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Sculpting global leaders

The perceived effectiveness of executive coaching for leadership development in South Africa

A research report submitted by

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Wits Business School

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DECLARATION

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

Signed at…….on the……..

_____

Mandla I Mvelase

ABSTRACT

Although executive coaching is relatively new to South Africa compared to the western world, it has become quite important as a tool for leadership development and support. Executive coaching is a client-centred, relationship-based, collaborative, reflective, contracted goal-driven interactive process to facilitate client learning and improvement in leadership development. Management/business leaders have experienced executive coaching as a leadership development tool but they cannot fully determine the efficacy of the different factors that are mostly effective.

The study explored the perceived effectiveness of executive coaching as a leadership development tool in South Africa through the lived experience of a sample of management/ business leaders, all of whom have had direct reports been coached. The interview process was inductive in approach to allow the participants to share their lived experiences and their perception of the effectiveness of executive coaching.

A significant theme in the findings was that a well-planned executive coaching programme supports continuous personal improvement for leaders and managers. Another key theme was that leadership development is perceived as an imperative intervention in South Africa. The last theme to emanate from the study was that executive coaching is transformational.

The research participants had all experienced executive coaching as effective in developing their direct reports. Invariably all the participants had undergone coaching themselves although the study was about people reporting to them. Their context in this study is that they were sponsors of the coaching they were evaluating.

Keywords: executive coaching, leadership development, client learning, effectivenes of coaching

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Glossary

Term	Definition of the Term
Andragogy	*It is the theory of adult learning known for the six assumptions introduced by Malcolm Knowles in 1970;Adults need to know, Adults are self-directed, Adults have a wealth of prior experience, Adults learn when they have a need to learn, Adults are relevancy oriented and Adults are internally motivated*
Client / coachee	*Individual seeking growth and development through coaching, (Bennett & Bush, 2013). It assumes that the coach-client relationship is the primary vehicle for change. The word 'coachee' is not preferred because it implies an unequal relationship – something being done to someone. The coachee is expected to take responsibility for their own learning and life, (Rogers, 2016).*
Coach	*Uses interpersonal and communication skills to provide instrumental support and challenge to facilitate growth and development of the client, (Passmore, 2015a).The coach's role is to develop the client's resourcefulness through skilful questioning, challenge and support, (Rogers, 2016).*
Executive Coaching	*Kilburg (1996) defines executive coaching as: A helping relationship formed between a client who has managerial authority in an organization and a consultant who uses a wide variety of behavioural techniques and methods to help the client achieve a mutually identified set of goals within a formally defined coaching agreement for the purpose of improving (the client's) professional performance and personal satisfaction and, consequently, to improve the effectiveness of the client's organization*
Leadership Development	*It's the expansion of the individuals capacity to lead. Organizations invest in training and development of employees to enhance and protect their human capital (Lepak & Snell, 1999). It emphasis individual-based knowledge, skills, and abilities associated with formal leadership roles. These capabilities enable people to think and act in new ways (Coleman, 1988, pp. 95-120). At the core it is an orientation towards developing human capital (leader development)*

CHAPTER 1

1.1 Purpose of the study

This is a qualitative research to establish leadership/management experience on the effectiveness of executive coaching as a leadership development tool in institutions in South Africa.

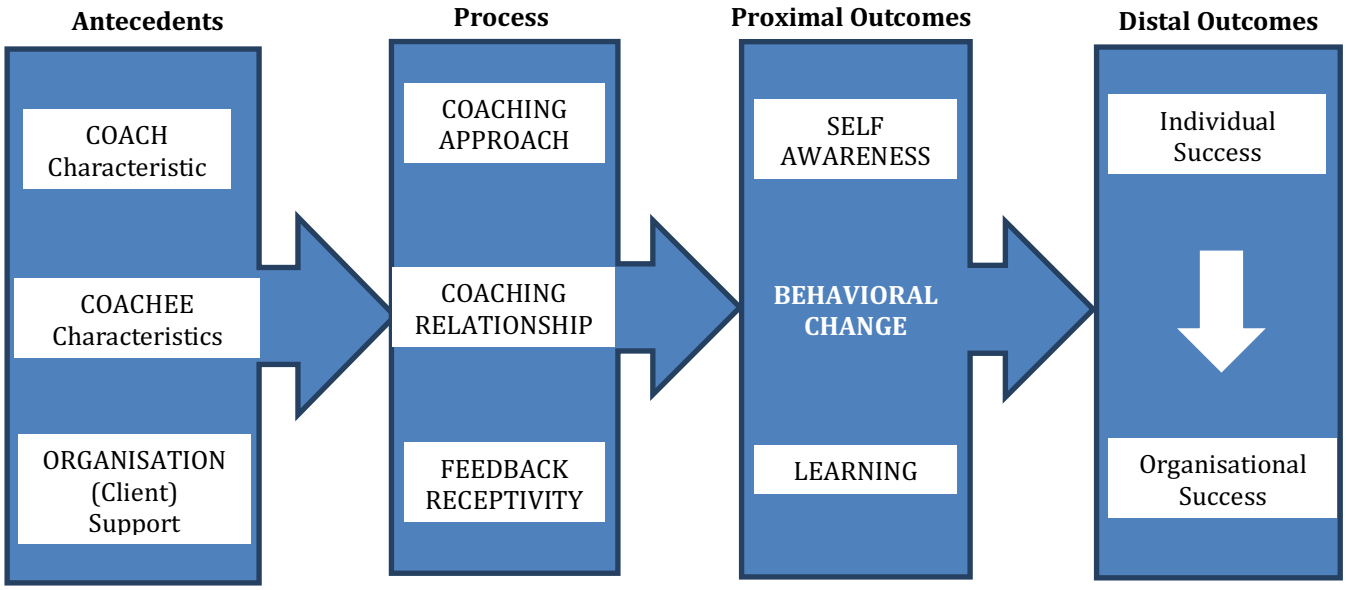


Figure.1. The Conceptual Framework for successful Executive Coaching inspired by Wanberg, Welsh, & Hezlett (2003) **- conceptual process model**

The complexity of the leadership development field is the reason why there is no single theory that the experts agree upon. This model presented here is a short hand way to view an ideal leadership development coaching tool. It integrates three key players in executive coaching partnership working together in a systems environment. It is the way that the author sees how

executive coaching should work for leadership development. Models offer a lens through which to view the situation, they offer both coach and coachee a common language (Passmore, 2015b). The framework is based on the concept of coaching being a support structure for change.

This research study was planned to enquire about leadership/management's experience on the behaviour of coached clients regarding their behaviour to determine leadership development effectiveness of executive coaching.

1.2 Context of the study

This section provides an overview of the challenges facing South African institutions/business and its leadership, the importance of management/executives who have to traverse this volatile environment and executive coaching as a program for management/executive's learning and development.

South Africa is multi-ethnic society encompassing a wide variety of cultures, languages, and religions. As per Census 2001, South Africa has people from eight different religions with 25 denominations (Booysen, 2007). South African constitution recognises 11 official languages. The major vehicle for the transmission and manifestation of the values and principles is language which lies at the core of a culture. Watson (1994, p. 112) contended that "we know a culture primarily through language. Specific values and priorities are shared within such a common language. This will of course not deny the fact that there might exist within an organization a tension between the official culture of an organization and the unofficial one."

The challenge facing leaders in organizations is the need to ensure a degree of common language to reach effective cooperation amongst all the stakeholders. ”We have considered how leaders might best function to address the integration challenges inherent in strategic sustainable development and thus accelerate progress in these initiatives and we have identified the importance of relational leadership for strategic sustainability, or the ongoing process of meaning making and reflection within a nested system of the biosphere and society, for understanding how leaders might address the relational tensions that continuously present themselves from this central challenge of integration” (Kurucz, Colbert, Luedeke-Freund, Upward, & Willard, 2017, p. 39).

South Africa has undergone change on societal, political, economic and individual levels in the post-apartheid era (Hart, 2002) . This process of “double transition” (Webster & Adler, 1999) -- both the socio-political intra-national transformation since 1994 and increasing globalisation trends -- has impacted on values and management in the society and in organisations. South Africa attracts external migrants from other neighbouring African countries. This is the labour pool attempting to escape war and famine in its homeland (Moorhouse & Cunningham, 2010) . Such diversity in the workplace, coupled with a troubled discriminatory past, does pose unique challenges to South African business leadership.

Since emerging from apartheid South Africa has been a nation in transition part of which involves efforts to alter the nation’s economic base from a traditional reliance on natural resources to one that encompasses intellectual capital (Firer & Mitchell Williams, 2003). South African capitalism and state were based on race and class during the era of apartheid, it was based on a racial capitalist system and exploitation of the black population, in particular the black working class (Claar, 2018). In a racial capitalist system things are more complicated, the system is at particular risk because reinforcement of class consciousness by racial consciousness among the dominated defines some particularly volatile and dangerous possibilities (Saul & Gelb, 1986) .

Tension and conflict between diverse society groups are major disruptive factors in nearly every country in the world and South Africa is not exempt. “Identity-driven conflicts are rooted in the articulation of, and the threats or frustrations to, people’s collective need for dignity, recognition, safety, control, purpose, and efficacy” (Rothman, 1997, p. 7).

Owing to the increase in cultural complexity, hybrid managerial identities in South African management contexts, new transcultural management approaches as well as new communication techniques and ways of thinking are required (Luthans, Van Wyk, & Walumbwa, 2004). Kokt (2003) suggests that in a culturally diverse environment, such as found in South Africa, it is imperative that one understands the dynamic elements that makes (South Africans) all different. As these differences influence the way individuals behave, it will influence their interaction in the workplace. Kerr-Phillips and le Thomas (2009) also supported by Sydhagen and Cunningham (2007) suggest that traditionally, South African business leaders were required to lead Eurocentric, autocratic and hierarchical conglomerates that were based on Western value systems; but in the post-apartheid era they find themselves leading a multicultural workforce that is more collectivist and less competitive than its Western counterpart. While this might be true, it looks like it is over simplification of the corporate conditions in South Africa.

The official culture of organization is the system of meanings, values and norms espoused by the managerial dominant coalition; the unofficial culture or cultures of an organization are the systems of meanings, values and norms actually prevailing in the organization (Parker, 2000). In order to keep the official culture as close as possible to the unofficial one management should develop a discourse, which is designed to persuade people to work together (Karsten & Illa, 2005). Such a discourse is, “a connected set of statements, concepts, terms and expressions which constitutes a way of talking or writing about a particular issue, thus framing the way people understand and act with respect to that issue” (Watson, 1994, p. 113). This is the environment the business leadership in corporate South Africa has to navigate. Business leaders need to be quite versatile and adapt to the ever-changing

environment. Behaviour of leaders is the culture of the organisation. Leadership reflects to its people the culture they want from the workforce.

South Africa faces new socio-economic challenges and research capacity needs to be developed in the context of the global economy (Sewdass & Du Toit, 2014). Before 1994 South Africa was isolated from the rest of the world as a result of apartheid and this inhibited competitiveness (Viviers, Saayman, & Muller, 2004). South Africa continues to rank low in the world of competitiveness.

According to McLennan and Seale (2010) more functional training has been replaced by a focus on team building and strategic management. There is also a growing commitment to develop partnerships for development. Leadership development strategies move away from the more academic courses towards shorter or more applied courses that emphasise coaching, mentoring, relationship-building and problem-solving strategies (Naidoo, 2011).

In view of above, which reflects pertinent gap in literature regarding executive coaching and its application for leadership development in South Africa, this study provides a fundamental valuable empirical evidence of such application to contribute systemically both to business effectiveness and academic reference. While extensive research overseas and to a lesser extent locally shows that coaching is also addressed as part of management and leadership development, studies reveal that empirical research on coaching, is largely conducted by postgraduate students in a handful of universities who recently introduced coaching as part of their offering (Passmore and Gibbes,2007). The need for conducting this particular research is further justified by the fact that executive coaching is the key development tool that provides both the individual as well as the organisation with a return on investment. South Africa's culturally complex context in which business operates is unique and distinct characterized by dynamic marketplace forces. An understanding of the perceptions of application of executive coaching as a leadership phenomenon forms a critical component of this study.

1.3 Problem Statement

This research intends to establish the view of business leaders on the effectiveness of executive coaching, based on the experience they have in their organisation. It is to ascertain their perception of executive coaching's effectiveness as a tool for leadership development and assess their experience of the effects of coaching on their subordinates. Coaching covers a multitude of interventions to achieve a variety of objectives. Executive Coaching is a professional and confidential partnership relationship between the executive, the coach and the organisation working together.

Stokes and Jolly (2010)acknowledged that executive coaching has a broad remit and will vary at one extreme from relatively superficial external goals to perhaps more profound internal change. It has at times been in danger of becoming an over-used management fad, particularly when it is being prescribed without a great deal of thought being given to its objectives (Berglas, 2002).

Stokes and Jolly (2010) suggested that such ideal goals are not easily achieved because the executive may have multiple lines of accountability to persons with conflicting views and interests. The aim must be that the executive, the coach and other key stakeholders work to create a partnership that ensures that the executive's development advances the organisation's overall business.

Attlee (2013) suggested that in some instances the leading companies of South Africa are more advanced than other South African and international organisations in that they mainly integrate their coaching programmes with their talent management strategy and/or their business strategy.

This was in contradiction to the COMENSA study conducted more than two years earlier. According to that study conducted in 2011 (Hudson, 2016) coaching is used most frequently with executives, senior managers and high potential employees, and is used as a stand-alone programme rather than integrated into a training programme. However, studies on perceptions of executive coaching from both recipients and sponsors' in organizational context in South Africa have not been extensively done on the subject. It is for this reason that this particular study seeks to investigate how executive coaching, from a systemic point of view, assists leaders with understanding the context in which they operate and how best to use coaching intervention to overcome environmental challenges.

Stokes and Jolly (2010) stated that opinions vary as to the extent to which the coach should be held responsible for ensuring that the organisational goals are achieved. They argue that the tension between personal self-interest and organisational group interests lies at the very heart of what a senior leader in a firm has to manage. Dingman (2000) tested how far the quality of the relationship impacts on levels of self-efficacy and job-related attitudes such as job satisfaction, organisational commitment and work–life balance. In the survey of coaching clients Wasylyshyn (2003) said that the highest scoring personal characteristic of an effective coach was being able to form a strong connection with the client.

1.4 Research objectives

a) Establish the perception of management on the effectiveness of executive coaching on leadership development.
b) Ascertain management's experience of executive coaching as a leadership development tool.
c) Identify how executive coaching can add value to leadership

development needs.

1.5 Research Questions

1) **Main Question**
   a) Establish what the perceived effectiveness of executive coaching is in developing leaders?
2) **Sub Question**
   a) How does management experience the effects of executive coaching as a leadership development tool?
   b) What are the factors that make executive coaching effective in achieving leadership development?

1.6 Significance of the study

The research study aims to contribute some South African key insights into the pool of knowledge of the growing field of coaching, more especially executive coaching. A range of theories has been used to support coaching as a service (Kahn, 2014). Executive coaching is a branch of management development and is by and large a pragmatic trade drawing on borrowed theoretical approaches which may provide complementary insight into the three leadership essentials, namely; personal , team and organisational leadership (Rogers, 2016).

Business exists within a unique and distinct cultural context characterized by marketplace forces. An understanding of the phenomenon of culture, organisational culture is required as a starting point informed by other fields,

not the other way around. “Cultural forces are powerful because they operate outside of our awareness ” (Schein, 2010, p. 7).

It is clear in the book edited by Wildflower and Brennan (2011), that the coaching theoretical base comes from an extremely eclectic range of ideas. In the context of this research topic, there are different theories pertaining to the topic: within the organisational environment and cultural context is the systems theory to do with the interrelationship amongst the different elements that integrate in the delivery of the organisational objectives. The role of the coach here is to assist the coachee to understand the wider system within which they work, and how the system influences their behaviour and the behaviour of others they work with including the coach (Passmore, 2015a). The theories of the organisational culture, business theory, leadership theory, market knowledge, organisational theory all playout in the organisational environment.

Passmore (2007) offers an integrative approach inviting coaches to ‘work in an eclectic way, mixing tools and techniques from methodologies, but with a focus on the primary objective of executive coaching. An integrative approach to business coaching ‘allows for the strongest application of viability in any intervention, which from the context of business is particularly desirable’ (Kahn, 2011, p. 195).

1.7 Delimitation of study

1) Although executive coaching is a branch of management development, the research is not going to explore that area of

study.

2) The study will only confine itself to leadership development and will not engage in other improvement areas of executive coaching.
3) Recruitment bias might have an impact if the sample is too small (Chapman, 2002).
4) It may be that the people who respond are those individuals who consider coaching as effective and they are positive towards it.
5) Organisations may have used different coaching techniques and the coaching differed from one organisation to the next.
6) The study will be confined to external coaching interventions, although internal coaching interventions literature was considered as part of the literature review.
7) The study will only focus on the 'role' of the coachee as the determinant of his/her authority although the organisational approach is systemic.

1.8 Assumptions

1. We assume that the executives were aware of the coaching of their subordinates and were involved in the triadic relationship
2. We assume that there were no other interventions at the same time as the coaching intervention.
3. We assume that the executive would be able to recall the coaching accurately and are truthful and honest with their responses
4. That the participants are willing to participate in the study

CHAPTER 2

2.1 INTRODUCTION

This section deals with literature review on topics of relevant concepts of the research work. It explores a range of themes of coaching and executive coaching, Leader and leadership development, perceived effectiveness of executive coaching, leadership development coaching and factors moderating for executive coaching effectiveness. The chapter begins with discussion of coaching and executive Coaching.

2.2 Definition of the Topics

The background to the discussion of this literature review is the discussion of the key concepts relevant to the topic and their definitions.

2.2.1 Coaching and Executive Coaching

Definitions of coaching are many and varied because it means different things to different people. Jackson (2005) suggested that in order to speak meaningfully about coaching effectiveness, we must first define more accurately what it is. Coaching and its application has developed into a panoply of models and approaches. Whilst coaching is used in various contexts, many attempts are being made to define what it is.

Kilburg (2000) suggested that coaching is a helping relationship formed between a client who has managerial authority and responsibility in an organization and a consultant who uses a wide variety of behavioural techniques and methods to help the client achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction and, consequently, to improve the effectiveness of the client's organization within a formally defined coaching agreement.

Grant and Stober (2006, p. 2) suggested this definition for coaching, “A collaborative and egalitarian relationship between a coach, who is not necessarily a domain-specific specialist, and client, which involves a systematic process that focuses on collaborative goal setting to construct solutions and employ goal attainment process with the aim of fostering the on-going self-directed learning and personal growth of the client”. Frost (2009) suggests that coaching is in a unique position to aid individuals and groups in development. She maintains that coaching involves inhabiting other perspectives; the coach must be able to take the client’s perspective, and the client is invited to take a new perspective as well and build related capacities to support this new view. She says that development, or growth, is dependent upon and begins with widening one’s perspective.

Bachkirova and Cox (2010) offered that coaching can be seen as a human development process that involves structured, focused interaction and the use of appropriate strategies, tools, and techniques to promote desirable and sustained change for the benefit of the coachee and potentially other stakeholder. Clutterbuck and Megginson (2011)are concerned that the more we try to define coaching, the more we diminish it and lose its essence. They argue that much of the literature represents attempts to confine coaching within the partisan wrappings of a particular school, philosophy or approach. They think that these perspectives seem to them to be completely at odds with the essential ethos of coaching which is enquiring, open, inclusive, subtle and multi-perspective.

Passmore, Peterson, and Freire (2013) suggest that in their view the exploration of the issue of a definition in coaching is a desire to delineate boundaries and mark out territory for coaching being a different and distinctive intervention to other organizational interventions such as mentoring and feedback, amongst other things. They are adamant that their view that in reality, coaching has many similarities and overlaps with many of these interventions. They lament the fact that after a decade of debate, there is as yet no agreed standard definition of coaching. They think that this diversity

may reflect both the multiple applications of the approach, with multiple clients and multiple environments, and more importantly a lack of a single body to pull together diverse strands and establish a single overarching definition.

The essence of coaching is to use the wisdom of the coach to bring to consciousness the wisdom that those being coached hold within themselves (Clutterbuck, 2011). Scheepers (2012, p. 17) asserts that “Coaching is an interaction process to facilitate a coachee in achieving goals”.

a) Coaching is special. Williams and Anderson (2006a, p. 3) state that coaching is ‘the latest and hottest trend to invade the workplace and the landscape of personal development’.
b) Coaching is interaction. Bachkirova and Cox (2014, p. 140) described coaching as ”a human development process that involves structured, focused interaction and the use of appropriate strategies , tools and techniques to promote desirable and sustainable change for benefit of the coachee and potentially for other stakeholders”. Hunt and Weintraub (2006, p. 21) states that ”coaching is conducted through one-on-one interactions based on mutual trust and respect”. Chemistry between the coach and coachee is vital (Hargrove, 2003).
c) Coaching is contracted. Brunning (2006) emphasised the importance of establishing and contracting the boundaries of the coaching relationship. However, in Walsh (2018) SMEs generally suggested that informal intervention is generally preferred over more formal approaches.
d) Coaching is a process (Jones, Woods, & Guillaume, 2016). Hargrove (2003) argued that coaching is not an event, but rather a process. Special assignments help to structure that process (Rosinski, 2003). MacKie (2014) research study further supports the notion that methodology matters and that a structured and systematic approach to the provision of executive coaching significantly predicts the enhancement of leadership behaviours.
e) Coaching is personal (Lee, 2017). Compared to classroom executive education, coaching is tailor-made (Law, Ireland, & Hussain). According to (Hunt & Weintraub, 2006, p. 116) the ‘individual variation

associated with coaching' represents its strength and is one of the reasons for the growing interest in the field.

f) Coaching results in development of skills (Cronin & Allen, 2015). It is the systematically planned and directed guidance of an individual or group by a coach to develop specific skills applied and implemented in the workplace (Meyer & Fourie, 2004).
g) It is not training. Hargrove (2003), says that coaching is different from abstract training programmes, which provide a great deal of information but have little impact on people's leadership ability.
h) Coaching is emotional support. The coaching experience accelerates leaders' learning and admits them to the possibility gaining support for issues they have felt that they must address alone (Scheepers, 2012).
i) Coaching is a catalyst for change. Hargrove (2003, p. 9) described coaching as influential in 'catalysing breakthroughs for people and breakthroughs in results, taking a quantum leap forward'. Learning the discipline of self-reflection and the discipline necessary to take the time to reflect on one's work could catalyse these breakthroughs (Scheepers, 2012).
j) Coaching is feedback. (Hunt & Weintraub, 2006) emphasise that 'coachability' implies a demonstrated interest in learning, an open mind, and an ability to accept feedback, including difficult feedback.
k) It benefits the organisation. Coaching has the capacity to benefit both the individuals and the organisations profoundly. McAdam (2005) emphasises that coaching provides a humane and empowering learning environment.

Coaching is a form of development in which a coach supports a client in achieving personal or professional goal by providing guidance (Passmore, 2015a). Coaching is different from mentoring which may mean an informal relationship between two people, one of whom has more experience and expertise than the other and offers advice and guidance as the other learns. Mentoring is described by Williams and Anderson (2006b) and Steinmann (2006) as focusing on succession training, where the student observes the expertise of the mentor.

Business coaching is a type of human resource development for business leaders. It provides support feedback and advice to improve client's personal effectiveness in the business environment. 'Business coaching is also known as executive coaching , corporate or leadership coaching' (Stern, 2004, pp. 154-162). These terms are used interchangeably but for our purposes we'll use executive or leadership coaching/development.

Executive coaching is a "form of executive consultation in which a trained professional, mindful of organizational dynamics, functions as a facilitator who forms a collaborative relationship with an executive to improve his or her skills and effectiveness in communicating the corporate vision and goals, and to foster better team performance, organizational productivity, and professional—personal development" (Sperry, 2013, p. 287)

Cox, R. (2015) quoting a litany of authors suggests that the examination of executive coaching should focus on a form of executive coaching that is significant but seemingly under-utilised within organisations; that is the transformative approaches, which he claims has significant impact in coaching individuals and yet seems tangential to the majority of coaching practice with executives. He claims that transformative approaches distinguish themselves by their efficacy, by representing a rise in the complexity of coaching and skill of the coach and by attending to the whole being of coachees, including their bodies.

Clients advance towards specific professional goals such as career transition, interpersonal and professional communication, performance management, organisational effectiveness, managing career and personal changes, developing executive presence, enhancing strategic thinking, dealing effectively with conflict, and building an effective team. Research studies suggest that executive coaching has a positive impact on the workplace performance (Jones, Woods, & Guillaume, 2015).

2.2.2 Theories and Attributes

Coaching employs a wide range of theoretical perspectives, not just positive frameworks. These include psychodynamic and systemic (Kilburg, 2000)), developmental (Laske, 1999), cognitive behavioural (Ducharme, 2004), solution-focused (Green, Grant, & Rynsaardt, 2007), and behavioural (Skiffington & Zeus, 2003); and a range of theoretical approaches to executive coaching (Peltier, 2011). The value and efficacy of different theoretical approaches generally depend on the quality of the working alliance (Horvath & Symonds, 1991), and the alliance is as important as the specific theoretical orientation employed. Burt and Talati (2017) confirms that there are many psychological theories underpinning the coaching process, such as goal setting, feedback, and identification of more severe underlying issues in clients such as, a meta-analysis which found that, on average, feedback interventions improved performance. Coaching should be collaborative and client centred rather than try to fit a specific theoretical approach to the client.

In its broadest sense coaching can be perceived as an exploratory process about supporting and guiding people to realise their own goals to improve their performance or realise a resolution. External coaches sometimes come from neighbouring disciplines and want to convert their knowledge and experience and develop appropriate coaching skills and these diverse experiences and competencies will bring a rich holistic approach to coaching, but also bring challenges over the perception of what coaching is (Smith, 2017).

Coaching is a relatively new field that tends to draw from many domains of knowledge (Cox, Bachkirova, & Clutterbuck, 2014), the interdisciplinary nature of the theoretical base of coaching creates practical approaches that are strongly influenced by organization-friendly theories and philosophy. They say that this eclectic use of theory creates uncertainty and sometimes leads to criticisms of coaching as being ‘atheoretical’ and underdeveloped empirically.

The following conceptual framework, based on the four quadrants described by Wilber (1996); (Wilber, 2000, 2001), as the integral theory, which is one tool in explaining the four dimensions of coaching. According to this theory, there are at least four irreducible perspectives that must be consulted when attempting to fully understand any issue or aspect of reality. The quadrants express the simple recognition that everything can be viewed from two fundamental distinctions: an inside and an outside and from a singular and plural perspective. Cox et al. (2014) have highlighted the multifaceted nature of coaching, the outcome of it depending on the interplay of four elements: coach and client as individuals, coaching relationship, and context; the strength of coaching is in its tailor-made individual approach to each client.

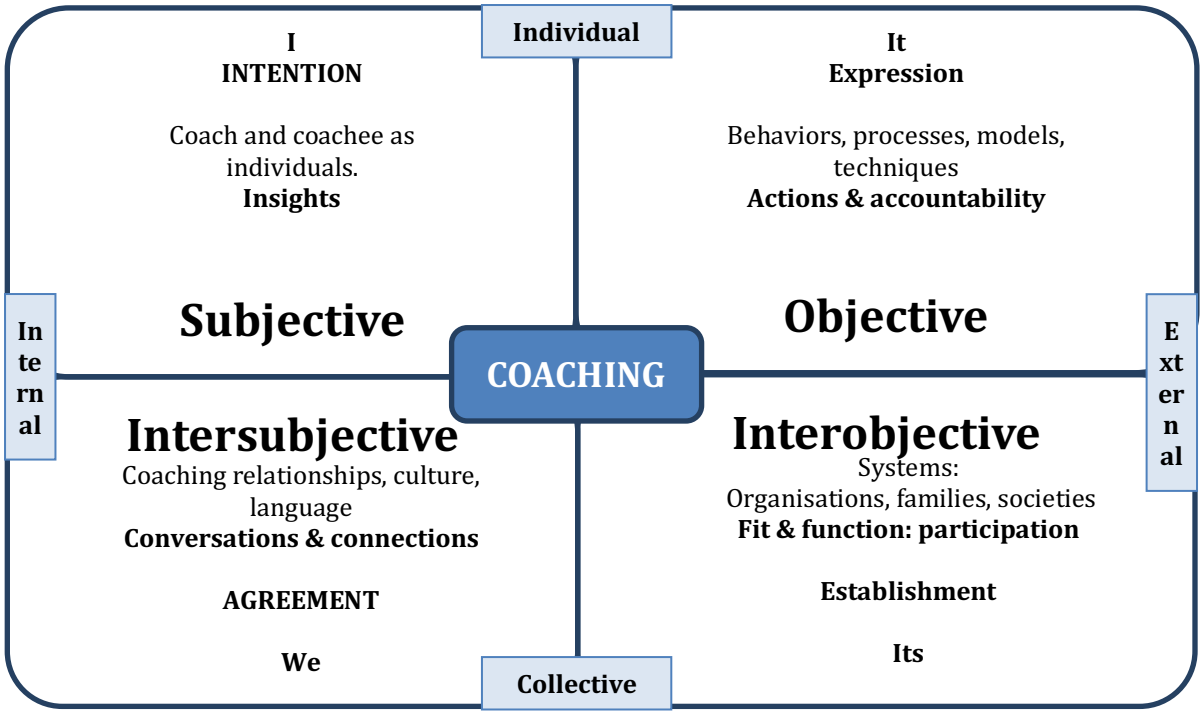


Figure 2. The adapted from Hunt (2009) Four Dimensions of Coaching

I = Individual experiences of both parties (1st person perspective)

We = Relationship between coach and coachee, role of language and culture in their interaction (2nd person perspective)

IT = Tangible elements of coaching process, can be observed by third party and even measured if necessary, such as particular interventions and tools of coaching, specific behaviours and models.

ITS = Systems that are present as a background and an influencing force of the coaching process, such as sponsoring organisation and the other social and professional group.

This research is looking at "IT" quadrant, for tangible elements of the coaching intervention that were experienced, observed or even measured by the third parties (business executives), who most probably had sponsored the coaching intervention, on its efficacy and effectiveness for leadership development. Jakonen and Kamppinen (2015) quoting Frost (2009, pp. 95-96) suggested that central to the Integral Coaching model is the focus on being a discipline that enables the coaching client: (1). To become more aware of their current approach to situations; (2). To see new possibilities; (3). To build sustainable new competencies to achieve deeply meaningful outcomes.

Abravanel and Gavin (2017) suggested that it may be said that while some coaches base their practice on a particular theoretical framework, an eclectic perspective may better describe the approach taken by most coaches in their practices (Clutterbuck, 2010; Turner & Goodrich, 2010).The literature even suggests that due to the multidisciplinary nature of coaching, eclecticism seems inherent in the field (Brock, 2008, 2012).

2.2.3 Leader and Leadership Development

Leadership is a process of social influence in which a person can enlist the aid and support of others in the accomplishment of a common task (Chin, 2015). There had been a deficiency of real, scholarly knowledge about leadership development. Day, Fleenor, Atwater, Sturm, and McKee (2014) professed that human development involves a complex set of processes that need to be understood, given that individual leader development occurs in the context of ongoing adult development, we need to focus on development as much as leadership to shed light on how this process unfolds. Leader

development focuses on developing individual leaders whereas leadership development focuses on a process of development that inherently involves multiple individuals (e.g., leaders and followers or among peers in a self-managed work team), (Day et al., 2014).

Yet there is an increasing drive for and investment in leadership development in organisations (Boyett & Boyett, 1998); (Clark & Clark, 1996) ; (McCauley & Moxley). The leadership development literature, while expanding, is limited in its provision of a systemic approach to individual leadership development (Brennan, 2017). Brennan (2017) however suggests that evidence from research conducted on leadership development via coaching, mentoring, on the job experience and 360 degree feedback suggest that leadership development can be supported by deploying these practices in a programme for leadership development.

Recent theories of leadership have shifted emphasis from the traits and behaviours of “leaders” to the social and contextual processes of “leadership, despite this however, much leadership development remains firmly focussed on the individual leader rather than the social context of leadership (Bolden & Kirk, 2006).

Leadership has been considered one of the most important components in the success of organizations and as the notion of exemplary leadership is advanced, the challenge is to find ways to teach people how to become prestigious, creative leaders in today's challenging business society and it is crucial to place exceptionally talented, knowledgeable leaders in positions of prominence in modern organisations in order to expect and ensure optimum success - “If a theory of leadership is to be used for diagnosis, training, and development, it must be theory grounded in the concepts and assumptions that are acceptable to and used by managers, officials and emergent leaders” - In an attempt to extract the most crucial theories and models of leadership, the major components of the theory and the implications surrounding them must be reviewed, (Landis, Hill, & Harvey, 2014, p. 98).

Anderson (2013) however, suggests that the analysis of her article that examines the behaviours associated with managerial coaching and assesses the implications for leadership theory supports the conclusion that the adoption of managerial coaching as an HRD strategy presents a challenge to popular expectations of leadership; indeed, managerial coaching may well represent a 'Trojan horse'. She claims that organisations that are attracted to the performative promise of managerial coaching may well discover that an unintended consequence is a requirement for a radical review of ideas prevalent in contemporary leadership literature and practice that assume passivity amongst team members and ascribe a hierarchical distinction towards leaders who have been appointed for, or are expected to develop, their charismatic or transformational qualities.

Day et al. (2014) acknowledged that there is a relatively long history of leadership theory and research spanning more than a century; however, in comparison, there is a fairly short history of rigorous scholarly theory and research on the topics of leader and leadership development. They stated that the distinction between developing leaders and developing leadership is potentially an important one in the sense that leader development focuses on developing individual leaders whereas leadership development focuses on a process of development that inherently involves multiple individuals (e.g., leaders and followers or among peers in a self-managed work team).They argued that developing individual leaders and developing effective leadership processes involve more than simply deciding which leadership theory is to be used to motivate effective development and another important difference is that the nature of leadership development is inherently multilevel and longitudinal. They recommended that to contribute to greater understanding of how leaders and leadership processes develop and change, relevant theory and research should reflect both the multilevel and the longitudinal nature of development and this longitudinal, multilevel focus means that intrapersonal and interpersonal processes are central to leadership development over time.

2.3 Establish the perceived effectiveness of coaching in developing leaders

In this section research reviews executive coaching with the objective of establishing its effectiveness as a leadership development tool. Researcher has to contextualise coaching in general and executive coaching in particular, exploring the perceived effectiveness of executive coaching in leadership development. The section will interrogate coaching interventions and outcomes; models , methods and techniques.

2.3.1 Effectiveness of coaching in developing leaders.

The term 'coaching' covers a multitude of interventions undertaken by coaches with a range of training to achieve a variety of aims. Coaching interventions is not defined in text in the coaching literature although the word is used. It however refers to the actual coaching engagements from the time when the process starts with the very first contact between the client and the coach. Passmore et al. (2013) recognise that there has been a growing body of research in coaching over the past decade. Coaching's contribution to leadership is still relatively under researched compared with other areas of leadership development. Coaching can contribute in a number of ways to leadership development (Passmore, 2015b).

Executive coaching has developed from a scarcely used leadership development practice in the late 1980s to its current position among the most effective and commonly used tools benefiting leaders but methodology and research supporting coaching's effectiveness has not kept up with its growth and demand; in Burt and Talati (2017) the purpose of whose thesis was to critically evaluate and review the existing research on the effectiveness of coaching through a meta-analysis of rigorous randomised control trials, the following questions will be addressed; Q1: Which outcomes are most affected by coaching? And Q2: What factors influence (or moderate) the effect of coaching?

Is coaching effective? Is it cost-effective? Grant (2013) addressing himself to the aforementioned, suggests that an answers to these questions depend heavily on the contextual and situational factors at play and who is asking the question – and why. He argues that the growth of the coaching industry and industry's recognition of the important role of coaching in both good and tough economic times is not a reliable indicator of coaching's efficacy or validity. He accepts that although it should be easy to evaluate coaching because, in theory at least, the essence of coaching is a relatively straight forward process of setting goals, developing action plans, and managing progress towards those goals. Although overall spend on training and development has in many organisations been capped or declined during the recession, coaching and mentoring appear to have at least held their own and actually become a more critical part of the learning and development offering (Clutterbuck, 2014).

Grant (2013) quotes a number of authors to show that coaching as a broadly-applied human change methodology has been used with a vast range of issues, including; reducing workplace stress, creating organizational cultural change, business coaching, facilitating work performance in cross cultural contexts, dealing with resistance to change in low-performing managers, enhancing sales force performance, helping learner drivers develop driving skills, improving communication and leadership skills, helping with career development, team building and group development, and coaching to improve performance in job interviews, an almost endless list of applications, with all outcomes that are difficult to quantify, could be testament to its efficacy and cost effectiveness. However Guest (2014) suggests that efforts should be made to promote self-efficacy through careful feedback, guidance and coaching since this has been demonstrated to be a strong antecedent of work engagement.

The MacKie (2014) research study confirms the trainability of transformational leadership and emphasizes the efficacy of individual executive coaching as an effective leadership development methodology, it sits in the context of

promoting a more balanced and constructive perspective on positive leadership development that supports the identification and development of strengths as a core element in developing leadership capability. It is important to think of all the relationships, stakeholders and the environment to cover all the bases.

Executive coaching is now one of the dominant methodologies for developing leaders and as MacKie (2014) identifies, there remains significant debate about what the effective components are, what outcomes can be achieved and what are the qualities of an effective coachee (Corrie & Lawson, 2017). Evidence is growing for the effectiveness of executive coaching in organisations and yet much of the research shows an over-reliance of self-report measures rather than investigating the impact more broadly on managers, peers and direct reports within the organisation or 360-degree feedback provides the opportunity to examine the impact of executive coaching more broadly in the organisation and to extend the analysis of impact beyond the level of self-report (Mackie, 2015).

”The results showed that participants experienced statistically significant increases in their transformational leadership behaviour after coaching and this difference was perceived differentially at all levels within the organisation but not by the participants themselves”. Raters at higher levels in the organisation were the most sensitive to change. The results also showed that self-other rater alignment was a significant factor in self-ratings of change over time with those participants who initially over-rated themselves, reducing their ratings over time as a consequence (Mackie, 2015, p. 118)’.

Corrie and Lawson (2017) contended that the literature within the field of executive coaching is predominantly focused on executive coaching for performance, with a strong emphasis on goal setting at the early stages to meet organisational requirements. They argue that there is a gap in relation to executive coaching linked to adult learning theory, specifically focusing on the transformative nature of the coaching and the impact on the coachee, prior to

engaging in the goal setting and performance elements attached to executive coaching. They hold that whilst there is an undeniable expectation that an executive coachee will be in some way transformed in a coaching intervention the use of the words transformational and transformative has throughout the literature been used interchangeably, which is problematic in understanding the actual interpretation of the underpinning theories and the inference of the authors

Is workplace coaching effective in terms of delivering individual learning and development, and improvements in performance and results for organizations? Workplace or executive coaching is a one-to-one learning and development intervention that uses a collaborative, reflective, goal-focused relationship to achieve professional outcomes that are valued by the coachee and in Jones et al. (2016) study meta-analysis supported the positive effects of workplace coaching as an approach to employee learning and development in organizations. It indicated that coaching had positive effects on organizational outcomes overall.

Anderson (2013) warns that organisations that decide to pursue an HRD strategy of managerial coaching alongside tacit or explicit expectations of transformational or other leader-centric practices may get more than they expect, to be effective managerial coaching requires a fundamental reconsideration of models of leadership and a corresponding review of leadership development. She reiterates the point that managerial coaching challenges traditional leader-centric models of leadership and requires an acknowledgement of reciprocity, collaborative ‘meaning-making’ and a diminished ‘distance’ between leaders and team members.

Executive coaching during times of organisational change can indeed have a wide range of positive effects such as increase work-related goal attainment, enhance solution-focused thinking, develop greater change readiness, increase leadership self-efficacy and resilience, and decrease depression, and Grant (2014) has shown that the positive impact of executive coaching can generalise to non-work areas such as family life and this also serves as a

reminder to coaches and their clients alike that it is important to clearly define the main focus of the coaching intervention and to ensure that those issues are in fact within the sphere of influence or control of the coachee.

Coaching is effective at improving work-based outcomes including improved professional relationships, greater managerial flexibility, improved resilience and workplace well-being, it is aligned with the emergent interest in active rather than passive learning, by which employees take responsibility for shaping their own learning processes; its coachee led, giving them control over their learning and development, and the increasing popularity of coaching in organizations may therefore reflect a more general trend away from ‘one size fits all’ approaches to training (Jones et al., 2016, p. 7).

Burt and Talati (2017) hold that there is a strong empirical claim that coaching improves the well-being of coachees, however the measures employed for performance are not currently meeting a satisfactory empirical standard. They suggest that the practice of coaching stands to lose its considerable credibility in the commercial world if coaches cannot accurately demonstrate ROI that involves definitive improvements in coachee performance it can be argued that coaching improves the well-being of the coachee. The current literature on coaching supports its efficacy in improving workplace performance and well-being, however, the question to be asked now is, ‘what is the value?’ more specifically, ‘how do we measure the value?’ The meta-analysis revealed that coaching is an effective tool for improving individuals’ perception about themselves and their workplace. In practice, individuals with improved well-being will provide the organisation they work for with a positive outcome, however coaching assignments are taken on with the intention of developing specific competencies to improve performance, not just well-being

Boysen, Cherry, Amerie, and Takagawa (2018) acknowledged that coaching outcomes are indicators of coaching success when they are well aligned with the reason for the coaching intervention as well as the goals and values of the organisation, many companies lack a disciplined approach to managing the coaching process and measuring outcomes, the complication is the vast variety of reasons that a person hires a coach, making it difficult to report on

the outcomes and success of coaching in general. They argue that a fundamental difficulty of coaching outcome research is the extreme heterogeneity of issues, problems and goals, which can be picked out as themes in different coaching interventions, therefore, it is difficult to identify outcome measures which are applicable to the whole range of coaching interventions.

2.3.2 Leadership development coaching

Management influences organisational performance, and some managers are more effective than others. Because senior leadership drives management practices, leadership ultimately determines the fate of organisations, although defining effective leadership is difficult, numerous leadership performance models exist, which vary in both the number of work behaviours described and the generality or specificity of those behaviours (Gaddis & Foster, 2015).

Leadership coaching enhances skills, developing new habits is hard and it requires a lot of positive reinforcement from your network, and that's the case with breaking old habits, it also helps with development of greater self-awareness, with the questions in coaching can also bring new insights and learning through reflecting on feedback or through discussion about model (Passmore, 2015b).

In Wasylyshyn, Shorey, and Chaffin (2012) an analysis of business executive coaching resulted in the identification of three leadership behaviour patterns conceptualised on a continuum of remarkable, perilous, and toxic behaviour. They suggested that an understanding of these three leadership behaviour patterns could yield specific coaching guidance. Several factors were presented to help identify where an executive coaching client may fall on this continuum of leadership behaviour; executive coaches working with remarkable leaders could help them leverage their many behavioural assets, emotional intelligence, and leadership competencies through the concept of

reciprocal engagement whilst perilous leaders could be helped to find ways to tame the destructive aspects of their underlying sense of 'unrequited work,' while coaches are forewarned of the serious limitations in working with toxic leaders, they could arrive in the lives of these people at an opportune time in which something constructive could happen – especially if they were attuned to the underlying psychological issues at play in these cases.

The other potential leadership coaching benefit is through enhancing the motivation of managers as leadership in organisations can often be a lonely, difficult and challenging role, being able to talk in confidence to someone who has no personal interest in the outcomes is viewed by executives as intrinsically motivating, goal setting on its own has strong motivational properties as well the use of motivational interviewing fosters a desire to overcome ambivalence (Anstiss & Passmore, 2011; Anstiss & Passmore, 2013).

Evers, Brouwers, and Tomic (2006) indicated that the other area where coaching can demonstrate a positive contribution in leaders is in helping them to develop stronger personal confidence or self-regard, which confidence may come through reflection on strengths that they are adequate to achieve tasks at hand or plans that are developed to address perceived weaknesses. The other are where coaching can impact leadership is through wellbeing as many studies have been undertaken on the positive effects on stress reduction (Palmer & Gyllensten, 2008; Taylor, 1997) and building resilience and hope (Green et al., 2007, pp. 24-32).

Ladegard and Gjerde (2014) found that the degree of facilitative behaviour from the coach positively affected the changes in both leader role-efficacy and trust in subordinates. A significant relationship between increased leader's trust in subordinates and reduced turnover intentions was found. While the results should be interpreted with caution as the sample was small, their findings support claims that coaching represents a promising leadership development tool and furthermore, the results regarding trust in subordinates

represent contributions to the development of a relational perspective on leadership development.

Gaddis and Foster (2015) acknowledged that managerial performance profoundly impacts individuals and broader systems. Given the prevalence and cost of failed leaders, the executive coaching industry continues to flourish. This research illustrates that critical leader behaviours focus not on technical savvy or leadership insights, but on inner characteristics that facilitate these skills. We demonstrate that scores on dark side personality measures significantly predict critical leader behaviours, and that these relationships generalise to leaders across the globe.

Taken together, this research provides coaches with new insights to mitigate the negative impact of certain personality attributes on critical performance behaviours. Given the consequences of failed or destructive leadership, professionals can use these insights to monitor and mitigate these tendencies before they become toxic for individual leaders, their organisations, or society, (Gaddis & Foster, 2015). The coach draws from the cognitive behavioural techniques when exploring cognitive patterns that sit behind visible behaviours as refined by (Neenan, 2018). It is used when the client is displaying or holding irrational thoughts that might inhibit successful performance. Key feature is that judgement is irrational.

There are others of course, who have argued that the impact of coaching on leaders is slightly different, noticing the impact more on people management, relationships with managers, goal setting and prioritisation, engagement and productivity, and dialogue and communication (Kombarakaran, Yang, Baker, & Fernandes, 2008).

Based on this brief review of the emerging literature on the coaching's contribution to leadership development, the conclusion is that coaching is a useful tool in this process and evidence is growing beyond personal experience.

2.4 How does management experience the effects of executive coaching as a leadership development tool?

More organizations are turning to coaching as a proactive leadership development tool to drive sustainable growth and innovation (Bozer, Sarros, & Santora, 2013) quoting Chartered Institute of Personnel Development (CIPD) (2008). Understanding how one is perceived by others in an organizational context is vitally important to leadership and managerial effectiveness (Yammarino & Atwater, 1993) and represents an opportunity for executives to learn more about themselves and their work (Moen & Kvalsund, 2008).

2.4.1 Management experience of executive coaching as leadership development tool.

Executive coaching is gaining in popularity as a management developmental activity which facilitates organisational change for sustainability. The purpose of this paper is to explore the relationships among coachee feedback receptivity, pre-training motivation, learning goal orientation, developmental self-efficacy, self-reported job performance improvement, self-awareness, task performance and affective commitment in terms of executive coaching effectiveness as a form of management development (Bozer et al., 2013).

Interest in coaching as an alternative to 'command and control' is growing; coaching is an approach to performance management which emphasises the manager's role as a developer rather than a controller and line managers use a coaching approach , encouraging team members to develop self-confidence, resourcefulness, skills, value in their our decision making through a process of accelerated learning (Rogers, 2016).

Clutterbuck (2014) suggests that HR professionals responsible for coaching and mentoring have identified many of the core elements of a successful strategic approach such as a coaching culture which is the predominant style of managing and working together, and where a commitment to grow the organisation is embedded in a parallel commitment to grow the people in the

organisation. He holds that their research shows that, as coaches become more experienced, they need more flexible, pragmatic and evidence-based approach to coaching and mentoring therefore offer a portfolio of models, which can be adapted to the complexities of the situations, which organizations and people encounter. He says that experiments in organisations indicate that much can be achieved by building a coaching culture within the work team because coaching and mentoring behaviours tend to dissipate if there is insufficient reinforcement. Organizations, which have been relatively successful in pursuing a coaching and mentoring culture, tend to have a variety of different forms of continuing support. As expenditure on coaching and mentoring increase, it becomes more important to ensure that they deliver value for money (Clutterbuck, 2014).

Coaching helps executives and management to personalise their school material and transferring their learning to the workplace, linking theory to practice and from conceptual to previous knowledge. Olivero, Bane, and Kopelman (1997) argued that these benefits could be achieved through combining training with coaching to enhance learning. “First, coaches apply goal-setting: well established as a technique of performance improvement. Second, goals generally feature activities undertaken whilst at work, promoting experiential forms of practice and learning. Related to this and thirdly, by encouraging learning through practice at work, coaching rather directly promotes translation of learning to work performance behaviour, addressing the issue of transfer, often cited as a barrier to performance benefits of training. In this respect, the personalized nature of coaching may provide a high fidelity form of workplace learning (Jones et al., 2016, p. 7)”, coaching has become a mainstream methodology for enhancing performance, people development and facilitating cultural change in a wide range of organisations.

Coaching has emerged as a promising alternative to traditional models of professional development, effects in large-scale effectiveness trials are only half as large as effects in small-scale efficacy trials and these findings affirm the potential of coaching as a development tool, further analyses illustrate the

challenges of taking coaching programs to scale while maintaining effectiveness. The growing literature on coaching provides a much needed evidentiary base for future directions in development policy, practice, and research and ultimately, improving the workforce will require continued innovation in in-service professional development programs such as coaching given the challenges (Kraft, Blazar, & Hogan, 2016).

2.5 What are the factors that make executive coaching effective in achieving leadership development?

This section deals with factors that make coaching effective in achieving its goals and objectives. It is known that reviewers have identified a lack of rigorous empirical studies into effectiveness of coaching (Kampa-Kokesch & Anderson, 2001) and called for stronger research base (Cox & Ledgerwood, 2003).

2.5.1 Factors affecting coaching efficacy

There are many factors that affect the efficacy of coaching. In this discussion research will deal with the main ones but raise the awareness on the existence of others that might not warrant detail discussion. For purposes of this study, researcher has grouped the main factors into groups, namely, coach attributes, coachee attributes, working environment and the coaching process and other.

a) **Coach Attributes** (Coach bringing SELF into coaching)

A range of discussions has been had on the importance of the coach,(Kilburg, 1996). A number of initiative are in place to investigate the competencies required for an effective coach. Dingman (2004) grouped the attributes under the following three main headings:
Interpersonal Skills:

This covers empathy, encouragement, genuineness, authenticity, approachability, compassion and intelligence

Communication Skills:

Tact, listening/silence, questions, playful exchange

Instrumental support:

Creativity, self-knowledge, positive regard, tolerance, stimulation to think, feel and explore. Dealing with paradox and working on resistance, one factor coming from practitioners publication is the coach's own agenda addressed by Saporito (1996).

The growing base of empirical research reported supports the efficacy of managerial coaching and begins to address the pleas from scholars advocating for more comprehensive research that examines the antecedents or factors that influence managerial coaching, the skills and behaviours that managers possess and enact, factors that might influence the managerial coaching process, and the outcomes that emanate from such coaching (Beattie et al., 2014).

b) <u>Client/Coachee attributes</u>

The practitioners suggest that it is the willingness of the coachee to change that is the primary determinant of success. There is not much empirical evidence supporting this assertion but change happens when people want to change. Kilburg (1997) identifies lack of motivation, unrealistic expectations, and lack of follow through amongst other thing that could give negative outcomes. The duration of the coaching intervention seems to be a factor as well, some suggest that the coaching period should not exceed six months otherwise its starts yielding diminishing returns. Some say that a single specific session addressing a specific issue can also yield good results (Luthans & Peterson, 2003).

The outcome study examined some of these active ingredients, such as the

working alliance between coach and client, the self-efficacy of the client, the personality of the client, and the "personality match" between client and coach, (de Haan, Duckworth, Birch, & Jones, 2013).

c) Coaching environment

The first task in coaching is to set up a way of working with coachees that can be described as a 'holding environment' (Winnicott, 1965); a physical, and perhaps more significantly, a psychological space in which coachees feel safe enough to be open with their thoughts and feelings, to be able to share their anxieties, frustrations, aspirations and deepest hopes.

Features of the athlete, coach and observed multidimensional motivational coaching environment were shown to predict athletes' motivation to take part in sport. In general, empowering and disempowering features of the environment (Duda, 2013) predicted adaptive and maladaptive responses, respectively however a number of nonsignificant associations also emerged. Overall, results provide partial support for previous achievement goal theory (AGT) and self- determination theory (SDT)-based findings that have employed self-report measures alone and emphasise the need to collect multi-method data to extend AGT and SDT-based research, when the time and resources are available to do so (Smith et al., 2016). The programme takes into account that there are key dimensions of the social psychological environments created by significant others (such as coaches) and central motivational processes that are pertinent to sustained and optimal engagement in activities (such as sport) (Duda, 2013).

d) Coach-coachee relationship

This relationship is the foundation stone of effective coaching. This relationship demands mutual respect and trust. The one-on-one nature of coaching demands a stronger investment in the relationship by the coach than training or consulting.

Therapeutic Alliance: Rogers (1961) suggested a series of relationship elements which are of importance that need to be in place to any work with individuals in the consulting world. However, coaching demands a stronger investment in relationship (Baron & Morin, 2009) results indicate that the coach–coachee relationship plays a mediating role between the coaching received and development of the coachee's self-efficacy . W Timothy Gallwey the renowned author of The Inner Game of Tennis, foreword to this edition Passmore (2015b) stresses that "Coaching is about changes that take place *within* the person being coached. It is a *sacred* territory precisely because it is *inner,* touching on the personal thinking, feeling, and intention of another human being." He says that the person in whom the change is going to take place must remain in charge. Nothing can impose without the explicit or implied permission of the coachee. Roger's six conditions provide an excellent starting point to help in the formation of a coaching partnership.

The client–coach relationship mediated the impact of self-efficacy and range of techniques on coaching outcomes, suggesting that this relationship is the key factor in determining how clients perceive the outcome of coaching self-efficacy, and to client perceptions of the range of techniques of the coach. The results show that client perceptions of coaching outcome were significantly related to their perceptions of the working alliance, clients (de Haan et al., 2013).

The coaching relationship is one that the coachee enters into for the specific purpose of fulfilling development objectives and the coaching relationship is also typically considered to be distinct from formalised organizational performance management relationships (Jones et al., 2016).

e) <u>Working Environment</u>

Jarvis, Lane, and Fillery-Travis (2005) confirmed the buy-in of senior managers as the most effective support of a coaching programme, it is the organisational culture that sets the tone for learning and hence success for coaching programme. Argyris (1994) in his book argues that it is the rules,

rituals and assumptions that exist in an organisation that define its culture and dictates employee behaviour; what is expected, what is seen to be rewarded and recognised, the extent to which the organisation has a coaching culture in place, is likely to have impact on the success of coaching in the organisation.

Clutterbuck and Megginson (2005) discuss a new model of the culture that identifies six characteristics of a coaching culture:

i. Coaching linked to business
ii. Being a client is encouraged and supported
iii. Provide coach training
iv. Reward and recognise coaching
v. Adopt a systemic perspective
vi. The move to coaching is managed

If the organisation's culture conforms to these characteristics, it is likely to determine how supportive it will be of coaching activities.

f) Coaching Process

Practitioners tend to structure their process in different ways but there are six generic steps or stages that Dingman (2004) identified: they are formal contracting, relationship building, assessments, getting feedback and reflecting, goal setting and implementation and evaluation, the most important factor consistently identified is the 'fit' between coach and client.

Demographic characteristics of individual managers, such as their age, experience or level of management qualification are unlikely to affect their propensity to undertake managerial coaching (Anderson, 2013).

g) Other factors affecting coaching efficacy

Jones et al. (2016) examined moderation by a number of coaching practice factors (use of multi-source feedback; type of coach; coaching format; longevity of coaching). Their analyses of practice moderators indicated a significant moderation of effect size for type of coach and use of multi-source

feedback (with the use of multi-source feedback resulting in smaller positive effects). They found no moderation of effect size by coaching format (comparing face-to-face, with blended face-to face and e-coaching) or duration of coaching (number of sessions or longevity of intervention). The effect sizes give support to the potential utility of coaching in organizations.

When examining relationships between personality measures and job performance, it is important to consider potential moderators; personality differences across cultures suggests that country or culture may serve as potential moderators, however the general structure of personality remains intact across cultures (Gaddis & Foster, 2015).

Finally, Jones et al. (2016) study findings are informative for decisions about using particular tools and coaching techniques. Although their results show that overall, coaching appears to be effective irrespective of the format of the coaching and the longevity of the coaching intervention (including number of sessions), practitioners and organizations should consider carefully the use of multi-source feedback, and the engagement of external coaches both of which resulted in smaller positive effects of coaching.

2.6 Theories of leadership development associated with coaching

Charismatic Leadership

Huang, Chen, & Chou (2005) posited that charismatic leadership is a process for value transformation. Huang et al., (2005) further averred that charismatic leadership provide support for their followers and instil confidence in team members. This is a key coaching quality of a leader as espoused through participant's data documents. Employees, particularly managers need support from visionary executives who understand the very pulse of the company.
Organisational culture is largely a reflection of the type of leadership in a particular organisation. Charismatic leaders inculcate a coaching culture that promotes team innovation, which ultimately promotes a sense of team identity

and an atmosphere where managers and employees can share their ideas and contribute in decision of the organisation (Riddle & Ting, 2006).

Laissez-Faire Leadership

This type of leadership style implies lack of supportive leadership in an organisation (Northouse, 2006). Researchers further postulated that this type of leadership is largely detached, passive and inactive – a situation which often leaves the mandate of follower-development on followers themselves (Hartog, Van Muijen, & Koopman, 1997). When it comes to coaching, this theory suggests that its implementation is developmental in instances where the leader is an external consultant in an organisation, whereby the decision for development still lies with the coachee/client (Riddle & Ting, 2006).

Transactional Leadership

This type of leadership style is solely based on the individual's ability to appeal to the follower's immediate personal need, e.g. compensation in terms of employment. Practically the relationship of leader and follower is based on exchange of value (Avolio, 1999). The transactional leader focuses on goal and objectives achievement emanating from incentive-based appeal that meets the needs or requirements of the follower. This is the most inherent style of leadership development in most follows transactional leadership as asserted by Huang, Chen, & Chou (2005).

Servant Leadership

This theory emphasizes the needs of the follower over the leader's personal interest as stated by Laub (1999). In this style of leadership development the needs of the are primary objective of the leader, whereby the relationship between the two is based on empowerment principles through shared values and authentic leadership practices mainly in favor of the follower (Laub,

1999). Leadership development based on this theory fosters egalitarianism, ethical leadership, participatory decision-making and teamwork.

Transformational Leadership

This leadership theory focuses on establishment of the leader as a preferred role model by followers. The leader gains trust of followers based on his/her ability to inspire and encourage development of followers ability to be part of maximizing organizational contribution and growth through application of visionary, planned and coherent approach to strategic direction (Northouse, 2006).

2.7 Conclusion of literature review

Jones, Rafferty, and Griffin (2006) submitted that certainly many studies show that executives receiving coaching value it highly and do change and (Passmore, 2006) concurs that this evidence is building. Effective research in the future will need to focus on the more specific variables of aim, method, client and coach variables, amongst other things. It's a post intervention assessment of their perceptions of its efficacy. Research on the outcome evaluation and efficacy of executive coaching was in its infancy in Kilburg (2000) ; (Orenstein, 2006). Kampa-Kokesch and Anderson (2001) indicated that this was in part due to the limited quality of the studies at the time. Lowman (2001) blamed the difficulty of measuring efficacy partly to an evolving field. De Meuse, Dai, and Lee (2009) claimed that including control groups was not possible due to the very nature of coaching objectives, as they constantly change and adapt to changing requirements, they lament that there is a distinct lack of best practice approaches when it comes to assessing the efficacy of the coaching intervention.

Theeboom, Beersma, and van Vianen (2014) asked, 'how does it work?'– clearly it can be argued that coaching improves the well-being of the coachee, which in turn is seen as favourable by the organisation. Burt and Talati (2017)

suggested that practice of coaching stands to lose its considerable credibility in the commercial world if coaches cannot accurately demonstrate ROI that involves definitive improvements in coachee performance, they say the question to be asked now is, ‘what is the value?’ more specifically, ‘how do we measure the value?’ Fillery-Travis and Lane (2006) identified that only when we have clarity as to the purpose of the coaching - i.e. the coaching agenda – can we identify appropriate criteria to measure coaching effectiveness.

‘Coaching has definitively moved from fad to fixture in organizational contexts, and in the areas of personal and developmental coaching, too. Applications of coaching are highly diverse and measures of coaching efficacy are similarly varied. The lack of consistency associated with such diversity could prove to be a significant obstacle in the development of an evidence base for coaching as onlookers struggle to make sense of a potentially amorphous mass of data, (Grant, 2013, p. 34).’ In this way we have the opportunity to demonstrate that the diversity of coaching is indeed its key strength. In Mackie (2015) study, the results suggest that changes in coachee transformational leadership behaviour after leadership coaching are perceived differentially by rater level within an organisation and that self-other rater alignment is an important moderator of self-ratings over time.

Chapter 3

3.1 Research Methodology

The purpose of Chapter 3 is to provide a clear step by step plan the researcher followed in pursuit of answering the research questions. This study followed an IPA (Interpretive Phenomenological Approach) genre and was anchored on naturalistic ontological paradigm (Costa, 2018). An IPA strategy is suitable for a research project that seeks to understand lived experience of participants regarding a particular phenomenon.

In view of the above, this Chapter provides a detailed explanation of the methodology used in the research, the data collection procedures, the tools to used to analyse the generated data. It highlights the research methodology, it starts by exploring the research paradigm on which the research is based, the research design highlighting the selection of population and sample, the research instrument. Lastly, a summary of the ethical considerations, issues of the limitations of the study are considered together with issues of reliability and validity, research planning and timetable.

3.2 Research paradigm

The research approach in this study was to ascertain the subjective experience of management on the effectiveness of executive coaching as leadership development tool. Paradigms of research continually evolve, they represent the beliefs of researchers that they bring to the qualitative research (Creswell, 1998). The research is qualitative and emphasises the socially constructed nature of reality and is shaped by the phenomenon being researched (Morgan & Smircich, 1980). According to Ponterotto (2005) much of qualitative research is based on the constructivist-interpretivist paradigm, which emphasises the need to understand the lived experience of the research participant. ‘Constructivism is an epistemological premise grounded on the assertion that, in the act of knowing, it is the human mind that actively

gives meaning and order to that reality to which it is responding' (Balbi, 2008, p. 16). In this research a great significance is placed on the point of view of the individual (Yilmaz, 2013). Differences and similarities in the participants experiences and how they are perceived is explored (Creswell, 2002).

Qualitative research is appropriate for researchers who seek to acquire an in-depth understanding of people's experience and their humanity (Neuman, 2006). The constructivist-interpretivist paradigm may involve a hermeneutical approach, as meaning may be hidden and brought to the surface through reflection (Schwandt, 1999).

The researcher's values and bias are assumed to exist in this worldview. In such a situation the researcher's own values and experiences cannot be separated from the research process but rather acknowledged (Ponterotto, 2005). Multiple and varied realities may exist as it is the participants' realities which are being studied, and each participant will construct their own reality (Schwandt, 1999).

3.3 Research design

The purpose of this study is to establish business leaders/managers/executives perception in their experience of the effectiveness of executive coaching as a leadership development tool in their organisations. Qualitative research is dependent on the context and is data driven, therefore interviews are a valuable method to establish the participants' understanding of the their experiences' meaning. One–on-one semi-structured interviews were the main means of data collection to allow the participants opportunities for in-depth description and explanation of their thinking and experiences to the researcher (Denscombe, 2008) . Given the semi-structured design of the interviews the key feature of this research was to gain a more inclusive and comprehensive understanding of how the coaching intervention was experienced and perceived by the participants observing the behaviour of the coaching client.

3.4 Population and sample

The target research population for this study was management / executives who have been involved with execution and reception of coaching provided by their respective workplaces. The population was not limited geographically except to focus on the organisations that have had coaching interventions for leadership development.

The sample that was purposively drawn from this population included business leaders/managers/corporate executives who are in organisations in South Africa. Devers and Frankel (2000) argue that purposive sampling approaches can both enhance understanding of selected individuals' experiences and the development of theories.

Carmichael and Cunningham (2017) suggested that sampling in qualitative research is generally done non-randomly and often purposively, individuals are selected because they are 'fit for purpose' of answering questions about the particular field of study. In this study the, non-probability purposive sampling was used as participants were selected with a specific purpose in mind (Neuman, 2013).

Although racial quotas of the sample is not specified, given the issues of diversity in SA institutions, the researcher sought to include as much racial and gender diversity in the sample as possible.

The sample size was 16 participants as predetermined criteria of our purposive sample (Guest, Bunce, & Johnson, 2006). The target was management mix of Organisational Development (OD)/Human Resource(HR) practitioners who are the custodians of the coaching process and line managers whose direct reports were coached in the last three years from the date of the interviews. The chosen participants were therefore selected on these basis only to participate in the study (Dooley, 2001).

Table 1: Summary of respondent profiles

Respondent pseudonym	Title	Industry	Race/ Gender	Process Owner	Line Manager
P45	Executive	Sales	BM		X
P48	Executive	Rail	BF	X	
P49	Executive	Nuclear	CM		X
P50	Executive	Nuclear	IF	X	
P51	Snr Manager	Dev.Bank	BF	X	
P52	Manager	Govt	BF	X	
P53	Executive	Educ	BF	X	
P54	Snr Manager	Fin Services	BF	X	
P55	Snr Manager	Fin Service	BM		X
P56	Manager	Fin Services	BF		X
P57	Snr manager	Govt	CF		X
P58	Manager	Fin service	BM		X
P59	Snr Manager	Educ.	BF		X
P60	Manager	Educ.	WF	X	
P61	Manager	Fin. Service	BM		X
P62	GM	Fin. Services	BM	X	

3.5 The research instruments

As stated above, the one-on-one semi-structured interviews were the main means of data collection to allow the participants opportunities for in-depth description and explanation of their thinking and experiences to the researcher. The interviews were guided by standardised list of questions, the agenda, to guide the structure and ensure complete coverage listed herein as

appendix A. The use of the agenda allowed balance of consistency and flexibility. The interview "is a place where knowledge is constructed from the direct interactions between the interviewer and the interviewee" (Suzuki, Ahluwalia, Arora, & Mattis, 2007, p. 308). The study sought information and understanding rather than offer generalised findings, using open-ended questions.

The semi-structured nature of the interview allowed the conversation to flow in a flexible relaxed manner understanding the experience of the of the participants on the coaching process. Whitley, Kite, and Adams (2013) suggest that in-depth unstructured interviews are suitable for this type of qualitative study as they allow the interview to be flexible and conversational in nature which encourages more truthful open responses. The process, however, will be inductive, as there is no pre-conception as to which interventions are most efficacious for which development needs. Active listening, open questions, follow on questions, exploratory questions, encouraging storytelling and sometimes even sharing experiences was important (Seidman, 2013). The researcher is a an integral part of the research instrument in unstructured interviews and it will depend on his skill and ability to generate contextually relevant and appropriate questions during the interview.

3.6 Procedure for data collection

As stated above the collection of data was as a result of in-depth unstructured interviews using open-ended questions to a purposive sample. Suzuki et al. (2007) suggested that effective data collection is dependent on a number of factors including the relationship between the researcher and research participants; sampling criteria; the objectivity or subjectivity of the researcher; language and communication; culture shock; and ethical considerations. Generally business language in South Africa is English and therefor was the main language used to conduct interviews. Other South African languages did creep in now and then without affecting the flow and comprehension. The corporate culture is also quite similar in most organisations. Most of the face-

to- face interviews took place at the respondents' offices to provide a meaningful context to their experience (Bluhm, Harman, Lee, & Mitchell, 2011).

Confidentiality of the identity of the participants was confirmed with the letter of consent that was signed by each participant and a debrief at the end of the interview to maintain the trust of the participants (Devers & Frankel, 2000). Detailed inductive coding was used to ensure that nothing of relevance was discarded, and only data which was clearly not related to the research questions was not coded. All interviews were recorded as agreed with all the participants as per the letter of consent signed by all. To assist with validity and reliability, verbatim transcripts were made from the recordings, and recordings subsequently used to verify notes. Consent letters will be filed as per Wits confidentiality protocols.

3.7. Data analysis and interpretation

The interpretivist qualitative approach to data analysis involves seeking the essence or core structure of an experience through the eyes of an individual. The objective of this research study is to understand the subjective experience of the participants in relation to their perceptions of leadership development, and perceived understanding of its effectiveness as a development tool.

Denscombe (1998) stated that qualitative data analysis should be guided by four principles:

- Conclusion should be grounded on data
- Detailed and thorough reading of data
- Awareness and avoidance of personal biases and preconceptions and avoid contamination with data
- Analysis should follow an iterative process moving back and forth, constantly comparing data with codes.

One method used to analyse written data is thematic content analysis. Hsieh and Shannon (2005) stated that conventional content analysis is best suited for research to describe a phenomenon. The conventional qualitative data analysis approach in this study was informed by the thematic analysis as postulated by Clark & Braun (2006). The advantage of the conventional approach to content analysis is that no pre-conceived categories or theories are imposed on the analysis. Using conventional content analysis, the research discussion would describe how the findings of the research contribute to knowledge in the area of leadership development efficacy (Hsieh & Shannon, 2005). The advantage of this analysis is that it is a context-sensitive method as it allowed relevant information to emerge from the data without clouding it with preconceived theories.

Hsieh and Shannon (2005) provided steps as guidelines for data analysis:

- Thorough reading of all data in order to engage and establish an understanding of the entire data set.
- A second, in-depth, word-by-word reading of the data in order to identify and highlight key concepts of meaning from which the codes are derived.
- A review of the text which includes notation by the researcher of thoughts and perceptions and ideas.
- The development of an initial coding scheme derived directly from the text.
- Codes are combined into categories (categories are established from codes which are meaningfully interrelated and connected).
- Definitions for each code and category are established.
- Examples of each code and category are extracted from the data.
- Categories were combined into applicable clusters.

In this study, Thematic Content Analysis (TCA) methods were used to obtain findings that are credible and useful. The researcher's TCA approach was followed by a methodical approach from coding transcripts to formulating themes from "cleaned" data. The first step was to assign deductive codes or anchor codes to the research question as an a-priori

method to data analysis. That process resulted in five anchor codes emanating directly from the research questions. Created codes out of significant statements in data documents (transcribed interview documents). Significant statements, codes, were transposed from data documents and counted – all linked to the 5 anchor codes. The next stage was sorting all codes and categorising them according to their anchor codes.(Details in Chapter 4 below)

3.8. Validity and reliability

External validity refers to the degree to which the phenomenon being investigated is accurately represented by the research findings. Internal validity requires the researcher to apply rigorous and consistent data collection processes throughout. It's the rigor of the research that ensures this validity. Poor sampling or some faulty research procedure might undermine the validity of the research. It is important to ensure "trustworthiness" of the findings which entails determining credibility, transferability, dependability and confirmability within the findings (Guba & Lincoln, 2005). Validation processes need to reflect that the study is within the constructivist-interpretative paradigm. Trustworthiness and authenticity which is defined as establishing fairness, enlarging personal constructs, improved understanding of the constructs of others, which can then result in action (Creswell & Miller, 2000).The data analysis will also search for disconfirming or negative evidence (Miles & Huberman, 1994) which will provide further support for the credibility of the findings, because reality, according to constructivists, is multiple and complex (Creswell & Miller, 2000). Reliability refers to a measurement of consistency in the study. The structure of the research will incorporate a range of processes to ensure the validity, reliability and credibility of both the process of data collection and analysis and the findings derived from that process.

3.9. Ethical considerations

Research ethics are an important consideration in this study, and for that reason, multiple ethical considerations were taken into account and applied during the course of the study. It was important for all participants to understand that their participation was voluntary and that non-participation had no adverse consequences for them. Written informed consent was obtained from all participants as attached as “Information sheet and consent form”. These forms were in plain language and the participants needed to know that they could stop participation at any point. The decision to participate was based on a full appreciation of the purpose and nature of the study, and the purpose and nature of their participation. Confidentiality and anonymity was a serious considerations in the reporting and code names are used on the report. (Mason, 2017) warned that researcher should be aware of the fact that the nature of qualitative research entails close interaction with the participants’ lives and that unforeseen ethical dilemmas could occur while research is being conducted.

It was critical to ensure that the interview process was not unnecessarily intrusive, and that it was clear that the purpose was research and not to provide counselling or a similar service to the participant. Data analysis was completed using recognised methodologies and with approved supervision to ensure high ethical standards, and in all reporting anonymity of the participants was assured. All participants will receive a copy of the report if requested. The behaviour of the researcher will meet high professional standards at all times.

The research had to obtain ethics approval during the panel presentation on the plans of conducting the research in an ethical and acceptable manner. The research was conducted on those basis with the consent form explained and signed by the participants.

Chapter 4

Presentation of Research Findings

4.1 Introduction

This chapter is about the presentation and description of findings. It presents the findings from the semi structured interviews conducted with business leaders (managers, senior managers and executives) cognisant of identified gaps in the literature review, which ultimate provided fundamental structure for the findings. The structure of this chapter provides a framework for reporting all activities undertaken by the researcher in collecting and analysing data forming the basis for the report findings (Zhang & Wildemuth, 2009). The research sought to establish the view of business leaders on the effectiveness of executive coaching, based on the experience they have in their organisation or institutions. The findings seek to answer the following questions:

a) What is the perceived effectiveness of coaching in developing leaders?
b) How does management experience the effects of executive coaching as a leadership development tool?
c) What are the factors that make executive coaching effective in achieving leadership development?

The researcher presents these findings as follows:

a) Qualitative Data Analysis including the methods of analysis, coding strategy and presentation of final themes is located on section 4.2 of this chapter.
b) Methodology followed to collect data and methods of developing data documents through transcription is presented

4.2 Qualitative Data Analysis

4.2.1 Introduction

The objective of the research is the need to understand the lived experience of the research. Research design was based on semi-structured interviews. Qualitative research is dependent on the context and is data driven and therefor interviews are a valuable method to establish the participants' understanding of their experiences' meaning. One-on-one semi-structured interviews are the main means of data collection to understand how coaching was perceived and experienced by participants observing the behaviour of the coaching client.

In Chapter 3 the researcher had indicated that the method of data analysis would be Thematic Content Analysis (TCA). Thematic Content Analysis method used by researcher followed six distinct yet interrelated stages. These stages allowed the researcher to constantly immerse himself in the data while also getting familiarized data documents as well (Saldaña, 2009) and (Clark & Braun, 2006).

4.2.2 Coding Method

Thematic Content Analysis is characterized by a systematic meta-cognitive approach to reading data documents and creating codes or indexes out of significant statements that create some form of meaning towards the research questions. In this study, these significant statements are codes that were coded following a specific coding method as Saldana (2009) posits.

Thorne (2000) postulated that data analysis is the most complex phase of any interpretive/constructivist research method. According to (Nowell, Noris, White, & Moules, 2017), for qualitative research to be acceptable as trustworthy and valuable, the researcher needs to demonstrate that the data analysis approach was "conducted in a rigorous and methodical manner to yield meaningful and useful results." They argued that the researcher needs

to demonstrate the fact that his/her methods of data analysis included systematic, exhaustive and consistent manner in an unbiased approach.

In this study, Thematic Content Analysis (TCA) methods we used to obtain findings that are credible and useful. Novel, at al.; (2017) posits that TCA is relevant in qualitative research methods, and this view convinced the researcher to adopt this method in analysing data. The researcher's TCA approach was followed by a methodical approach from coding transcripts to formulating themes from "cleaned" data (Clarke & Braun, 2013).

4.2.3 Coding Process

The first step was to assign deductive codes or anchor codes to the research question as an a-priori method to data analysis. That process resulted in five anchor codes emanating directly from the research questions as follows:

a) Development
b) Effectiveness
c) Expectation
d) Experience
e) Perception

4.2.4 coding Strategy Applied

Saldana (2009), suggested a number of coding strategies in his book. Of the many strategies listed, the researcher selected those appropriate and meaningful in providing interpretation about the data collected. Costa (2018) suggested that the coding strategy should be based on the ontological position of the study emanating from the nature of the study title. The title of this study is: The perceived effectiveness of executive coaching for leadership development in South Africa. The ontological nature of the study looks for

perceptions of participants and their lived experiences of executive coaching. The following coding strategy elements in Saldana (2009) coding strategies were used:

a) **Emotion Coding** – this method reflects feelings, reactions and sentiments of participants.
b) **In-Vivo Coding** – this method captures direct statements of participants.
c) **Value Coding** – this method presents participants' beliefs, values and moral dynamics.
d) **Descriptive Coding** – this method describes situations.

Figure 4 below reflects stages and processes that were followed in the Content Thematic Analysis of this study.

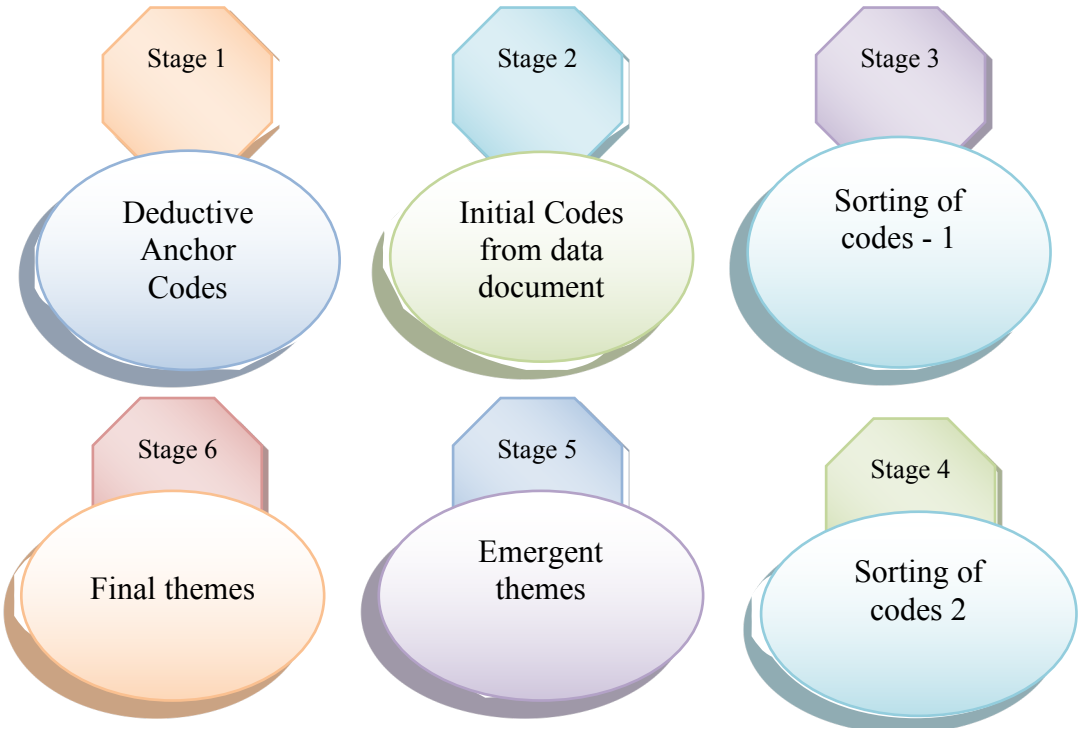


Figure 4: Thematic Content Analysis process

4.2.5 First Cycle Coding Stage (Open Coding)

Created codes out of significant statements in data documents (transcribed interview documents). Significant statements can be identified as those that are repeated and emphasised more in the interviews, those that are highlighted as important, the ones that the researcher has heard several times before and those that were mentioned in the literature review. The categorisation of the significant statements and meaning units which were verbalised by the participants are key within data analysis process (Padilla-Díaz, 2015).

The significant statements were then linked to anchor codes throughout the document. These were created through reading line by line of the data documents in an iterative process (Hsieh and Shannon, 2005) and (Clark & Braun, 2006). The following is a presentation of results of open coding stage:

- Significant statements, hereinafter known as codes, were transposed from data documents and counted.
- There were 711 codes – all linked to the 5 anchor codes.
- The next stage was sorting all codes and categorising them according to their anchor codes *(see Figure 1).*
- Frequency of codes was determined through tallying, and similar codes were grouped together and number of frequency recorded against the representative label of the group of codes.

Figure 5 presents the “word-landscape” of coding at this stage.
A word landscape is a novelty representation of key text data through web-based software with a specific purpose of depicting word frequency of initial codes of the research (WordClouds.com). This was generated by storing all the codes on an internet-based software which gives the researcher multiple options to present data codes.



Figure 5: "Word-landscape" of a-priori and posteriori final codes from data document

4.2.6 Sorting and Categorizing

Since this study design followed a Phenomenological approach, there was no need for the researcher to generate theory as required on Grounded Theory studies, so this was the last step of the coding process. This stage sought to generate themes based on the three following criteria:

a) Relationship between codes
b) Code frequencies
c) Themes and sub-themes.

Table 2 to Table 4 presents results of final categorisation of data linked to the research question deductively through anchor codes.

In the tables (table 2 to 4), the researcher presents how the 711 codes from data documents were treated to produce themes as further detailed in 4.2.3 above. The first step was to group similar statements together, count the number of those statements and reduce them to one broad statement with the

total number of codes reflected numerically next to the broad statement (Clark & Braun, 2006).

<table>
<tr><th>ANCHOR CODE 1 – LEADERSHIP DEVELOPMENT</th><th>THEME ONE</th></tr>
<tr><td rowspan="2">My company develops leaders and managers (56)
There is no formal leadership development programme (47)
Coaching programme implemented and formalised in the organisation (40)
Need for focussed leadership at senior level (23)
Succession planning in place (6)
Programme did not yield expected results (6)
Inability of senior managers to develop subordinates (5)
I don’t think RSA takes coaching seriously (8)
Coaching programme implemented but not formalised (4)
Qualified incumbents on leadership/senior management positions (4)
Academic development alone does not address work-related issues (2).
We are not doing well in public service (5)
Coaching should be customised to African perspectives of leadership (1)
Coaching should be embraced at national level (1)
Coaching was not embraced in the organisation (1)
All sectors of society provide a leadership development platform (1)
Corruption has now created a phenomenon in South Africa(1)
South African government contributes towards coaching practice through SETA funding (1)</td><td>Leadership development is perceived as an imperative intervention in South African organisations</td></tr>
<tr><td>SUB-THEMES</td></tr>
<tr><td></td><td>1. Commitment in organisations and plan to develop leadership and use of executive coaching as an intervention (141)
2. At national level, much still needs to be done on leadership development, particularly the use of executive coaching as an intervention (40)
3. Where there is no formal leadership programme, there is no progressive development (53)</td></tr>
</table>

Table 2- Leadership Development Anchor Codes data, Emerging Themes and Final Themes

ANCHOR CODE 2 - EFFECTIVENESS	THEME TWO
Coaching is effective (11) Coaching provides clarity and self-understanding (4) Application of behaviour assessment tools (9) Professional coaching should not cover personal life (2) Can be implemented to ministers and their deputies (1) Coaching also helps with managing personal relationships (1) It looks at the uniqueness of the person being coached (1) It takes a while to see its effectiveness in the workplace (1)	A well planned executive coaching supports continuous personal improvement for leaders and managers.
ANCHOR CODE 3 - EXPECTATION	**SUB-THEMES**
Continuous improvement (22) A coaching relationship that is safe, respectful, trusting and confidential (21) Help in reflective self-discovery (9) Coach needs to have the art and skill, with ultimate goal to create better performers (7) Good relationship between coach and coachee (3) Should start with needs analysis (2) (see effectiveness)	1. Although it takes time to realise ROI, executive coaching is effective (19). 2. It is critical to involve the use of behaviour assessment before implementation of an executive coaching programme (12). 3. A well planned executive coaching supports continuous personal improvement (136).

Table 3- Effectiveness and Expectation Anchor Codes data, Emerging Themes and Final Themes

Coaching improves productivity, managerial skills and enhances communication (24) Negative Attitude and lack of communication is detrimental to organisational development (8) Organisational culture impacts coaching (9) Coaching should have clear objectives and time frame (6) Coaching is suitable for managers and is not the same as on-the-job training (6) Coaching did not work, in some instances it was just meetings (5) Coaching can be impacted by social and behavioural issues (4) Absence of a coaching programme sets the organisation for failure and "brain drain" (3) There are distinctions between coaching and mentoring (2) Coaching should include needs analysis and behavioural/personality diagnostic tools (1) (See effectiveness) You seldom hear of the results of coaching (1) (See effectiveness)
ANCHOR CODE 4 - EXPERIENCE
THEME **EXECUTIVE COACHING IS TRANSFORMATIONAL**
ANCHOR CODE 5 - PERCEPTION
Coaching does work, it is transformational and suitable for leadership development (49) Outcome of coaching yields a positive contribution both to the individual and the organisation (22) Those that provide coaching should be trained properly and armed with necessary skills (23) (See Expectation) Leadership development is crucial in management and should be benchmarked on international trends (11) (See Development) Coaching encourages self discovery (11) There is a notable difference between coaching and mentoring – this should be known by managers (9) Coaching provides notion of continuous improvement for the organisation and individual (8) (See Expectation) Professional coaching relationship that is open and trusting is critical for its success (7) (See Expectation) Coaches and leaders need to have empathy (7) (See Expectation) South Africa as a country is not doing well in terms of coaching (6) (See Development) Coaching is viewed as a status or a means to punish others (6) Organisational coaches should not belittle or undermine those they coach (5) (See Expectation) Coaching has not been perceived as a tool for personal and organisational improvement (4) (See Expectation) Preconceived ideas about others may be barriers to effective coaching (4) (See Expectation) All managers, leaders need to be coached at all levels of the organisation(4) Coaching should not be regarded as therapy, though it is psychological in other instances (4) (See Expectation) Coaching should be provided in a conducive and enabling environment(3) Coaches should deal with fears of failing (3) (See Expectation) Ability to deal with social problems (1) (See Expectation) Organisational culture impacts either positively or negatively on coaching and leadership development (1) Coaching works where individuals are willing to be coached (1) Mentoring covers everything (1)

Table 4 - Experience and Perception Anchor Codes data, Emerging Themes and Final Themes

4.2.7 FINAL THEMES PRESENTATION

Theme No	Theme Details	Data linked evidence
1	Leadership development is perceived as an imperative intervention in South African organisations.	Anchor Code 1
2	A well planned executive coaching supports continuous personal improvement for leaders and managers.	Anchor Code 2 Anchor Code 3 Anchor Code 4
3	Executive coaching is transformational.	Anchor Code 4 Anchor Code 5

4.3. Data Collection Methods, Techniques and Procedures

To answer the research questions the semi-structured interviews were made up of seven (7) distinct yet interrelated questions with sub-questions that followed a systematic pattern of inquiry.

The researcher and the participants were meeting for the first time on the day of the interview but it did not seem to deter anyone from engaging. The location seemed to have a role in terms of how relaxed and comfortable the participants were. One interview took place at a restaurant, two were conducted at the researchers place. One interview took place in the company library which was fairly empty except for two employees at the other end of the room. The rest of all the other interviews took place at the offices of the participants. Although one interview was in the office, there was consistent noise coming from the air-conditioning unit which made discussion slightly uncomfortable. There were two instances where there were disruptions mainly from bosses through the phone. In one instance it took some time for the interview to come back on track as the participant was distracted by the discussion they had had with the boss.

Although all interviews were conducted in English, there were instances where the language would stray to vernacular such as Zulu, Xhosa, Sotho, Pedi and other South African languages including Afrikaans. The participants were generally very knowledgeable on what was happening both in the country and in their institutions. They were mostly very articulate as most of them are quite senior in their organisations. The participants were willing to share their experiences and they even gave examples of their experiences. They used metaphors to illustrate the points they were trying to make. Most seemed to be proud of the work they were doing in their organisations.

The researcher had originally intended to interview 16 participants, of whose data was recorded. However, as the process of data analysis was progressing, it became apparent that no new codes were being generated after coding participant 8. This indicated that the current study under investigation had reached data saturation. Data saturation occurs when there is no further information to be attained from participants (Guest, Bunce, & Johnson, 2006). The occurrence of theoretic data saturation further appears in a situation where the information collected by the researcher is enough to replicate the study (O'Reilly & Parker, 2012). The researcher observed similarity data collected through all participants data records. Furthermore Guest et al. (2006) suggest that theoretical saturation is fulfilled when further coding is no longer feasible.

Guest et al.(2006) established quality criteria which form the foundational principles accepted by most researchers as:

a) No new data forthcoming
b) No new coding feasible
c) No new themes emerging
d) Ability to replicate the study

It is against these principles that the researcher made a decision to end data analysis after participant number 8. Scholars further postulated that

theoretical data saturation may be reached just after the sixth interview Guest et al.(2006). In addition to the work of Guest et.al. (2006), Dibley (2011) averred that justification of theoretical saturation needs to be supported by rich and thick data rather than sample only. It therefore has to be understood that theoretical saturation is not only attained due to number within the sample, but by thick and richness (Burmeister & Aitken, 2012).

The section below reflects structured methods of interviews, including observations, data collection and procedures.

Perception of participants in terms of leadership development at senior management level in South Africa and the contributory factors to their view.

The initial question was designed to set the scene and to explore awareness of participants of macro environmental factors, on what is going on in South Africa in the area of leadership development. It also looked at the factors the participants viewed as contributing to the answer that they offered. This established the observed behaviour by all institutions, both public and private.

Some attributed the effect of political leadership in influencing leadership in other spheres of life. Political influence contributes to apparent gaps in developing leaders and this leaves young leaders in a dilemma.

> *"I think, well, the first glaring one is the political influence, right? In a sense that a lot of leadership positions that people aspire to hold are positions that are in the hands of politicians, right? So, our young and striving leaders, when they look at how they maybe-- when how they are perceived and they look at the ethical gaps that exist, it leaves somehow a question. Some might sponge off the negative things whilst others might maybe strive to do better, but they don't know how this better looks like".* ***P59 page 2 Data Document 2***

They suggested that there is lack of a structured approach of developing

leaders. Participants articulate very strong opinions lamenting skills gap.

> *"We also, I think, need to look at the areas where we think that we can improve on, which would be the 'graduate' in 'onboarding of professionals' into the organisation.* ***P49 page 18 Data Document 1***

Participants felt the pace of leadership development was slow.

> "*To the slow pace of leadership development. I guess it's-- I think stereotypes mainly and some associate leadership development with resources. So, if I don't have resources to get people perhaps to development programs, it becomes a challenge".* ***P 53 page 2 Data Document 3.***

Leadership development priorities in the participants' organisations

The aim was to establish the leadership development priorities in the organisations as part of strategic focus and how they can be achieved. Wanted to establish what formal leadership development programs are offered in the companies, what they cover and the methodologies followed. Establish the extent to which coaching is used in leadership / people development. Organisational culture can be detected by the investment it makes in development of its personnel. Most institutions create a conducive environment for development.

> *"We want to strive to be the best globally. Now, what does that mean? That means we need to have a conducive culture for everyone who wants to see themselves as the next leader, right? What does that mean? That means we need to inculcate a culture of learning because if you are a leader with gaps and who doesn't have enough facts, no one will ever look up to you".* ***P59 page 2 Data Document 2***

Transformation is the leadership development priority for most organisations.

"It's also with us ensuring that we internalize and set our strategy to ensure that we are an international institution and I think resources because we're partly funded from government and funding so is to ensure that we meet our objectives in line with what has been set and in line with the resources that we have". ***P 53 page 2 Data Document 3.***

If company invests in leadership development, then it is likely to measure leadership effectiveness. Most if not all participants were quite knowledgeable on what their companies were prioritising in leadership development although some were not detailed on the specific priorities and made suggestions on what should be happening. Many bemoan the soft skills deficit in their organisations because many leaders are appointed for their technical kills into leadership positions. They suggest that the technical knowledge does not equate to people knowledge.

"And you find that people from a technical background, management and leadership is a different skill, and it's not taught. So, people are coming in with a qualification but in order to progress in their careers and develop they need other skills, and those skills are not provided either by the university during their normal undergraduate degrees or even at the post graduate degree, so, you find even things like doing an MBA will give you the theoretical understanding of HR and Finance for example, some of the things that are covered but in the workplace, translating that into how you manage people and how you develop people and how you do things like coaching and mentoring and communicating with your employees are skills that are not generally covered, and so, there is a gap, somewhere, between academics and translation into leadership at the workplace". ***P50 page 24 Data Document 1***

Although most of the participants are in leadership positions, some of them seem to blame the system for lack of development of what they desire for the organisation. They attribute lack of development to the prevailing culture in

the institution.

> *The culture is very much a 'we must get things done, we must do, we must , you know, turn things around, we know it, we must, and…and the big thing is that we know it. But what we forget, or forgot is that we may know it from a technical point of view and we may be having a vision about what needs to happen in the economy etc. But it doesn't happen with our people. So you've got to take your people along with you.* ***P57 page 54 Data Document 1***

Leadership development practices

The key import here is to ascertain leadership/people development practices and the extent to which they feed the leadership pipeline. This talks to the organisational focus on people/ leadership development as a lived culture in the institution.

Many participants were proud of the initiatives their organisations were involved in. They were fully immersed in activities that were pursued in the development of personnel. Leadership development emphasized shared values from top down.

> *"I think most progressive companies would find 'developing leadership' as a cornerstone, in the absence of developed leaders then the company has nowhere to go. So, you need to develop your leaders, you need visionary leaders, and to have a visionary leader, they need to be exposed to the changes and the dynamics of, you know, the business space".* ***P45 page 1 Data Document 1***

> *"So, we are bringing in the team development and leadership element to it, which also includes values. How do we live our values as leaders, and as managers, and as staff in general? So, from, I'd guess from an executive point of view, something that has been championed from the top. And the executives do take it as a key strategic objective".****P53 page 4 Data Document 3***

Institutions pride themselves in the promotion of women who are encouraged to participate in leadership development programmes. Programmes mainly focus on developing self as a leader.

> *"These women that have gone through women in leadership program. They take pride in seeing those women being promoted to the next level that they make a big hoo-ha".* ***P59 page 7 Data Document 2***

> *"Building self and how do I manage as a leader and a woman leader? And how do I ensure that I move from a particular level as a woman leader to perhaps the next level?"* ***P53 page 3 Data Document 3***

Expectations from executive coaching

This introduces coaching as one of the tools on leadership development. Its enquiring on the participants expectations of coaching. It assumes that the participants know about coaching since they were selected based on their exposure to coaching.

There were varied expectations from executive coaching. All participants detailed their expectations based on what role they thought coaching should be playing. They feel some managers are not as enthusiastic as they should be to develop themselves or their direct reports.

> *"I think it's very important part of the manager's responsibilities to be involved in leadership development. However, we also need to look at outcomes, you know, whether, after you have developed a leader whether there are positive outcomes from the development program".* ***P49 page 17, Data Document 1***

> *"I think the work gets in the way, and as you actually deliver and you are in the midst of delivering your work, you forget that you actually can't be what you were yesterday, you need to be better than you were, for you to achieve better results".* ***P 48, page 11 Data Document 1***

Coaching facilitates change.

> *"I think the important contribution that coaching makes is to support people to understand themselves, their own strengths and weaknesses, and then facilitate the change in the direction which they want to go".* ***P57 page 62 Data Document 1***

Effectiveness of executive coaching

This is the key question of the research and forms the basis of the study. It seeks to understand the reasons for the view held by the participant, if its informed by experiences they have of dealing with coached individuals or having been coached themselves.

There was strong awareness on the effectiveness of coaching. The participants were candid on their responses. They were all sharing their experiences with coaching and coaches. They were not shy to relate and rate their experiences with coached individuals. One was excited to be interviewed on issues related to coaching.

> *"You can have the best of technical people but the worst in terms of social relations which then stops people from being able to work productively and…and that's why I'm very excited that once again I'm able to be interviewed by someone who is doing coaching"*. ***P57 page 55 Data Document 1*** .

The researcher was privy to how the participants view the coaching industry. Reflecting on the interviews, work has to be done to understand what organisations expect from coaching and coaches. One participant specifically suggested that coaching should be embraced at national level.

> *"I indicated to the (institution) that I know that that staff had problems and it would be good if we could coach and we should be looking at developing a coaching capability in the national troops"*. ***P57 page 57 Data Document 1***

Aspects of leadership development addressed by coaching

Seeks to establish how management experience the effects of coaching a leadership development tool, what aspects of development can appropriately be addressed through coaching, which skills/competencies are most suited to coaching, and which ones are not and who should be prioritised for coaching.

Participants were eager to produce a litany of the aspects of leadership that require coaching. They all shared their feelings and thoughts how, where and when coaching should be used. Coaching provides managers with the essential skills to lead and can also help with personal skills.

> *"So, coaching therefore closes those cracks so that we don't lose out on important aspects, particularly with leadership. People work for leaders, not for the company. So, if you have leaders that are not skilled, people are not going to learn anything".* ***P 45 page 6 Data Document 1***

> *"One, I think, the planning aspect, time management secondly, I think, personally, I think I still need a lot of development in those areas where you find that I have planned but I may not actually even be precise, or I'm juggling too many balls at the same time".* ***P48 page 14 Data Document 1***

Significant outcomes from coaching interventions

Seeks to establish factors that make coaching effective in achieving leadership development and the effects of coaching relationship on the outcomes of the intervention. The outcomes of coaching are the positive contribution and fulfilment with one's job. It is core to everything.

> *"The question is, what would not be addressed by coaching"?* ***P51 page 49 Data Document 1***

The key outcome of coaching is change in culture and improved relations.

Other important issues about coaching

This was aimed at opening the discussion to highlight areas the participants felt strongly about in executive coaching. It invited other options into the discussion to provoke exploration of possible opportunities and obstacles .

This provided the participants with an opportunity to share their feelings, thoughts, challenges and other observations about coaching. They held that coaching requires a conducive environment to thrive enquiring on how to embed it to be part of the culture.

> *"It's just that I don't know how, because like I said we are in the early phases of this(coaching), I'm still struggling with how do you embed this in an organisation so it's part of your culture, that you encourage people to go and get help talk to other people".* ***P 50 page 35 Data Document 1 .***

Coaching can also be used for role modelling. Coaching programmes should aim to match international standards while dealing with local issues. Coaching is forward looking and developmental, whilst it can be learned, it is a gift.

> *"At times I'm not sure whether coaching is a gift or it can be learnt. Because there's a lot that goes with coaching that is not in the in the in the textbooks".* ***P51 page 51 Data Document 1***

Coaches should be encouraged to tell if they are not comfortable with the coaching relationship. Proper pairing of coach and coachee is critical. Commonalities make it easier for coaching relationship to thrive.

> *"If you are all sharing these commonalities in the way we do things, it's easier for our relationship to spark".* ***P59 page 16 Data Document 2***

Chapter 5

Discussion, Conclusion and Recommendations

Theme No.	Theme Details	Data linked evidence
1	Leadership development is perceived as an imperative intervention in South African organisations.	Anchor Code 1
2	A well planned executive coaching supports continuous personal improvement for leaders and managers.	Anchor Code 2 Anchor Code 3 Anchor Code 4
3	Executive coaching is transformational.	Anchor Code 4 Anchor Code 5

5.1 Introduction

The following chapter concludes this report presentation. It provides a summary of the research findings, discusses and interprets these findings to solidify basis for conclusion. The conclusion reflects the significance of this study in the context of findings and lens of the reader. The chapter ends with recommendations for further research.

5.2 Research Summary

Chapter 4 presented findings of content thematic analysis that culminated three major themes within the context of the research question. This section will discuss and interpret these themes both from the lens of the researcher and supporting theoretical foundations. The themes that emerged in the study were:

a) Leadership development is perceived as an imperative intervention in South African organisations.
b) A well planned executive coaching programme supports continuous personal improvement for leaders and managers.
c) Executive coaching is transformational.

In the discussion and interpretation section below, the researcher will provide a scientific view of each theme as reflected above. This view will be anchored on established empirical research on leadership coaching. It should be noted, however, that the field of coaching has little scientific and peer reviewed work (Bono, Purvanova, Towler, & Peterson, 2009).
The discussion of themes below is supported by extracts from actual code frequencies as presented in Chapter 4.

5.3 Discussion and interpretation of findings

5.3.1 Leadership development is perceived as an imperative intervention in South African organisations.

Implicit in this theme is the need for leadership development to help institutions manage the ever changing complex business environment. The context of this research study provides an overview of the challenges facing South African institutions/businesses and its leadership. South Africa is a culturally diverse multi-ethnic society comprising of a variety of languages and religions. Horwitz, F M. (2013) concluded in a study called 'An analysis of skills development in a transitional economy – The case of the South African labour market,' that South Africa is adversely affected by a shortage of intermediate and certain high-level skills. The study suggested a labour market paradox of an over-supply of unskilled labour and a shortage of skills required to enhance economic growth needed to absorb high unemployment of over 23%. This but one of the challenges South African business face.

There are many other challenges facing South African corporate leadership including the difficulty of ensuring effective cooperation and team work to produce desired results. South Africa is still undergoing great change at societal, political economic and individual level. It is therefore not surprising

for the research study that business leaders perceive leadership development as an imperative intervention in South African organisations.

In the Literature Review chapter, the research established that recent theories of leadership have shifted emphasis from the traits and behaviours of “leaders” to the social and contextual processes of “leadership, despite this however, much leadership development remains firmly focussed on the individual leader rather than the social context of leadership (Bolden & Kirk, 2006) and (Day, Fleenor, Atwater, Sturm & McKee 2014). Researchers further averred that when engaging in any programme or discourse related to leadership development, there is a clear distinction between leader development and leadership development. Leader development focuses on developing individual leaders whereas leadership development focuses on a process of development that inherently involves multiple individuals (e.g., leaders and followers or among peers in a self-managed work team) (Day et al., 2014).

This perception that emerged from thematic content analysis provides both theoretical and practical bases that underpin a number of established leadership theories associated with coaching under the subject, with coaching as an endeavour to explicate the social context of leadership. Leadership is a complex social activity whereby people are influenced to conform to a particular view of an individual with abstract and coherent propositions modelling cohesiveness in organisations (Bennis G. , 2002). South African corporate organisations have viewed executive leadership coaching as an empowering intervention that prepares individuals and teams to embrace organisational challenges with boldness and confidence (Alexander & Renshaw, 2005).

In recognising the growing need for leadership executive coaching, South African tertiary institutions have heeded the call by integrating coaching to the curriculum and in some instances developing coaching specific programmes alongside regular management development programmes (Horne, 2002). Furthermore, literature review established that evidence is growing for the

effectiveness of executive coaching in organisations and yet much of the research shows an over-reliance of self-report measures rather than investigating the impact more broadly on managers, peers and direct reports within the organisation or 360-degree feedback provides the opportunity to examine the impact of executive coaching more broadly in the organisation and to extend the analysis of impact beyond the level of self-report (Mackie, 2015).

All the participants confirmed what research studies suggest that executive coaching has a positive impact on the workplace performance (Jones, Woods, & Guillaume, 2015). Clients advance towards specific professional goals such as career transition, interpersonal and professional communication, performance management, organisational effectiveness, managing career and personal changes, developing executive presence, enhancing strategic thinking, dealing effectively with conflict, and building an effective team. Coaching has the capacity to benefit both the individuals and the organisations profoundly. McAdam (2005) emphasises that coaching provides a humane and empowering learning environment, which is what the participants anticipate it will do for their organisations.

Executive coaching is a “form of executive consultation in which a trained professional facilitates a collaborative relationship with an executive to improve his or her skills and effectiveness in communicating the corporate vision and goals, and to foster better team performance, organizational productivity, and professional-personal development” (Sperry, 2013, p. 287). This perception by participants on the importance of leadership development intervention in South African organisations is in line with literature review in this research study.

The perception that leadership development is an imperative intervention in South African organisations is implied confirmation of the perception of business leaders to the effectiveness of executive coaching.

ANCHOR CODE 1 – LEADERSHIP DEVELOPMENT	THEME ONE
My company develops leaders and managers (56) There is no formal leadership development programme (47) Coaching programme implemented and formalised in the organisation (40) Need for focussed leadership at senior level (23) Succession planning in place (6) Programme did not yield expected results (6) Inability of senior managers to develop subordinates (5) I don't think RSA takes coaching seriously (8) Coaching programme implemented but not formalised (4) Qualified incumbents on leadership/senior management positions (4) Academic development alone does not address work-related issues (2). We are not doing well in public service (5) Coaching should be customised to African perspectives of leadership (1) Coaching should be embraced at national level (1) Coaching was not embraced in the organisation (1) All sectors of society provide a leadership development platform (1) Corruption has now created a phenomenon in South Africa(1) South African government contributes towards coaching practice through SETA funding (1)	Leadership development is perceived as an imperative intervention in South African organisations **SUB-THEMES** 1. Commitment in organisations and plan to develop leadership and use of executive coaching as an intervention (141) 2. At national level, much still needs to be done on leadership development, particularly the use of executive coaching as an intervention (40) 3. Where there is no formal leadership programme, there is no progressive development (53)

5.3.2 A well planned executive coaching programme supports continuous personal improvement for leaders and manager

This theme is made up of combination of two Anchor Codes as demonstrated in Table 3. As further elucidated in the literature review chapter, Executive coaching during times of organisational change can indeed have a wide range of positive effects such as increase work-related goal attainment, enhance solution-focused thinking, develop greater change readiness, increase leadership self-efficacy and resilience, and decrease depression, and Grant (2014) has shown that the positive impact of executive coaching can generalise to non-work areas such as family life and this also serves as a reminder to coaches and their clients alike that it is important to clearly define the main focus of the coaching intervention and to ensure that those issues are in fact within the sphere of influence or control of the coachee.

A well planned coaching programme follows a systematic approach that brings personal, interpersonal and organizational ontologies to achieve an improved performance through the enhancement of effective relations (Kahn

M. , 2014). Gladis (2007) further stated that organizational leaders agree that leadership coaching can increase the success of organizational leadership while improving the quality of the total staff head-count. The overall culture of the organization is enhanced through implementation of well-planned coaching programmes (Gladis, 2007). Literature review reflected the importance of a well-planned leadership coaching intervention, wherein Fillery-Travis and Lane (2006), stated that clear articulation of purpose is critical for programme design effectiveness.

Researcher further identified in literature review the diverse nature of coaching applications together with its multiple measures of efficacy. It is for this reason that a well-planned leadership coaching programme should be systematic and methodical. Such a programme follows principles of systems thinking theory and praxis whereby all individuals within a planned programme are viewed as part of a whole (Stapley, 1996) – in this case the "whole" represents the whole organization. The idea of individualistic approach is untenable in systems theory – supporting the argument for a process planning approach that involves the needs of individuals to be in the programme, the nature of the programme and the objective of the programme as indicated in the leadership coaching triad.

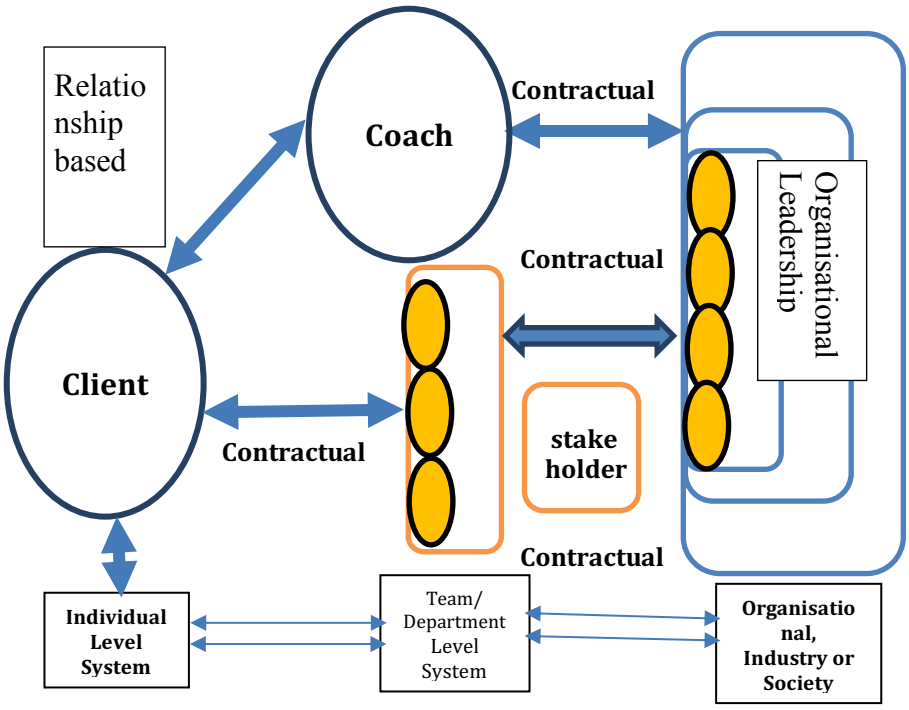


Figure 6: Leadership Triad - a conceptual framework

This model presented here, as explicated in Chapter 1 and further augmented and discussed in contrast with established literature in Chapter 2, presents ideal systems theory approach to leadership development coaching. It integrates three key players in executive coaching partnership working together in a systems environment. It is the way that the author sees how executive coaching should work for leadership development. Models offer a lens through which to view the situation, they offer both coach and coachee a common language (Passmore, 2015b). The framework is based on the concept of coaching being a support structure for change.

The model depicted in *Figure 6* further illustrates importance of key relationship to a leadership development programme at a planning stage right through to outcomes attainment. Research participants came out strong on the issue of relationships between the coach, the client and the organisation. Primary research indicates experiences of failed programmes for lack of solid and clear articulation of relationships between three key parties to a coaching relationship (the client, coach and the company buying coaching service).

The issue of relationships between coaching parties is further highlighted in the Literature Review chapter where it expresses the issues of personality measures, job performance and personality differences across cultures, as prime in determining a well coherent and structured plan (Gaddis & Foster, 2015).

David Elkins (2007) shows clearly that success factors of therapy seem to be:

a) The ability of the practitioner to create a climate of warmth, acceptance and rapport.
b) The nature of the 'therapeutic alliance'–how the practitioner and client work; the transparency and clarity of the goals.
c) The context in which the client seeks help and whether or not they have supportive people in their lives who are prepared to help them make positive changes.
d) Client and practitioner believing equally in the plausibility of any approaches that are used, including many that are intrinsically implausible, and in their mutual expectation that a positive outcome is possible–in other words, what we might call a placebo effect.

e) The kinds of techniques used.

Of these five factors, the least important seems to be the last.

Stokes and Jolly (2010) however stated that opinions vary as to the extent to which the coach should be held responsible for ensuring that the organisational goals are achieved. They argue that the tension between personal self-interest and organisational group interests lies at the very heart of what a senior leader in a firm has to manage.

According to the research finding therefore, the only condition is that the coaching programme should be well planned.

Continuous personal improvement through leadership coaching

According to Witherspoon and White (1996), leaders see coaching as a suitable mechanism to learn specific skills while others view it as essential for performance improvement both on the job or for career development. Researchers further assert that other executives view coaching as a suitable intervention for supporting initiatives of organizational change **(Witherspoon & White, 1996)**.

Klasen and Clutterbuck (2002) cites the following three as key characteristics of an effective coaching programme:

- Ability to increase and improve the sensitivity and awareness of the client. In order to develop self-awareness, the individual must have access to honest feedback and this is sometimes difficult to obtain within the organisation, particularly if the client is in a senior position within the organisation
- Challenging the assumptions of the protégé, to provide feedback and to offer support in exploring and creating options and identifying the consequences of those options
- Providing open and honest feedback within a supportive environment. The coach needs knowledge and experience in both psychological models to help the client develop self-awareness and understand their

personal drivers as well as a knowledge and understanding of how they impact their organisational environment and performance. Personal change wrought through coaching extends beyond an increase in personal awareness and includes behavioural changes and the ability to build stronger relationships (Klasen & Clutterbuck, 2002).

This particular study found that self-improvement through coaching can be itemized as follows:

- Enhancement of insightful thinking strategies
- Enhancement of self-perception
- Problem-focused and solution-generating thinking
- Ambiguity tolerance
- Resilience and stress tolerance
- Leadership self-efficacy

This compares favourably with ideas established in literature review (Theeboom, Beersma, and van Vianen, 2014) where the researcher found out that indeed coaching improves the well-being of the coachee, which in turn is seen as favourable by the organisation. The following table 7.1 links specific codes to the particular theme discussed in this section.

ANCHOR CODE 2 - EFFECTIVENESS	**THEME TWO**
Coaching is effective (11) Coaching provides clarity and self-understanding (4) Application of behaviour assessment tools (9) Professional coaching should not cover personal life (2) Can be implemented to ministers and their deputies (1) Coaching also helps with managing personal relationships (1) It looks at the uniqueness of the person being coached (1) It takes a while to see its effectiveness in the workplace (1)	A well planned executive coaching supports continuous personal improvement for leaders and managers.
ANCHOR CODE 3 - EXPECTATION	**SUB-THEMES**
Continuous improvement (22)	4. Although it takes time to realise ROI,

A coaching relationship that is safe, respectful, trusting and confidential (21) Help in reflective self-discovery (9) Coach needs to have the art and skill, with ultimate goal to create better performers (7) Good relationship between coach and coachee (3) Should start with needs analysis (2) (see effectiveness)	executive coaching is effective (19). 5. It is critical to involve the use of behaviour assessment before implementation of an executive coaching programme (12). 6. A well planned executive coaching supports continuous personal improvement (136).

Table 7.1 - Linking Anchor Code2 and Anchor Code 3 data to Theme 2

5.3.3 Executive coaching is transformational.

Most participants postulated the fact that executive coaching is transformational. Transformational leadership extends beyond other theories mentioned above in such that the leader is established as a role model. He/she gains trust and confidence of followers through the ability to inspire and nurture people (Bass B. , 1997). This happens when the leader is considered a visionary and is able to inspire followers through the organizational mission to pursue the vision and goals. The transformational leader does this through coaching and empowering leaders to full potential as postulated by Northhouse (2006). Participants view of executive coaching as transformational supports the claims of some scholars on the subject whereby the leader strives to engage subordinates in developmental assignments while providing needed support and encouragement through the learning process (Hawkins & Smith, 2006). The following is a brief summary dissecting effects of transformational leadership coaching on beneficiaries as established in literature (Bass & Bass, 2008):

a) **Individualized Consideration** – the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs. The leader gives empathy and support, keeps communication open and places

challenges before the followers. This also encompasses the need for respect and celebrates the individual contribution that each follower can make to the team. The followers have a will and aspirations for self -development and have intrinsic motivation for their tasks.

b) **Intellectual Stimulation** – the degree to which the leader challenges assumptions, takes risks and solicits followers' ideas. Leaders with this style stimulate and encourage creativity in their followers. They nurture and develop people who think independently. For such a leader, learning is a value and unexpected situations are seen as opportunities to learn. The followers ask questions, think deeply about things and figure out better ways to execute their tasks.

c) **Inspirational Motivation** – the degree to which the leader articulates a vision that is appealing and inspiring to followers. Leaders with inspirational motivation challenge followers with high standards, communicate optimism about future goals, and provide meaning for the task at hand. Followers need to have a strong sense of purpose if they are to be motivated to act. Purpose and meaning provide the energy that drives a group forward. The visionary aspects of leadership are supported by communication skills that make the vision understandable, precise, powerful and engaging. The followers are willing to invest more effort in their tasks, they are encouraged and optimistic about the future and believe in their abilities.

d) **Idealized Influence** – Provides a role model for high ethical behavior, instills pride, gains respect and trust.

A transformational style of leadership transforms followers to perform beyond expectation by creating an emotional bond between leader and follower and by arousing enthusiasm for a common vision (Kearney, 2008).

Chapter 6

Conclusions and Recommendations for Future Research

6.1 Introduction

This section concludes the entire report with three specific themes culminating to key findings to answer the research questions of this study, which are:

- Main questions: “Establish what the perceived effectiveness of executive coaching is in developing leaders?”
- Sub-question one: “How does management experience the effects of executive coaching as a leadership development tool?”
- Sub-question one:”What are the factors that make executive coaching effective in achieving leadership development?”

The study developed final themes that implicitly answer these questions collectively as follows:

- **Theme one:** Leadership development is perceived as an imperative intervention in South African organisations.
- **Theme two:** A well planned executive coaching supports continuous personal improvement for leaders and managers.
- **Theme three:** Executive coaching is transformational.

The section further draws conclusions and final views of the researcher emanating from the findings and empirical evidence substantiation formulation of themes presented in this study. These conclusions will be validated through application of established quality criteria for trustworthiness in qualitative research as stated by Guba and Lincholn (2005). Lastly, these conclusions are sharply contrasted with specific findings in literature review, so as to establish a basis for convergence and congruence derived from both primary and secondary research.

6.2 Trustworthiness of the study.

The research objective of this study was to ascertain the subjective experience of management on the effectiveness of executive coaching as leadership development tool. As already noted in the Methodology chapter,

the researcher was the main instrument in data collection and data analysis. The researcher's values and bias are assumed to exist in constructivist paradigm. In such a situation the researcher's own values and experiences cannot be separated from the research process but rather acknowledged (Ponterotto, 2005). Multiple and varied realities may exist as it is the participants' realities which are being studied, and each participant will construct their own reality (Schwandt, 1999).

To determine the trustworthiness of this study, the researcher intentionally avoids the use of the concept of validity and reliability, which play a vital role in the positivist approach of studies. Proponents of qualitative research have argued this point successfully that the methods of establishing validity in qualitative research is not the same as methods used in quantitative research The researcher's values and bias are assumed to exist in this worldview. In such a situation the researcher's own values and experiences cannot be separated from the research process but rather acknowledged (Ponterotto, 2005). Multiple and varied realities may exist as it is the participants' realities which are being studied, and each participant will construct their own reality (Schwandt, 1999). It is therefore important for the researcher to demonstrate quality criteria used to determine the validity of this study. Elements of quality criteria, as postulated by Lincholn and Guba (1986) and Costa (2018).

a) **Truth value of research**, established through **credibility** of the study. This value element determines the confidence of the researcher in the believability of the study. This may be established through:
    - *Prolonged engagement* – this was established during the process of transcribing the data document, creation of initial codes and axial coding stage, iterative process of data confirmation via sorting and ultimately theme creation.
    - *Data triangulation* – data triangulation was reached both through theoretical saturation and also through data confirmation.
    - *Member checking* – this was established through checking with the participants if they agreed with the researcher on issues raised in the interview conversation.

b) **Applicability value of research** requires researchers to establish the extent to which findings can be applicable to other similar contexts and settings. The quality criteria for this essential value are ***transferability***. This may be presented in a study through:

- ***Thick description –*** explication of recorded observed behavior during interview that could have relevance to the interview session. In this study, the researcher kept a journal of observations participants behaviors, commonly known as memoeing in qualitative data analysis. This element was established by the researcher and the memo records are part of data sets presented as annexure to this study.
- ***Theoretical sampling –*** this refers to the type of sampling method used. Most qualitative researchers opt to use purposive sampling since it is suitable for providing information required by researchers. In this study theoretical sampling was used on targeted population in different locations across South Africa.

c) **Consistency value –** establishes quality criteria of ***dependability***. Here the researcher needs to ask himself/herself the question as to whether the conclusion would be consistent if the inquiry would be repeated with the same subject matter or in a similar context. This value is corresponding to the ***reliability*** quality criteria in quantitative studies. This may by presented through:

- ***Audit trail –*** audit trail refers to reexamination of data sets used for reaching the findings of the study. The iterative process of looking for themes through data sets provided the researcher a rich opportunity to go through all elements of data sets for establishment of consistency value.
- ***Peer examination –*** this occurs when the researcher's work is reviewed by a fellow researcher. In this particular activity did not occur, however, that role is realised through the support of the designated research supervisor.

d) Unbiasness value – this establishes the authenticity of the study through the quality criteria of ***confirmability***. This is one of the most

important quality criteria in qualitative research, as the axiology of the researcher is reflected in the manner in which the process of the inquiry from conception through to analysis up to report presentation is under scrutiny.

6.2. Recommendations for business leaders and organisations

The most powerful tactic in coaching is the client- coach relationship, working alliance characterised by mutual trust and stabilised by confidentiality Brotman, Liberi and Wasylyshyn (1998). The importance of confidentiality is stressed by many other writers. The second theme finding by this study seems to show a desire by organisations to have a bigger say in the coaching process of executive coaching. This is a boundary issue. Some participants suggested performance plan that is measurable by the organisation for executive coaching to be effective as a tool for leadership development. Even if the coach is able to communicate an empathic, non-judgmental, and authentic stance, as in the humanistic approach, if the client is unable to trust that the context is set up for his or her success, the likelihood of success is threatened (Stober and Grant, 2006).

The findings confirm the perception of business for the effectiveness of executive coaching as long as it is well planned. They assert that it supports continuous improvement, it is transformational and it is imperative for South African organisations to adopt leadership development intervention to achieve their goals. These three findings directly answer the research question with its sub-questions in terms of how management experience the effects of executive coaching as a leadership development tool and what the factors are that make executive coaching effective in achieving leadership development.

A well planned programme is a proxy to meet the business strategy and culture. The organization has a bigger say in terms of how the parties to the coaching relationship conduct themselves. Whiles the organization is aware

of the boundaries in the relationships of coaching, it is imperative for them to be involved in ensuring that the relationship derives what they expect.

6.3 Recommendation for future research

The impact of the organisational aspect of executive coaching on the coach–client relationship, as well as other contextual effects, and their interaction with other factors justify further theoretical and research exploration. Whilst executive coaching is growing in practice, it still remains ill-defined. Management is expecting executive coaching to justify itself by being measurable. The other issue to be looked at is whether the coach as a business resource or a tool in line of the performance management programme of the company. Companies test the value of their resources – the question is how to account for the coaching output.

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