulting in making it easier to achieve communication, mutual support, and collaboration (Kram & Isabella, 1985). What was evident in this research is that peer relationships played a significant role in supporting the individuals' learning. Peer relationships were not confined to the peer coach engagement but were expanded to include relationships that respondents engaged in by choice, such as colleagues, mentors and partners.

As previously mentioned, there appears to be insufficient evidence to define the boundaries between mentorship relationships and other peer learning relationships, due to the similarities of the benefits associated with the different forms of peer learning relationships (Egege & Kutieleh, 2015). Through engaging with peers, respondents were able to share values and perceptions and find commonalities, specifically those who were in a peer coach relationship. Peers provide emotional support through periods of change and transition within and outside of their careers (Kram & Isabella, 1985). Respondents engaged in these peer supportive relationships described their peers, mentors or coaches as friends or trusted guides.

Three types of peer relationships were identified by Kram and Isabella (1985), namely, Information, Collegial and Special, with each type characterised by a particular set of developmental functions, a unique level of trust and self-disclosure and a particular context in which the relationship evolved. An Information peer relationship is described as a relationship where information is shared with low levels of self-disclosure and trust. The information peer is commonly found in organisations. In the research, two respondents indicated a need for several mentors

which served specific functions which appears to be characteristic of an information peer relationship. The Collegial peer relationship is characterised by a moderate level of trust and self-disclosure with increasing levels of emotional support, feedback and confirmation. Career strategising, job related feedback, friendship and emotional support are evident in the collegial peer relationship. In the findings, two respondents described the significant role of their managers as mentors in their career growth. The other respondents did indicate a supportive relationship in the various peer relationships (peer coach, partner and mentor) that allowed them to share and receive feedback. The Special peer relationship is described as the most intimate form of peer relationship. Special peers reveal central ambivalences and personal dilemmas in work and their personal lives. This form of relationship is characterised by greater self-disclosure and self-expression and usually takes years to develop. In terms of the findings in this research, in terms of support, most respondents relationships fell in the collegial peer relationship category while some of the respondents that were not engaged in a peer coach relationship sought more information peer relationships.

4.7 Growth in self-confidence

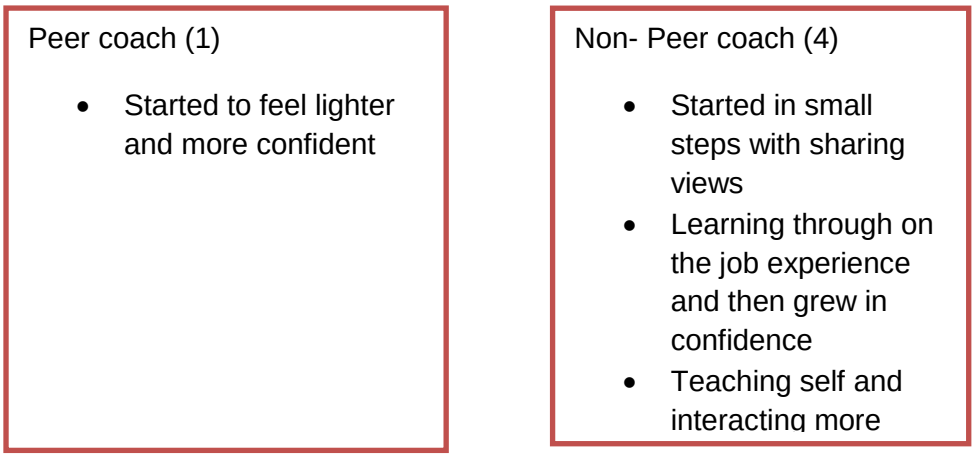


Figure 16: Growth in confidence - differences between peer coach and non- peer coach

When individuals learn, there is usually a change in their perceptions, behaviour and attitudes. Gouillart and Kelly (1995) state that learning builds self-esteem and promotes competence and efficacy in how individuals approach work related

problems. This implies that individuals approach the workplace differently when they learn. Employees who experience personal learning may have more positive reactions to their work due to greater confidence and skill. Self-confidence is seen as the perceived ability that one can perform a task. As respondents learnt more about themselves their confidence increased and they expressed how from thinking they could not do something, they now can.

In the research findings, five out of the fifteen respondents indicated an increase in their self-confidence during their learning experience. They became more confident as they acquired new knowledge about themselves and diverse experiences. Only one of the five was engaged in a peer coach relationship. Self-confidence usually predicts leader emergence. The interesting finding is that four out of the five respondents were in new junior leadership roles at the time of this study. As their experience and learning in their roles expanded, their confidence grew. What was also interesting was that the four individuals taught themselves, sought learning opportunities and increased their exposure to their discomfort. This supports the theory of self-directed and self-initiated learning where individuals seek out opportunities to learn and grow (Rogers, 1969; Brockbank & McGill, 2012; Merriam & Bierema, 2013).

Based on the findings above, there appears to be little relation between peer coaching and an increase in self-confidence. The four respondents who did not have a peer coach were not involved in formal mentorship relationships in all cases, leading the researcher to wonder whether self- initiated learning in the workplace plays a role in increasing self-confidence.

4.8 Self-control

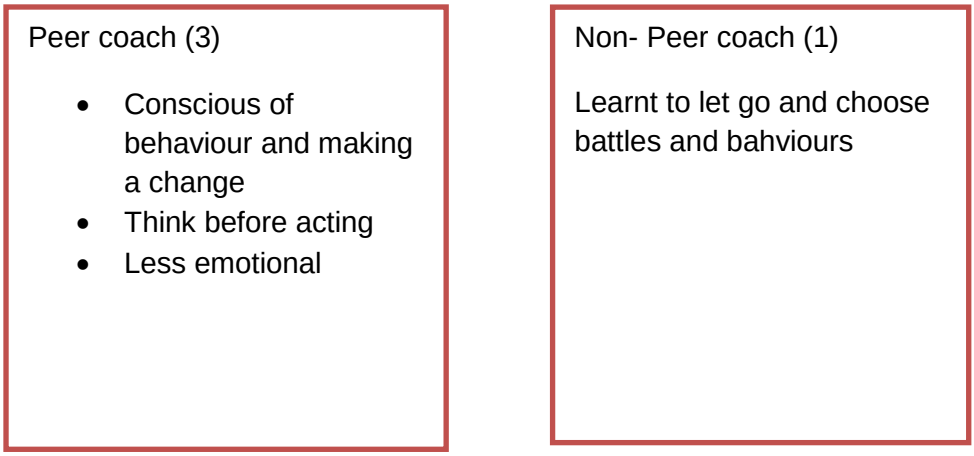


Figure 17: Self-control: differences between peer coach and non- peer coach

Self-control is seen as the ability to delay gratification. Self-control is one of the characteristics of emotional intelligence as defined by Goleman (1995). The other characteristics of emotional intelligence include the ability to understand and manage one's emotions, delay gratification and manage relationships. Four respondents indicated that they learnt more self-control during the learning process. Three of the four were engaged in a peer coach relationship and had been recently appointed into junior management roles. The respondents shared that they started to think more about their actions and sought feedback from peers and colleagues. The researcher was surprised that this theme of self-control did not expand across all participants as the self-leadership programme was focused on this area as good self-leadership subsumes self-control. This further supports the thinking that self-initiated learning plays a role in how one learns.

4.9 Conclusion

This chapter analysed the themes that emerged from the in-depth interviews with the fifteen participants in this research study. The role of peer coaching on the learning process was explored and the dominant themes presented. It was evident from the study that the themes of reflection, the need to connect with others and support from others (peer coaches, mentors, managers) played a significant role in the learning process.

The next section of this research provides conclusions of the findings discovered in this research. An interesting finding for the researcher was that the concept of an individual being a self-initiator of learning and discovery appears to be the underlying theme impacting how individuals experienced the learning. This finding was evident in all themes presented and not one of the themes included all fifteen participants learning in the same way. The theme of self-initiated learning is more evident in the self-control, growth in self-confidence, self-awareness and need to make a difference themes. Many of the actions of the individuals were self-directed within a specific context. The researcher expands on this further in the next chapter.

5 CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The preceding chapters have examined the role of peer coaching on the learning process in an organisational context. This chapter concludes this study and makes recommendations for organisations and further research.

5.2 Conclusions of study

As previously mentioned in preceding chapters, organisations are under constant pressure to learn and evolve in order to remain competitive in the dynamic, changing socio-economic and political context. Peer coaching was explored in this study as showing potential to support learning within the business context. While peer coaching has been explored in the medical and educational settings, the potential use of peer coaching to enable business to learn and adapt and become more competitive is under-explored. The area of peer developmental relationships, specifically the construct of peer coaching, represents a small, but emerging, focus in the scholarly literature (Miller, 2011). This research aimed to address the gap and contribute to the body of research to explore this relationship further within a business context.

The researcher made use of in-depth unstructured interviews to understand the richness of the lived experiences of the participants that attended a self-leadership programme. Upon reflecting on the findings, the researcher found the process extremely insightful with regard to the inter-relatedness of the concepts of learning, peer coaching and self-leadership. Thematic content analysis guided the search for the common themes that emerged from the learning experiences on those in peer coaching relationships and those that were not in peer coaching relationships.

A summary of the key findings are presented here:

While several themes emerged as examined in the previous chapter, the following themes were dominant, namely, self-reflection, the need to connect with others and support from others, such as peer coaches, mentors and managers. The strong underlying theme that emerged amongst all themes was one of learning being self-directed and self-initiated and impacted by multidimensional interactions and

relationships. While context plays a role to some extent, each individual in their curiosity to learn initiates certain actions to connect with others. This common theme of self-direction that runs across all themes is consistent with the literature regarding adult learning (Rogers, 1969; Knowles, 1978; Bandura, 1977; Mezirow, 1996, Merriam, 2001). Whilst peer coaching certainly supported the learning process, the responsibility remained with the participants to choose how they would learn. Each of them experienced the learning differently and the differences between the two groups, namely the peer coach and non-peer coach group were minimal. The qualitative approach allowed for the researcher to explore this phenomenon further, only to discover the group that did not have a peer coach created their own developmental partnerships to learn.

Learning is continuous and evolving and individuals learn through interaction and reflection was evident in the findings. Burns (1995, p. 233) stated: “By adulthood people are self-directing. This is the concept that lies at the heart of andragogy”. The ability of the participants to be internally motivated and direct their own learning was evident throughout all themes. Even when engaging with the context and others, it was evident that when supported, the learning was enabled (themes of connecting with others, self-reflection and support from others). This is supported by Rogers (1969, p. 157)’s principles of facilitating learning, one of which explains that “when threat to self is low-learning can proceed’. Roger further explains that learning involves personal involvement and focuses on humanistic concerns such as will, choices, values and freedom.

The researcher acknowledges while there may be several definitions explaining developmental relationships, they all share an underlying common purpose and that is to create a supportive environment for people to learn and grow. What is also clear is that while the supportive environment may be in place, adults are self-directed and make their own meaning and shape their own learning. This is consistent with the literature of learning theories covered in Chapter two of this study.

The results of the research do reveal the value of peer developing relationships and that peer coaching is not being utilised to its full benefit. Implementing peer coaching or peer development will enable a context where learning is supported and enabled.

It would save companies money and enable a culture of continuous learning if it were to be widely practised.

The results of this research are impacted by the programme which was aimed at the development of self-leadership. The researcher believes that if peer coaching was explored on a different programme, the differences between the peer coach and non-peer coach group may have been greater. The aims of the self-leadership programme integrated, to a large extent, the learning processes as described in the learning theory. The self-leadership, by design, created the space for individuals to reflect and connect with others. Those involved in the peer coach relationship experienced further benefits of reflection and connection. Even though this finding may be evident, not all participants experienced the learning process in the exact same way.

This research provided valuable insights to ignite future thinking on this topic and adds to the limited research available regarding peer coaching and its impact on learning within an organisational context.

5.3 Suggestions for future research

The researcher believes that the findings obtained in this study are a start that shapes the way forward for further research on the untapped resource of peer coaching within the business context, as well as on its role on learning. It is suggested that the following factors should be considered when undertaking a research like this in the future:

- It is recommended that further research is conducted using a mixed approach to add to the empirical value of the findings.
- In this study, ‘participants’ learning experience post attendance on a self-leadership programme was explored. It is recommended that the same study be replicated in a context that does not use self-leadership development but other developmental interventions to discover whether there is a difference in experiences based on the focus of the learning intervention. The use of additional supporting evidence, such as triangulation, within the organisation would add value to understanding the experienced benefits of peer coaching on learning.

- Culture has not been explored in this research. It would be of interest to explore this further in understanding how culture plays a role in peer development relationships and the role of this on learning.
- More research needs to be conducted in exploring how age, gender and personality impact on the peer coach relationships.
- Peer development relationships should be explored further within a business setting to understand differences between types of development relationships.

5.4 Recommendations

Based on the findings, the researcher suggests some recommendations to the stakeholders that need to be considered in future.

5.4.1 Recommendations to the Learning Profession

This research highlights the adult learning as being self-directed. This has implications for learning professionals in terms of how learning is facilitated in organisations. The challenge faced by learning professionals in today's dynamic and changing business environment is that only ten per cent of training results in behaviour change (Georgenson, 1982). While adult learners self-initiate learning, there are certain initiatives that may be considered to facilitate learning and close the gap between learning and the transfer of learning. Showers et al. (1987) found that implementation of training is highly successful when accompanied by coaching.

While learning programmes may be focused on skills or process transfer, there is a need for supportive structures to encourage continuous learning and development. Also understanding the learning holistically (understanding how the adult learner interacts cognitively, emotively and socially) will influence the design of future learning initiatives.

The implementation of formal peer coaching programmes to support the practical implementation of learning transfer in the organisation is a possible option as presented in this study. The value of peer development relationships providing support, offering different perspectives, creating the space for self-reflection and

awareness, has been shared in the preceding chapter. It is also a more cost effective solution as discussed earlier and is one that is readily available to organisations. Learning professionals need to consider formalising the process and providing support of training on coaching skills in order for it to be sustainable in an organisation (Miller, 2011).

The challenge for learning professionals is to take this into account when designing learning processes. The concept of learning transfer needs to be expanded with a greater focus on support of learning post training than the actual training initiative itself.

5.4.2 Recommendations to the Organisation

Structural support for peer coaching is necessary to ensure success. Peer coaching should be formalised and supported for the organisation to receive real benefit. The structural additional implementation of a community of practice for peer coaches that meet monthly promotes greater learning, collaboration and support (Miller, 2011). Formalised processes should be in place to overcome barriers such as time constraints and partner availability (Parker et al., 2008). Organisations should consider creating platforms for reflection and sharing of knowledge amongst employees across different areas of business. The developmental relationship between leaders and employees should be further explored and enhanced to encourage learning.

5.4.3 Recommendations to the coaching profession

The benefits of the informal peer development relationships that emerged in this study will only add to the support of formal coaching relationships within the organisation. The researcher believes that formal coaching still plays an integral role in business. It is important for coaches to fully appreciate the social learning landscape of business when coaching an individual who operates within this broader context.

The peer learning relationships within business enhances the reflection space in the formal coaching relationship as it can be more focused and outcome driven. Individuals should have greater clarity of thought after engaging within the various

peer development interactions and be clear on the purpose or objective of the formal coaching engagement.

5.5 Concluding remarks

This particular study was insightful for the researcher who has always been fascinated with the potential of human relationships in constructing meaning and enabling business performance. This aim of this study was to explore the role of peer coaching on the learning process. While there is evident to suggest that peer coaching relationships enable the learning process to some extent, the emergence of the dominant theme of the self-directed learner did come as a pleasant surprise to the researcher. What was also evident in this study was that the learning process is impacted by several other factors such as : training transfer climate; learning climate; management practices; employee involvement; organizational structure; communication systems; reward systems; job design; job motivation; organizational commitment; job satisfaction; innovation practices; technology management; teamwork climate; ethical work culture; quality management; and process improvement climate. While there were definite benefits presented in this study on the role of peer coaching on learning, it was clear that this presents one of the many platforms that facilitate adult learning. It was evident in the study that the self-directed learner's skills to connect and network across the organisation did provide more platforms of thinking which enabled greater learning.

The peer coach relationship cannot be viewed in isolation but as one of the enablers that impacts on the learning process within the broader organisational context. The peer coach developmental relationship presents the opportunities for dialogue and engagement to enable reflection and learning. This supports Brockbank and McGill (2006), who explain that deep or significant learning only occurs through self-reflection. This research adds to the body of literature on peer coaching and its role on learning within a business context. It presents an opportunity for business to explore this further in enabling business performance.

References

Ackland, A. (1991). A review of the peer coaching literature. *Journal of Staff Development,* 12(1), 22–26.

Argyris, C. Schön, DA (1978). *Organizational learning: A theory of action perspective*. New York: Addison-Wesley Publishing Company

Aronson, J. (1995). A pragmatic view of thematic analysis. *The qualitative report*, *2*(1), 1-3.

Atwater, L. E., & Yammarino, F. J. (1992). Does self-other agreement on leadership perceptions moderate the validity of leadership and performance predictions?. *Personnel Psychology*, *45*(1), 141.

Babbie, E., & Mouton, J. (2002). *The Practice of Social Research.* Cape Town: Oxford University Press

Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology*, 41, 63–105.

Bandura, A. (1977). Social learning theory. New York: General Learning Press

Bartels, N. (2003). Written peer response in L2 writing. *English Teaching Forum*, 41(1), 34-37.

Baron, L., & Morin, L. (2009). The coach–coachee relationship in executive coaching: A field study. *Human Resources Development Quarterly, 20*(1), 85–106.

Benedetti, T. A., & Reed, M. K. (1998). *Supervising student teachers using peer coaching.* Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics, Washington, DC.

Billett, S. (2004). Workplace participatory practices: conceptualising workplaces as learning environments. *Journal of workplace learning*, *16*(6), 312-324.

Bourdieu, P., & Wacquant, L. J. (1992). *An invitation to reflexive sociology*. Chicago: University of Chicago Press.

Bowen, G. A. (2005). Preparing a qualitative research-based dissertation: Lessons learned. *The Qualitative Report, 10*(2), 208-222

Bowman, B. L., & McCormick, S. (2000). Comparison of peer coaching versus traditional supervision effects. *The Journal of Educational Research*, 93(4), 256–261.

Braun, V. & Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.

Becker, H. (1964). Personal Change in Adult Life. *Sociometry, 27*(1), 40-53. doi:1. Retrieved from http://0-www.jstor.org.innopac.wits.ac.za/stable/2785801 doi:1

Brockbank, A. (2006). *Facilitating reflective learning through mentoring and coaching*. London: Kogan Page Publishers.

Boud, D., & Garrick, J. (1999). *Understanding learning at work*. New York: Psychology Press.

Boud, D. K., & Keogh, R. (2001). R. and Walker, D. 1985, Reflection: Turning Experience into Learning. *London Kago Page*.

Boyd, R. D. (1991). Mary: A case study of personal transformation in a small group. *Personal Transformations in Small Groups: A Jungian Perspective. London: Routledge*, 179-202.

Boyd, E. M., & Fales, A. W. (1983). Reflective learning key to learning from experience. *Journal of Humanistic Psychology*, *23*(2), 99-117.

Boyd, R. D., & Myers, J. G. (1988). Transformative education. *International journal of lifelong education*, *7*(4), 261-284.

Bruffee, K. (1984). Collaborative learning and the "conversation of mankind." *College English,* 46, 635-652.

Burns, R. (1995). *The adult learner at work,* Sydney: Business and Professional Publishing.

Burns, R. (2002). *The adult learner at work: The challenges of lifelong education in the new millennium.* 2nd ed. Crows Nest: Allen & Unwin

Burr, V. (1995). *An introduction to social constructionism*. London: Routledge

Branch Jr, W. T., & Paranjape, A. (2002). Feedback and reflection: teaching methods for clinical settings. *Academic Medicine*, *77*(12, Part 1), 1185-1188.

Brockbank, A., & McGill, I. (2012). *Facilitating reflective learning: Coaching, mentoring and supervision*. London: Kogan Page Publishers.

Campbell, J. P. (1988). Training design for performance improvement. *Productivity in organizations*, *177*, 215.

Cannon-Bowers, J. A., Salas, E., Tannenbaum, S. I., & Mathieu, J. E. (1995). Toward theoretically based principles of training effectiveness: A model and initial empirical investigation. *Military Psychology*, *7*(3), 141.

Carmeli, A., Meitar, R., & Weisberg, J. (2006). Self-leadership skills and innovative behavior at work. *International Journal of Manpower*, *27*(1), 75-90.

Chaudhary, A. (2013). Theories of Teaching. *International Journal for Research in Education (IJRE)*, *2*(3), 81-84.

Church, A. and Waclawski, J. (1999). Influence behaviours and managerial effectiveness in lateral relations', *Human Resource Development Quarterly*, 10(1), 3-34.

Colquitt, J. A., LePine, J. A., & Noe, R. A. (2000). Toward an integrative theory of training motivation: a meta-analytic path analysis of 20 years of research. *Journal of applied psychology*, *85*(5), 678.

Clifton, D. O., & Nelson, P. (1992). *Soar with your strengths*. New York: Delacorte Press.

Clinton, R., & Stanley, P. D. (1992). *Connecting: The Mentoring Relationships You Need to Succeed*. Downers Grove, IL: NavPress.

Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 2nd ed., London: Sage.

Davies, H. T., & Nutley, S. M. (2000). Developing learning organisations in the new NHS. *BMJ: British Medical Journal*, *320*(7240), 998.

Domask, J. J. (2007). Achieving Goals in Higher Education: An Experiential Approach to Sustainability Studies, *International Journal of Sustainability in Higher Education*, 8 (1), pp53 – 68.

Dodge, G. W. (1986). *Priceless people*. Lincoln, NE: The Nebraska Human Resources Research Foundation.

Dunn, L. (2002). Theories of learning. *Learning and teaching briefing papers series*. From <http://www. brookes.u.k.services/ocsd2_learntch/theories.html.> (Retreived 30 December 2015).

Driscoll, M. P., & Driscoll, M. P. (2005). Psychology of learning for instruction.Pearson New International Edition. Upper Saddle River: Pearson Higher Ed.

D'Abate, C. P., Eddy, E. R., & Tannenbaum, S. I. (2003). What's in a name? A literature-based approach to understanding mentoring, coaching, and other constructs that describe developmental interactions. *Human resource development review*, *2*(4), 360-384.

Egege, S., & Kutieleh, S. (2015). Peer mentors as a transition strategy at University: Why mentoring needs to have boundaries. *Australian Journal of Education*, *59*(3), 265-277.

Eraut, M. (2011). Informal learning in the workplace: evidence on the real value of work-based learning (WBL). *Development and Learning in Organizations: An International Journal*, *25*(5), 8-12.

Erikson, E. H. (1994). *Identity: Youth and crisis* (No. 7). New York: WW Norton & Company.

Ferris, D.R. (2003). *Response to student writing: Implications for second language students.* Mahwah, NJ: Erlbaum.

Ferguson, M. (1980). The Aquarian Conspiracy: Personal and Social Transformation in the Eighties. *Don Mills*.

Fiske, S. T. (2003). *Social beings: A core motives approach to social psychology*. Princeton, NJ: Wiley.

Frankl, V. E. (1959). *Man's search for meaning*. Boston: Beacon Press.

Fuller, A., & Unwin, L. (2003). Learning as apprentices in the contemporary UK workplace: creating and managing expansive and restrictive participation. *Journal of Education and work*, *16*(4), 407-426.

Friedman, T. L. (2005). *The world is flat: A brief history of the twenty-first century.* New York: Farrar, Straus and Giroux.

Geber, H. (2010). Coaching for accelerated research productivity in Higher Education. *International Journal of Evidence Based Coaching and Mentoring*, 8(2), 64 -78.

George, D. (1984). Writing with peer groups in the composition classroom. *College Composition and Communication*, 35, 320-326.

Georgenson, D. L. (1982). The problem of transfer calls for partnership. *Training and Development Journal*, 36, 75–78.

Goodson, M. R. (1977). Humanistic Considerations in Graduate Education and Research (Report no. HE 008, 919). In *Annual Meeting of the American Educational Research Association.(ERIC Document Reproduction Service no. ED 139, 323). Americal Educational Research Association, New York*.

Goh, S., & Richards, G. (1997). Benchmarking the learning capability of organizations. *European Management Journal*, *15*(5), 575-583.

Goldman, E., Wesner, M., & Karnchanomai, O. (2013). Reciprocal peer coaching: A critical contributor to implementing individual leadership plans. *Human Resource Development Quarterly*, *24*(1), 63-87.

Goleman, D. (1995). *Emotional intelligence*. New York: Bantam.

Goleman, D. (1996). *Emotional Intelligence*. London: Bloomsbury.

Goleman, D. (1998). What makes a leader, *Harvard Business Review*, 76 (6), 92-102.

Gouillart, F., & Kelly, J. (1995). *Transforming the Organization: Reframing Corporate Direction, Restructuring the Company, Revitalizing the Enterprise, Renewing People*. New York: McGraw-Hill.

Glaser, N., Hall, R., & Halperin, S. (2006). Students supporting students: The effects of peer mentoring on the experiences of first year university students. *Journal of the Australia and New Zealand Student Services Association*, *27*, 4-19.

Hamlin, R. G., Ellinger, A. D., & Beattie, R. S. (2008). The emergent coaching industry: A wakeup call for HRD professionals. *Human Resource Development International, 11*(3), 287–305.

Hall, D. T. (1996). *The Career Is Dead--Long Live the Career. A Relational Approach to Careers. The Jossey-Bass Business & Management Series*. San Francisco: Jossey-Bass.

Hayes, J., & Allinson, C. W. (1998). Cognitive style and the theory and practice of individual and collective learning in organizations. *Human relations*, *51*(7), 847-871.

Holland, C. (2009). *On and off the job: learning experiences, connections and implications for LLN.* Report for the Joinery and Glass Industry Training Organisation. Wellington: JITO.

Honey, P. and Mumford, A. (1992). *The manual of learning styles*. Berkshire: Peter Honey.

Houghton, J. D., & Neck, C. P. (2002). The revised self-leadership questionnaire: Testing a hierarchical factor structure for self-leadership. *Journal of Managerial Psychology*, *17*(8), 672-691.

Hu, G. (2005). Using peer review with Chinese ESL student writers. *Language Teaching Research,* 9, 321-342.

Hunt, J. M., & Weintraub, J. R. (2007). *The coaching organization: A strategy for developing leaders.* Thousand Oaks, CA: Sage.

Janik, D. S. (2005). *Unlock the genius within*. Lanham, Md: Rowman and Littlefield Education.

Johnson, P., & Harris, D. (2003). *Qualitative and quantitative issues in research*

design, 6. London: Sage.

Joyce, B.. & Showers, B. (1982). The coaching of teaching. *Educational Leadership*. 10, 4-10.

Joyce, B.. & Showers, B. (1987). Low Cost Arrangement for Peer Coaching. *The Journal of Staff Development*. 8(1), 22-24

Showers, B., & Joyce, B. (1996). The evolution of peer coaching. *Educational leadership*, *53*, 12-16.

Showers, B., & Joyce, B. (2003). The evolution of peer coaching. In A. C. Ornstein, L. S. Behar-Horenstein, & E. F. Pajak (Eds.), *Contemporary issues in curriculum* (pp. 315–320). New York,NY: Pearson Education.

Jarvis, J., Lane, D.A. & Fillery-Travis, A. (2004). *The case for coaching: Making evidence based decisions.* London: Chartered Institute of Personnel and Development.

Kirschenbaum, H. (2004). Carl Rogers's life and work: An assessment on the 100th anniversary of his birth. *Journal of Counseling & Development*, *82*(1), 116-124.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development.* Engelwood Cliffs: Addison Wesley.

Kolb, J. A. (1999). The effect of gender role, attitude toward leadership, and self-confidence on leader emergence: Implications for leadership development. *Human Resource Development Quarterly*, *10*(4), 305-320.

Kontoghiorghes, C. (2004). Reconceptualizing the learning transfer conceptual framework: Empirical validation of a new systemic model. *International journal of training and development*, *8*(3), 210-221.

Kram, K. E. (1996). *A relational approach to career development*. *The career is dead–Long live the career*, 132-157. San Francisco: Jossey-Bass.

Kram, K. E., & Isabella, L. A. (1985). Mentoring alternatives: The role of peer relationships in career development. *Academy of Management Journal*, *28*(1), 110-132.

Kurtts, S. A., & Levin, B. B. (2000). Using peer coaching with preservice teachers to

develop reflective practice and collegial support. *Teaching Education*, 11(3), 297–310.

Kvale, S. (1994). Ten standard objections to qualitative research interviews. *Journal of Phenomenological Psychology*, *25*(2), 147-173.

Laird, D. (1985). *Approaches to training and development*. Reading (Mass.): Addison-Wesley.

Lam, S-F. Yim, P-S., & Lam, T. W-H. (2002). Transforming school culture: Can true collaboration be initiated? *Educational Research*, 44,181-195.

Lankau, M. J., & Scandura, T. A. (2002). An investigation of personal learning in mentoring relationships: Content, antecedents, and consequences. *Academy of Management Journal*, *45*(4), 779-790.

Lee, I. (1997). Peer reviews in a Hong Kong tertiary classroom. *TESL Canada Journal*, 15(1), 58-69.

Leonard-Cross, E (2010). Developmental coaching: Business benefit – fact or fad? An evaluative study to explore the impact of coaching in the workplace. *International Coaching Psychological Review*, 5(1), 36-47

Leplege, A., Gzil, F., Cammelli, M., Lefeve, C., Pachoud, B., & Ville, I. (2007). Person-centredness: conceptual and historical perspectives. *Disability and rehabilitation*, *29*(20-21), 1555-1565.

Liu, J., & Sadler, R.W. (2003). The effect and affect of peer review in electronic versus traditional modes on L2 writing. *Journal of English for Academic Purposes*, 2, 193-227.

Locke, E. A., & Latham, G. P. (1990). Work motivation and satisfaction: Light at the end of the tunnel. *Psychological science*, *1*(4), 240-246.

Lu, H. -L. (2010). Research on peer coaching in preservice teacher education: A review of literature. *Teaching and Teacher Education*, 26 (2010) 748–753

Manz, C.C. (1986). Self-leadership: toward an expanded theory of self-influence

processes in organizations, *Academy of Management Review*, 11, 585-600.

Manz, C. C., & Sims, H. P. (2001). *The new superleadership: Leading others to lead themselves*. New York: Berrett-Koehler Publishers.

Manz, C., & Neck, C. P. (2004). Mastering Self-Leadership: Empowering Yourself for Personal Excellence. Pearson.

Maslow, Abraham H. (1970). *Motivation and Personality*, New York: Harper and Row.

McCarthy, A. M., & Garavan, T. N. (1999). Developing self-awareness in the managerial career development process: the value of 360-degree feedback and the MBTI. *Journal of European Industrial Training*, *23*(9), 437-445.

Merriam, S. B. (2001). Andragogy and self-directed learning: Pillars of adult learning theory. *New directions for adult and continuing education*, (89), 3-14.

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2012). *Learning in adulthood: A comprehensive guide*. New York: John Wiley & Sons.

Merriam, S. B., & Bierema, L. L. (2013). *Adult learning: Linking theory and practice*. New York: John Wiley & Sons.

Mezirow, J. (1978). Perspective transformation. *Adult Education Quarterly*, *28*(2), 100-110.

Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass.

Mezirow, J. (1996). Contemporary paradigms of learning. *Adult education quarterly*, *46*(3), 158-172.

Miller, L. (2011). *Peer coaching and the perceived impact on fostering positive relationships, knowledge creation and sharing among nursing personnel.* (Doctoral dissertation, UNIVERSITY OF SAN FRANCISCO).

Mintzberg, H. (2004). *Managers not MBAs: A Hard Look at the Soft Practice of Managing and Management Development*, San Francisco: Berrett-Koehler.

Mohsan, F., Nawaz, M. M., & Khan, M. S. (2011). Coaching as a Predictor of

Motivation and Job Involvement: Evidence from Banking Sector of Pakistan, *European Journal of Social Sciences*, 22 (3), 406-413.

Moon, J. A. (2004). *A handbook of reflective and experiential learning: Theory and practice*. New York: Psychology Press.

Morrison, E. W. (2002). Newcomers' relationships: The role of social network ties during socialization. *Academy of Management Journal*, *45*(6), 1149-1160.

Morse, J. M. (1994). *Designing funded qualitative research*. Oxford: Oxford University Press.

Morton-Williams, J. (1985). Making qualitative research work—aspects of administration. *Applied qualitative research*, 27-44.

Neck, C. P., Neck, H. M., Manz, C. C., & Godwin, J. (1999). “I think I can; I think I can” A self-leadership perspective toward enhancing entrepreneur thought patterns, self-efficacy, and performance. *Journal of Managerial Psychology*, *14*(6), 477-501.

Neck, C. P., & Manz, C. C. (1992). Thought self-leadership: the influence of self-talk and mental imagery on performance. *Journal of Organizational Behavior*, *13*(7), 681-699.

Neck, C. P., & Houghton, J. D. (2006). Two decades of self-leadership theory and research: Past developments, present trends, and future possibilities. *Journal of managerial psychology*, *21*(4), 270-295.

Neubert, C. A., & McAllister, E. (1993). Peer coaching in preservice education. *Teacher Education Quarterly*, 77–84.

Neubert, G. A., & Stover, L. T. (1994). Peer coaching in teacher education. Fastback 371. *Phi Delta Kappa* 39.

Ormrod, J. E. (2014). *Essentials of educational psychology: Big ideas to guide effective teaching*. New York: Pearson Higher Ed.

Ovens, A. (2004). Using peer coaching and action research to structure the practicum: an analysis of student teacher perceptions. *Journal of Physical Education New Zealand*, 37(1), 45–60.

Parker, P, Hall, D. T. , & Kram, K. E (2008). Peer Coaching: A relational process for accelerating career learning. *Academy of Management Learning & Education*, 7(4), 487-503.

Parker, P., Kram, K., Hall, D. (2013). Exploring Risk Factors in Peer Coaching: A Multilevel Approach. *The Journal of Applied Behavioral Science*, 49(3), 361-387.

Parker, P., Wasserman, I., Kram, K. E., & Hall, D. T. (2015). A Relational Communication Approach to Peer Coaching. *The Journal of Applied Behavioral Science*,51(2), 231-252.

Piaget, J. (1972). Intellectual evolution from adolescence to adulthood. *Human development*, *15*(1), 1-12.

Ponterotto, J.G. (2005). Qualitative Research in Counseling Psychology: A Primer on Research Paradigms and Philosophy of Science. *Journal of Counseling Psychology, 52(2), 126-136.*

Pogson, P. & Tennant, M. (1995). Understanding Adults in Foley, G. ed. *Understanding adult education and training*, St Leonards: Allen & Unwin, pp.20-30.

Prussia, G. E., Anderson, J. S., & Manz, C. C. (1998). Self-leadership and performance outcomes: The mediating influence of self-efficacy. *Journal of organizational behavior*, *19*(5), 523-538.

Remenyi, D. (2011). *Field Methods for Academic Research – Interviews, Focus Groups and Questionnaires in Business and Management Studies*. Reading: Academic Publishing International Ltd.

Rogers, C. R., & Freiberg, H. J. (1969). *Freedom to learn*. Columbus, OH: Charles E. Merrill.

Saks, A. M. (2002). So what is a good transfer of training estimate? A reply to Fitzpatrick. *The Industrial-Organizational Psychologist,* 39, 29–30.

Schunk, D. H. (1996). *Learning theories*. Upper Saddle River, NJ: Prentice Hall.

Sekerka, L. E., & Chao, J. (2003). Peer coaching as a technique to foster professional development in clinical ambulatory settings. *Journal of Continuing Education in the Health Professions*, 23, 30-37.

Senge, P. M. (1997). The fifth discipline. *Measuring Business Excellence*,*1*(3), 46-51.

Senge, P.M. (2014). *The dance of change: The challenges to sustaining momentum in a learning organisation*. New York: Crown Business.

Sheerer, E. T. (1949). An analysis of the relationship between acceptance of and respect for self and acceptance of and respect for others in ten counseling cases. *Journal of Consulting Psychology*, *13*(3), 169.

Showers, B., & Joyce, B. (2003). The evolution of peer coaching. In A. C. Ornstein, L. S. Behar-Horenstein, & E. F. Pajak (Eds.), *Contemporary issues in curriculum* (pp. 315–320). New York, NY: Pearson Education.

Showers, B., Joyce, B., and Bennett, B. (1987). Synthesis of research on staff development: A framework for future study and state-of-the-art analysis. *Educational Leadership*, 45(3), 77-87.

Slater, C. L., & Simmons, D. L. (2001). The design and implementation of a peer coaching program. *American Secondary Education*, 29(3), 67–76.

Singh, V., Bains, D., & Vinnicombe, S. (2002). Informal mentoring as an organisational resource. *Long Range Planning*, *35*(4), 389-405.

Skinner, B. F. (1954). *The science of learning and the art of teaching*. Cambridge, Mass.: Harvard University Press.

Stern, P. N. (1993). I can see: the transformative process of feminist awareness. *Health care for women international*, *14*(6), 7-8.

Swafford, J. (1998). Teachers supporting teachers through peer coaching. *Support for Learning*, 13(2), 54-58.

Tan, J. (2009). *Higher education students' learning and knowledge sharing: a grounded theory study of blog use* (Doctoral dissertation, University of Sheffield).

Tannenbaum, S. I., & Yukl, G. (1992). Training and development in work organizations. *Annual review of psychology*, *43*(1), 399-441.

Taylor, E. W. (2010). Transformative learning theory. *Third Update on Adult Learning Theory: New Directions for Adult and Continuing Education, Number 119*, *101*, 5.

Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences.* Thousand Oaks, CA*.:* Sage Publications Inc.

Thayer, P. W., & Teachout, M. S. (1995). *A Climate for Transfer Model* (No. AL/HR-TP-1995-0035). ARMSTRONG LAB BROOKS AFB TX HUMAN RESOURCES DIRECTORATE.

Thorn, A., McLeod, M., & Goldsmith, M. (2007). *Peer Coaching Overview*. *Extraído el*, *6*(11), 11.

Tornow, W. (1993). Editor's note: introduction to special issue on 360-degree feedback, *Human Resource Management*, 32(2/ 3), 211-19.

Toto, J. (2006). *Untapped World of Peer Coaching*. New York: American Society for Training and Development.

Tschannen-Moran, B & Tschannen-Moran, M. (2010). *Evocative Coaching: Transforming schools one conversation at a time.* San Fransciso: Jossey Bass.

Underhill, A. (1989). Process in humanistic education. *ELT journal*, *43*(4), 250-260.

Veenman, S., & Denessen, E. (2001). The coaching of teachers: Results of five training studies. *Educational Research and Evaluation*, 7, 385-417.

Wade, G.H. (1998) Journal of Advanced Nursing 28, 713-719

Waddell, D.L., & Dunn, N. (2005). Peer Coaching: The Next Step in Staff Development *The Journal of Continuing Education in Nursing*, 36(2), 84-89.

Weiss, E. M., & Weiss, S. G. (1998). *New directions in teacher evaluation*. ERIC DIGEST. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education.

Wenger, E., McDermott, R. A., & Snyder, W. (2002). *Cultivating communities of practice: A guide to managing knowledge*. Cambridge (Mass.): Harvard Business Press.

Woodhead, V. (2011). How does coaching help to support team working? A case study in the NHS. *International Journal of Evidence Based Coaching and Mentoring,(Special Issue 5)*, 102-119.

White, B. (2002). *Writing your MBA dissertation*. Cornwall: Thomson Learning.

Yammarino, F. and Atwater, L. (1993). Understanding self-perception accuracy: implications for human resource management, *Human Resource Management*, 32 (2/ 3), 231-47.

Yang, F. (2004). *Learning by Inter-reflection: The Design of A Conversational Learning Environment* [Online]. PhD Progress Report. http://postgrad.eee.bham.ac.uk/fdy217/Works%5c9monthReport_FDY.pdf [Accessed 29 December 2015]

Zhao, C. M., & Kuh, G. D. (2004). Adding value: Learning communities and student engagement. *Research in Higher Education*, *45*(2), 115-138.

Zuboff, S. (1988). *In the age of the smart machine: The future of work and power*. New York: Basic Books.

APPENDIX A

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 CONSENT FORM

INFORMATION SHEET AND CONSENT FORM

Who I am

Hello, I am Wendy Anne Naidoo. I am conducting research for the purpose of completing my Masters of Management in Business and Executive Coaching at Wits Business School

What I am doing

I am conducting research on the role of peer coaching on the reflective learning process. I am conducting a qualitative study with 15 informants to establish *the impact of peer coaching on learning.*

Your participation

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

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

Confidentiality

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

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

Risks/discomforts

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

Benefits

There are no immediate benefits to you from participating in this study. However, this study will be extremely helpful to us in understanding the impact of peer coaching on reflective learning.

If you would like to received feedback on the study, I can send you the results of the study when it is completed sometime after December 2014.

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

This research has been approved by the Wits Business School. If you have any complaints about ethical aspects of the research or feel that you have been harmed in any way by participating in this study, please contact the Research Office

Manager at the Wits Business School, Mmabatho Leeuw. Mmabatho.leeuw@wits.ac.za

If you have concerns or questions about the research you may call my academic research supervisor Charisse Drobis (tel: 011 717-3542)

CONSENT

I hereby agree to participate in research on the role of peer coaching on reflective learning. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop participating at any point should I not want to continue and that this decision will not in any way affect me negatively.

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

I understand that my participation will remain confidential.

……..

Signature of participant **Date**:……..

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

……

Signature of participant **Date**:……..