



# **The dynamics of a coach and coachee in a coaching relationship at Sasol**

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## **ABSTRACT**

The challenge is to get people in the organization to embrace the changes and focus on attaining the goals set forth by the executives, and this requires a change in behavior. Real cultural change can only be achieved if people at all levels in the organization behave in ways that support the strategic direction and goals. People need to know what is required of them in the “new” future. The research aims to establish coaching dynamics existing between coach and coachee and the implementation of a leader-as-coach (L-A-C) approach with the chemical environment. Using a qualitative study method, the research examines the benefits of implementing an L-A-C approach within different role categories at Secunda Chemical Operations, determines the organisational factors affecting the implementation of an L-A-C approach in the petro-chemical environment and clarifies the individual factors affecting the implementation of an L-A-C approach within a coaching relationship.

There are clear reasons for implementing an L-A-C approach within the organisation and benefits range from ensuring a leadership pipeline for organisations, improving client and employee retention, and enhancing the organisation’s success due to increased productivity. These benefits, in turn, foster positive benefits for the L-A-Cs (the managers who are coaches) and the employees (the coachees who receive coaching from their managers). Organisational factors include a culture of people-centricity which clearly enables an L-A-C approach. This process suggests that the organisation should begin with the organisational performance drivers, and the clear reasons for implementation of an L-A-C approach, followed by an enabling structure and processes, including the development of individual skills.

## DECLARATION

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

Name: Thobekile

Signature



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Signed at Secunda

On the 12th day of October 2020

## **DEDICATION**

To my son Langelihle and my family, thank you for the support during this process, which was very demanding but also life changing.

## **ACKNOWLEDGEMENTS**

I would like to thank the following people:

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

HR	Human Resources
HRVP	Human Resource Vice President
KPI	Key Performance Indicators
L-A-C	Leader-as-coach
L&D	Learning & Development
MSP	Monthly Salaried Personnel
OTJ	On-the-job
PDP	Personal development plans
SCO	Secunda Chemical Operations
SP	Salaried Personnel

# **CHAPTER 1. INTRODUCTION**

## **1.1 Purpose of the study**

The aim of the research was to examine the coaching dynamics of a coach in a coaching relationship within the Secunda Sasol Chemical Operations business unit. Sasol drives a high performance culture within a high pressured environment, and is one of the organisations that responds to fast to pressures of innovation. Using a qualitative method this study attempted to unpack whether Sasol's conventional approach of having managers as coaches for performance purposes is yielding the expected results. This study focused specifically in the functional support environment in Secunda Chemical Operations business units, which include supply chain, human resources, Security, Emergency management, finance, people and organisation effectiveness, site logistics and emergency management.

## **1.2 Context of the study**

Globally coaching is defined as unlocking a person's potential to maximise their own performance, it is helping them to learn rather than teach and also used as an organisational development tool (Rosinski, 2011). Geber, Keane, & Mentoring (2013) believe that the incorporation of indigenous ways of being and knowing are not well developed in the African continent and are critical for coaching training in Southern African leadership. In spite of increased international research interest in cross-cultural studies in coaching, there has been little impact on coaching curricula and research methodologies.

In the context of coaching and leadership development we still rely, by default, on Western paradigms and values with little innovation or even awareness of the cultural bias that this may impose (Geber, Keane, & Mentoring, 2013).

According to Baron & Morin (2009), more often than not executive coaching is frequently confused with other workplace interventions, particularly supervisory coaching and mentoring especially within this organization. Furthermore, because executive coaching takes place in an organisational setting and often involves a triadic relationship among coach, coachee, and supervisor (Baron & Morin, 2009).

Managers are increasingly required and expected to perform the role of coach as a strategy for increasing organisational performance and employee engagement. Dixey & Mentoring (2015) goes on to say that, Adopting a leadership style for coaching in an organisational environment improves business results and develops talent as seen in the latter part of the 20<sup>th</sup> century dominated by theories focused on how more democratic, supportive coaching based approaches can help increase organisational performance.

Dixey & Mentoring (2015) states that organisations continue to demand this activity from their managers, whether this is happening in practice is coming under scrutiny and research indicates it is happening neither as frequently or effectively as organisations would perhaps desire(Dixey & Mentoring, 2015).

Baron & Morin (2009), highlight the emphasis on the importance of the connection between the coach and the coachee, their collaboration and their mutual commitment to the process as pivotal in yielding a positive outcome in a developmental coaching process. They do point out the extensive research done on therapist-client relationship, with only two studies having examined the relationship that develops between the coach and coachee during the coaching process (Baron & Morin, 2009).

## **Problem statement**

### **1.3 Sub - problem**

To establish the coaching dynamics of a coach as a giver (manager as coach) and coachee as a taker (employee as coachee) in a coaching relationship within an organisational setting.

#### **1.3.1 Research Objectives**

**1.3.1.1** To provide a better understanding of the relation dynamics between the coach and a coachee in a coaching relationship within Sasol SCO on coaching interventions and processes.

**1.3.1.2** To present findings on coaching interventions and process at Sasol and how those influence the relationship between coach and coachee.

**1.3.1.3** To recommend strategies for consideration of coaching interventions and processes at Sasol SCO to improve the dynamics of the coaching relationship between coach and coachee.

**1.3.1.4** To interpret and analyse the findings of interventions of coaching and processes within the Sasol SCO learning and development environment.

#### **1.4 Research questions**

- 1.4.1** What factors in the relationship between the coach and coachee?
- 1.4.2** Which experiences for the coachee have a positive effect on learning and development in the coaching process?
- 1.4.3** How does coaching improve a client's hope, optimism, social functioning and perceived availability of support?
- 1.4.4** How does coaching help managers in organizations to understand themselves and others?

#### **1.5 Significance of the study**

The significance of the study is to capture the essence of what coaching can be depending on the coaching relationship and how that relationship can influence positive change because of the coaching dynamics (Silsbee, 2010).

Furthermore reflect on the significance of coaching in the leadership skill set and to review if manager-coaches as well as employee-coachees are adequately equipped in the overall coaching process during the performance cycle and right through the employee's careers they are managing.

The significance of the study will also be to highlight and explore the challenges leaders, executives and managers have in acquiring, embedding and mastering coaching skills. And also suggest some powerful methods and recommendations

to improve the coaching process between the coach and coachee (O'Flaherty & Everson, 2005).

The immediate benefit would be to introduce learning methods and techniques which have been deployed in order to enable leaders to understand and internalise the concept of how to coach others (O'Flaherty & Everson, 2005). And to also provide guidance to the leaders-as-coaches for developing their skills as a coach and on understanding some of the systemic inhibitors, which are barriers to their coaching style.

### **1.6 Delimitations of the study**

The study is a qualitative study. It will be conducted within a single business unit within an organisation.

The focus will be on an employee groups that have subordinates and reporting to them as well as the employees that are not in a leadership position that are permanently employed in an organisational setting thereby needing to be coached by their management. The focus will be in one geographical area of the business within the chemical sector in the Secunda plant in Mpumalanga.

Peer coaching and cross-organisational coaching were excluded in the scope of this research as these did not fit the definition of coaching by a direct manager.

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## 1.7 Definition of terms

Categories of coaching	Definition
Coachee	The person being coached by their manager. He or she directly reports into the that manager that is offering the developmental coaching (van Woerkom, 2010)
Cross-Organisational Coaching	“This is an emerging variant in coaching where managers in various organisations, but in similar roles, coach each other based on best practices. They learn from each other’s experience within the various organisations” (Ellinger & Beattie; R. G. Hamlin & Ellinger, 2009).
Executive Coaching	...”is a process that primarily (but not exclusively) takes place within a one-to-one helping and facilitative relationship between an “external or independent internal coach and an executive (or a manager) that enables the executive (or a manager) to achieve personal-, job- or organisational-related goals with an intention to improve organisational

Categories of coaching	Definition
	performance” (R. G. Hamlin & Ellinger, 2009) .
Leader-as-coach, synonymous with manager-as-coach or coaching manager	When a line manager uses coaching skills and conversations to develop team members in the workplace (McCarthy & Milner, 2013a).

**1.8 Assumptions**

The personnel selected will be open and honest in sharing information. They would not withhold information for fear of letting out trade secrets.

The managers and talent specialist would openly share their thoughts and experiences on the subject of coaching, particularly through the performance management cycle.

## **CHAPTER 2. LITERATURE REVIEW**

### **2.1 Introduction**

“The leader coach is defined by the author as an individual consultant, hired by a client organization to work with one or more individuals, who have supervisory authority over a group of subordinates, to transform and enhance the individual(s) leadership skills and professional behavior as it relates to the perpetual career of the individual and the stake he or she holds within the organization, for the successful implementation of the organization’s mission” (Harper, 2012, p.1-2).

The focus of the literature review is firstly to review the available peer-reviewed literature regarding the context of coaching dynamics between manager and employee as coach. Thereafter, the literature on the benefits of and reasons for utilizing the conventional approach to coaching in the organisation.

### **2.2 The context of coaching dynamics**

Coaching is a fairly new discipline and one of the big emerging professions on the African continent with South Africa, Nigeria and Kenya being in the forefront with efforts of professionalization on the continent (Rostron & Van Rensburg, 2012). According to Simone & Abouhani (2005) it is a fact that Africa has a fast growing youth population with urbanization rapidly growing which in turn means the economic landscape has shifted (Simone & Abouhani, 2005).

Now there is business sophistication, innovation and markets that are expanding thereby creating the need and demand for skilled labour and higher education and training (Angawi, 2012).

With this, Angawi (2012) suggests that the focus in business has become twofold “(1) human resources` employability of individuals who are able to deal with (2) organizational competitive edge” (p.3). This therefore means there will be a big need on the continent for different skills sets and non-traditional training in the medium to long-term, which somehow effectively displays the place and demand for coaching with most organizations depending heavily on coaching as a major component of learning and development (Angawi, 2012).

Rogers (2012) insisted that the key to effective learning is the relationship between the coach, as facilitator of learning, and their client as ‘the facilitation of significant learning rests upon qualities that exist in the personal relationship between the facilitator [i.e. the coach] and learner’ (Rogers, 1983, p. 121). What are these qualities? Acceptance and trust of the learner, i.e. a belief that the other person is fundamentally trustworthy and this means living with uncertainty as they might make a mistake. Congruence, i.e. self-disclosure: a willingness to be a person rather than a role, to be and live the feelings and thoughts of the moment; Empathic understanding of the learner’s world, and this must be communicated (silent or invisible empathy isn’t much use) (J. Rogers, 2012).

Flaherty & Handelsman (2004) suggest that leaders somehow, in some manner, need to develop a new cognitive, emotional and spiritual capacity that will enable them to notice and to pay attention to intangible sources of knowledge and knowing – the ‘knowledge for action’ espoused by Argyris (1993).

The relevance of mapping the invisible territory of leadership – the tacit territory – is to develop a deeper level of knowing, a deeper level of awareness (Arthur et al., 2000). It must represent a strongly tailored context for development, in which the coachee retains captaincy of the learning process and maintains responsibility for the outcomes of the process. In this learning process the teaching methods must play an important role in helping the leader to find out what drives their leadership behaviour and help to catalyse the desire to shift these behaviours towards a coaching way of being (Flaherty & Handelsman, 2004; O’Flaherty & Everson, 2005).

According to Baron & Morin (2009) a number of authors have suggested that the working relationship between coach and coachee constitutes an essential condition to the success of executive coaching. Executive coaching is frequently confused with other workplace interventions, particularly supervisory coaching and mentoring. Supervisory coaching refers to the use of coaching behaviors by managers as a method of supervising subordinates (Ellinger, Ellinger, & Keller, 2003), whereas mentoring has been traditionally defined as a relationship between a mature, more experienced mentor and a younger, less experienced mentee for the purpose of helping and developing the mentee’s career (Ragins & Kram, 2007).

### **2.2.1 The relationship between the coach (manager) and coachee (employee)**

Building trust and rapport asserts that irrespective of the level of the coach, they need to demonstrate empathy to the emotions of the client. Awareness of own

emotions is also crucial for this stage of relationship building and in so doing, adjusting the coach's overall pace to accommodate the client. Ability to create a safe, supportive environment that produces ongoing mutual respect and trust where the client can freely express their hopes, fears, and dreams without being judged. In this the coach is authentic and demonstrate genuine concern for the overall wellbeing of the client (Palmer & Whybrow, 2018).

According to Palmer & Whybrow (2018) developing the coaching relationship, which emphasises on the establishment of trust and respect as well as establishing rapport. In all of these frameworks, there are common fundamentals in establishing and building a relationship with a coaching client. There is a theme of honesty, trust, being open, genuine concern for the client, demonstrating empathy, connecting with the client, being aware of the client's language and behaviour. These are all the competencies that the coach has to fully demonstrate in the first meeting with the client when they are still establishing a relationship. The second competency is about the coaching presence (Palmer & Whybrow, 2018).

This refers to how the coach shows up in their sessions with the client (Palmer & Whybrow, 2018).

Having self-awareness on own emotion and the triggers thereof become important as the mismanagement of these emotions could hamper the coaching relationship. To include introduction of soft humor to create energy in the engagement as well as avoiding limitation through known ways by being open to other options which Covey (2011) referred to as the 3rd alternative. It is about

knowing one-self and be in the position to master own emotions while recognizing own feelings at any given time which could affect the relationship (Covey, 2011; Palmer & Whybrow, 2018).

The overall competency is self-mastery to promote behaviour that is beneficial for the client. Hamman, Conradie and Steenkamp (2011) refer to self-mastery as the ability of the coach to handle him/herself and the respective with the client, which is founded on the coach's maturity level. Coaching Presence encourages the coach to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident.

The other key behavioural indicator of the coaching presence is self-management. In this the coach becomes adaptable to the client's preferences and in that guiding them towards excellence (Palmer & Whybrow 2018). Making meaning with other while listening and questioning with the client interest however from the coach's vantage point and perspective.

It's a client-focused relationship that is the foundation of coaching and is based on having a goal-centered dialogue by having listening and question skills which depends the awareness of the client.

Brownell (2015) believes that listening is a critical element of professional and individual development that is necessary to connect with others.

This is relevant to the coach's connection to the client as it has a potential to draw the client closer to the coach through the feeling of being valued and listened to (Brownell, 2015). Listening has a complete focus on that which being said as well as the non-verbal message from the client with the intention to draw

meaning from the received message. The meaning should be drawn within the context of the client's projected goal. On the other hand, listening with an objection of understanding the client within the promoting client's understanding competency. The focus is primarily on the understanding of the client and being agile to the client's agenda (Brownell, 2015).

There is a relation between people feeling being sensitively listened to and their increased ability to listen to themselves with an internalised care and consciousness to their inner feelings and thinking .The ability to play back what the coach understood by summarising, paraphrasing, reiterating or mirroring what the client have said (C. R. Rogers & Farson, 1984).

To affirm the same approach of active listening, which includes broader understanding while providing responses relevant and supportive of the client's agenda referred to as communicating. It is also to have the objective when encouraging the coach to always be certain that feedback provided to the client is meaningful and clear towards the client's outcome.

Making meaning with others competency is question, which is questioning effectively, while including posing question with the potential to demonstrate an element of the coach's understanding of the client's viewpoint and assist the client to get to a appoint of self-discovery (Palmer & Whybrow, 2018).

Communicating competency also encourages the coach to engage the client through open questioning which should lead to the creation of multiples options and create a 3<sup>rd</sup> alternative mindset while challenging the norm and assumptions resulting in improved listening and generation of own anticipated answers. The

ability of the coach effectively integrate and encourage evaluation of options and drawing meaning necessary to assist the client in to get to the intended goal. They look at different ways of questioning based on the intended outcome as well as driving the client to certain way. An example of such way of question is the input-level question which recon has the ability of guiding the client to recall the information as well the processing-level questions which will require the client to think of relationships between the information he is able to recall (Palmer & Whybrow, 2018).

It is possible for goal-setting be aligned to HR processes and performance management systems. According to Beattie et al.,(2014) there is an assessment of a leader as coach's competence that could possibly be done via upward feedback prior to and post learning in order to begin to measure the return on the leader as coach initiatives (Beattie et al., 2014).

### **2.2.2 Performance management and coaching**

To a great degree, the effectiveness of an organisation, depends on the effectiveness of its employees (Grobler, 2005). According to Kilburg (2006) coaching is interested on improving the performance of leaders in organisations, the coachees' needs in changing behaviours, attitudes and values that interfere with effectively executing their roles in the organisation.

This is to help the coachee who has already demonstrated competence, reach their full potential (Kilburg, 2006).The employment equity act also continues to state that companies should abide by giving equal employment to all, regardless of race, colour, religion, sex, national origin, age, disability or HIV status by taking

corrective action in all employment matters to ensure that its policies and procedure are in fact non-discriminatory (Taylor & Govender, 2013).

Even though managers were trained via short courses, their behaviour did not change, and reverted to performance appraisals as opposed to performance coaching. It is recommended that a dedicated person either in Human Resources, Organisational Development or Learning and Development drive the performance processes (Clutterbuck & Megginson, 2005). Some of these processes include goal-setting and integration with the HR systems and technology (McCarthy & Milner, 2013a), discussed below:

- Goal-setting: Most coaching processes and models begin with setting the goal for that specific coaching session, such as the GROW model.
- Business coaching places emphasis on identifying both the business goals and the individual goals upfront and then measuring the progress of the results (Rostron & Van Rensburg, 2012; Stout-Rostron, 2014). It is therefore important to focus on intrinsic motivators and align personal goals of the coachee to the organisational goals (Rostron & Van Rensburg, 2012).
- Goal-setting needs to be aligned to HR processes and performance management systems. Typically personal development plans (PDP) are completed once a year, as part of the performance management system. Firstly, these goals in the PDP should be the actual coaching goals for the coachee.

The contents of the final interviews will be qualitatively analysed in order to generate the main characteristics and possible key situations in the coaching process:

- What leads to learning and development in the coachee?
- Which criteria are considered most important in the relationship between coachee and coach?
- What leads to a positive outcome?
- Patterns of behaviors and differences between the perceptions of the coaches and the people they coach and between the approaches, specialties, demographics of coachees, and/or geographical regions.

### **2.3 Hypothesis**

There is an understanding of the relationship dynamics between the coach and a coachee in a coaching relationship within Sasol SCO on coaching interventions and processes that offered within the organisation. The processes that are put in place influence the relationship between coach and coachee. The strategies from the learning and development department together with leaders seen as interventions by employees are playing a valuable role in improving the dynamics of the coaching relationship between coach and coachee.

### **2.4 Conclusion**

Technology needs to be used to leverage processes such as performance management systems to facilitate quality of feedback, social media communities and knowledge transfer. It is not uncommon for managers to have diverse

geographical teams, therefore online communication and technology in remote settings is key, such as video conferencing (Clutterbuck & Megginson, 2005).” Clearly functionalist coaching has its place, but clients should be made aware of its limitations. The performance management process starting as far as monthly performance discussions is therefore very fundamental in order to determine coaching needs, and to build that coach and coachee relationship.

## **CHAPTER 3. RESEARCH METHODOLOGY**

This chapter describes the methodology that was followed to address the research questions. The literature on the research paradigm and methodology will be discussed in order to justify the choice of research methodology which has been influenced by the research questions. The result of this influence will be to apply a qualitative approach to an interview research design method.

### **3.1 Research Paradigm**

The problem statement and the research questions are exploratory in nature and therefore interpretivist paradigm will be best suited and fits well with the research. Interpretive research requires special skills as the researcher is the primary instrument for both collecting and analysing the gathered data.

Subjectivity is not considered the enemy of the truth, but the very thing that makes it possible for us to understand personal and social realities empathically (Blanche, Blanche, Durrheim, & Painter, 2006). In reporting on qualitative research, the challenge then becomes to show how one will use one's subjective capacities, and where one may have lacked the necessary empathetic understanding to making proper sense of the phenomena being studied (Blanche et al., 2006).

### **3.2 Research Design**

Creswell, Hanson, Plano Clark, and Morales (2007) identified five qualitative approaches, namely narrative research, case study, grounded theory, phenomenology and participatory action research.

This qualitative research will make sense of feelings, experiences, social situations, or phenomena as they occur in the real world, from a leader as coach perspective (Creswell, Hanson, Clark Plano, & Morales, 2007). According to Terre Blanche et al (2006) qualitative research makes sense in situation where we know in advance what the most important variables are, and are able to devise reasonable ways of controlling or measuring them. Qualitative research is accepted as a useful adjunct to quantitative science(Blanche et al., 2006).

The study will use the qualitative research design to identify potential important variables and to generate hypothesis about possible relationships among variables, and it may add some 'human drama' to the impersonal world of scientific research.

A case study approach was adopted for the research as it is the preferred method when "how" and "why" questions are being asked in the research and when the study is conducted within an organisational context. Interviews were conducted as they are a more natural form of interacting with people and at one level, interviews are simply conversations, similar to the hundreds of short and long conversations we have all the time, but at the same time they are also highly skilled performances (Blanche et al., 2006).

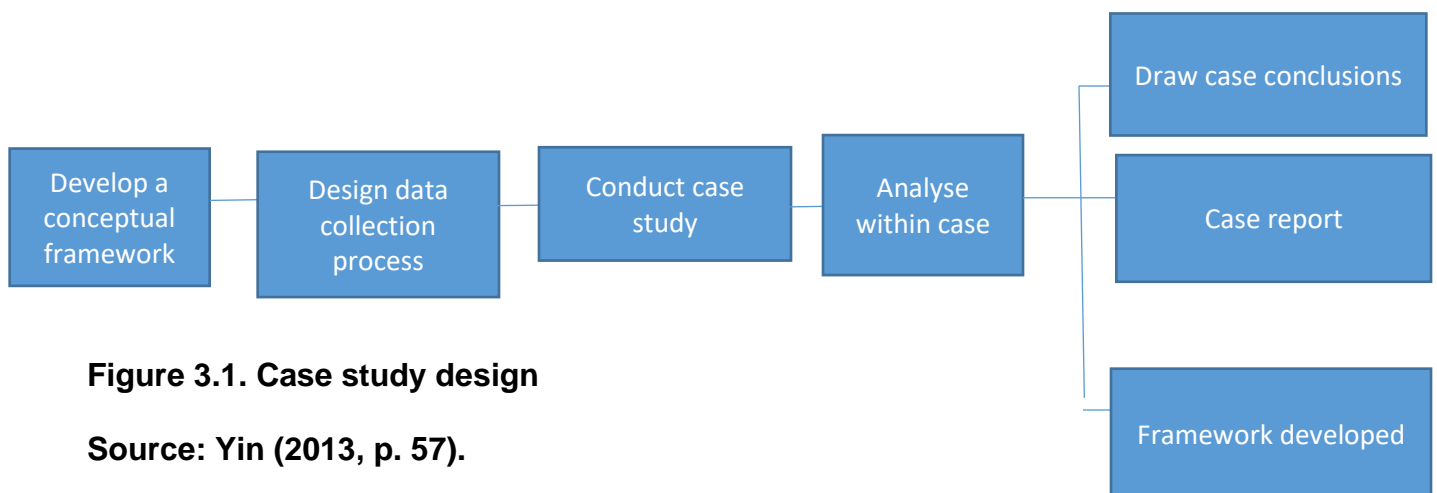
This research seeked to identify the benefits of the coaching dynamics of a coach as a giver (manager as coach) and coachee as a taker (employee as coachee) in a coaching relationship, and attempting to unpack whether Sasol's conventional approach of having managers as coaches for performance purposes is yielding the expected results.

The client relationship was interrogated to deduce whether the client’s motivation and involvement, and the number of sessions received are significantly associated with working alliance through interviews at different reporting levels within the organisation.

The coachee , coach and organisation considered organisational factors and individual factors which influence the implementation of the leader as coach approach, further justifying the choice of interviews as the methodology. Furthermore, given the research problem the implementation of the leader as coach approach within the organisation, an interviewing approach was considered to be the best method.

### 3.3 The design of the interview questions

The case study research design began with a diagrammatic figure representing case study methodology to be used as shown in Figure 1 below. Selection criteria for the case and the data collection process are described in this chapter. After ethical clearance is received, data from various participants in different roles in each case was collected, inductively-coded and analysed.



**Figure 3.1. Case study design**

**Source: Yin (2013, p. 57).**

### **3.3.1 Advantages of case studies**

Case studies are rich in data, they are able to depict complexity and allow for further analysis (Baxter & Jack, 2008). Analysis of the two case studies that were conducted assisted in creating theories as it enables comparisons between organisational practices to obtain a comprehensive understanding (Creswell et al., 2007).

### **3.3.2 Disadvantages to case studies**

Multiple data sources are encouraged within a case study (Creswell et al., 2007), and therefore, multiple case studies take time and usually require more than one researcher's involvement (Creswell et al., 2007). The data collection and analysis processes in this study was limited to a six-month time frame with only sixteen respondents, those being eight coach's and eight coachee' s, therefore data sources were limited to semi-structured interviews, spread across two different roles in each case, namely coach (employee) and coachee (manager). The result is that the findings may not be as robust as with in-depth case studies conducted over time.

## **3.4 Population and sample**

### **3.4.1 Individual respondents**

A qualifying criterion for selection is that the organisation advocates that managers and leaders and are trained over a two day period to take up a coaching role with their direct reports within each business unit, in this case SCO.

All MSP's are shift workers, and SP's eight to five day workers excluding foreman within the operations departments. They are responsible for managing all MSP's and also work shifts.

### **3.4.2 Case Selection and Participants**

Individual respondents were selected strategically to describe and explain the key themes or features considered to be of interest (Saunders, 2011). In addition, the researcher tapped into her professional network to approach various SPs and MSP's which met the criteria to participate as respondents. This method, which can be referred to as convenience sampling, is often used due to time constraints, convenience and to ensure access into the organisations (Patton, 1987).

The study focused amongst eight SP's and eight MSP's across a spectrum of fields and professions. SCO comprises of two specific areas namely functions which is the finance, HR, Information management, corporate affairs and people and organisation effectiveness departments. Operations consists of the logistics function known as site logistics, emergency management as well as security this is to ensure the widest possible variation within the multiple-case study. This added to the strength of transferability as the patterns that emerged from the case study "are likely to be of a particular interest and value and represent the key themes" (Saunders et al, 2011, p. 232). The sixteen participants in each of the case sites comprised of eight managers or leaders and eight of their direct reports (coachees). The relevant HR leader was included because the responsibility for implementing organisation-wide.

### **3.4.3 Criteria for participant selection**

Once the business unit was selected, organisational permission for the study from the HR leader or Business Unit head was sought.

The researcher clarified with the HR leader who within the HR function, if not themselves, was the most appropriate to interview. Criteria for the HR leader will be as follows:

Understands the coaching process, learning curriculum and how it fitted into the greater HR talent management systems;

- Advocated the leader-as-coach philosophy in the specific service line;

The criteria for the selection of the SP's and MSP's, which were discussed with the HR leaders, were that the associate director or director:

- Has had some form of coaching skills development;
- Had line 'managers' reporting into him/her for overall performance reviews;
- Took up a coaching style with direct reports (that is, Leader-As-Coach).

These were often the leaders who receive good feedback from direct reports.

Once permission was obtained from the associate director, the researcher asked them to recommend one of their direct reports who meet the following criteria:

- He/she must be at a managerial level within the business unit;
- He/she reports directly into the selected SP and MSP for overall performance reviews;
- The selected SP and MSP has adopted a coaching style with this person for over a year.

### **3.5 The research instrument**

The method for collecting empirical data was a semi-structured interview.

A semi-structured interview, sometimes known as a qualitative interview (Saunders et al., 2011) allowed for questions to be asked against structured themes, but with enough flexibility and depth to enable the interviewee to talk openly (Wahyuni, 2012).

A semi-structured interview guide was developed for two categories (or roles) of participants, namely the SP and MSP managers, and the coachees. Open-ended questions, follow-up questions and probing questions were asked during the interview. Sufficient information to address each sub-problem (relating to the purpose of the research) was collected through the semi-structured interviews, coaching dynamics of a coach as a giver (manager as coach) and coachee as a taker (employee as coachee) in a coaching relationship. The managers was interviewed to get an understanding of the organisational factors which promote or inhibit the leader as coach approach and the reasons why the organisation drives a leader as coach approach.

The managers were also interviewed to clarify their skills and attitudes as a coach, their perception of the organisational factors and the benefits of implementing a leader as coach approach, and finally, their direct reports (at a manager level) were interviewed to describe their experience from a coachee perspective within the organisation.

### **3.6 Procedure for data collection**

Permission and authorisation from the selected SPs and MSP's was initially obtained as per Appendix a, letter to organisation. The researcher gained access into the various SPs and MSP's through personal and business networks. Potential interviewees as recommended by the managers received a letter of consent, inviting them to participate in the case study and requesting voluntary participation as documented in Appendix B.

Interviews took place at the respective case sites in order to allow for direct observation and professionalism. The interviews were no longer than an hour and a half each. Interviews were be recorded and transcribed, with the permission for this included in the letter of consent. In addition to the semi-structured interviews, the researcher carefully observed the respondents' body language and tone, and general demeanor during the interview. Immediately after the interview, the researcher wrote research memos, which included observation and notes taken during the interview. The recorded interviews were sent to a professional transcriber, and once transcribed, reviewed by the researcher and interviewee for accuracy.

### **3.7 Data analysis and interpretation**

According to Blanche et al., (2006), the key to doing interpretive analysis is to stay close to the data, to interpret it from a position of empathic understanding, without jeopardising ones position as researcher (Blanche et al., 2006). Next was coding the transcripts inductively for each participant, then analysing the codes within each of the cases using relevant tools.

The remainder should there be any of the transcripts across the cases were then coded, using the prefixed codes. Each case was analysed and synthesised further in order to focus and organise the information per case, to ensure unique themes and patterns of the individual cases are presented before doing the cross-case analysis. Prefixes were added to the codes in order to identify them into Table 3.2 shows the 10 prefixes and their related categories.

<b>Table 3.2: Prefixes and related categories #</b>	<b>Prefix</b>	<b>Category</b>
1	Att_Ad_C	Attitudes which aid the L-A-C
2	Att_Ad_CC	Attitudes which aid the coachee
3	Att_In_C	Attitudes which inhibit the L-A-C
4	Att_In_CC	Attitudes which inhibit the coachee
5	Ben_C	Perceived benefits of the L-A-C approach at the L-A-C level
6	Ben_CC	Perceived benefits of the L-A-C approach at the coachee level
8	Skill_Ad_C	Skills which aid the L-A-C
9	Skill_Ad_CC	Skills which aid the coachee
10	Skill_In_C	Skills which inhibit the L-A-C
11	Skill_In_C	Skills which inhibit the coachee

### **3.8 Limitations of the study**

Organisational policies and procedures might not be obtained as part of the study as they are confidential and the SP's and MSP's try to protect their intellectual property from their competitors. This potential weakness was addressed by interviewing eight participants from three categories (or roles) in each area to gain a holistic perspective of the leader as coach approach. In addition, the organisation's involvement was voluntary and confidentiality was made explicit in the Consent Letter in Appendix B.

There may be an assumption that the leader and coaches chosen could be indeed coaching their direct reports but after conducting the interviews, there may be different revolutions in understanding what coaching may be to each. None-the-less, this will also constitute a finding of the study.

### **3.9 Validity and reliability**

Many authors agree that the concept of validity and reliability is not appropriate in qualitative research, and rather refer to the following four domains (Houghton, Casey, Shaw, & Murphy, 2013):

#### **3.10 Transferability – which is similar to external validity; and credibility – which is the equivalent to internal validity;**

For credibility and trustworthiness in this research, the data from the different independent sources within each case, namely, interviews with the operations leaders within SCO, interviews from the leader as coach sample and interviews from their coaches was triangulated in order to determine where participants' viewpoints will be similar or different. Content analysis through triangulation is an imperative for ensuring validity (Johansson, 2007).

#### **3.11 Dependability – which is reliability; and confirmability – which is similar to objectivity.**

This was recorded interviews, interview transcripts, research memos, coding trails, quotations and interim reports that will all be kept in a database as a research record. This includes the researcher's rationale for any interpretive judgment that was used. These records will possibly create an audit trail for somebody to be able to repeat the research with the same process to address the same research questions.

The study supervisor will do spot-check the step of the coding, the within-case analysis and cross-case analysis and will assist in ensuring the data were reliable and easily understood based on the research process.

### **3.12 Ethical Considerations**

Participation was voluntary and was not forced in any way. Sasol or participants could have opted to withdraw from the research at any time, and there would be no penalties and they would not be prejudiced in any way if they opted to do so. Recourse of action for the organisation and participants was included in the consent letter as follows:

This research was approved by the Wits Business School. If participants had any complaints about ethical aspects of the research or feel that they have been harmed in any way by participating in this study, were given contacts to the Research Office Manager at the Wits Business School.

The risks associated with participation in this study was not greater than those encountered in daily life. Any study records that identify the organisation will be kept confidential to the extent possible by law. All study records will be destroyed after the completion, grading and publication of the research report.

To ensure anonymity, case organisations and participants were referred to as a number within the research report or pseudonym (another name) in the transcripts, for example, RP1 for coachee number 1. Any further publication will also ensure confidentiality of the organisation and participants.

Data is stored electronically on a password-protected computer and secure network. Hard copies of collected data is stored in locked filing cabinets.

## CHAPTER 4. PRESENTATION OF THE FINDINGS

### 4.1 Introduction

This chapter presents the findings of the case studies conducted via interviews. The themes discussed per case were suggested from the semi-structured interviews with the selected participants. The analysis resulted in 56 codes and 10 categories. The categories are presented per the main research questions, shown in Table 4.1.

Table 4.1: Research questions and categories

<b>Research Question</b>	<b>Category</b>
What is your understanding of a leader as a coach?	Perceived understanding for a leader as coach approach at the following levels: <ul style="list-style-type: none"><li>• Organisation</li><li>• Coach</li><li>• Coachee</li></ul>
What are the organisational factors which are perceived to inhibit or aid the leader as coach approach	<ul style="list-style-type: none"><li>• Structural factors which aid the L-A-C approach</li><li>• Processes which aid the L-A-C approach Cultural factors which aid the L-A-C approach</li><li>• Structural factors which inhibit the L-A-C approach</li></ul>

Research Question	Category
	<ul style="list-style-type: none"> <li>• Processes which inhibit the L-A-C approach</li> <li>• Cultural factors which inhibit the L-A-C approach</li> </ul>
<p>What skills or attitudes are perceived as inhibiting or promoting an effective L-A-C approach, at both the leader-as-coach level and at the coachee level?</p>	<ul style="list-style-type: none"> <li>• Skills which aid or inhibit the L-A-C</li> <li>• Attitudes which aid or inhibit the L-A-C</li> <li>• Skills which aid or inhibit the coachee</li> <li>• Attitudes which aid or inhibit the coachee</li> </ul>

As the focus of this study is on the relationship in implementing of L-A-C approach between coach and coachee, a large part of the interviews was focused on the organisational factors which aid the L-A-C approach or inhibit the L-A-C approach, as per the second research question in Table 4.1 above.

Based on the interviews, the organisational processes were further categorised into Learning and Development, Processes and Systems including alignment to formal performance management processes. The benefits and skills as per the literature review were compared to the findings in each case to develop a comprehensive list of benefits for the leader as coach approach.

As discussed in Chapter 3, participants from two main functions were interviewed in each case, namely the monthly salaries personnel and monthly salaried personnel, eight leader-as-coaches (L-A-C's) and employee at the same level as their direct reports (one coachee per L-A-C).

The findings are organised essentially to present responses by each function to provide a basis for comparison between the three functions per theme. Tables with participant quotes have been used to illustrate themes consistent across all functions, and quotes in the text are used when specific responses came from only one or two specific functions.

#### ***4.2. Background of the business unit and roles of interviewees***

This business unit within Sasol is called Chemical Operation. The focus of the research focused specifically on a division within the functions departments as well as the operations division. It is a diverse divisions with a number of various professionals ranging from Chartered Accountants to Stakeholder Relations specialists to Learning, Information management, Foreman, Team Assistants and HR Practitioner. One L-A-C explained the structure of managing as follows: It's a conventional business model, leaders have their own dedicated teams that sit in areas that they service within the organisation including functions so they are in touch with people that work with them.

This matrix and professional culture creates a busy, challenging environment, as expressed by one coachee.

C1: You have to do training, you have to get involved in internal business activities. In addition, the management and the organisation as a whole drives a

high performance culture. One L-A-C mentioned his responsibility as “firstly, doing my job which is making sure the team performs to its maximum in order to guarantee performance and rewards associated with performance”.

#### ***4.2.1 Description of coaching approach within the specific business unit***

The managers/coaches’ were interviewed to assess understanding of their role as coaches and awareness of the coaching relationship understanding. As per my discussion with the other participants, SCO has implemented a formal performance coach/coachee relationship, which they call a Leader as coach programme. Each level of employee is taken for a two day training programme, and this creates a constantly growing coaching practice, as stated by one L-A-C: Leaders automatically adopt their juniors through the performance management process, so it’s constantly growing and also enhances performance within the organisation.

In addition, for new employees they encourage a buddy system, where the level above or subject matter expert within the department helps them settle into the organisation and their way of work and culture. The business unit encourages on-the-job coaching as the (coachee) often work on the same jobs as the coach (L-A-C) due to the matrix structure. Internal coaches are not available for senior employees except for the one that delivers the formal training to employees as and when requested. Over and above this, there is also a formal mentor relationship programme where employees are encouraged to find mentors in different business units. This excludes a formal programme specifically

implemented to also uplift women from a coaching perspective which is known as Woman at Work programme.

**4.2.2 Perceived reasons for SCO implementing the L-A-C approach**

The main reason which most respondents acknowledged for implementing the L-A-C approach, both on projects/assignments and in the formal coach-coachee approach within each business unit, is to build a leadership pipeline for the rest of the organisation in order to ensure succession planning for leadership positions within the organisation, and for career development for the individual, as shown in Table 4.2.

Table 4.2: Coaching builds a leadership pipeline

<b>Leaders and HR</b>	<b>L-A-C</b>	<b>Coachee</b>
Building a pipeline of successful people who can help you lead the different departments within SCO and Sasol as a whole.	C1: That really creates a management style from a youngster in your twenties ... it's a constant building block that you're adding on provided turnover remains untouched or low.	CC1: I wouldn't grow to leadership role if it wasn't through some form of coaching.
	C2: "Firstly, doing my job which is making sure the team performs to its maximum in order to guarantee performance	CC2: Working with a leader like this is career changing.

<b>Leaders and HR</b>	<b>L-A-C</b>	<b>Coachee</b>
	and rewards associated with performance”.	

**4.2.3 Perceived benefits of the L-A-C approach**

The benefits were explored from the perspectives of the organisation, the L-A-C and the coachee.

*4.2.3.1 Benefits for the organisation*

As shown in Table 4.3, success for the organisation through increasing the productivity of teams, followed by retention of people, were recognised as benefits of the L-A-C approach for the organisation.

Table 4.3: Success through productivity and retention

	<b>L-A-C</b>	<b>Coachee</b>
<b>Success through Improved Productivity:</b>		
The whole team is more successful.	C1:Performance management’s process is directly influenced by how effective you have been as a coach.	CC1: From an organisational level it definitely helps to ensure your work is up to standard.
<b>Retention:</b>		

	<b>L-A-C</b>	<b>Coachee</b>
C2 & CC2: From an organisational level your retention is going to be better, because it creates a safer environment for everyone to want to learn.		

- *4.2.3.1 Benefits for the Leader-as-Coach*

A key benefit for the leaders as coach is that they themselves achieve more in their roles through their teams' success, which the leader pointed out:

From a Leader's perspective, you benefit because you're held accountable for this business so you will benefit because your jobs going to be more successful.

Developing emotional intelligence to welcoming the process was perceived as a benefit by one L-A-C:

C2: I was very technically focused and has been a developmental process for me around understanding the person's emotional state and understanding how I can sort of support them where I can, and develop them.

- *4.2.3.2 Benefits for the Coachee*

The L-A-C approach benefits their employees (the coachees) by having managers being a sounding board for them, by assisting coachees to problem solve and by creating the opportunity for them to learn. The L-A-C approach also assists their coachees with encouragement, positivity and confidence both at a personal and professional level, if the approach is implemented and understood the way it should. A sample of these quotes is illustrated in Table

Table 4.4: Benefits to the coachee

Leader	L-A-C	Coachee
<b><i>Facilitates coachees' problem-solving and learning</i></b>		
From an individual perspective, I think you can safely learn more.	C1: A coach would be not just a person that tells me find my own solution to my own problem but is a sounding board, we don't have sounding boards enough and a complete objective sounding board.	CC1: It would be a good benefit as it would help me problem solve before going to the powers that be.
<b><i>Builds coachees' professional and personal confidence</i></b>		
C2: It would help me help them where I can in their development as well as outside work and growth as person.	CC2: They would help, encourage and empower you, to instill that positivity and provide that much needed direction.	

#### ***4.2.4 The organisational factors which aid the L-A-C approach***

The company context in terms of structure, processes and culture were explored with the coaches and coachees. Their responses on what factors they believe

do aid coaching have been tabled in this section, and what factors do not aid in the following section.

*4.2.4.1 Structural factors which aid the L-A-C approach*

The managers take on at least two leader-as-coach roles, which is the formal performance coaching role with their coachees, and finally, they need to manage their deliverables and ensure their teams are performing, which also includes informal on-the-job coaching. These different roles, which have been created formally within the structure, embed the concept of ‘facilitating development through leader-as-coaching’ across all levels of the organisation as described in Table 4.5.

Table 4.5: Various L-A-C roles

<b>L&amp;D</b>	<b>L-A-C</b>	<b>Coachee</b>
We also have a buddy system for new employees	C1: Senior managers would then adopt managers and the managers would adopt any of the juniors by default, so it's constantly growing.	CC1: ... two different (coaching type) roles that ... act in a non-project coaching role.
C2: I've built up a team of employees who... I've essentially coached ...and then there's a broader relationship that I have through the formal performance management process as well in the team of my direct		

<b>L&amp;D</b>	<b>L-A-C</b>	<b>Coachee</b>
reports... and I'm currently working with our new employees whom have come through ... so I take on leadership in different roles.		

One of the roles described was the informal on-the-job coaching. All functions agreed that on-the-job coaching is a better form of development than the formal coaching relationship as this was not happening and with not much of it experienced by coachees as described in Table 4.6.

Table 4.6: Development through on-the-job coaching:

<b>L&amp;D</b>	<b>L-A-C</b>	<b>Coachee</b>
I believe that the informal coach has a much greater impact..... you not really going to use the formal process if you have a great leader on-the-job.	C1: I can only coach in my team because I know the journey ... more than just sound boarding, I want to actually groom you to be my successor one day. Ideally I want you to grow into my position that's what I'm coaching you towards ... whereas	CC1: ... Only experience on-the-job coaching. The only form of coaching accustomed to.

L&D	L-A-C	Coachee
	professional coaches in general can coach any person.	

More than one L-A-C mentioned it is more difficult to coach in the formal coach/coachee relationship if you do not work directly with the employee as it is just as difficult with their direct reports due to time constraints:

It's more difficult when we don't work in the same team because then I'm not engaged fully with this person, so what I do is I normally assign a buddy within my team.

*4.2.4.2 Processes which aid the L-A-C approach*

There were clearly two themes which emerged from the interview discussions around the organisational processes which aid an L-A-C approach. These were (i) the organisation's minimal approach to learning and development to upskill the managers to effectively adopt an L-A-C approach, (ii) processes and systems that are in place to assist the L-A-C approach.

- Approach to learning and development

A learning and development process is one of the enablers of creating an L-A-C philosophy. This organisation's lack of investment into learning and but intensive investment in the robust curricula for various leadership development programs, including coaching, were consistently mentioned across all the interviewees.

Table 4.7: Learning and development curriculum

<b>L&amp;D</b>	<b>L-A-C</b>	<b>Coachee</b>
<p>There's not a lot that happens in a classroom. We have one program which is leader-as-coach that's run by our ICF accredited coach for the whole business unit.</p>	<p>C1: What works well is that there is there's a commonality on training programmes strictly for leaders at certain level of the business, including coaching and the formal courses.</p>	<p>CC1: Business unit not very emphatic around coaching training process... not open as yet to establishing a very solid coaching learning curriculum.</p>
	<p>C2: Being on the relevant courses has assisted. Especially with listening and questioning techniques to use</p>	<p>CC2: Yeah, there are some milestone courses along the way but if you have a skills deficiency that you want to address but mostly online</p>

One of the other ways that learning is fostered is through experience and receiving feedback from key stakeholders in their work context via the 360 degree feedback model, allowing the L-A-C to reflect on their experience either as L-A-C or coachee, and ideally to develop their own coaching style based on their experience and theory they learn on the programmes. Which could then be

implemented by the L-A-C so as to reflect on and adjust their style again if needed. This in essence is continuously looping around Kolb's experiential learning cycle (Kolb, 2014). This however does not happen as the leader only focuses on individual's performance which informs "coaching" which is delivered in a form of a feedback.

Table 4.8: Learning through feedback and experience

<b>Talent Management</b>	<b>L-A-C</b>	<b>Coachee</b>
<p>We give feedback when we notice non-coaching behaviour or what they did well and we hope that becomes the culture because that's what you experience and what you see through the 360 degree feedback model.</p>	<p>C1: Coaching purely linked to performance management process due to time constraints and performance bonus linked to process</p>	<p>CC1: You know I think leadership before it's been instilled in your character it's very much a practical experience based thing</p>
	<p>C2: Essentially having the opportunities to learn it on your own. But also getting feedback from people from the organisation and people above you</p>	<p>CC2: Through trial and error and how often you are exposed to that or given an opportunity to be coached.</p>

Talent Management	L-A-C	Coachee
	on what are the things you could improve	

Finally, when learning interventions for workplace coaching is driven by the business leaders it improves the coaching process as leaders buy into the coaching culture and ensure it is filtered down. This was described by the most of the coachees:

Challenge is no time is given to the coaching process except every quarter if it is during the performance review period. Others lucky to have monthly discussions and get some form of coaching from the leaders. Other leaders not coached themselves so unable to give coaching but give feedback on performance alone neglecting to gain deeper understanding, aspirations and goals of employees outside of the talent management process.

- Processes & systems aiding L-A-C

This section includes any HR systems and processes and organisational competencies, besides those of the formal L&D curricula and reward and recognition systems. As the primary focus of the interview with both the leaders (coaches) and subordinates (coachees) was to gain an understanding of organisational factors enabling or inhibiting coaching, the majority of these responses are from the leaders as well as subordinates. I have therefore not presented these findings in a table.

The HR systems and processes in place, which aid coaching, is the buddy system, the personal development plan, and the linking of these development goals to the performance management systems. The organisational competencies which aid coaching in the organisation are running mentorship circles as a form of communication and knowledge transfer, online leadership support material and having innovative feedback digital applications. Developmental goals are set formally and monitored as part of the formal performance management system; however, the quality of those developmental goals was questioned by the coachees: The leader will not make time to assist you in coaching you in reaching those plans as they should but would place that entire process solely on you and are only involved in the end when they have to rate your performance and they will ask you on progress there and then without sponsoring the process and supporting you in the process.

Sense was that people are not always very aware of what their development areas are and need to be probed and it becomes difficult when there is no one to do so. There is also a sense that there is no skill in the L-A-C as not one interviewed in this case assists in meaningful goal-setting and working towards those goals:

C1: What works is a set standard performance agreement for the business unit, organisation as a whole and position within there are to identify developmental areas and agree on milestones which we work towards.

C2: and you now start working towards achieving these predefined goals as per performance contract. The organisation also has mentorship circles in order for

leaders to share and reflect on their experiences as described by the participants that are part of these and leaders themselves:

These mentorship circles that we run on an organisation wide level on a manager level where we talk about the topic. We sit in a circle and we talk about a topic and it might be delegation or managing upwards where people share how they do it.

Another organisational tool which aids the L-A-C approach is the vast amount of online leadership support material that L-A-Cs can proactively access as and when they require it. This was explained by a senior manager:

We've got things like MiGrowth where you can read books. We get e-learning courses from the same platform. I'm not even joking, we have an avalanche of material that can promote leadership.

There is a set time monthly, with a set agenda and templates for coaching discussions; it all varies depending on the leaders availability. The literature on corridor coaching discusses how quick conversations leave employees energised (Turner & McCarthy, 2015). This is in line with what most leaders stated in the interview:

My most valuable conversations have been a quick conversations in a weekly coffee session with the teams. It's sometimes just what you need - and that's really something that's embedded in your culture. The one area where there seems to be reward and recognition for taking up a L-A-C approach within the organisation is to nurture historically disadvantaged individuals in order to fast track their development for succession purposes, and for retention in the

organisation. One of the challenges in most South African organisations is the ability to retain black talent, specifically female professionals. One L-A-C, C1, mentioned that “there’s a specific requirement to coach previously disadvantaged guys who are coming through and so there’s obviously a focus on that” provided they are identified as high performers, which the leaders corroborated in saying that it “aids the organisational culture – well, I guess it could aid it, because you have to nurture your black talent”.

*4.2.4.3 Cultural factors which aid the L-A-C approach*

One of the questions posed was for the interviewee to describe the culture and whether in their opinion it aids or inhibits coaching. The answers were varied, ranging from a big family culture, a customer focused culture, a learning culture, a challenging culture, an unstructured culture and a not coaching focused culture. A number of the interviewees mentioned that a culture of continuous development of people aids the L-A-C approach.

Table 4.9: Culture of continuous development of people

<b>Culture</b>	<b>L-A-C</b>	<b>Coachee</b>
So there is a developmental focus as well and I think that would aid coaching in the organisation.	C1: I try create a culture where guys are challenged and stimulated by the work that they’re doing. I have the opportunity to do that with the types of	CC1: It’s a very flat structure, entrepreneurial, high energy culture which promotes self-development but requires pro-activeness

Culture	L-A-C	Coachee
	projects that I'm doing.  I try and give them the  opportunity to grow.	

*4.2.4.4 Processes which inhibit the L-A-C approach*

This section is presented in the same structure as the above perceived processes/systems which aid the L-A-C approach. The interviews explored any improvements needed to the learning and development journey in order to ensure visible behaviour change in the L-A-C, any processes and systems (HR structures and organisational competencies) that inhibit the L-A-C approach.

Even though the emphasis on learning is excellent there was an area of improvement noted which is to ensure the learning from the two day workshops is embedded into day- to-day behaviour. The leaders mentioned that they are “bad at forcing the transfer” and this was echoed by coachee who stated:

One of the inherent inhibitors in ensuring the transfer of learning is that it is dependent on the leaders as they need to be a role model for coaching. The L&D gave an example as follows:

Our first line leader made a very bold statement, he said “you can train people all you want - you can send them on leadership training, they replicate the manager they work for”.

The L-A-Cs also need to be proactive in their own learning and ensure they transfer their learning into the workplace as described by a C1:

There is an avalanche of leadership material available at their disposal. But the L-A-C drives it....and depends on them as they are not measured against it (being proactive in learning coaching skills) and their salary is not dependent on them being a coach.

The inhibitor noted on HR structures and organisational competencies is how the performance management process is not meaningful from a coaching front as organisation only focused on deliverables to influence their increase

Table 4.10: Performance management is not meaningful in coaching perspective

<b>Leader</b>	<b>L-A-C</b>	<b>Coachee</b>
I think it's the performance reviews - is an admin tick-box.	C1: I tend to get the impression that the work discussion process, which is a performance management process, substitutes for a coaching process. I think everybody kind of uses it as a tick-box exercise...linked to your bonus and KPI's rather than how they	CC1: We're supposed to set a development plan once a year, after we get performance rated, with our manager - but most of the time that did not mean anything.

<b>Leader</b>	<b>L-A-C</b>	<b>Coachee</b>
	see themselves growing?	

All functions agreed that one of the main organisational processes which inhibit the L-A-C approach is the lack of coaching and leader effectiveness are not in the KPIs. The focus is mainly on financial performance.

*4.2.4.5 Cultural factors which inhibit the L-A-C approach*

Culture of an organisation is based on the behaviours, beliefs and values of all its people. It is driven by the leaders and employees.

All interviewees were consistent in their view that culture and expected behaviour differed from team to team, resulting in tension as there is no consistent expected behaviour.

Table 4.11: Different cultures across teams

<b>Culture Difference</b>	<b>L-A-C</b>	<b>Coachee</b>
<b><i>Different culture and expected behaviours across teams.</i></b>		
It differs greatly from area to area so even if you talk within the specific department it's going to differ from team to team.	C1: Another leader will be very prescriptive, due to leadership style..... so from that perspective there is this tension around expected behaviour.	CC1: We felt isolated and not part of the family. So, I think the first SCO needs to do is make sure it [the culture] is holistic.

L-A-Cs described how the business unit is only focused on its culture of high performance and synonymous with competitiveness and achieving goals at all costs, without balancing their cultural aspects

C1: we're purely driven by the high performance culture of the organisation and having the really tough discussions with guys about performance because we're not balancing the cultural aspects of what this organisation can achieve.

C1: as quick as you've created a high performance culture it can easily collapse because once you create it, and it's working, it takes more effort to sustain it.

One of the coachees described it as an almost aggressive culture:

C2: a culture that requires pro-activeness and almost an aggressive approach to getting your work and to proving yourself. Because the more you prove yourself, the easier it is not only to get work, but to get work that you want to be on.

This perceived shift in the culture has resulted in other inhibitors to the L-A-C approach, which are a predominant finance focus and a pressurised culture.

When under pressure, coaching does not happen, or is less prioritised, due to the lack of time.

#### ***4.2.5 Individual Factors aiding or inhibiting the leader-as-coach***

Individual factors were focused on competencies at the L-A-C and coachee level which aid or inhibit coaching. These competencies include (a) skills, which covers knowledge, skill and behaviour (head and hands) and (b) attitude (heart), such as: Co-creating the relationship, Coaching Presence (Self-Awareness; Self-Management) and Meaning Making (Listening; Questioning) and helping others succeed through reframing mental models and contributing

- 4.2.5.1 Skills which aid or inhibit Leader-as-Coach

The most mentioned skills which aid the L-A-C is their ability to build trust and connect with their coachees using empathy, their active listening skills, and finally their questioning skills (using probing and reflecting techniques). The main inhibitor is being directive and trying to have all the answers for the coachee.

Table 4.12: Skills which aid or inhibit the leader-as-coach

<b>Coaching Skill</b>	<b>Aids the L-A-C</b>	<b>Inhibits the L-A-C</b>
<i>Co-creating the relationship (connecting, encouraging, trust)</i>	<p>C1: You've got to engage with that person either at an intellectual level or at an emotional level ... trying to see things from the angle of that person and their feelings and emotions.</p> <p>-there needs to be a trust so whatever you and I talked about doesn't go anywhere else.</p> <p>-Probably the biggest is empathy ... to fully</p>	<p>CC1: If their understanding of coaching is not quite there ... they just direct the managers into what they think they need to do and it becomes quite autocratic.</p>

Coaching Skill	Aids the L-A-C	Inhibits the L-A-C
	<p>embrace empathy you need to have to have the skill set of putting yourself in that person's shoes.</p>	
<p><i>Self-awareness and self-management</i></p>	<p>C2: -Getting out of my headspace          -Be proactive.          -Decent skills in prioritisation, multitasking, time management, to be able to put time aside to do that.  <i>Has some form of EQ.</i></p>	<p>CC2: We have a lot of managers ... who aren't ... at the EQ aptitude of a leader.</p>
<p><i>Listening and Questioning</i></p>	<p>-How to listen, how to ask those appropriate questions.          -I have only started using the probing questions discussions recently after that intervention. Figuring out the structure</p>	<p>-Shy away from actually coaching ... need to have all the answers.          -Some people, you know, always interrupting.</p>

Coaching Skill	Aids the L-A-C	Inhibits the L-A-C
	around how do you ask the right questions?	
	<p>-What is an open question, an exploratory question, a closing question etc. and when to use them in coaching.</p> <p>-I wouldn't tell him ... what do you think ... prompt him till he comes to the intention.</p> <p>- Active listening, are you really listening to me? Are you present when I'm speaking to you?</p> <p>C1: -He always asked what problems I was having and then asked a lot of questions.</p>	<p>I know others don't like it when their coach is being too directive</p> <p>.</p>

Coaching Skill	Aids the L-A-C	Inhibits the L-A-C
<p><i>Reframing, reflecting and holding coachee accountable</i></p>	<p>CC2: -Understands that he or she is responsible to assist the manager or support and guide them through their roles.</p> <p>-Identify the person's potential and then trying to work out how to get them enthused and interested in the work that they are doing.</p> <p>-I don't own your problems, I want to coach you to ... solve your problem. When you walk out you're not giving me your problem to solve, I refuse to take your problem.</p>	<p>C2: No direct ineffective behaviours transcribed.</p> <p>.</p>

Coaching Skill	Aids the L-A-C	Inhibits the L-A-C
	-Create circumstances around you. -At the start, very neutral I don't make assumptions. I don't assume that this problem is like this because of what you've done before.	

#### 4.2.5.2 Attitudes which aid the Leader-as-Coach

Having a passion for working with people and being committed to coaching others are the two main attitudes which aid an L-A-C emerging from the analysis.

To summarise, having the passion for working with people is a start, and then being committed to the L-A-C approach is crucial in order to commit time to coach. The main inhibitor is not being available to coach.

Table 4.13: Attitudes which aid or inhibit the coach

Attitude	Aids the L-A-C	Inhibits the L-A-C
<i>Passion</i>	C1: -Love working in teams, with people with different perspectives.	CC1: -they definitely need to walk the talk, there are some leaders I know that said they were interested

Attitude	Aids the L-A-C	Inhibits the L-A-C
	<p>-I love engaging with people so that's why I'm doing it, it's not to test my coaching skills.</p> <p>-Somebody who's very passionate.</p> <p>-Have genuine concern for people, empathy.</p>	<p>in us when we merged, but, in reality, they were only chasing the bottom line.</p>
<i>Commitment</i>	<p>C2: -It is something you can learn ... I think it's hard for people ... who are not naturally inclined (to coaching).</p> <p>-Reading about how people are unable to deal logically with issues ... have assisted.</p> <p>-Even if you do have the EQ do you have the inclination to coach.</p>	<p>CC2: -Just never available, they're not seen, because they can't manage their time.</p> <p>-Beyond my team I'd like to see more leaders allocating time to people.</p>

#### **4.2.6 Individual Factors aiding or inhibiting the coachees**

- *4.2.6.1 Skills which aid or inhibit coachees*

Most of the individual factors noted were attitudes, however, C1 pointed out that having social and emotional intelligence aids a coachee to learn.

- *4.2.6.2 Attitudes which aid or inhibit coachees*

All interviewees described the main individual factor which aids a coachee is having an attitude which is open to learning:

C1: Come into the business is a sense of curiosity and a willingness to learn.....

An attitude of “well, I’m here and I want to participate and grow and spend time solving problems”.

C2: The first one is their ability to learn, because if they come in with a strong mind and not wanting to learn - you not going to be able to help

CC1: I’m the type of personality that literally forces the coaching upon a senior, I will make sure that they give me that time

C2: I suppose it is being open to learning new things....and not just trying to do the same thing/job over and over again ... thinking of new ways of doing things.

An inhibitor to the L-A-C approach is a coachee who is not as open to learning, as one C2 and another noted.

C1: People who probably are not willing to invest in a significant period of growth and people who are in their comfort zone, like doing the same type of job or methodology ... they don’t push themselves to make it better.

#### **4.2.7 Cases Summary**

SCO implemented an L-A-C approach, using both formal and informal processes, to build a leadership pipeline for succession. The L-A-C approach has benefited SCO's success through improved productivity and assisted with the retention of high performers. Benefits accruing to the coachees occur by facilitating their problem-solving and building their professional confidence.

The main inhibitors are the matrix structure, over-reliance on a few good coaches, and the lack of reward and recognition for effective L-A-C. The performance management process does not appear to be meaningful as most interviewees felt at the end of the day they are evaluated on whether they met budget, while coaching and other leadership behaviours are not taken into account.

A holistic approach and structure to effectively implementing the L-A-C approach needs to be driven from the top. They also lack extensive processes and systems to support the L-A-C approach. These include extensive learning and development initiatives in place to build coaching skills, constant learning through feedback, and pioneering a feedback mobile app to recognise good performance and promote learning through feedback.

The shift in the organisational culture has resulted in other inhibitors to the L-A-C approach, which are a predominant finance focus and a pressurised culture. When under pressure, coaching is not prioritised due to the lack of time, although this is not the case for some leaders, who have the passion for developing people

and are committed to making the time for coaching. These leaders have created their own team culture using an L-A-C approach.

In conclusion, even though the organisation has sound developmental policies and procedures in place to support an L-A-C approach, due to the culture, some leaders appear to take it up in their leadership role better than others.

## CHAPTER 5. CROSS-CASE ANALYSIS

### 5.1 Introduction

This chapter presents the themes across all cases according to the research questions, namely:

- i. Why does SCO implement a leader-as-coach (L-A-C) approach?
- ii. What are the organisational factors which are perceived to inhibit or aid the L-A-C approach at SCO?
- iii. What skills or attitudes are perceived as inhibiting or promoting an effective L-A-C approach at SCO, at both the leader- as-coach level and at the coachee level?

This cross-case analysis entails examination of the explored cases. The identified patterns and differences will be discussed in relation to the literature as presented in Chapter 2.

### 5.2 L-A-C Approach

In order to set the landscape for the cross-case analysis, the L-A-C approaches and various L-A-C roles in each of the cases is presented in Table 5.1.

Table 5.1: Comparison of the various L-A-C approaches/roles

<b>L-A-C approaches/roles</b>	<b>Coach</b>	<b>Coachee</b>
Informal coaching (coaching or corridor coaching)	√	√
Informal mentoring:	√	√

<b>L-A-C approaches/roles</b>	<b>Coach</b>	<b>Coachee</b>
Independent mentor to the L-A-C		
Managers at each level coach a level directly below them:  Formal coaching Informal coaching	√	
Formal performance coaching (formal sessions related to performance goals, behavioural competencies and KPIs)	√	√
Buddies for new employees at all levels	√	√

In addition to these L-A-C roles, the line managers are also required to complete annual performance reviews, supervise and train their teams. Both Cases have formal and informal coaching approaches (with mentors and buddies. In addition, executive coaching (which involves coaching with external executive coaches) is available from senior management level and up. A distinct difference between

Case 1 (Coach) and 2 (Coachee respondent), is that in Case 1, each level formally and informally coaches a level below them (for example, a Foreman coaches a Senior Artisan).

**5.3. Perceived reasons for implementing an L-A-C approach**

There were consistencies in themes for both cases which were that coaching builds a leadership pipeline, and that part of being a leader in a PSF is building client relations, leading your team and building the practice through business development and sound financial monitoring. Both cases recognised that the business units’ value is based on their people, and therefore, leaders focus on developing their people and ensuring their top talent is engaged. These reasons align with the literature that in organisations (1) where people are their greatest assets; and (2) who manage teams, projects and clients; relationship skills and other managerial skills such as leadership, decision making, allocation of resources, developing others and resolving conflict need to be developed (Flin & McIntosh, 2015)

**5.3.1 Perceived benefits of the L-A-C approach**

The cross-case analysis of the perceived benefits of the L-A-C approach at an organisational level, leader-as-coach level and coachee level, are tabulated in Table 5.2:

Table 5.2: Comparison of perceived benefits of the L-A-C approach

<b>Benefits per level</b>	<b>Coach</b>	<b>Coachee</b>
<i>Organisational level:</i>	√	√

Benefits per level	Coach	Coachee
Success through improved productivity Retention		
<i>Leader-as-Coach level:</i> Team success resulting in cumulative benefits Development of EQ	√ √	
<i>Coachee level:</i> Learning Career Growth Personal Growth and Motivation	√ √ √	√ √ √

A consistent perceived organisation benefit of an L-A-C approach across all cases is ‘organisational success will be improved productivity’. This will ensure that the employees are developed and the leaders obtain excellent business results (Hunt & Weintraub, 2002). The second organisational benefit will be improved retention which aligns to previous studies by Park, McLean, and Yang (2008).

There was no consistency across all cases on the benefits for the L-A-Cs (that is, for the leaders doing the coaching). At least both of the cases agreed on each of the identified benefits. One benefit was the development of their own emotional intelligence as a result of the coaching style that they take up. A leader’s

emotional intelligence allows leaders to maximise their own and others performance (Goleman, 2000), which aligns to Whitmore's (2000) purpose of coaching. Benefits such as improved empathy, managing relationships and being aware of their own feelings were described by the interviewees, aligning to emotional intelligence components, should approach be effectively implemented (Goleman, 2000).

Another benefit would be improvement in team success resulting in cumulative benefits to the business. This finding supports Hagen's (2010) research on the impact of an L-A-C approach in six-sigma project teams within Fortune 500 manufacturing and hi-tech industries, which found an improvement in team performance, due to meeting clients' goals, quality and innovation, resulting in a decrease in project time and costs and improved cost-savings.

At a coachee level, two benefits were perceived across all cases. These were: firstly, learning through experience and reflection, and secondly, that an L-A-C approach would create the opportunity for the coachees to grow and have accelerated progress in their careers. Hagen (2010) summarised this benefit as an improvement in employee learning. In the coachee case, there was specific mention of how an L-A-C approach assists with personal growth, empowerment and motivation.

### ***5.3.2 Conclusion for Research Question 1***

An L-A-C approach benefits the organisation by fostering success due to improved productivity and retention of top talent. An L-A-C approach builds the L-A-Cs' emotional intelligence and aids cumulative benefits due to the team's

success. Finally, the L-A-C approach benefits the coachees by enabling their learning and career growth.

#### 5.4 Cross-case discussion: Research question 2

A cross-case analysis is presented in this section in order to answer the research question: What are the organisational factors which are perceived to inhibit or aid the L-A-C approach at SCO?

The categories are:

- Structural factors which aid and inhibit the L-A-C approach;
- Processes which aid and inhibit the L-A-C approach; and
- Cultural factors which aid and inhibit the L-A-C approach.

##### 5.4.1 Structural factors which aid and inhibit the L-A-C approach

As presented in Table 5.3, the cross-case analysis notes a number of inhibiting and enabling structural factors affecting the implementation of an L-A-C approach.

Inhibiting Structural factors	L-A-C	Coachee
Structure– compromises time for formal coaching	√	√
All leaders & managers expected to take up a coaching role resulting in over-reliance on a few good L-A-C's	√	√

<b>Inhibiting Structural factors</b>	<b>L-A-C</b>	<b>Coachee</b>
L-A-Cs confused OTJ training to OTJ coaching	√	√
<b>Enabling Structural Factors</b>	<b>L-A-C</b>	<b>Coachee</b>
Team-Based Structure – fostered informal coaching in a natural way	√	√
Various leader-as-coach roles	√	√
Development through on-the-job coaching- OTJ was more technical, while formal coaching more professional	√	√
Assigned HR Business partner & Learning Practitioner	√	√

*5.4.1.1 Processes and Systems*

In order to ensure the coaching skills are embedded in the workplace, the right processes, tools and systems need to be in place coupled with organisational

support and culture to ensure implementation over time (A. Grant, Townend, Mulhern, & Short, 2010). Across all cases, developmental goals are set yearly and linked to performance management. This aids the implementation of an L-A-C approach as formal and informal coaching should be presented as an integrated system and process within an organisation and the overall HR performance management processes (Clutterbuck & Megginson, 2005; Gormley, van Nieuwerburgh, & Practice, 2014). The quality of these goals was questioned in all Cases and only one coach in Case 1 mentioned how he sets meaningful goals and ties the breakthrough goals into milestone goals per formal “coaching” conversations.

An inhibitor in all these cases is that goals are driven by the standard business KPIs and not based on personal goals. According to literature, goals should be focused on both the individual and the organisational goals (Fox, 2017). Both cases also encourage these conversations through mentorship circles where people share and reflect on their experiences, Beattie et al. (2014) and Grant (2010) recommend some sort of coaching supervision or communities of practice for L-A-Cs to improve their coaching skills and behaviour and although there are communication forums or communities of practice across all the cases, they are not explicitly based on coaching behaviours.

Case 1 has an innovative mobile application as a solution to promote positive affirmation and recognition, while the lack of technology in Cases 2 and 3 to allow virtual coaching and feedback was a prohibiting factor. Clutterbuck and Megginson (2005) recommend that online communication and video

conferencing be available in order to support a coaching culture. In Case 2, the 360-degree feedback process is not new from a performance management perspective and appears to be used as a monitoring tool, rather than a reward and recognition tool, and yet it could easily be used to recognise good coaching behaviours. The literature recommends linking KPIs and values to the required coaching-based behaviours in order to create a coaching culture of which the L-A-C is a cornerstone (Megginson, Clutterbuck, & training, 2006).

Across all cases there is a lack of non-monetary recognition specifically due to promotion into a leadership position based mainly on technical ability while this should actually be based on leadership skills, including coaching skills. Govender (2013) recommended that the ability to coach needs to be a specific leadership competency within the organisation's leadership framework when implementing an L-A-C approach. In addition there was mention of how leaders are only called out if there is a negative comment about their leadership style and are not recognised when they are displaying coaching behaviours. Some examples which Megginson and Clutterbuck (2006) recommend for non-monetary reward is that people are recognised for sharing knowledge and that coaching is promoted as an investment in excellence.

#### ***5.4.2 Cultural factors which aid and inhibit the L-A-C approach***

There are a number of themes emerging across the cases on cultural factors, with the two consistent cultural factor themes shown in Table 5.5. The rest of the themes described in this section have occurred due to opposite cultural factors

influencing the L-A-C approach and have therefore not been summarised in a tabular format.

Table 5.4: Consistent cultural factor themes comparisons.

<b>Cultural factors which aid a L-A-C approach</b>	<b>Coach</b>	<b>Coachee</b>
Culture of continuous development of people	√	√
<b>Cultural factors which inhibit a L-A-C approach</b>		
Pressurised culture	√	√

The first cultural theme which aids the implementation of an L-A-C approach across is having a culture of continuous development as shown in Table 5.5. Joo (2010) and Beattie (2006) describe a learning culture as a key factor enabling the L-A-C approach which supports this finding. A consistent cultural factor theme inhibiting an L-A-C approach is a pressurised culture, which results in time for coaching not being prioritised. Long work hours and high performance requirements are synonymous with the chemical sector (Kaiser & Ringlstetter, 2010; Maister, 2012)

Other cultural factors emerging as themes are discussed next. These factors were described as enablers in some cases, and as inhibitors in the other cases. A theme aiding the implementation of an L-A-C approach is a culture built on the values of the organisation, with clear consistent norms, as described in both cases, with the reverse being described in Case 1. For Case 1, the inconsistent norms across teams within the unit are inhibiting an L-A-C approach. This is

synonymous with the organisational structure and full integration of companies units, with the same corporate culture and service standards regardless of their specialisation (Kaiser & Ringlstetter, 2010). Culture of an organisation is based on the behaviours, beliefs and values of all its people. It is driven by both leaders and employees, and when consistent, aids the L-A-C approach as it promotes nurturing, empathetic and inclusive behaviours required in L-A-Cs and promotes an environment of trust.

One difference that emerged was in Case 2. In this case, a coaching culture was described due to the continuous formal and informal (OTJ) coaching conversations and in the approach to the development of people. The coaching approach happens across all levels in this organisation and the coaching culture is embedded from the top, which is aligned with the four steps proposed to create a coaching culture (Gormley et al., 2014).

#### ***5.4.3 Conclusion to Research Question 2***

Structure and processes follow strategy, and overarching all two, is the culture of the organisation. Case 1 and 2 have intensive leadership development training and policies, and support structures in place to aid an L-A-C approach. The next section concludes the discussion on the key themes for Structure, Processes and Culture

##### ***5.4.3.1 Structure:***

A team-based structure promotes a natural L-A-C uptake within an organisation. It promotes effective utilisation across all levels of staff resulting in increased productivity and profitability. On the cultural side, a team-based structure helps

to unleash the value of diversity, through different viewpoints promoting innovation, and sharing of knowledge and best practice across various teams.

A second structural theme is the various roles that an L-A-C takes up and, although it ensures that an L-A-C approach is embedded in the organisation, it can result in leaders confusing OTJ training and OTJ coaching. The other theme was that OTJ coaching was focused on technical skills while formal coaching focused on leadership and business skills. Finally, an assigned HR Business partner together with a Learning Practitioner assists line with implementing an L-A-C approach but the line manager must take responsibility and ownership of the process together with the direct report.

#### *5.4.3.2 Processes*

Learning and development which has an extensive leadership curriculum for all levels of employees including coaching skills aids the implementation of an L-A-C approach. An inherent limitation is that embedding coaching in the workplace is dependent on leader and how they model coaching behaviour. This is hindered when there are no consequences for neglecting coaching conversations resulting in an over-reliance on the few leaders that do take up an L-A-C approach.

The focus on the business goals which are integrated into the HR performance management aids the L-A-C approach; however, not including personal goals results in goals not being meaningful to the individual. Support tools and job aids allowing L-A-Cs to access technology to support online coaching are organisational factors which aid the L-A-C approach.

#### *5.4.3.3 Culture*

Long work hours and high performance requirements are synonymous with Sasol especially in operations resulting in a pressurised culture which can inhibit an L-A-C approach, if there is not a core culture of developing people and people-centricity. The high achievement of individuals and 'up or out' career paths can lead to a competitive culture, which inhibits coaching rather than celebrating success within the teams through a team-based culture.

Finally, a consistent culture across teams and business units based on the values of the organisation aids the implementation of an L-A-C approach.

### **5.5 Cross-Case Discussion: Research Question 3**

What skills or attitudes are perceived as inhibiting or promoting an effective L-A-C approach, at both the leader-as-coach level and at the coachee level? The categories presented to answer this research question are as follows:

- Skills which aid or inhibit the L-A-C;
- Attitudes which aid or inhibit the L-A-C;
- Skills which aid or inhibit the coachee; and
- Attitudes which aid or inhibit the coachee.

#### **5.5.1 Skills which aid or inhibit the L-A-C**

While a range of skills and behaviours are considered important for coaching to be effective (Hagen, 2012), this study focused on those that were perceived as enablers or inhibitors of the L-A-C approach in each of the two cases.

Table 5.5: Coaching skills which aid the L-A-C comparisons

<b>Coaching Skills which aid the L-A-C</b>	<b>Coach</b>	<b>Coachee</b>
Co-Creating the relationship (connecting, encouraging, trust)	√	√
Self-awareness and self-management	√	√
Listening and questioning	√	
Reframing, reflecting	√	√
Holding coachee accountable	√	

In all two cases, the relationship between the coach and coachee and the ability to co-create the relationship – through connecting, encouraging and building trust – was emphasised. Such relationship-building requires self-awareness of the L-A-C, which all two cases highlighted as a skill which aids the L-A-C. All two cases found that the L-A-C needs to prioritise the time to coach, which requires self-management skills as well as listening skills, together with reframing and reflecting skills as aiding the L-A-C.

These particular skills are essential for providing learning opportunities, to encourage the coachee to problem solve, and to help them to reconsider their past mental models. There were numerous examples across all two cases on how the lack of these skills inhibit coaching. This finding aligns with the literature proposing that clear and open communication is required as a skill (mainly

listening and questioning) and skills that create learning opportunities (A. Hamlin & Stemplowska, 2012).

Both cases specifically mentioned holding the coachee to account, which sometimes means giving tough feedback, which concurs with Hamlin (2012). Ellinger et al. (2008) identified autocratic directives and controlling or dictatorial leadership states as limiting factors, which was noted in Case 2, where a coach described her directive, controlling approach, which she incorrectly assumed to be coaching. This confusion is also caused by the various L-A-C roles, as described in section 5.2, that these line managers take up, which is confirmed by the literature. Hence, line managers need to carefully distinguish between situations where coaching is the best approach and those situations where a more directive approach is needed, such as teaching or training where there is a lack of knowledge or skill (McCarthy & Milner, 2013b).

**5.5.2 Attitudes which aid or inhibit the L-A-C**

The attitudes of the L-A-Cs were noted as an individual factor across all two cases aiding the implementation of an L-A-C approach as shown in Table 5.7.

Table 5.7: Attitudes which aid the L-A-C comparisons

<b>Attitudes which aid the L-A-C</b>	<b>Coach</b>	<b>Coachee</b>
Commitment	√	√
Passion	√	√

Across all cases, the commitment by the L-A-C to coaching others, which includes prioritising the time to coach, was seen to aid an L-A-C approach. Having a passion for developing people was also considered key in Case 1 and

2 for aiding an L-A-C approach. Hardingham (2012) described how passion to develop others within a team structure aids a coaching culture. Stewardship was a clear theme, as coaches described their deep-rooted responsibility to coach and intrinsic satisfaction at seeing their coachees succeed. This is in line with Hardingham's (2012) view that passion for coaching others assists in creating a coaching culture.

Hagen (2012) described an attitude which aids the L-A-C as valuing people over the organisation, which is slightly contradictory to the findings of the present study, as the L-A-Cs consider what is best for *both* their team and the organisation. Arrogance, not making the time to coach, and wanting to work by oneself were key attitudes identified in the cases which inhibit coaching. These attitudes prohibit an appreciation of teamwork. These findings are aligned with those of Hagen (2012) and Hardingham (2012), as having an appreciation of teamwork is a key attitude to ensuring that an L-A-C approach is embedded in the organisation. An attitude identified in Hagen's (2012) literature review, which was not identified in the cases in this study, was an acceptance of ambiguity. This makes sense as we live in an ambiguous world; therefore, building a coaching culture is a continuous journey (Lawrence, 2015).

### ***5.5.3 Skills which aid or inhibit the coachee***

There are not many skills of a coachee that have emerged both from the literature and the case analyses, as these seem to be characteristics rather than skills, which are essential. McCarthy and Milner (2013) describe how some people are

not coachable, while Hunt and Weintraub (2016) describe crucial characteristics of coachees as curiosity, self-reflection and a desire to improve and learn.

A behavioural theme which emerged across the cases was self-awareness, which includes having emotional intelligence and an ability to reflect on and appreciate one's strengths, which aligns to Hunt and Weintraub's (2016) self-reflection being a desirable characteristic of the coachee.

#### ***5.5.4 Attitudes which aid or inhibit the coachee***

A theme emerging across all cases is that the coachee should have an attitude which is open to learning, and secondly, it is critical for a coachee to be committed to their team. Conversely, a theme inhibiting the L-A-C approach is if the coachees are arrogant, defensive and not open to learning, which according to the literature could be based on past bad experiences that the coachee may have had (Dixey, 2015). Some authors such as Clutterbuck and Megginson (2005) and Hunt and Weintraub (2016) describe how coachees should have the inner drive to develop themselves and a curiosity to improve themselves and others.

#### ***5.5.5 Conclusion for Research Question 3***

In order to co-create the coaching relationship and build trust, both the coach and coachee need to have certain characteristics. Self-awareness, including emotional intelligence, is required for both the coach and coachee. The leaders' and managers' perceptions of their respective roles as a coach and a coachee, and their own experience (Dixey, 2015) are a key factor in the implementation of a L-A-C approach. With Case 1, their opinion was so strong that it compensated

for their lack of learning curricula and support tools for the L-A-C. The L-A-C needs to have a passion for developing people and a commitment to coaching others, while the coachee needs to be open to learning and committed to their team and L-A-C. The L-A-C also needs to hold the coachee accountable by giving effective feedback, while the coachee should be open to the feedback and not be arrogant or defensive when receiving and reflecting on the feedback.

## **5.6 Conclusion**

The answers to these research questions were addressed in this chapter through a cross-case analysis. An L-A-C approach as people are their greatest assets, who manage teams, projects and customers. An L-A-C approach benefits the organisation by fostering success due to improved productivity and retention of top talent. An L-A-C approach builds the L-A-Cs' emotional intelligence and aids cumulative benefits due to the team success. Finally, the L-A-C approach benefits the coachees by enabling their learning and career growth.

There are also various L-A-C roles which embed the principle of a coaching culture as it becomes a natural way of interacting with others, but can result in leaders confusing OTJ training and OTJ coaching. In addition, the formal L-A-C needs to make a concerted effort to connect with the coachee on their developmental areas outside of assignments, in order to ensure the formal coaching is a success in conjunction with informal coaching.

From a process, cultural and skill perspective, the themes emerging across all cases align with the four steps to create a coaching culture, namely 1) targeted efforts by senior leaders, 2) integrating coaching as part of the organisation, 3)

role modelling and 4) leaders and managers should participate in coaching as coaches and as coachees (Gormley et al., 2014).

## **CHAPTER 6. CONCLUSIONS & RECOMMENDATIONS**

### **6.1 Introduction**

The aim of the research was to examine the coaching dynamics of a coach in a coaching relationship within the Secunda Sasol Chemical Operations business unit. The four research questions informing the research were:

1. Does the coach-coachee relationship and its impact on changing processes during coaching?
2. What factors in the relationship between the coach and coachee and which experiences for the coachee have a positive effect on learning and development in the coaching process?
3. Does coaching improve a client's hope, optimism, social functioning and perceived availability of support?
4. How does coaching help managers in organizations to understand themselves and others?

The conclusions for each of the research questions were described in Chapter 5, the case analysis. These conclusions and themes form the basis of the recommended processes. For example, a theme emerging from the Research Question 2: Organisational factors which are perceived to inhibit or aid the L-A-C approach during a coaching session and recognition of coaching behaviours. This is a specific step included in the recommended processes under organisational factors. Thereafter recommendations for various stakeholders in the implementation of an L-A-C approach are provided and finally, suggestions for further research are outlined.

## **6.2 The Framework**

Both formal and informal coaching are crucial in the L-A-C approach and both are included in the holistic framework. Each component of the framework is set out after the visual framework. Culture, leader involvement, reasons for and benefits of implementing an L-A-C are described. Thereafter, the organisational factors which aid the implementation of an L-A-C approach are outlined, followed by recommended mitigating actions for the inhibiting factors to an L-A-C approach. Finally, the individual factors which need to be in to implement an L-A-C approach in a coaching relationship within SCO are described.

The conceptual framework presented in Figure 6.1 sets out the recommended framework for the implementation of an L-A-C approach in South Africa at a holistic level.

The difference between the recommended framework as a deliverable from this study and the frameworks for developing a coaching culture from previous studies, is that a coaching culture includes different types of coaching, involving external and internal professional coaches, in addition to implementing an L-A-C approach (Passmore & Jastrzebska, 2011). The framework recommended in this chapter focuses specifically on implementing an L-A-C approach, at a formal and informal level. In addition, this framework focuses on guidelines for implementing an L-A-C approach in the context of a coach and coachee in South Africa, and therefore the benefits and the organisational factors are described specifically for SCO.

### **6.2.1 Culture**

The culture of the organisation will have an influence on the L-A-C approach, and therefore a culture of continuous development of people should be in place. This could be equated to a learning culture, with an aim of ensuring that coaching becomes a way of leading and developing people.

The core values should be in place across all teams within the business units and across various business units. Mitigating action to address the pressurised and high achievement cultures found in the organisation (inhibitors to an L-A-C approach) is to ensure that, although hard work and long hours are required, the way people are led and interact with one another is with a coaching lens. Leading projects and day to day running's of the organisation through a coaching approach that supports delegation and empowerment, and not an autocratic or demanding approach, is required of L-A-Cs. Competitiveness within teams should not be encouraged as it diminishes a team-based culture which aids an L-A-C approach; rather, teams should be encouraged as a whole. An appreciation of each team member's strengths, celebrating the value that each brings to the team should be in place to ensure a team-based culture.

### **6.2.2 Managed by Business Unit Leaders**

Like all successful organisational change initiatives, and in particular culture change initiatives, adopting an L-A-C approach must be driven by the leader and senior management in each business unit, with the business unit/practice taking the initiative and responsibility for ensuring it is implemented and monitored regularly. Business unit leaders should create the momentum for the L-A-C

approach, by clearly communicating the reasons for implementing an L-A-C approach (at both a formal and informal level) and benefits to the organisation, L-A-Cs and coachees. This would require that the business unit leaders themselves are sincerely committed and have a passionate attitude to development of their people.

The business unit leader must include the L-A-C approach as a business key performance indicator and hold fellow leaders accountable for displaying coaching behaviours and demonstrating personal commitment to the development of their own capabilities and those of others. The business unit leaders themselves should model the coaching approach by participating both as an L-A-C (in the business unit) and as a coachee (through receiving executive coaching) - and participate in informal coaching, by having unplanned coaching conversations anytime the situation demands with fellow managers during leadership meetings, with employees during one-on-one discussions, and even with customers asking for advice. Furthermore, in order to be a role model, the business unit leader must display effective coaching behaviours and skills, which may require that they upskill themselves as a coach through proper budgeting as the organisation does not have a coaching department with coaches readily available to nurture the skill of coaching and being coached.

### ***6.2.3 Reasons and benefits***

Having clear reasons aids building a case for implementing the L-A-C approach, and sharing the benefits for the organisation, L-A-Cs and coachees will assist in the uptake of the L-A-C approach. A key reason for implementation of an L-A-C

approach within the organisation is building a leadership pipeline by developing managers' ability to lead teams, building client relationships and developing the practice. This improves productivity and retention of clients, leading to sustainable success of the organisation. The second reason for the organisation is the retention of their high performers (talent), which is a major challenge in the organisation as a whole not just the specific business unit.

#### **6.2.4 Organisational factors**

##### *6.2.4.1 Structure*

A matrix organisational structure inhibits a natural L-A-C approach as it compromises time for formal coaching, and the relationship between the L-A-C and coachee on an informal and formal coaching level. In contrast, the team-based structure aids a coaching approach. A mitigating recommendation within a matrix structure would be to create smaller teams where possible to ensure the same teams work together for the majority of the year. This will ensure that relationships are formed between the L-A-C and coachee and will ensure the sharing of knowledge and a diversity of viewpoints. Another mitigating recommendation is to ensure there is time for the formal L-A-C to connect with the coachee on their developmental areas outside of the performance management review in order to ensure the formal coaching is a success. Formal coaching is associated with performance and development. This mitigating action could either be done organically by relying on the L-A-C's concerted effort to make the time for formal coaching, or it could be put into a process which blocks out certain time at regular set periods during the year for formal coaching

and other talent/practice management issues. The organisational factors and individual factors outlined in the framework will also ensure that both the formal and informal coaching roles are taken up effectively across all leaders. In order to avoid an over-reliance on a few good coaches, each employee must be a coach and coachee – and coach the level directly below them in the hierarchy or team structure, at both a formal level and an informal level on assignments. This must also apply to top level executives, who will need external coaches to coach them, as they will not have any direct line managers to coach them. An assigned HR Business partner together with the Learning Practitioner should support the Business Unit leader in implementing the L-A-C approach.

#### *6.2.4.2 Process*

The following organisational processes, as suggested in the framework (Figure 6.1), should all be in place to ensure the implementation of an L-A-C approach:

- *Approach to learning and developing L-A-C skills*

The first step in the process, to ensure that all leaders and managers take up an L-A-C approach, is to upskill all leaders and managers to coach through learning and development interventions. This should begin by delivering tailored learning interventions for the L-A-Cs at all levels. An example would be beginning with the concept of skill coaching at subordinate level, moving onto performance coaching at a manager level, and developmental coaching at an Executive level. Preparing coachees for their role in coaching should be included from the moment the employees are in the organisation, through their five day new employee induction.

It is recommended that senior leaders play a part in facilitating the coaching learning interventions, in order to share their experience and reiterate their commitment to the L-A-C approach within the organisation. Sharing and reflecting on previous experience, through actual coaching of employees and reflecting thereafter, should be encouraged during learning interventions and through the L-A-C's coach. This ensures that the learning is transferred into the workplace along with the remaining organisational factor recommendations. Learning and Development/HR should ensure the L-A-Cs receive feedback on their use of coaching skills through feedback from their coachees or 360-degree feedback - and should be followed up after the learning interventions.

*Ensuring tools and support are in place for the L-A-C*

It is recommended that support tools for both formal and informal coaching conversations are available online, possibly through an intranet portal, in order for L-A-Cs to access as and when they require them. These tools could include job aids, formal templates or agendas, access to knowledge databases or small e-learning modules.

Additional support mechanisms through coaching forums similar to coaching supervision should be in place, in order for best practices to be shared, and to allow L-A-Cs to share and reflect on their formal and informal coaching experiences. It is recommended that the HR Business partner/L&D run the forums with the Business unit leaders as and when possible. Topics to specifically include in these forums are the complexities of the various L-A-C

roles and how to deal with them, and secondly, L-A-Cs should be given feedback in order to embed the L-A-C approach.

*Linking coaching to the HR performance management and enabling technology*

It is important to link the L-A-C approach to the HR performance management systems, including goal-setting and feedback on required competency-based behaviours. Goal-setting should have an equal focus on achieving organisational goals (or financial targets) and on people development goals to assist the implementation of the L-A-C approach. The linking of goals to HR processes and performance management should be in place.

Enabling technology is important in organisations where teams are separated at various customer or geographic locations. Technology such as mobile applications to give positive feedback, and technology for videoconferencing in order to have coaching conversations, should be in place.

*Rewarding and recognising effective coaching behaviours*

Although there should be an equal focus on people development and financial targets, it came out that Sasol tends to place more weighting on the financial targets. It would therefore be unrealistic to recommend equal weighting in the scorecard thereby allowing adequate monetary reward to recognise leaders who implement a coaching approach. Instead, non-monetary rewards should form the basis of reward and recognition for taking up an L-A-C approach. Career incentives, intrinsic incentives, such as recognising the L-A-C of the month and promoting coaching behaviour as excellence, should be in place.

### **6.2.5 Individual Factors**

The individual factors, which affect the implementation of an L-A-C approach, are the L-A-Cs' coaching skills and their overall attitude. The coachees attitude will also affect the implementation as coaching is a two-way relationship between the L-A-C and coachee. The L-A-C needs to have self-awareness, management skills, and specific coaching skills such as questioning and listening skills, and reframing and reflecting skills. Finally, the L-A-C must hold the coachee accountable for their development goals. These L-A-C skills need to be catered for in the development of tailored learning and development interventions for upskilling managers as recommended above. A committed and passionate attitude to people development, by the L-A-C, will aid the L-A-C approach and overall developmental culture. This attitude must be encouraged through communication of the reasons and benefits of coaching, and L-A-Cs should be held accountable for poor coaching behaviours by fellow leaders, and rewarded and recognised both through monetary and non-monetary rewards.

Coachees should have an attitude which is open to learning and must be committed to their team. Ensuring the right attitude of employees is in place begins with recruiting individuals with these values and attitudes. Secondly, they need to be embedded in the organisational culture where all L-A-Cs and coachees model the behaviour. Including the concept of L-A-C and leadership skills, such as teamwork, in training across all levels will also aid the coachees' understanding and commitment. However, even with these factors in place, coachees could be defensive and display arrogant behaviours towards coaching

which might be based on past, negative coaching experiences. These mental models need to be understood and dealt with by the L-A-C and supported by the HR Business partner. These are the type of issues that the L-A-C should take forward into the coaching forums with fellow L-A-Cs to gain insights on how to handle the situation.

### **6.3 Recommendations**

Based on the framework, recommendations for the stakeholders identified as significant in Chapter 1 are discussed for the senior leaders, talent development practitioners, L-A-Cs and other organisations.

#### **6.3.1 Senior leaders**

The following steps are advised for the Business Unit/Practice Leaders wishing to implement an effective L-A-C approach in their business unit:

- Communicate the value of and benefits to the organisation;
- Include L-A-C as a business KPIs and competency based behaviours;
- Take overall ownership for the L-A-C approach;
- Participate as coach and coachee;
- Be committed to and passionate about an L-A-C approach;
- Role model a coaching approach;
- Develop their coaching skills;
- Develop others coaching skills and be involved in L&D learning interventions;

- Share experiences and best practices of an L-A-C approach in forums;  
and
- Hold fellow managers accountable for taking up an L-A-C approach.

### ***6.3.2 Talent development practitioners***

Particular attention to the organisational factors including structure, process and culture should be taken into account. HR Business partners should be assigned to each business unit and support the Business Unit leader in implementing the L-A-C approach together with Learning Practitioners.

L&D professionals should take note of the individual skills required for the L-A-Cs and the coachees and incorporate into the learning curriculum. The HR Business partner should ensure the support tools required are available to the business unit. HR/OD should note the link of the L-A-C approach to the HR performance management systems, including KPIs and required competency-based behaviours.

### ***6.3.3 L-A-Cs***

The current L-A-Cs will benefit from this study by sharing the benefits and reasons for implementation with their colleagues who are not currently taking up an L-A-C approach. The study also highlights the main skills and attitudes which the L-A-C should develop further, and sheds some light on the systemic factors which may cause their coaching approach to not yield results.

#### **6.4 Suggestions for further research**

This study is exploratory in nature and had time limitations and therefore several recommendations for how this study can be built upon are suggested.

It is suggested that a detailed case study within the Sasol context be conducted and should include a review of company documentation such as the organisational strategy, business unit strategic drivers, talent management strategy including leadership competencies and development, performance management and coaching policies, processes and procedures. As shown in this study, organisational factors have a large influence on the implementation of an L-A-C approach. This study was limited to interviewing eight participants from three categories (or roles) in each department to gain a holistic perspective of the L-A-C approach, and organisational policies and procedures were not obtained as part of the study as they are confidential and are regarded as Sasol's intellectual property that needs to be protected from their competitors.

The relationship between the L-A-C approach and a coaching culture could be empirically studied to determine the extent to which an L-A-C approach influences the development of a coaching culture.

Finally, there is scope to review the benefits of formal coaching versus informal coaching within Sasol further as the literature indicates an organic shift towards informal coaching is occurring in some organisations.

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APPENDIX A: PERMISSION LETTER



03 March 2019

**CONFIRMATION OF CONSENT TO CONDUCT RESEARCH WITHIN SASOL  
SECUNDACHEMICALS OPERATIONS**

**BACKGROUND:**

As part fulfillment of the completion of a Master of Management in the field of Business Executive Coaching at the University of the Witwatersrand, Johannesburg (WBS), South Africa, all students are required to complete a dissertation. The topic that was selected by Ms. Thobekile Chonco, student number 0711187P is "The coaching dynamics of a coach (manager) as a giver and coachee (employee) as a taker in a coaching relationship within Sasol Secunda Chemical Operations.

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In order to add to the existing body of knowledge on the topic, Ms. Thobekile Chonco will be required to undertake both a literature review as well as this will be established using a qualitative study method. For the purposes of the research, a selected sample of individuals within the Secunda environment will be requested to be interviewed with their consent, to examine the coaching dynamics of a coach as a giver (manager as coach) and coachee as a taker (employee as coachee) in a coaching relationship within Secunda Chemicals Operations.

**REQUEST:**

Permission is requested to undertake a study and conduct the research in a professional and ethical manner without causing any disruptions to any work related activities of respondents based on the above requirements.

**APPROVAL:**

I approve the study by Ms. Thobekile Chonco, for the completion of Masters in Management, Business and Executive Coaching as described above.

This consent is granted on condition that:

- that the study report must not in any manner, form or way reflect any details of the organization and Sasol employees involved in the study
- the study will be reviewed by the SCO HR VP before the research report submitted to the Faculty of Commerce, Law and Management, University of the Witwatersrand, in partial fulfillment of the requirements for the degree of Master of Management in the field of Business Executive Coaching

*Vlam van Rooyen*  
"Vlam van Rooyen"  
2019-03-04 13:02:00 +02:00  
I approve the document

04/03/19

Vlam van Rooyen  
SCO VP HR  
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## **APPENDIX C: INTERVIEW GUIDES**



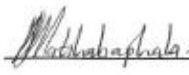
### ***Interview guide for Manager (Coach)***

1. What is your understanding of a leader as a coach?
2. What is the focus of this coaching? (e.g., *on-the-job coaching and skills coaching, performance coaching and developmental coaching*).
3. Describe your current role and area of responsibility?
4. Describe your role as a leader and coach?
5. Describe how you coach your direct reports. What is the process? (*prompt if need be for example both performance coaching and developmental*)
6. How has coaching your line employees added value to you, your employees and the organisation?
7. What individual factors (e.g. your skill, attitudes and behaviours) hinder or enable you as a coach?
8. What individual factors of the coachee aid or inhibit the coaching process?
9. How have you developed these skills and behaviours? (*ask for examples and clarify if this was part of the Performance Management Programme*)
10. What support tools are available to assist you in coaching formally and informally?
11. What organisational factors and processes inhibit managerial coaching?
12. What organisational factors and processes aid managerial coaching?
13. How would you describe the organisational culture?
14. How is it supporting coaching? How is it hindering coaching?
15. What systems or processes does your organisation have to enable the leader as coach approach?
16. Are you recognised or incentivised to coach?
17. How do you think the leader as coach approach could be improved in your organisation? What additional support would you like to see?

***Interview guide for Coachee:***

1. What is your understanding of a leader as a coach?
2. What is the focus of this coaching? (e.g., *on-the-job coaching and skills coaching, performance coaching and developmental coaching*).
3. Describe your current role and area of responsibility?
4. How have you experienced being coached by your line manager in the organisation?
5. How have you experienced being coached on projects that are led by somebody other than your line manager if any?
6. Describe how your manager coaches you? (process)
7. How often do you set goals and review goals with your managerial coach?
8. How has being coached by your line manager added value to you, the rest of the employees and the organisation?
9. What skills, behaviours and attitudes do you believe support you as being the coachee?
10. What would you describe as ineffective coaching skills, behaviours & attitudes?
11. Describe how your skills, behaviours and attitudes inhibit or aid managerial coaching process?
12. What organisational factors and processes hinder the leader as coach approach?
13. What organisational factors and processes enable the leader as coach approach?
14. How would you describe the organisational culture?
15. How does it support coaching?
16. How does it hinder coaching?
17. How do you think the leader as coach approach could be improved in your organisation? What additional support would you like to see?

# APPENDIX D: SUPERVISOR ACQUIESCENCE FORM

	
<b>SUPERVISOR ACQUIESCENCE FORM</b>	
<b>CERTIFICATE TO BE SIGNED BY SUPERVISORS OF HIGHER DEGREE CANDIDATES</b>	
<p><u>THOBKILE CHOMCO</u> candidate for the <u>MM (BEC)</u> (student's name) (degree)</p>	
has today submitted his/her thesis/dissertation/research report.	
a. Has this thesis/dissertation/research report been submitted with the acquiescence of the supervisor?	
YES <u>X</u>	NO _____
b. To the best of your knowledge are you able to verify that the candidate has acknowledged wherever any information used in the thesis or dissertation or other work has been obtained by him/her while employed by, or working under the aegis of, any person or organisation other than the University or its associated institutions?	
YES <u>X</u>	NO _____
c. Did the candidate's research require ethical clearance?	
YES <u>X</u>	NO _____
If YES, has ethical clearance been obtained?	
YES <u>X</u>	NO _____
Ethical clearance number: <u>WBS/BA0711187P/192</u>	
Name of Supervisor:	<u>MDJ MATSHABAPHALA</u>
Signature:	<u></u>
Date:	<u>04-03-2020</u>

## APPENDIX E: TURNIT-IN REPORT

0711187p:Research\_report-TP\_Chonco.docx.pdf

ORIGINALITY REPORT

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<b>7%</b>	<b>7%</b>	<b>3%</b>	<b>%</b>
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

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PRIMARY SOURCES

<b>1</b>	wiredspace.wits.ac.za Internet Source	<b>3%</b>
<b>2</b>	www.tandfonline.com Internet Source	<b>2%</b>
<b>3</b>	www.instituteofcoaching.org Internet Source	<b>1%</b>
<b>4</b>	www.centreforcoaching.ch Internet Source	<b>1%</b>

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Exclude bibliography  On

*Matshabaphala.*  
MBJ MATSHABAPHALA  
(SUPERVISOR) 06-03-2020

## APPENDIX F : CODING TABLE

<b>Codes</b>	<b>Coach</b>	<b>Coachee</b>	<b>Total</b>
Ben_Org : Employee Retention	6	8	14
Ben_Org : Cohesive Team	8	0	8
Ben_Org : Employee engagement	8	0	8
Ben_Org : Success & Productivity	4	7	11
<b>Subtotal Benefits of a L-A-C approach</b>	<b>26</b>	<b>15</b>	<b>41</b>
Orgfac_Cul_Ad : Built on openness, honesty & values	4	3	7
Orgfac_Cul_Ad : Challenging Culture	3	8	11
Orgfac_Cul_Ad : Continuous Coaching Conversations	0	0	0
Orgfac_Cul_Ad : Continuous Development Focus	5	2	7
Orgfac_Cul_Ad : Creating Positive Experiences	3	1	4
Orgfac_Cul_Ad : Family & Friendly Culture	0	0	0
Orgfac_Cul_Ad : High Performance Culture	8	8	16
Orgfac_Cul_Ad : Not rigid and learning culture	3	1	4
Orgfac_Cul_Ad : Team Culture	2	0	3
Orgfac_Cult_Ad: Coaching principles instilled induction	1	1	2
<b>Subtotal Culture Aiding</b>	<b>29</b>	<b>24</b>	<b>53</b>
Orgfac_Cul_In : Different team cultures	8	8	16
Orgfac_Cul_In : Limited Resources on deadlines	3	7	10
Orgfac_Cul_In : Mistrust	8	8	16
Orgfac_Cul_In : Pressurised	8	8	16
Orgfac_Cul_In: Over-competitive	8	8	16
<b>Subtotal Culture Inhibiting</b>	<b>35</b>	<b>39</b>	<b>74</b>
Skill_Ad_C : Applies Coaching Tools Naturally	4	1	5
Skill_Ad_C : Client-Centred	8	8	16
Skill_Ad_C : Co-create relationship	1	0	1
Skill_Ad_C : Courage and Accountability	2	0	2
Skill_Ad_C : Create learning opportunities	4	0	4

<b>Codes</b>	<b>Coach</b>	<b>Coachee</b>	<b>Total</b>
Skill_Ad_C : Empowers & Doesn't micromanage	5	2	7
Skill_Ad_C : Engaging team	6	3	9
Skill_Ad_C : Influences team positively	2	1	3
Skill_Ad_C : Knows when to teach or coach	0	0	0
Skill_Ad_C : Leading and not just manage	2	2	4
Skill_Ad_C : Listening and Questioning	1	0	1
Skill_Ad_C : Not allow transference of problems	5	2	7
Skill_Ad_C : Personal Reflection	0	0	0
Skill_Ad_C : Recognising you can't coach everybody	1	2	3
Skill_Ad_C: Prioritisation and time management	2	3	5
Skill_Ad_C: Self-Awareness	2	1	3
<b>Subtotal Skills Aiding L-A-C</b>	<b>45</b>	<b>25</b>	<b>70</b>
Skill_Ad_cc : Social, Intelligence and Emotional Intelligence	1	7	8
<b>Subtotal Skills Aiding Coachee</b>	<b>1</b>	<b>7</b>	<b>8</b>
Skill_In_C : Low EQ	3	8	11
Skill_In_C : Not courageous to hold people to account	8	8	16
Skill_In_C: Interrupting, not listening	8	8	16
<b>Subtotal Skills Inhibiting L-A-C</b>	<b>19</b>	<b>24</b>	<b>43</b>
Att_ad_c : Authentic and Humble	1	4	5
Att_ad_c : Committed to Organisations partnership	1	7	8
Att_ad_c : Empathy	1	2	3
Att_ad_c : Inherent ability and inclination to coach	3	1	4
Att_ad_c : Lead by Example	4	1	5
Att_ad_c : Passion & Commitment to help	3	2	5
Att_ad_c : Proactive Learning	0	3	3
<b>Subtotal Attitudes Aiding L-A-C</b>	<b>12</b>	<b>20</b>	<b>33</b>
Att_ad_cc : Open to learning	4	7	11
Att_ad_cc : Proactive & Committed	2	5	7
<b>Subtotal Attitudes Aiding Coachee</b>	<b>16</b>	<b>12</b>	<b>9</b>
Att_In_C : Arrogant and Impatient	3	2	5
Att_in_c : Negative towards coaching	1	2	3
Att_in_c : Tell instead of coach	4	7	11

<b>Codes</b>	<b>Coach</b>	<b>Coachee</b>	<b>Total</b>
Att_In_C : Uncomfortable with personal conversations	5	7	12
<b><i>Subtotal Attitudes Inhibiting L-A-C</i></b>	<b>13</b>	<b>18</b>	<b>31</b>
Att_in_cc : Arrogant	3	0	3
Att_in_cc : Comfort zone	8	6	14
Att_in_cc : Inflexible	3	2	5
Att_in_cc : Not prepared to put in effort	2	4	6
<b><i>Subtotal Attitudes Inhibiting Coachee</i></b>	<b>16</b>	<b>12</b>	<b>28</b>
<b><i>TOTALS Quotations:</i></b>	<b>212</b>	<b>189</b>	<b>401</b>