

The impact of coach competencies on the outcomes of executive coaching in South Africa

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ABSTRACT

In South Africa, and globally, the coaching industry has seen a significant growth. Companies are focused on developing their leadership and as a result, have progressively been using coaching. Consequently, outcomes are expected. However, it is imperative to understand what contributes towards these outcomes.

Since the practice of coaching has increased, companies need to scrutinise on who is best qualified to provide the coaching. The challenge is whether practitioners are suitably qualified to deliver on coaching outcomes. This study aimed to contribute to the literature on coach competencies impacting coaching outcomes.

The study had identified four areas of coach competencies namely, coaching knowledge, psychological knowledge, organisational knowledge, and business acumen and sought to ascertain the impact on the coaching outcomes of goal attainment and self-efficacy.

A quantitative research methodology was employed, and business and executive coaches were identified as the population for the study. The sample consisted of business and executive coaches registered with COMENSA as well as other individual coaches. A link to an online survey was provided and the Qualtrics platform was utilised. Anonymity of the respondents was ensured.

The findings of the research showed a positive impact for one of the areas of coach competencies on the outcomes identified and non-significant impact on the other three areas. The findings provide insight to executives as well as the professional coaching associations.

Research into coach competencies and outcomes of coaching is imperative as the aim is to professionalise the coaching industry and make it more credible.

Keywords: executive coaching, coach competencies, outcomes.

DECLARATION

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

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Signed at Johannesburg

On the 26th day of August 2022

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CHAPTER 1. INTRODUCTION

The chapter serves as an introduction to the study by discussing the purpose and context thereof. An insight into the motivation of the study is presented as well as how the research was addressed. Questions relevant to gathering information pertaining to the study, is posed and the boundaries of the study clarified.

1.1 Purpose of the study

The purpose of this quantitative study was to investigate the impact of competencies displayed by executive coaches, employed in selected organisations, on the outcomes of the coaching process in various parts of the country in South Africa.

1.2 Context of the study

This section focuses on the field of executive coaching in South Africa and globally as it pertains to the practice thereof with the focus on coach competencies and coaching outcomes.

Coaching appears to be attractive as a career option and it presents an opportunity to be a business owner. The literature indicates a significant growth in the executive coaching industry worldwide and in South Africa (Terblanche, Jock, & Ungerer, 2019). Since owning and running one's own business presents challenges, understanding what is required to make a success of the business, is imperative to keep the business profitable and running. Terblanche et al. (2019) make mention of a gap in knowledge pertaining to empirical research in identifying elements that add to establishing as well as supporting a lucrative coaching business in South Africa. It stands to reason that one of the factors required for a successful coaching business, is the competence level of the coach. Coaches enjoy credibility when they display an understanding of the business context (Clutterbuck & Megginson, 2011) and consequently organisations will trust that they will deliver on outcomes. In order to reap the rewards from a coaching business, the coach needs to be competent.

Global events are not isolated events but have an impact locally (Stelter, 2014). Due to globalisation, South Africa is part of the international community and as such, it

stands to reason that coaching will be more in demand as leaders need to be equipped to deal with the changing environment. The business demands and changes of the 21st century is taking its toll on executives and it is the executive coach who can provide the necessary support in navigating the way to effectively deal with these challenges (Stern, 2004).

Geber and Keane (2013) affirm research into the top 100 companies in South Africa which indicates that companies are increasingly using coaching to develop their leadership and for the rising talent, most of whom were previously disadvantaged. In the South African work context, there is a multitude of cultures and as a coach, one needs to be cognisant and sensitive to the particular culture of the executive being coached. It will therefore be imperative for the coach to establish a coaching relationship built on trust. A constant which has been regularly identified as a contributing factor to the successful outcome of coaching, is the nature of the coach-client relationship. Rapport and trust are essential elements of this relationship (Passmore & Fillery-Travis, 2011).

The ICF (International Coaching Federation) reports a global increase of 33% in coaching practitioners in 2019 from the 2015 estimate (2020 ICF Global Coaching Study). Research into coaching practices in Africa and Europe indicate significant similarities. It would appear that this could be attributed to training offered by professional bodies such as ICF and COMENSA (Coaches and Mentors of South Africa). However, it is important to note that Africa experiences different challenges to Europe and therefore would need to adapt its coaching practices to its needs whilst continuing to render professional services (Terblanche, Myburgh, & Passmore, 2019).

1.3 Research problem

In as much as there is an increase in demand by organisations for coaching, in the same breath organisations are becoming more selective in terms of the quality of coaching (Bachkirova & Smith, 2015). Executive coaching is the talk of the town and everyone wants to be a coach, yet the challenge is: who is best suited to practice it in order to promote the outcomes of coaching? Coaching differs from other professions in the sense that a formal qualification is required for other professions before

individuals can start practising in their careers. For coaching, a formal qualification is not a prerequisite for practicing (Bachkirova & Smith, 2015) but in the workplace, there is always a need to present credentials, and proof of a formal qualification or proof of training and/or experience attest to credibility of the service provider. Feldman and Lankau (2005) raise the question: “Who is best qualified to be an executive coach?” (p. 832). Clearly, coach assessment practices are under scrutiny and this study aims to shed light on coach competencies and outcomes which can serve as guidelines for coaches and the coaching industry to be effective. Organisations can be able to recruit coaches on presentation of required/researched/said competencies and outcomes. Presenting research results is information derived from evidence and therefore this research can contribute to inform the practice of coaching.

Bachkirova, Jackson, Gannon, Iordanou, and Myers (2017) attest to the fact that coaching is mainly a complementary addition to already attained qualifications by practitioners. Passmore and Fillery-Travis (2011) assert that research provides insight for improved training and development for current and future coaches. Their hope is that in the current decade (2011 – 2020) there will be an intensification in studies undertaken in order to enhance the knowledge of the benefits of coaching as well as reinforcing collaboration between coaches and researchers. Bachkirova and Smith (2015) contend that researchers provide current thinking to policies and procedures developed for coaching. This research aims to inform aforementioned arena and provide constructive input in the South African context.

Davis & McKenna (2011, p. 3) refer to executive coaching as a “status symbol” and executives want to be a part of it. If the coaching industry seemingly has been elevated to a level of prestige, the role of the coach is imperative to maintain the status quo and therefore coach competencies that will have an impact on coaching outcomes, need to be researched and the results thereof made accessible to professional coaching bodies to assist with credentialing requirements for coaches.

1.4 Research objectives

The main objective of this study was to investigate *pertinent* and already identified coach competencies promoting the outcome of business and executive coaching.

'Pertinent' is emphasised as it is envisaged that several coach competencies have already been identified, however, the study aimed to identify those competencies which are significantly more impactful.

The research main objective is: To establish the impact of the following four areas of coach competencies on coaching outcomes (a) goal attainment and b) self-efficacy. These were sub divided into four research objectives:

1. To establish the impact of coaching knowledge on the coaching outcomes of a) goal attainment and b) self-efficacy.
2. To establish the impact of psychological knowledge on the coaching outcomes of a) goal attainment and b) self-efficacy.
3. To establish the impact of organisational knowledge on the coaching outcomes of a) goal attainment and b) self-efficacy.
4. To establish the impact of business acumen on the coaching outcomes of a) goal attainment and b) self-efficacy.

Coaching has become a much more sought-after practice for development of individuals in organisations and rates charged for coaching, is quite high. Contracting the services of a coach, is a costly exercise (Grover & Furnham, 2016). As such, it becomes imperative for organisations to be discerning in choosing coaches and therefore it makes sense to select competent coaches – coaches who can produce results. Bono, Purvanova, Towler, and Peterson (2009) contend that "... the lack of standardization or clarity about coaching practices, training and outcomes has caused frustration in organizations, as they struggle with how to select a competent coach." (p. 366). This study aims to provide guidance and insight to organisations on the selection of coaches by highlighting those competencies that are key for desirable outcomes.

Coaching is an industry which is not regulated (Terblanche et al., 2019). Although there are several coaching fraternities in South Africa, namely COMENSA, ICF, IMCSA, ABCCCP, IBASA, SIOPSA, and SABPP that offer membership for coaching,

it is not compulsory. Coaching services are offered by individuals with differing qualifications and backgrounds and therefore there is no united way of coaching.

1.5 Research Questions

Research question: To what extent do coach competencies influence coaching outcomes a) goal attainment and b) self-efficacy? These were subdivided into four sub research questions:

1. To what extent do coach competencies – Coaching knowledge – impact coaching outcomes a) goal attainment and b) self-efficacy?
2. To what extent do coach competencies – Psychological knowledge – impact coaching outcomes a) goal attainment and b) self-efficacy?
3. To what extent do coach competencies – Organisational knowledge - impact coaching outcomes a) goal attainment and b) self-efficacy?
4. To what extent do coach competencies – Business acumen - impact coaching outcomes a) goal attainment and b) self-efficacy?

1.6 Significance of the study

This study envisaged that the research undertaken into coach competencies would make a valuable contribution in the decision-making of hiring a coach. It aims to make a constructive contribution towards guidelines in eliminating or minimising the risk of hiring individuals labelling themselves as coaches without the required competencies which add value to the field of coaching. Feldman and Lankau (2005) express concern about the lack of regulation in the coaching industry. If it is possible for anyone to certify himself as an executive coach, the industry loses credibility if results are not achieved. Therefore, it is imperative that stringent research be undertaken to examine coach competencies contributing to successful coaching.

Although there are significant potential benefits to coaching, the practice of coaching has surpassed research outputs resulting in the paucity of available literature concerning the efficacy thereof, and Jones, Woods, and Guillaume (2016) point out that it is a problem mentioned often in the domain of coaching. Grover and Furnham (2016) assert that "... experimentally sound quantitative studies are needed to

determine causation between the fundamental variables of coaching” (p. 34) and therefore encourage continuous research in the field of coaching efficacy to enable individuals and organisations to make informed decisions when pursuing coaching. Theeboom, Beersma, and van Vianen (2014) refer to a cynicism on the efficacy of coaching due to a scarcity of systematic empirical evaluation. They advocate for convincing quantitative research as opposed to good literature reviews.

Although various studies conducted focus on coach competencies, the emphasis is mainly on a specific aspect in finer detail for example, self-processing mechanisms such as the importance of reflection for coach development as a competence (Hullinger & DiGirolamo, 2020; Scott & Conn). Other studies focus specifically on the eleven core competencies as stipulated by the ICF as the most important competencies required for coaches (Auerbach, 2005; Boysen, 2018). Not many studies investigate coach competencies in terms of the four areas as covered by this research, namely coaching knowledge, psychological knowledge, organisational knowledge, and business acumen. Therefore, this study intends to add to the conversation by being more encompassing and conducting quantitative research in a South African context. It is therefore envisaged that the research will make a valid contribution to the coaching field.

Sperry (2013) recognises that core competencies for psychology professionals are endorsed and therefore advocates for the development and guidelines for executive coaching. Bono et al. (2009) believe that determining the abilities, the knowledge and the skills required of coaches for situations they encounter, should be important for future research. They believe this is relevant to better inform training programmes and coaches on competencies required and this study aims to make a contribution to the aforementioned.

1.7 Delimitations of the study

A few limitations pertaining to the study is as follows:

- i) The study was confined to business and executive coaching and was undertaken in the South African context.
- ii) Team coaching and peer coaching did not form part of this study.

- iii) Only coaches who have experience in executive coaching participated in this research.
- iv) Coachees did not form part of this study.

1.8 Definition of terms

The definitions of the terms used in this study are outlined in the table below:

Term	Definition
Coaching	Peterson (2011) describes executive coaching as a one-on-one relationship between a professional coach and a client where good rapport and trust is established. Goals are set for learning development to benefit the individual as well as the organisation. Executive coaching is conceived as a process to assist leaders to develop skills and knowledge in order to elevate their organisations to higher levels. Executive coaching is therefore goal-oriented (Mitchell, 2019).
Coach competencies	To be competent is to have the ability to do something successfully or efficiently. In this study, coach competencies refer to a list of attributes or skills required by an executive coach to attain coaching outcomes. Numerous researchers make reference to coach attributes and competencies in the literature. Koortzen and Oosthuizen Rudolf (2010) profile executive coaches as having business experience, and understanding the organisations they are contracted to; they should be able to assist the coachee to set goals; and to enable continual behavioural change of the executive in the workplace. Wasylyshyn (2020) states that coaches should have sound psychological training; have insight into how businesses function;

	have substantial experience; can establish trust and confidentiality.
Executive	An employee in a leadership/management position at work. An individual who “has leadership, managerial or supervisory authority and responsibility in an organisation” (Grant, 2014, p. 259).
‘His’	The use of ‘his’ in the study is not gender-based and therefore can imply traditional male or female gender.
Outcomes	Anticipated results from the coaching intervention. Brotman, Liberi, and Wasylyshyn (1998) contend that behavioural change for the executive is a targeted outcome of the coaching process and it is essential that the behaviour is sustained. Peterson (2011) makes the point that although the coaching approach is customised for the coachee, the goals are set to benefit both the individual as well as the organisation. It is envisaged that independent learning and development will be enhanced post coaching sessions. Taylor, Passarelli, and Van Oosten (2019) refer to developmental changes in the coachee as an outcome of coaching, and indicate that these changes need to be sustained by the coachee which will lead to career success.

1.9 Assumptions

The following assumptions were made for this study:

- i) Participants would complete the survey timeously.

- ii) Truthful, sincere, and unbiased responses were anticipated from the respondents.
- iii) The responses would reflect the actual experiences of the participants.

1.10 Structure of the Report

Chapter 1 is an introduction to the study, outlining the purpose and context thereof. The research problem and objectives are stated. The research questions are phrased to define the objectives and guide the study, and the significance and delimitations of the study are expounded.

Chapter 2 discusses key concepts and definitions pertinent to the topic of the study. The theoretical foundation clarifies the overarching theory relevant to the study. The variables for the study are explored, namely coaching outcomes and executive coach competencies. A diagrammatic illustration of the conceptual framework is provided.

Chapter 3 provides the methodological research approach and the research design. The population and sample, along with the sampling method is described. The research instrument and procedure for data collection are clarified. The data analysis method applied for this study, including the aspects of validity and reliability of the measuring scales, are explained in this chapter.

Chapter 4 presents the results and describes what it represents. The results pertain to the hypotheses tested by using EFA and testing the validity and reliability of the scales. The sample characteristics are also portrayed.

Chapter 5 is about discussing the findings of the study within the context of the literature in the literature review.

Chapter 6 summarises the findings and conclusions are drawn. Recommendations for further research are made.

CHAPTER 2. LITERATURE REVIEW

2.1 Introduction

In this section, a literature review on the key concepts of the research is discussed by encapsulating the background of coaching and reviewing the underlying theories. Coach competencies and the outcomes of coaching are explored.

2.2 Background discussion

2.2.1 *Executive coaching*

Executive coaching has gained immense relevance as a developmental exercise for executives in organisations. Newsom and Dent (2010) refer to it as “a popular intervention for businesses and other organisations interested in developing their employees” (p. 1). A situation is referred to as an intervention when the goal is to assist or help. Wasylyshyn (2020) views executive coaching as a *resource* for executives (p. 34) – concurring with the concept of assisting. In other words, executives are able to tap into a source to assist them to function effectively. The literature indicates that coaching is an intervention in the business world and the term ‘executive coaching’ was coined as a euphemism for counselling and consultation. The use of the term originated in the 1980s when consultants had access to the executives in organisations. After 1995, there has been an increase in professionalism and to the extent that a professional organisation was established, then known as the Professional and Personal Coaches Association, and currently known as the International Coach Federation (ICF) (Kampa-Kokesch & Anderson, 2001).

Numerous sources provide definitions for executive coaching. Although not the sole definition of executive coaching for this study, a consolidated definition of coaching follows: executive coaching is defined as a formal contractual relationship that is established between an executive coach and a client, also referred to as a coachee. This relationship is established due to a need arising towards setting goals for developmental purposes for the coachee and from this relationship, specific outcomes are anticipated. There are expectations that improved development will take place

relating to behaviour and skills of the client and that it will be sustained. The process will be facilitated by the coach, and the competencies displayed by the coach, will add to the contributing factors towards the outcomes of the coaching relationship (Brotman et al., 1998; Kilburg, 2004; Peterson, 2011; Sperry, 2008).

Stern (2004) defines executive coaching as a leadership developmental collaborative process with the coach, the organisation and the executive which is aimed at an individual leader to attain organisational goals. There is a contractual obligation which is focused on goal attainment specified by time frames and particular outcomes.

Coaching is sought with the aim of enhancing interpersonal skills of a manager as well as performance in the workplace (Koortzen & Oosthuizen Rudolf, 2010) and therefore the expectation is created that the outcomes will be achieved. Hussein and Yesiltas (2020) supports the view that an important aspect of effective leadership, is having good interpersonal skills.

2.2.2 Coach competencies

To apply a definition of competency in order to evaluate coaching, Auerbach (2005) refers to competency as the knowledge, skills, attitudes and behaviours displayed to illustrate levels of effectiveness. Since specific outcomes are anticipated, Leedham (2004) contends that finding the 'right' coach, is the first step to coaching success. The 'right' coach is described in terms of an individual's suitability to the organisation, their insight and expertise, and their style of coaching as well as their sense of professionalism (Leedham, 2004). This means that the most suitable coach for the organisation will fit in with its vision and will be skilful and knowledgeable given his experience in the field of coaching, leading to a productive outcome.

The right fit coach for an organisation by implication means that a coach should have specific competencies. Coach competencies required for a successful coaching outcome should be aligned with the definition and goals of business and executive coaching (Adkins et al., 2011). By focusing on the goals of coaching, which are aimed at learning and development, logically it means that an effective coach would have a firm knowledge about the ways in which people learn. By identifying clients' learning styles, the coach will be able to assess which approach would be better suited to

particular clients and therefore be able to have a greater impact (Adkins et al., 2011). Koortzen and Oosthuizen Rudolf (2010) profile executive coaches as having business experience and understanding the organisations they are contracted to; they should be able to assist the coachee to set goals; and to enable continual behavioural change of the executive in the workplace.

Researchers have identified competencies required for a coach to be effective - which can be summarised as specific knowledge in conjunction with experience as well as interpersonal skills (Brotman et al., 1998; Peterson, 2011; Underhill, 2010). The reference to specific knowledge encompasses an understanding of human learning and motivation as well as business knowledge and how organisations operate. The coach also acquires knowledge through training interventions. Ennis et al. (2005) suggest that among other qualities, coaches should display coaching skills and personal qualities that will support said skills and competencies. Emotional intelligence is identified as a core essential competency (Ennis et al., 2005). Emotional intelligence is defined as an intellectual capacity that lets an individual recognise and gauge the meaning of emotions of self as well as others and therefore be able to problem-solve. An individual's achievements can be attributed to emotional intelligence (Hussein & Yesiltas, 2020). Coaching skills and personal qualities referred to by Ennis et al. (2005), include building rapport and mutual trust; facilitating change; self-confidence and empathy.

A central theme identified by Passmore, Stopforth, and Lai (2018), is with reference to coaching as being characteristically facilitative. In the coaching process, the coach becomes the facilitator. By implication, in order to achieve coaching outcomes, the coach needs to be an expedient facilitator, which can be viewed as an essential competency for coaching. Sperry (2008) supports the stance that coach is a facilitator and posits that coaching is based on a partnership between coach and client with the coach acting as a facilitator to assist the coachee in attaining developmental goals. The coach is able to achieve this role only if there is a sound relationship established with the coachee. The coaching relationship has been identified as one of the key processes to a successful coaching outcome. Peterson (2011) indicates that the coaching relationship built on trust, is instrumental to effective coaching. Research

indicates that the quality of the coaching relationship is linked to positive results in learning and self-efficacy (Jowett, Kanakoglou, & Passmore, 2012).

With regard to coach attributes, Wasylyshyn (2020) lists the following as key coach factors: coaches should have sound psychological training; have insight as to how businesses function; have substantial experience; and can establish trust and confidentiality. It is imperative that a coach possesses business knowledge and experience before practicing as an executive coach, maintains Koortzen and Oosthuizen Rudolf (2010). To become an expert in any field, requires persistent effort and direct feedback on one's activities, claims Peterson (2011). Feedback provides opportunity for introspection. Self-evaluation is significant as it can lead to improved action. Peterson (2011) further notes that self-awareness and discipline is necessary in the quest for excellence. In addition to the aforementioned, he states that executive coaches need knowledge in four areas:

- *Psychological knowledge*
- *Business acumen*
- *Organizational knowledge*
- *Coaching knowledge*

2.2.3 Coaching outcomes

De Haan and Duckworth (2013) define executive coaching as a developmental journey between a client and a coach which takes place through reflective conversations supported by a relationship built on trust. The outcome for the client is learning and development translated into action. It is evident from these definitions that in executive coaching a trusting relationship is established between a coach and a client and that the goal is to develop the executive who will consequently exhibit changed behaviour as an anticipated outcome of executive coaching.

Peterson (2011) encompasses several criteria in defining executive coaching. He defines executive coaching as a one-on-one *trusting* (own emphasis) relationship between a coach and a client. The coaching is provided by a trained coaching professional implementing relevant coaching methodology. Coaching sessions are scheduled frequently over a period of time. Although the approach is customised for

the coachee, the goals are set to benefit both the individual as well as the organisation. It is envisaged that independent learning and development will be enhanced post coaching sessions. Trust in the coach provides a safe space for the client and encourages participation and engagement. Peterson's (2011) reference to coaches being trained, is by implication a competence that is required of a coach and it would appear that it is a reference to formal training as the application of coaching methodology is mentioned. The question is: is formal training a prerequisite for coaching outcomes? Stern (2004) advocates for a fundamental knowledge and proficiency in psychology and a coaching style to suit the needs of the executive, as requirements for a coach. However, Clutterbuck and Megginson (2011) have observed that the following does not constitute as efficacy in coaching, namely: being in possession of a qualification as this does not translate into competence; and accreditation with a professional organisation is not an indication of the road travelled by the coach. The authors, though, have put out a disclaimer that their input is based on observations and not empirical research. Passmore and Fillery-Travis (2011) affirm that from the contributions from other researchers on coach competencies, the debate on academic qualifications is ongoing.

De Haan and Duckworth (2013) claim that coaches want to understand the value of their contribution in dealing with a variety of clientele. They are eager to discover which aspects they can initiate that would be most beneficial in ensuring successful coaching outcomes. The author of this paper proposes that any coach with integrity would strive to make a success of the coaching intervention and to achieve that, it would be incumbent on the coach to understand what competencies or skills are required to effect that. The study argues that coaching is advertised in abundance across various social platforms on the internet (YouTube, Facebook), especially pertaining to becoming a successful coaching practitioner. Access to videos and webinars is offered at basically no cost to interested parties. It is pitched at enjoying a successful career as a coach by targeting high performers in organisations for coaching and consequently changing businesses by changing lives. Mastery of techniques to becoming a successful coach is promised (Khan, 2020). The impression is created that one can almost achieve success overnight! This seems absurd as any credible profession does not promise overnight success and competencies required for a profession, are not acquired instantaneously.

Wasylyshyn (2020) refers to businesses being complex and unpredictable in the 21st century and the positive impact that business coaching can have on the leader in an organisation. With reference to Wasylyshyn's statement, 2020 has been a tumultuous year internationally, affecting all spheres due to a pandemic. This has placed organisations in challenging positions with executives having to make difficult decisions. Consequently, leaders can often feel lonely 'at the top' and at times uncertain about appropriate decisions and actions, and having a coach to act as a sounding board and a confidante, can instil more confidence in the developmental journey of executives and in decision-making processes. The coaching relationship has been identified as one of the key processes to a successful coaching outcome. Research indicates that the quality of the coaching relationship is linked to positive results in learning and self-efficacy (Jowett et al., 2012). The coaching relationship is formalised in terms of aiming to address the developmental needs of the client and to assist him to become more effective in his leadership position (Ely et al., 2010).

The outcomes of coaching need to be determined. Koortzen and Oosthuizen Rudolf (2010) state that developmental goals for the executive is addressed in coaching. When goals are set, outcomes are expected. To establish whether these outcomes have been met, requires an evaluation of the coaching intervention. Ely et al. (2010) describe evaluation as expressive and critical information that is required to make decisions regarding the efficacy, value and adaptation of activities geared towards training and development. Koortzen and Oosthuizen Rudolf (2010) contend that coaches provide a service for coaching of skills. This is essentially a reference to a learning process and therefore it becomes imperative to assess whether learning has indeed taken place. Osatuke, Yanovsky, and Ramsel (2017) posit that it is difficult to evaluate coaching outcomes scientifically as the process is subjective in terms of experiences. Goals vary between different clients and coaches, depending on their needs. Therefore, the variation makes it difficult to have a standard method or instrument to assess the outcomes of coaching interventions. It may be subjective in terms of experiences, however, a level of satisfaction by the client is indeed a determining factor of the success that they have experienced. A positive experience would indicate that they have achieved their goals. On the other hand, Gentry, Manning, Wolf, Hernez-Broome, and Allen (2013) researched best practices for coaching by interviewing practicing coaches in Europe and Asia. They acknowledge

the value of previous research but point out that interviews with practicing coaches about best practices can fill a gap in the data by offering valuable accounts and these can serve as guidelines for coaches and the industry to aim to be effective. Understandably, doing research from the coaches' perspective only could present bias in terms of reporting outcomes, however, their contribution should not be disregarded.

2.3 Theoretical foundation

In coaching, the goal is to develop the coachee (Kilburg, 2004) and therefore, theories underpinning adult learning, training and development like cognitivism and constructivism which are relevant to coaching, are discussed in this section.

2.3.1 Cognitivism

This study believes that Cognitivism as a learning theory is relevant to coaching. Cognitivism was founded by Wolfgang Kohler. Proponents of this adult learning theory focus on cognition which is based on understanding and reasoning. Kohler refers to the concept of “active learning” (Allen, 2007, p. 30) which presents an occasion for a learner to practice newly acquired skills or behaviours. During this process, information is transferred from short-term memory to long-term memory which is facilitated by repetition. An “automatic stage” (Allen, 2007, p. 30) follows, which means that a learner can display behaviour without consciously thinking about it. Koortzen and Oosthuizen Rudolf (2010) explain that the core of executive coaching is to assist executives to learn as opposed to training or tutoring them. They are learning essential skills. In coaching, a competent skill set is important for both coach and coachee – through coaching, the coachee develops skills to put into practice and the coach needs to be skilful as a professional in the industry. By consistently practicing their skills, it becomes second nature to them. Cognitivists emphasise learning as “understanding” (Allen, 2007, p. 31) and not merely behavioural change. What this means for leadership development is that the individual will focus on solutions to problems and resort to innovative thinking.

Learning needs to take place in a safe and comfortable space and in coaching, the coach needs to create a safe space for the coachee – a safe space is when the

coachee can trust the coach. Being able to harness trust from the coachee, is an important competence for a coach as it establishes a firm relationship for the coaching process. A constant which has been regularly identified as a contributing factor to the successful outcome of coaching, is the nature of the coach-client relationship. Rapport and trust are essential elements of this relationship (Passmore & Fillery-Travis, 2011). Cognitive theorists regard training and development as meaningful learning i.e. the individual understands what he has learnt. The training is directed towards the goal set by the trainee. Learning differs cognitively for individuals (Chowdhury, 2006). A competent coach will be aware of this and manage the process accordingly.

The foundation of Cognitivism lies in Gestalt psychology (Allen, 2007). With the Gestalt approach in coaching, coaches have to make their presence felt (Cox, Bachkirova, & Clutterbuck, 2014). This is not merely physical presence but also an indication of the impact that the coach has on the coachee. The crux lies in creating an awareness. This is significant for the coaching relationship, which is at the core of a successful coaching outcome. With this approach, the coaching relationship is co-created and is a collaborative process. Colloquially expressed: it takes two to tango. Stelter (2014) contends that the collaborative dialogue is a shared process between coach and coachee. In addition, the coach needs to be authentic by offering support and empathy and yet also need to be firm to keep the coachee on track and in line with the goals set out to achieve. Bluckert (2014) points out that the Gestalt coaching approach is best suited for executive and leadership coaching and (of less relevance to this research) to team coaching and life coaching.

2.3.2 Constructivism

Developmental/Transformative Learning (Constructivism), introduced by Jack Mezirow in 1978 (Allen, 2007), is a learning theory relevant to coaching. Learning takes place through reflection and new meaning is assigned to experiences which is dependent on context. Society faces numerous challenges due to globalisation resulting in an uptake of coaching as coaching creates a safe space for the coachee to reflect. Situations are complex and difficult to resolve simply, therefore the need for reflection (Stelter, 2014), which is what a competent coach will grant a coachee. Jack Mezirow points out that transformative learning can result from reflection and re-

evaluation of the individual's presuppositions on their beliefs (Mezirow, 1990). An interpretation of an experience is synonymous to making sense of said experience, and this meaning-making results in adult learning. Erroneous problem-solving and biases in convictions are corrected through reflection. Jack Mezirow equates adult learning with independent thinking and an enhancement of self-awareness – the focus of numerous leadership development programmes – of which coaching is one (Allen, 2007). Self-awareness is an aspect of emotional intelligence as it relates to having a firm grasp of one's own emotions, strengths, weaknesses, values and aims, which is imperative for the coach as well as the coachee. Emotional intelligence and transformational leadership contribute significantly to sustainability in the workplace (Hussein & Yesiltas, 2020). Bernard Bass coined the term *transformational leadership* (Bolden, Gosling, Marturano, & Dennison, 2003) and noted that the literal meaning of 'transform' is encapsulated in transformational leadership. The change experienced by the individual is cognitive as well as emotional which relates to insight and understanding and is of a permanent nature. Followers of transformational leaders are enthused to commit to the common goals and vision of an organisation, consequently stimulating their capacity to problem-solve. Their leadership capacity is further supported by means of coaching and mentoring (Bass & Bass, 2009). James MacGregor Burns initiated the concept of "transforming leadership" (Bolden et al., 2003, p. 14), bringing about change in behaviour. Some of the behaviours of transformational leaders include amongst others motivating followers, raising levels of confidence and inspiring change. James MacGregor Burns focused on a theory of transforming leadership for purposes of comprehending the process of change. He explains that to transform is a deep change, a complete alteration which is promoted by transforming leadership. Transforming leaders enable their followers to be empowered (Burns, 2003).

Transformational leaders have faith in their own abilities and as such, aspire to inspire their colleagues. Bolden et al. (2003) opine that high performing organisations are built by high performing executives which is a core goal of business coaching, and when attained, translates into coaching success. Encouraging employees to be involved with problem-solving in work-related matters and duties as well as assuring them of their role within the organisation, are behaviours which are indicative of a transformational

leadership style (Ratiu, David, & Baban, 2017). As concluded by Hussein and Yesiltas (2020), transformational leadership has a significant impact on organisational goals.

2.4 Coaching outcomes

The establishment of a contract between a coach and client is important for the achievement of coaching outcomes (Van Coller-Peter & Burger, 2019). Goals are identified and the contract includes an understanding and awareness to achieve set goals. Improvements in goal setting, interpersonal skills and being an effective leader, have resulted from coaching (Fillery-Travis & Lane, 2014) and these are some identified outcomes of coaching. This study focused on goal attainment and self-efficacy as outcomes of coaching.

2.4.1 Goal attainment

Moen and Allgood (2009) affirm that coaching is focused on what the client aims to achieve and therefore an important task for the coach, is working with goals. Bozer and Sarros (2012) confirm findings indicating that executives who worked with coaches, were more inclined to set specific goals, unlike executives who did not work with coaches. Goals are individualised and the aim is to materialise it by means of coaching (Moen & Allgood, 2009). Executive coaching is defined as a helping relationship as it assists coaches to achieve set goals (Van Coller-Peter & Burger, 2019). Grant (2013) concurs that coaching is focused on attaining goals and acknowledges that the coach facilitates the coachee in establishing specific goals and identifying preferred outcomes as well as identifying strengths of the coachee to enhance self-efficacy. Results from a study conducted by Blackman (2006) indicated that coaches signified that executive coaching had assisted them substantially in achieving their goals. The coaching process is aimed at creating purposeful behaviour change.

Cunningham (2017) makes reference to goal-focused coaching – focusing on goals, is covertly or overtly covered by coaching conversations. Cunningham (2017) theorises that coaching facilitates meaning-making for the executive and results in changes in the thought processes which leads to behaviour change. The new

behaviours could be viewed as the attainment of goals set or could be linked to new goals that emanated from the meaning-making process. Without intrinsic motivation from the coaches when setting goals, the result will be poor motivation and performance (Cowan, 2013). The coachee's role in setting goals is therefore significant in achieving coaching outcomes.

2.4.2 Self-efficacy

By 2018, in South Africa, executive coaching had still shown an increase as an intervention geared towards the professional development of managers (Schutte, 2019). Executive coaching can assist with setting goals that are valued personally by the executive, and then working meaningfully with the aim of achieving set goals, which in turn can improve the well-being and self-efficacy of the coachee (Grant, 2014). With reference to Bandura's (1997) concept of self-efficacy, Moen and Allgood (2009) define it as the belief that an individual has in his ability to achieve successful outcomes. This is supported by Cilliers (2005) who adds that a person believes that he is able to muster up his intellectual resources and spur into action that which is required to achieve situational demands. It is innate in human nature to learn and develop in order to become more adept and skilful in one's profession or trade (Hullinger & DiGirolamo, 2020). Coaching as a leadership development tool definitely has the potential to be significantly impactful on the capabilities of individuals in managerial positions (Schutte, 2019), consequently leading to higher levels of confidence.

Bozer and Sarros (2012) states that executive coaching has become a significant intervention to enhance the skills of executives. Coaching assists with improving leader identity by reflecting on leadership behaviours. During the coaching session, the confirmation of leadership actions affirms the coachee's leader identity. The executive coach therefore positively contributes by helping the executive strengthen their identity as a leader, thus enhancing leader effectiveness (Skinner, 2020).

Research by Simpson (2010) showed the positive contribution of coaching to an individual's leadership development. Included in the areas identified towards the development are: (i) increased confidence – which is identified as a basis for improvement in leadership; (ii) improvement in personal skills such as communication

skills; (iii) enhanced self-awareness – the individual develops an increased awareness of their strengths and areas for development. This, in turn, leads to an awareness of the consequences of their behaviour. Skinner (2020) affirms the development of self-awareness through effective coaching questions.

A study by Sharma (2017) found that executives felt more empowered as their confidence levels and decision-making skills improved as a result of coaching. This enabled coachees to perform more effectively in their role by capacitating their internal resources. Bozer and Sarros (2012) contend that executive coaching is seen as an action-in-learning approach as executives are required to adapt to the fast-changing global economy. Executive coaching allows the executive to acquire a deep understanding regarding organisational issues and in addition, an awareness of his own strengths related to the issues i.e., his self-efficacy in dealing with those issues. Bozer and Sarros (2012) conclude that leadership as well as managerial effectiveness are vitally important in the workplace and are primary outcomes of coaching.

In the context of this study, leadership self-efficacy was evaluated. Moen and Allgood (2009) report that results from research indicate that leadership self-efficacy is an important aspect to determine, predict and support effective leadership. Performance can therefore be predicted by self-efficacy (Moen & Allgood, 2009) and performance or actionable behaviour is identified as an outcome of coaching. Research conducted by Msimango-Galawe and Mazonde (2021) evaluated the effect of self-efficacy on performance in entrepreneurs. They found that businesses showed no growth when entrepreneurs displayed low levels of entrepreneurial self-efficacy. The research by Msimango-Galawe and Mazonde (2021) shows conclusively that a positive relationship is formed between self-efficacy and performance. Further research indicates enhanced self-efficacy, leadership competencies and learning agility in coachees as a result of executive coaching (Grant, 2013) and therefore being able to master tasks.

2.5 Executive coach competencies

The study aimed to assess the impact of coach competencies on the outcomes of executive coaching but before that is discussed, it is important that the competencies

are first identified. The focus is therefore be on selected competencies identified in the literature and for the purpose of this study, the Executive Coaching Forum model cited in Peterson (2011, p. 533) lists the following as pertinent to outcomes/success in coaching:

- *Coaching knowledge*
- *Psychological knowledge*
- *Business acumen*
- *Organizational knowledge*

These four categories will form the basis for further elaboration on relevant constructs.

2.5.1 Coaching knowledge

This area includes aspects related to training as a coach as well as capabilities that the coach possesses, therefore the professional development of the coach. The coach is a key role player in the coaching process and it is imperative that a sound coaching relationship is established. Peterson (2011) states that the coaching relationship is categorised by the degree of trust, understanding and sincere communication, amongst other interpersonal factors, between the coach and the coachee. Elements that contribute to the quality of the coaching relationship include respect and mutual trust, the coach's experience, being committed to accomplishing goals by endeavouring to complete tasks set and coach and coachee alternating between leading the coaching dialogue (Jowett et al., 2012). Relationships built on trust and respect and that improve confidence, are significantly impactful in initiating learning experiences which are transformative (Hullinger & DiGirolamo, 2020). Transformation can result in self-efficacy for the coachee. Other contributing factors to establishing the coaching relationship which can lead to positive coaching outcomes include listening skills (Bono et al., 2009), asking powerful questions (Clutterbuck & Megginson, 2011), approachability (Brotman et al., 1998) and creating rapport (Passmore & Fillery-Travis, 2011).

Hullinger and DiGirolamo (2020) specify reflective practice as a competency for coaches as well as clients. Reflective practice enables a coach to be more in tune with the coachee's agenda. When reflecting on a coaching session, the coach is able to

observe their interactions and reactions to their coaches and therefore assess the situation. By engaging in reflective practice, the coach is intentionally monitoring and evaluating himself in order to learn and change and thereby contributing to coaching outcomes.

Amongst the coach competencies that impact on positive coaching outcomes as listed by Boysen (2018), the following are taken into account for this research:

- i) the coach insisting that the coachee take action and thereby holding the coachee accountable;
- ii) creates a safe space for the coachee to enhance trust;
- iii) remaining knowledgeable and applying current tools and theories to assist with developing the coachee.

Hypothesis 1A(i): There is a positive impact between coaching knowledge and goal attainment.

Hypothesis 1A(ii): There is a positive impact between coaching knowledge and self-efficacy.

2.5.2 Psychological knowledge

This area encompasses people behaviour and learning. As a coach, it is important to understand how people learn as coaching focuses on skill development. A coach should be able to assist a coachee to acquire new skills and knowledge by implementing various techniques. By imparting ideas and advice, coachees should be guided towards alternative ways of dealing with situations and inculcating new behaviours and skills (Peterson, 2011).

Moen and Allgood (2009) profess that the cognitive process associated with performance, is pertinent for development and progression and therefore effective coaching enhances cognitive abilities. Hullinger and DiGirolamo (2020) point out that it is innate in human nature to learn and develop in order to become more adept and skilful in one's profession or trade.

Hypothesis 1B: *There is a positive impact between psychological knowledge and leadership self-efficacy.*

2.5.3 Organisational knowledge

It is important for a business coach to have insight on how organisations function as teams and how their leadership functions (Peterson, 2011). With reference to the coach's skills, Cilliers (2005) indicates that the coach is required to be perceptive about the organisational culture and how to work with it. By developing the coaching relationship between the coach and the executive, the coach gains knowledge about the organisation and its functionality. This knowledge base inevitably increases through exposure to more information pertaining to the organisation via the coachee, colleagues of the coachee and observations made by the coach (Rider, 2002). The organisational knowledge gained by the coach, should serve as tremendous benefit to the coaching of the individual, which in turn should benefit the organisation.

Hypothesis 1C(i): *There is a positive impact between organisational knowledge and goal attainment.*

Hypothesis 1C(ii): *There is a positive impact between organisational knowledge and self-efficacy.*

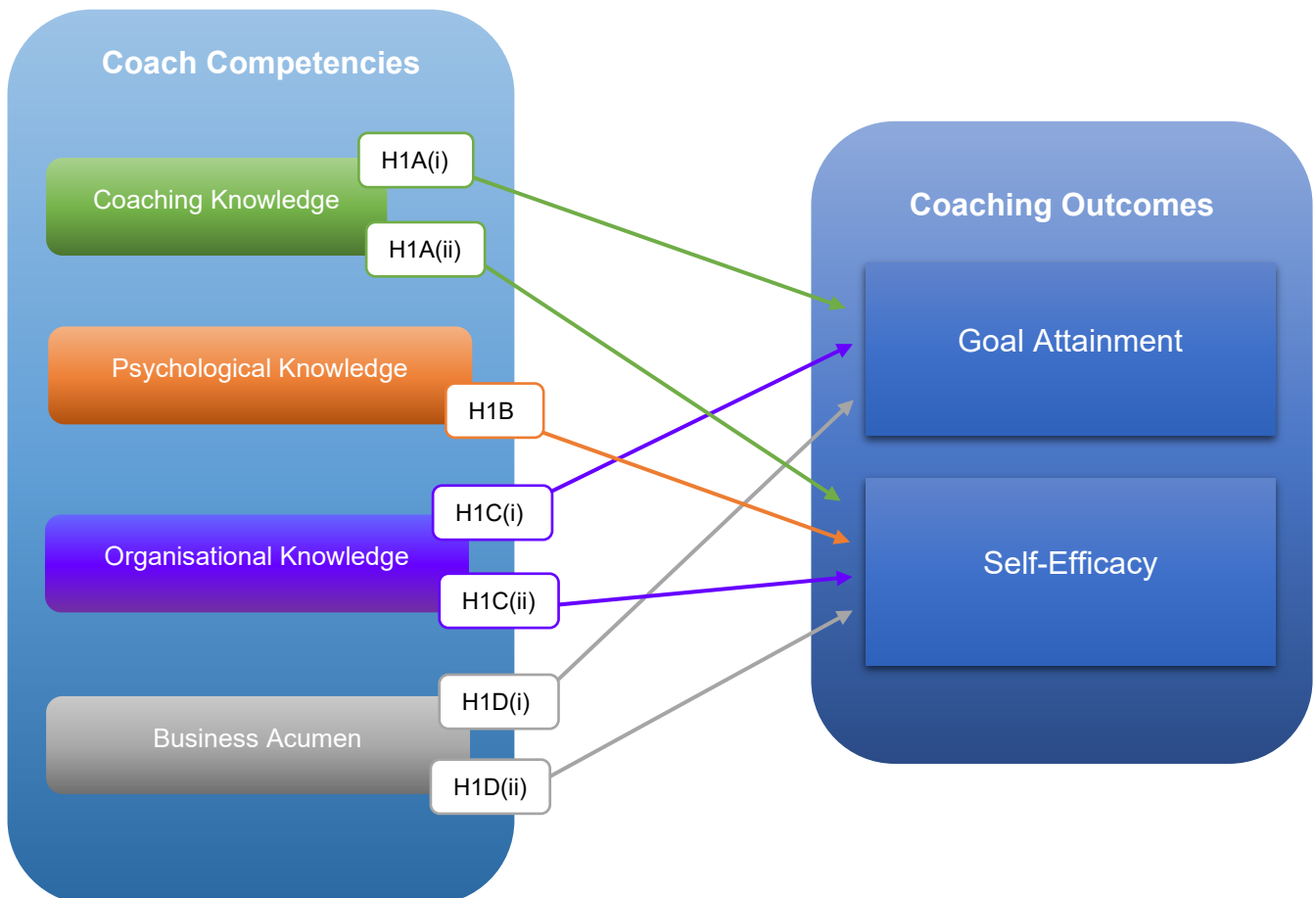
2.5.4 Business acumen

A business and executive coach needs to understand how businesses are managed locally as well as globally. The world is interconnected – an aspect of globality (Stelter, 2009) and businesses do not operate in isolation. The world has become 'flat'. The manager's function in the workplace is to provide specific strategies for successful business outcomes as well as enhancing employees' well-being. Moen and Allgood (2009) contend that as a result of executive coaching, the executive should be able to apply specific strategies effectively for work-related tasks. Given the varied roles that executives face, continual development is important, and executive coaching is able to serve this purpose (Jowett et al., 2012).

Hypothesis 1D(ii): *There is a positive impact between business acumen and goal attainment.*

Hypothesis 1D(ii): *There is a positive impact between business acumen and self-efficacy.*

2.6 Conceptual Framework



Source: (Boysen, 2018; Hullinger & DiGirolamo, 2020; Peterson, 2011)

The conceptual framework illustrates the influence of coach competencies, which are the independent variables, on the outcomes of coaching, which are the dependent variables.

2.7 Conclusion of Literature Review

The literature review in this chapter has provided a background discussion on what executive coaching entails as well as coach competencies. The study sought to

encapsulate a definition of business and executive coaching in order to investigate the factors pertaining to the outcomes of coaching. It is quite evident that business and executive coaching has gained immense momentum in the workplace. Businesses and workplaces are evolving constantly, resulting in a strain on the leadership in the organisations. To keep abreast of trends and to develop and enhance leadership skills, organisations employ the services of a business and executive coach. Coaching outcomes are dependent on coach competencies and therefore it is important to evaluate the impact of the competencies of a business and executive coach on the outcomes of coaching. Coach competencies identified for this research were: psychological knowledge, business acumen, organizational knowledge and coaching knowledge. The goal was to determine how each of these coach competencies contributed to the coaching outcomes of goal attainment and self-efficacy for the coachee. The hypotheses formed are illustrated by the conceptual framework.

CHAPTER 3. RESEARCH METHODOLOGY

The research methodology expands on the overall approach to the research whereby the procedures and tools that were used for the collection and analysis of the data, are discussed.

3.1 Research approach

A quantitative research approach was undertaken for this study. A quantitative research approach is focused on identifying and evaluating sources that have an effect on outcomes (Creswell, 2014). A quantitative research approach was appropriate for this study as pertinent competencies for business and executive coaches were identified and the effect of these competencies assessed on the outcomes of the coaching process. Statistical analysis formed the basis of this approach as the research is geared towards studying “the quantity, frequency, or magnitude of a phenomenon” (Schindler, 2018, p. 76) in this case, the impact of coach competencies on outcomes of coaching. This approach is feasible as many people can take part in the study and it is a cost-effective method. The data analysed will provide a concise summary of concepts measured (Yilmaz, 2013).

3.2 Research design

A very basic definition of research design is that it is the selected plan for achieving the research objectives (Schindler, 2018). For the purposes of this study, survey research was conducted which comprised of questionnaires with closed-ended questions for the collection of the data. The function of survey research allows the researcher to generalise the findings from a sample to a population (Creswell, 2014). Primary data was collected. A cross-sectional study was undertaken as the study was done by observation without direct interference (Field, 2018). A cross-sectional study is appropriate as the research was “carried out once and represent a snapshot at one point in time” (Schindler, 2018, p. 80). The study also needed to be completed in a short period of time and at a low cost.

3.3 Population and sample

In order to address the research questions set out, information needs to be extracted from a specific group of people known as the target population. Defining the target population, is the initial step in planning the sampling design (Schindler, 2018).

South Africa is a vast country with nine provinces and accessibility to the entire coach population may be problematic, therefore a sample was extrapolated from the target population. It should be ensured that the sample is representative of the target population and in addition, provide an estimate of precision (Schindler, 2018). These outcomes are catered for by probability sampling and therefore was the sample strategy used for this research.

3.3.1 Population

The population consisted of business and executive coaches countrywide (South Africa). Business and executive coaches are professionals who assist executives in identifying their developmental requirements, and focusing on behavioural changes for the executive in order to maximise their strengths and be more effective in their work (Miller & Hart, 2007). This research was not interested in isolating or emphasising gender or race. The focus therefore included business and executive coaches without aforementioned exceptions.

3.3.2 Sample and sampling method

The sample consisted of business and executive coaches registered with COMENSA (Coaches and Mentors of South Africa) as well as individual coaches. As a registered professional body, COMENSA promote the principles of accountability and therefore they were selected as the main and initial target for this study.

The sample strategy used was probability sampling – a procedure which is reliant on mathematical probabilities. Detailed analysis of the sampled data is administered and if appropriate representative sampling is done, it will enable the research findings to be generalised to a population. Probability sampling is cost- and time-effective (Neuman, 2014).

The sampling frame was coaches who have coached for more than a year, had business coaching experience and whose clients are executives in their workplaces. Easterby-Smith, Thorpe, and Jackson (2012) contend that the sample size of the population should be representative as well as be credible, i.e., the sample should have the same features as the population from which it is extracted and it should represent precision. Although they encourage a large sample size, they offer no mathematical or numerical guidance on what the term 'large' encompasses.

For this research, a sample size of one hundred coaches was targeted which is anticipated to be adequate in order to provide a meaningful contribution to the extant research. (Sekaran & Bougie, 2003) proposes a rule-of-thumb method for determining sample size i.e., that sample sizes which are larger than 30 and less than 500 are appropriate for most research. The proposition is also made that in research applying multiple regression analysis, that the sample size should preferably be 10 times or more as large as the number of variables in the study. (Field, 2018) concurs that several rules-of-thumb methods are available and that the most common is the 10 situations of data for each variable strategy. He suggests that researchers should always have sample sizes above 55, and studies with six or fewer variables, a sample size of 100 should be fine. The initial number of respondents for this study were 74 but after screening the data, the final sample size was 64 respondents. Taking Sekaran (2003) and Field (2018) into consideration, the sample size for this research was appropriate.

It was, however, also envisaged that not everyone would respond. The coaches had to complete a questionnaire and the aim being that it will not be experienced as too time-consuming to complete and submit. In the COMENSA newsletter, an appeal was made to their sense of conscientiousness in making a valuable contribution to the coaching industry, was utilised as a strategy for eliciting responses.

3.4 The research instruments

The research instrument was an online questionnaire with closed-ended questions i.e. respondents would choose options from a fixed set of answers (Lawrence Neuman, 2014). Since the research aimed to have a national sample, having an online

questionnaire enabled a further reach of respondents. A Likert scale seemed most feasible to use (Schindler, 2018) and is used extensively in survey research (Neuman, 2014) which is the research design for this study. The scale measured both dependent and independent variables and consisted of 49 items presented on a 7-point scale with a neutral midpoint. Participants had to indicate their agreement or disagreement with items. The Likert scale is an uncomplicated instrument to use and therefore presented the opportunity to eliminate frustration for respondents. The questionnaire addressed the research problems presented in chapter two.

Research instrument summarised

Area	Construct	Items	Variable
Coaching knowledge	Qualifications	24	IV
	Experience		IV
Psychological knowledge	Emotional intelligence	7	IV
	Adult learning		IV
Organisational knowledge	Leadership functionality	6	IV
Business acumen	Business Management	6	IV
Coaching outcomes	Goal attainment	6	DV
	Self-efficacy		DV

3.5 Procedure for data collection

The dependent and independent variables identified in chapter two were measured to test the hypotheses (Field, 2018). The study made use of a web-based survey – Qualtrics is such a web-based survey. Qualtrics as a research tool should be convenient to use for a researcher without any technical training (Easterby-Smith et al., 2012). The application allows a researcher the opportunity to create a survey and email the web address to a mail distribution list. As there is no guarantee of response rate required, this research aimed to pursue more respondents than stated for the sample size. An initial email was sent to COMENSA requesting participation and an explanation of the aim of the research provided. Contact details for further questions regarding the research was included. After permission was obtained to participate, a follow-up email was sent with the link to the questionnaire. The aim of this study and request for participation with the link, was communicated in a COMENSA Newsletter. Unfortunately, due to the POPI Act of South Africa (Protection of Personal Information), it was not possible to get access to email addresses of the members with the aim of following up and attempting to coax them into completing the survey. As a result, a low number of responses was received after some time elapsed – possibly as a result of the members not having read the newsletter or only having read specific articles and therefore the link to the survey was missed. With the assistance of a Board Member of COMENSA, the link was shared on their Facebook page as well as the Facebook page of SA CoachingNews – a newsletter that published an article related to this study. It was then decided to trawl Facebook and search for coaches and message each one privately on the Messenger platform, however, due to privacy settings, not all messages were delivered to identified respondents. As an additional alternative, a LinkedIn subscription was activated and the search for executive coaches on the platform ensued. A request to complete the survey as well as the link to the survey was inboxed to the coaches identified. In another attempt, from a professional network platform, there was an outreach to individual coaches either via email or WhatsApp.

In anticipation of receiving timeous responses, deadlines for completing the survey were clearly communicated. The participants accessed the online questionnaire, and on completion, their responses were automatically stored in a database. The

researcher accessed the database for processing of the information. The data was downloaded from Qualtrics and exported into SPSS for analysis (Stanislaus).

3.6 Data analysis and interpretation

Quantitative research produces evidence from the research in terms of numbers. It is therefore incumbent on the researcher to analyse and interpret the findings (Easterby-Smith et al., 2012).

3.6.1 *Descriptive statistics*

Following the collection of data via Qualtrics, the data was summarised, i.e. characteristics in the data were identified for key information. This is data coding. Data coding is a procedure involving the systematic reorganising of raw data into a format enabling analysis by using statistical software on computers (Neuman, 2014). Thereafter, inferences were made about the population based on the sampled data by looking for patterns in the data. These patterns enabled the researcher to draw conclusions pertaining to the research questions posed (Easterby-Smith et al., 2012).

3.6.2 *Correlational analysis*

A correlation is a method of reviewing the extent of responses to two variables from respondents in consistent ways (Easterby-Smith et al., 2012). A correlational analysis was useful for this study in order to establish possible connections between the variables by evaluating the relationship between coach competencies and coaching outcomes.

3.6.3 *Multiple linear regression*

Regression analysis is used to estimate the relationship between the dependent and independent variables. The independent variables were combined in order to investigate their mutual association with the dependent variables (Creswell & Creswell, 2005). Multiple linear regression is a multivariate analysis which was used for this research to permit the study of all the variables in a single analysis in order to

assess the contribution of each variable, in other words, to test the hypotheses of whether coach competencies encompassing coaching knowledge, psychological knowledge, organisational knowledge and business acumen lead to positive outcomes of (i) goal attainment and (ii) leadership self-efficacy.

3.7 Validity and reliability

When research is undertaken, there is always the concern whether it measures what it purports to measure (Schindler, 2018). It then becomes necessary to test the validity of the results. Different types of validity can be applied; however, this research considered three types of validity, namely external validity, internal validity, and construct validity.

Reliability of the research instrument refers to the degree of consistency of measurement results (Schindler, 2018). Validity and reliability testing are imperative to conduct thorough research.

3.7.1 *External validity (generalisability)*

The aim of this research was to make the findings generalisable in the coaching industry by ensuring that the data collected from the sample and ultimately the results generated, would apply to real life coaching situations. The sample data was gathered from a range of coaches residing in 6 of the 9 provinces in South Africa. The coaches were also in possession of differing qualifications and age groups, and therefore the data was indicative of a representative sample. Coach competencies are crucial to the outcomes of coaching and that should remain relevant throughout. The findings would be applicable and relevant irrespective of different settings, places, or times (Yilmaz, 2013).

3.7.2 *Internal validity*

Internal validity is about assessing whether conclusions drawn about a relationship, is a true reflection of the cause (Schindler, 2018). This study aimed to illustrate that the data obtained would reflect internal validity as a causal relationship would be reflected between coach competencies and outcomes of coaching by consistently using the

same questions with each respondent and therefore eliminating an instrumentation threat to internal validity (Schindler, 2018).

3.7.3 Construct validity

Construct validity addresses the validity of the measurement by examining whether there is consistency in the various indicators (Neuman, 2014). A phenomenon that cannot be observed or measured directly is known as a construct (Creswell & Creswell, 2005). In order to ascertain construct validity, exploratory factor analysis was done in SPSS. Construct validity ascertains the extent to which the test measures what it purports to measure as a result of using indirect measures.

3.7.3.1 Convergent validity

Convergent validity is a type of construct validity. Factor analysis was applied to test for convergent validity as it assisted in attaining a significant understanding of the connection between the variables (Ferguson, 1981). This is supported by Creswell and Creswell (2005) who affirm that factor analysis indicates the nature of the relationship between items. Exploratory factor analysis was used to analyse the measurement model in case of any uncertainty about the underlying constructs within the items on the questionnaire (Easterby-Smith et al., 2012). The validity was tested by using exploratory factor analysis to identify the underlying relationships between measured variables.

3.7.4 Reliability

Reliability refers to consistency with reference to the data provided by the measuring instrument (Yilmaz, 2013). Reliability was tested using the Cronbach's alpha coefficient. This is used to measure the average correlation amongst observed variables. An acceptable level of reliability is indicated by a value greater than 0.70 (Easterby-Smith et al., 2012). The reliability analysis was run on SPSS for each factor and the value of the Cronbach alpha for each was greater than 0.70, therefore proving an acceptable level of reliability.

3.8 Limitations of the study

The use of closed-ended questionnaires assists in identifying a trend in participants' responses however, it does not allow participants to elaborate on items. They are not given an opportunity to express their own thoughts or ideas or add on to the items presented to them.

3.9 Ethical considerations

The University of the Witwatersrand has stringent processes in place before research can be undertaken. This research was subjected to a process of applying for Ethics Clearance in order to obtain permission to proceed with data collection for the study. This is to ensure that all ethical considerations are taken into account and that the highest standards in research will be maintained.

It is important to remember that participation in a study is voluntary and therefore it is incumbent on the researcher to remind participants of the fact that they are free to withdraw at any time. Permission was obtained from COMENSA and individual coaches to conduct research. Participants were made aware of the purpose of the study and how the data will be used. Anonymity and confidentiality were ensured. The researcher endeavoured to show respect and took precautions not to impose on people's time and space.

CHAPTER 4. PRESENTATION OF RESULTS

4.1 Introduction

The aim of this chapter is to present the results of the hypotheses tested and to describe what those results mean. These have been done by using descriptive statistics, and correlational and regression analysis. Firstly, however, the sample characteristics are described and illustrated. This is followed by the validity and reliability of the measurement of scales, and concludes with the results of the hypotheses testing.

4.2 Screening of data

The survey responses were collected via Qualtrics and the data was downloaded from Qualtrics into SPSS. A total of 74 responses were downloaded, however, after cleaning the data, 64 responses were relevant for the study. Survey responses with too many unanswered questions were eliminated. The survey did not compel respondents to answer all the questions – although that was the ideal – instead it made allowances for respondents to skip questions and yet still proceed with answering the remainder of the survey questions. As a consequence of this, a few respondents had not completed the entire survey. In cases where more than 90% of the survey were completed, it was decided to retain those respondents and replace the missing values with the series mean, also known as the average or mean value imputation. The mean is calculated from the data obtained and is imputed for variables that have missing values (Cokluk & Kayri, 2011).

4.3 Sample characteristics

4.3.1 *Location of coaches*

South Africa is comprised of 9 provinces. As the survey was online, the goal was to reach as many executive coaches as possible nationally. Feedback indicates that coaches who completed the survey, reside and practice in 6 of the 9 provinces with

the majority of respondents located in Gauteng. This is represented in the pie chart in figure 4.1.

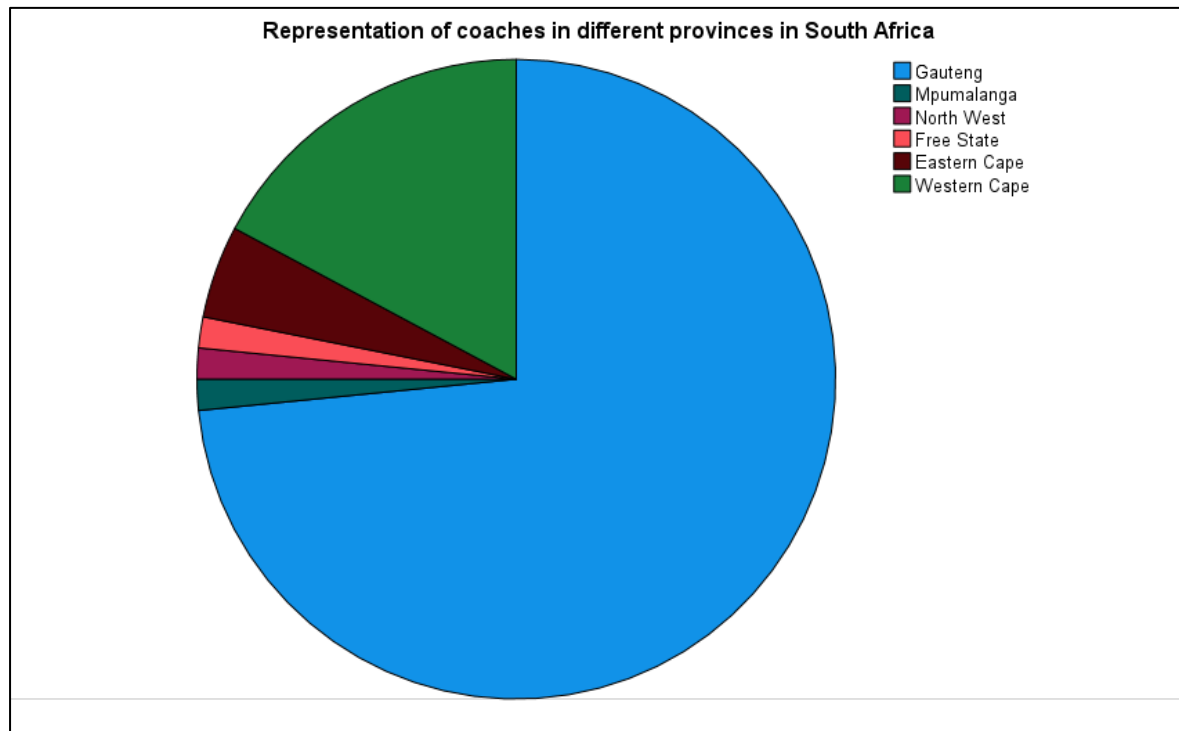


Figure 4.1: Location of coaches

4.3.2 Gender

It is interesting to note that more female coaches responded than males. A total of 49 females responded compared with 15 males. This is not significant to this present study, however, it could be included in future research to investigate whether the gender of the coach has an influence on the outcomes of executive coaching, especially since top executive positions are dominated by males. None of the respondents indicated any other type of gender except male or female.

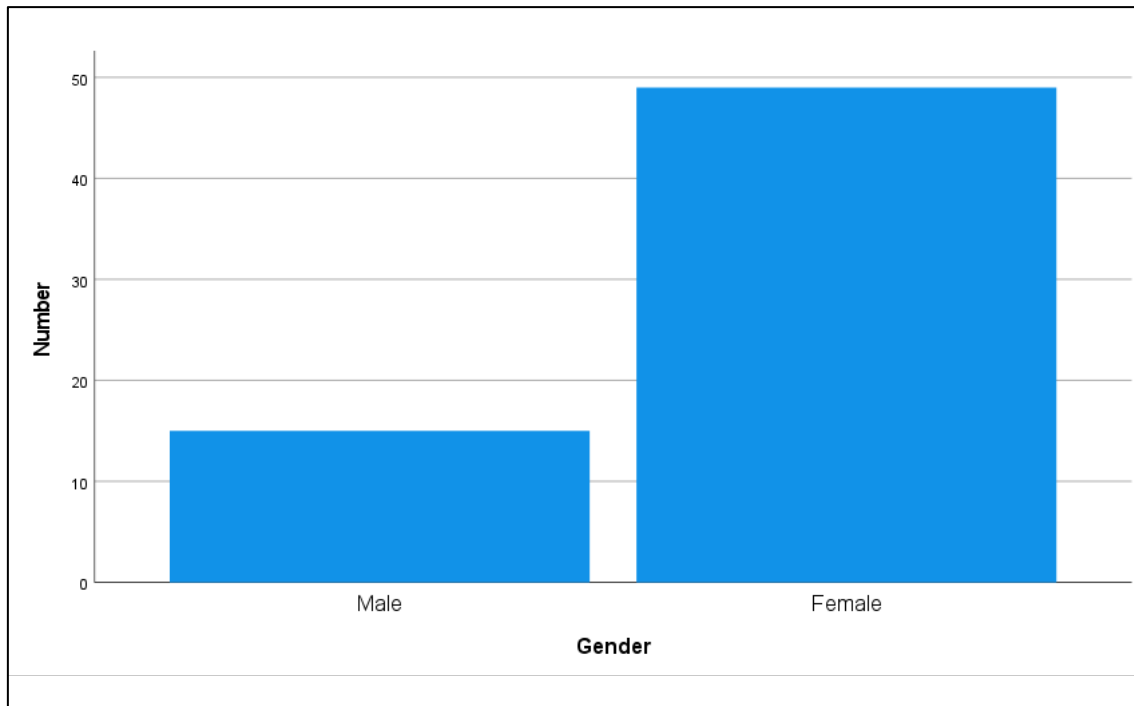


Figure 4.2: Gender

4.3.3 Race

The categories of different race groups represented by the respondents are indicated in the table 4.1 below. The highest percentage of coaches are White (43,8%), followed by Black coaches, and Coloured and Indian coaches with less than 10% each.

Table 4.1: Race

Race					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Black	24	37.5	37.5	37.5
	White	28	43.8	43.8	81.3
	Coloured	6	9.4	9.4	90.6
	Indian	6	9.4	9.4	100.0
	Total	64	100.0	100.0	

4.3.4 Academic Level

On an educational level, 49 of respondents were in possession of a postgraduate qualification as a highest qualification, 10 had a degree and 5 respondents had a qualification on diploma level. Figure 4.3 illustrates the level of education of respondents as a percentage.

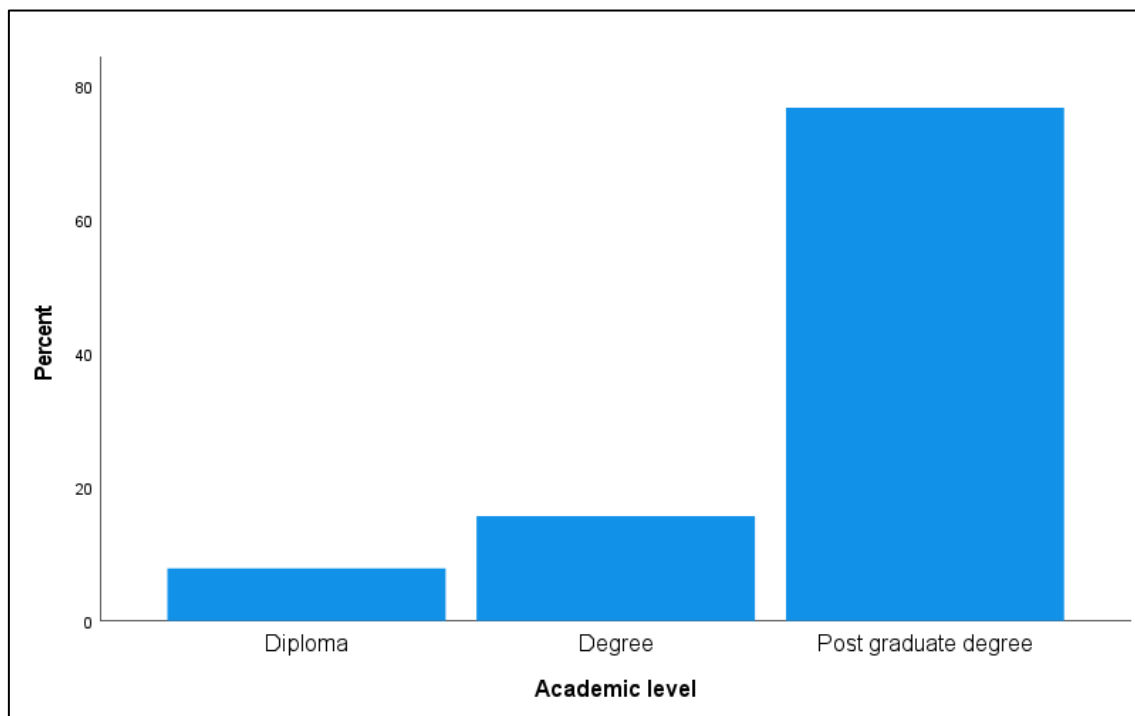


Figure 4.3: Academic Level

4.4 Construct Validity

In SPSS, exploratory factor analysis (EFA) was done. This process is a data reduction technique and determines the number of factors to be used. EFA was applied to identify patterns in the data and relationships amongst variables. To examine the appropriateness of factor analysis for the data, the Kaiser–Meyer–Olkin or KMO index was used as a measure of sampling adequacy. It was used in conjunction with the Bartlett’s test of sphericity as the significance result would indicate the appropriateness to run the test. Factor extraction and rotation were applied resulting in a pattern matrix. The variables with high correlations grouped together, forming 6 composite factors. The scree plot was used to graphically illustrate the optimal number of factors retained – the factors with eigen values equal to or greater than 1.

4.4.1 Sampling adequacy

It was important to determine whether the data set was suited for factor analysis therefore an analysis of the sampling adequacy was done by using the KMO (Kaiser–Meyer–Olkin) measure. A value equal to or higher than 0,5 is considered viable and less than 0,5 is not appropriate for factor analysis (Dziuban & Shirkey, 1974). The sampling adequacy was verified by the KMO measure – result 0.700.

The Bartlett's Test of Sphericity, table 4.2, indicates significance and therefore the sample was adequate and significant as the significance was >0.05 .

Table 4.2: KMO and Bartlett's Test of Sphericity

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.700
Bartlett's Test of Sphericity	Approx. Chi-Square	687.976
	df	231
	Sig.	.000

4.4.2 Extraction and Rotation method

Extraction was done applying principal axis factoring. This method was chosen as it caters for factors that are potentially related. Each factor represents several variables based on how well various items are related. Items that cross-loaded and items that loaded negatively were removed. The cut-off for items were set at 0.4 therefore items with a value <0.4 , loaded blank and were removed. Initially, 11 factors were extracted but only variables with eigen values greater than 1 were retained, which narrowed the factors down to 6. This was the number of factors to work with. Promax was used to rotate the results so that they were presented in a way that was easier to analyse and to be able to see where factors were loaded. Table 4.3 illustrates the pattern matrix.

Table 4.3: Pattern Matrix

Pattern Matrix ^a						
	Factor					
	1	2	3	4	5	6
Coaching_Knowledge3	.940					
Coaching_Knowledge1	.826					
Coaching_Knowledge2	.732					
Coaching_Knowledge4	.513					
Coaching_Outcomes4		.882				
Coaching_Outcomes6		.795				
Coaching_Outcomes1		.520				
Psychological_Knowledge7		.512				
Business_Acumen6			.878			
Business_Acumen5			.666			
Business_Acumen2			.557			
Business_Acumen1			.538			
Organisational_Knowledge2			.523			
Coaching_Knowledge16				.884		
Coaching_Knowledge14				.790		
Coaching_Outcomes3				.700		
Psychological_Knowledge5					.905	
Coaching_Knowledge8					.679	
Coaching_Knowledge7					.507	
Organisational_Knowledge4						.971

Organisational_Knowledge6						.552
Psychological_Knowledge3						.486
Extraction Method: Principal Axis Factoring.						
Rotation Method: Promax with Kaiser Normalization.						
a. Rotation converged in 6 iterations.						

In the Pattern Matrix, the 6 factors were labelled as follows:

Factor 1: Coaching Knowledge

Factor 2: Coaching Outcomes A with reference to goal-setting.

Factor 3: Business Acumen

Factor 4: Coaching Outcomes B with reference to self-efficacy

Factor 5: Psychological Knowledge

Factor 6: Organisational Knowledge

Table 4.4 below illustrates the extraction method of Principal Axis Factoring indicating 6 factors with Eigen values >1.

Table 4.4: Total Variance Explained

Total Variance Explained							
Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	5.458	24.811	24.811	5.117	23.259	23.259	3.491
2	3.257	14.806	39.617	2.860	12.998	36.257	3.649
3	2.296	10.438	50.055	1.909	8.678	44.936	2.497
4	1.794	8.154	58.209	1.396	6.345	51.281	3.251
5	1.353	6.150	64.360	1.015	4.613	55.893	3.494

6	1.127	5.123	69.483	.792	3.602	59.495	2.179
7	.960	4.365	73.848				
8	.798	3.629	77.477				
9	.736	3.344	80.821				
10	.601	2.732	83.553				
11	.539	2.450	86.003				
12	.503	2.286	88.289				
13	.463	2.102	90.391				
14	.393	1.786	92.177				
15	.382	1.735	93.912				
16	.316	1.434	95.346				
17	.249	1.133	96.479				
18	.226	1.029	97.509				
19	.199	.902	98.411				
20	.150	.681	99.092				
21	.123	.560	99.652				
22	.077	.348	100.000				
Extraction Method: Principal Axis Factoring.							
a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.							

The cumulative variance was 69,5%, which is considered good.

The scree plot, figure 4.4, was used as a graphical representation of the number of factors that were extracted. The scree plot confirmed the readings in the Total Variance Explained table.

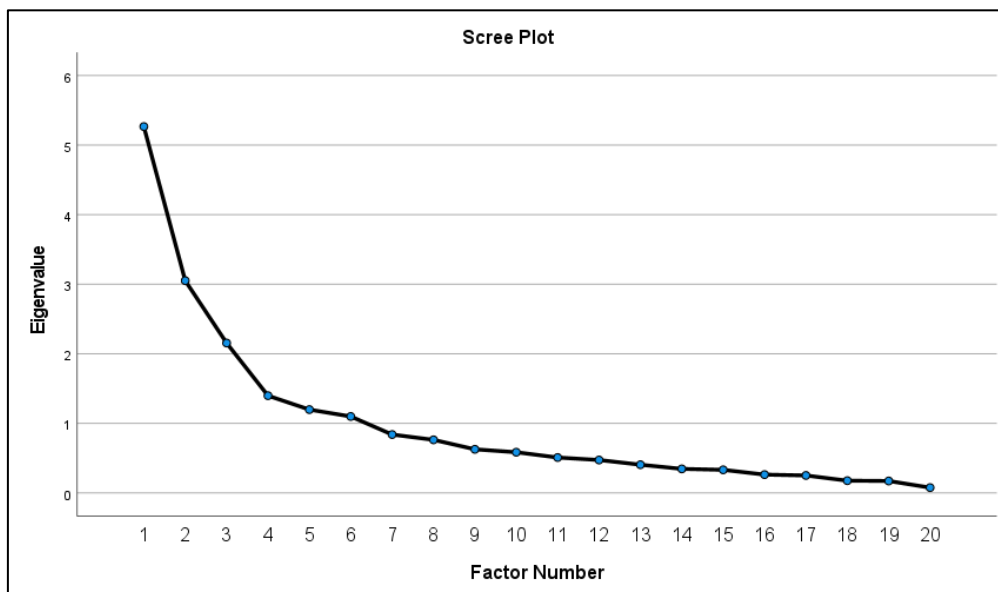


Figure 4.4: Scree Plot

4.5 Reliability results - Internal Consistency of Scales

Reliability test was run for one factor at a time. A factor is considered reliable if the Cronbach Alpha reading is greater than 0.7. Cronbach's Alpha measures internal consistency between items in a scale. Reliability analysis refers to the fact that a scale should consistently reflect the construct it is measuring. The Pattern Matrix was used as a guideline since the factors that were formed presented a scale, therefore the reliability of the scales was measured.

Hypothesis 1A(i): *There is a positive impact between coaching knowledge and goal attainment.*

Hypothesis 1A(ii): *There is a positive impact between coaching knowledge and self-efficacy.*

Table 4.5.1: Scale: Factor 1 Scale - Coaching Knowledge

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Coaching_Knowledge3_W	10.94	13.679	.669	.504	.875
Coaching_Knowledge1	11.45	7.585	.847	.720	.651
Coaching_Knowledge2	11.86	8.472	.747	.606	.764

Although Coaching Knowledge had a good reliability scale of 0.782 (Easterby-Smith et al., 2012), it was further improved by deleting Coaching_Knowledge4. Since 4 items were used to measure the reliability, it was acceptable to remove one item and still meet the requirements of a minimum of 3 items. The Cronbach Alpha reading increased to 0.847.

Table 4.5.2 represents the inter-item correlation for Coaching Knowledge. The inter-item correlations for the 3 items measuring said factor were >0.3. The variables were therefore closely related, proving construct validity.

Table 4.5.2: Scale: Factor 1 Scale - Coaching Knowledge

Inter-Item Correlation Matrix			
	Coaching_Knowledge3_W	Coaching_Knowledge1	Coaching_Knowledge2
Coaching_Knowledge3_W	1.000	.710	.551
Coaching_Knowledge1	.710	1.000	.778
Coaching_Knowledge2	.551	.778	1.000

Table 4.5.3: Scale: Factor 2 Scale - Coaching Outcomes A

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Coaching_Outcomes4B	18.60	3.007	.685	.494	.681
Coaching_Outcomes6A_W	18.76	3.420	.619	.426	.719
Coaching_Outcomes1A	18.52	3.849	.515	.268	.769
Psychological_Knowledge7	18.62	3.341	.560	.331	.750

Four items clustered together to form the Coaching Outcomes A factor. This produced a Cronbach Alpha of 0.785.

The inter-item correlations for Coaching Outcomes A were >0.3, indicating that the items are therefore closely related, proving convergent validity.

Table 4.5.4: Scale: Factor 2 Scale - Coaching Outcomes A

Inter-Item Correlation Matrix				
	Coaching_ Outcomes4B	Coaching_ Outcomes6A W	Coaching_ Outcomes1A	Psychological_Knowledge7
Coaching_Outcomes4B	1.000	.623	.436	.541
Coaching_Outcomes6A_W	.623	1.000	.440	.415
Coaching_Outcomes1A	.436	.440	1.000	.405
Psychological_Knowledge7	.541	.415	.405	1.000

Hypothesis 1D(ii): *There is a positive impact between business acumen and goal attainment.*

Hypothesis 1D(ii): *There is a positive impact between business acumen and self-efficacy.*

Table 4.5.5: Scale: Factor 3 Scale - Business Acumen

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Business_Acumen6	16.32	8.795	.679	.499	.633
Business_Acumen5	16.28	9.314	.624	.450	.667
Business_Acumen2	16.79	9.314	.539	.293	.722
Organisational_Knowledge2_W	15.56	12.823	.434	.221	.768

For the factor 3 scale of Business Acumen, by removing the variable Business_Acumen1, the reliability was improved from 0.738 to 0.761.

Table 4.5.6 below indicates two inter-item correlations >0.3, however, one is <0.3 i.e., Business Acumen 5 and Organisational Knowledge 2_W. It was decided to retain the scale as the value is close to 0.3.

Table 4.5.6: Scale: Factor 3 Scale - Business Acumen

Inter-Item Correlation Matrix				
	Business_Acumen6	Business_Acumen5	Business_Acumen2	Organisational_Knowledge2_W
Business_Acumen6	1.000	.640	.469	.447
Business_Acumen5	.640	1.000	.478	.293
Business_Acumen2	.469	.478	1.000	.336
Organisational_Knowledge2_W	.447	.293	.336	1.000

Table 4.5.7: Scale: Factor 4 Scale - Coaching Outcomes B

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Coaching_Outcome7B_W	12.57	1.799	.522	.273	.710
Coaching_Knowledge14_W	12.40	1.677	.600	.367	.619
Coaching_Outcomes3B_W	12.74	1.761	.583	.349	.640

Reliability was attained for Coaching Outcomes B as the Cronbach Alpha reading was 0.742.

The inter-item correlation matrix for Coaching Outcomes B shows correlations >0.3, verifying convergent validity.

Table 4.5.8: Scale: Factor 4 Scale - Coaching Outcomes B

Inter-Item Correlation Matrix			
	Coaching_Outcome7B_ W	Coaching_Knowledge14_ W	Coaching_Outcomes3B_ W
Coaching_Outcome7B_W	1.000	.471	.448
Coaching_Knowledge14_W	.471	1.000	.551
Coaching_Outcomes3B_W	.448	.551	1.000

Hypothesis 1B: *There is a positive impact between psychological knowledge and leadership self-efficacy.*

Table 4.5.9: Scale: Factor 5 Scale - Psychological Knowledge

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Psychological_Knowledge5_W	12.49	2.668	.551	.328	.700
Coaching_Knowledge8	12.31	2.758	.661	.437	.612
Coaching_Knowledge7_W	12.40	1.986	.581	.361	.703

All 3 items for Psychological Knowledge contributed positively towards the reliability of the scale with a Cronbach Alpha of 0.751.

Convergent validity is substantiated by the inter-item correlations which was >0.3.

Table 4.5.10: Scale: Factor 5 Scale - Psychological Knowledge

Inter-Item Correlation Matrix			
	Psychological_Knowledge5_ W	Coaching_Knowledge 8	Coaching_Knowledge7_ W
Psychological_Knowledge5_ W	1.000	.548	.453
Coaching_Knowledge8	.548	1.000	.578
Coaching_Knowledge7_W	.453	.578	1.000

Hypothesis 1C(i): *There is a positive impact between organisational knowledge and goal attainment.*

Hypothesis 1C(ii): *There is a positive impact between organisational knowledge and self-efficacy.*

Table 4.5.11: Scale: Factor 6 Scale - Organisational Knowledge

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Organisational_Knowledge4	11.42	4.063	.664	.442	.423
Organisational_Knowledge6	10.35	5.620	.594	.381	.508
Psychological_Knowledge3	9.77	9.227	.415	.187	.755

Although there is an indication that the reliability would be increased should the item Psychological_Knowledge3 be deleted, it was decided to retain the item to have at least 3 variables for the factor as well as the fact that with a Cronbach Alpha of 0.702, reliability was proven.

All inter-item correlations for Organisational Knowledge were >0.3 and therefore convergent validity was established.

Table 4.5.12: Scale: Factor 6 Scale - Organisational Knowledge

Inter-Item Correlation Matrix			
	Organisational_Knowledg e4	Organisational_Knowledg e6	Psychological_Knowledg e3
Organisational_Knowledg e4	1.000	.616	.428

Organisational_Knowledge6	.616	1.000	.307
Psychological_Knowledge3	.428	.307	1.000

Composite scores were created as a means of reducing the dimensions of the data by taking all items for each factor and calculating the average. A smaller data set was formed, and these variables were renamed with the factor names retained but presented in capital letters. For the purposes of presenting the results, the following abbreviations will be utilised:

CK - Coaching Knowledge

COa - Coaching Outcomes A

BA - Business Acumen

COb - Coaching Outcomes B

PK - Psychological Knowledge

OK - Organisational Knowledge

4.6 Multiple linear regression assumption testing

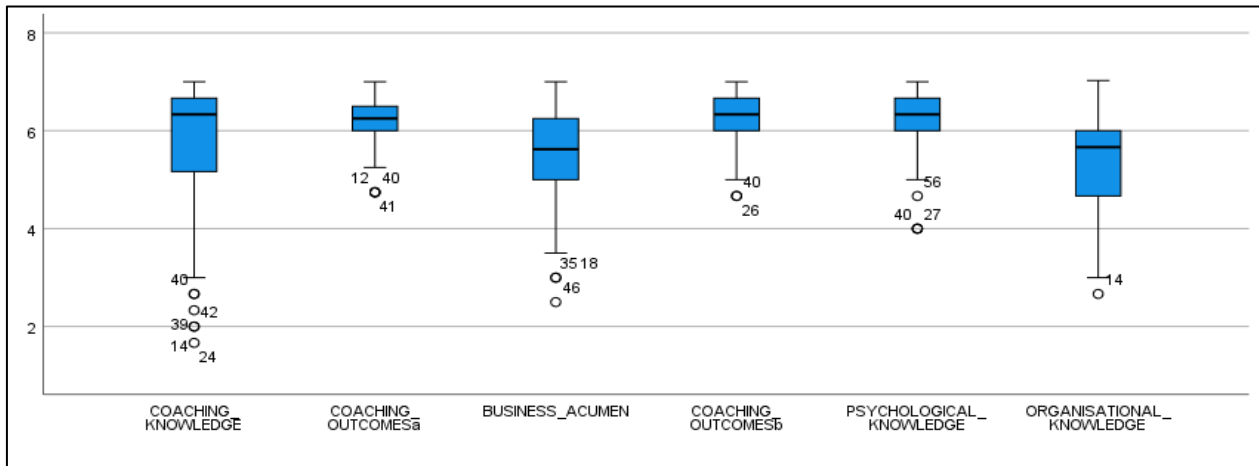
Before conducting the regression analyses assumptions that underpin multiple linear regression, have to be tested to ensure that none are violated. The study tested outliers, normality and linearity.

4.6.1 Outliers

Boxplots (also known as Box-Whisker diagram) were run to check for outliers. The outliers were identified in the boxplot with the variables marked with an asterisk. The number next to the asterisk indicated the row number of the outlier (Field, 2018). To reduce the impact of bias in the data, it was deemed necessary to winsorize the data, in other words, the outliers were replaced with the next highest value in that particular factor, that were not outliers (Field, 2018). It is important to deal with scores that are unrepresentative of the sample in order to reduce bias of the results (Field, 2018). The

variables were renamed with underscore W at the end of the variable name to identify those as the winsorized items. Figure 4.5 below illustrates the data after winsorizing.

Figure 4.5: Boxplots



4.6.2 Normality

To ascertain whether the distribution of scores was normal, the values of skewness and kurtosis were analysed (Field, 2018). There were no missing values.

Table 4.6.1: Normality

		Statistics					
		CK	COa	BA	COb	PK	OK
N	Valid	64	64	64	64	64	64
	Missing	0	0	0	0	0	0
Mean		5.7083	6.2075	5.4125	6.2854	6.1994	5.2570
Median		6.3333	6.2500	5.6250	6.3333	6.3333	5.6667
Mode		6.67	6.50	6.25 ^a	6.00	6.00	4.67 ^a
Skewness		-1.348	-1.276	-.911	-1.987	-1.565	-.465
Std. Error of Skewness		.299	.299	.299	.299	.299	.299
Kurtosis		.633	2.395	.291	7.322	2.849	-.599
Std. Error of Kurtosis		.590	.590	.590	.590	.590	.590
Minimum		1.67	4.00	2.50	3.33	3.67	2.67
Maximum		7.00	7.00	7.00	7.00	7.00	7.03
Sum		365.33	397.28	346.40	402.26	396.76	336.45
a. Multiple modes exist. The smallest value is shown							

The results indicate that the data was negatively skewed, which is indicative of a light-tailed distribution (Field, 2018). However, it was close enough to normally distributed as no result was 3 or -3, therefore there was no need to do data transformation.

Kurtosis results, which is a measure of shape (Field, 2018), were less than 10 or -10, therefore the data was normally distributed.

4.6.3 Linearity

As it was already established that the data was normally distributed, to test linearity between the variables, the Pearson coefficient was applied.

Table 4.6.2: Correlations

Correlations							
		CK	COa	BA	COb	PK	OK
CK	Pearson Correlation	1					
	N	64					
COa	Pearson Correlation	.198	1				
	Sig. (2-tailed)	.116					
	N	64	64				
BA	Pearson Correlation	-.118	.040	1			
	Sig. (2-tailed)	.355	.755				
	N	64	64	64			
COb	Pearson Correlation	.331	.478	-.113	1		
	Sig. (2-tailed)	.007	.000	.375			
	N	64	64	64	64		
PK	Pearson Correlation	.460	.497	-.082	.490	1	
	Sig. (2-tailed)	.000	.000	.519	.000		
	N	64	64	64	64	64	
OK	Pearson Correlation	.052	.300	.321	.097	.142	1
	Sig. (2-tailed)	.681	.016	.010	.445	.262	
	N	64	64	64	64	64	64

Coaching Knowledge (CK) had a medium correlation with Coaching Outcomes B (COb) at 0.331 and $p < 0.05$.

Psychological Knowledge (PK) was significantly related to Coaching Outcomes A (COa) at 0.497 with a significance of $p < 0.01$.

PK was significantly correlated with COb at 0.490 and $p < 0.01$.

Organisational Knowledge (OK) had a weak correlation with COa at 0.300 and $p < 0.01$.

There was no indication of multi-collinearity between the independent variables as there were no correlation co-efficients greater than 0.9.

Assumption 1: Normality had been established.

Assumption 2: Linearity had been established.

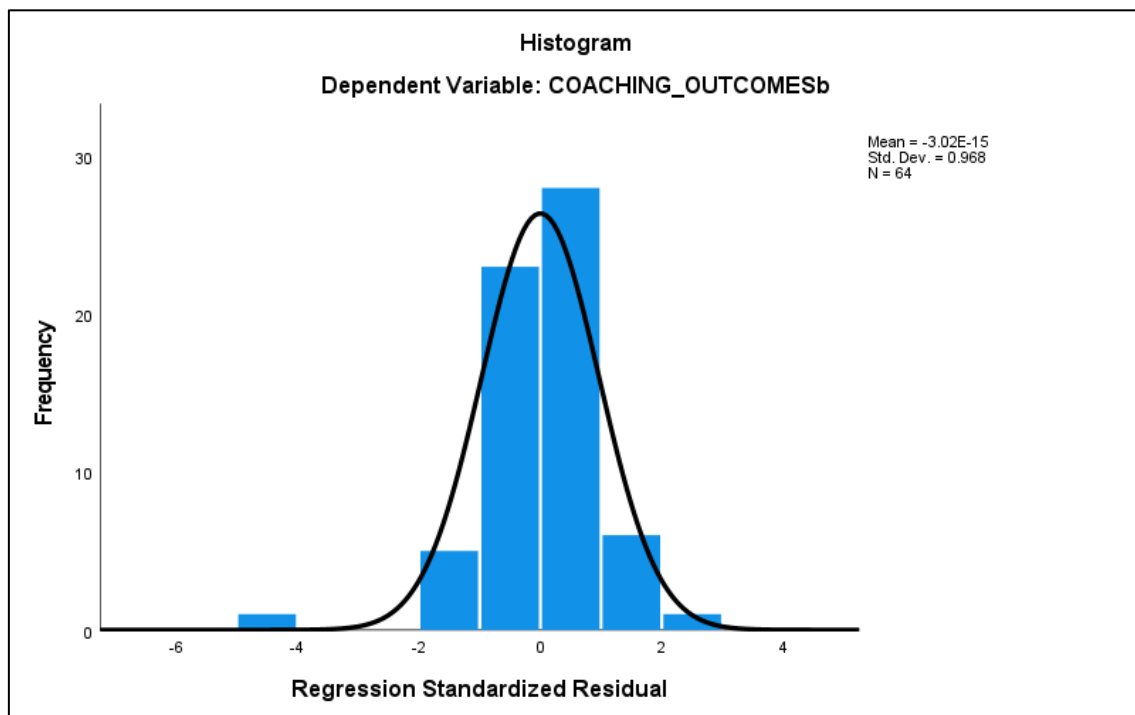


Figure 4.6: Normally distributed errors

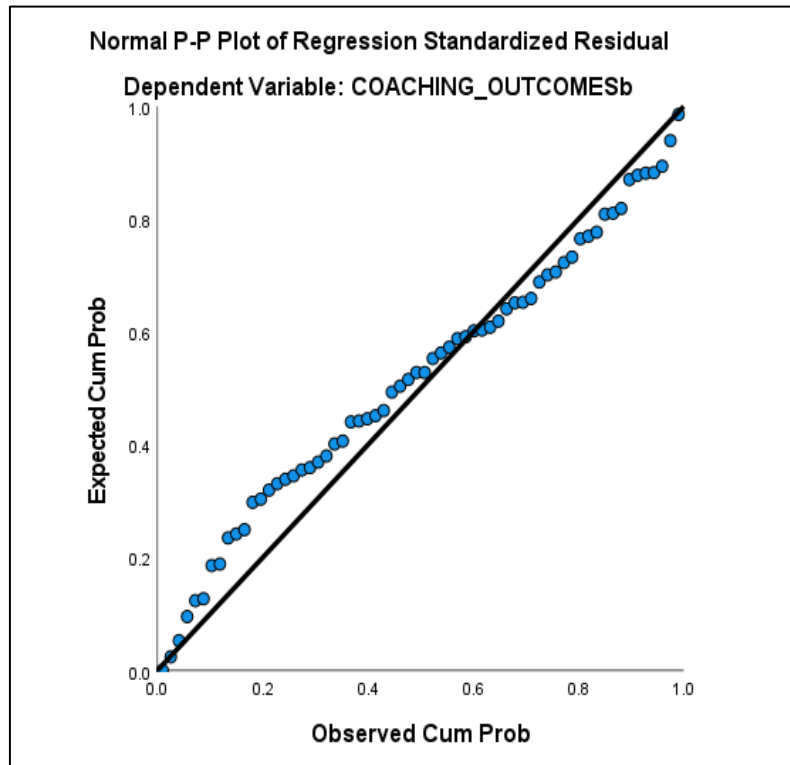


Figure 4.7

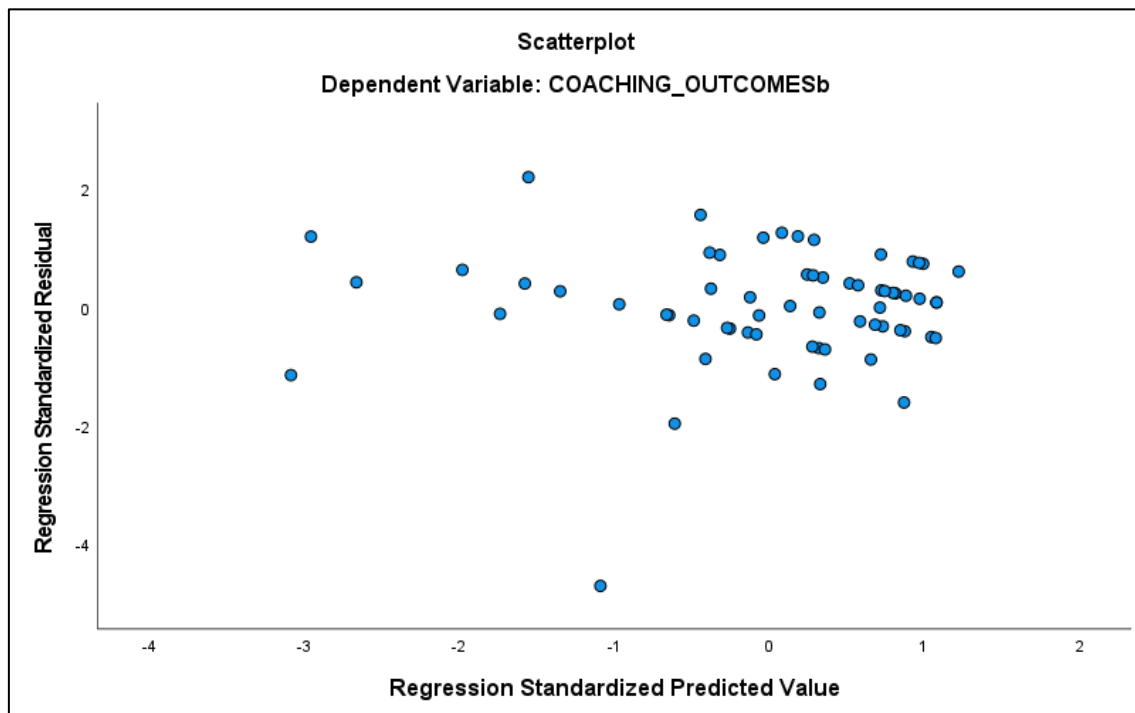


Figure 4.8 Homogenous variance

4.7 Hypothesis Testing

4.7.1 Hypothesis 1A

The R Square value in table 4.8.1 expressed as a percentage (Easterby-Smith et al., 2012) indicates that 30% of Organisational Knowledge, Organisational Knowledge, Business Acumen and Psychological Knowledge attribute to the impact on Coaching Outcomes A, which is goal attainment.

Table 4.7.1: Model Summary

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.549 ^a	.301	.254	.51311	2.006
a. Predictors: (Constant), ORGANISATIONAL_KNOWLEDGE, COACHING_KNOWLEDGE, BUSINESS_ACUMEN, PSYCHOLOGICAL_KNOWLEDGE					
b. Dependent Variable: COACHING_OUTCOMESa					

Table 4.7.2: ANOVA Table

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.703	4	1.676	6.365	.000 ^b
	Residual	15.533	59	.263		
	Total	22.236	63			
a. Dependent Variable: COACHING_OUTCOMESa						
b. Predictors: (Constant), ORGANISATIONAL_KNOWLEDGE, COACHING_KNOWLEDGE, BUSINESS_ACUMEN, PSYCHOLOGICAL_KNOWLEDGE						

According to the ANOVA table 4.7.2, it is evident that $p < 0.05$ therefore the model is significant. The independent variables significantly impact coaching outcomes of goal-setting.

Table 4.7.3: Table of Coefficients

Coefficients ^a										
		Unstandardized		Standardized			95,0% Confidence		Collinearity Statistics	
		Coefficients		Coefficients			Interval for B			
Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	3.278	.676		4.849	.000	1.925	4.631		
	CK	-.014	.048	-.035	-.281	.779	-.110	.083	.782	1.279
	BA	.000	.068	.000	.003	.998	-.136	.136	.873	1.145
	PK	.385	.099	.480	3.868	.000	.186	.584	.769	1.300
	OK	.118	.059	.233	1.995	.051	.000	.237	.868	1.152
a. Dependent Variable: COACHING_OUTCOMESa										

In table 4.7.3, the R Square indicates that Organisational Knowledge, Coaching Knowledge, Business Acumen and Psychological Knowledge ascribe to 26% of the impact on Coaching Outcomes B, which is self-efficacy.

Table 4.7.4: Model Summary

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.511 ^a	.261	.211	.55235	2.159
a. Predictors: (Constant), ORGANISATIONAL_KNOWLEDGE, COACHING_KNOWLEDGE, BUSINESS_ACUMEN, PSYCHOLOGICAL_KNOWLEDGE					
b. Dependent Variable: COACHING_OUTCOMESb					

In table 4.7.4, $p < 0.05$ and therefore the independent variables significantly explain the changes on COB, namely self-efficacy.

Table 4.7.5: ANOVA Table

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.352	4	1.588	5.205	.001 ^b
	Residual	18.000	59	.305		
	Total	24.352	63			
a. Dependent Variable: COACHING_OUTCOMESb						
b. Predictors: (Constant), ORGANISATIONAL_KNOWLEDGE, COACHING_KNOWLEDGE, BUSINESS_ACUMEN, PSYCHOLOGICAL_KNOWLEDGE						

In tables 4.7.5 above and 4.7.6 below, CK positively influences COb, however $p > 0.05$, therefore the influence is not significant.

BA negatively influences COb therefore it is not significant.

PK positively influences COb by 42%, $p < 0.05$ and therefore the influence is significant.

OK positively influences COb however $p > 0.05$ and therefore the influence is not significant.

Table 4.7.6: Coefficients

Coefficients ^a										
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	3.934	.728		5.406	.000	2.478	5.390		
	CK	.052	.052	.127	1.005	.319	-.052	.156	.782	1.279
	BA	-.050	.073	-.082	-.686	.495	-.197	.096	.873	1.145
	PK	.349	.107	.416	3.262	.002	.135	.563	.769	1.300
	OK	.031	.064	.058	.480	.633	-.097	.158	.868	1.152
a. Dependent Variable: COACHING_OUTCOMESb										

Hypothesis 1A(i): *There is a positive impact between coaching knowledge and goal attainment.*

The hypothesis that there is a positive influence between coaching knowledge and goal attainment was not supported. The influence was therefore non-significant.

Hypothesis 1A(ii): *There is a positive impact between coaching knowledge and self-efficacy.*

The hypothesis that there is a positive impact between coaching knowledge and self-efficacy was not supported and is therefore non-significant.

4.7.2 Hypothesis 1B

Hypothesis 1B: *There is a positive impact between psychological knowledge and leadership self-efficacy.*

The hypothesis that there is a positive impact between psychological knowledge and self-efficacy was supported and therefore significant.

4.7.3 Hypothesis 1C

Hypothesis 1C(i): *There is a positive impact between organisational knowledge and goal attainment.*

The hypothesis that there is a positive impact between organisational knowledge and goal attainment was not supported and is therefore non-significant.

Hypothesis 1C(ii): *There is a positive impact between organisational knowledge and self-efficacy.*

The hypothesis that there is a positive impact between organisational knowledge and self-efficacy was not supported and is therefore non-significant.

4.7.4 Hypothesis 1D

Hypothesis 1D(ii): *There is a positive impact between business acumen and goal attainment.*

The hypothesis that there is a positive impact between business acumen and goal attainment was not supported and is therefore non-significant.

Hypothesis 1D(ii): *There is a positive impact between business acumen and self-efficacy.*

The hypothesis that there is a positive impact between business acumen and self-efficacy was not supported and is therefore non-significant.

4.8 Summary

The screening of data was completed in SPSS after the data was downloaded from Qualtrics. From the sample characteristics, it was established that the majority of respondents were female, that the respondents were situated in 6 out of the 9 provinces in South Africa and that most of them were in possession of a postgraduate qualification.

Exploratory factor analysis was completed. The sampling adequacy was determined by applying the Kaiser-Meyer-Olkin (KMO) measure and was verified as appropriate for factor analysis.

Principal axis factoring method was used for extraction of variables and promax for the rotation. The results which are represented in the pattern matrix, was 6 factors with eigen values greater than 1 accounting for a total variance of 69,5%.

Reliability and validity were run to test the scales and they were proven to be reliable and valid. Data reduction enabled composite scores to be created. Outliers were identified and were dealt with by winsorizing the data. Normality and linearity had been established leading to hypotheses testing.

The findings showed the results for Hypothesis 1A was not supported and therefore no positive impact resulted for coaching knowledge and goal attainment and self-efficacy. Hypothesis 1B was supported and therefore there was a positive impact between psychological knowledge and self-efficacy. Hypothesis 1C and hypothesis 1D were not supported – there was no significant impact for organisational knowledge and the coaching outcomes of goal attainment and self-efficacy and neither was there a significant impact for business acumen and goal attainment and self-efficacy.

CHAPTER 5. DISCUSSION OF THE RESULTS

5.1 Introduction

This chapter focuses on discussing and explaining the results presented in Chapter 4. These results will also be explained within the context of the literature presented in the literature review in Chapter 2, and in addition with reference to the conceptual framework illustrated in said chapter. The hypotheses will be discussed, and the findings related to the hypotheses. The chapter will conclude with a summary on the outcome of the study.

5.2 Discussion pertaining to Hypothesis 1A

5.2.1 *Coaching knowledge, goal attainment and self-efficacy*

Hypothesis 1A(i): *There is a positive impact between coaching knowledge and goal attainment.*

Hypothesis 1A(ii): *There is a positive impact between coaching knowledge and self-efficacy.*

Hypothesis 1A(i) states that the coaching knowledge acquired by the coach, would assist the coachee to attain goals set. The results of the findings, however, show that the impact was not supported. $p > 0.05$ and the impact was therefore non-significant (Field, 2018).

Hypothesis 1A (ii) states that the coaching knowledge attained by the coach, would lead the coachee to a state of self-efficacy. The results of the findings show that the impact was not supported. The impact was non-significant as $p > 0.05$ (Field, 2018).

Coaching knowledge has been identified as a core coach competency which emphasises a coaching qualification by the coach to facilitate the coaching process. It also relates to the coaching experience acquired by the coach. (Boysen, 2018) indicates that when the coach remains knowledgeable and applies current tools and methodologies, it will have a positive impact towards development of the coachee.

However, research conducted by (Clutterbuck & Megginson, 2011) indicate that being in possession of a coaching qualification does not translate into competence. Literature seems divided on whether coaching knowledge is a competence for coaches and the findings of this study align with the findings by (Clutterbuck & Megginson, 2011).

5.3 Discussion pertaining to Hypothesis 1B

5.3.1 Psychological knowledge and self-efficacy

Hypothesis 1B: *There is a positive impact between psychological knowledge and leadership self-efficacy.*

The hypothesis states that the psychological knowledge acquired by the coach would promote self-efficacy in the executive coached. The results of the findings supported the hypothesis and the impact was significant with $p < 0.05$.

Psychological knowledge for the coach focuses on people behaviour and how they learn. Coachees should be directed towards skill development and consequently a coach should be cognisant of human behaviour and learning (Peterson, 2011). By being aware of how people acquire learning, the coach will be more proficient in guiding the coachee to assimilate new behaviours and skills. (Moen & Allgood, 2009) affirm that effective coaching enhances cognitive abilities which is associated with performance i.e., self-efficacy. Emotional intelligence for the coach also comes into play by being aware of the coachee's emotions and gauging it.

5.4 Discussion pertaining to Hypothesis 1C

5.4.1 Organisational knowledge, goal attainment and self-efficacy

Hypothesis 1C(i): *There is a positive impact between organisational knowledge and goal attainment.*

Organisational knowledge refers to the coach having insight on how organisations function as teams and how their leadership functions (Peterson, 2011).

Hypothesis 1C(i) which states that there is a positive impact between organisational knowledge and goal attainment was not supported by the results of this research and the impact was non-significant, $p > 0.05$.

Hypothesis 1C(ii): There is a positive impact between organisational knowledge and self-efficacy.

Hypothesis 1C(ii) states that organisational knowledge positively impacts self-efficacy. The results of the findings show that the relationship was not supported, and the impact was non-significant.

The development of the coaching relationship enables the coach to acquire an understanding about the functionality of the organisation and its culture (Cilliers, 2005). This knowledge is obtained via the coachee, colleagues of the coachee as well as the coach's own observations (Rider, 2002). Executive coaching allows the executive to acquire a deep understanding regarding organisational issues and in addition, an awareness of his own strengths related to the issues i.e., his self-efficacy in dealing with those issues (Bozer & Sarros, 2012). The results were unexpected therefore the discrepancy in the findings of this study and literature could be as a result that there was a probability that the respondents were not well-informed on organisational functioning. In addition to that, it could also be attributed to the fact that the observations made by the coach about the organisational functioning and culture, were not in depth.

5.5 Discussion pertaining to Hypothesis 1D

5.5.1 Business acumen, goal attainment and self-efficacy

Hypothesis 1D(ii): There is a positive impact between business acumen and goal attainment.

The hypothesis states that business acumen positively impacts goal attainment. This was not supported by the findings of the results. $p > 0.05$ and therefore the impact was non-significant.

Hypothesis 1D(ii): There is a positive impact between business acumen and self-efficacy.

The hypothesis that there is a positive influence between business acumen and self-efficacy. This was not supported by the findings of the results and the influence was non-significant.

Jowett et al. (2012) contend that executive coaching will assist executives with continual development which is crucial to their varied roles. Business acumen for the executive coach entails an understanding of how businesses are managed locally as well as globally. It is incumbent on the manager to develop business strategies for successful outcomes and in addition, cater to the well-being of their employees (Stelter, 2009). The findings of this study are not in line with current literature. This could be ascribed to the probability that the respondents of this study are not au fait with business operations and the varied roles of executives and are therefore unable to guide the executive in developing business strategies. The coach may not necessarily be an expert regarding the professional field of the executive (Bozer & Sarros, 2012).

5.6 Chapter Conclusion

This chapter discussed the research findings presented in Chapter 4. The discussions aimed at providing clarity on the results of the findings based on the hypotheses formulated in Chapter 2.

The findings from Hypotheses 1A, 1C and 1D were not supported by literature, however, the findings from Hypothesis 1B were supported by literature. Probable explanations were provided for unexpected findings.

CHAPTER 6. CONCLUSIONS & RECOMMENDATIONS

6.1 Introduction

The focus of this study was to determine to what extent there was an impact from the coaching competencies of coaching knowledge, psychological knowledge, organisational knowledge, and business acumen on the coaching outcomes of goal attainment and self-efficacy. The purpose of this chapter is to summarise the findings and conclusions as it pertains to each research question. The practical and theoretical contribution and implications are discussed. The chapter concludes with suggestions for future research.

6.2 Conclusions regarding research question 1

1. To what extent do coach competencies – Coaching knowledge – impact coaching outcomes a) goal attainment and b) self-efficacy?

From the findings of the studies, the results show that coaching knowledge does not significantly impact coaching outcomes of goal attainment and self-efficacy. Coaching knowledge makes reference to the professional qualifications of the coach. The aim of approaching COMENSA initially was to ensure that the respondents would be certified coaches, however, since there was a low response rate and the study needed to be completed, other avenues were pursued. Although most of the sample group are in possession of a postgraduate qualification, there is no specification of these qualifications, therefore no confirmation of whether these are coaching qualifications. This could possibly have resulted in the findings of the study that coaching knowledge does not significantly impact coaching outcomes of goal attainment and self-efficacy. People from all walks of life identify themselves as coaches (Bono et al., 2009; de Haan, Duckworth, Birch, & Jones, 2013). There could be a greater need for professionalisation of the coaching industry considering that the requirements for affiliation to a professional organisation would give rise to increased accountability for the coach.

Other factors to be considered, which were not measured and could possibly have contributed to the results showing a non-significant impact, could be coaching

methods that are applied during the coaching session as well as coachee buy-in to the process. Should the coaching methods not resonate with the coachee, the outcomes will be ineffectual. It is incumbent on the coach to establish a relationship of trust and to create a safe space for the coachee to gain the coachee's trust. This is fundamental to attaining developmental goals for the coachee (Sperry, 2008).

6.3 Conclusions regarding research question 2

2. To what extent do coach competencies – Psychological knowledge – impact coaching outcomes a) goal attainment and b) self-efficacy?

The results indicate that the coach's understanding of people behaviour and learning, positively impacts goal attainment and self-efficacy for the coachee. The intellectual capacity to recognise and gauge people's behaviour resulting from their emotions as well as an understanding of one's own reactions, is a facet of emotional intelligence. This capacity enables an individual to problem-solve (Ennis et al., 2005). Emotional intelligence is identified as a core competency for coaching outcomes. With the coach being able to build rapport and mutual trust and facilitating change, bodes well for the coachee.

6.4 Conclusion regarding research question 3

3. To what extent do coach competencies – Organisational knowledge - impact coaching outcomes a) goal attainment and b) self-efficacy?

The results show that the organisational knowledge obtained by the coach does not significantly impact the coachee's goal attainment and self-efficacy. The question is: how does the coach interpret the information acquired about the organisation; what is their understanding of it. It is important that the coach is a good match with the culture of the organisation (Underhill, 2010). A lack of understanding of the organisational functioning and culture on the part of the coach can hamper the development of the coachee.

Should the coachee be in conflict with the culture of the organisation, that could minimise the impact of the coach on the coachee's development.

6.5 Conclusions regarding research question 4

4. To what extent do coach competencies – Business acumen - impact coaching outcomes a) goal attainment and b) self-efficacy?

The findings of the study indicate that the impact of the coach's insight into how businesses are managed, i.e., business acumen, does not have a significant impact on goal attainment and self-efficacy by the coachee. A probable explanation for the findings of the study could be that the coach's lack of understanding of business operations can create a stumbling block for the outcomes envisaged of goal attainment and self-efficacy for the coachee. By not having an understanding of the business, the coach may not be in a position to frame appropriate questions to the coachee. The business world is complex and unpredictable and fast-changing.

6.6 Practical and Theoretical Implications

Jack Mezirow associates adult learning with independent thinking and in turn, this can be linked with self-efficacy. Coaches should encourage coachees to reflect on situations to allow for interpretation and meaning-making, thus creating an opportunity to rectify incorrect decisions taken and ultimately spurring an increased belief in their ability to be effective. Consequently, this can lead to goal attainment for the executive.

It is recommended that organisations subscribe to leadership development programmes which incorporate coaching with an emphasis on independent thinking and self-awareness for the coachee. High-performing organisations are borne from high-performing executives which can be attributed to self-efficacy as an outcome of coaching.

Executive coaching is on the uptake and the implementation of coaching interventions can be a substantial expense to organisations. More emphasis should therefore be placed on increasing coach effectiveness (Bozer & Sarros, 2012). This study has added to the conversation by conducting a quantitative study and in a South African context. The results of the research may be used by organisations when hiring a coach. Executives would have a good indication of competencies to seek out in a coach as well as coaching outcomes.

6.7 Suggestions for further research

It is noted that this study did not include coachee feedback and therefore a recommendation for future research would be to include both coaches and coachees in a quantitative study. Further research could possibly benefit from coachee feedback.

The study has not ascertained that all respondents were specifically in possession of a coaching qualification. Any further studies could steer towards sampling practicing coaches in possession of a coaching qualification.

More empirical studies in a South African context should be undertaken. Different coaching methodologies and tools could be incorporated in further studies.

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Appendices

APPENDIX A

Cover letter to respondents

Dear Respondent

Business and executive coaching as a practice, has become sought after in the workplace. I am researching the impact of coach competencies on the outcomes of coaching. This research forms part of my Masters in Management in the field of Business and Executive Coaching at Wits Business School. I am therefore humbly requesting your participation in gathering data which will potentially contribute to the literature and assist with training of new coaches and selection purposes.

Your participation is completely voluntary and therefore you are entitled to withdraw at any point. Kindly be ensured that confidentiality and anonymity will be maintained. The questionnaire should take approximately 15 – 20 minutes to complete. Please find the link below.

I am available for any questions on 082 805 2261 or 11829@students.wits.ac.za

Alternatively, you are welcome to contact my Supervisor, Dr Jabulile Msimango-Galawe at Jabulile.galawe@wits.ac.za

Thanking you in anticipation.

Kathy Cannell

APPENDIX B

Graduate School of Business Administration
University of the Witwatersrand, Johannesburg



Wits Business School Ethics Committee
Constituted under the University Human Research Ethics Committee (Non-Medical)

Ethics Clearance Certificate

Ethics protocol number: WBS/BE11829/295

This certificate is only valid with a legitimate ethics protocol number and signed by the Researcher (below).

This certificate is only valid if accompanied by formal permission from the relevant stakeholder(s).

Project title Coach competencies and executive coaching outcomes in South Africa

Investigator / Researcher Ms Kathy Cannell

Nature of Project MM (Business & Executive Coaching)

Decision of the Committee Approved, provided stakeholders and participants are guaranteed confidentiality.

Issue Date of Certificate 2021-10-25

Expiry date Date of submission of the project report

Chairperson Prof Anthony Stacey
☎ +27 11 717 3587
☎ +27 82 880 4531
✉ anthony.stacey@wits.ac.za

A handwritten signature in black ink, appearing to read 'A Stacey'.

Declaration by Researcher

One copy must be signed by the Researcher and returned to the Chairperson of the Wits Business School Ethics Committee.

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

A handwritten signature in black ink, appearing to read 'K Cannell'.

Signature

25-10-2021

Date:

Research Instrument

Biographical Information

Please indicate your answer by ticking (X) on the appropriate box. The questions are strictly for research purposes.

a) Please indicate your gender

Male	
Female	

b) Please indicate your race

Black	
White	
Coloured	
Indian	
Other (Specify)	

c) Please indicate your age category

17 years or less	
18 – 25 years	
26 – 35 years	
36 - 45 years	
46 years upwards	

d) Please indicate your highest academic level:

High School	
Diploma	
Degree	
Post graduate degree	

Other (specify)	
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e) Please indicate your province

Gauteng	
Mpumalanga	
North West	
Limpopo	
Free State	
Eastern Cape	
Northern Cape	
Western Cape	
KwaZulu Natal	

Please indicate to what extent you agree or disagree with each statement by making an X in the appropriate column:

	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly agree	Agree	Strongly Agree
Coaching Knowledge (Jowett et al., 2012; Peterson, 2011)							
1. A formal coaching qualification should be compulsory for practicing as a coach							
2. Registration with a professional coaching organisation should be mandatory to practice as a coach							
3. I am appropriately qualified as a coach as a result of formal training received							
4. Coaches should have some psychology training at tertiary level.							

5. Only an experienced coach (1 year $\geq$ experience) can successfully facilitate the attainment of coaching goals set							
6. Experience as a coach (1 year $\geq$) should be a requirement when organisations are seeking the services of a coach							
7. Coaches should do more listening than talking							
8. During the coaching conversation, I listen actively to my coachee i.e. I intermittently summarise points made							
9. My coachee appreciates my intermittent feedback during a coaching session							
10. My questions are typically a direct response to the answer given by my client							
11. When posing questions to my coachee, I often avoid asking 'Why'							
12. I ask questions to elicit a stance from my coachee before advocating my own viewpoints							
13. I allow my coachee time to pause and reflect before answering							
14. The questions I ask elicit deep thinking from my clients							
15. The questions I ask result in deep 'aha' moments for my client							
16. The questions I ask elicit visible shift in perspectives from my clients							
17. I display sensitivity to difficult questions by choosing my words carefully							

18. My clients battle to understand and connect with me within the first few sessions							
19. My clients see me as a friend							
20. My clients perceive me as stern but supportive							
21. My coachee feels free to express his/her thoughts and feelings							
22. My clients feel comfortable with me in a short space of time							
23. My coachee is able to sense my genuine interest and openness to her/his responses							
24. I am able to make my clients feel valued							
Psychological Knowledge (Cox et al., 2014; Peterson, 2011)							
25. My clients are aware that the coaching space is a safe space							
26. All coach training should incorporate learning a range of learning theories							
27. I steer my coachee to focus on his/her strengths							
28. I support my coachee in adopting new approaches to managing others							
29. I am sensitive to inferences made by my client							
30. My awareness of my coachee's emotions enhances the coaching dialogue							
31. I am able to direct my coachee's attention to the coaching dialogue							

Organisational Knowledge

(Cilliers, 2005; Peterson, 2011)

32. I assist my coachee with focusing on what needs to be done at work							
33. I am clued up on organisational issues							
34. Through the coaching dialogue, I am able to lead my coachee to an understanding of organisational goals							
35. Before proceeding with coaching, I acquire an organogram of the leadership in the organisation							
36. I challenge my clients on self-limiting beliefs							
37. I note the roles and responsibilities of the leadership in the organisation							

Business Acumen

(Wasylyshyn, 2020)

38. Coaches must have occupied a senior management role in order to coach executives							
39. Coaches must have an understanding of business operations locally as well as globally							
40. Globalisation leads to increased pressure on executives							
41. I encourage my coachee to be self-directed							
42. Coaches should be conversant on business strategy							
43. Coaches should be aware of business functions and au fait with business operations							

Coaching Outcomes

(de Haan et al., 2013; Koortzen & Oosthuizen Rudolf, 2010; Moen & Allgood, 2009; Peterson, 2011)

44. Goal setting with my clients are realistic and therefore achievable							
45. My client's goals often align with organisational goals							
46. I am able to assist my client in identifying achieved goals							
47. My coachee is able to implement/display strengths developed through the coaching							
48. Goal attainment for my client is in line with his/her values							
49. My clients often achieve the tasks set out for them as discussed during the coaching session							