

The dynamics of the executive coach-coachee matching process in the South African context: assessing the experiences and perspectives of participants

Loyiso Mpuntsha

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

Johannesburg, 2017

ABSTRACT

This study assessed the dynamics of the coach-coachee matching process in the South African context with a specific focus on the experiences and perspectives of participants. It took place in Johannesburg within the South African context of business executive coaching, which is growing in popularity in corporates. It involved seven Top 40 organisations listed on the Johannesburg Stock Exchange (JSE) that had implemented executive coaching as a management development tool. The participants comprised 22 participants consisting of 15 coachees, four HR/OD managers, and three coaches. A constructivist-interpretivist paradigm and in-depth semi-structured interview technique for data collection was used.

The key findings were about organisation-coachee and coach-coachee matching dynamics. Organisation-coachee dynamics included factors contributing to positive organisation-coachee dynamics such as organisational coaching culture and formal programme; trained internal coaches; geographic access to coaches; availability of choice of coaches; a dedicated matching person; group coaching and an enabling use of technology. Factors that contributed to negative organisation-coachee dynamics were limited coach experience; remedial coaching; negative feedback and limiting technology use.

Coach coachee dynamics included factors contributing to positive coach-coachee matching dynamics such as complementarity of personality, values and beliefs of the coach and coachee dyad, and various others on the preferred demographics of coach and coachee. Factors that contributed to negative coach-coachee dynamics included unmet expectations of the coachee; lack of trust; personality clash; crossing of the coaching relationship boundaries; and negative impact of coach-coachee demographics.

The conclusions of this study indicated that organisations should consider the dynamics involved in matching coaches to coachees by assessing the coaching needs of prospective coachees and helping them find a suitable coach. Furthermore, effective management of both processes and dynamics has an influence on the success or otherwise of the coaching relationship.

DECLARATION

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



Loyiso Faith Mpuntsha

Signed at:Johannesburg.....

On the22nd.....day of.....May.....2017

DEDICATION

This research work is dedicated to my supportive family for the moral support, especially my husband Harold Tshegofatso Motau for selfless sharing of research skills and cooperating with understanding when I had to be away from home.

A special dedication to my dear mother Nontsikelelo Rosalie Mpuntsha, whose brilliant guidance on life, her being an epitome of humility and offering me wise counsel will be cherished as long as I live. To my daughters, Litha and Bonisa, and my niece, Ako, for agreeing with me that hard work is worth the satisfaction that success brings.

ACKNOWLEDGEMENTS

I wish to sincerely acknowledge the MMBEC programme staff members who provided assistance, support and general advice. I wish to acknowledge my kind supervisor Dr Lloyd Kaseke for generous giving of ideas, other faculty members who assisted to shape my research topic, colleagues, classmates and friends for their encouragement.

A special word of thanks to the research interview respondents who gave in depth narration of their coach-coachee matching experiences and the human resource managers who facilitated my access to their organisations and connection to other respondents.

I wish to acknowledge all the interview data gathered under the auspices of all the organisations who supported this research.

TABLE OF CONTENTS

ABSTRACT	ii
DECLARATION.....	iii
DEDICATION	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS	vi
LIST OF TABLES.....	ix
LIST OF FIGURES	x
CHAPTER 1. INTRODUCTION.....	1
1.1 PURPOSE OF THE STUDY	1
1.2 CONTEXT OF THE STUDY.....	1
1.3 PROBLEM STATEMENT	2
1.3.1 MAIN PROBLEM	2
1.3.2 SUB-PROBLEMS	2
1.4 SIGNIFICANCE OF THE STUDY	3
1.5 DELIMITATIONS OF THE STUDY.....	3
1.6 DEFINITION OF TERMS	4
1.7 ASSUMPTIONS	4
CHAPTER 2. LITERATURE REVIEW	5
2.1 INTRODUCTION	5
2.2 DEFINITION OF COACHING	5
2.2.1 PREFERRED DEFINITION OF COACHING	6
2.3 APPROACHES TO EXECUTIVE COACH-COACHEE MATCHING PRACTICE IN SOUTH AFRICA	7
2.3.1 DETERMINATION OF THE NEED FOR COACHING	11
2.3.2 COACH SELECTION AND MATCHING APPROACHES IN SOUTH AFRICA.....	12
2.3.3 RESEARCH QUESTION 1	14
2.4 DYNAMICS OF THE MATCHING PROCESS	14
2.4.1 EXPERIENCES AND PERSPECTIVES OF COACHEES	17
2.4.2 EXPERIENCES AND PERSPECTIVES OF COACHES	18
2.4.3 RESEARCH QUESTION 2	19
2.5 CONCLUSION OF LITERATURE REVIEW	20

2.5.1	RESEARCH QUESTION 1:.....	20
2.5.2	RESEARCH QUESTION 2:.....	20

CHAPTER 3. RESEARCH METHODOLOGY.....21

3.1	INTRODUCTION	21
3.2	RESEARCH PARADIGM	21
3.3	RESEARCH METHODOLOGY	22
3.4	RESEARCH DESIGN	22
	3.4.1 POPULATION.....	23
	3.4.2 SAMPLE AND SAMPLING METHOD.....	23
3.5	THE RESEARCH INSTRUMENT	24
3.6	PROCEDURE FOR DATA COLLECTION.....	25
3.7	DATA ANALYSIS AND INTERPRETATION	25
3.8	LIMITATIONS OF THE STUDY.....	26
3.9	VALIDITY, RELIABILITY, ASSUMPTIONS AND ETHICS	26
	3.9.1 EXTERNAL VALIDITY.....	26
	3.9.2 INTERNAL VALIDITY.....	27
	3.9.3 RELIABILITY	27
	3.9.4 ETHICAL CONSIDERATIONS.....	27
3.10	COLLECTION OF DEMOGRAPHIC PROFILE OF RESPONDENTS.....	28
3.11	CONCLUSION OF THE RESEARCH METHODOLOGY	28

CHAPTER 4. RESEARCH FINDINGS.....29

4.1	INTRODUCTION	29
4.2	FINDINGS PERTAINING TO ORGANISATION-COACHEE DYNAMICS	32
	4.2.1 ORGANISATIONAL FACTORS CONTRIBUTING TO POSITIVE COACHEE MATCHING DYNAMICS	32
	4.2.2 ORGANISATIONAL FACTORS CONTRIBUTING TO NEGATIVE COACHEE MATCHING DYNAMICS	39
	4.2.3 NEGATIVE FACTORS AFFECTING COACHEE MATCHING CHOICE.....	41
	4.2.4 IMPACT OF NEGATIVE MATCHING DYNAMICS ON COACHING.....	43
4.3	FINDINGS PERTAINING TO COACH-COACHEE DYNAMICS.....	46
	4.3.1 FACTORS CONTRIBUTING TO POSITIVE COACH-COACHEE MATCHING DYNAMICS.....	47
	4.3.2 POSITIVE FACTORS CONTRIBUTING TO COACHEE MATCHING CHOICE.....	49
	4.3.3 FACTORS CONTRIBUTING TO NEGATIVE MATCHING DYNAMICS	53
	4.3.4 IMPACT OF POSITIVE MATCHING DYNAMICS ON COACHING	56
4.4	CONCLUSION OF THE RESEARCH FINDINGS SECTION.....	58

CHAPTER 5. DISCUSSION OF THE FINDINGS.....59

5.1	INTRODUCTION	59
5.2	DEMOGRAPHIC PROFILE OF RESPONDENTS	59
5.3	DISCUSSION PERTAINING TO ORGANISATION-COACHEE DYNAMICS	60
	5.3.1 ORGANISATIONAL FACTORS CONTRIBUTING TO POSITIVE COACHEE MATCHING DYNAMICS	60

5.3.2	ORGANISATIONAL FACTORS CONTRIBUTING TO NEGATIVE COACHEE MATCHING DYNAMICS	65
5.3.3	NEGATIVE FACTORS AFFECTING COACHEE MATCHING CHOICE.....	66
5.3.4	IMPACT OF NEGATIVE MATCHING DYNAMICS ON COACHING.....	68
5.4	DISCUSSION PERTAINING TO COACH-COACHEE DYNAMICS	69
5.4.1	FACTORS CONTRIBUTING TO POSITIVE COACH-COACHEE MATCHING DYNAMICS.....	69
5.4.2	POSITIVE FACTORS CONTRIBUTING TO COACHEE MATCHING CHOICE.....	71
5.4.3	FACTORS CONTRIBUTING TO NEGATIVE MATCHING DYNAMICS	73
5.4.4	IMPACT OF POSITIVE MATCHING DYNAMICS ON COACHING	77
5.5	CONCLUSION OF THE DISCUSSION OF THE FINDINGS	78

CHAPTER 6. CONCLUSIONS AND RECOMMENDATIONS 79

6.1	INTRODUCTION	79
6.1.1	THE RESEARCH CONTEXT	79
6.1.2	OVERALL FINDINGS.....	79
6.2	CONCLUSIONS OF THE STUDY	80
6.2.1	CONCLUSIONS PERTAINING TO ORGANISATION-COACHEE DYNAMICS	81
6.2.2	CONCLUSIONS PERTAINING TO COACH-COACHEE DYNAMICS	82
6.3	RECOMMENDATIONS	83
6.3.1	HR PRACTITIONERS.....	83
6.3.2	COACHES AND POTENTIAL COACHEES	83
6.3.3	COACH TRAINING INSTITUTIONS.....	83
6.4	SUGGESTIONS FOR FURTHER RESEARCH	84
6.4.1	CONTEXT.....	84
6.4.2	SAMPLE	84
6.4.3	RESEARCH PARTICIPANT TYPES	84

REFERENCES 85

APPENDIX A: Actual Research Instrument..... 91

INTERVIEW DISCUSSION GUIDE A: COACHEE	91
INTERVIEW DISCUSSION GUIDE B: HR/OD COACHING PROGRAMME MANAGER	92
INTERVIEW DISCUSSION GUIDE C: COACH	93

APPENDIX B..... 94

CONSISTENCY MATRIX.....	94
-------------------------	----

APPENDIX C: Code list..... 96

LIST OF TABLES

Table 1: List of terms.....	4
Table 2: List of definitions of coaching	6
Table 3: Profile of potential respondents.....	24
Table 4: Profile of actual sample respondents	28
Table 5 Organisational context, participants, culture and matching dynamics	29
Table 6: Racial demographics of the respondents	60

LIST OF FIGURES

Figure 1: Key factors affecting client outcomes.....8

Figure 2: Selection and matching in executive coaching..... 10

Figure 3: Optimising learning 15

Figure 4: Positive organisation-coachee dynamics32

Figure 5: Positive coach-coachee dynamics46

CHAPTER 1. INTRODUCTION

1.1 Purpose of the study

The purpose of this research was to assess the dynamics of the coach-coachee matching process in business executive coaching in the South African context. This study was aimed at establishing how the participants experience the matching dynamics and what their perspectives were on this process, thus adding to the coach matching element within the executive coaching body of knowledge.

1.2 Context of the study

This study took place within the South African context of business executive coaching which is growing in popularity. Geber and Keane (2013) reflected on increasing numbers as well as racial diversity of coaches attending coaching and mentoring conferences offered by the Coaches and Mentors of South Africa (COMENSA).

As the South African context presents issues of cultural diversity, this study involved racially and culturally diverse respondents and sought to explore the dynamics of the coach-coachee matching process in executive coaching. Law, Ireland and Hussain (2013) defined culture as “The predominating attitudes and behaviours that categorise the functioning of a group, community, or organisation, which we typically apply to a range of contexts – to countries, ethnic categories, professions and work places” (p 3). When looking at cultural diversity, respondent contact can be termed cross-cultural, which is defined as the interaction between persons from two or more cultures (Law et al., 2013).

Coach-coachee matching leads to the establishment of the critical coaching relationship that enables the achievement of coaching outcomes; this research study attempted to increase the understanding of the dynamics involved in the matching process. Bluckert (2005) posits that the coaching relationship should be regarded as the critical success factor, based on the Rogerian client-centred

approach, which emphasises the element of congruence or genuineness, on the part of the coach, as an important ingredient. Attlee (2013) asserted that coach matching depends on the organisation, human resource (HR) department, and executives involved in the coaching programme; while the choice of coach involves “trust in the judgement of the person who recommended the coach” (Attlee, 2013, p. 31), implying an expectation of honesty and authenticity from others as important factors in coach-coachee matching.

This study looked at the dynamics at play during the process of coach-coachee matching, a critical step for the establishment of an effective coaching relationship. The coaching relationship has been referred to with a metaphor of the tree by Kahn (2011), where the relationship represents the trunk that connects the leaves and branches to the roots and is therefore seen as the backbone of successful coaching outcomes (Kahn, 2011).

1.3 Problem statement

1.3.1 Main problem

The main research problem was to understand executive coach-coachee matching through the experiences and perspectives of participants in the South African context.

1.3.2 Sub-problems

The first sub-problem was to assess approaches to the executive coach-coachee matching process in the South African context.

The second sub-problem was to establish the dynamics of executive coach matching and the experiences of coachees and coaches in the South African context.

1.4 Significance of the study

The matching process was described as a critical step in the implementation of a coaching programme (Gray & Goregaokar, 2010). Their coach-coachee matching study focused on gender diversity, and examined the dynamics of the matching process to enhance the understanding of the developmental elements involved in the establishment of a good coaching relationship that would ensure successful coaching outcomes.

As this study focused on the matching process, it hoped to provide some guidance to various areas of coaching, such as formal academic training programmes on executive coaching, which could include effective coach-coachee matching modules. This could broaden the perspective of the 'match-maker' in the organisation, as well as that of coachees in the case of choosing coaches for themselves.

Matching of coach and coachee could be preceded by coach-coachee matching dynamics awareness programmes for the HR managers responsible for coaching programmes in the client organisations, the coach practitioners themselves, and the coachee client. This should enhance levels of sensitivity, focus on interpersonal skills, and coaching competencies. This study could improve the matching process, ensure effective coaching relationships, and ultimately the coaching outcomes in organisations operating in South Africa.

1.5 Delimitations of the study

The study focused on organisations in the private sector, listed as the top 40 by market capitalisation on the Johannesburg Stock Exchange (JSE), where formal executive management coaching has been introduced, and takes place over a minimum of two years. The focus was across industries and private sector companies that were accessible to the researcher and amenable to participating in the research project.

1.6 Definition of terms

This section deals with the definition of terms frequently used in this research, which are tabulated in Table 1.

Table 1: List of terms

Term	Definition	References
Dynamics	The motive forces, physical or moral, affecting behaviour and change in any sphere (group dynamics)	Thompson (1995)
Selection	Selecting refers to assessing coaches' external competence factors leading to a list of approved coaches (the coach pool)	Wycherley and Cox (2008)
Matching	An attempt to identify a coach tailored to meet the needs of a client.	Wycherley and Cox (2008)

1.7 Assumptions

It was assumed that the interviewees gave honest views on their experiences in relation to the coach matching process.

The second assumption was that the interview questions and language were appropriate to elicit relevant responses for accurate answers.

These assumptions are in section 3.9, which deals with validity and reliability.

CHAPTER 2. LITERATURE REVIEW

2.1 Introduction

The key themes of this research are outlined in this chapter, which includes some key definitions of coaching. The first theme relates to an assessment of the approaches to executive coach-coachee matching practice in South Africa. The second theme relates to the dynamics at play during the coach-coachee matching process, in relation to personality attributes of the participants. The chapter concludes with an overview of the literature review and the research questions.

2.2 Definition of coaching

In a study on coaching and mentoring, Abbott, Gilbert, and Rosinski (2013) reported on the overlaps between the two disciplines and asserted that even though mentors might not be working in the same organisation as their protégés, it is more likely that they have worked in the same industry and have vast knowledge about the challenges faced by the protégé. In contrast, the coach is more likely to have a work background from a different industry (Abbott et al., 2013).

The various key definitions are tabulated in Table 2 with author/s and specific definition attributes being goal oriented (goal); an objective of helping (helping); a coach-coachee relationship (relationship), and follows a method (method). Each definition was considered as the preferred definition for this study.

Table 2: List of definitions of coaching

Definition	Author	Goal	Helping	Relationship	Method
Coaching was defined as a collaborative, solution-focussed, result-orientated systematic process, used with normal, non-clinical populations, in which the coach facilitates the self-directed learning, personal growth, and goal attainment of the coachee (p. 3).	Grant, Cavanagh, & Parker (2010)	X			
A helping relationship formed between a client who has managerial authority and responsibility in an organisation and a consultant (coach) who uses a wide variety of behavioural techniques and methods to assist the client to 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 organisation within a formally defined coaching agreement (p. 65).	Kilburg (2000)	X	X	X	X
Executive coaching has been defined and described in varied ways, but generally it is a one-on-one, confidential relationship designed to help the client improve job performance and develop professionally (p. 18).	Newsom (2009)		X	X	

2.2.1 Preferred definition of coaching

The Kilburg (2004) definition was preferred for this study as it meets the four chosen attributes and it relates to the responsibility, authority, and level of the employee, that other researchers refer to as client or coachee, as well as to the role, objectives, and skills sets of the coach.

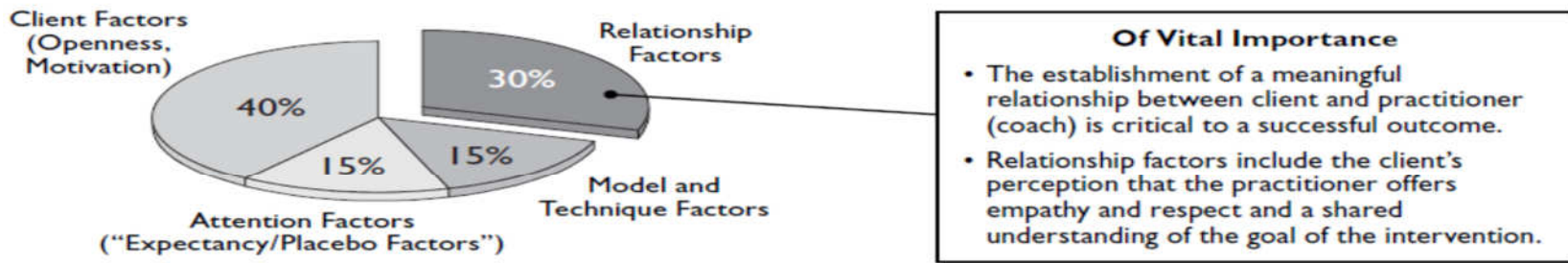
These defining attributes are the four thematic essentials of coaching that could be incorporated into a coaching programme and assessed at the evaluation of its effectiveness.

2.3 Approaches to executive coach-coachee matching practice in South Africa

The Corporate Leadership Council (2003), an international HR consultancy organisation, put out a guide document to its membership on working strategies for maximising returns on professional executive coaching and highlighting executive-coach matching as one of the five critical factors. In the guide document, it highlighted the challenges faced by HR practitioners regarding the many factors, which have an impact on coaching outcomes, to be considered in coach-coachee matching.

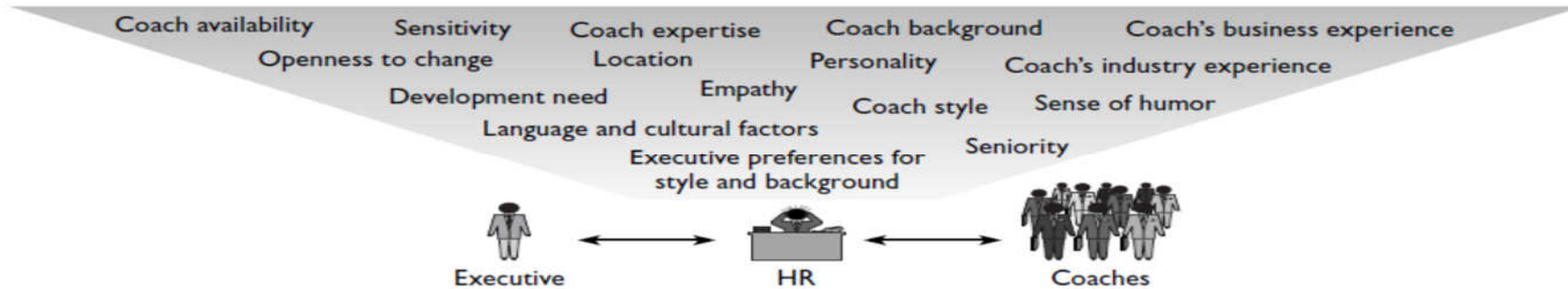
In the context of coach-client matching the client factors (openness, motivation) account for the highest impact at 40 percent, followed by the relationship factors (Client's perception of coach's empathy, respect, and shared understanding of the intervention's goal) at 30 percent, the attention factors (expectancy, placebo factors), and model or technique factors, which each account for 15 percent (Corporate Leadership Council, 2003). The sample matching variables on the part of the coach practitioner include availability, sensitivity, personality, background, industry experience, business experience, empathy, location, language and cultural factors, style and sense of humour. On the part of the executive client, the variables include openness to change, personality, seniority, development need, language and cultural factors, executive preference for style and background (Corporate Leadership Council, 2003). Figure 1 presents this visually.

In an attempt to give special guidance to HR practitioners charged with optimising the matching of coach to client, the Corporate Leadership Council (2003) advocates a standardised approach that entails creating an overarching model for coaching and establishing knowledge networks. This would mean all coaching interventions be structured to progressively achieve specific milestones, including timelines and debriefing, with coaches for knowledge sharing (Corporate Leadership Council, 2003).



...but HR (understandably) struggles to create effective matches

Sample Matching Variables



GUT DECISION

"Matching executives to coaches is intrinsically hard. You'd think it's quite simple to select a coach for a specific need, but there are so many variables....At the end of the day, often it comes down to a gut decision."

SVP HR, Technology Company

Figure 1: Key factors affecting client outcomes

(Corporate Leadership Council, 2003, p. 12).

Reporting on their empirical research study Kombarakaran, Yang, Baker, and Fernandes (2008) argued that organisations could gain good return-on-investment (ROI) benefit from a strategically planned executive coaching programme as opposed to uncoordinated coaching.

Wycherley and Cox (2008) assessed the different factors affecting the selection and matching of coaches to executives in the organisational context. Their study outlines the coach selection processes and Figure 2 depicts the cycle of events where some iterative processes are shown by solid line double arrows and linear conversations are shown by solid line single arrows. It shows the executive coaching programme as a cycle of dotted line circles, depicting processes that take place in the client organisation. These are connected to solid line rectangles depicting the different stakeholders involved. The executive's evaluation process, after meeting with the three short-listed coaches and then selecting one, is depicted in a dotted line rectangle. Bottom left is the client organisation and bottom right is the coaching provider organisation linked by the process of choosing the preferred coaching provider. The dotted arrows reflect the various processes and decisions that the client organisation can make in the selection of coaches, while the solid anti-clockwise arrows reflect the same processes and decisions being made by the preferred coaching service provider.

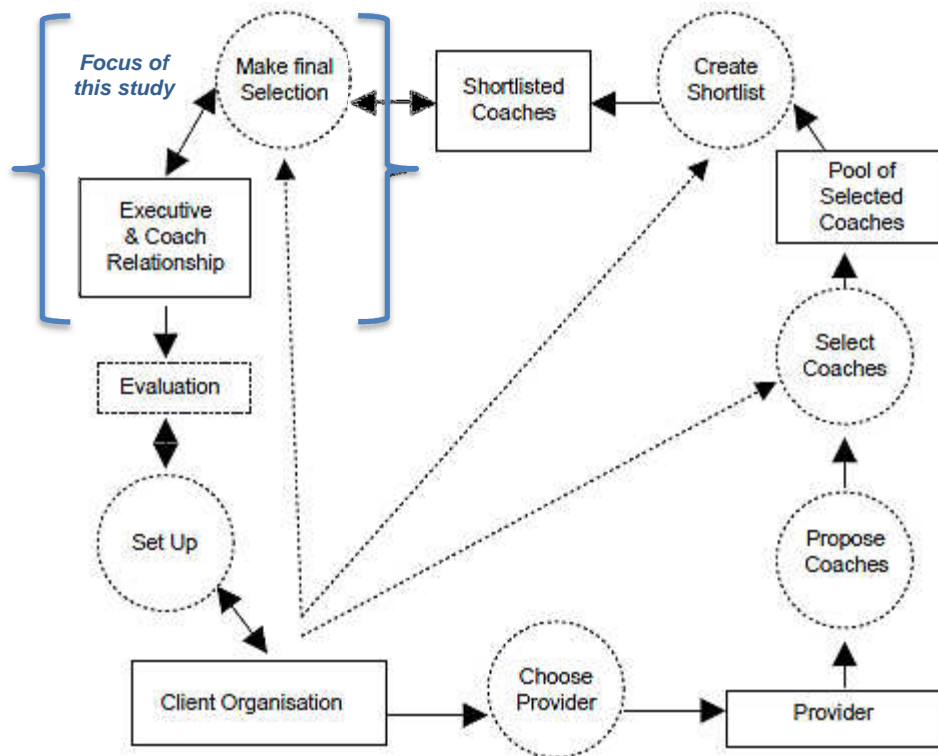


Figure 2: Selection and matching in executive coaching

(Wycherley & Cox, 2008, p. 41)

This conceptual model indicates the complexity of the coach-coachee selection and matching process in executive coaching. The multiple stakeholders, being the client organisation, the coach provider organisation, the coach, and coachee, are all involved in the process and each stakeholder brings specific dynamics as they all desire to become involved (Wycherley & Cox, 2008).

The focus of this research is reflected in Figure 2, at the top left, with brackets around the matching and coaching relationship formation phase. In their research study Wycherley and Cox (2008) comment on the factors that influence the coach selection, and raise caution about focusing on what is sometimes referred to as relational chemistry as a simplistic focus and argue that other aspects such as surface diversity (culture and gender), deep diversity (values, beliefs and attitudes), as well as experience, are more important factors influencing the formation of a coaching relationship.

In the exploratory study by Attlee (2013), it was reported that many South African private companies have embarked on executive coaching as a developmental strategy for their management talent over the previous five years. In the same study an assertion that in coach matching in South Africa specifically, while initiated by the HR department from a short list of profiles of prospective coaches, it is the coachee who makes the final choice looking at the coach's credibility or track record, professional qualifications, and knowledge (Attlee, 2013).

2.3.1 Determination of the need for coaching

Coaching is commonly linked and sometimes alternatively described as mentoring, which is broadly conceived as guidance, instruction or teaching, and support (Williams, 2005). As the coaching discipline has been developing, so have debates around the definitions and the boundary between coaching and therapy or counselling (Maxwell, 2009).

A survey of executive coaching practices found that there is not much uniformity of systematic programmes in many organisations (Bono, Purvanova, Towler, & Peterson, 2009). The same survey revealed that executive coaching remained popular and was seen as a beneficial management development intervention to both the executive and the organisation (Bono et al., 2009). Over the past decade, management and executive coaching has developed into a mainstream professional development intervention across the world (Grant et al., 2010).

Exploring the development of an organisational coaching culture, Passmore and Jastrzebska (2011) offered a model comprising five stages, outlined as professional external coaches, informal external coaches, coaching for all management levels, coaching infused as a management style, and coaching across the organisational network.

There is a view, posited by Abbott et al. (2013), that coaching and mentoring share many qualities, and as a continuously developing discipline, coaching should lean to mentoring research as mentoring has leaned toward counselling research (Abbott et al., 2013).

Organisations assess the needs for management development interventions before embarking on them to justify the costly investment. Executive coaching interventions are usually preceded by personality assessments such as the Myers Briggs Type Indicator (MBTI) and the 360-degree multiple stakeholder feedback. Schultz and Schultz (2016) posited that the MBTI is the most used self-reporting personality assessment tool and has been used by 89 corporations listed on the Fortune 100 data base.

2.3.2 Coach selection and matching approaches in South Africa

Although acknowledging that coaching differs from mentoring in terms of subject/technical/professional expertise requirements, looking at matching in mentoring schemes, Cox (2005) asserts that the focus should not be on coach matching criteria but rather the coach being trained on how to recognise serendipity along the coaching process. The reason is that the coachee's experience is not static and the relational dynamics are changing all the time (Cox, 2005).

From a survey of mentored protégés, done by Allen, Eby, and Lentz (2006), they proffer that perceptions of actual involvement and having made input into the matching process were recognised as part of programme characteristics positively associated with outcome variables such as programme quality, psychosocial development, and role modelling. Of interest was that the mentors to those protégés, who expressed perceived involvement, reported similar positive association with outcome variables. It is argued that the participants might have felt motivated to invest more to maximise the relationship even before the programme started (Allen et al., 2006).

In a research study looking at the influence of gender, age, race, and language on the establishment of the coaching relationship in the South African context, Makhalima (2007) posited that these demographic factors seem to be important determinants of the connection. The study was followed up in 2011 with a survey to test the data and the results confirmed the position stated in the original study (Makhalima, 2011).

A few researchers such as Cooper, Wilson-Stark, Peterson, O'Roark and Pennington (2008) have acknowledged that the first pre-coaching interaction between the parties involved in the executive coaching interaction, commonly referred to as the 'chemistry session', is critical and coaches need to understand that some behaviours are interpreted differently for black and non-black executives (Cooper et al., 2008). However, in a conceptual paper Wycherley and Cox (2008) argued that organisations should focus on maximising the potential benefit for the executive in the coaching, not becoming distracted by the matching, and selecting the coach from a pool of assessed coaches. The same paper cautions that other stakeholders and the executive might make ill-informed matching decisions, based on factors such as perceived initial rapport between the executive and coach (Wycherley & Cox, 2008).

The importance of focussing on effective coach-coachee matching relates to facilitating the establishment of a good coaching relationship, which has been reported as having a mediating role for the achievement of self-efficacy as an outcome and measure of effectiveness in executive coaching (Baron & Morin, 2009). The matching process is a critical formative step in the creation of the coaching relationship. In a research study by O'Broin and Palmer (2010) it is suggested that self-awareness as a personal attribute is important for both the coach and coachee, facilitating the building of trust, enhancing the bond, and ensuring effective engagement. In the same study, other factors such as the quality of the coach-coachee interactions and adopting a co-creation approach were noted as superordinate themes in the study findings (O'Broin & Palmer, 2010).

Examining key success factors for the coaching relationship Boyce, Jackson, and Neal (2010) assert that the coaching relationship plays a mediating role between matching criteria of credibility, compatibility, and commonality with the building of trust and rapport being the most critical aspects for matching. Exploring the phenomenological development of the coaching relationship, Kemp (2011) cautions coaches on assuming that the coachee's articulation of their coaching goals is absolute and accurate, and suggests a more circumspect approach. "Indeed, for many coaching clients, the outcome of their coaching experience may well be a deeper understanding and clarity of their internal drivers and desires and

an ability to accurately conceptualize, construct, and articulate their goals” (Kemp, 2011, p. 153).

Dawtre (2015) made an interesting observation in a study on coach supervision in the South African context, which looked at important competencies to be included in the training of coach supervisors. Not one of the five coach supervisors and 18 supervisees, as respondents, raised the importance of understanding the complexities of racial diversity and cultural awareness, given the fact that South Africa’s diverse social and political contexts could raise complex interpersonal dynamics with implications on coaching (Dawtre, 2015).

A research study on the impact of personality on coach-coachee matching suggested that the personality, educational level and disposition to executive coaching, of the coachee, might have an impact on the selection of the coach. In addition, the educational background and gender of the coach may reveal the preferences of coachees (Batchelor, 2016).

2.3.3 Research Question 1

How is executive coach-coachee matching done in South African organisations?

2.4 Dynamics of the matching process

In formal mentoring programmes, Chao, Walz, and Gardner (1992) emphasise that organisations should show care and aim for successful outcomes in the matching process noting that “A current practice of random assignment of protégés to mentors is analogous to blind dates; there would be a small probability that the match would be successful, but more attention to the selection phase would raise this probability above chance level” (Chao et al., 1992, p. 634).

With reference to the dynamics of mentoring and enhancement of learning, Hale (2000) suggests an assessment of contrasts in terms of personal factors between mentee and mentor such as learning needs, strengths, learning style, and behavioural style. However, he adds that it is important to seek similarities such as life goals, beliefs, and overall values if the aim is to optimise learning for both

parties (Hale, 2000). Figure 3 was adapted from Hale (2000) mentor-mentee linkage to reflect coach-coachee attributes, and outlines the critical characteristics and behavioural traits that influence the outcomes of the matching process as a social interaction dynamic. Figure 3 shows some of the critical similarities in coach and coachee attributes, including values, beliefs and coaching goals, which are essential in the establishment of a 'best-fit' match. The coach's individual attributes include personal style, learning style, strengths and developmental approach, which would be matched with the coachee's personal style, learning style, strengths, and developmental needs.

Reporting on the mentoring research findings Hale (2000) posits that the most dramatic instances of failure in matching relationships, in terms of sustainability and learning for both participants, was attributed to fundamental differences at the level of overall values, beliefs and life-goals (Hale, 2000).

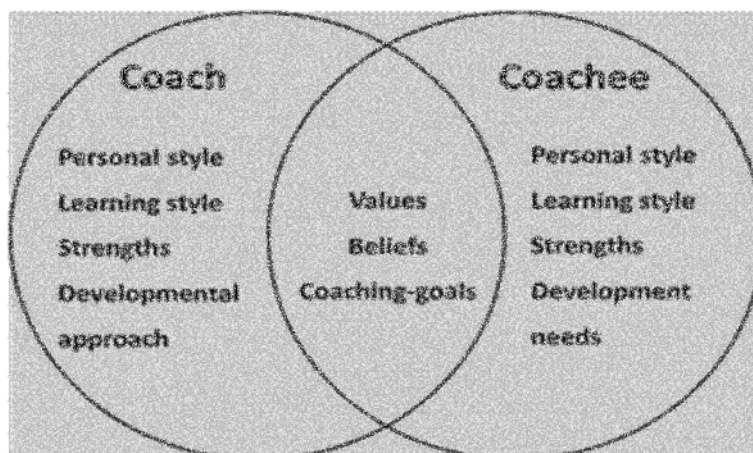


Figure 3: Optimising learning

Adapted from Hale (2000).

This research focused on the dynamics of the coach-coachee matching process, as stated in the second research problem, to establish the impact of similar personal attributes.

Focusing on a working definition of coaching, Stern (2004) gives advice to organisations and executives that select coaches, and includes satisfactory coach-coachee chemistry, the coach's professional demeanour, style, personality and approach to the engagement in the selection criteria (Stern, 2004). Describing the nature of the mentoring relationship as temporal and evolving over time, Clutterbuck (2005) outlines five phases, the first phase is rapport-building. He asserts that during the initial chemistry session the mentor and mentee decide whether they are keen to work together, recognise lack of rapport as a limitation for meeting their needs and agree on alternatives, or negotiate expectations if the mentoring relationship must go forward (Clutterbuck, 2005).

Articulating five propositions as the key precedents to successful coaching, Joo (2005) asserts that a "well-matched and good relationship between the coach and the coachee will have a positive impact on other coaching processes and coaching outcomes" (p. 19). In the same study, a conceptual framework is described, which includes characteristics of the coachee and the coach as well as organisational support as antecedents to the establishment of the match (Joo, 2005).

Bozeman and Feeny (2008) proposed a 'goodness of fit' model, suggesting that both the mentor and protégé receive mutually beneficial gains when they view the relationship as a social exchange. The basic elements of the model include complimentary preferences, knowledge content, and endowments that facilitate the establishment of the good match and a working dyad (Bozeman & Feeny, 2008). Describing a web based mentor-protégé matching process, Colomo-Palacios, Gomez-Berbis, Garcia-Crespo and Mencke (2009) highlighted a range of personal characteristics such as qualifications, personal and professional skills, vocational experience, demographics and personal values that the participants reflected on in choosing mentoring pairs (Colomo-Palacios et al., 2009).

Contributing to leadership coach selection, Morgan, Harkins and Goldsmith (2011) recommend that client organisations prefer coaches who have leadership experience and have worked at the same or higher level as their prospective coachee as this aspect affords credibility to the coach. In addition, wisdom is reflected as insight and capability to make intuitive leaps, and lends credibility and

confidence to the coach's established skills sets (Morgan et al., 2011). Coachees should assign value to specific attributes of the coach, including the ability to create the coaching partnership through building rapport, mutual respect, and trust when they select a coach (Gray, Ekinici, & Goregaokar, 2011).

Analysing managerial coaching, McCarthy and Milner (2013) assert that matching managers to their direct reports should not be taken for granted. They point out that although trust could already be present in the existing relationship, if it is not in place or the team member prefers another manager, effective coaching will not be achieved (McCarthy & Milner, 2013). From a study examining good practice elements in youth mentoring community programmes, programmatic mentor training and matching are essential and appreciated by the mentors (Broadbent & Papadopoulos, 2009).

2.4.1 Experiences and perspectives of coachees

Coachees have an expectation that coaches should be trust worthy, which is seen as central to building the working relationship (Passmore, 2010). Organisations would benefit from looking at likeableness, cooperation, temperament and compliance of coaches and that the client-coach fit aspect would benefit from the attention and contribution of the coachees upfront (Morrell, 2011). Looking at coaching and counselling in organisations, it was suggested that coaching should be to improve performance not for remedial purposes (Price, 2009).

In research done on experiences of coaches and coachees, effective rapport on the part of the coach was seen as valuable, whereas failed chemistry was a negative experience that led to termination of the process. The coach's reluctance to share personal experiences in a cross-cultural coaching process was reported as a negative encounter on the part of the coachee (Brand and Coetzee, 2013).

Positive results are achieved with gender similarity in coach-coachee matches; this produces a strong coaching alliance, enabling achievement of good outcomes of self-awareness and task performance (Bozer, Joo, & Santora, 2015). Similarly, opposite race mentor and protégé dyads suggest reflective learning for self-awareness on the part of the mentor in exploring the dynamics of race. The

reflective learning approach could enhance personal growth on the part of the mentor and have a positive impact on racially diverse mentorship (Carroll & Barnes, 2015).

A different outcome was reported when De Haan, Grant, Burger and Eriksson (2016) did a large-scale research on coaching effectiveness in terms of self-efficacy and reported that the importance of the coaching alliance, based on jointly identified tasks and goals, was rated higher than personality matching by both coachees and coaches.

A research study by O'Broin (2016) focused on the coaching relationship playing a mediator role. One of the suggested future research directions was an exploration of the work on similarity attraction and complementarity in coach-coachee dyads, As this research study focused of the dynamics of coach-coachee matching this topic was included.

2.4.2 Experiences and perspectives of coaches

It is of paramount importance to the coach-coachee relationship that organisations take care when selecting coaches, focussing on their calibre to ensure coaching effectiveness (McGovern, Linemann, Vergara, Murphy, Barker, & Warrenfeltz, 2001).

Online coaching highlights convenience, efficiency and effectiveness for coaches as well as coachees (Mayerson, 2006). The use of the telephone in executive coaching poses challenges and benefits, and would need to be introduced early in the coaching engagement, with training of participants an important step (McLaughlin, 2013).

The SCARF model, as highlighted by Rock (2008), focusses on five elements status, certainty, autonomy, relatedness and fairness (SCARF), on the part of the coach, that affect the cognitive-emotional reaction of the coachee, simulating either a threat or reward feeling, which can affect the coachee's amenability for and interest in establishing the coaching relationship (Rock, 2008). Coach practitioners should work on themselves first, to learn from relevant past experiences, develop

self-awareness, to recognise the possible existence of their own self-limiting assumptions and their unintended impact on the coaching (Stout-Rostron, 2011).

Coaches should be able to coach across different cultures, with important areas of sensitivity for coaches being the coaching setting, communication, coach-client relationships, and role understanding (Milner, Ostmeier, & Franke, 2013). Reflecting on the South African population diversity, integral coaching, as a framework, helps coach and coachee create bridges and build an effective coaching relationship, while appreciating the complex socio-cultural barriers (O'Flaherty & Everson, 2013).

De Haan, Duckworth, Birch, and Jones (2013) advocates the importance of the 'working alliance', implied in the quality of the coaching relationship and established through the use of coaching techniques and the development of self-efficacy as perceived by the client. More important than matching based on personality factors, the working alliance is meant to guide the professional development, the recruitment, and deployment of coaches.

Relational chemistry, mediated through the coach's rapport building skills, and perceived benefit on the part of the coachee, are the most important factors in the establishment of an effective coaching relationship (Holtshousen, 2015). The interpersonal behaviour of coach and coachee highlight the moment-by-moment dynamic and reciprocal nature of the coach-coachee interaction. When coaches adopt a dominant-affiliative stance, it evokes reciprocity in the coachees and this is linked to goal-attainment in the coaching process (Ianiro, Lehmann-Willenbrock, & Kauffeld, 2015).

The second research question looked at the experiences and perspectives of coachees and coaches on the matching dynamics in South Africa.

2.4.3 Research Question 2

What are the dynamics of executive coach matching and what are the experiences and perspectives of the coachees and coaches in the South African context?

2.5 Conclusion of literature review

From the literature reviewed, the central themes emerging include the focus on the organisational coach matching criteria, and the developmental needs of the client (coachee), and building them into the coaching goals. In addition, personal strengths, learning styles and other personality attributes such as values, beliefs and attitudes, of both the coach and coachee, should be included as complementary matching criteria to establish an effective coaching relationship.

The literature reviewed highlighted the different practices in terms of processes and stakeholders involved in coach-coachee matching. This study aimed to reveal the matching practices in South Africa, thus contributing to this area of the coaching body of knowledge.

2.5.1 Research question 1:

How is executive coach-coachee matching done in South African organisations?

2.5.2 Research question 2:

What are the dynamics of executive coach matching and what are the experiences and perspectives of the coachees and coaches in the South African context?

CHAPTER 3. RESEARCH METHODOLOGY

3.1 Introduction

This chapter sets out the methodology that was followed to address the research questions, raised in response to the sub-problems, in the literature review.

Qualitative research literature was consulted on the research paradigm and methodology, which were documented in this chapter, followed by aspects of the chosen research design and the instrument that was used. Data collection and analysis aspects are outlined followed by a discussion on the limitations, viability and reliability aspects, as well as ethical considerations of the research process. The demographic profile of the sample is included before the chapter is concluded.

3.2 Research paradigm

The research paradigm followed was the constructivist-interpretivist approach. Ponterotto (2005) explains the goal of the constructivist-interpretivist as understanding the 'lived experiences' (*elerbnis*) from the perspectives of those who live it, which provides the anchor and primary foundation of qualitative research methods. This paradigm was the most appropriate for this research topic in the South African context, as it could elicit multiple constructed responses, individual subjective experiences, affected by the individuals' perceptions of the environment (Ponterotto, 2005).

The first part of this study related to the first sub-problem of matching practices, and the second part relates to the second sub-problem of coach-coachee dynamics. The study followed a qualitative research methodology where face-to-face interviews were conducted, recorded, and transcribed to extricate the feelings and perceptions of the respondents (Ponterotto, 2005).

3.3 Research methodology

As qualitative research methodology, the study focused on collecting the essence of managers' experiences of coach-coachee matching dynamics and their influence on coaching as a phenomenon (Creswell, Hanson, Plano, & Morales, 2007). It took place at the participants' work environment and the audio-recorded, face-to-face, semi-structured interviews captured the responses and behaviours of executives to the research questions. Ritchie and Lewis (2003) presents a school of thought that highlights the value of the fact that the data gathered through interviews and observation of respondents is interpreted to understand how their world fits with the interpretivist research paradigm.

3.4 Research design

The study followed a phenomenological research design. In phenomenology, the focus is on the collection of views from a number of participants. Without theorising the views of the participants to generate a model, a description of what all the participants expressed, that which is in common from their experience of the phenomenon, working from their specific statements and views (Creswell et al., 2007). With the discipline of origin being psychology, the philosophical assumptions rest on studying people's daily experiences and recognising these as conscious.

The phenomenon of interest was the matching dynamics in executive management coaching; therefore, the researcher had to acknowledge and set aside her own experiences of being matched to coaches as an executive (bracketing). This information was shared with respondents to encourage openness and frankness.

The process of selection of the population and sample followed, and the relevant number of participants decided, with the purpose of extracting the essence of their experiences (Creswell et al., 2007).

3.4.1 Population

The research population frame from which the sample was selected was the senior level of management, normally titled as senior manager or divisional executive, who have undergone executive coaching (Holtshousen, 2015). Executive managers are described by Brand and Coetzee (2013) as individuals with executive responsibility or accountability as well as authority for decision-making, where the primary purpose of coaching is enhanced performance of the individual executive manager, expected to result in the overall positive performance of the organisation (Brand & Coetzee, 2013).

3.4.2 Sample and sampling method

A purposive sampling method was followed. This method relates to the research topic as a strategic process aimed at enhancing the understanding of selected individual executives' experiences of the dynamics in the executive coach-coachee matching process. Individual interviews presented opportunities for obtaining informative insight into the responses to the research questions (Devers & Frankel, 2000).

The sample comprised 15 senior and executive managers who have used external and internal coaches. These were drawn from a few randomly selected organisations in the private sector, listed by market capitalisation in the top 40 of the JSE. This was the primary sample; the study had two sub-samples being four HR practitioners and three coaches from different organisations, for purposes of triangulation. The subpopulations were necessary for triangulation, which aims to reveal convergence, dissonance and complementarity between the findings from different categories of respondents (Hussein, 2009). This involved selecting coaches who had been matched to coachees to elicit their experiences and views on the matching process. The HR managers, as critical role players in the process, were useful in facilitating the interviews and explaining their organisations' coach-coachee matching practices. Access was obtained through the HR or organisational development (OD) managers who were responsible for executive

coaching and were sometimes referred to as the ‘gate keepers’ of this process (Devers & Frankel, 2000).

The responsible HR/OD managers were contacted to obtain organisational consent for access to the executives as well as their coaches. All respondents were contacted by email with a letter to obtain informed consent together with the interview guide document. This correspondence was followed up with a telephonic request for the interview of approximately one hour with each respondent.

Critical features of successful credible qualitative research are sampling, negotiating access to subjects and sites, data collection, and data management (Devers & Frankel, 2000). The sample criteria included executives who have experienced the process of coach-coachee matching for coaching, in an organisation that has implemented executive coaching over a minimum period of two years.

Table 3: Profile of potential respondents

Description of respondent type	Number to be sampled
Divisional executive/Senior managers (coachees)	15
Executive/Management coaches	3
HR/OD managers	4

3.5 The research instrument

Semi-structured interviews are often the only data source, scheduled in advance to last for anything between thirty minutes and several hours. They are mostly organised from a set of open-ended predetermined questions, with more questions emerging from the interview dialogue (Dicicco-Bloom & Crabtree, 2006).

A semi-structured interview technique was followed and interview guide documents were developed for each participant category (Appendix A). The focus was on a plain format of open-ended questions, ending with a question asking the

respondent to add anything relevant they wanted to raise. As the research instruments included a recording device, transcription was done through a service provider to ensure accuracy of data capturing.

3.6 Procedure for data collection

The researcher used the semi-structured interview technique for data collection. Consent was obtained prior to the interviews. The interviews were booked in advance with the interview guide document sent out by email, followed by an interview appointment being secured.

In semi-structured interviews the interviewee is regarded as an active participant in meaning-making, rather than a channel for retrieval of information, providing rich, in-depth information about the interviewee's lived experience of the phenomenon. As an iterative process, the qualitative semi-structured interview allows quick saturation of information, with progressively less categories and themes emerging (Dicicco-Bloom & Crabtree, 2006).

An interactive approach, balanced with non-interruptive but engaged conversation, was followed; sometimes confirmation of what the interviewee had said was necessary, thus asking them to explore their lived experiences (Seidman, 2005).

3.7 Data analysis and interpretation

The interviews were recorded and sent for independent transcription. The transcripts were uploaded into the *ATLAS.ti* software tool for analysis. A codebook was created using an inductive approach. The codes were organised into categories and then sorted into emerging themes for analysis of possible theories. Morse, Barrett, Mayan, Olson and Spiers (2002) suggests that certain strategies should be incorporated, such as methodological coherence, theoretical sampling and sampling adequacy, and investigator responsiveness; an active analytic stance and saturation into the research process should be adopted to ensure rigour, rather than post-hoc analysis.

3.8 Limitations of the study

The geographic location of the Gauteng province, and sampling confined to private sector companies might not be generalisable to the public sector, non-governmental organisations, nor to organisations in other provinces.

The small sample size is a limitation to generalisability as a bigger sample might reflect slightly different thematic trends.

The sample included internal and external coach-coachee matches. A study examining the dynamics and practices from a purely internal or external perspective might yield slightly different results.

3.9 Validity, reliability, assumptions and ethics

An iterative approach was used to look at the methodology, and the data sets and themes as they were coming out, and to refine and follow up the questioning as the research process continued. For external validation, this study included the views of three respondent categories being HR/OD practitioners, coachees, and coaches, using similar and respectively customised interview schedule documents (Ritchie & Lewis, 2003).

It was assumed that first, the interviewees provided honest views on their experiences in relation to the coach matching process. Second, the interview questions and language were appropriate to elicit relevant responses for accurate answers.

3.9.1 External validity

The aspect of triangulation produced confirmatory data that could ensure external validity of the research.

3.9.2 Internal validity

The researcher's race – a black South African woman – might have contributed to experiences, expectations and interpretation. At the beginning of each interview, the researcher bracketed herself by sharing her experiences of being coached as an executive manager, and that aspect was set aside.

3.9.3 Reliability

Approximately one hour interview time was given to all the respondents. The interview tool used contained only slight modifications for relevance to the respective respondents.

The sampling method was determined ahead of the research process and as a purposeful sampling method was used, the process could be audited post-hoc as a measure for reliability.

3.9.4 Ethical considerations

The researcher gave information upfront, by mail and telephonically, to the 'gatekeeper' HR/OD manager responsible for coaching interventions at the various organisations, and to the respondents in the request letter and consent forms.

In accordance with Babbie (2014), the informed consent document included ethical aspects of:

- [1] *Maintaining confidentiality*: Ensuring no harm from information sharing;
- [2] *Giving information*: Upfront outline of what the research topic was about;
- [3] *Ensuring no deception*: A truthful explanation about benefits of the research or appropriate and effective executive coach matching at introduction;
- [4] *Voluntary participation*: Participants could pull out at any point, and anonymity was ensured in the research report;
- [5] *Access to information*: Respondents were afforded the right of access to relevant information, such as the research findings; and

[6] *Access to researcher*: Respondents were afforded the right to contact the researcher for any follow-up questions (Babbie, 2014).

3.10 Collection of demographic profile of respondents

The demographics of the sample of respondents in the research were as planned – 15 coachees, three coaches and four HR/OD managers. The demographic profiling requirements were, coaches were executives/management, coachees were senior/functional unit managers, and HR/OD managers were responsible for the coaching programme and involved in coach-coachee matching.

Table 4: Profile of actual sample respondents

Description of respondent type	Number sampled
Senior/Functional managers – coachees	15
Coach practitioners – coaches	3
Coaching program managers – HR/OD managers	4

3.11 Conclusion of the research methodology

The research methodology section outlined the research paradigm and methodology approaches based on literature; followed by the research design and population sampling method that was used. The research instrument was outlined, followed by the procedure for data collection, data analysis and interpretation, limitations of the study, validity and reliability, and ethical considerations. The approach used to choose the demographic profile of respondents was outlined in terms of types and sample numbers.

The next chapter deals with the research findings using quotations as data.

CHAPTER 4. RESEARCH FINDINGS

4.1 Introduction

The research analysis followed the sub-problems and the research findings focussed on answering the two research questions, restated for convenience.

[1] *How is executive coach-coachee matching done in South African organisations?*

[2] *What are the dynamics of executive coach matching and what are the experiences and perspectives of the coachees and coaches in the South African context?*

Twelve organisations were randomly selected and respondents from seven organisations agreed to participate in this research. The 22 respondents included fifteen 15 coachees, three coaches and four HR managers. The organisations were operating in different industries, and listed on the top 40, by market capitalisation, on the JSE. The given names (pseudonyms) of the respondents were chosen for anonymity, and the organisations were given names alphabetically from Org-A to Org-G to protect their identity in terms of research ethics requirements.

Table 5 Organisational context, participants, culture and matching dynamics

Organi-sation	Economic Sector	HR/OD*	Coach*	Coachee*	Coaching Culture	Matching Dynamic Outcome
Org-A	Manufacturing	Dan	Koos Derrick	Corrine	Established Internal (external for top executives) Coachee choice from internal coaches' data base	Positive

Organisation	Economic Sector	HR/OD*	Coach*	Coachee*	Coaching Culture	Matching Dynamic Outcome
Org-B	Mobile Telecoms	Felix	Joe	Belinda	Established External Coachee choice from coach profiles	Positive
Org-C	Education	Wendy	-	Charlotte Natasha Patience	Need-based External MBA support Internet-based Coach allocated Developmental Remedial	Positive Positive Negative
Org-D	Mobile Telecoms	Busi	-	Amanda	Established External coaches Coachee choice from coach profiles	Positive
Org-E	Manufacturing	-	-	Ameena	Needs-based Internet-based Internal/departmen- tal Coach allocated	Negative
Org-F	Energy	-	-	Nandi Sipho	Established External & internal Coachee choice from coach profiles	Positive Positive
Org-G	Transport & Logistics	-	-	Zola Mandla Rachel Elzabie Suzette Machetta	Established External Coachee choice from coach profiles	Positive Positive Positive Positive Negative

Note: * = Pseudonyms given to ensure anonymity

Table 5 outlines the list of organisations from A to G, the economic sector they were in, and the HR managers, coaches and coachee's who participated in the research.

Aspects of importance to this research are included in the context, for ease of reference to the findings. These relate to the organisational economic sector, coaching culture, and outcome of the matching dynamic as follows: programme establishment; internal coaches; external coaches; coachee choice from internal coaches' database; coachee choice from external coach profiles; needs based; MBA support; internet-based; coach allocated; developmental; remedial.

Finally, the matching dynamic outcome was either positive or negative, as seen in the last column in Table 5.

The findings are organised under headings that capture the eight major thematic categories. The first four categories capture explanations and verbatim responses to the first research question (organisation-coachee dynamics), and are found in sections 5.3.1 to 5.3.4. The next four categories capture explanations and verbatim responses to the second question (coach-coachee dynamics) and are found in sections 5.4.1 to 5.4.4.

The findings focused on coachees because they were the primary sample group and formed the majority of respondents. They are the recipients of the coach matching experience that results in a coaching relationship and are regarded as the ultimate arbiters of the core topic under research – dynamics of the coaching process.

4.2 Findings pertaining to organisation-coachee dynamics

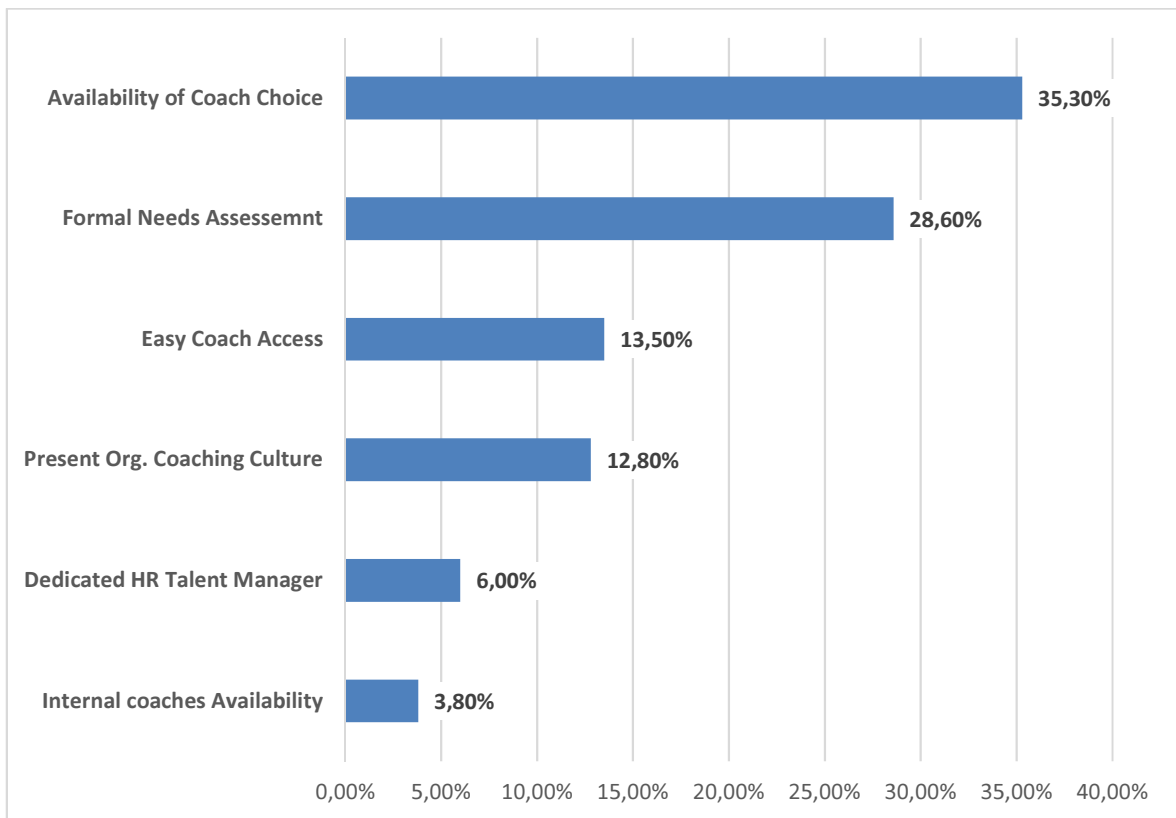


Figure 4: Positive organisation-coachee dynamics

Figure 4 depicts the top six findings pertaining to organisation-coachee dynamics, based on the number of quotations from the coachees, coaches, and HR/OD managers.

4.2.1 Organisational factors contributing to positive coachee matching dynamics

Organisational factors contributing to positive coachee matching dynamics are described in this section under the following sub-headings:

- a) Organisational coaching culture and programme;*
- b) Internal coaches;*
- c) Geographic access;*

- d) *Availability of coach-coachee choice;*
- e) *dedicated coaching hr manager;*
- f) *group coaching;*
- g) *Enabling use of technology; and*
- h) *Positive feedback.*

a) *Organisational coaching culture and programme*

Org-A had an established coaching programme as part of a talent management strategy aimed at personal development and retention. The HR department was the custodian and HR-Dan from Org-A describes the internal one-year leadership coaching program, designed as 12 one-hour sessions, as an organisational contractual obligation to the coachees. Coachee-Suzette from Org-G mentioned how she got into the programme.

HR-Dan - [For] particularly those people who were nominated through our talent development programme, to do a one-year leadership programme that we have in the business, there was a captured audience, and it was part of the contractual obligation of that fast track programme. (21:21)

Coachee-Suzette - So I have been in this organisation since June of 2012 and luckily in that time I got nominated for and selected to or for this CE Talent matching program, which basically looks at nominating or identifying what is considered the top 50 talent for the organisation at that time, based on different criteria. (11:11)

HR-Busi from Org-D expressed confidence that the coachees have high chances of finding a match from the company's database, which has been compiled over many years. Coachee-Sipho from Org-F mentioned his experience of getting a coach match.

HR-Busi - Most of the time, I've never had it where... I've not had a situation where we've had, where they feel they can't find what they're looking for. Because we've got a... over the years, I mean it's

taken us time to build up the [data base of] coaches that we have.
(63:63)

Coachee-Sipho - Basically, I went to HR within this organisation that I wanted to undergo coaching. Then I was given about fourteen CVs.
(7:7)

HR-Dan from Org-A relates that their department gave advice for coach-coachee matching in 20 percent of requests. He shared that the coach profiles were pre-screened for coachee matching by the HR manager before a shortlist was offered for coachees to choose from. The HR manager assured the coachee that if it was necessary to decline a coach, they would be matched with another one.

HR-Dan - [We] had about 20 percent of our coaching relationships where they came to us as a talent department, and asked us for advice on who would be the best coach? (33:33)

HR-Dan - We did some screening and we looked at, we did some evaluations, we said what... you know, what the individual wanted to get out of it, who has the best experience, and that kind of issue.
(37:37)

HR-Dan - [After the] two-hour session that I'm not the right coach for you, we will find another coach for you. (108:108)

HR-Wendy from Org-C as HR manager reflected on how encouraging people to be coached promoted a coaching culture in the organisation. As HR-Wendy explained, the coaching culture grows as people observe positive behavioural changes from those who have been coached, and then the observers request to be coached. The coaching objectives included creating an understanding of the organisational culture and business system as coachee-Nandi from Org-F explained. Because of the presence of the coaching culture, coachee-Sipho from Org-F initiated his own coaching.

HR-Wendy - And the organisation has said, we want to start a coaching culture, and so they've decided to put all their executives

on a coaching programme, and then the idea is that it will filter down.
(15:15)

HR-Wendy - I think it's because they've seen it working with other people in the organisation, and it becomes bigger and better, as more people get coached, more people speak about their experiences and more people also want to change, they think that they can benefit from coaching, so they put up their hands. (27:27)

Coachee-Nandi - Where they coach you specifically only about culture, their culture, their business system. (38:38)

Coachee-Sipho - Well I was actually [struggling] personally. I mean I was new to this organisation and I was going through some difficult time in just trying to 'gel' my team together and start to make my team work as a team and be more organised as a team, and I wasn't really making any breakthrough with the guys. (15:15)

b) Internal coaches

In Org-A all the managers were given a briefing document on coaching. The management briefing was aimed at increasing the understanding of coaching and encouraging support for the coachees as explained by HR-Dan from Org-A. Coachee-Patience from Org-C mentioned the benefit of access to internal coaches.

HR-Dan - A briefing document for managers, so they knew what it was aimed to do, and it was really performance coaching and facilitating positive change. (13:13)

HR-Dan - Choose the individuals in your business who have a passion for developing people (122:122)

Coachee-Patience - I think, just the process of meeting people, and being able to, for an hour, being able to frame why you thought you could benefit from coaching [helped]. (19:19)

c) *Geographic access*

As described by HR-Dan the organisational coaching programme ensured that there were trained coaches in all their geographic locations for ease of access to match with coachees. The coach training approach ensured that managers assigned for training to become coaches had the passion for developing people. Coachee-Rachel from Org-G mentioned the benefit of options.

HR-Dan - What we tried to do was make sure that the coaches were spread across the country. (21:21)

Coachee-Rachel - It was incredible because we were given four or five people with the background, location, CVs, and photographs. (247:247)

d) *Availability of coachee choice*

Coachee-Mandla from Org-G, expressed that coachees were chosen on the basis that they had leadership aspirations and performance track record.

Coachee-Mandla - Identified with leadership aspirations as well as proven track record in delivering on their, you know, their objectives. (24:16)

The coaching was seen to be prestigious by coachees and was branded as the Chief Executive's (CE) talent nurturing programme; coachee-Suzette from Org-G shared her perspective.

Coachee Suzette - In fact, when you walk into this building where all our exco members sit, but in the front there, there's a huge poster that has CE's talent and nurturing programme. The last graduates of the program. So it's prestigious. (85:85)

e) *Dedicated coaching HR manager*

In Org-F the organisation had a leadership development focal person facilitating coach-coachee matching from a coach profile database. Coachee-Sipho from Org-F shared his experience of getting matched.

Coachee-Sipho - It was my own choice and I knew the kind of help I want and at this organisation there is a focal point. He is a focal point for coaching. He's also a professional coach who basically has got this whole network or database of coaches. All he does is to facilitate you getting one. (19:19)

f) *Group coaching*

In Org-C, the coaching needs identification process included group sessions sharing personal assessment findings. The coachees, coachee-Patience from Org-C and coachee-Natasha from Org-C found solace in discovering that other colleagues had work challenges that land them in the coaching needs identification process and shared feedback sessions. HR-Busi from Org-D mentioned individual tools, such as a form with questions, while coachee-Nandi from Org-F mentioned a questionnaire.

Coachee-Patience - The group coaching [needs session] is very helpful, because you realise your problems... you're not the only person who has these issues. (39:39)

Coachee-Natasha - So it's part of facilitating team dynamics as well as you get to hear each other's feedback. (39:39)

HR-Busi - The coachees, they have to complete a form that asks specific questions. (27:27)

Coachee-Nandi - The coaching needs are done via the talent [department], [for] people that are not doing the things very nice, because she deals with all the coaching, as they are done via the talent department, so there's basically a questionnaire. (18:18)

g) Enabling use of technology

Respondents mentioned the use of telephony as stated by HR-Dan from Org-A, online personality assessments, coaching software programmes, and videoconferencing. Coachee-Charlotte from Org-C mentioned online assessments, and online coaching and feedback. Coachee-Nandi from Org-F shared the videoconference coaching she experienced.

HR-Dan - Some people really enjoy the physical meeting, although we had about 40 percent of our coaching relationships done purely on the phone. (25:25)

Coachee-Charlotte - [We] had to go through several online assessments. So, we did do you know, like an MBTI and then a 360 [degree] process, and then we did I think Insights as well. (11:11)

Coachee-Charlotte - I think online would be better [way] of describing it, because we were required to do journaling exercises which we then submitted and received feedback online. (19:19)

Coachee-Nandi - When I was based in Sasolburg, South Africa, but my coach and mentor was actually based in Kansas City, Texas, South America, so it was a weird [coaching] relationship, you know, more like a 'Skype' relationship yes. (6:6)

h) Positive feedback

HR-Felix from Org-B shared another aspect, where coach matching and coaching progress feedback were requested by the HR manager from the coaching company's liaison person. Coachee-Natasha from Org-C mentioned the activity of evaluating coaches, as a coachee, an interesting process.

HR-Felix - The client company would very often ask for a report from the coaching company and obviously, the report had to respect confidentiality. (35:35)

Coachee-Natasha - So it was an interesting process, and then of course we evaluate them. So in that case there's a feedback the other way. (99:99)

4.2.2 Organisational factors contributing to negative coachee matching dynamics

Organisational factors contributing to negative coachee matching dynamics are described in this section under the following sub-headings:

- a) Remedial coaching;*
- b) Negative feedback; and*
- c) Limiting technology factors.*

a) Remedial coaching

HR-Wendy from Org-C shared her views that remedial coaching or coaching for corrective reasons is generally not favoured as a coaching goal. Similarly, she asserted that coaching based on management referral is not valued by coachees as they do not take ownership; it becomes a tick box exercise and therefore may not be as effective as it could be if it was voluntary. The HR referral of a manager for coaching could be the result of other people complaining about the manager's negative behavioural performance, in HR-Wendy's perspective. Coachee-Patience from Org-C's experience of her coaching goals were for reasons linked to a pre-dismissal step as she was on a final disciplinary warning.

HR-Wendy - Well because it really seems like HR are saying to a person, you have a problem and coaching is going to fix it. And that's not necessarily the case. (39:39)

HR-Wendy - And often when it's HR recommended it's because the HR department has been having complaints about that person. (19:19)

Coachee-Patience - I think the important thing as to why I was coached, was that I was put on a final warning by the organisation in

my first year of employment. A letter of complaint came through from an external client organisation, and I went from a new employee, to being on a final warning, and one of the conditions was that a coach was recommended. (15:15)

b) Negative feedback

HR-Wendy from Org-C expressed that at times the feedback from the coach to the HR manager concerned language challenges with the coachee. The language diversity issue posed a challenge of articulation. This could lead to misunderstanding and might affect the content of the coaching conversations as coachee-Mandla from Org-G asserted.

HR-Wendy - So they've come back saying language is an issue sometimes. (107:107)

Coachee-Mandla - Just language alone. I mean there are words I may not know how to express in certain languages. If you coach in Afrikaans and you've also [got to speak English] you know, then it just doesn't get articulated right. (289:289)

c) Limiting technology factors

From internal coach, coach-Koos from Org-A's perspective, technology such as the use of the telephone does not replace the need to have face-to-face interaction in coaching. He reported that as the coach he interspersed the telephonic with face-to-face coaching sessions. Coachee-Charlotte from Org-C mentioned that she wished to meet the online coaches and make a choice.

Coach-Koos - [I] would check in with them every third session face-to-face if you may, and I think if you know the person, if you meet the person [first], you don't necessarily have to be in the face of the person throughout the coaching journey. (189:189)

Coachee-Charlotte - I would appreciate it if a coach would be willing to almost meet with me. I would almost want to say, almost like shopping. I would want to meet with a minimum of three. (47:47)

From coachee-Charlotte from Org-C's experience with electronic technology or online coaching, choice-based coach-coachee selection for matching was not done.

Coachee-Charlotte - There wasn't a selection process for me to match myself. It was randomly assigned. (31:31)

Sharing her experience, coachee-Charlotte from Org-C mentioned that online assessments were like assignments, feedback was given after three to four months of having the online coaching conversations. She mentioned that she felt isolated and had no one to ask about the work she had to do.

Coachee-Charlotte - The online process was like assignment basis process in some degree, but so we received coaching... So I would say about three, four months later that was submitted and then I received feedback on that, having had that conversation, the assessments and then that feedback blog. (23:23)

Coachee-Charlotte - I thought almost I could do leadership [development] in isolation...And it doesn't help if you have areas you want to work on but you don't ever ask anyone else. (111:111)

4.2.3 Negative factors affecting coachee matching choice

Negative factors affecting the coachee matching choice are described in this section under the following sub-headings:

- a) *Unmet expectations of the coachee*
- b) *Organisational bias in coach's favour*

a) *Unmet expectations of the coachee*

Some coachee respondents mentioned personality differences as negative factors. Coachee-Nandi from Org-F mentioned that the coach-coachee match was made up of opposite personality traits in her case. Coachee-Machetta from Org-G's experience left her wondering if the matching options were offered for corrective purposes.

Coachee-Nandi - My first coach was more like a calm person, very calm and very systematic, and I'm the opposite of calm. (6:6)

Coachee-Machetta - That was a problem because I'm more extroverted. I talk. I'm excited. I jump up and he's quiet. He takes his time. He's slow. He – I'm like okay. Maybe that's the reason why I was given him you know [for me] to calm down. I'm trying to figure out like you say. (115:115)

b) *Organisational bias in coach's favour*

HR-Felix from Org-B highlighted that with experienced coachees it would be more important to ensure that the coach is happy with the coachee to be matched with, than the coachee being happy with the coach. The experience mentioned by coachee-Patience was that she had to choose a coach from the list of coaches so that she could keep her job, as she was already on a final disciplinary warning. Coachee-Machetta, from Org-G's only choice were coaches over 25 years her senior. She had an internal dialogue about the desire to have had options of coaches of a closer age range, and wishes for better listening and understanding. She felt forced to make a choice from the three coach profiles sent through email. She felt because her culture dictates that one cannot just say anything to an elder, she could not communicate openly to an elderly coach.

HR-Felix - So from a matching perspective I found that it is actually more important for the coach to be happier with the coachee as a good match than it is for the coachee to be happy with the coach. (15:15)

HR-Felix - So we had one coach in particular who enjoyed working with very difficult leaders, highly opinionated leaders, challenging leaders. (19:19)

Coachee-Patience - You know, I was in a job that I was enjoying and that I was very good at, and felt that I'd found my fit after many years of trying to figure that out. And so, it was very important for me personally to make this work. (51:51)

Coachee-Machetta - I felt the three people that they were in there... Firstly, two were white and I felt they were too... I don't want to use old but they were old. I felt they were too [old], they were over 65 [years old] and there was just one Indian guy but I felt he was also old. (19:19)

Coachee-Machetta - I felt I needed someone who's in the same, probably same age range. Not really age, but I would have rather resonated with someone who's between 40 and 50 because as much as coaches are supposed to share their experience, I feel the way I learned how coaches do this, they [are] supposed to be listening to you. (19:19)

4.2.4 Impact of negative matching dynamics on coaching

The impact of negative matching dynamics on coaching is described in this section under the following sub-headings:

- a) Failure of the coaching programme;*
- b) Coach-coachee match termination; and*
- c) Ineffective coaching.*

a) Failure of the coaching programme

HR-Felix from Org-B related his experience that many coaching programmes that are deemed unsuccessful and ineffective are related to failure to establish a good

match. As the manager, HR-Felix from Org-B believed that nearly 73 percent of ineffective coaching was attributed to wrong coach-coachee matching.

HR-Felix - In fact, the only and I mean there is lots of research for this, you know any coaching programmes that are not effective, or coaching programmes that do not work or are deemed to be a waste of time, I do not have the exact statistics but for the most part that is because the match was not right, without a question... I think it is as high as 73 percent, I forget what it is, but certainly in my experience that is true as well. (102:102)

HR-Dan from Org-A explained that the five percent of coachees going back to HR because the matching was not successful were requesting another coach to explore a better match, as this was promised from the coaching programme introduction. Coachee-Machetta from Org-G shared that she checked other coachees' matching outcomes and found that only two out of five were happy with their coach matches.

HR-Dan - Of the coaching programme, probably less than five percent had to be re-done. (29:29)

Coachee-Machetta - Because hence I'm saying with the five people I spoke to, three are complaining, two are happy. (307:307)

b) Coach-coachee match termination

HR-Busi from Org-D had an experience of a dramatic dynamic where there was an immediate personality clash and the coachee decided to abandon the matching almost immediately. The other instance was that the coachee reported to HR-Wendy from Org-C, that he wanted someone who was going to challenge him, and stopped after the first coaching session. Coachee-Sipho from Org-F expressed that he felt that he had no say in the first coach-coachee matching process and decided to do it on trial. That coach-coachee matching process fizzled out and ended.

HR-Busi - The experience where a coachee and a coach matched, and two seconds in, she decided the relationship is not working, and they had a personality clash. (123:123)

HR-Wendy - There has been a situation where a coachee has come back and said, after the session, he said, "I didn't complete the session", that they would like to be [challenged and] matched with somebody else. (91:91)

Coachee-Sipho - But the fact is I was matched with him. I had no say to say hey if there's a coach I would want within that organisation that's the guy I would want to coach me. I was just given and [had to] do it and I said: "Well do I have a choice?" "Well you try it." I thought well okay. I will try it. (226:226)

Coachee-Sipho - That fizzled out mainly. Just didn't go anywhere. (238:238)

c) *Ineffective coaching*

Coachee-Machetta from Org-G, although concerned with the generational age gap between herself as the coachee and her coach, felt the organisation made the coach-coachee allocation without consideration for the age gap.

Coachee-Machetta - That was not an issue, but I was more worried about the age gap, that they didn't look at how old I am and the coach how old the coach is. (59:59)

Coachee-Ameena from Org-E as a coachee felt the internal coach had taken on the role of the coachee and reported to HR that she needs a real coach.

Coachee-Ameena - So he's like taking over, not helping me to be able to do what I do. Then I had to say to them, guys, I really need a [real] coach. (59:59)

Coachee-Patience from Org-C shared her situation that she felt that her being coached made the line manager feel threatened.

Coachee-Patience - It [being coached] made me more threatening, to the manager. (207:207)

4.3 Findings pertaining to coach-coachee dynamics

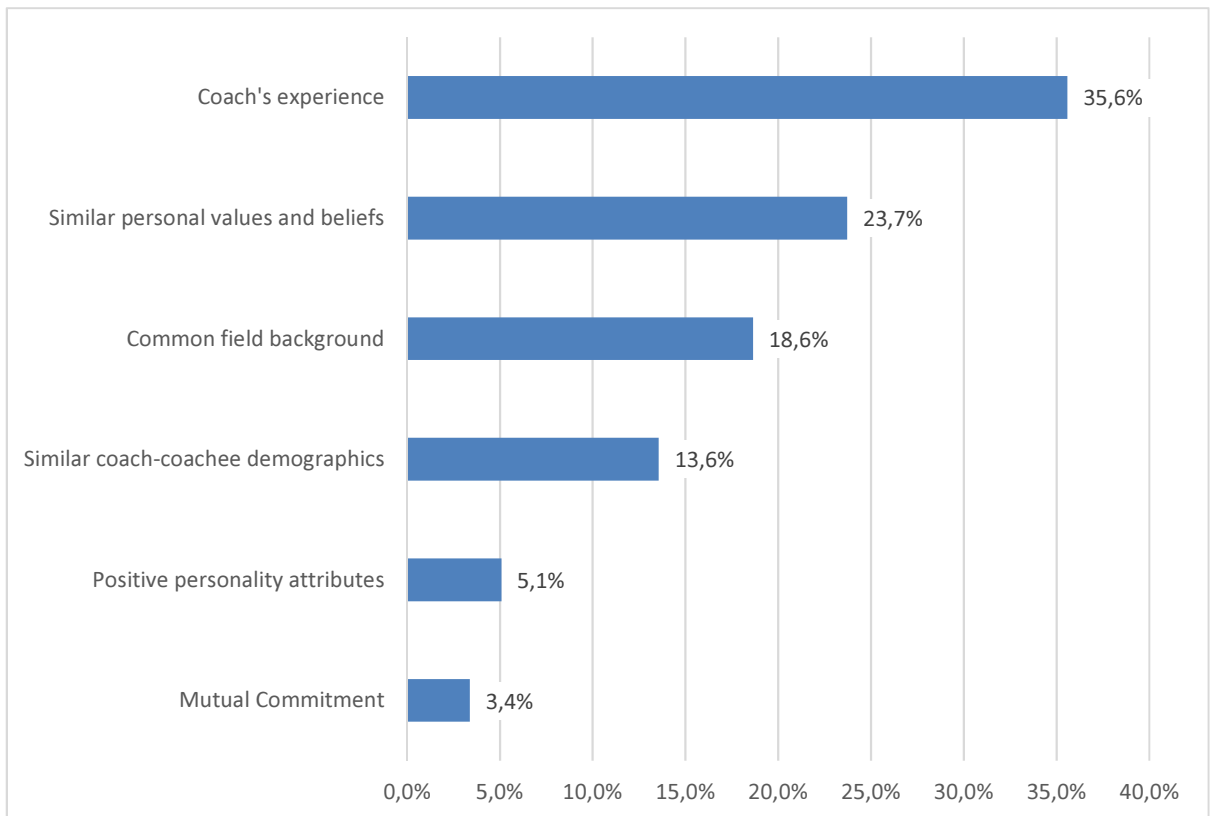


Figure 5: Positive coach-coachee dynamics

Figure 5 depicts the top six findings pertaining to positive coach-coachee dynamics, by the number of quotations from the coachees, coaches, and HR/OD managers.

4.3.1 Factors contributing to positive coach-coachee matching dynamics

Factors contributing to positive coach-coachee matching dynamics are described in this section under the following sub-headings:

- a) *Personality, values and beliefs; and*
- b) *Preferred coach-coachee demographics.*

a) Personality, values and beliefs

A few respondents mentioned evaluation of the personality, values, character, and beliefs during the matching session. HR-Busi from Org-D expressed her view that the coach needed to have a personality that attracted people to want to build the coaching relationship. For coachee-Ameena from Org-D, the coach's personal values, character, and coaching history were important factors in choosing a coach. Coachee-Elzabie from Org-G mentioned the need to feel comfortable with the coach.

HR-Busi - If you do not have a personality that would pull people in, you can't coach anyone, that's why coaching is a relationship first.
(119:119)

Coachee-Ameena - You look at the person's values, in terms of like it's important to understand their values. You look at their character, like humility, how they present themselves, those play a role in terms of their character. You look at their history in terms of how have they done it, and the impact they have had on other people. So that will give you a picture of how they've done it. (243:243)

Coachee-Elzabie - If you not comfortable with the coach then you not going to be as open as you want to be or you won't be as honest as you want to be and you obviously going to be very disengaged.
(67:67)

b) *Preferred coach and coachee demographics*

HR-Busi from Org-D shared that coachees' requests to the HR manager include those who are looking for specific race and gender similarities, irrespective of the coach profile list given, looking to be matched with somebody of colour that they can relate better with. Some coachees request a different gender coach, irrespective of race, to get a different perspective.

HR-Busi - They will say, I want a black male, I want a black female, irrespective of the [coach] profile list given, okay, because I think sometimes this is the unknown, you want to relate to somebody, you feel you relate better to somebody of colour. (35:35)

Coachee-Mandla - I feel that [it was] the cultural identity part that played a big role. (23:23)

HR-Busi - Irrespective of race, whatever, but I'd like to have a male coach to hear a different perspective. (55:55)

Coachee-Rachel - So I had some personal changes that was taking place in my life and I felt that I needed a woman's perspective in navigating my way through those changes and at the time she was incredible for me. (15:15)

Coachee-Rachel - And what it is that I went through. I'm on the C Talent nurturing program, which is an incredible, incredible journey and we've been so fortunate to be offered a coach, and when we were offered our coaches now for where I am in my life now I needed a man. (27:27)

From HR-Felix from Org-B's experience, coaches commonly looked for background similarities with coachees such as race, management level, or industry sector and these requests should be honoured. He mentioned that coaches sense relational chemistry when there is a common background with the coachee. Similarly, coachee-Mandla from Org-G's choice of coach was based on strong

cultural identity and ability to relate, with regard to social developmental experiences.

HR-Felix - Their similarities might be important, so there it might be important that a coachee that is looking for a particular gender coach that you honour that request or a coach that is looking for a coachee from a particular race or a particular management level or a particular industry sector – there you have got to be a lot more careful because the coach is often, they are relying on natural preferences to have a sense that there is chemistry between the coach and the coachees. (15:15)

Coachee-Suzette - So it wasn't just about the technical [issues], it was about the life experiences because an individual is a holistic being. (45:45)

Coachee-Suzette - So for me what was important, being where I am, after everything that I've told you, it is important that over and above somebody that has got strong technical skills and capability, very solid experience. It was an added bonus that I get a female because for one I know they have been through where I am trying to go. (41:41)

4.3.2 Positive factors contributing to coachee matching choice

Positive factors contributing to coachee matching choice are described in this section under the following subheadings:

- a) *Coach experience;*
- b) *Commitment;*
- c) *Common field background;*
- d) *Positive personality attributes; and*
- e) *Personal values and beliefs.*

a) *Coach experience*

HR-Felix from Org-B's assertion is that it was about competency, saying that the higher the coach's competency the easier it was to match. According to HR-Wendy from Org-C's experiences, coachees who have coaching needs for career change chose a more experienced coach. Coachee-Sipho from Org-F, coachee-Machetta and coachee-Elzabie, both from Org-G, made reference to elements related to the experience of the coach.

HR-Wendy - If they are looking to change careers, then they will ask for somebody who has been around. (119:119)

Coachee-Sipho - I looked at the background of the person. I mean the person I chose had legal background, banking background and has had coaching experience of people in the industry you know. So the fact that their background was a lot diverse from where I'm at I felt for me it would help was I have not. I'm an engineer, and I've always worked in factories and refineries. (31:31)

HR-Felix - [With] highly experienced, capable, and competent coaches you find that they are able to build rapport quickly and easily with anybody. (11:11)

Coachee-Sipho - Well yes for me is the ability to listen you know. Allow the person to express themselves and then just maybe rarely ask. I mean some of the things I end up talking to sort it about stuff I wouldn't say to anybody else. It's just the kind of questioning that she was actually grilling you know, that actually made me drill deeper and deeper you know within myself. (46:46)

Coachee-Machetta - As much as I couldn't find anyone who was resonating with what I think I am, but I got one that had more experience in Business management. So, I chose that one, but I just felt they could have given me more options. (15:15)

HR-Felix from Org-B highlighted that during coach training there was a programmatic limitation with regard to coaches not focussing on rapport building as a specific learning area but focussing more on tools and models, and this might have had a bearing on coach-coachee match failure or ineffectiveness. Coachee-Ameena from Org-A mentioned the limited skills of some of the internal coaches.

HR-Felix - Most often I found that they [the coaches] do not learn to build relationships and connect with their clients and build rapport with their clients. (114:114)

Coachee-Ameena - Because they are not good in terms of patience, interaction, like they come up with solutions, and coaching is about helping the person to have the skills that we require for them to execute on what they're doing. (47:47)

b) Commitment

The perspective from HR-Busi from Org-D was that coach-coachee coaching commitment counts more than the matching process of choosing a coach. The perspective of coachee-Nandi from Org-F is that the coach-coachee matching process was dependent on the willingness of both parties to engage. An apparent attraction for matching for coachee-Corrine from Org A was that the coach offered to be available as a sounding board to bounce off ideas.

HR-Busi - I think for me it's not the matching, it's more the commitment of the individual. (199:199)

Coachee-Nandi - So both of them [coach and coachee] actually are two completely different people, like again come, they are interested, they are willing, so the key ingredients are there, in terms of your personality. (14:14)

Coachee-Corrine - Whenever you want to bounce off ideas or something like that you can come back to me. My door is still open. I can guide you in terms of how to achieve that. (150:150)

c) *Common field background*

Coach-Koos from Org-A mentioned that the coach was chosen because the coachee needed to benefit from the specific technical knowledge. Coachee-Zola from Org-G chose his coach based on similar field background.

Coach-Koos - [A coachee] that worked in engineering department but wanted to learn and sharpen up on her goals in the area of business improvement in Six Sigma. (17:17)

Coachee-Zola - Given my background as an engineer, I was looking for somebody [to focus] on innovation. (21:21)

d) *Positive personality attributes*

A number of the participants, such as coachee-Mandla from Org-G, coachee-Ameena from Org-E, and HR-Felix from Org-B mentioned that their preferred coach and coachee personality attributes included personal style linked to coach's ability to build rapport. Coachee-Mandla mentioned the need for a coach's style to be adaptable to meet the coachee's needs. Coachee-Ameena mentioned that the coach's personal strengths were very important and were linked to commitment.

HR-Felix - And I think it is because the coaches' style often determines their ability to build rapport with the coachee. (20:21)

Coachee-Mandla - The ability to adapt their style right, to best fit whatever the coachee is coming in with. (205:205)

Coachee-Ameena - The strength is important, because it will... if they're committed, you're also going to be committed to going to be at the end committed with them. (143:143)

e) *Personal values and beliefs*

Coachee-Sipho from Org-F mentioned that he was impressed by the coach's guidance on spirituality and mindfulness methodology. Coachee-Machetta from

Org-G expressed her cultural belief that the elder was always right, which gave her hope that the coach-coachee matching would ultimately work.

Coachee-Sipho - Coached me and made sure that I clearly distinguish between spirituality and religion you know, and so I went through that journey. Also, the journey of trying to clear one's mind, listen to your own breathing and relax you know. (9:17)

Coachee-Machetta - Remember with me. For me it's like yes, I'm positive this will work, but I have this thing that since from the culture background I come from, to say an elder is always right. (267:267)

4.3.3 Factors contributing to negative matching dynamics

Factors contributing to negative matching dynamics are described in this section under the following subheadings:

- a) *Personality opposites;*
- b) *Lack of trust;*
- c) *Personality clash;*
- d) *Crossing coaching relationship boundaries; and*
- e) *Negative impact of coach/coachee demographics.*

a) Personality opposites

From her frustrating experience, coachee-Machetta from Org-G shared her suspicion that being allocated with coaches that were elderly was punitive, to tone down her hyperactive behaviour. She expressed regret, feeling that after looking at the elderly coaches offered, if asked whether she needed a coach, she would have declined.

Coachee-Machetta - Maybe that's why they gave me the choices. Probably the other two were the same because he's extremely slow and sometimes I'm like: "Oh God. Please help," but I calm down, but maybe it's good because he calms me down. I might be up for ten minutes then; because he's too slow then I calm down like okay.

You're here. There's not much you can do. Calm down. Yes.
(115:115)

Coachee-Machetta - If you had asked me before [and] I saw him I would have said: "No I don't need a coach." [Chuckle]. (103:103)

b) Lack of trust

Coachee-Sipho from Org-F did not trust the internal senior manager coach, he did not see him as a role model, and said very little in the coach-matching session.

Coachee-Sipho - Of the allocated coach. I didn't trust that guy. He was also a senior manager. Not even a role model for that matter. You know it was really, it was a terrible match. So I just went. We checked in. I gave him as little as I can get away with and come end of that hour... (214:214)

c) Personality clash

HR-Busi from Org-D mentioned the experience of a dramatic dynamic where there was an immediate personality clash and the coachee decided to abandon almost immediately. Coachee-Amanda from Org-D had an interpersonal conflict incident with the coach during the first two-hour coaching session, describing it as a personality clash.

HR-Busi - The experience where a coachee and a coach matched, and two seconds in, she decided the relationship is not working, and they had a personality clash. (123:123)

Coachee-Amanda - The lady who was coaching me from the coaching company was very different from me and I remember the first day we met, we actually had a very nice conversation, it was tense because there was a clash of personality in the room and so I did not like it and I said to her very direct, I do not like the way you are doing things and you know all of that, and it was a two hour session of banging each other's walls. (58:58)

d) *Crossing coaching relationship boundaries*

The coach had shared his divorce matter as a life crisis. This led to coachee-Patience from Org-C feeling sympathetic and taking the coach's role of dealing with the difficult emotional situation. She mentioned her internal emotional conflicts – a feeling of relief in that her situation was better than that of the coach and a feeling of resentment in that she was missing the opportunity of being coached and benefiting as the coachee.

Coachee-Patience - So my coach was going through a very nasty personal life crisis which took him by surprise around our third coaching session...We naturally got on well, and at some indistinguishable point in the coaching process – when I was doing well, feedback was good, and I could see change – the relationship seemed to shift and we would talk about his circumstances... In a way, it made me feel better (my mess, wasn't as bad as his mess), but I also resented it, because coaching is such a pure opportunity to focus on yourself and work through issues with someone impartial. (221:221)

Coachee-Patience - And so I also think that maybe, I understand it's unconventional, but I think at the time we needed each other at different times in different ways. (59:59)

e) *Negative impact of coach-coachee demographics*

Matching a younger coach to an older coachee brings issues of credibility and HR-Felix from Org-B considered this carefully before matching. The coach's physical limitations linked with old age created concerns of frailness from coachee-Machetta from Org-G's perspective.

HR-Felix - We did however contract in a number of younger coaches and there we were far more careful and we were particularly careful because we had a young coach, a very good coach, who was quite a lot younger in terms of his age, he was in his mid-twenties and there we were more careful to match him to younger employees, purely

because we were concerned about the credibility or the initial opinion that an older coachee might have on him. (19:19)

Coachee-Machetta - I'm like maybe it's the cultural background that we come from. For me an elder. He's an elder. Does not matter what. I can't just say whatever I want to say to an elder, while probably other cultures like, no, a person is a person. You say whatever you want. You see. So yes. (55:55)

Coachee-Machetta - No. He's slow. Even standing up I'm telling you that guy will get up and like you can see shame he's old. He stands up. He's like, like literally like... okay. Then he stands up. Oh, and I'm like I'm already on the door. Surely, he's too old. I just believe he needs to just go on pension. (331:331)

4.3.4 Impact of positive matching dynamics on coaching

The impact of positive matching dynamics on coaching is described in this section under the following subheadings:

- a) *Effective coaching relationship; and*
- b) *Positive coachee benefit from the matching process.*

a) Effective coaching relationship

The matching process was seen by HR-Felix from Org-B to be critical to the coaching relationship. Coachee-Corrine from Org-A likens the coaching relationship to a family relationship.

HR-Felix - The matching process is critical. It is all about the relationship. (98:98)

Coachee-Corrine - [It's like] you just adopted a new sister or something or your mum or at work you know. (210:210)

b) Positive coachee benefit from the matching process

From two coaches' perspectives, coach-Derrick from Org-A and coach-Joe from Org-B, the matching process was seen to have a positive impact on the coaching outcome. Matching contributed between 20 percent and 30 percent to the successful achievement of coaching outcomes. Coachee-Patience from Org-C mentioned that she found the matching conversations revealing, her self-worth had been eroded through a recent disciplinary process. Coachee-Belinda from Org-B mentioned that the matching process enabled her to face her deep-seated fears. She expressed that she managed to put herself back together from falling apart through the matching and coaching process.

Coach-Derrick - The matching process will definitely affect the coaching outcome. (188:188)

Coach-Joe - It (matching) is probably that extra 20 to 30 percent [contribution to the] success rate that makes it a bit better and it makes a big difference to the coaches' experience of the intervention, more so than I think the clients' experience. (47:47)

Coachee-Patience - So it really restored for me that, in looking... in that process of looking for a coach really restored for me a bit of faith in that actually I wasn't completely useless, awful, horrid, revolting, vile, all those phrases that we really dominant at the time. (55:55)

Coachee-Belinda - She [the coach] really in the end, made me sit and face my own demons and the depths of my own [fears], and actually helped me to put myself together because I was really like falling to pieces through all of this and I found it very valuable. (23:23)

Coach-Derrick from Org-A asserted that for a successful matching outcome there must be a strong focus on the match compatibility. Reflecting on the matching and short coaching experience, in spite of the role-reversal incident, coachee-Patience from Org-C later realised positive personal benefit even though the coaching stopped when the coach left the country, as it gave pointers to personality attributes to work on which led to a successful outcome of promotion.

Coach-Derrick - So the matching process is definitely very important but you need to only to facilitate it or deal with it in such a way that you know we make it work. (192:192)

Coachee-Patience - When I had somebody who could show me the bigger picture, and say to myself don't get so bogged down in your view of the circumstance. And these are the signs, and actually our two months went very, very fast, and I think once I started to see the signs, then I could actually... and had tips and tools to be able to address it, it actually moved very quickly for me. So I mean coaching was very, very helpful. I was promoted, and I've no doubt it has been connected to having been coached. (63:63)

4.4 Conclusion of the research findings section

The findings section focused on the findings pertaining to research questions 1 and 2. The findings for question 1 pertained to organisation-coachee dynamics of the matching processes, were detailed in section 4.2. The findings for question 2 pertained to the coach-coachee dynamics of the matching processes, were detailed in section 4.3.

The organisation-coachee dynamics included organisational factors contributing to positive and negative matching dynamics, negative factors affecting the matching choice, as well as the impact of negative matching dynamics on coaching. The coach-coachee dynamics included factors contributing to positive matching dynamics, positive factors affecting the matching choice, factors contributing to negative matching dynamics and, the impact of positive matching dynamics on coaching.

Chapter 5 looks at the discussion of the findings with respect to the literature in terms of discordance or concordance.

CHAPTER 5. DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter is structured as a consolidation of the research findings. These are synthesised into eight themes that emerged from the responses to the research questions.

The demographic profile of the respondents is discussed in this section in relation to the South African context of racial and cultural diversity that was raised in the participants' responses as part of their matching experiences and perspectives.

The discussion sections of this chapter follow responses to each of the two research questions, in Sections 5.3 and 5.4 respectively, followed by the conclusion.

5.2 Demographic profile of respondents

The demographic profile of the respondents was material to the main research problem: To understand executive coach-coachee matching through the experiences and perspectives of participants in the South African context

In terms of the South African context, the influence of racial diversity on the dynamics of coach-coachee matching was of interest in this study. Upon reflection on the top six summary research findings pertaining to coach-coachee dynamics depicted in Figure 5, the 'preferred coach-coachee demographics' was reflected as number six by the coachee respondents. Although Geber and Keane (2013) reported on an increase in the racial diversity of coaches in South Africa, this study sample reflected limited racial diversity of coaches, Indian and white; compared with coachees, black, white, Indian and coloured (Geber & Keane, 2013), whose racial representation was similar to the South African general population. The added limitation was the disproportional numbers in this study sample, with three coaches, four HR/OD managers and 15 coachees who contributed as the respondents.

Table 6 shows the demographic representation: white males (WM) 18 percent; black males (BM) nine percent; white females (WF) nine percent; black females (BF) 41 percent; Indian males (IM) nine percent; Indian females (IF) five percent; and coloured females (CF) nine percent.

Table 6: Racial demographics of the respondents

Respondents	WM	BM	WF	BF	IM	IF	CM	CF	Totals
Coaches	2	0	0	0	1	0	0	0	3
HR	2	0	0	2	0	0	0	0	4
Coachees	0	2	2	7	1	1	0	2	15
Totals	4	2	2	9	2	1	0	2	22

5.3 Discussion pertaining to organisation-coachee dynamics

The preceding research findings section (section 4.2) pertaining to how executive coach-coachee matching was done, focused on four themes relating to organisation-coachee matching dynamics, which are repeated and discussed in this section. The themes are organisational factors contributing to positive coachee matching dynamics; organisational factors contributing to negative coachee matching dynamics; negative factors affecting coachee matching choice, and the impact of negative matching dynamics on coaching. This section ends with a conclusion on the organisation-coachee dynamics.

5.3.1 Organisational factors contributing to positive coachee matching dynamics

Organisational factors contributing to positive coachee matching dynamics are discussed in this section under the following sub-headings:

- a) Organisational coaching culture and programme;*
- b) Internal coaches;*

- c) *Geographic access;*
- d) *Availability of coach-coachee choice;*
- e) *Dedicated coaching HR manager;*
- f) *Group coaching;*
- g) *Enabling use of technology; and*
- h) *Positive feedback.*

a) *Organisational coaching culture and programme*

The respondents mentioned the establishment of a coaching programme that enabled their participation in the organisation. This finding was supported by literature as reflected in Passmore and Jastrzebska (2011), whose research offered a model comprising five stages where organisations start by employing professional external coaches, and move to using informal external coaches. Then they introduce coaching for all management levels; ensure that coaching is infused as a management style, and finally embed coaching across the organisational network. One respondent mentioned the contractual nature of the programme.

HR-Dan - [For] particularly those people who were nominated through our talent development programme, to do a one-year leadership programme that we have in the business, there was a captured audience, and it was part of the contractual obligation of that fast track programme. (21:21)

b) *Internal coaches*

The training and availability of internal coaches was a positive finding and it was mentioned that the people should be interested in the programme.

HR-Dan - Choose the individuals in your business who have a passion for developing people. (122:122)

Trained internal coaches was supported by research as Broadbent and Papadopoulos (2009) highlighted programmatic mentor training and matching as essential and appreciated by the mentors.

c) *Geographic access*

Geographic access relates to respondents who reported on the importance of access to coaches through the company's database and facilitated by the HR department. The results concur with research by Wycherley and Cox (2008) that outlined a coach selection and coachee matching model, involving other stakeholders, coordinated by the HR department. One respondent highlighted the fact that the organisation enabled access ensuring geographic spread of coaches.

HR-Dan - What we tried to do was make sure that the coaches were spread across the country. (21:21)

d) *Availability of coachee choice*

The availability of choice for the coachee related to the opportunity of being included in the coaching programme as it allowed for high potential performers to be chosen to participate as well as to choose a coach, perceiving their involvement in the process. One respondent described how coachees were chosen.

Coachee-Mandla - Identified with leadership aspirations as well as proven track record in delivering on their, you know, their objectives. (24:16)

This finding is corroborated by literature from the study by Allen et al. (2006) on mentors and protégés, where the mentors who expressed perceived involvement reported a positive association. The authors argued that the participants might have felt motivated to maximise the coach-coachee relationship before the programme started.

e) *Dedicated coaching HR manager*

The presence of a dedicated HR coaching manager was a common finding with all the respondents. This is supported by literature, such as in the guide document on coach-coachee matching that was distributed by the Corporate Leadership Council (2003), which highlighted the challenges faced by HR practitioners in this regard

and related to the many factors to be considered in coach-coachee matching that have an impact on coaching outcomes.

Coachee Siphon - Basically, I went to HR within this organisation that I wanted to undergo coaching. Then I was given about fourteen CVs.

(7:7)

f) *Group coaching*

Although group coaching was not part of the research questions, two coachees spoke positively about it. This referred to the initial group feedback sessions where the coachees were encouraged to share the feedback resulting from the needs assessments, such as 360-degree multiple stakeholder feedback. The coachees then proceeded with one-on-one coaching with their coach of choice.

Coachee-Patience - The group coaching [needs session] is very helpful, because you realise your problems... you're not the only person who has these issues. (39:39)

Coachee-Natasha - So it's part of facilitating team dynamics as well as you get to hear each other's feedback. (39:39)

A supportive research study for this finding was done by Kemp (2011), who explored the phenomenological development of the coaching relationship; he cautioned coaches on assuming that the coachee's articulation of their coaching goals is absolute and accurate and suggested a more circumspect approach. "Indeed, for many coaching clients, the outcome of their coaching experience may well be a deeper understanding and clarity of their internal drivers and desires and an ability to accurately conceptualize, construct, and articulate their goals" (Kemp, 2011, p. 153).

g) *Enabling use of technology*

The finding on enabling use of technology related to respondents mentioning telephonic, internet, and video-conferencing as technology modalities. Forty percent of coaching took place purely telephonically. The implication could be that

there were no physical meetings after the matching phase. In addition, several coaching activities were technology-based, such as internet-based online coaching blogs; online coaching with journaling exercises; online feedback reports; video-conference matching, coaching and joint feedback; and other platforms that were used during matching and coaching. This finding is supported by the research study done by Mayerson (2006) on online coaching which highlighted convenience, efficiency, and effectiveness for coaches as well as coachees (Mayerson, 2006).

HR-Dan - Some people really enjoy the physical meeting, although we had about 40 percent of our coaching relationships done purely on the phone. (25:25)

Coachee-Charlotte - I think online would be better [way] of describing it, because we were required to do journaling exercises which we then submitted and received feedback online. (19:19)

Coachee-Nandi - When I was based in Sasolburg, South Africa, but my coach and mentor was actually based in Kansas City, Texas, South America, so it was a weird [coaching] relationship, you know, more like a 'Skype' relationship yes. (6:6)

h) Positive feedback

The finding of positive feedback related to respondents appreciating the feedback requested to evaluate the coaches in terms of their skills, such as rapport building. This finding is supported by literature as Allen et al. (2006) reported on their metro-protégé research study that mentees who were involved in the programme showed positive developmental outcomes.

Coachee-Natasha - So it was an interesting process, and then of course we evaluate them. So in that case there's a feedback the other way. (99:99)

5.3.2 Organisational factors contributing to negative coachee matching dynamics

Organisational factors contributing to negative coachee matching dynamics are discussed in this section under the following sub-headings:

- a) *Remedial coaching;*
- b) *Negative feedback; and*
- c) *Limiting technology factors.*

a) Remedial coaching

A few respondents mentioned their experience of remedial coaching as a negative aspect. This finding is supported by a study done by Price (2009), looking at the boundary between coaching and counselling in organisations, where he argued against remedial coaching, suggesting that the focus of coaching should be to improve performance.

HR-Wendy - Well because it really seems like HR are saying to a person, you have a problem and coaching is going to fix it. And that's not necessarily the case. (39:39)

Coachee-Patience - I think the important thing as to why I was coached, was that I was put on a final warning by the organisation in my first year of employment. A letter of complaint came through from an external client organisation, and I went from a new employee, to being on a final warning, and one of the conditions was that a coach was recommended. (15:15)

b) Negative feedback

The finding of negative feedback relates to challenges of matching dynamics, such as language difficulty between coach and coachee. The finding is supported by a study looking at the influence of gender, age, race, and language on the establishment of the coaching relationship, wherein Makhalima (2007) posited that these factors seem to be important determinants of the coach-coachee match

connection and establishment of the coaching relationship. In this study, language was a challenge.

HR-Wendy - So they've come back saying language is an issue sometimes. (107:107)

Coachee-Mandla - Just language alone. I mean there are words I may not know how to express in certain languages. If you coach in Afrikaans and you've also [got to speak English] you know, then it just doesn't get articulated right. (289:289)

c) *Limiting technology factors*

This finding was mentioned by a few respondents; it would appear that the impersonal aspect of technology has a negative impact in coach-coachee matching, and coaching and is best interspersed with face-to-face sessions. The literature supporting this finding suggests that there are positives and negatives for technology and it needs to be introduced with training early during the coaching (McLaughlin, 2013).

Coach-Koos - [I] would check in with them every third session face-to-face if you may, and I think if you know the person, if you meet the person [first], you don't necessarily have to be in the face of the person throughout the coaching journey. (189:189)

Coachee-Charlotte - I would appreciate it if a coach would be willing to almost meet with me. I would almost want to say, almost like shopping. I would want to meet with a minimum of three. (47:47)

5.3.3 Negative factors affecting coachee matching choice

Negative factors affecting the coachee matching choice are discussed in this section under the following sub-headings:

- a) *Unmet expectations of the coachee; and*
- b) *Organisational bias in coach's favour.*

a) *Unmet expectations of the coachee*

There was a finding on unmet expectations relating to apparent opposite behavioural personality characteristics. Two coachees regarded themselves as hyperactive and anxious while they perceived their coaches as slow and calm. The literature in support of this finding is the research study done by Batchelor (2016) on the impact of personality on coach-coachee matching. The study suggested that the personality of the coachee, educational level, and disposition to executive coaching may have an impact on the selection of the coach (Batchelor, 2016).

Coachee-Nandi - My first coach was more like a calm person, very calm and very systematic, and I'm the opposite of calm. (6:6)

Coachee-Machetta - That was a problem because I'm more extroverted. I talk. I'm excited. I jump up and he's quiet. He takes his time. He's slow. He – I'm like okay. Maybe that's the reason why I was given him you know [for me] to calm down. I'm trying to figure out like you say. (115:115)

b) *Organisational bias in coach's favour*

The organisational bias in favour of the coach was a finding mentioned by one respondent. It would seem that the interests of the coach are paramount in the choice of the match. One coachee wanted to avoid losing her job so felt she should accept the situation and make the matching and coaching intervention work. The literature disputes this finding, suggesting that it is the maximum benefit of the executive that organisations should focus on, selecting a coach from assessed coaches (Wycherley & Cox, 2008).

HR-Felix - So from a matching perspective I found that it is actually more important for the coach to be happier with the coachee as a good match than it is for the coachee to be happy with the coach. (15:15)

Coachee-Patience - You know, I was in a job that I was enjoying and that I was very good at, and felt that I'd found my fit after many years

of trying to figure that out. And so, it was very important for me personally to make this work. (51:51)

5.3.4 Impact of negative matching dynamics on coaching

The impact of negative matching dynamics on coaching is discussed in this section under the following sub-headings:

- a) *Failure of the coaching programme;*
- b) *Coach-coachee match termination; and*
- c) *Ineffective coaching.*

a) *Failure of the coaching programme*

A few respondents mentioned that there were coaching programmes that had failed due to failure of the matching process. The finding is corroborated by a research study by Holtshousen (2015), who posited that over 70 percent of coaching failed due to matching failure.

b) *Coach-coachee match termination*

The coach match termination finding was mentioned by a few respondents who linked it to issues such as the need for being challenged. This finding would imply that in addition to rapport building skills, coaches' experience and personal strengths are critical. Literature is in support of this finding; McGovern et al. (2001) highlighted the paramount importance of the coach-coachee relationship for coaching effectiveness and suggested that organisations should take care when selecting coaches, focussing on their calibre.

HR-Wendy - There has been a situation where a coachee has come back and said, after the session, he said, "I didn't complete the session", that they would like to be [challenged and] matched with somebody else. (91:91)

c) *Ineffective coaching*

A few respondents mentioned ineffective coaching and referred to inadequate skills of the internal coach, and age gap. This finding seems to indicate an implication on the sensitivity and competence of coaches to manage the coachee's perceptions involved as part of the matching dynamics. In a supportive research study looking at coaching across different cultures, Milner et al. (2013) highlighted important areas of sensitivity for coaches such as the coaching setting, communication, coach-client relationship, and role understanding.

Coachee-Machetta - That was not an issue, but I was more worried about the age gap, that they didn't look at how old I am and the coach how old the coach is. (59:59)

Coachee-Ameena - So he's like taking over, not helping me to be able to do what I do. Then I had to say to them, guys, I really need a [real] coach. (59:59)

5.4 Discussion pertaining to coach-coachee dynamics

This section focusses on the discussion of findings with respect to coach-coachee dynamics and the relevant literature in support or contradiction.

The findings pertaining to the dynamics of coach-coachee matching and experiences of participants were described in section 4.3 and focused on four themes, which are repeated and discussed here. The themes included factors contributing to positive coach-coachee matching dynamics; positive factors contributing to coachee matching choice; factors contributing to negative matching dynamics and impact of negative matching dynamics on coaching. This section ends with a conclusion on the coach-coachee dynamics .

5.4.1 Factors contributing to positive coach-coachee matching dynamics

Factors contributing to positive coach-coachee matching dynamics are discussed in this section under the following sub-headings:

- a) *Personality, values and beliefs; and*
- b) *Preferred coach-coachee demographics.*

a) *Personality, values and beliefs*

A number of respondents mentioned personality in conjunction with attributes such as values and beliefs judged from cognitive processes and behavioural observations. The research study done by Passmore (2010) is in support of this finding as he studied the experiences of coachees and reported that coachees have an expectation that coaches should be trustworthy, which is seen as central to build the working relationship.

HR-Busi - If you do not have a personality that would pull people in, you can't coach anyone, that's why coaching is a relationship first. (119:119)

Coachee-Ameena - You look at the person's values, in terms of like it's important to understand their values. You look at their character, like humility, how they present themselves, those play a role in terms of their character. You look at their history in terms of how have they done it, and the impact they have had on other people. So that will give you a picture of how they've done it. (243:243)

b) *Preferred coach and coachee demographics*

The finding on coach and coachee demographics included age, gender, race, and language and this is corroborated by literature. From the research done by Bozer et al. (2015) it was posited that gender similarity in coach-coachee matches produces a strong coaching alliance, enabling achievement of good outcomes of self-awareness and task performance (Bozer et al., 2015).

HR-Busi - They will say, I want a black male, I want a black female, irrespective of the [coach] profile list given, okay, because I think sometimes this is the unknown, you want to relate to somebody, you feel you relate better to somebody of colour. (35:35)

Coachee-Mandla - I feel that [it was] the cultural identity part that played a big role. (23:23)

Coachee-Rachel - So I had some personal changes that was taking place in my life and I felt that I needed a woman's perspective in navigating my way through those changes and at the time she was incredible for me. (15:15)

5.4.2 Positive factors contributing to coachee matching choice

Positive factors contributing to coachee matching choice are discussed in this section under the following subheadings:

- a) *Coach experience;*
- b) *Commitment;*
- c) *Common field background; and*
- d) *Positive personality attributes;*

a) *Coach experience*

The majority of the respondents mentioned aspects of the coach experience, and skills such as rapport building as a criterion for matching. This finding is corroborated by Morgan et al. (2011), who contributed to leadership coach selection recommending that client organisations should prefer coaches who have leadership experience and have worked at the same or higher level, as this aspect affords credibility to the coach. In addition, wisdom that is reflected as insight and capability to make intuitive leaps, lends credibility and confidence to the coach's established skills sets.

HR-Felix - [With] highly experienced, capable, and competent coaches you find that they are able to build rapport quickly and easily with anybody. (11:11)

Coachee-Sipho - Well yes for me is the ability to listen you know. Allow the person to express themselves and then just maybe rarely ask. I mean some of the things I end up talking to sort it about stuff I

wouldn't say to anybody else. It's just the kind of questioning that she was actually grilling you know, that actually made me drill deeper and deeper you know within myself. (46:46)

b) Commitment

The finding on commitment related to both coachee and coach. It would seem that some respondents felt that in spite of the matching the willingness or readiness of the coachee is seen to be important. The literature in support of this finding can be gleaned from a research study done by O'Broin and Palmer (2010) where it was suggested that self-awareness as a personal attribute is important for both the coach and coachee, facilitating the building of trust, enhancing the bond, and ensuring effective engagement. In the same study, other factors such as the quality of the coach-coachee interactions and adopting a co-creation approach were noted as superordinate themes in the study findings (O'Broin & Palmer, 2010). The co-creation approach entails commitment from both parties.

HR-Busi - I think for me it's not the matching, it's more the commitment of the individual. (199:199)

Coachee-Nandi - So both of them [coach and coachee] actually are two completely different people, like again come, they are interested, they are willing, so the key ingredients are there, in terms of your personality. (14:14)

c) Common field background

A number of respondents mentioned common field background as one of the criteria they used for coach matching. In support of the finding, a research study on mentor-protégé matching, Colomo-Palacios et al. (2009) highlighted a range of personal characteristics such as qualifications, personal and professional skills, vocational experience, demographics, and personal values that the participants reflected on in choosing mentoring pairs.

Coach-Koos - [A coachee] that worked in engineering department but wanted to learn and sharpen up on her goals in the area of business improvement in Six Sigma. (17:17)

Coachee-Zola - Given my background as an engineer, I was looking for somebody [to focus] on innovation. (21:21)

d) *Positive personality attributes*

A number of respondents mentioned the personality attributes of the coach and coachee that are important factors contributing to positive matching dynamics. This finding is supported in literature by the Corporate Leadership Council guide document that personality on the part of the coach as well as the executive is a critical factor for the establishment of the coach-coachee match (Corporate Leadership Council, 2003).

HR-Felix - And I think it is because the coaches' style often determines their ability to build rapport with the coachee. (20:21)

Coachee-Mandla - The ability to adapt their style right, to best fit whatever the coachee is coming in with. (205:205)

5.4.3 Factors contributing to negative matching dynamics

Factors contributing to negative matching dynamics are discussed in this section under the following subheadings:

- a) *Personality opposites;*
- b) *Lack of trust;*
- c) *Personality clash;*

- d) *Crossing coaching relationship boundaries; and*
- e) *Negative impact of coach/coachee demographics.*

a) *Personality opposites*

Two respondents who mentioned this finding of personality opposites, referred to behavioural personality attribute such as hyperactivity versus sluggishness. This finding had a bearing on the importance of the use of personality self-assessment tools such as the MBTI for coach-coachee matching. A supportive research study on the use of the MBTI by Schultz and Schultz (2016) reported that 89 out of the Fortune 100 listed companies used the MBTI tool.

Coachee-Machetta - Maybe that's why they gave me the choices.
Probably the other two were the same because he's extremely slow and sometimes I'm like: "Oh God. Please help," but I calm down, but maybe it's good because he calms me down. I might be up for ten minutes then; because he's too slow then I calm down like okay.
You're here. There's not much you can do. Calm down. Yes.
(115:115)

b) *Lack of trust*

This finding of lack of trust related to a coachee being matched with an internal coach, and coachees not trusting being allocated specific coaches. This finding has reference to the importance of trust in the matching process. This finding is supported in literature by O'Broin and Palmer (2010), who suggest that self-awareness as a personal attribute is important for both the coach and coachee, facilitating the building of trust, enhancing the bond, and ensuring effective engagement.

Coachee-Sipho - Of the allocated coach. I didn't trust that guy. He was also a senior manager. Not even a role model for that matter.
You know it was really, it was a terrible match. So I just went. We checked in. I gave him as little as I can get away with and come end of that hour... (214:214)

c) *Personality clash*

A few respondents mentioned personality clash as they relayed the interpersonal interaction dynamic during the matching session. This finding is corroborated by Ianiro et al. (2015) who studied the interpersonal behaviour of coach and coachee highlighting the moment-by-moment dynamic and reciprocal nature of the coach-coachee interaction. They suggested that coaches, in adopting a dominant-affiliative stance, evoke reciprocity in the coachees, which this was linked to goal-attainment along the coaching process (Ianiro et al., 2015).

Coachee-Amanda - The lady who was coaching me from the coaching company was very different from me and I remember the first day we met, we actually had a very nice conversation, it was tense because there was a clash of personality in the room and so I did not like it and I said to her very direct, I do not like the way you are doing things and you know all of that, and it was a two hour session of banging each other's walls. (58:58)

d) *Crossing coaching relationship boundaries*

One respondent mentioned an experience where the coaching relationship boundaries were crossed; the coach's personal circumstances became part of the matching process. The importance of this finding has reference to the coach's skill of managing the coaching relationship boundaries during rapport building. A supportive research study by Wycherley and Cox (2008) cautioned that other stakeholders might make ill-informed matching decisions based on factors such as perceived initial rapport between the executive and coach. They suggest that organisations must focus on thoroughly assessed coaches for the benefit of the coachee (Wycherley & Cox, 2008).

Coachee-Patience - So my coach was going through a very nasty personal life crisis which took him by surprise around our third coaching session...We naturally got on well, and at some indistinguishable point in the coaching process – when I was doing well, feedback was good, and I could see change – the relationship

seemed to shift and we would talk about his circumstances... In a way, it made me feel better (my mess, wasn't as bad as his mess), but I also resented it, because coaching is such a pure opportunity to focus on yourself and work through issues with someone impartial. (221:221)

e) *Negative impact of coach-coachee demographics*

The mentioning of this finding on the negative impact of coach-coachee demographics by a few respondents related to aspects of age and culture. The supportive research for this finding was done by Makhalima (2007), and he reported on the impact of personal demographics including age, gender, language, and race in the choice of coach (Makhalima, 2007). An interesting observation was made in a study by Dawtrey (2015) on coach supervision in the South African context, looking at important competencies to be included. None of the five coach supervisors and eighteen supervisees raised the importance of understanding the complexities of racial diversity and cultural awareness, given the fact that South Africa's diverse social and political contexts and implications on coaching (Dawtrey, 2015).

HR-Felix - We did however contract in a number of younger coaches and there we were far more careful and we were particularly careful because we had a young coach, a very good coach, who was quite a lot younger in terms of his age, he was in his mid-twenties and there we were more careful to match him to younger employees, purely because we were concerned about the credibility or the initial opinion that an older coachee might have on him. (19:19)

Coachee-Machetta - I'm like maybe it's the cultural background that we come from. For me an elder. He's an elder. Does not matter what. I can't just say whatever I want to say to an elder, while probably other cultures like, no, a person is a person. You say whatever you want. You see. So yes. (55:55)

5.4.4 Impact of positive matching dynamics on coaching

The impact of positive matching dynamics on coaching is discussed in this section under the following subheadings:

- a) *Effective coaching relationship; and*
- b) *Positive coachee benefit from the matching process,*

a) Effective coaching relationship

The effective coaching relationship was mentioned by the majority of the respondents as the ultimate goal of focussing on the matching. There is a lot of supportive literature on the coaching relationship (Bluckert, 2005; Boyce et al., 2010; Kemp, 2011; Makhalima, 2007; O'Broin & Palmer, 2010), all highlighting the importance of rapport building to establish a match in the interest of the development of an effective coaching relationship.

HR Felix - The matching process is critical. It is all about the relationship. (98:98)

b) Positive coachee benefit from the matching process

Some respondents mentioned the level of contribution of the matching process to coaching as well as the personal benefit to the coachee's ability to articulate their issues. Baron and Morin (2009) assert that the importance of focussing on effective coach-coachee matching relates to facilitating the establishment of a good coaching relationship, which has been reported as having a mediating role for the achievement of self-efficacy as an outcome and measure of effectiveness in executive coaching (Baron & Morin, 2009).

Coach-Joe - It (matching) is probably that extra twenty to thirty percent [contribution to the] success rate that makes it a bit better and it makes a big difference on the coaches' experience of the intervention, more so than I think the clients' experience. (47:47)

Coachee-Patience - So it really restored for me that, in looking... in that process of looking for a coach really restored for me a bit of faith

in that actually I wasn't completely useless, awful, horrid, revolting, vile, all those phrases that we really dominant at the time. (55:55)

5.5 Conclusion of the discussion of the findings

This discussion chapter reflected on the findings in response to research questions 1 and 2. This was done in sections 5.3 dealing with organisation-coachee dynamics, and 5.4 dealing with coach-coachee dynamics respectively..

The organisation-coachee dynamics included organisational factors contributing to positive and negative matching dynamics, negative factors affecting the matching choice, as well as the impact of negative matching dynamics on coaching. The coach-coachee dynamics included factors contributing to positive matching dynamics, positive factors affecting the matching choice, factors contributing to negative matching dynamics and, the impact of positive matching dynamics on coaching.

Chapter 6 is focused on the conclusions and recommendations of this research study.

CHAPTER 6. CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter focuses on the conclusions of the study with reference to the findings and discussions pertaining to the research topic, the dynamics of coach-coachee matching in the South African context with a specific focus on the experiences and perspectives of participants. The chapter includes implications for stakeholders involved in the coach-coachee matching process and recommendations for further research.

The matching process was described as a critical step in the implementation of a coaching programme in an example of a coach-coachee matching study that focused on gender diversity (Gray & Goregaokar, 2010). This research study focused on the dynamics of the matching process to enhance the understanding of the developmental elements involved in the establishment of a good coaching relationship that would ensure successful coaching outcomes.

6.1.1 The research context

The context of the research is reflected in Table 5 where the seven organisations and their respective economic sector were listed; along with the participant HR managers; participant coaches; and participant coachees. In addition a summary of the coaching culture was provided, as was the matching dynamics outcome (positive or negative) per coachee. All seven organisations were labelled as Org-A, Org-B etc. for confidentiality. All 22 participants, consisting of 15 coachees, four HR managers, and three coaches were given pseudonyms for confidentiality.

6.1.2 Overall findings

The overall findings in terms of the coach-coachee matching dynamics relate to the experiences and perspectives of the coachees. All seven organisations had an established coaching programme and practice of some sort.

The coaching programmes and practices varied and included internal coaches; external coaches; coachee choice from internal coaches' data base; coachee choice from external coach profiles; needs-based coaching; MBA support; internet-based; coach allocated; developmental and remedial coaching. The outcome of the coaching dynamic was described as either positive or negative based on the coachee's experience and perspective.

The findings seemed to suggest that there could be a correlation between the type of coaching programme elements, and/or coach-coachee personality attributes and the outcome of the dynamics of coaching. Out of the 15 coachees three had negative outcomes of the matching dynamics indicating a 20 percent negative and 80 percent positive outcome. Two of the three coachees had challenges with the coach-coachee dynamics rather than the organisation-coachee dynamics and one of the three had challenges involving both organisation-coachee dynamics as well as coach-coachee dynamics.

6.2 Conclusions of the study

This research study was aimed at establishing the dynamics involved in the coach-coachee matching process, looking at the experiences and perspectives of participants in the South African context. The two research questions were "*How is executive coach-coachee matching done in South African organisations?*" as the first question, and "*What are the dynamics of executive coach matching and what are the experiences and perspectives of the coachees and coaches in the South African context?*" as the second question.

This section summarises the findings with reference to the eight major themes emerging from the participants' responses to the research questions, discussion of the findings, and reference to other research studies with regard to the literature reviewed.

6.2.1 Conclusions pertaining to organisation-coachee dynamics

The conclusions made from the research findings are outlined in the following themes:

- a) Organisational factors contributing to positive coachee matching dynamics;*
- b) Organisational factors contributing to negative coachee matching dynamics;*
- c) Negative factors affecting coachee matching choice, and*
- d) Impact of negative matching dynamics on coaching.*

a) Organisational factors contributing to positive coachee matching dynamics

The findings of this research study indicated the factors that contributed to positive coachee matching dynamics included organisational coaching culture and programme, trained internal coaches, geographic access to coaches, availability of coach-coachee choice, a dedicated coaching HR manager, group coaching, enabling use of technology, and positive feedback.

b) Organisational factors contributing to negative coachee matching dynamics

The findings indicated the factors that contributed to negative organisation-coachee dynamics included, remedial coaching, negative feedback, and limiting technology factors.

c) Negative factors affecting coachee matching choice

The findings seem to indicate that negative factors contributing to coachee matching choice, unmet expectations of the coachee, and organisational bias in the coaches' favour.

d) *The impact of negative matching dynamics on coaching*

The findings included failure of the coaching programme, coach-coachee match termination, and ineffective coaching.

6.2.2 Conclusions pertaining to coach-coachee dynamics

The conclusions made from the research findings are outlined in the following themes:

- a) *Factors that contribute to positive coach-coachee matching dynamics;*
- b) *Positive factors contributing to coachee matching choice;*
- c) *Factors contributing to negative matching dynamics; and*
- d) *The impact of positive matching dynamics on coaching.*

a) *Factors contributing to positive coach-coachee matching dynamics*

The majority of findings in relation to the coach-coachee matching dynamics raised issues of personality, values and beliefs of the coach and coachee dyad. The other findings pointed to preferred demographics of coach and coachee.

b) *Positive factors contributing to coachee matching choice*

The majority of the findings indicated that coach experience is at the top of positive contributing factors. The other factors included coach-coachee commitment, common field background, and positive coach-coachee personality attributes.

c) *Factors that contribute to negative matching dynamics*

The findings seemed to indicate that factors that contribute to negative matching dynamics included, lack of trust, personality clash, crossing of the coaching relationship boundaries, and negative impact of coach-coachee demographics.

d) *The impact of positive matching dynamics on coaching*

The findings in relation to the impact of matching dynamics on coaching were the development of an effective coaching relationship, and positive coachee benefit from the matching process, beginning with good coaching outcomes.

6.3 Recommendations

The recommendations of the study refer to the different stakeholders involved in the management and executive coaching industry.

6.3.1 HR practitioners

Matching of coach and coachee could be preceded by coach-coachee matching dynamics awareness programmes for the HR managers responsible for coaching programmes in the client organisations. In addition, the coach practitioners and the coachee clients could be exposed to these programmes to enhance their levels of sensitivity, focus on interpersonal skills, and improve coaching competencies.

6.3.2 Coaches and potential coachees

This study could improve the matching process, ensure effective coaching relationships, and ultimately coaching outcomes in organisations operating in South Africa, by encouraging open discussions of the critical step of rapport building and interpersonal dynamics involved in the matching process.

6.3.3 Coach training institutions

As the study focused on the matching process, it is hoped to provide some guidance to the various areas of coaching such as formal academic training programmes on executive coaching, which could include effective coach-coachee matching modules. This could broaden the perspective of the 'matchmaker' in the organisation as well as that of coachees in the case of choosing coaches for themselves.

6.4 Suggestions for further research

6.4.1 Context

The organisations sampled all had their geographic location as Johannesburg in the Gauteng province, and were all private sector companies. The results might not be generalisable to the public sector, non-governmental organisations, nor to organisations in other provinces. Further research could focus on a different context in terms of the geographic location and economic sectors.

6.4.2 Sample

The small sample size was a limitation to generalisability of the results. Research involving bigger samples could reflect different thematic trends.

6.4.3 Research participant types

The sample included a mix of internal and external coach-coachee matches. A study examining the dynamics and practices from a purely internal or external perspective might yield slightly different results.

REFERENCES

- Abbott, G., Gilbert, K., & Rosinski, P. (2013). Cross-cultural working in coaching and mentoring. In Passmore, J., Peterson, D. & Freire, T. (Eds), *The Wiley-Blackwell Handbook of the Psychology of Coaching and Mentoring* (pp. 483-500). Hoboken, NJ: Wiley-Blackwell.
- Allen, T. D., Eby, L. T., & Lentz, E. (2006). Mentorship behaviors and mentorship quality associated with formal mentoring programs: closing the gap between research and practice. *Journal of Applied Psychology, 91*(3), 567-578.
- Attlee, Z. D. (2013). *An exploration of coaching practices in leading South African companies*. Master of Management in Business Executive Coaching research report, University of Witwatersrand, Johannesburg.
- Babbie, E. R. (2014). *The Practice of Social Research*. Boston, MA: Cengage Learning.
- Baron, L., & Morin, L. (2009). The coach-coachee relationship in executive coaching: A field study. *Human Resource Development Quarterly, 20*(1), 85-106.
- Batchelor, G. (2016). *Executive coach selection: Does personality play a role?* Master of Arts in Industrial-Organisational Psychology thesis, Middle Tennessee State University. Murfreesboro, TN.
- Bluckert, P. (2005). Critical factors in executive coaching – the coaching relationship. *Industrial and Commercial Training, 37*(7), 336-340.
- Bono, J. E., Purvanova, R. K., Towler, A. J., & Peterson, D. B. (2009). A survey of executive coaching practices. *Personnel Psychology, 62*(2), 361-404.
- Boyce, L. A., Jackson, R. J., & Neal, L. J. (2010). Building successful leadership coaching relationships: examining impact of matching criteria in a leadership coaching program. *Journal of Management Development, 29*(10), 914-931.
- Bozeman, B., & Feeny, M. K. (2008). Mentor matching: A 'goodness fit' model. *Administration & Society, 40*(5), 465-482.
- Bozer, G., Joo, B-K., & Santora, J. C. (2015). Executive coaching: Does coach-coachee matching based on similarity really matter? *Consulting Psychology Journal: Practice and Research, 67*(3), 218-233.
- Brand, H., & Coetzee, M. (2013). An explorative study of the experiences of coach and coachee during executive coaching. *Journal of Social Science, 34*(3), 247-256.

- Broadbent, R., & Papadopoulos, T. (2009). Community Education and Youth Mentoring: How to Build Good Practice. *Australian Journal of Adult Learning, 49*(2), 319-351.
- Carroll, M. A., & Barnes, E. F. (2015). Strategies for Enhancing Diverse Mentoring Relationships in STEM Fields. *International Journal of Evidence Based Coaching and Mentoring, 13*(1), 58-69.
- Chao, G.T., Walz, P. & Gardner, P.D., 1992. Formal and informal mentorships: A comparison on mentoring functions and contrast with non-mentored counterparts. *Personnel psychology, 45*(3), 619-636.
- Clutterbuck, D. (2005). Establishing and Maintaining Mentoring Relationships: An Overview of Mentor and Mentee Competencies. *SA Journal of Human Resource Management, 3*(3), 2-9.
- Colomo-Palacios, R., Gomez-Berbis, JM., Garcia-Crespo, A. & Mencke, M. (2009). SeMatching: Using Semantics to Perform Pair Matching in Mentoring Processes. In *Visioning and Engineering the Knowledge Society. A Web Science Perspective: Lecture Notes in Computer Science* (pp. 137-146).
- Cooper, S., Wilson-Stark, K., Peterson, D. B., O'Roark, A. M., & Pennington, G. (2008). Consulting competently in multicultural contexts. *Consulting Psychology Journal: Practice and Research, 60*(2), 186-202.
- Corporate Leadership Council. (2003). *Maximizing returns on professional executive coaching*. Washington D.C.: Corporate Leadership Council.
- Cox, E. (2005). For better, for worse: the matching process in formal mentoring schemes. *Mentoring & Tutoring: Partnership in Learning, 13*(3), 403-414.
- Creswell, J. W., Hanson, W. E., Clark Plano, V. L., & Morales, A. (2007). Qualitative Research Designs: Selection and Implementation. *The counseling psychologist, 35*(2), 236-264.
- Dawtre, C. (2015). Coaching supervision in South Africa: Comparing current practice against COMENSA guidelines. Doctoral Dissertation. Stellenbosch University, Stellenbosch.
- de Haan, E., Duckworth, A., Birch, D., & Jones, C. (2013). Executive coaching outcome research: The contribution of common factors such as relationship, personality match, and self-efficacy. *Consulting Psychology Journal: Practice and Research, 65*(1), 40-57.
- de Haan, E., Grant, A. M., Burger, Y., & Eriksson, P-O. (2016). A large-scale study of executive and workplace coaching: The relative contributions of relationship, personality match, and self-efficacy. *Consulting Psychology Journal: Practice and Research, 68*(3), 189-207.

- Devers, K. J., & Frankel, R. M. (2000). Study Design in Qualitative Research-2: Sampling and Data Collection Strategies. *Education for Health, 132(2)*, 263-271.
- Dicicco-Bloom, B., & Crabtree, B. F. (2006). The qualitative research interview. *Medical Education, 40(4)*, 314-321.
- Geber, H., & Keane, M. (2013). Extending the worldview of coaching research and practice in Southern Africa: the concept of Ubuntu. *International Journal of Evidence Based Coaching & Mentoring, 11(2)*, 8-18.
- Grant, A. M., Cavanagh, M. J., & Parker, H. M. (2010). The State of Play in Coaching Today: A Comprehensive Review of the Field. In Cooper, C. L. & Robertson, I. T. (Eds.), *International Review of Industrial and Organizational Psychology* (pp. 125-167), Hoboken, NJ: Wiley-Blackwell.
- Gray, D. E., & Goregaokar, H. (2010). Choosing an executive coach: The influence of gender on the coach-coachee matching process. *Management Learning, 41(5)*, 525-544.
- Gray, D. E., Ekinci, Y., & Goregaokar, H. (2011). A Five-dimensional Model of Attributes: Some precursors of executive coach selection. *International Journal of Selection and Assessment, 19(4)*, 415-428.
- Hale, R. (2000). To match or mis-match? The dynamics of mentoring as a route to personal and organisational learning. *Career Development International, 5(4/5)*, 223-234.
- Holtshousen, M. (2015). *Common factors supporting the matching between coach and coachee*. Master of Philosophy in Management Coaching, Stellenbosch University, Stellenbosch.
- Hussein, A. (2009). The use of triangulation in social sciences research: Can qualitative and quantitative methods be combined? *Journal of Comparative Social Work, 4(1)*, 1-12.
- Ianiro, P. M., Lehmann-Willenbrock, N., & Kauffeld, S. (2015). Coaches and clients in action: A sequential analysis of interpersonal coach and client behavior. *Journal of Business and Psychology, 30(3)*, 435-456.
- Joo, B-K. (2005). Executive Coaching: A Conceptual Framework From an Integrative Review of Practice and Research. *Human Resource Development Review, 4(4)*, 462-488.
- Kahn, M. S. (2011). Coaching on the Axis Article ICPR. *International Coaching Psychology Review, 6(2)*, 193- 210.
- Kemp, T. (2011). Building the coaching alliance: Illuminating the phenomenon of relationship in coaching. In Hernez-Broome, G., Boyce, L. A. & Kraut, A. I. *Advancing Executive Coaching: Setting the course for Successful Leadership Coaching*. (pp. 153. 989). San Fransisco, CA: Jossy-Bass.

- Kilburg, R. R. (2004). Trudging toward Dodoville conceptual approaches and case studies in executive coaching. *Consulting Psychology Journal: Practice and Research*, 56(4), 203-213.
- Kombarakaran, F. A., Yang, J. A., Baker, M. N., & Fernandes, P. B. (2008). Executive coaching: It works! *Consulting Psychology Journal: Practice and Research*, 60(1), 78-90.
- Law, H. (2013). *The psychology of coaching, mentoring and learning*. Hoboken, NJ: John Wiley & Sons.
- Makhalima, M. C. (2007). *The Influence of the Primary Dimensions of Race Gender Age and Language on the Coaching Relationship*. Masters in Work Based Learning Studies (Professional Coaching), Middlesex University, Middlesex, UK.
- Makhalima, M. C. (2011). *Lessons learned from matching coaches to coachees - SA context*. Retrieved 17 October 2016 from <http://www.i-coachacademy.com/media/recommended%20reading/Lessons%20learned%20from%20matching%20coaches%20to%20coachees%20-%20SA%20context.pdf>
- Maxwell, A. (2009). How do business coaches experience the boundary between coaching and therapy/counselling? *Coaching: An International Journal of Theory, Research and Practice*, 2(2), 149-162.
- Mayerson, N. H. (2006). *Online Coaching: Lessons Learned*. Cincinnati, OH: Hummingbird Coaching Services.
- McCarthy, G., & Milner, J. (2013). Managerial Coaching: challenges, opportunities and training. *Journal of Management Development*, 32(7), 768-779.
- McGovern, J., Linemann, M., Vergara, M., Murphy, S., Barker, L., & Warrenfeltz, R. (2001). Maximising the impact of executive coaching: Behavioral change, organisational outcomes and return on investment. *The Manchester Review*, 6(1), 1-8.
- McLaughlin, M. (2013). Less is more: The executive coach's experience of working on the telephone. *International Journal of Evidence Based Coaching and Mentoring*, 7, 1-13.
- Milner, J., Ostmeier, E., & Franke, R. (2013). Critical incidents in cross-cultural coaching: The view from German coaches. *Journal of Evidence-based Coaching and Mentoring*, 11(2), 19-32.
- Morgan, H., Harkins, P., & Goldsmith, M. (2011). *The Art and Practice of Leadership Coaching: 50 Top Executive Coaches Reveal Their Secrets*. Hoboken, NJ: John Wiley & Sons.

- Morrell, S. T. (2011). *Voices of the Coached: Conversations with Those Who Have Participated in Executive Coaching*. Doctor of Education Doctoral Dissertation, University of St Thomas, Minneapolis: Minnesota.
- Morse, J., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International Journal of Qualitative Methods*, 1(2), 13-22.
- O'Broin, A. (2016). Where we have been, where we are now, and where we might be heading: Where next for the coaching relationship? *Coaching Psykologi*, 5(1), 57-74.
- O'Broin, A., & Palmer, S. (2010). Exploring key aspects in the formation of coaching relationships: initial indicators from the perspective of the coachee and the coach. *Coaching: An International Journal of Theory, Research and Practice*, 3(2), 124-143.
- O'Flaherty, C., & Everson, J. (2013). Coaching in South Africa. In J. Passmore (Ed.), *Diversity in Coaching: Working with gender, culture, race and age* (2nd ed., pp. 75-98). London, United Kingdom: Kogan Page.
- Passmore, J. (2010). A grounded theory study of the coachee experience: The implications for training and practice in coaching. *International Coaching Psychology Review*, 5(1), 48-62.
- Passmore, J., & Jastrzebska, K. (2011). Building a coaching culture: a development journey for organisational development. *Coaching Review*, 2, 1-11.
- Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. *Journal of counseling psychology*, 52(2), 126-136.
- Price, J. (2009). The coaching/therapy boundary in organizational coaching. *Coaching: An International Journal of Theory, Research and Practice*, 2(2), 135-148.
- Ritchie, J., & Lewis, J. (Ed.) (2003). *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. London, UK: Sage Publications.
- Rock, D. (2008). SCARF: A brain-based model for collaborating with and influencing others. *NeuroLeadership Journal*, 1(1), 44-52.
- Schultz, D., & Schultz, S. (2016). *Theories of personality* (9th ed.). Boston, MA: Cengage Learning.
- Seidman, I. (2005). *Interviewing As Qualitative Research: A Guide for Researches in Education*. New York, NY: Teachers College Press

- Stern, L. R. (2004). Executive coaching: A working definition. *Consulting Psychology Journal: Practice and Research*, 56(3), 154-162.
- Stout-Rostron, S. (2011). Gender issues in business coaching. In Passmore, J., Peterson, D. & Freire, T. (Eds), *The Wiley-Blackwell Handbook of the Psychology of Coaching and Mentoring* (pp. 155-174). Hoboken, NJ: Wiley-Blackwell.
- Thompson, D (Ed.). (1995). *The Concise Oxford Dictionary* (9th edition). Oxford, UK: Oxford University Press.
- Williams, K. (2005). *Mentoring the next generation of nonprofit leaders: A practical guide for managers*. Washington DC: Academy for Educational Development.
- Wycherley, I. M., & Cox, E. (2008). Factors in the selection and matching of executive coaches in organisations. *Coaching: An International Journal of Theory, Research and Practice*, 1(1), 39-53.

APPENDIX A: Actual Research Instrument

Interview discussion guide A: Coachee

Tell me about how your coaching experience was managed in this from Organisation: how were your coaching needs identified? How were you matched with a coach? How was feedback about the coaching experience given? By whom was it given and how was it given?

On a scale of significance can you please rate the personal attributes of coachee: **1** meaning “**not significant**” to **10** meaning “**extremely significant**”

Coachee attributes	Rating	Comments
Personal style		
Learning style		
Personal strengths		
Development needs		

On a scale of significance can you please rate the personal attributes of coach: **1** meaning “**not significant**” to **10** meaning “**extremely significant**”

Coach attributes	Rating	Comments
Personal style		
Coaching approach		
Personal strengths		
Development style		

How do you think the matching process affects the coaching outcomes?

Is there anything else that you would like to add to this topic?

Interview discussion guide B: HR/OD Coaching programme manager

How does this from Organisation manage its management coaching processes: from assessing needs, to finding coaches, to getting feedback about the matching and coaching experiences?

On a scale of significance can you please rate the personal attributes of the coachee: **1** meaning “not significant” to **10** meaning “**extremely significant**”

Coachee attributes	Rating	Comments
Personal style		
Learning style		
Personal strengths		
Development needs		

On a scale of significance can you please rate the personal attributes of the coach: **1** meaning “**not significant**” to **10** meaning “**extremely significant**”

Coach attributes	Rating	Comments
Personal style		
Coaching approach		
Personal strengths		
Development style		

How do you think the matching process affects the coaching outcomes?

Is there anything else that you would like to add to this topic?

Interview discussion guide C: Coach

I have been informed that you coached Ms XX / Mr YY: How were you briefed about Ms XX's / Mr YY coaching needs? Did you feel that you and Ms XX / Mr YY were a good match? Why do you say so? Did you have to give feedback about the coaching experience? How did you give it, and to whom?

On a scale of significance can you please rate the personal attributes of the coach and coachee: **1** meaning “**not significant**” to **10** meaning “**extremely significant**”

Coachee attributes	Rating	Comments
Personal style		
Learning style		
Personal strengths		
Development needs		

On a scale of significance can you please rate the personal attributes of the coach: **1** meaning “**not significant**” to **10** meaning “**extremely significant**”

Coach attributes	Rating	Comments
Personal style		
Coaching approach		
Personal strengths		
Development style		

How do you think the matching process affects coaching outcomes?

Is there anything else that you would like to add to this topic?

APPENDIX B

Consistency matrix

Research problem: Assess the dynamics that may have an influence on coach-coachee matching in the practice of business executive coaching in the South African context.					
Sub-problem	Literature Review	Research questions	Source of data	Type of data	Analysis
Assess approaches to executive coach-coachee matching practice in South Africa.	Atlee (2013) Bozeman and Feeny (2008) Bozer et al. (2015) Clutterbuck (2005) Joo (2005) Kombarakaran et al. (2008) Morgan, Harkins, and Goldsmith (2011) O'Broin and Palmer (2010) Stern (2004) Wycherley and Cox (2008)	How is the executive coach-coachee matching done in the South African from Organisations?	Actual interview	Ordinal data	ATLAS.ti Computer software assisted method

Research problem: Assess the dynamics that may have an influence on coach-coachee matching in the practice of business executive coaching in the South African context.					
Sub-problem	Literature Review	Research questions	Source of data	Type of data	Analysis
Establish the influence of specific dynamics in executive coach matching and how coaching relationship can be improved to ensure successful coaching outcomes.	Baron and Morin (2009) Bono et al. (2009) Boyce et al. (2010) Chao et al. (1992) Colomo-Palacios et al. (2009) Cooper et al.(2008) Corporate Leadership Council. (2003) Cox (2005) Grant et al. (2010) Gray and Goregaokar (2011) Hale (2000) McCarthy and Milner (2013)	What are the dynamics of the coach matching and how can coaching benefit from the perspectives of coaches and coaches?	Actual interview	Ordinal data	ATLAS.ti computer software assisted method

APPENDIX C: Code list

Code-Filter: All

HU: LM_Coach_Matching_Project2

File: [C:\Users\Loyiso\Documents\Scientific
Software\ATLAsTi\TextBank\LM_Coach_Matching_Project2.hpr7]

Edited by: Super

Date/Time: 2017-02-26 14:14:31

"mining" the coaching needs	executive and management coaching
background similarities	expensive development program
bad match - 73% ineffective coaching	feedback agreement
challenge preference	coach flexibility
coach's personal strength	frustrating interpersonal dynamic
coach's personal style	future leadership needs
coach's views on matching exercise	gender attribute
coach developmental approach	geographical proximity
coach profile preferences	good match outcomes
coachee's development needs	group validation
coachee's learning style	high talent potential
coachee's personal strength	higher meaning for coach
coachee's personal style	holding the emotion
coaches matched on availability	HR objectives outline
coaching approach	impressive coaching approach
coaching culture	individual and group coaching
coaching relationship	intense sessions
confidence on coach's capability	interactions to make a choice
corrective coaching not favoured	internal coach career trajectories
cultural diversity	internal coach trainees
deep self-reflection approach	internal coach training for personal gain

internal desire	valued
internal values and ethics conflict	prior education about coaching
international exposure	manager disengaged
interpersonal negative attitude dynamic	manager threatened
introductory explanation	map and mirror metaphor
journey ownership	match as a trial
knowledge validation	match disappointment
language challenge	match improvement optimism
leadership acknowledgement needed	match incompatibility dynamic
leadership development contractual	matching as key element
leadership development passion	matching choice options
leadership development program	matching for compliance
leadership potential	matching contribution 20% to 30%
leadership self-awareness	matching critical for relationship
leadership status symbol	matching failed
life-work balance	matching for psychotherapy
listening with genuine empathy	matching for successful outcomes
long distance coaching	matching needs mutual commitment
long serving coaching pool	matching process dynamics
looking for best value potential	matching stopped if ethical or legal issues
manager-directed coaching not	matching stopped

matching to keep job
meaningfulness for coach
mental construct examination
mentoring identified as coaching needs-
mindset shift
mistrust cause reservation
more mentoring than coaching
mutual match termination
needs assessments by HR
new manager team dynamics
new self-discovery
no commonality
no demographic difference
no matching process
objectivity with unknown coach
off-site environmental benefit
on-boarding coach assigned
online coaching accepted if paid for
online coaching conversations
online coaching
online leadership blogs
online process solitude
online sessions
PDP sharing choice
performance gap analysis
personal development plan
personal gain
personal reconstruction
personality matching
positive matching outcome
post coaching personal relationship
pre-allocation research
prestigiously branded development program
problem framing
profound learning moment
promotion support
psychotherapy disguised as coaching
punitive allocation suspicion
racial diversity
random matching
reciprocal contribution
reconfirmation of commitment

reflective consideration
religious beliefs
return on investment
role reversal
roles and rules
safety and comfort
self-awareness
self-awareness
self-worth restoration
social circumstance matching
solution perspective
sounding board
diversity embrace imperative
strategy formulation-
support for MBA
supportive coaching approach
technical and professional alignment
technology-based matching
thinking partner
time commitment confirmation
trustworthiness
twelve coaching sessions
unconventional approach
unique coaching approach
unskilled coach match