



**WBS** Wits  
Business  
School

# **The influence of coaching on perceived job performance of newly promoted managers**

*A research report submitted by*

*Hudson Maila*

*Student number: 783037*

*Supervisor:*

*Ingra Narsai*

**Wits Business School**

**September 2015**

<b>DECLARATION.....</b>	<b>VIII</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>IX</b>
<b>ABSTRACT .....</b>	<b>X</b>
<b>1. INTRODUCTION.....</b>	<b>12</b>
1.1. PURPOSE OF THE STUDY .....	12
1.2. CONTEXT OF THE STUDY.....	12
1.3. PROBLEM STATEMENT .....	13
1.3.1. MAIN PROBLEM .....	14
1.3.2. KEY RESEARCH QUESTION .....	14
1.3.3. RESEARCH QUESTIONS.....	15
1.4. SIGNIFICANCE OF THE STUDY .....	15
1.5. DELIMITATIONS OF THE STUDY. ....	17
1.6. DEFINITION OF TERMS .....	17
1.7. ASSUMPTIONS .....	19
1.8. STRUCTURE OF THE REPORT .....	20
<b>2. LITERATURE REVIEW .....</b>	<b>22</b>
2.1. INTRODUCTION .....	22
2.2. COACHING THEORIES AND PERSPECTIVES .....	22
2.3. LEADERSHIP THEORIES AND PERSPECTIVES .....	26
2.4. THE STATE OF EXECUTIVE COACHING OUTSIDE AND INSIDE SOUTH AFRICA .....	28
2.4.1. EXECUTIVE COACHING OUTSIDE SOUTH AFRICA.....	28
2.4.2. EXECUTIVE COACHING INSIDE SOUTH AFRICA .....	30
2.5. THEORETICAL FRAMEWORK .....	30
2.5.1. MANAGER’S WORK LIFE ENCOUNTERS .....	33
2.5.2. NETWORKS AND AFFILIATIONS.....	35
2.5.3. POLITICS.....	36
2.5.4. PERFORMANCE ANXIETY .....	36
2.5.5. MOTIVATION AND ENVIRONMENTAL FIT.....	38
2.5.6. CONFLICTING PRIORITIES.....	38
2.5.7. RESOURCES .....	40
2.5.8. HIGH PERFORMANCE CULTURE.....	41
2.5.9. PERCEIVED MANAGERIAL COMPETENCE .....	42
2.5.10. MEASURE OF SUCCESSFUL PERFORMANCE .....	43
2.5.11. THE FUTURE ROLE OF COACHING .....	45
2.6. JOB PERFORMANCE MODELS.....	47
2.6.1. EFFECTIVE JOB PERFORMANCE MODEL.....	47
2.6.2. MODELS OF JOB PERFORMANCE.....	48
2.7. COACHING MODELS.....	49
2.7.1. AN INTEGRATIVE MODEL FOR EXECUTIVE COACHING .....	49
2.7.2. THE STRIDE MODEL .....	51
2.7.3. THE PRACTICE MODEL .....	51
2.7.4. ACHIEVE MODEL.....	52

2.8.	COACHING EVALUATION.....	54
2.8.1	A HOLISTIC EVALUATION MODEL FOR COACHING .....	54
2.8.2	STAKEHOLDERS RESPONSIBLE FOR EVALUATING THE COACHING OUTCOMES .....	55
2.9	CONCLUSION OF LITERATURE REVIEW .....	56
<b>3</b>	<b>RESEARCH METHODOLOGY.....</b>	<b>57</b>
3.1	RESEARCH METHODOLOGY AND PARADIGM .....	57
3.2	RESEARCH DESIGN.....	58
3.3	POPULATION AND SAMPLE .....	60
3.3.1	POPULATION.....	60
3.3.2	SAMPLE AND SAMPLING METHOD.....	60
3.3.3	SUMMARY OF RESEARCH PARTICIPANTS AND ROLE PROFILE .....	62
3.4	THE RESEARCH INSTRUMENT .....	64
3.5	PROCEDURE FOR DATA COLLECTION.....	65
3.6	DATA ANALYSIS AND INTERPRETATION .....	66
3.7	LIMITATIONS OF THE STUDY .....	69
3.8	VALIDITY AND RELIABILITY.....	69
3.8.1	EXTERNAL VALIDITY .....	70
3.8.2	INTERNAL VALIDITY.....	70
3.8.3	RELIABILITY .....	71
3.9	CONCLUSION.....	72
<b>4</b>	<b>RESEARCH FINDINGS.....</b>	<b>73</b>
4.1	INTRODUCTION .....	73
4.2	THE REAL WORK LIFE ENCOUNTERS SHARED BY THE RESEARCH PARTICIPANTS .	75
4.2.1	ROLES AND RESPONSIBILITIES.....	75
4.2.2	CAREER JOURNEY .....	76
4.2.3	CHALLENGES.....	76
4.2.4	ROLE FIT.....	77
4.2.5	COACHING CONSIDERED? .....	78
4.2.6	INTERVENTIONS CONSIDERED .....	79
4.3	THE PERCEPTIONS AROUND COACHING AND ITS FUTURE ROLE .....	79
4.3.1	UNDERSTANDING COACHING .....	80
4.3.2	DISTINCTION BETWEEN BUSINESS AND EXECUTIVE COACHING.....	80
4.3.3	COACHING VALUE .....	81
4.3.4	COACHING BENEFITS .....	82
4.3.5	FUTURE ROLE OF COACHING.....	83
4.3.6	MANAGING SOMEONE COACHED.....	83
4.3.7	MANAGING SOMEONE NOT COACHED .....	84
4.4	MOTIVATION AND ENVIRONMENTAL FIT .....	84
4.4.1	MOTIVATION .....	84
4.4.2	LINK BETWEEN MOTIVATION AND ENVIRONMENTAL FIT .....	85
4.4.3	FAVOURITE ASPECTS.....	85
4.5	THE ROLE OF POLITICS IN THE WORKPLACE .....	86
4.5.1	POLITICAL DYNAMICS .....	86
4.6	THE ROLE OF NETWORKING AND AFFILIATIONS IN A MANAGER'S WORK LIFE.....	87
4.6.1	PERCEPTIONS AROUND NETWORKS AND AFFILIATIONS .....	87

4.7	THE SIGNIFICANCE OF RESOURCES AS ENABLERS FOR SUCCESSFUL JOB PERFORMANCE .....	88
4.7.1	RESOURCE CONSTRAINTS .....	88
4.8	CONFLICTING PRIORITIES TO BE OVERCOME BY NEWLY PROMOTED MANAGERS AND OTHERS .....	89
4.8.1	WORK PRIORITIES .....	89
4.8.2	COMBINED PRIORITIES .....	89
4.8.3	HANDLING DEADLINES IN ORDER TO IMPROVE ON THE WORK SITUATION .....	90
4.9	ENCOUNTERS WHICH TRIGGER PERFORMANCE ANXIETY .....	91
4.9.1	WHAT HAPPENS WHEN PERFORMANCE TARGETS ARE MET OR MISSED?.....	91
4.9.2	BEST OR WORST MOMENTS .....	92
4.10	MEASURING SUCCESSFUL PERFORMANCE .....	93
4.10.1	PERFORMANCE CRITERIA .....	93
4.10.2	SUCCESS IN A JOB (MEANS) .....	94
4.10.3	IMPORTANCE OF SUCCESS ATTACHED BY MANAGERS.....	95
4.10.4	COACHING AND SUCCESSFUL JOB PERFORMANCE .....	96
4.11	HIGH PERFORMANCE CULTURE.....	97
4.11.1	INDIVIDUAL AND ORGANISATIONAL MATCH .....	97
4.11.1.2	FIT-FOR-PURPOSE ATTITUDE AND DESIRE TO EXCEL .....	98
4.11.1.3	SOME EMPLOYEES JUST DO ENOUGH TO MEET PERFORMANCE STANDARDS .....	98
4.11.2	LINK BETWEEN HIGH PERFORMANCE CULTURE AND SUCCESSFUL JOB PERFORMANCE .....	98
4.11.3	FITTING INTO HIGH PERFORMANCE CULTURE .....	99
4.12	MANAGERIAL COMPETENCE.....	100
4.12.1	KEY ELEMENTS TO BE DEMONSTRATED BY MANAGERS IN THEIR ROLES.....	100
4.12.2	IMPORTANT MANAGERIAL COMPETENCE .....	101
4.12.3	ASPECTS OF MANAGERIAL COMPETENCE EFFECTIVELY APPLIED.....	102
4.12.4	OVERALL SUGGESTIONS FOR MANAGERS THAT ARE NEWLY PROMOTED OR MOVING BETWEEN ROLES .....	103
<b>5</b>	<b>DISCUSSION.....</b>	<b>105</b>
5.1	BACKGROUND INFORMATION.....	105
5.2	REALITIES IN A MANAGER'S JOURNEY .....	106
5.2.1	RESEARCHER'S EXPLANATORY NOTES .....	106
5.2.2	DATA MANIFESTATION FROM THE RESEARCH FINDINGS.....	106
5.2.3	COMPARISON WITH EXISTING LITERATURE .....	107
5.2.4	CONCLUSION .....	108
5.3	THE PERCEPTIONS OF COACHING AND ITS FUTURE ROLE.....	109
5.3.1	RESEARCHER'S EXPLANATORY NOTES .....	109
5.3.2	DATA MANIFESTATION FROM THE RESEARCH FINDINGS.....	109
5.3.3	COMPARISON WITH EXISTING LITERATURE .....	110
5.3.4	CONCLUSION .....	111
5.4	MOTIVATION AND ENVIRONMENT FIT .....	111
5.4.1	RESEARCHER'S EXPLANATORY NOTES .....	111
5.4.2	DATA MANIFESTATION FROM THE RESEARCH FINDINGS.....	112
5.4.3	COMPARISON WITH EXISTING LITERATURE .....	112
5.4.4	CONCLUSION .....	112
5.5	THE ROLE OF POLITICS IN THE WORKPLACE .....	113
5.5.1	RESEARCHER'S EXPLANATORY NOTES .....	113
5.5.2	DATA MANIFESTATION FROM THE RESEARCH FINDINGS.....	113
5.5.3	COMPARISON WITH EXISTING LITERATURE .....	113
5.5.4	CONCLUSIONS .....	114

5.6	NETWORKING AND AFFILIATIONS.....	114
5.6.1	RESEARCHER'S EXPLANATORY NOTES .....	114
5.6.2	DATA MANIFESTATION FROM THE RESEARCH FINDINGS.....	114
5.6.3	COMPARISON WITH EXISTING LITERATURE .....	115
5.6.4	CONCLUSION .....	115
5.7	RESOURCE CONSTRAINTS .....	116
5.7.1	RESEARCHER'S EXPLANATORY NOTES .....	116
5.7.2	DATA MANIFESTATION FROM THE RESEARCH FINDINGS.....	116
5.7.3	COMPARISON WITH EXISTING LITERATURE .....	116
5.7.4	CONCLUSION .....	117
5.8	CONFLICTING PRIORITIES.....	117
5.8.1	RESEARCHER'S EXPLANATORY NOTES .....	117
5.8.2	DATA MANIFESTATION FROM THE RESEARCH FINDINGS.....	117
5.8.3	COMPARISON WITH EXISTING LITERATURE .....	117
5.8.4	CONCLUSION .....	118
5.9	PERFORMANCE ANXIETY .....	118
5.9.1	RESEARCHER'S EXPLANATORY NOTES .....	118
5.9.2	DATA MANIFESTATION FROM THE RESEARCH FINDINGS.....	118
5.9.3	COMPARISON WITH EXISTING LITERATURE .....	119
5.9.4	CONCLUSIONS .....	120
5.10	MEASURING SUCCESSFUL PERFORMANCE .....	120
5.10.1	RESEARCHER'S EXPLANATORY NOTES.....	120
5.10.2	DATA MANIFESTATION FROM THE RESEARCH FINDINGS .....	120
5.10.3	COMPARISON WITH EXISTING LITERATURE .....	121
5.10.4	CONCLUSIONS .....	122
5.11	HIGH PERFORMANCE CULTURE.....	122
5.11.1	RESEARCHER'S EXPLANATORY NOTES.....	122
5.11.2	DATA MANIFESTATION FROM THE RESEARCH FINDINGS .....	122
5.11.3	COMPARISON WITH EXISTING LITERATURE .....	123
5.11.4	CONCLUSIONS .....	123
5.12	MANAGERIAL COMPETENCE .....	124
5.12.1	RESEARCHER'S EXPLANATORY NOTES.....	124
5.12.2	DATA MANIFESTATION FROM THE RESEARCH FINDINGS .....	124
5.12.3	COMPARISON WITH EXISTING LITERATURE .....	124
5.12.4	CONCLUSION .....	125
<b>6</b>	<b>CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>126</b>
6.1	INTRODUCTION .....	126
6.2	PERCEPTIONS GATHERED IN RESPONSE TO RESEARCH QUESTION .....	126
6.2.1	KEY RESEARCH QUESTION.....	126
6.2.2	THE ANSWERS DRAWN FROM THE RESEARCH FINDINGS.....	127
6.3	CONCLUSIONS DRAWN FROM THE RESEARCH .....	129
6.4	RECOMMENDATIONS .....	131
6.4.1	RECOMMENDATION FOR MANAGERS .....	131
6.4.2	RECOMMENDATION FOR MANAGER'S MANAGER .....	132
6.4.3	RECOMMENDATIONS FOR ORGANISATIONS.....	133
6.5	SUGGESTIONS FOR FUTURE RESEARCH .....	133
6.6	LIMITATIONS TO RESEARCH DESIGN .....	136
6.7	NEW DISCOVERIES.....	136

**REFERENCES.....138**

**APPENDIX A .....151**

**APPENDIX B .....152**

**APPENDIX C .....153**

**APPENDIX D .....157**

**APPENDIX E .....159**

## LIST OF TABLES

Table 1:	Two ways of getting results.....	41
Table 2:	A framework for reviewing models of job performance	48
Table 3:	The most important criteria for evaluating coaching outcomes.....	55
Table 4:	Data collection sample (researcher's own work, 2013)	62
Table 5:	Profile of respondents (researcher's work, 2013)...	62
Table 6:	Summary: research participants and role profile...	63
Table 7:	Structure summarising code families into themes..	74
Table 8:	Summary of roles and responsibilities of research participants .....	75
Table 9:	The current positioning and transition points for all the research participants.....	108
Table 10:	The link between research questions and theoretical position(s) .....	127

## LIST OF FIGURES

Figure 1:	Objectives associated with different coaching approaches (Ives, 2008).....	23
Figure 2:	Adapted decision tree suitable for a coaching process (Fournies, 2000).....	25

Figure 3:	Passages in the Leadership Pipeline (Drotter & Charan, 2001) .....	26
Figure 4:	The dilemma - what do leaders focus on? (Minaar & Van Eeden, 2015).....	27
Figure 5:	The Initial Theoretical Framework (Researcher's own work, 2013) .....	32
Figure 6:	Theoretical framework focusing on perceived job performance (Researcher's own work, 2015).....	33
Figure 7:	Competency Plot (Chong et al., 2001).....	42
Figure 8:	Evaluation of Coaching Program at Reaction, Application and Learning Level (Phillis, 2007).....	44
Figure 9:	Coaching role, agenda and supervision (Fillery-Travis & Lane, 2006).....	46
Figure 10:	A model for effective job performance (Boyatzis, 1982) .....	47
Figure 11:	An Integrative Model for Executive Coaching (Passmore, 2007) .....	50
Figure 12:	The STRIDE Model (Thomas & Smith, 2006).....	51
Figure 13:	ACHIEVE Model (Dombkowski and Eldridge, 2005)..	53
Figure 14:	Coaching Benefits Pyramid Model (Adapted by Leedham, 2005 from Cross & Lynch, 1988).....	54
Figure 15:	Statistical information representing different groups benefiting from coaching (COMENSA, 2011).....	58
Figure 16:	Phases of Thematic Analysis (Braun & Clarke, 2006).	68



# DECLARATION

Student number: 783037

I, Hudson Moloto Maila, declare that this research report is my own original work and that all the sources that I have used or quoted have been indicated and acknowledged by means of a complete reference list. This research report is submitted in partial fulfilment of the requirements for the degree Master of Management in Business and Executive Coaching at the University of the Witwatersrand, Johannesburg. To the best of my knowledge, it has not been submitted before for any degree or examination in this or any other university.

-----

Hudson Moloto Maila

Signed at -----

On the ----- day of ----- 2015

## ACKNOWLEDGEMENTS

This was a journey of many phases. Completing my studies and this research work could not have been possible without the kind hearted and caring people in my life and at work. Thank you for being able to ignite the right bulbs when darkness besieged me, my dream almost ended before it even started.

- To my wife, a special dedication goes to you for the endurance and strong quality in you. You contributed in many ways to this dream and I am grateful to be able to complete this research work with aplomb. To my child, thank you for nagging me to finish this qualification so that you can have your deserved play time.
- To my mother and other family members, thank you for tolerating my unusual absence in your space during this restrained and lifeless stage. It is an honour to have you as part of my life up to this stage and beyond. To my late father, what can I be without your big heart and tireless efforts sharing your wisdom in order for me to see the world differently?
- To my dual team of academic professionals, Dr Kerrin Myres (the research lecture) and Ingra Narsai (the research supervisor), my full appreciation goes to you for stretching my capabilities. Thank you for not giving up.
- To Jennifer Croll, thank you for your role in proof reading and editing the research report in order to meet high academic standards and the Wits Business School research requirements.
- More than anything else, a special thank you to all research respondents for making their precious time to participate in the research. Your contribution has been incredible and no amount of words can describe the value attached to your selfless contribution.

## **ABSTRACT**

The perceptions held by newly promoted managers or those managers who have moved between managerial roles, when it comes to their own job performance in the workplace, remain interesting. An exploratory research design method was followed with the aim of providing evidence-based literature in order to explore how coaching can influence the perceived job performance of these managers, considering the amount of effort needed from them to adjust to their roles.

The study was conducted using a convenience non-probability sample of managers who are working in different sectors ranging from public utilities, the media as well as engineering and gas industries. Data were collected from the research participants who were readily available and transcripts were produced. In order to maintain accuracy, the transcripts were based on recordings of the outcomes of semi-structured, one-on-one interviews conducted using a research interview discussion guide. A triangulation process to collect data from different sources was used, focusing on managers who received coaching and managers who did not receive coaching, as well as the managers managing the aforesaid categories of managers.

The data collected were transcribed and then analysed using Atlas.ti software, based on themed content analysis. The results provide a South African perspective on the perceived influence of coaching on newly promoted managers or those managers who have moved between managerial roles.

The findings demonstrated that coaching can contribute positively to the role transition and work adjustment of these managers, as one of the managers who had been coached indicated, saying, "It assisted me in affirming myself in the role." The meaning attached to the findings is that coaching can contribute towards building the necessary confidence to lead and manage others.

However, the lack of a common criterion for measuring successful job performance, focusing on specific managerial competencies, remains a challenge.

The research participants in this study took up coaching for different reasons and the level of impact was thinly spread across these dimensions. Therefore, more scientific research still need to be done to get empirical evidence on the impact of coaching on perceived job performance in a South African context, using a common criterion and specific managerial competencies.

# **1. INTRODUCTION**

## **1.1. Purpose of the study**

The purpose of this research is to understand how coaching can help newly promoted managers or those managers who have moved between managerial roles to perform better in their assigned jobs, based on their insights and experiences. The study is intended to contribute to evidence-based literature on the relationship between coaching's impact on job performance and also contribute to the measures of effective coaching. The information was gathered from primary data sources through semi-structured, one-on-one interviews to gain insights and experiences derived from managers who participated in the research. The researcher also reviewed the current models of job performance factors and coaching models to enhance job performance. The intention was to explore the existing theory relevant to the research topic and also serve as a frame of reference (where applicable), on what has already been written on the subjects.

## **1.2. Context of the study**

Kombarakaran, Yang, Baker and Fernandes (2008) indicate that the need for competent managers and the reported success of coaching have prompted corporations to adopt this strategy to improve executive performance. This is based on the empirical study indicating the effectiveness of executive coaching on leadership development. For the purpose of this study, the research has focused on newly promoted managers or those managers who have moved between managerial roles at specific industries and sectors, since coaching in South Africa is still limited only to a few managers. The target group that was used during the field research study revolved around managers promoted or having moved between managerial roles within a minimum period of four to twelve months.

According to Newsom (2011), the demand for individualised developmental attention for employees in organisations has pushed the practice of executive coaching well ahead of our understanding of executive coaching. The coaching objectives set, centred on improving personal capability, which coachees believed would lead to the achievement of business benefits (Ogilvy & Ellam-Dyson, 2012). Furthermore, it is important that coaching

focuses on improving the coachees' work-related performance. Quick & Macik-Frey (2004) are authors who believe that executive coaching has quickly become a popular intervention for business and other organisations interested in developing their employees.

Whitmore (2009) has the view that promotion without genuine empowerment and the opportunity to express potential is counterproductive. Through coaching, Whitmore (2009) believes that it is possible to unlock employees' potential in order to maximise their own performance. The argument presented by Whitmore (2009) is that the effect we are trying to create is awareness and responsibility in order to respond to the higher workplace expectations of staff.

Rabstejnek (2008) states that coaches are frequently hired by companies to work with new executives. The objectives can be multi-fold, depending on the objectives of a particular organisation and this can range from leadership development to instilling the right behavioural attributes and delivering the right performance outputs.

Fischer and Beimer (2009) also argue that executive coaching emphasises issues and goals related to the executive's job performance. A different spin is put by Goldsmith (2009), namely that even the most successful leaders can increase their effectiveness through coaching, culminating in changed behaviour.

Eventually, the interest should be on the level of contribution derived from coaching towards perceived job performance. The researcher has opted for perceived job performance in order to accommodate both views of non-performance and desirable performance. The review of the existing literature, as well as the results from the research findings, serves as the basis to address the current research gap and to offer a better understanding of perceived job performance for newly promoted managers or those moving between roles.

### **1.3. Problem statement**

Maxwell (2005) maintains that not every study can have an explicit statement of the research problem. However, the research problem and goals (where applicable), serve as the basis to demonstrate why the chosen area of research is important. Some of the reasons could stem from something that is not fully understood or lack of sufficient knowledge, especially how to deal with it (Maxwell, 2005).

Ellis and Levy (2008) positions the research problem in a way that interacts with other fundamental elements of the research, namely: the topic, research questions, methodology, results and conclusions. This is supported by Leedy and Ormrod (2005) who believe that the research problem is the basis on which the entire research work revolves.

### **1.3.1. Main problem**

Making a role transition into a new and different managerial position can be demanding for managers. In South Africa, the democratic dispensation has triggered the need to address past imbalances to promote employment equity in most organisations. This has seen the rise of a new breed of managers across various sectors and industries. Considering the views by Maxwell (2005), Leedy and Ormrod (2005), as well as Ellis and Levy (2008), the focus of this study is to understand how coaching can influence the perceived job performance of newly promoted managers or those managers who have moved between managerial roles to perform better in their assigned jobs.

There is an existing gap in evidence-based literature from research conducted in the South African context, focusing on newly promoted managers or those managers who have moved between managerial roles and received coaching. At this stage, it is not clear how coaching can influence the perceived job performance of these managers. Therefore, the employment sector requires solutions or improvements to be investigated in this regard. For the purpose of this study, the coaching received by managers who participated in this research bears the context of business and executive coaching. Furthermore, the managerial role is based on the six passages in the leadership pipeline by Drotter and Charan (2001).

### **1.3.2. Key research question**

The research should be able to address what the impact is of coaching on perceived job performance of newly promoted managers or managers who have moved between roles.

### **1.3.3. Research questions**

According to Creswell (2005), the research questions help to narrow the purpose of the research into specific questions. Ellis and Levy (2008) emphasise that there is a two-way relationship between the research questions and the research problem. Ultimately, there has to be an identifiable connection between the answers to the research questions and the research problem (Kerlinger & Lee, 2000).

Therefore, the first research question is to explore how did managers experience the transition phase into a new and different managerial role?

The second research question is to establish what is the role of coaching on perceived job performance?

The third research question is to understand what aspects of the newly promoted manager's behaviour and competencies are considered crucial to be successful in their jobs?

## **1.4. Significance of the study**

The study is intended to fill a knowledge gap in that there is little research published from a South African perspective, which addresses the relationship between coaching and perceived job performance. The issue of addressing past imbalances to promote employment equity has seen the rise of a new breed of managers across various industries and sectors. Hence, the factors inhibiting or contributing to their successful performance in their new roles trigger a lot of interest.

The South African industry trends are yet to provide similar benchmarks based on empirical evidence emanating from scientific research, with specific emphasis around the effectiveness of coaching. From a methodological perspective, the use of primary data based on a triangulation approach helped to provide rich research data and to determine whether coaching works or not. Eventually, this has triggered an opportunity to develop a theoretical framework around the influence of coaching on perceived job performance.



The research study is intended to benefit aspiring managers and those assigned to manage their job performance. It can help them to understand some of the focal points to develop interventions and strategies to assist newly promoted managers or those who have moved between managerial roles, in order to adjust smoothly into their new roles and provide a balance between their motivational and environmental fit.

Although Wenson (2010) has conducted research on individuals who experienced coaching by their managers during the prior year, the current focus is around perceived job performance of newly promoted managers. Wenson (2010) provides a statistical view, drawn from the Reed Business Information (2006b) publication, which indicates that 40% of clients used coaching to improve their performance.

Gregory, Levy and Jeffers (2008) mention that clients receive a great deal of feedback throughout the coaching process, ranging from internal sources within the organisation as well as from the coach. There is also strong evidence in favour of the influence of executive coaching provided to senior managers over time (Smither, London, Flautt, Vargas & Kucine, 2003). The evidence is based on the multisource feedback which indicates that senior managers who received executive coaching improved more than others who did not receive this intervention.

However, there seem to be limitations from the study by Smither et al. (2003) due to limited input from other stakeholders on the impact of coaching. The current research study has also tapped into the insights and lived experiences from the managers managing other managers who are either coached or not coached, as part of the triangulation process.

Franklin and Doran (2009) maintain that despite the increasing evidence supporting the effectiveness of coaching, there is a lack of studies demonstrating how the benefits of coaching translate into improvements in job performance. This is also confirmed by Theeboom, Beersma and Van Vianen (2013), who indicates that research on the coaching effectiveness is lagging behind. The existing gap to be addressed by the current study is clearly distinguishable on the basis that it focuses on the influence of coaching on perceived job performance targeting newly promoted managers or those managers who have moved between managerial roles.

The views expressed by Gregory et al. (2008) present the notion around the lack of empirical research in the field of coaching. Grant, Curtayne and Burton (2009) consider executive coaching to be a mainstream means of enhancing performance. However, the authors concede that the literature study has not revealed any outcome which examined the impact of executive coaching conducted by professional executive coaches. Newsom (2011) has also indicated as undesirable that outcomes of a successful executive coaching experience remain unverified. Therefore, there is a strong need for research study from a South African perspective.

### **1.5. Delimitations of the study.**

The scope of the research study was limited to South African managers who are either newly promoted or have moved between managerial roles and are receiving coaching in order to perform better in their assigned jobs. For triangulation purposes, the same group of managers who did not receive coaching and, a group of managers managing both categories of managers who received and did not receive coaching were included in the population sample. The working environment extends to cross-cutting sectors and industries where these managers are employed. As a result, the study does not cover existing managers who continue to undergo coaching support despite having established careers as seasoned managers in a specific role. In this way, the researcher moved from a generic position and adopted a more specific focal point in choosing the research participants

### **1.6. Definition of terms**

Coaching – Eggers and Clark (2000) view coaching as the most potent tool for inducing positive personal change to bring better-than-average performance and long-term change. It is also described by Onyemah (2009) as not only a way to remedy problems but also an avenue to build upon strengths, strengthen underdeveloped skills, and open new and promising horizons. Everything and anything that helps and enhances a business person's image, performance, knowledge, or skills is considered "coaching", (Rabstajnek, 2008). Stober, Wildflower and Drake (2006) view coaching at a broader level, focusing on achieving meaningful positive change with clients. Similarly, Stelter (2007) view coaching

as a form of conversation which occurs in a specific context and situation to enable the client to experience something significant and challenging through in-depth reflection.

According to Whitmore (2009), coaching can be seen as a journey of self-discovery and a process of helping clients to clarify their own thoughts. A broad definition provided by Passmore and Fillery-Travis (2011) presents a coach as a facilitator of interventions directed at helping a client. The client is considered a participant, responding to open questions from the coach, that are intended to stimulate self-awareness and personal responsibility.

The definition provided by Theeboom, Beersma and Vianen (2013) views coaching as a systematic process facilitated by a coach in order to enhance people's life experiences from a personal and professional perspective. It is also considered result-orientated and goal-focused.

Executive coaching – Sperry (2008) identifies three types of coaching, namely: skill-based, performance based and developmental executive coaching. For the purpose of this study, both aspects of executive coaching mentioned by Sperry (2008) were considered to determine if performance related outputs can be improved and enhanced through coaching. Similarly, Rabstejnek (2008) indicates that it is job performance that should determine if a person is doing a good, bad, or indifferent job. The view by Kombarakaran et al. (2008) is that executive coaching is an interactive process involving a coach and a manager, with the aim of improving leadership effectiveness around self-awareness and acquiring desired behaviours to this effect.

On the other hand, Lowman (2002) defines executive coaching as a formal, on-going relationship between an individual or team having managerial authority and responsibility in an organisation, and a consultant who possesses knowledge of behaviour change and organisational functioning. Passmore (2007) contends that the primary objective of executive coaching is to facilitate performance enhancing behavioural change in the workplace.

Newly promoted manager(s) – there is a thin line between an executive and a manager. For the purpose of this study, the two words are used synonymously in relation to somebody assigned the responsibilities to guide a team and give strategic direction towards achieving

organisational objectives. According to Whitmore (2009, p. 111), promotion without genuine empowerment and the opportunity to express potential is counterproductive.

For the purpose of this study, newly promoted managers have included employees carrying these responsibilities and having served or moved between their managerial role(s) for a period not exceeding twelve months at the time of conducting the field research work. The period is benchmarked against similar studies conducted by Fischer and Beimers (2009). Smither (2003) indicates that coaching programmes generally ranged from 6 to 12 months in duration.

Perceived job performance – performance is considered a function of motivation and ability (Judge, Erez & Bono, 1998). Therefore, it can be assumed that the outputs triggered as a result of applying the two factors in the work context can be regarded as job performance. Thus, perceived job performance can be viewed as a reflection by somebody with authority and responsibility to measure the outputs produced by his or her direct reports. This can be extended to feedback by recipients of a service rendered by an employee.

Job performance – Viswesvaran and Ones (2000) relate job performance to scalable actions, behaviour and outcomes generated by employees in the course of pursuing organisational goals. Furthermore, job performance is considered to be an abstract construct (Viswesvaran & Ones, 2000). This means it cannot be physically extracted as a concrete feature but can only be seen in terms of its manifestation, such as good interpersonal relations.

## **1.7. Assumptions**

The following assumptions which could influence the outcome of the research study are made, namely:

- a) The theoretical framework intended to help managers identify the focal points might not be adequately exhaustive, but can serve as a baseline.
- b) The number of newly promoted managers during the field work stage was considered to be adequate to sustain the research.

- c) The nature of coaching received by participants varies, based on the fact that coaching practice is an emerging concept in South Africa. However, the focus remains on external coaching provided by professionally trained practitioners.
- d) The focus around newly promoted managers instead of new appointees' is based on the assumption that employees appointed into managerial roles have extensive experience which culminates into their progression at this level. Viswesvaran and Ones (2000) have the similar view, indicating that employees are selected on the basis that they are likely to perform better in their chosen jobs. This makes coaching a vital process to improve adaptability to handle complex demands associated with being a manager.

## **1.8. Structure of the report**

Chapter 1 has been structured to provide an introduction which is premised on the purpose and context of the research study, the problem statement, significance of the study, delimitations of the study as well as definitions of terms and assumptions made in terms of the research study.

Chapter 2 mainly represents an account of the literature review based on the existing body of knowledge and past research work in the field of coaching. Where gaps have been identified from the existing literature, an attempt has been made as far as possible to fill the gap as a way of contributing to the field of coaching. The researcher has positioned a theoretical framework as a basis to explore the influence of coaching on the perceived job performance of newly promoted managers or those managers who have moved between managerial roles.

Chapter 3 of the research study gives an exposition of the research methodology followed, focusing on the research design, the research population and sample, the demographic and role profile of participants, the research instrument and procedures for data collection, data analysis and interpretation, limitations of the study as well as issues of validity and reliability of the data collected.

Chapter 4 provides an account of the research findings based on the field work conducted and directly linked to responses from semi-structured interviews with subject matters of

interest. This allowed the researcher to generate codes and themes based on the content analysis of responses from the research participants. The researcher has used verbatim quotes from the research participants to support the meaning attached to the researcher's interpretation of responses.

Chapter 5 is used to discuss the results from the research study. This is done by providing explanatory notes from the researcher's perspective, interrogating the manifestation of the research data based on the research findings and comparing these with existing literature in order to inform the conclusions drawn by the researcher.

Chapter 6 represents the final chapter used to report on the conclusions drawn from the research and recommendations to stakeholders as well as future research work to be conducted.

## 2. LITERATURE REVIEW

### 2.1. Introduction

The literature review served as the basis to compare the body of knowledge from the existing literature, focusing on coaching and how the theory positions its influence and effectiveness against the research findings. This was done in relation to perceived job performance of newly promoted managers or managers who have moved between managerial roles in a South African context. Therefore, the researcher was able to explore various coaching theories and perspectives, as well as the leadership theories and perspectives, the state of coaching in South Africa, the theoretical framework and lastly, conclusions to the literature review.

### 2.2. Coaching theories and perspectives

There are many different theories and perspectives around coaching, business and executive coaching which are provided by different authors. This is confirmed by Gray (2006), who recognises that coaching has emerged strongly as a professional development approach for senior managers and executives. The main objective of executive coaching is to improve self-awareness and learning to improve performance (Joo, 2005). However, there are different approaches to coaching and each one can have a distinct objective. Ives (2008) provides a consolidated summary of objectives associated with different coaching approaches and these are illustrated as Figure 1.

Type of coaching	Objective of coaching
Humanist	“Coaching is above all about human growth and change” (Stober, 2006 p. 17)
Behaviourist	“The purpose of coaching is to change behaviour” (Peterson, 2006 p.51)
Adult development	Coaching is about helping clients develop and grow in maturity
Cognitive coaching	Coaching is foremost about developing adaptive thoughts
Goal-focused	“Coaching is a goal-oriented, solution-focused process” (Grant, 2006 p. 156).”
Positive psychology approach	“Shift attention away from what causes and drives pain to what energises and pulls people forward” (Kauffman, 2006 p. 220)
Adventure coaching	Stretching the client through entering into challenging situations and the learning that arises.
Adult learning	A learning approach that helps self-directed learners to reflect on and grow from their experiences
Systemic coaching	“Coaching is a journey in search of patterns” (Cavanagh, 2006 p. 313)

Figure 1: Objectives associated with different coaching approaches (Ives, 2008).

According to Evers, Brouwers, and Tomic (2006), coaching has become an important managerial instrument of support. The literature research into the effectiveness of coaching has been demonstrated by authors such as Passmore (2007), Sperry (2008), Kombarakaran, et al. (2008), Goldsmith (2009), and Sandler (2009). However, the converse to this position is presented by Smither, et al. (2003), Feldman and Lankau (2005), Fischer and Beimer (2009), Franklin and Doran (2009), Walker-Fraser (2011), as well as Theeboom, Beersma and Van Vianen (2013), who indicate that there are limitations in terms of how the effectiveness of coaching translates into job performance.

The literature by Turner (2006) provides opinions on the value and utility of executive coaching from the perspective of executives who have been coached. The research study by Turner (2006) was conducted outside South Africa. The preliminary research results by Feggetter (2007) also demonstrate that the benefits of executive coaching exceeded the costs, with clear evidence of improved leadership skills and behaviour. Therefore, the focus of this study is to close the gap on the need for evidence-based literature in relation to the position presented by Smither et al. (2003), as well as Franklin and Doran (2009). In other words, the research study is intended to respond to the challenge of the lack of focus around perceived job performance for newly promoted managers in a South African context.

However, Sandler (2009) positions coaching as a way to help struggling managers to gain insight and behave more effectively. Amongst other reasons, some executives use coaching to improve job performance (Smither et al., 2003). Fischer and Beimer (2009) lament the manner in which some executives get into leadership roles and the limited executive transition planning. This normally exposes their weaknesses due to lack of adequate preparation and support. The situation makes for a compelling case for a research study on how coaching makes it possible to close the gap between the existing studies and insights derived from lived experiences of newly promoted managers or managers who have moved between managerial roles within a South African perspective.

The contention is also attributed to Walker-Fraser (2011), who reckons that the scarcity of evidence-based literature on the relationship between coaching and performance highlights the failure within the industry to agree on measures of effective coaching. It is important to note that the perception of participants based on their lived experiences has been



highlighted by Walker-Fraser (2011) as a way to derive meaning in measuring the effectiveness of coaching and performance related aspects.

The view by Passmore (2007) is that the primary measure of success in executive coaching is its impact on the development of more effective workplace behaviour. Therefore, it can be argued that any doubt around the measures of coaching effectiveness appears to have been settled. In addition, the work of Theeboom et al. (2013) support this view, even though the outcome of the research relied much on self-reports by research participants. The current research study therefore serves as an extension of the research literature on the basis that in addition to the perceptions of newly promoted managers and the like, it has also included insights and experiences from managers managing others.

Fournies (2000) believes in a behavioural approach to obtaining results from employees, emphasising that focusing on the employees' behaviour is the key to improving performance, amongst others. It can be argued that Fournies (2000) disputes any failure on the part of employees to be attributed to their character flaws, but rather, the ability of managers to do what is necessary to make the employees successful. Goldsmith (2008) believes the ultimate motivation for change has to come from the person being coached.

According to Wenson (2010), coaching is a combination of many contributing fields. It can thus draw parallel links with many facets, ranging from employee behaviour and performance related outputs. Goldsmith (2008) emphasises this point by indicating that successful leaders can increase their effectiveness by changing certain elements of their behaviour. Furthermore, the author also highlights the importance of feedback to increase awareness on how to improve performance aspects perceived to be good by employees.

In view of the above, the researcher positions the newly promoted manager into two dimensions, namely: as an employee serving an organisation and also, somebody assigned a managerial role to play. Therefore, the valuable contribution made by the newly promoted managers or managers who have moved between managerial roles has a bearing on their credibility as employees and those assigned under their direct leadership. Fournies (2000) positions the role of coaching employees as an option to turn employees into business resources and assets, by reinforcing desirable behaviours and changing behaviour choices. Figure 2 illustrates how the coaching process can unfold in a typical work set-up to enable managers to obtain the desired results from employees.

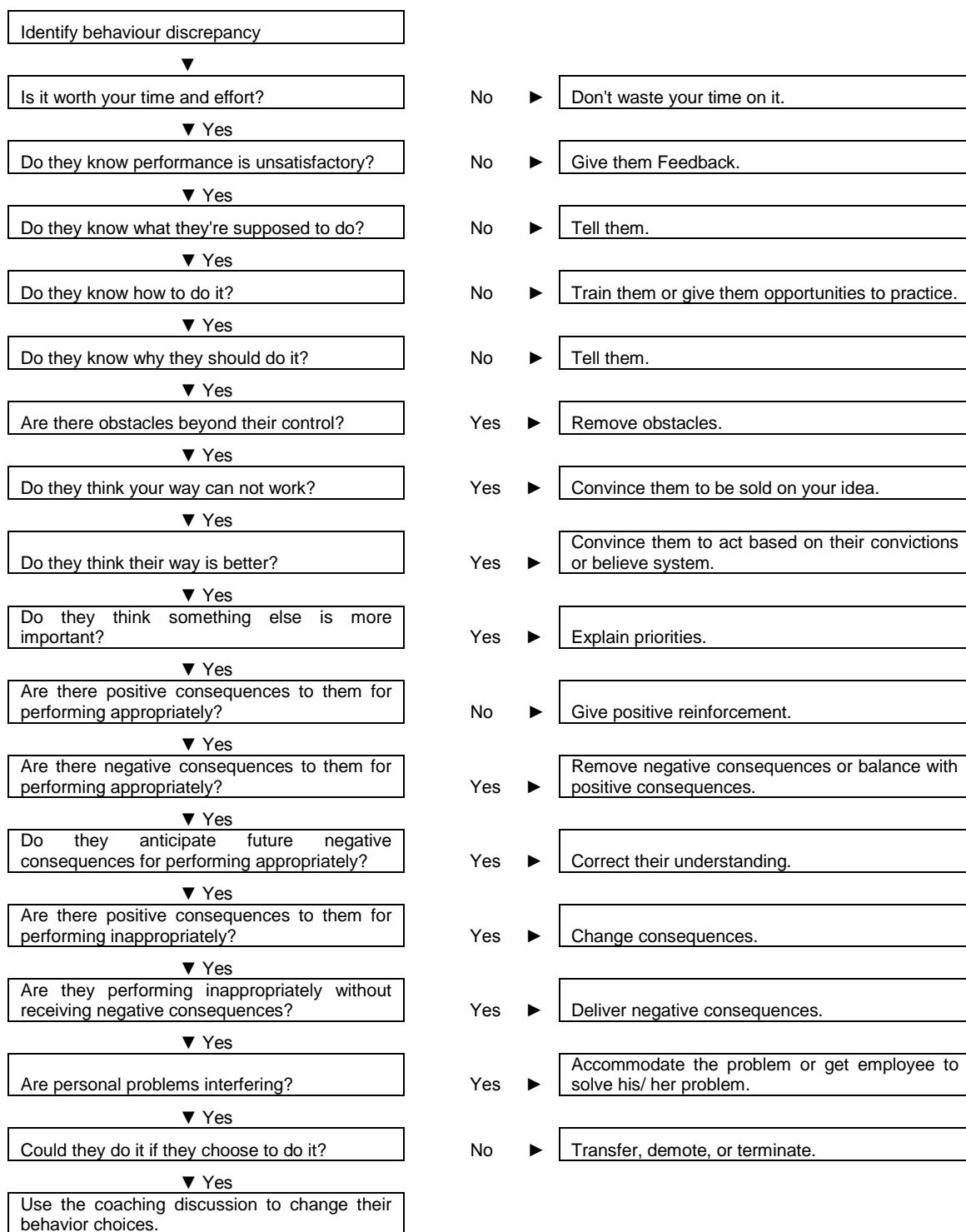


Figure 2: Adapted decision tree suitable for a coaching process (Fournies, 2000).

The researcher has highlighted some definitions of the topic, reflecting on some theoretical positions by different authors. This provides a good background in order to engage around the topic in a balanced context.

### 2.3. Leadership theories and perspectives

For the purpose of this study, it was important to position the newly promoted managers or managers who have moved between managerial roles in terms of the transition challenges highlighted by Hayes (1997). This author has positioned coaching to be instrumental in executive transition, especially from the role of project manager to a role involving managing people.

The framework for leadership pipelines has been used to illustrate the passages or transition points between managerial roles. According to Drotter and Charan (2001), the most difficult change for managers to make is at passage one or transition point 1, which should be considered to be mission-critical to their success. Therefore, the researcher draws the link between the purpose of this study along this basis. The aim is to explore the insights and experiences of newly promoted managers or those managers who have moved between managerial roles from a South African perspective. The focus of the leadership pipeline is primarily around the six ‘passages’ which define the lifeline of a leader across the transition points referred by these authors as “crossroads”. The illustration under Figure 3 represents the summary of passages in the Leadership Pipeline by Drotter and Charan (2001).

Leadership Level	Role	Passage
Enterprise Manager	Operate as CEO	6
Group Manager	Manage other business managers	5
Business Manager	Responsible for profit or bottom line	4
Functional Manager	Oversee specialist function & create functional strategies	3
Manage Other Managers	First time leading managers of others	2
Managing Others	Promoted to managing other staff	1
Manage Self	Technical or professional, individual contributor(s)	

Figure 3: Passages in the Leadership Pipeline (Drotter & Charan, 2001).

Furthermore, the researcher also found the model suggested by Minaar and Van Eeden (2015) to be useful for purposes of highlighting behavioural trends associated with leaders and managers. This is helpful from the perspective of demonstrating the type of shift towards the desired behaviours and the possibilities for managers and executives to benefit from business and executive coaching. The information in Figure 4 provides a perspective around the dilemma indicating what managers in leadership positions are likely to focus on in their roles.

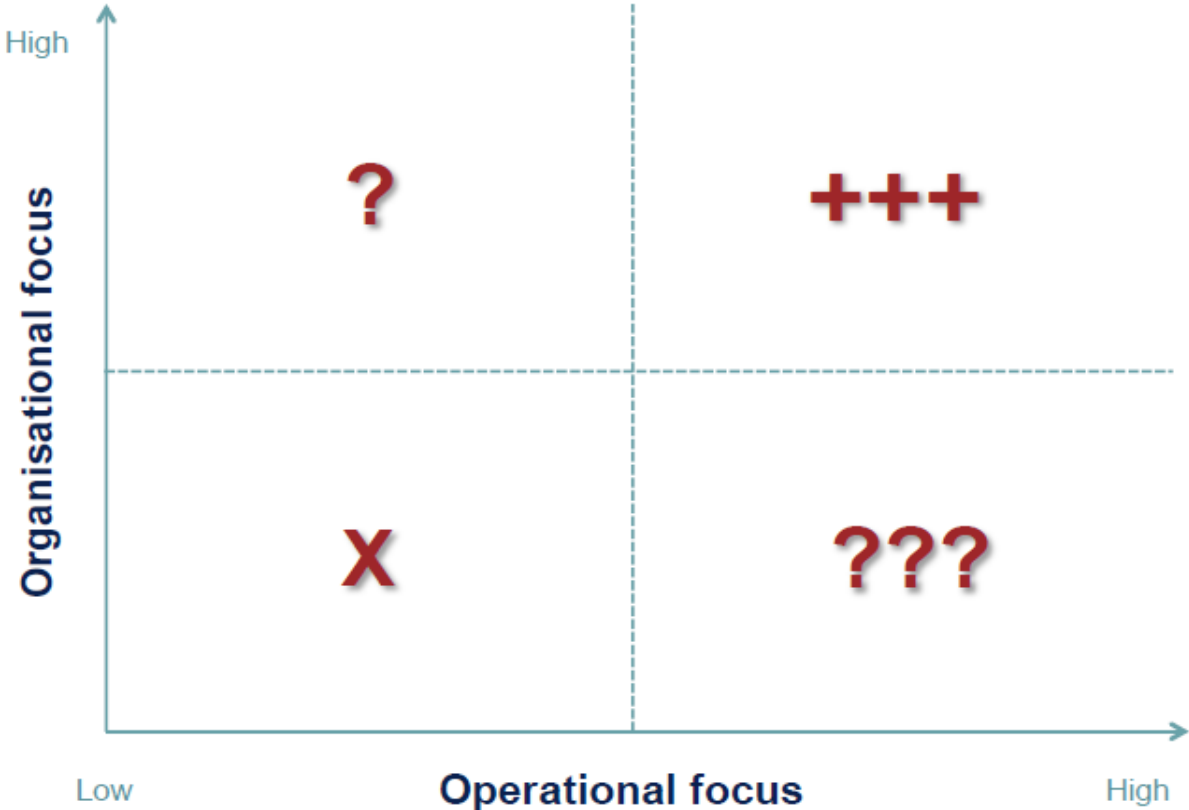


Figure 4: The dilemma – what do leaders focus on? (Minaar & Van Eeden, 2015)

The position by Minaar and Van Eeden (2015) emphasizes that managers in leadership positions need to focus on creating capacity within their team in order to deliver outputs both at the operational and organisational level. Based on this model, the expectation is that managers should be able to ultimately transcend to the top right of the quadrant

marked with +++, which represents the ability to function, demonstrating the high level capabilities required in both the operational and organisational focus.

## **2.4. The state of executive coaching outside and inside South Africa**

### ***2.4.1. Executive coaching outside South Africa***

The literature by Feldman and Lankau (2005) provides an overview on the status and progress of executive coaching. Passmore and Gibbes (2007) emphasise the need for new research to document the evidence on the impact of coaching on performance. The literature by Passmore and Gibbes (2007) provides a summary of research studies conducted up to 2006, capturing the impact of coaching from authors such as Turner (2004), Evers, Brouwers and Tomic (2006), Orenstein (2006), as well as Jones and Spooner (2006).

Turner (2004) focused on examining the manager's perceptions of coaching behaviours for the purposes of transferring lessons learned from leadership programme into the workplace. The results confirmed the effectiveness of coaching in changing the client's behaviours whereas it is less than effective in transferring lessons learned from coaching.

The study conducted by Evers, Brouwers and Tomic (2006) focused on pre- and post-test assessment of two group of managers in a public service organisation. The two groups were separated into a controlled group with participants exposed to behavioural coaching intervention and the other group remained under experimental conditions. The outcome of the research study confirmed that coaching has a positive effect but the conclusions and results were limited because of the self-reporting by participants.

The study by Orenstein (2006) was conducted to assess the efficacy of coaching on an individual manager after receiving coaching. A group of 20 colleagues reviewed the manager to provide feedback on changes noticed at the end of the coaching programme. Overall, the results confirmed behavioural changes from the manager, with most changes that occurred linked to what was addressed as part of coaching.

Jones and Spooner (2006) used semi-structured interviews to explore the experiences of high achievers and their coaches, based on a sample from the business and sport fraternity. The focus was on factors which were perceived to be critical for coaching to be considered a success. The results indicated that coaching can be a success if the coach focused exclusively on the needs of the client, is able to act as a sponge and is friendly without becoming a friend.

Baron and Morin (2010) have also indicated that, regardless of the increasing usage of executive coaching for enhancing behavioural changes, few rigorous empirical studies have tested its capacity to generate outcomes. The research study conducted by Baron and Morin (2010) used a pre-test and post-test method to assess the impact of executive coaching on leadership development programs, focusing on management soft skills. A group of 73 first and second-level managers from a large manufacturing company participated in the research. The results indicated that executive coaching has a positive impact and capacity to increase self-efficacy related to management skills.

The dominating question asked by most of the research literature is also posed by Grant (2013), that is, whether executive coaching is effective or not. In all fairness, the amount of research conducted on executive coaching is widely acknowledged by Grant (2013) and equally so, by other authors referenced in this research study. The main point of emphasis centres around the need for evidence based research on executive coaching, considering that it provides a rich and diverse platform to benefit any organisation at different levels or layers.

Although the literature cannot be considered exhaustive, it is however clear that the literature by Turner (2004), Evers, Brouwers and Tomic (2006), Orenstein (2006), Jones and Spooner (2006), Baron and Morin (2010), as well as Grant (2013), has limitations with regard to the influence of coaching on perceived job performance. Furthermore, the existing literature reviewed from the work of Smither et al. (2003), Feldman and Lankau (2005), Fischer and Beimer (2009), Franklin and Doran (2009), Walker-Fraser (2011), as well as Theeboom, Beersma and Van Vianen (2013), has already indicated that there are limitations in terms of how the effectiveness of coaching translates into job performance. The authors have consistently indicated the need for evidence-based research literature.

### **2.4.2. Executive coaching inside South Africa**

Chapman and Cilliers (2008) provide a historical context around the South African literature on executive coaching. The research study conducted by the two authors is also limited to assessing the effect of coaching models on the experiences of individuals. According to Maritz, Poggenpoel and Myburg (2010), South Africa ranks seventh in the top 10 countries with the highest number of coaches. The other literature found by the researcher dealt with positive psychology leadership (Cilliers, 2011). Motsoaledi and Celliers (2012) focused on executive coaching from a systems psychodynamic perspective in relation to workplace diversity in South African state departments. The literature by Attlee (2013) indicates that there is no published research on coaching which has been conducted in leading South African companies. Therefore, a need to close the gap through scientific research is apparent, especially with regard to evidence-based research literature on the influence of coaching on perceived job performance.

## **2.5. Theoretical framework**

The theoretical framework is inspired by the researcher's personal and professional experience as a manager in the formal employment sector. Different authors have provided some exposition on the role of coaching on people's personal and professional experiences (Myers, 1999; Theeboom, Beersma & Vianen, 2013). The researcher's knowledge and experiences are considered vital stimulants for curiosity to trigger research interest (Maxwell, 2005).

Maxwell (2005), strongly discourage researchers from ignoring the knowledge which resides in their heads or which is based on their own experience and speculative thinking. However, the researcher's personal and professional experience has been balanced through an exposition of the existing literature to support the different aspects upon which the theoretical framework is premised.

Similarly, Maxwell (2005) views a theoretical framework in a way that includes the actual ideas and beliefs we hold about the phenomenon to be studied. This can either be in a written form or simply visualised, representing a tentative theory of the phenomenon to be investigated and thereby influencing the research study design.

From a coaching perspective, there is a strong aspect of reflection done by clients on their experiences and behaviours (Kolb, 1984). This is where Stout-Rostron (2012) positions the role of coaching as a way to transform their experiences into something meaningful.

For the purpose of this study, coaching was discussed in the context of executive coaching, although Sperry (2008) and Gregory et al. (2008) suggests that there is little consensus regarding the definition of executive coaching. Despite this, Sperry (2008) contends that some strides have been made around understanding what executive coaching entails to the extent that it now boasts the status of a profession with its own certification and code of ethics.

Taken at this level, Sperry (2008) presents executive coaching as involving a facilitator who is normally a trained professional. A collaborative relationship is established with an executive, being mindful of organisational dynamics, to improve his or her skills and effectiveness in fostering better team performance and professional-personal development amongst other responsibility areas.

Considering that not much research literature has been published around the influence of coaching on perceived job performance of newly promoted managers or those who have moved between managerial positions in South Africa, the researcher developed a theoretical framework which was used to guide the research during the field work. The framework was based on the different aspects which are combined together based on the available literature from different authors.



Figure 5 represents the initial theoretical framework conceptualised by the researcher.

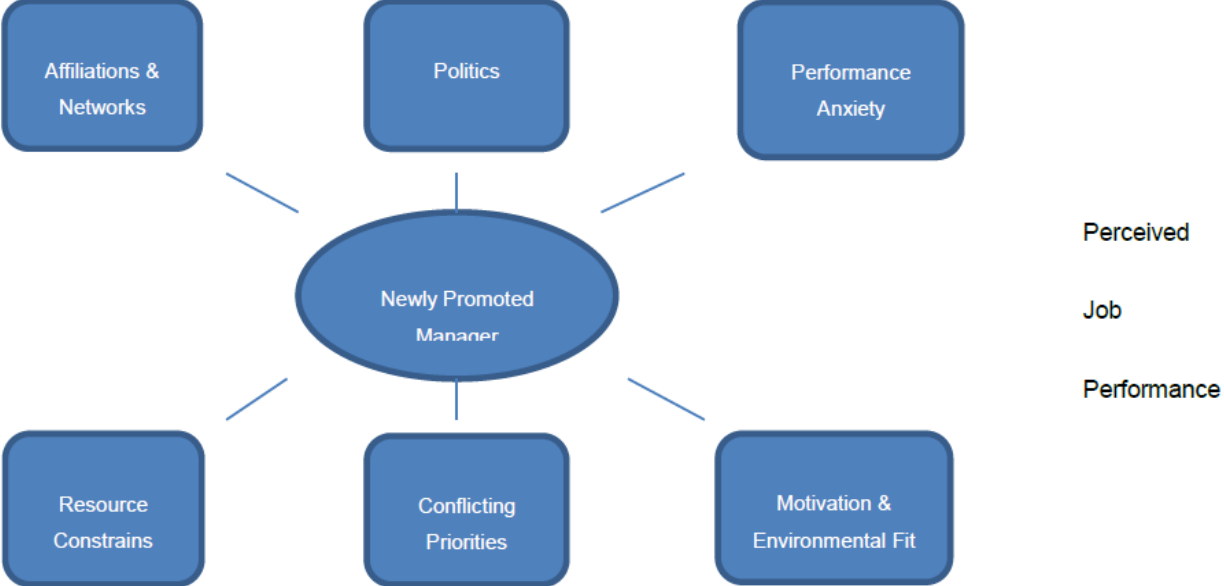


Figure 5: The Initial Theoretical Framework (Researcher’s own work, updated 2015)

An attempt has been made to introduce the theoretical basis for factors influencing the aspects identified, and also updating the aspects based on the outcome of the research findings.

It is evident from the research findings that the theoretical framework initially developed by the researcher had to be expanded based on the broad categories from the code families in which additional themes emerged out of the discussion guide for the interviews. This was important to improve the abstract nature of the initial theoretical framework and to provide sources on the key aspects identified, which eventually represented themes from the research.

Figure 6 provides a framework representing the key aspects of perceived job performance to guide the research themes accordingly.



Figure 6: Theoretical framework focusing on perceived job performance (Researcher's own work, updated 2015)

Based on the illustration in Figure 6, the themes conceptualised from the initial theoretical framework are centrally located and represented through the colour coded mini-blocks inside the border line(s). The themes which emerged from the research are located on the outside of the border lines and relates to high performance culture, perceived managerial competence, measure of successful performance, the future role of coaching and manager's work life encounters.

### **2.5.1. Manager's work life encounters**

This aspect emerged from the data analysed and assumes a central relationship with networks and affiliations, politics, performance anxiety, motivation and environmental fit, conflicting priorities, resource constraints and managerial competence. The first

consideration in determining a shift in perspective from a manager is whether they are ready to perform managerial work by managing and leading others (Drotter & Charan, 2001). According to the two authors, the toughest responsibility for managers of managers is to demote employees who fail to overcome adjustment challenges and the necessary transition based on rigid behaviours and values. Therefore, coaching can serve as a form of intervention at this level, especially as the managerial role widens to include managing different functions and a group of managers who need to be developed to function optimally.

Ogilvy and Ellam-Dyson (2012) emphasise the role of line managers in ensuring that the coaching enlisted focuses on improving work-related performance. Ives (2008) advocates the adult-development coaching approach based on constructive-developmental theories, which assumes that employees become more aware and open to authority as the level of development increases, making them more tolerant to ambiguity. Taken in context, a career journey is able to locate a manager at a particular transition point, considering the leadership passages already crossed along the pathway to the current managerial role.

Wenson (2010) suggest that empowering management to share work responsibility by delegating and facilitating job-enrichment of direct reports provide employees with more accountability and deepens self-esteem as well as self-confidence. This brings the issue of managerial competency into the frame. Barber and Tietje (2004) defines managerial competency as a cluster of knowledge, skills and attitudes linked to an employee's capability to perform the roles and responsibilities in a specific job.

To sum it up, Maak and Pless (2006) outline the roles and responsibilities of a responsible leader as a servant to others, a steward and custodian of values and resources, an architect of systems and processes and moral infrastructure, a change agent as transformative leader, a coach who supports and nurtures followers, and lastly, a story teller, creator and communicator of moral experience. This places a huge responsibility in terms of the role a manager has to play in an organisation. Against the backdrop of what Covey (2012) call blind over confidence, the management role should not be taken for granted.

### **2.5.2. Networks and affiliations**

The issue of networks and affiliations come to the fore, as Goldsmith (2008) suggests that employees can be successful by being with other successful people who are knowledgeable, and know more about what you do than you do. The author further emphasizes the need for on-going dialogue on selected behaviours with selected colleagues to achieve a positive, measurable change. Goldsmith (2009) indicates that coaching clients improve because of the drive within and the people around them.

Andrews (2008) has indicated that some managers are affected by lack of access to personal networks such as board participation in the South African corporate space. In emphasising this point, Fafchaps (2001, p.7.) indicates that “To succeed, one must be introduced in the right circles and become a member of the right clubs”.

According to Buchanan (2008), networking is one of the tactics observed by British managers, as indicated from the findings of a survey sharing their experience and perceptions. These included getting the right people in their corner to serve as useful contacts, power brokers and to support their initiatives. Similarly, Scheepers (2012) relates to the need for leaders as managers to acquire networking skills in order to help appropriately position themselves and their teams to benefit the organisation.

Therefore, one of the hurdles to be overcome by managers in order to network effectively is focusing beyond the actual job content and meeting performance targets (Dotlich, Noel & Walker, 2004). Scheepers (2012) encourages leaders to build on their networks, which can in turn, strengthen their social capital. Greyling (2008) views social capital as the ability to accumulate resources through others. Therefore, networking skills can bring a set of benefits for managers to be effective in their roles.

Scheepers (2012) provides a good basis to build networks in order to achieve a balanced perspective, namely: networks must be broad and diverse to the extent of accommodating opposing groups. This can enable the managers to deal with blind spots and have insights into issues which ordinarily have difficulty in emerging from their inner circles. It is on this basis that executive coaching can feature, mainly to focus on enhancing leadership effectiveness and fostering stronger relationships (Quick & Macik-Frey, 2004).

### **2.5.3. Politics**

The view expressed by Stout-Roustron (2012) is that executives know how to play political games in the work environment but little about winning over the people working for them. Through coaching, clients can be taken through a number of methodologies to help understand how they are perceived by others, especially in terms of the behaviours necessary to achieve the set goals (Stout-Roustron, 2012).

Sandler (2009) identifies a number of dynamics such as politics, which she describes as a form of “toxic cocktail” that threatens morale and performance. In contrast, Scheepers (2012) advocates the need for managers as leaders to position themselves and their teams’ work towards achieving their organisational mandate through political coaching. In her view, this can help them overcome the sense of being overwhelmed by organisational politics as well as feelings of helplessness so that they are not derailed from achieving their role mandate.

According to Khan (2011), some managers can find having to play politics tiring. However, managing politics can mean simple things such as involving all the right stakeholders in key projects. Khan (2011) attributes this to good politics, which translate to managing relations, collaboration and community involvement.

Buchanan (2008) has also provided insights into the findings of a survey sharing the experiences and perceptions of 250 British managers. The findings indicated that amongst others, the managers considered political behaviour to be dominant in the workplace.

### **2.5.4. Performance Anxiety**

The more political play is allowed to affect employees, chances are that many employees will tend to feel anxious (Sandler, 2009). In her view, people suffer most from uncertainty and would rather prefer to know the worst than to imagine it. In this way, they can be empowered and counter the effects of anxiety, which is believed to significantly reduce the capacity to listen and absorb information.

In pursuance of ways to overcome similar challenges, Sandler (2009) suggests identifying those who are struggling with role demands for purposes of coaching them to gain better

insights and behave more effectively. The need is strengthened by the outcome of the research findings by Buchanan (2008), which indicates that respondents whose view is that their employer organisations are highly political demonstrated higher levels of anxiety.

In addition to the managerial role expected to be fulfilled by the newly promoted manager, or those managers who have moved between managerial roles, Sandler (2009) reflects on the psychological role to be played by leaders during turbulent times in order to reduce anxiety, especially in the managers who are expected to support the vision of their leaders. This can stifle progressive thinking because of the uncertainty and being worried about making costly mistakes which could lead to their dismissal.

The literature by Andrews (2008) substantially confirms that very few managers in South Africa have traditionally reached their positions without years of experience. In dealing with executive derailment, Strauss (2010) indicates that when a career suddenly becomes disrupted with a possibility of dismissal, the level of performance cannot easily be affected if it is at a mature stage. This should suggest that the more experience the manager has, it is unlikely that the manager can suffer from performance anxiety.

The researcher is positioning these dimensions in order to link the importance of the newly promoted manager having to overcome performance anxiety, which may directly impact the ability to function optimally, depending on his or her leadership strength. The view held by George, Sims, McLean and Mayer (2007), is that we must first be willing to devote ourselves to our personal growth and development as leaders. This aspect links with the perceptions of managerial competence illustrated in Figure 6, as part of the model for effective job performance by Boyatzis (1982).

There is some consensus that as far as coaching is concerned; the field has not developed common definitions (Rabstejnek, 2008). Whatever the case might be, the goal of coaching is that of creating measurable behaviour change in the individual or team that results in increased individual and organisational performance (Lowman, 2002).

The current research study is premised on establishing the perception of newly promoted managers or those who have moved between managerial roles in terms of how they believe they can benefit from coaching. This has been moderated by the insights provided by managers managing managers who are newly promoted managers or those who have

moved between managerial roles. The findings can be considered as a precursor in terms of perceptions around the future role of coaching in South Africa and this has a relationship with the majority of aspects identified as part of the initial theoretical framework illustrated as Figure 4.

#### ***2.5.5. Motivation and environmental fit***

Wenson (2010) believes that creating motivated environments positions the organisation to have a competitive edge in their industry. At times, the motivation levels of employees tend to be misplaced and it is important to change specific behaviour patterns to environmental demands such as organisational goals, culture and values. The argument presented by Goldsmith (2008) is that successful people are delusional, and tend to see their previous history of performance as a validation of their capability.

The literature study by Ton and Hansen (2001) around employee motivation and environment fit suggest that some level of congruence is needed between the employee's values and interest with their work in order to trigger job satisfaction and job performance. According to Philippe and Vallerand (2008), there is a link between environments that are objectively supportive of autonomy and self-determined motivation. This is similar to what Thomas and Smith (2006) believe in, that is, the choice employees make on how to achieve targets is highly motivating.

Therefore, in order to enhance the employees' motivational and environmental fit, the view expressed by Kombarakaran et al. (2008), is that executives may need coaching to understand their new role with implicit style, rules and expectations. Similarly, Boyatzis (1982) holds the view that the organisational environment plays a contribution in terms of the level of effective job performance by individuals. Thomas and Smith (2006) contend that real motivation provides employees with greater autonomy for what they do and how they do it.

#### ***2.5.6. Conflicting priorities***

According to Kacmar and Carlson (2000), employees have a value system which is central to how they perceive their work against family commitments and this can trigger role

conflict, depending on the priority level placed on the work or family. Role conflict measures the degree of role stress experienced by employees on each aspect of the domain (Kacmar & Carlson, 2000). Therefore, the values attached to the roles employees and managers fulfil in each life domain have implications for experiencing conflict. Furthermore, the two authors have indicated that work and family conflict has a reciprocal relationship, whereby any interference from one aspect of the domain affects the other. In order for the managers to remain focused on their job performance, the capability to balance the work demands against life priorities is considered important to avoid the spill-over effects.

From a principle level and depending on the knowledge base of managers, conflicting viewpoints surface when it comes to management issues to be addressed in the workplace. Similarly, Moran, Yano, Al Zahir and Farquharson (2007) use a good example of diagnosing work on surgical interventions by medical professionals. This is a good basis to trigger conflicting work priorities and split focus by employees assigned managerial positions, thereby prolonging completion of projects by their professional teams. If there is a lengthy debate on the root causes of an ailment or challenges, then it will take longer to identify remedial actions.

Goldsmith (2008) indicates that successful people tend to believe they can do more than they can. Similarly, the author describes such people with a tendency to promise even more than what dedicated staff can deliver. There is also the possibility of drowning in a sea of opportunity. From the researcher's perspective, this is a basis to get lost in conflicting priorities.

Minaar and Van Eeden (2015) hold a view which demonstrates that the majority of managers and leaders always maintain an operational focus to the business, while neglecting the organisational focus. Having taken on additional responsibilities, it is important for the newly promoted manager or the manager who has moved between managerial roles to master the right intelligence on how to delegate work in order to take the pressure off themselves. In this way, they are able to commit to organisational priorities completely without limiting themselves to a touch and go approach to work priorities.



### **2.5.7. Resources**

Fischer and Beimers (2009) observed that at times, there are limited management structures in many organisations, which often leave executives or managers isolated and inadequately supported. Regardless of the potential every person has to succeed in every activity, as suggested by Goldsmith (2008), the level of success can be impacted by resource constraints.

Miller (2007) uses the concept of getting on the balcony to see the patterns on the dance floor to demonstrate how it can be difficult to pool resources together in order to achieve mutually agreed goals. Considering the possibility that the newly promoted manager was chosen on the basis of his or her previous success rate, they could face the most common challenge wherein successful people tend to be extremely busy and face the danger of over-commitment. Phillips (2007) maintains that the most difficult transition point for managers is moving from a technical or professional specialist position to managing others. Therefore, the resource capacity at the disposal of the newly promoted manager or any manager moving between roles is crucial.

The view held by Hongchen, Yun and Chen (2004) is that resource constraints are always implied in workflow specifications. Therefore, managers should be able to accurately analyse their needs to ensure that the workflow specification is resource consistent at build-time. According to Drotter and Charan (2001), managers at different levels have to master skills to overcome significant challenges such as competition for resources based on business needs.



The research findings by Buchanan (2008) have demonstrated that there is a relationship between political behaviour and the lack of resources which can lead to in-fighting between managers and ruthless action to get ahead. The need for politics is emphasised as a necessity for managers to secure resources, with the opposite effect demonstrating that those who are politically unskilled suffer in terms of resource acquisition (Buchanan, 2008). However, the same author emphasises that politics can also serve as the basis to misuse resources.

### 2.5.8. High performance culture

The issue of high performance culture is crucial in establishing perceived job performance of newly promoted managers or managers who have moved between roles. Performance is considered a function of motivation and ability (Judge et al., 1998). Therefore, it can be assumed that the outputs triggered as a result of applying the two factors in the work context can be regarded as job performance.

Fletcher (1993) indicated that through high performance patterns, an output or result of high quality should be achievable and sustainable which can make people aim for better than expected results. The ideal situation in a work environment is for employees to operate in the high performance mode, working beyond achieving the expected results instead of predetermined results. The illustration under Table 1 is used by Fletcher (1993) to demonstrate the *grind-it-out mode* and *high-performance mode*:

**Table 1 – Two ways of getting results**

 <b>Grind-It-Out Mode</b>	 <b>High-Performance Mode</b>
Aims for predetermined results	Aims for better than expected results
Hard grinding effort	Easy and flowing
Exhausted and relieved when it's over	Energised and wistful when it's over

*Source: Fletcher (1993)*

Minnesh (2006) considers teamwork, global thinking, and dynamic leadership as key attributes towards a high performance culture. The author was able to demonstrate the overall effect associated with high performance culture, namely: the net income recorded by non-high performers limited to just one percent increase over an 11-year period, compared to the 756 percent improvement for the organisations identified as having high-performing cultures.

The research work done by Whitaker, Dahling and Levy (2007) has indicated that employees who perceive a supportive feedback environment demonstrated higher role clarity and higher performance ratings. Taken within the context of the high performance culture, it is clear that multiple aspects trigger job performance of employees at different levels.

### 2.5.9. Perceived managerial competence

Canning (1990) indicates that the process of developing management competencies can only happen within the context of a specific organisation. However, Chong, Ho, Tan and Ng (2001) have a different position: that it is possible to have role specific competencies benchmarked at an industry level and a set of benchmarks at an organisational level. Companies can have information on competencies needed for each occupation (Chong et al., 2001). This serves as a basis to identify gaps at an individual level, making it possible to compare employees' performances with the average competence levels in the industry. Figure 7 illustrates a Competency Plot (C-Plot).

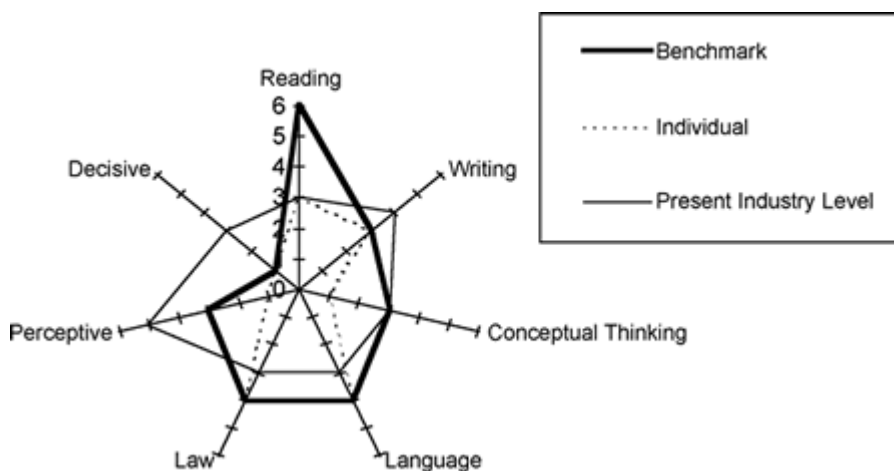


Figure 7: Competency Plot (Chong et al., 2001).

Abraham, Karns, Shaw and Mena (2001) contend that organisations are willing to identify a set of managerial competencies which describe a successful manager. Garavan and McGuire (2001) present a thought-provoking question in terms of whether competency frameworks should be based on current organisational priorities or should be future oriented and derived from an organisation's vision statement. However, the main consideration should be whether one views competencies as a tool enabling organisational

change through direct communication with employees or whether one believes that competencies should be used as a behavioural modelling mechanism to deal with current organisational problems and difficulties. Those who are labelled "inventors" would advocate a focus on future competencies. Organisations adopting a competency approach must create or utilise a competency model, at minimum a simple list or catalogue, specifying desirable competencies (Markus, Cooper-Thomas & Allpress, 2005).

#### **2.5.10. Measure of successful performance**

McGovern, Lindemann, Vergara, Murphy, Barker and Warrenfeltz (2001) believe that executive coaching remains underutilized, if not used sparingly in many organisations. The authors maintain that although practitioners in the field of executive coaching are aware of the lasting impact this intervention has on the coachees, more work still has to be done to convince the corporate world to believe in coaching.

McGovern et al. (2001) used the four levels of impact by Kirkpatrick (1983), which can be linked to measures of successful performance, namely:

- Participants' **reaction** to the coaching program and the planned actions afterwards;
- The **competencies** acquired based on what the participants have learned;
- Any **behavioural changes** which demonstrate that coachees are able to do things differently and better;
- Achieving tangible or intangible **business results**.

There are similarities between the approaches used by Kirkpatrick (1983) and Phillips (1997 & 2007) to measure results at different levels. The similarities are drawn at a reaction level, as well as the learning and application levels. Whereas the reaction and learning levels need no explanation, the application level by Phillips (2007) comes across as a combination of the behavioural changes and business results, as explained by Kirkpatrick (1983).

Figure 8 provides a summary of evaluation results indicating the reaction, learning and application level from the Return on Investment methodology case study by Phillips (2007).

EXECUTIVE REACTION TO COACHING	
LEVEL 1 EVALUATION	RATING
Relevance of coaching	4.6
Importance of coaching	4.1
Value of coaching	3.9
Effectiveness of coach	3.9
Recommendation to others	4.2
APPLICATION OF COACHING	
MEASURES	EXECUTIVE RATING
Translating feedback into action plans	4.2
Involving team members in projects and goals	4.1
Communicating more	4.3
Collaborating more with the group and others	4.2
Applying effective leadership skills	4.1

**Note 1:** The rating for Reaction and Learning was a scale of 1 to 5, where 1 = unacceptable and 5 = exceptional.

LEARNING FROM COACHING	
MEASURES	EXECUTIVE RATING
Understanding strengths and weaknesses	3.9
Translating feedback into action plans	3.7
Involving team members in projects and goals	4.2
Communicating effectively	4.1
Collaborating with colleagues	4
Improving personal effectiveness	4.1
Enhancing leadership skills	4.2

**Note 2:** The rating for Application was a scale of 1 to 5, where 1 = no change in the skill and 5 = exceptional increase.

Figure 8: Evaluation of Coaching Program at Reaction, Application and Learning Levels (Phillips, 2007)

The measuring of impact complement all the levels of evaluating results, which McGovern et al. (2001) included as the fifth level, in addition to the four levels by Kirkpatrick (1983). The Return on Investment methodology by Phillips (2007) also measures the impact of coaching against performance goals, which leads to improved performance, such as operational efficiencies. In essence, the Return on Investment Model by Phillips (1997), measures the relationship between the monetary value of the results and the cost of coaching.

One distinct component from the Return on Investment methodology case study by Phillips (2007) is the ability to identify intangible benefits from coaching. It is important to note that the evaluation results and benefits thereof are based on the self-ratings by executives and

to some extent, the ratings by coaches. The following intangible benefits were identified by Phillips (2007), namely:

- Increased commitment and job satisfaction;
- Improved teamwork, communication and customer satisfaction.

The views by Rabstejnek (2008) can also be given key consideration, which is that over the years, more executives have employed coaches to help them adjust to the needs of their high-level jobs. Furthermore, the author recommends that a gap in some concrete knowledge and skill can be provided by an expert. Fischer and Beimers (2009) position the role of a coach as the catalyst, thereby making it possible for executives to pick up the right knowledge and skill in their high-level jobs. The theoretical position by these authors suggests coaching can be instrumental in improving job performance.

Wenson (2010) provides another perspective in terms of benefits associated with coaching. That is, coaching enables managers to find the time to strategize and think about changing behaviours, habits, processes or procedures. However, the amount of research study into the South African market has yet to produce empirical evidence supporting the benefits of coaching.

#### **2.5.11.        *The future role of coaching***

The simplest way of looking at the role of coaching is that it speeds up the process of change that would most likely occur anyway, if the individual had enough time (Eggers & Clark, 2000). Ever since, different authors have positioned the role of coaching in a complementary way, such as enabling clients to be resourceful and to realise their full potential. The evolution of coaching has seen coaching growing rapidly to become a multi-billion rand industry, which can be equated to an estimated \$2 billion per year (Fillery-Travis & Lane, 2006).

Whereas it is very clear that there are a lot of positive aspects on the role and future of coaching from a practice point of view, it is imperative to link it to the impact or implication for coaching practice. The view by Fillery-Travis and Lane (2006) is that coaching is practiced within three modes, namely: external, internal and manager. The coach should be

able to vary the intervention to suit the breadth and depth of the client's agenda. Therefore, the future of coaching is driven by the needs of the clients, whether it is from an individual, team or group and organisational level. Based on Figure 9 by Fillery-Travis and Lane (2006), a comparison between coaching that is role specific to address immediate skills and developmental needs, as well as self-initiated coaching by the client (free range) or manager (fixed to specific organisational requirements), can be made.

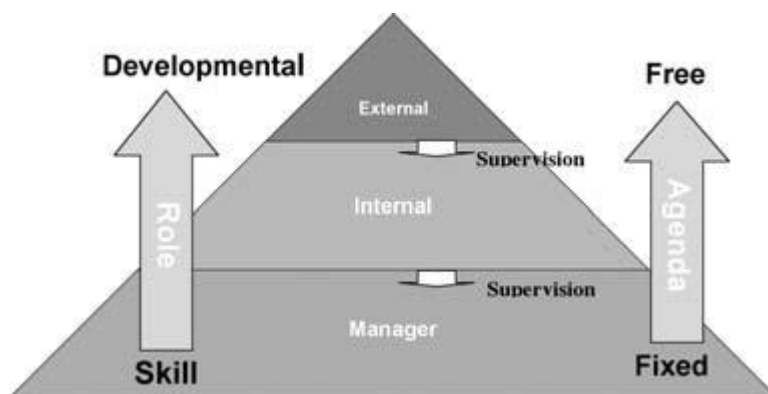


Figure 9: Coaching role, agenda and supervision (Fillery-Travis & Lane, 2006).

Lane, Steller and Rostron (2010) indicate that there is a growing awareness of the potential benefits of coaching and its professional status in the industry. A number of dialogues resulted in initiatives to define coaching standards by professional bodies and organisations worldwide. The authors emphasise the need for some synergy between professional coaching bodies, the educational institutions developing academic and practitioner programmes and the client organisations utilising coaching interventions (Lane et al., 2010).

In this way, the client organisations and the members are guaranteed overwhelming benefits and the credibility of coaching is kept intact. Newsom (2011) contends that there is an expanding interest in leadership improvement within organizations and many companies are taking action by increasing solicitations for executive coaching services for their employees. Therefore, the future of coaching in the workplace appears to be growing steadily over time.

## 2.6. Job performance models

### 2.6.1. Effective job performance model

The level of perceived managerial competence is considered crucial in this research study considering that the model available for effective job performance by Boyatzis (1982) is dated. The author indicates that the problem associated with assessing the level of performance and establishing what makes a manager effective is because of a variety of factors which should be measured concurrently. In line with Figure 10, which illustrates the model for effective job performance, the research is compared against this literature, in order to determine what are the current perceptions of managerial competence from the research study.

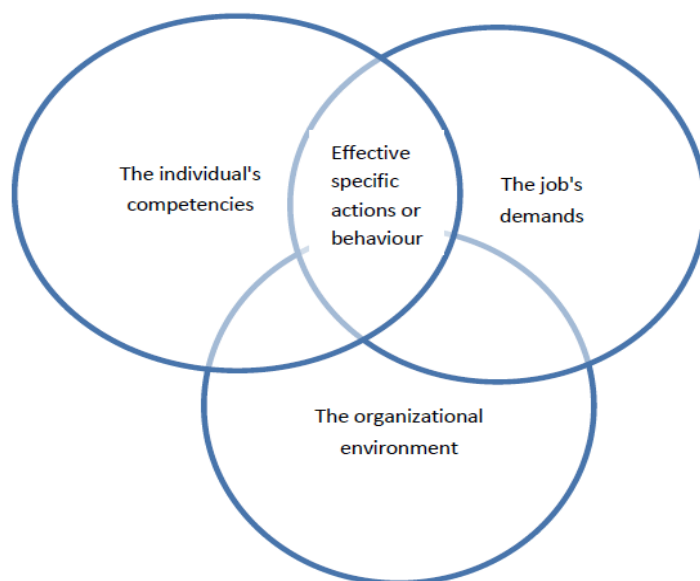


Figure 10: A model for effective job performance (Boyatzis, 1982)

The model suggest that for employees to be considered effective in a job, their actions or behaviour are influenced by their competencies in order to fulfil the demands linked to the position they hold, and this must also take place in the context of the organisational environment. Therefore, effective job performance cannot be seen in isolation from these



factors. When looking at the relationship between the two, both are concerned primarily with the same factors, mainly to enhance job performance.

### 2.6.2. Models of job performance

The models of job performance discussed by Viswesvaran and Ones (2000) become relevant to this research study on the basis that they deal with the overall dimensions of individual job performance. The illustration under Table 2 is used by Viswesvaran and Ones (2000) to demonstrate dimensions in a job performance model:

**Table 2: A framework for reviewing models of job performance**

Developmental context of dimensions	Occupational Focus	
	Limited to specific occupations/ job families	Applicable across jobs
Stand-alone dimensions	Stand-alone, specific dimensions developed to apply to specific occupations	Stand-alone, specific dimensions developed to apply across jobs.
	Too numerous and diverse to be covered in a review	Example models include those proposed by Borman & Motowidlo (1993); Brief & Motowidlo (1986); Organ (1994)
Dimensions developed as part of a set of dimensions	Dimensions developed as a set that are to apply to specific occupations	Dimensions developed as a set that are to apply across jobs
	Example models include those proposed by Borman & Brush (1993); Conway (1999); Hunt (1996)	Example models include those proposed by Campbell (1990); Viswesvaran (1993)

*Source: Viswesvaran and Ones (2000)*

For the purpose of this study, the focus on the framework for reviewing models of job performance by Viswesvaran and Ones (2000) centred on managerial jobs. The significance of this framework revolves around the four managerial performance dimensions, namely:

- Leadership and supervision
- Interpersonal relations and communications

- Technical behaviours and mechanics of management
- Useful behaviours and skills such as handling crises.

## **2.7. Coaching models**

Numerous authors have commented on the different models available in the coaching fraternity. Ives (2008) emphasises that although there are different models which are based on different philosophies and methodologies, they are not mutually exclusive. For the purpose of this study, the following coaching models are discussed, namely:

### ***2.7.1. An Integrative Model for Executive Coaching***

Passmore (2007) contends that the use of sophisticated approaches to coaching seem to be limited, despite the growth of executive coaching as a profession, especially coaching models with a strong background in business. This has led to an evidence-based approach referred to as an Integrative Model for Executive Coaching, which functions between behavioural, cognitive and unconscious levels. This is a holistic model which can be used in a business context and it is premised on the importance of building a coaching partnership and the role of emotional intelligence as a way of improving work performance (Passmore, 2007). The model is illustrated as Figure 11.

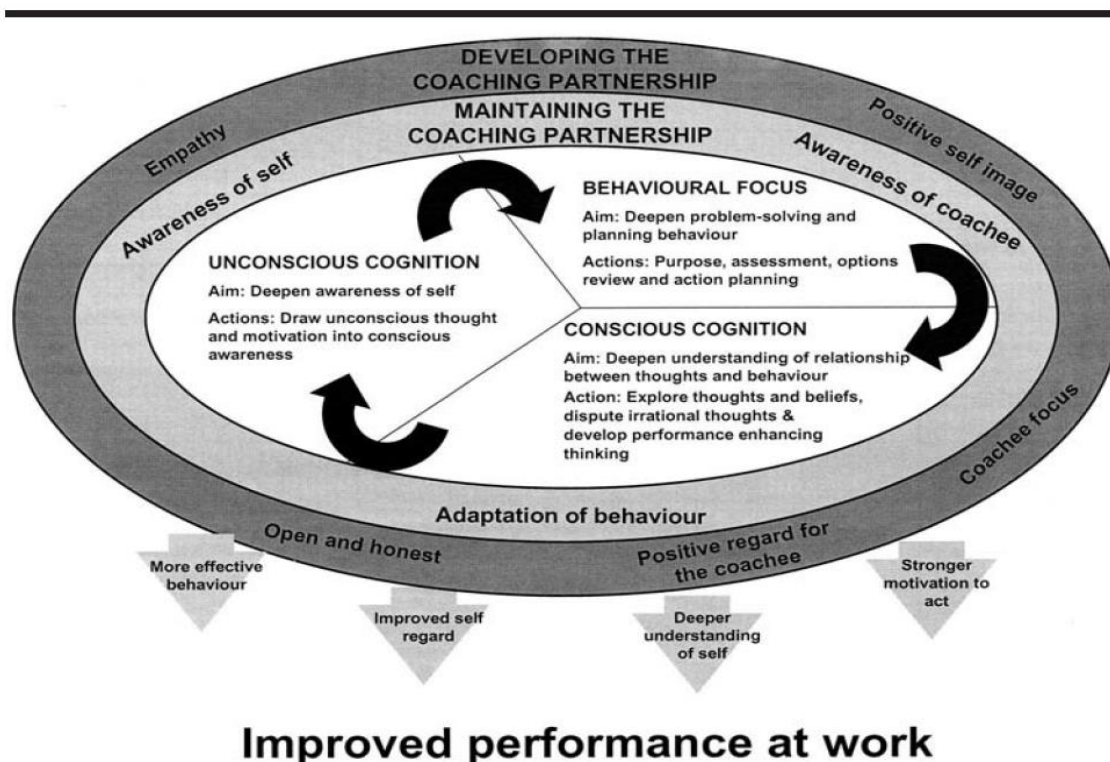


Figure 11: An Integrative Model for Executive Coaching (Passmore, 2007)

The best way to use the model is not following a specific or fixed pattern but to respond intuitively to coaching moments and changes observed during coaching sessions (Passmore, 2007). To enhance a better understanding, the model is explained on the basis of six streams, which are summarised herein.

The first stream focuses on the role expectations from the coach. The second stream emphasises the emotional investment necessary to build a solid foundation for a strong appetite and commitment to change by clients. During the coaching sessions, Passmore (2007) states that the coach pays attention to the coachee and the following levels which play a key role within the organisational context can equally be applied to individual employees, namely: artifacts, behaviours, mind sets, emotional ground and motivation.

The third, fourth and fifth streams are self-explanatory, as indicated in Figure 10, illustrating the Integrative Coaching Model. The sixth stream is on the outside, surrounding the model and focusing on the cultural context in which the coach and coachee operate (Passmore, 2007). The emphasis is that the coach has to be mindful of ethical, legislative or

organisational boundaries and the code of practice applicable in each sphere. The focus should always be to support the clients to enhance their work performance.

### **2.7.2. The STRIDE Model**

The researcher has also chosen the STRIDE Model by Thomas and Smith (2006). This model is described by the two authors as a pathway for others to resolve their own problems, such as dealing with self-limiting beliefs, and to enhance their performance by defining and breaking goals into manageable chunks. The illustration under Figure 12 represents the components of the STRIDE Model, which are self-explanatory in nature.

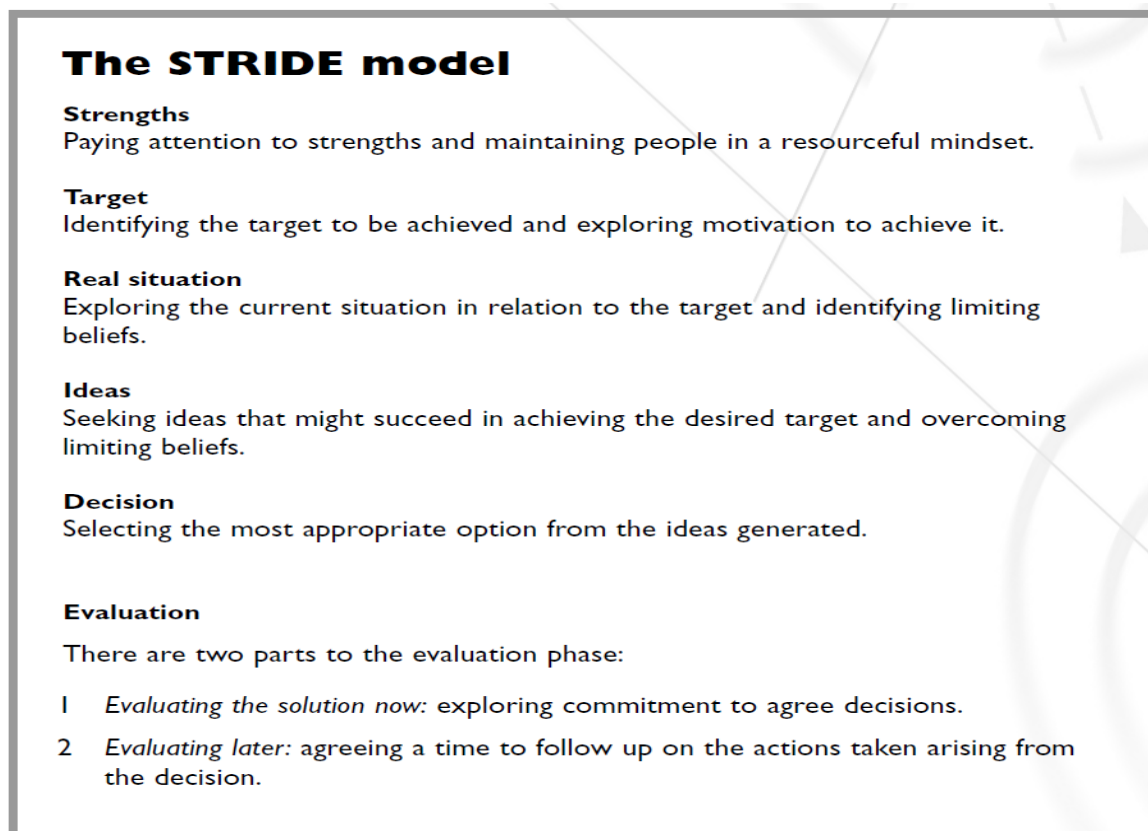


Figure 12: The STRIDE Model (Thomas & Smith, 2006)

### **2.7.3. The PRACTICE Model**

The third coaching model discussed in this study is the PRACTICE Model. This model was also chosen by the researcher on the basis that it can be used for business, performance, executive, career, redundancy, health and life coaching (Palmer, 2007). It also provides the

coach with a balanced perspective of where the client is at a specific point using scaling questions, either at the beginning of the coaching session, or the progress made during the sessions and what the client need to improve going forward. According to Palmer (2008), the coach can draw the clients' attention to their competence, strengths and qualities.

The model allows for a flexible approach wherein the coach can align the problem identification stage to focus on the purpose of coaching, preferred options or outcomes depending on the coaching agenda presented by the client (Palmer, 2011). This model is considered by Palmer (2011) to be ideal when clients arrive for coaching with fuzzy problems and unclear goals. The PRACTICE model has seven steps representing the following:

- P – Problem identification
- R – Realistic, relevant goals developed
- A – Alternative solutions generated
- C – Consideration of consequences
- T- Target most feasible solution(s)
- I – Implementation of;
- C – Chosen solutions and
- E - Evaluation

#### **2.7.4. ACHIEVE Model**

The fourth coaching model discussed in this study is the ACHIEVE Model. The seven-step model is described in similar terms by Dembkowski and Eldridge (2005) as well as Palmer (2008), on the basis of the illustration indicated as Figure 13.

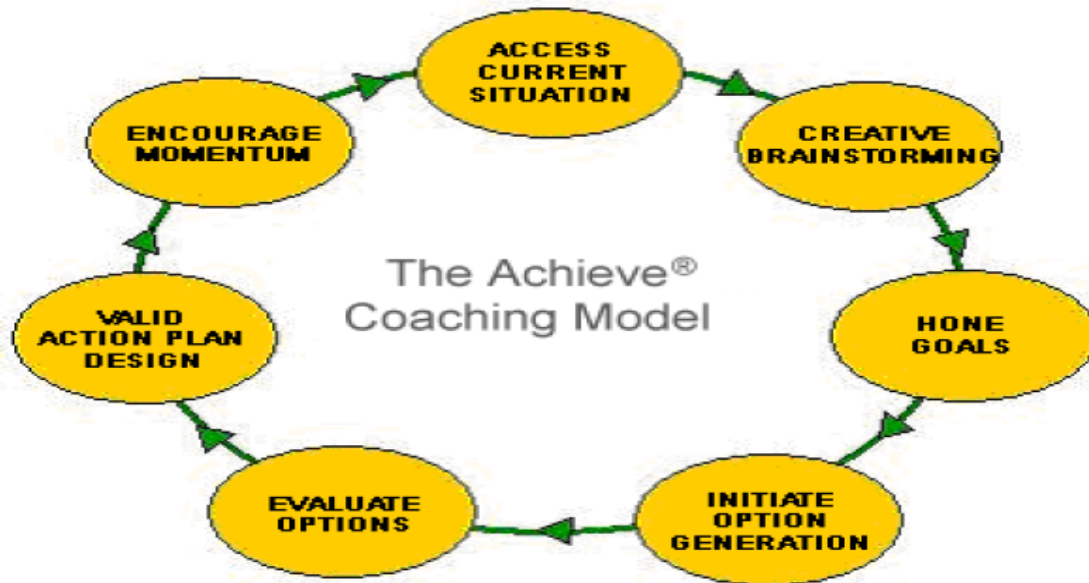


Figure 13: ACHIEVE Model (Dombkowski & Eldridge, 2005).

Dombkowski and Eldridge (2005) indicated that their model was developed to monitor coaching effectiveness. The seven-step model is summarised as follows:

A – Assess current situation. It involves deep reflection by the client to enhance the level of self-awareness and context for the coaching agenda.

C – Creative brainstorming of alternative to current situation. The coach draws back the client to a state of being in order to see possibilities, increase choices and explore alternative options.

H – Hone goals. The step involves converting possibilities, alternative options and choices into specific goals.

I – Initiate options. Explore different ways and methods to realise the identified goals.

E – Evaluative options. Assess and narrow the focus areas to enable the client to move forward.

V – Valid action plan or programme design. A practical plan which can be easily operationalized is developed.

E – Encourage momentum. Positive reinforcement and encouragement to keep the client's confidence on a high by recognising incremental and progressive steps.

## 2.8. Coaching evaluation

### 2.8.1 A Holistic Evaluation Model for coaching

Leedham (2005) believes that a holistic evaluation model for coaching has to factor in additional inter-relationships between the various benefits. The author considers the following practical approach to evaluate coaching, namely: concentrating on the measurable factors of the coaching process, the qualities of the coach, the feelings and behaviour of the client and their improved performance and capability. In essence, the focus is placed on the benefits derived by the employee as a client and the organisation. Figure 14 illustrates the Coaching Benefits Pyramid Model used by Leedham (2005) to this effect.

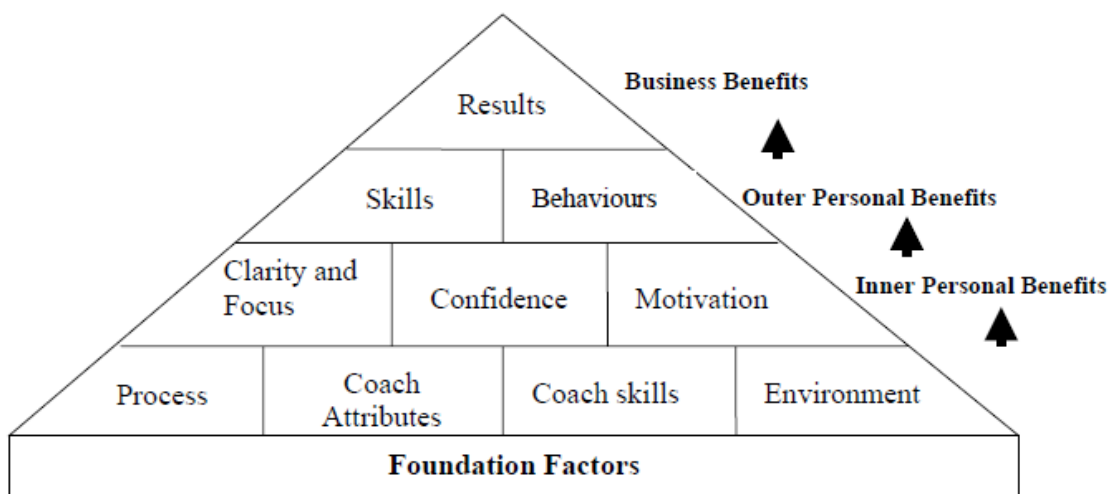


Figure 14: Coaching Benefits Pyramid Model (Adapted by Leedham, 2005 from Cross & Lynch, 1988).

Although the model is premised on four key foundation factors, the focus of this research study has been shifted towards the inner and outer personal benefits, as well as business benefits. The summarised benefits are explained as follows:

- a) Inner benefits

- Clarity and focus to enable clients to gain personal insights and explore values and beliefs about themselves.
- Confidence to make clients believe in themselves.
- Motivation to improve their capabilities and commitment to achieve personal and organisational goals.

b) Outer benefits

- Improved job related skills, knowledge and understanding, as well as the ability to learn and develop themselves.
- Improved interpersonal behaviour and relationships with other team members.

c) Business benefits

- Improved performance, career opportunities and problem solving capabilities.

### ***2.8.2 Stakeholders responsible for evaluating the coaching outcomes***

The research conducted by Attlee (2013) has indicated that it is the responsibility of line managers and employees to evaluate the outcomes of coaching. Table 3 illustrates the criteria considered most important when evaluating the outcomes of the coaching process (Attlee, 2013).

**Table 3: The most important criteria for evaluating coaching outcomes**

<b>Stakeholders</b>	<b>Number of responses</b>
Individual Line Manager	23
Employees themselves	20
Human Resources	16
Coaches	11
Talent Manager	9
Other	4

*Source: Attlee (2013).*



It is on this basis that the researcher has opted to focus on the group of newly promoted managers or those who have moved between roles and the managers managing the managers in the stated category (i.e. newly promoted managers or those who have moved between roles).

## **2.9 Conclusion of Literature Review**

An exposition around coaching theories and perspectives has been given, especially how it relates to the South African context. The literature reviewed has demonstrated the need for competent managers and improving job performance in the world or work to benefit employees and their employers respectively. The argument by Walker-Fraser (2011) that the scarcity of evidence-based literature on the relationship between coaching and performance highlights the failure within the industry to agree on measures of effective coaching and triggers a strong need for research studies in this regard.

Overall, the literature review has provided adequate ground in terms of enhancing the researcher's theoretical framework. This has provided a good foundation to build on previous research work and concretise the research topic. The key aspects relating to coaching, perceived job performance and newly promoted managers have been explored. However, the existing literature was strengthened with the amount of on-going research which was conducted during the research process.

### **3 RESEARCH METHODOLOGY**

This section addresses the methodology which was followed in responding to the research questions outlined in Chapter 1. An exposition around qualitative research has been presented in this chapter. This was followed by specific reflections on how to overcome shortcomings apparent from the Literature Review section, especially where a misfit was identified. This was done focusing on the relevant theories in relation to the research questions and also giving a depiction on how the research fits the theories.

The selection criteria for research participants were based on the data selection sample indicated in Table 4. During the entire research process, ethical standards were given consideration at all times. The research participants were sent request letters (attached as Appendix A) and consent forms (attached as Appendix D). This was followed by a telephonic discussion to clarify any concerns the research participants had and the ethical obligations such as permission to record the interviews and the purpose thereof was communicated before the actual interview.

#### **3.1 Research methodology and paradigm**

According to Ellis and Levy (2008), the research methodology outlines steps to be followed in order to derive reliable and valid answers to the research questions by addressing the how, when, where and who questions. Ponterotto (2005) has a view that qualitative approaches will advance rapidly in the scientific field. Based on the type of research questions to be answered, a qualitative research method was considered to be suitable for this study. An exposition was provided around the paradigm which supports this type of research study.

As such, an interpretivist paradigm has been followed in this research study. Ponterotto (2005) positions interpretivist paradigm in similar terms to the constructivist paradigm. An interpretivist paradigm also helps in the selection of tools, instruments, participants and methods to be used in a study (Denzin & Lincoln, 2000b). The approach used in this study

is exploratory in nature, similar to what Perkins (2009) applied because the tools and procedures were designed for purposes of applied behavioural change.

The constructivist perspective seeks to bring insights and experiences based on the perceptions by the respondents (Buchanan, 2008). Furthermore, this paradigm helps in understanding the lived experiences of research objects which might reside outside the immediate awareness of the individual but can be brought to a conscious level (Schwandt, 1994, 2000). Passmore and Fillery-Travis (2011) talk about the process of exploration in relation to gaining insights around a phenomenon based on the experience of a specific target group or subject matter of interest.

The researcher pursued an exploratory study because in the course of conducting field work, the sample targeted by the research proved to be insufficient and similarly, a shift towards a case study approach proved to be a limitation. This is in line with the 2011 survey conducted by COMENSA, which indicates that only a fraction of the South African companies reported using executive coaching. Figure 15 provides statistical information from COMENSA (2011).

The 2011 COMENSA survey showed the use of coaching at different levels and for different purposes:

Coaching used for:	Frequently	Sometimes	Hardly ever	Never
Executives	54.5%	38.6%	4.5%	2.3%
Senior Managers	45.5%	50%	2.3%	2.3%
Middle Managers	38.6%	47.7%	11.4%	2.3%
High Potentials	43.2%	52.3%	2.3%	2.3%
Problem employees	22.7%	40.9%	27.3%	9.1%
Any employees	13.6%	50%	11.4%	25%

Figure 15: Statistical information representing different groups benefiting from coaching (COMENSA, 2011)

## 3.2 Research Design

The design is the logical sequence that connects the empirical data to a study's initial research questions and ultimately, to its conclusions (Yin, 2009). Therefore, the focus is on the logic of the research and the kind of evidence required to adequately address the research questions.

An exploratory research study was followed, considering that Devers and Frankel (2000) describe a research design as a rough sketch to be filled by the researcher as the study proceeds. As part of a sampling frame, the criteria for selecting subjects in order to respond to the research question, as well as securing their participation was clarified (Devers & Frankel, 2000).

An exploratory research design within the parameters of a qualitative research method has been used. According to Saunders, Lewis and Thornhill (2007), exploratory research is conducted to determine the nature of the problem and also to help us develop a better understanding of such a problem. Furthermore, it is not intended to provide final and conclusive answers to the research questions (Brown, 2006). The same author concludes that this type of research helps to tackle new problems for which little or no previous research was conducted.

It is important to note the change in terms of the research design which was originally planned to be a case study. The change towards an exploratory study was triggered by challenges in terms of securing access to subject matters of interest and approval to conduct research from key organisations. Therefore, convenience non-probability sampling technique focusing on participants who were easily accessible to the researcher was followed (Sedgwick, 2013). The participants were targeted based on referrals from coaches or colleagues and then contacted via telephone or e-mails to set up appointments for interviews. Individual consent was then received from the research participants by providing a consent form which was explained to respondents prior to the interviews.

The researcher's ethical obligation was explained, focusing on the requirements to respect confidentiality, protecting the identity of participants and the employer organisation against any prejudice or potential harm. The participants were offered the opportunity to review the transcripts produced from the recorded interviews and the findings before making the research report public. The researcher used semi-structured, one-on-one interviews which were conducted in a secured office environment chosen by the research participants according to their convenience. The interview sessions were recorded, having explained the purpose for such recordings and then seeking the consent to record from the research participants.

The research design was also linked to the theoretical framework, in accordance with the theoretical position by Maxwell (2005). This is the basis to align the research questions, to select appropriate research methods and deal with potential threats to the research conclusions (Maxwell, 2005).

### **3.3 Population and sample**

#### ***3.3.1 Population***

According to Terre Blanche, Durrheim and Painter (2010), a population is considered to be a larger pool from which a sample is drawn to allow researchers to generalise their findings. Furthermore, a population comprises all the elements that make up the unit of analysis. A total number of 15 participants were targeted to participate in the interviews. The actual distribution of participants has been discussed as part of the sampling method.

The focus of the research is on the newly promoted managers or those managers who have moved between managerial roles, as the subject matter of interest. Another category of participants included managers serving as superiors to the group of managers who are newly promoted or have moved between managerial roles. The ethical requirements for the research study have been met by gaining informed consent from the research participants, ensuring that participation is voluntary, as well as respecting confidentiality and their anonymity. The consent forms signed by the research participants are safely kept by the researcher and should therefore be available upon request only.

#### ***3.3.2 Sample and sampling method***

Terre Blanche et al. (2010) state that sampling is the selection of research participants from an entire population. They also emphasise that the unit of analysis has an influence on who or what can be sampled in a particular study, with the type of study influencing the sample size.

The method of sampling to be used was changed from purposive to convenience sampling which is relevant in qualitative research. The convenience non-probability sampling

technique was used due to its ability to provide ease of access to research participants, although it cannot be used to infer from the sample to the general population.

Regardless of this change, there are similarities between strategies linked to convenience sampling and purposive sampling. Devers and Frankel (2000) indicate that purposive sampling focuses on the understanding of experiences of subject matters of interest, as well as on developing theories and concepts. In essence, the targeted sample must be able to provide the greatest insight into the research question.

Therefore, the researcher used 15 research participants considering that Guest, Bunce and Johnson (2006) indicate that saturation point occurs within the first twelve interviews over the course of thematic analysis in non-probability sample sizes. The 15 interviews conducted with the subject matter of interest were spread according to the following categories, namely: 8 newly promoted managers or managers who have moved between managerial roles, subdivided into two groups (that is, managers coached and not-coached) and seven managers subdivided into two groups (that is, managers managing coached and not-coached managers). It was important to maintain all aspects the same, such as the number of years' exposure in the roles between the two groups of managers coached and not coached (Farrokhi & Mahmoudi-Hamidabad, 2012). The group of seven managers herein did not necessarily have a direct working relationship with the newly promoted managers or managers who have moved between managerial roles.

Lipsinger and Lucia (1997) suggest that the 360 degree evaluation is regarded as a powerful tool and serves as a mirror which reveals the manager's effectiveness from the various points of view. The researcher did however, use interviews focusing on the subject matter of interest. The sample that was used for data collection is indicated in Table 4.

**Table 4: Data collection sample**

Data Collection Sample	
Newly promoted managers or managers who moved between roles (Group 1 – managers coached and Group 2 – managers not coached)	Within a minimum of 4–12 months period after appointment with direct exposure to a coaching programme
Superiors or sponsors considered as managers of newly promoted managers or managers who moved between roles (Group 1 – managers managing managers coached and Group 2 – managers managing managers not coached)	Considering that convenience sampling was used, this group does not necessarily have a direct relationship with the subject matter of interest who participated in the research

*Researcher's own work (2013)*

A summary of respondents' profile is provided as Table 5 for easy reference.

**Table 5: Profile of respondents**

Respondent type, eg manager or sponsor		Number sampled
Newly promoted managers or managers who moved between roles	Sub-category: coached	3
	Sub-category: not coached	5
Superiors of newly promoted or managers who moved between roles	Sub-category: those coached	3
	Sub-category: those not coached	4
<b>TOTAL</b>		<b>15</b>

*Researcher's own work (2013)*

### **3.3.3 Summary of research participants and role profile**

Table 6 represents a summary of research participants, based on a convenience sampling approach followed by the researcher.

**Table 6: Summary: research participants and role profile**

Research Participant (Pseudonym Used)	Type of Participant	Role	Sector
Millicent Russels (MR)	Manager: coached	Chief Technology Officer	Media Industry
Atang Vhangani (AV)	Manager: coached	General Manager: Marketing	Media Industry
Bradley Maxwell (BMX)	Manager: coached manager	General Manager: Engineering Services	Engineering and Gas
Michael Moonsammy (MM)	Manager: coached manager	Programme Manager	Engineering and Gas
Amogelang Asanti (AA)	Manager: manager not coached	Programme Manager	Public Utility
Mary-Anne Moffat (MM)	Manager: manager not coached	Group Talent Manager	Public Utility
Dineo Legodi (DL)	Manager: coached	Group Compensation and Information Manager	Engineering and Gas
Themba Ncwane (TNc)	Manager: coached manager	Programme Manager	Public Utility
Tshepang Moagi (TM)	Manager: not coached	Legal Manager Compliance	Engineering and Gas
Neo Goitsewang (NG)	Manager: not coached	Education, Training & Quality Assurance (ETQA) Manager	Engineering and Gas
Audrey Lusikisiki (AL)	Manager: not coached	Project Manager	Public Utility
Metsimagolo Seakamela (MS)	Manager: not coached	Waste Treatment Training Manager	Public Utility
Pratibha Neera (PN)	Manager: manager not coached	Process Manager	Engineering and Gas
Kaizer Nakedi (KN)	Manager: not coached	Executive Manager	Engineering and Gas
Johnson Diale (JD)	Manager: manager not coached	Head Chemistry	Public Utility

*Researcher's own work (2015)*

Although the research study was based on a convenience sampling method, an attempt was made to have adequate representation from different professional disciplines and different industries and sectors ranging from public utilities, media as well as engineering and gas industries. It is evident that industries and sectors which form part of this study are outside the sectors sampled by Turner (2006). The research studies conducted by Turner (2006) ranged from manufacturing, financial services, government, health care and the



pharmaceutical industry. Tong, Sainsbury and Craig (2007) emphasise the need to report on the demographic data of research participants. The objective is to allow readers to identify with the research findings and interpretation thereof.

Skowronek and Duerr (2009) indicate that researchers can reduce selection bias by utilising a diversified and miniature version of the population sample. Considering that the research study was based on a convenience sampling method, the different population groups are well represented across all demographics consisting of Africans, Coloureds, Indians and White population. The representation of the research participants is spread in terms of the following, namely: six African males, four African females, one Coloured female, one Indian male, one Indian female, one White male and one White female.

### **3.4 The research instrument**

The aspects identified in the theoretical framework influenced the development of the research instrument (attached as Appendix B), which consisted of 12 main questions. Furthermore, an interview discussion guide was put together to direct the actual interview process during field work (attached as Appendix C). Interviews are essential sources of information and also provide a basis for the researcher to have guided conversations (Yin, 2009). Therefore, an in-depth interview approach was followed to ask specific questions and prompts, combining specific questions which are followed by general conversations. In this type of interview, the researcher can ask participants about the facts of a matter and also probe their opinions about events (Yin, 2009).

According to Lipsinger and Lucia (1997), questionnaires have been used for the purpose of collecting information around leadership and management effectiveness. Similarly, the researcher ensured that an explanation was provided to participants indicating what the purpose of using the interview questionnaire was in order to get buy-in; namely: to understand competencies which contribute to managerial success and how the feedback data will be used; namely: to provide insights into what it takes to become successful as a manager.

The most important aspect highlighted by Lipsinger and Lucia (1997) to overcome resistance by participants is by asking questions which relate to people's jobs and assuring

them that what is revealed from the research findings shall not be misused. The main question to be asked is how coaching can add value in their space and also to provide an opportunity to make suggestions on how problems experienced in the past can be overcome.

Tong et al. (2007) consider in-depth and semi-structured interviews as a way to explore experiences of participants and the meanings they attach to them. Furthermore, Devers and Frankel (2000) argue that the degree to which interviews are structured varies. The researcher used the approach advocated by Devers and Frankel (2000), mainly utilising an open-ended, detailed interview protocol , as well as a general topic guide with eight to twelve broad questions, with probes used as an alternative. In this case, an option to measure competencies directly related to effective job performance and managerial success was explored.

### **3.5 Procedure for data collection**

Research data has relied on primary sources drawn from one-on-one interviews with managers themselves, including their superiors. The researcher opted not to utilize additional information from company documents, reports and databases for this specific research, contrary to the views held by French, Bell and Zawacki (2005).

Considering the approach advocated by Yin (2009), it is important to collect information directly from the unit of analysis, namely: newly promoted managers or managers who have moved between managerial roles. To minimise any potential flaws, semi-structured interviews were utilised based on a set of questions to collect data from participants.

According to Lipsinger and Lucia (1997), interviews help to follow-up and clarify essential information identified by the researcher, as well as answers likely to be interpreted in a different way if the data collection was not conducted by the researcher. Furthermore, Lipsinger and Lucia (1997) believe interviews provide a good picture of an individual's behaviour and the impact on others.

Participants were guided along the data collection stage and this was made possible by providing them with a phone number for enquiries. An indication on the provisional date for

the completion of the research study was shared with the research participants on the consent form (Lipsinger & Lucia, 1997).

The value of triangulation is apparent because it allows the researcher to change questions during the study in order to respond to the research environment. The researcher has used a convenience non-probability sampling method because of the research participants who were readily available. However, there are authors who believe that this type of method is prone to biasness because not all members of the target population have an equal chance of participating in the research (Skowronek & Duerr, 2009).

The type of triangulation used by the researcher is what Kitto, Chesters and Grbich (2008) refer to as multiple data sources from semi-structured, one-on-one interviews. The discussion guides used during the interviews are provided as Annexure C. The interviews were recorded using an audio recording instrument to ensure that the views of the research participants are accurately represented (Tong et al., 2007).

### **3.6 Data analysis and interpretation**

The research data was analysed using Atlas.ti in order to organise or synchronise data first through coding, using numbers which helps to influence the paradigm chosen and how to arrive at conclusions. The tool has made it possible to summarise and get the essence of the meaning attached to a data set or piece of information collected. Through the coding process, it was easy to categorise data with the same meaning and search for patterns, impose theory on the data to identify relationships, to look for variations or deviations, causation, sequence or frequencies. Where necessary, different colour highlights were used to indicate what goes into different categories and to demonstrate relationships with other categories.

The research data is expected to provide insight in terms of whether coaching can fast track the perceived job performance of newly promoted managers and look at challenges faced by this group. In terms of complementary triangulation, the researcher is not necessarily looking for consensus (Kitto et al. 2008), but to enrich data in order to add to the picture or elaborate descriptions to expand knowledge (Lipsinger & Lucia, 1997). The researcher

used the approach by Gonzalez (2004) to analyse data using thematic (content) analysis to reduce and cluster the data.

Elo and Kyngäs (2008) describe the outcome of content analysis as concepts or categories describing the phenomenon with the aim of building a model. Content analysis enables the researcher to test specific theory in order to help understand a data set. A similar view is shared by Hsieh and Shannon (2005), who define this method by way of subjective interpretation of text data which is classified as codes and identifying themes or patterns. Elo and Kyngäs (2008) contend that deductive content analysis is appropriate for operationalising the research based on previous knowledge and to test a previous theory in a different set-up or time period.

The researcher was able to extract themes, patterns and key messages to prepare a report on the research findings (Lipsinger & Lucia, 1997). The behaviours considered most important for effective performance to the manager's job were also considered (Lipsinger & Lucia, 1997). The repeated patterns which emerged during data analysis were consolidated into major themes. For reporting purposes, the themes were interpreted and the process explained by Tong et al. (2007) was followed. In other words, supporting quotations from the research participants are provided as a basis to inform the researcher's interpretation of the meaning derived from the data collected. According to Braun and Clarke (2006), the use of thematic analysis, which involves a process of searching repeated patterns across data sets, provides a rich and detailed account of data by identifying, analysing and reporting patterns or themes. This type of analysis reports on experiences, meanings and reality experienced by participants. A theme captures something important about data in relation to the research question (Braun & Clarke, 2006). Furthermore, the researcher's judgement is helpful to determine what represent a theme instead of relying on the number of instances a theme is found in a data set.

The criterion used for identifying themes was based on a combination of the following (Braun & Clarke, 2006):

- The themes are theory-driven and were approached with certain questions in mind, as well as;
- Counting the number of times participants articulated the theme;

- Identifying interesting aspects coming out as repeated patterns across the entire data set;
- Looking for individual occurrence of themes across the entire data set and lastly;
- Following a guided approach based on the phases of thematic analysis as indicated in Figure 16.

Phase	Description of the process
1. Familiarising yourself with your data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking in the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells; generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Figure 16: Phases of Thematic Analysis (Braun & Clarke, 2006).

The variations were kept in mind and articulated clearly after the execution of the field study based on the research design, in line with the exposition provided by Creswell, Hanson, Clark Plano and Morales (2007). The original design approach was based on purposive sampling, but in line with the views by Devers and Frankel (2000), changes were effected since qualitative research can be revised throughout the research process as more

knowledge of the setting and subjects are obtained. As a result, the design approach was changed to convenience sampling in order to respond to the challenges around securing the research participants.

The use of analytical memos was extremely limited, although it could have helped to document what was running through the researcher's head when the data was collected. In drawing conclusions and interpretations, it is possible that if the relationship or impact does not exist, this will be considered as a contribution towards the body of knowledge. The researcher has used content analysis to identify themes and patterns from the interview data, coding transcribed interviews (French, Bell & Zawacki, 2005). In future, the researcher can complement analytical memos with audio recordings and field notes which are regarded by Devers and Frankel (2000) as the primary record of conversations and observations.

### **3.7 Limitations of the study**

The number of participants who are newly promoted and undergoing coaching at the time of conducting field research has proven to be a limitation. This required some flexibility on the part of the researcher in terms of planning and reporting on the research findings. Furthermore, having a sample of coaches from different backgrounds linked to newly promoted managers and who are working in different organisations has also proven to be a limitation.

In terms of maximum variation, this was only possible to some extent because participants are pre-selected based on specific sample criteria and the relationships directly linked to the subject matter of interest. However, the researcher took the opportunity to optimise on the diversity among the various research participants in order to represent different gender and population groups. This could increase the reliability and validity of conclusions from the research findings.

### **3.8 Validity and reliability**

The use of triangulation is considered important for purposes of increasing the validity and reliability of the research study (Kitto et al., 2008). According to Terre Blanche et al. (2010),

measurement validity is the degree to which a measure does what it is intended to do. As part of interpretive validity, the respondents were given the opportunity to respond to the research findings to increase the validity and factual accuracy of the information (Farrokhi & Mahmoudi-Hamidabad, 2012).

However, this opportunity was waived by the research participants because their level of interest was mainly on the research report. As a way to increase validity, individuals are usually given an opportunity to review their feedback from their point of view in order to decide what appropriate steps to take, such as identifying areas for growth (Lipsinger & Lucia, 1997).

### ***3.8.1 External validity***

In a case study research, Yin (2009) views this as a way to define the domain to which a study's findings can be generalised beyond the immediate focus of the study. It is the researcher's view that this principle can be applied in a similar way to an exploratory study. It is important to note that external validity can be addressed during the research design to allow for a theory to be tested by replicating the findings in a second or even third similar research study.

The researcher used two external experts to review the interview discussion guide before beginning with the actual interviews to collect data for this study. However, considering that the purpose of this study is to gain insights and experiences from newly promoted managers or those managers who have moved between roles, it will not be possible to generalise the findings beyond the target population for this study.

### ***3.8.2 Internal validity***

In order to strengthen internal validity, it is important to address rival explanations and possibilities (Yin, 2009). This type of validity is important during data analysis and is based on the interview and documentary evidence collected. The researcher adopted a well-established strategy to promote validity during data collection and analysis, namely: creating an audit trail for information collected and to work on low inference descriptors which are close to the data.

The view by Barbour (2001) is that triangulation addresses the issue of internal validity and in this study, the researcher has used four different groups of managers as profiled under Table 5. The researcher used the same type of standard, open-ended questions based on the discussion guides to the same group of managers or category of each participant as indicated in Table 4, whilst allowing the flow of the interview to guide which questions should not be repeated in case they were covered by the participant's responses. This is possible if the researcher uses open-ended questions and probes linked to the participant's comments (Hsieh & Shannon, 2005).

During the interviews, the researcher maintained a neutral position when asking questions and only provided clarity by rephrasing questions for participants without expressing an opinion or providing cues to answer the questions asked. Therefore, the level of interference was avoided and the researcher maintained active listening skills to allow the research participants to share their thinking and views on the questions asked.

### **3.8.3 Reliability**

Yin (2009) indicates that it is important to document the procedures followed in a particular study to improve reliability. Terre Blanche, et al. (2010) indicates that reliability relates to the extent to which the instrument yields the same results on repeated trials. There is consensus between Yin (2009) and Terre Blanche, et al. (2010) because the essence is to ensure that the same procedures can lead to the same findings and conclusions. In the end, the researcher must demonstrate that the data collection procedures to operationalize a research study can be repeated with the same results (Yin, 2009).

Yin (2009) suggests that it is important to focus on multiple factors affecting the unit of analysis to ensure that researchers can draw unbiased conclusions. Therefore, the researcher has eliminated the social reliability bias by including managers who are managing the newly promoted managers or those managers who have moved between managerial roles during data collection from process.

The researcher was able to overcome the element of biasness in order to increase the reliability of the findings by restricting access and not issuing the interview questionnaires and discussion guide prior to the actual interviews. None of the research participants were



considered to be direct reports or direct managers of anybody in a direct working relationship with the researcher. The research participants were both selected on the basis of referrals and as a result of informal conversations. Therefore, the probability of the research participants having been coached was high as argued similarly by Buchanan (2008). Only one research participant was considered not to have been coached and was subsequently included in the category of managers not coached.

The reliability of the study was enhanced by limiting the relationship with the research participants within the context of the study. In other words, the participants had no direct working relationship. Therefore, no direct supervisor or direct report was interviewed for purposes of collecting data for this study.

### **3.9 Conclusion**

The interpretivist paradigm influenced the research methodology and design in this chapter. The aspects identified in the theoretical framework were central to the development of the research instrument. This was the basis to create a discussion guide in order to extract meaningful data from the interviews with research participants. The recordings from the interviews were transcribed for data analysis purposes and this resulted in code families. The patterns which emerged were used to complement the themes based on the aspects identified from the initial theoretical framework. These themes became central to the report on the research findings in the subsequent chapter.

## **4 RESEARCH FINDINGS**

In this Chapter, the researcher provides a report on the results gathered from the interview data. The material from the interviews was transcribed to allow the process of data analysis and generating codes, focusing on the data considered to be most appropriate to the research questions. The patterns identified made it possible to arrive at code families and themes accordingly. The researcher has also used verbatim quotes by the research participants to support the researcher's interpretation of data collected, as well as using the quotes to serve as evidence for the research findings.

### **4.1 Introduction**

The researcher has followed the process of data coding using interview transcripts which were analysed to ultimately arrive at code families. This made it possible to identify overarching themes around the perceived job performance as described by the research participants (Fereday & Muir-Cochrane, 2006). In other words, the research findings reported in this Chapter are represented as patterns based on commonalities from the data collected. The approach adopted has also been used by Graf, Viola and Leo (2007), who grouped research questions manually according to the similarity of semantics.

The following section is a reflection on the code families and the eleven themes which emerged from analysing the interview transcripts, including the themes conceptualised from the initial theoretical framework. Table 7 provides a summary of code families which have been structured into themes.

**Table 7: Structure summarising code families into themes**

Code Families	Themes
Roles & responsibilities, journey, challenges, role fit, coaching or interventions considered?	<ul style="list-style-type: none"> <li>• The real work life encounters (realities in a manager's journey)</li> </ul>
Distinction between coaching, business and executive coaching, its value, as well as perceived contribution to employee success, managing someone coached or not coached.	<ul style="list-style-type: none"> <li>• The perceptions of coaching and its future role</li> </ul>
Motivation factor, fit with work environment, favourite aspects	<ul style="list-style-type: none"> <li>• Motivation &amp; environmental fit (relationship with performance anxiety)</li> </ul>
Politics, manager's take on politics, dynamics in terms of how politics are expressed & how they fit in the bigger scheme	<ul style="list-style-type: none"> <li>• Political dynamics</li> </ul>
Networking & affiliations, trends, who is into networking & affiliations, how they contribute to current role	<ul style="list-style-type: none"> <li>• Networking &amp; affiliations</li> </ul>
Role of resources in performance, significance of resources	<ul style="list-style-type: none"> <li>• Resource constraints</li> </ul>
Priorities, combined priorities, clustered deadlines, improve or worsen, as well as maximise situation	<ul style="list-style-type: none"> <li>• Conflicting priorities</li> </ul>
Meeting or missing performance targets, excitement or worry, feelings evoked, frustrating, best or worst moments	<ul style="list-style-type: none"> <li>• Performance anxiety and difficulties of being a manager</li> </ul>
Criteria for successful performance in a role, meaning of success, importance attached by manager, coaching and successful job performance, validating measures to assess perceptions of own job performance	<ul style="list-style-type: none"> <li>• Measuring successful performance</li> </ul>
High performance culture, link with successful job performance, culture fit	<ul style="list-style-type: none"> <li>• High performance culture</li> </ul>
What does it take to be a manager (competencies), what must be prioritised, what works or is considered as applied competencies; do these improve or worsen work life? Overall suggestions provided as well.	<ul style="list-style-type: none"> <li>• Managerial competencies</li> </ul>

*Researcher's own work (2013)*

## 4.2 The real work life encounters shared by the research participants

This theme consists of a number of sub-themes which emerged from the interviews, namely: roles and responsibilities, career journey, challenges, role fit, coaching considered and interventions considered. The sub-themes are discussed as follows:

### 4.2.1 Roles and Responsibilities

Based on the information gathered during the process of the research interviews and field notes from interacting with the research participants, table 8 represent a summary of the roles and responsibilities linked to the type and nature of the work done by the fifteen research participants.

**Table 8: Summary of roles and responsibilities of research participants**

Roles and Responsibilities	Manager: Coached	Manager: coached manager	Manager: Manager not coached	Manager: not coached	TOTALS:
Combined managerial and technical role	0	1	2	5	8
Combined operational and strategic responsibilities	1	2	2	2	7
Exposure to leadership interface	2	0	1	0	3
Managing a group of employees	1	2	2	0	5
Specialist and transitional role	1	1	0	2	4
TOTALS:	5	6	7	9	27

*Researcher's own work (2013)*

The majority of managers who are not coached indicated that part of their work requires a perfect role fit between their managerial and technical role to ensure alignment of behavioural expectations and performance culture.

There is no significant difference between the views expressed by managers who are not coached, as well as the managers managing both the managers that are coached and those not coached in terms of the scope of responsibilities and taking accountability for business decisions.

The majority of managers who are coached indicated that they have access to top management.

## **4.2.2 Career Journey**

### **4.2.2.1 Aspirations to grow**

The majority of research participants not coached indicated that their personal drive pushed them in terms of where the respondent is today.

*P 3: Manager not coached - Born out of a need to do something bigger than what I was currently doing. In my previous position, I've been there for 7-8 years. It was becoming too monotonous for me, doing the same thing all the time.*

### **4.2.2.2 Experience in multiple industries & roles**

The majority of research participants who are not coached came across with accumulated work experience in different roles and industries, which was helpful as part of preparation to the current role. In other words, they were able to tap into their background experience accumulated in their career journey in order to adjust to their new role.

*P 10: Manager not coached - Well I think the environment that I came from allowed me enough of a backbone... [Laughs]... to find my way around things, but it was basically just observing what is taking place versus what needs to be in place, and seeing how you can match the two together, and of course I think also what I then challenged the environment, to do is to define the short-term priorities, medium term, long-term, and be able to then focus on specific ones depending on their priority.*

*P 7: Manager not coached - I started in the mines where I handled, that is where my training was, so as a Metallurgist-in-Training, a Senior Plant Metallurgist and then as a Process Engineer which was starting in the managerial role.*

## **4.2.3 Challenges**

The following insights have been identified as some of the greatest challenges experienced by managers who participated in the research process, including those who are newly promoted or have moved between roles, namely:

#### **4.2.3.1 Adjustment challenges**

It was interesting to find that the majority of managers who are coached experienced work adjustment challenges greater than those managers who have not been coached and this can be attributed to the triggers for these group of managers undertaking coaching. This suggests that managers taking up new responsibilities need to be prepared to face a make-or-break scenario which comes with their roles accordingly.

P 4: Manager: manager coached - *What made it more challenging was that people who were my peers were now my subordinates. So changing from, from a peer to a manager, changing from a specialist to a manager, it was quite daunting because I was not sure how to behave, what other things that you must do, you know, if you are looking after people.*

#### **4.2.3.2 Creating a functional team**

It was also interesting that the majority of managers who are managing managers who are coached indicated that these managers had to spend time creating a functional team and this can be attributed as another reason for this group of managers to undertake coaching. Therefore, managers should find a way to propel and move the team forward in order to achieve their goals, as well as getting buy-in from all and sundry.

P11: Manager: manager coached - *One of the greatest challenge is if you are managing professionals like in this case which is people who are highly qualified, they are specialised in their field, you become too trusting to say that things will happen but then you realise later that it's not the way. You still need to sometimes apply things that you used for lower skilled personnel, so you still need to do follow-ups, follow-throughs, and then have regular feedback sessions with them, provide guidance where required and then also lead from the front in certain cases where a person cannot do or be exemplary and then show him the way. Sometimes you have to do other people's work.*

### **4.2.4 Role Fit**

#### **4.2.4.1 Natural progression within the system**

The majority of managers managing managers who are coached seemed to have made more natural progression into their current roles. The indication is that this group of managers have fewer challenges fitting into their new roles, including the few managers that are coached.

P11: Manager: manager coached - *She's been here for approximately let's say ten years, in the organisation but she's worked her way up gradually to where she is, I think when I first saw her she was working for another area but still hard working. And then later on...oh as a project manager at that time, and then later on she was then appointed in a senior project manager role and then she still displayed that work ethic that you would want.*

#### **4.2.4.2 Matching the new skills in the work set-up**

The majority of managers of managers who are not coached believe this group does not have challenges fitting into their new roles. The type of operating environment post coaching is considered to be important for managers to be able to match the requisite skills into the work set-up.

P 9: Manager: manager coached - *The challenge is how probably other people around you start... they've got to accept the change that you have gone through as a manager. But also those things it is not just about the change because you have gone through something, it is the change because of how you... the behavioural changes that come out after the training. So those behavioural changes now are going to determine how people respond to the new role, to the new skills that you have gained and all that, because you have got to show that something has changed it has got to be seen. And also for your superiors, they have got to see that okay this person has gone through this training and it is showing now in the way that they are carrying out their duties and all that.*

#### **4.2.5 Coaching Considered?**

##### **4.2.5.1 Ad hoc coaching process followed**

The majority of the managers managing other managers who are not coached indicated that they follow informal coaching processes in their work. Therefore, they respond to coaching moments within the scope of their studies or work as part of in-house coaching and for purposes of managing performance.

P12: Manager: manager coached - *I have not considered it but I have had help or in a form of informal coaching. I would call it, because the manager that I am reporting to or the executive is supportive and I am able to talk to him about a lot of things. So I would not say, I would call it informal coaching because we do not have a particular agreement in terms of what we are doing, but he does offer me that kind of support that I need.*

#### **4.2.5.2 Recommended by the direct manager**

The majority of managers who received coaching indicated that coaching was recommended by the direct manager.

P 6: Manager coached - *Actually it was something my CEO suggested, because we have a quite strong culture of coaching in the business, so it is something that we do not frown upon and it is not something that is, you use as a crutch or a remedy for a crisis, it is something that we use across all of our teams from very early stages, so even from our middle management teams and junior managers where it is more about self-discovery, to senior management where it is a bit of a different, where it is you know, it is different needs.*

#### **4.2.6 Interventions Considered**

##### **4.2.6.1 Information sharing and exchange of ideas, inner strength and intuition**

The majority of managers who are managing coached managers reported to be using other options available to them as a way of dealing with work challenges and creating a support mechanism from time to time.

P14: Manager: manager coached - *Look, the interventions generally are open communication and frank discussions. I guess in my case I'm lucky in that I'm dealing with people who are matured, some of them even older than me, age wise nè! So they are matured people and they appreciate frank talk "you see" and an open line of communication, so I guess that is the major, major intervention and perhaps the most important.*

### **4.3 The perceptions around coaching and its future role**

This theme consists of a number of sub-themes which emerged from the interviews, namely: understanding coaching, distinction between business and executive coaching, coaching value, coaching benefits, future role of coaching, managing someone coached and managing someone not coached. The sub-themes are discussed as follows:



### **4.3.1 Understanding Coaching**

#### **4.3.1.1 Focused dialogue and client centred**

The majority of managers who received coaching indicated that the client's goals inform the agenda.

P 4: Manager: coached manager - *I think coaching is a conversation where someone who is trained to deal with issues related to people and people in the work environment, is there to assist you wherever you are having challenges.*

#### **4.3.1.2 Receiving professional support for growth purposes**

The majority of managers who did not receive coaching indicated that the elements of mentoring are embedded in coaching as a way to enhance people's capabilities.

P12: Manager not coached - *The person will have their own plans of where they want to go but they need somebody to guide them and maybe make them accountable in terms of whatever plans they have.*

### **4.3.2 Distinction between business and executive coaching**

#### **4.3.2.1 Business coaching is concerned with aligning self to fulfil the organisation's expectations**

The majority of managers who did not receive coaching indicated that business coaching is directed at the bottom line.

P 8: Manager: not coached - *For me business coaching has to do with guiding, assisting individuals to see the journey that the organisation is taking, and the possible destination, or being guided towards that destination.*

#### **4.3.2.2 Executive coaching is concerned with softer skills**

There is not much difference in the views expressed by managers who received coaching and those managers who did not receive coaching when it comes to the view that executive coaching is more people orientated.

P 6: Manager coached - *Executive for me it is more about managing people, managing upwards and a lot of it is identifying where your, where you draw your energy from and how you better use that in the organisation.*

P 8: Manager: not coached - *Executive coaching is more than that. It goes to an extend of dealing with an individual to go to the intrapersonal issues, the interpersonal issues and the global issues, so that that person, I would assume that that individual is at a very senior level because those people they influence the business or people below them through their actions, verbal or otherwise, overt or covert.*

### **4.3.3 Coaching value**

#### **4.3.3.1 Return on expectations and investment**

The majority of managers who have not been coached and interestingly, the managers who are managing the managers who have been coached seem to believe it is possible to realize return on expectations and investment through coaching.

P17: Manager: managers not coached - *I think, you know, sometimes there are certain things that one would say, you know, this costs so much and that costs so much and that costs so much, but some things are priceless. Getting good advice is priceless and getting good advice you cannot, you cannot get it in a textbook and you cannot Google it anywhere. It is that tacit knowledge in most instances that one can acquire from a coach that... that... you know, is certainly good value for money.*

#### **4.3.3.2 Validates thought processes around self and feedback from others**

The majority of managers coached indicated that through coaching, it is possible to experience change in behaviour and thinking.

P 4: Manager coached - *The mind shift that I needed was done through coaching.*

#### **4.3.3.3 Plotting a matrix with specific measurable indicators can be helpful**

There seem to be a significant difference between the views expressed by the managers who received coaching and those who did not receive coaching, as well as the managers managing any of the managers in these two groups. There is consensus that using three

broad categories ranging from before, during and after coaching can help measure behaviours or performance in a way that contributes towards realizing the coaching value.

P 6: Manager coached - *So I guess one of the things that we do here is look at where the person was when they started coaching and look at where the person is when they have finished coaching and understand how they have made a difference and moved in their careers and in their lives. And whether that is, you know some, one of the things for me is also what coaching brings. I think it is personal, not just success in the workplace but success in a person's life as well, so it is allowing the person to be better equipped to deal with all types of situations and all types of manner.*

#### **4.3.4 Coaching Benefits**

##### **4.3.4.1 Develop a better perspective around critical issues**

The majority of managers that are coached believe that coaching provides enhanced capabilities to positively digest difficulties presented in the work space.

P 5: Manager coached - *What coaching allowed me to experience, was almost to sit outside of myself, so I think it helped me mature and it was the major thing that I got out of it. Previously I would quite often find that I would take a lot of things very personally. What coaching helped me understand was that there was a role that I was expected to fulfil and that role is what is, you know, when people are frustrated or when there is, you know, feedback that might be critical, negative feedback that is coming back, it is about a role, it is not a personal thing.*

##### **4.3.4.2 Ability to have guided dialogue**

The majority of managers that are coached believe that coaching can help managers not to be overwhelmed by complexities.

P 5: Manager coached - *Well coaching can help you, can help you have those constructive conversations because if you have got multiple competing priorities coming through from multiple different angles and it is impossible to achieve all of them, then a good coach can help you learn how to have that critical conversation with someone where you can say no and rather than have an incredibly negative discussion where you are saying you are unable to do it, and then that person sees you as ineffective or something like that, you can actually have a more constructive discussion where you renegotiate the parameters.*

### **4.3.5 Future role of coaching**

#### **4.3.5.1 Provides a fresh outlook around things**

The majority of managers who are not coached believe that coaching can open up windows to see things differently.

P 8: Manager not coached - *I am sitting here, I am saying I could have been much, much better, "better", I do not want to qualify it, it could be lateral, it could be vertical.*

#### **4.3.5.2 Contribute towards personal and professional growth**

The majority of managers who are not coached indicated that coaching can help managers with their aspects of life to be integrated to become better individuals holistically.

P12: Manager not coached - *I think I have got a lot of things happening in my life now and I have sort of, I am sort of holding them all together at the same time, I do not have a structure and I feel if I had formal coaching, if I can call it that, I would have a structure and have somebody to put deadlines to those, to those goals that I want to achieve.*

### **4.3.6 Managing Someone Coached**

#### **4.3.6.1 There is a need to vary leadership style**

There is consensus from the majority of managers who are managing managers that are coached, indicating that flexibility is needed when managing managers who have received coaching as opposed to adopting a one size-fits-all management approach.

P 9: Manager coached - *I think maybe the experience would be the change in the manner in which somebody...I'd say the before effects obviously you identify those problems that someone has, then afterwards now somebody's attitude and mentality has changed and their approach towards other individuals and towards yourself probably has changed, but also I'm thinking maybe at times the problem would come that you as the manager now fail to probably relate to this person because they are acting now as a mentor or as a coach, whereas you are supposed to be carrying out that role yourself to this individual, so I think the challenge for us maybe as managers is just to be able to adapt to see that look as much as people are below you they are also going through development, at times the development is faster than yours, you'd find that they are now at a level that is higher than what you would expect so their approach towards you will be different because of that.*

### **4.3.7 Managing Someone Not Coached**

#### **4.3.7.1 Managers who are not coached are likely to encounter role transition challenges**

The majority of managers managing managers that have not been coached have indicated that the level of role preparedness from managers who have not been coached is at times inadequate.

*P17: Manager: manager not coached - So in terms of coping, yes, I do not think it was an easy transition for her and I also think every day is a learning experience and I can certainly, and I can certainly recommend that, that coaching would be ideal for her. She often comes to me for advice, but it is sometimes difficult for me to give her objective advice because at the end of the day I need the job done, so I am always cognisant of the advice that I give her because whether she is able to manage her staff well or not, when the day is over the work needs to be done. So to have, to have a coach that is more objective and is neutral and is outside of, outside of her functional area would certainly be of great benefit to her, ja.*

## **4.4 Motivation and environmental fit**

This theme consists of a number of sub-themes which emerged from the interviews, namely: motivation, link between motivation and environmental fit, as well as favourite aspects. The sub-themes are discussed as follows:

### **4.4.1 Motivation**

#### **4.4.1.1 Desire to overcome obstacles and take advantage of available opportunities**

The majority of managers who have been coached have indicated that they are eager to be constantly stretched and looking for the next challenge.

*P 5: Manager coached - My biggest motivation has been to having taken on this organisation five years ago. It was a chaotic shambolic organisation. To take it from chaos to a really quite smoothly running machine, has been the big motivation, so now the thing to do is to find myself the next*

*challenge. Having got it working nicely it is now to the next phase of how do we, you know, what will motivate me to the same extent.*

#### **4.4.1.2 Extrinsic and intrinsic value associated with work**

The majority of managers who have not been coached have indicated that they find motivation from internal and external drivers such as looking forward to their work, influencing work processes and making a difference in their work.

*P12: Manager: not coached - The motivation, it helps, it helps because you wake up in the morning wanting to come to the office, you wake up knowing that there is something that you need to do, you are busy and I like that. And I like being able to make the change because I think what this role has given me is a platform to make certain changes, so you are seeing what you are adding to the organisation.*

#### **4.4.2 Link between motivation and environmental fit**

##### **4.4.2.1 Strong psychological contract**

There seem to be no significant difference between the views expressed by managers who are coached and those that are not coached when it comes to the high level of job satisfaction brought by their roles.

*P 4: Manager coached - I have been blessed with a lot of things mostly as a result of being gainfully employed, personally and professionally.*

#### **4.4.3 Favourite aspects**

##### **4.4.3.1 Tangible achievements trigger self-fulfilment**

The majority of managers who are not coached have indicated that they or the managers reporting to them like the high job satisfaction associated with their roles.

*P 7: Manager: not coached - Solving the complex problem.*

#### **4.4.3.2 Information access and interaction with the top management**

The majority of managers who are not coached have indicated that they enjoy the sense of self-worth that comes with the work and the opportunity to view things through different lenses.

P 8: Manager: not coached - *Now I have got an opportunity to know what is being planned, what is happening in the organisation, unlike when I was told to get feedback that wasn't useful, this is what has happened or this is what is supposed to happen.*

### **4.5 The role of politics in the workplace**

This theme consists of the sub-theme which emerged from the interviews, namely: political dynamics. The sub-theme is discussed as follows:

#### **4.5.1 Political dynamics**

##### **4.5.1.1 Politics come in varied degrees and cannot be avoided**

Although workplace politics is not the central focus of this study, it is interesting that an overwhelming majority of managers that are not coached have indicated that politics in the workplace does exist and present itself in different forms.

P 7: Manager: not coached - *I think they will always be there, you cannot get rid of them. Wherever there are people who have their own personal interest, who have their own fears, you are bound to actually get politics.*

##### **4.5.1.2 Navigation and empowerment around politics is necessary**

There is no significant difference between the views expressed by managers who are coached and managers that are not coached in terms of emphasizing that increased awareness and capability to work around politics is essential.

P 6: Manager coached - *I think one of the things that coaching has done for me is, allowed me to see the bigger picture. You know, any company is comprised of many turning cogs and you are just yet another cog in the system, but when you see it from a kind of a more bird's eye view, from a wider angle, you realise what is actually really important or what is not important and which are the*

*important fights and which ones are not. And I think when you have self awareness you become a little bit more open to understanding, that although politics exist it is actually a majority of the time not about you, it is about that person and their desires and their needs and their motivations. So I think coaching is an incredibly powerful tool to unlock peoples' potential and unlock peoples' ability to see that bigger picture, to understand you know, building an ivory tower or a territory is not necessarily the best way forward for both the organisation, but you as an individual too.*

## **4.6 The role of networking and affiliations in a manager's work life**

This theme consists of the sub-theme which emerged from the interviews, namely: perceptions around networking and affiliations. The sub-themes are discussed as follows:

### **4.6.1 Perceptions around networks and affiliations**

#### **4.6.1.1 Make or break individuals**

There is no difference between the views expressed by managers who have been coached and those managers that have not received coaching, based on the indication by the managers managing managers who are not coached that networks and affiliations depend on the interests to be served.

P13: Manager: manager not coached - *It is important just to be in the right, in the right focus groups or the right networking areas because why I say that, from a personal experience is that I have lost too much financially in the business, my own personal businesses to know that things can go very wrong very quickly.*

#### **4.6.1.2 Increased connectedness and relations means more professional support**

There is no significant difference in opinion between managers who have been coached and those managers that have not received coaching when it comes to believing that networks and affiliations can bring mutual benefits for the individual and the organisation.

P 5: Manager: coached - *Those who have established their networks internally and externally the most effectively, are the ones who are going to be able to make the greatest successes. It is very important to understand who can help you and how can you help them, but that is not just about external*



*networking. You know, in a large complex organisation it is also about internal networking. You have to know who you can call on to get certain things done. So as I have mentioned earlier, in a high performance culture that execution is important. If you do not know who the right people to talk to are to get a complex operation off the ground, then you are the very least going to increase the time taken to get it done and at the very worst, probably setting yourself up for failure.*

## **4.7 The significance of resources as enablers for successful job performance**

This theme consists of the sub-theme which emerged from the interviews, namely: resource constraints. The sub-theme is discussed as follows:

### **4.7.1 Resource constraints**

#### **4.7.1.1 Deprivation means less impact on the bottom line**

There is no significant difference between the views expressed by managers that are coached and those who are not coached, who indicated that efficiencies are reduced in the absence of adequate resources.

*P12: Manager: not coached - The difficulties worsen the role if those things are not in place, but if you have the necessary support then it improves the role.*

#### **4.7.1.2 Resources significantly serve as tools of trade**

The majority of managers that are not coached indicated that resources significantly serve as enablers to get work done.

*P 3: Manager: not coached - Considering the age in which we are operating, the first one will be a laptop, and that laptop needs to be connected to the internet to do research and that kind of thing, cell phone for social networking and of course transport to move easily from point to point.*

## **4.8 Conflicting priorities to be overcome by newly promoted managers and others**

This theme consists of a number of sub-themes which emerged from the interviews, namely: work priorities, combined priorities and handling deadlines in order to improve on the work situation. The sub-themes are discussed as follows:

### **4.8.1 Work Priorities**

#### **4.8.1.1 Need positive energy to have a grip on everything**

The majority of managers who are coached indicated that it is important to get the focus and energy right in order to handle all work priorities.

P 6: Manager: coached - *I really enjoy the pressure and the environment, so I was doing my Masters and doing a GM role and while running loads of half marathons at the same time, so ja I know, I tend to function better when there is loads of stuff going on. [Laughs].*

#### **4.8.1.2 Ranking of priorities**

The majority of managers who are not coached indicated that there is always an opportunity to weigh the significance of tasks depending on the level of impact to the organisation, in order to prioritize when and how much attention can be allocated to each task.

P10: Manager: not coached - *Basically it is really just trying to reallocate the priority status of all of them. Because, yes, if it comes from five people they all want it urgently, however I look at the resources I have, I look at the time I have, I look at the time that those goals need to be achieved by, and then you will just have to re-prioritise and advise where perhaps additional help is required.*

### **4.8.2 Combined Priorities**

#### **4.8.2.1 Over stretched but still need to be productive**

The majority of managers who are not coached have indicated that regardless of the circumstances, managers have to respond to role demands and still deliver the results.

P 7: Manager: not coached - *You need to put in the hours man, and get your hands dirty to be able to deliver what needs to be delivered. I think there is no other way. If the resources are limited you need to get in there and then surely do it. And unfortunately I have been in roles whereby one can sit and do things themselves without being too reliant on the next person, so even that person is doing it but you know exactly what you want out of it.*

#### **4.8.3 Handling deadlines in order to improve on the work situation**

##### **4.8.3.1 Overcoming set-backs spilling into own work**

The majority of managers that are not coached indicated that managers should be operating on high alert to cope with the role demands.

P 7: Manager: not coached - *You need to put in the hours man, and get your hands dirty to be able to deliver what needs to be delivered. I think there is no other way.*

##### **4.8.3.2 Better planning and preparation**

There is no significant difference between the views expressed by the managers who are coached and those that are not coached in as far as the need for a structured approach to work.

P 4: Manager coached - *Ensure that the processes and information that is required are ready and waiting.*

##### **4.8.3.3 Follow a systematic approach to fulfil work obligations**

The majority of managers that are not coached indicated that resolving challenges in the workflow processes is an important factor in a manager's role.

P 3: Manager: not coached - *I find that doing my work in incremental steps helps me to maximize my work eventually because at the end of the day you don't have too much if you've been doing it in incremental steps.*

## **4.9 Encounters which trigger performance anxiety**

This theme consists of a number of sub-themes which emerged from the interviews, namely: what happens when performance targets are met or missed and best or worst moments. The sub-themes are discussed as follows:

### **4.9.1 What happens when performance targets are met or missed?**

#### **4.9.1.1 Feeling inspired and joyous moments come every time targets are met**

There is no difference in terms of the views expressed by both the managers that are coached and the managers not coached with regards to 'feel good' moments triggered by meeting their targets, which is a strong indicator around alignment between individual and organisational goals.

*P 7: Manager not coached - What is most exciting is solving the complex problems which are not straightforward.*

#### **4.9.1.2 Missing targets brings unsettled feelings**

The majority of managers who are not coached indicated that missing targets almost feels like their integrity has been undermined.

*P 7: Manager: not coached - No, I am not a fan of falling short of my performance targets, not at all man, it is... I look at it as a reflection of my professional capability, so it never sits well. Ja, it never sits well with me, so I do not look forward to it at all.*

#### **4.9.1.3 Reflection done when targets are not met to mitigate against such occurrences**

The majority of managers who are not coached believe that the ability to learn from mistakes is vital.

*P10: Manager: not coached - That is, not meeting it, yes, as much as that has an emotional or psychological impact, but is also an opportunity to then determine the root cause of why something has gone wrong.*

## **4.9.2 Best or Worst Moments**

### **4.9.2.1 Frustration depends on your world's view and perspective**

There is no difference between the views expressed by the managers who have been coached and those that have not been coached. Both of them have indicated that taking the context into consideration is important when confronted by work demands.

P 6: Manager: coached - *So I think it depends on how you look at it and how you decide to look at it. I think the thing that frustrates me personally is because you work on such a fast changing and fast paced, you know very action orientated, very results orientated environment, when we work with other companies or group companies and not everybody has the same mentality or the same attitude or the same culture, I find it quite frustrating having to bring people with you and drag them along.*

### **4.9.2.2 Outputs affected by specific inputs from business partners and customers**

The majority of managers who received coaching have indicated that part of the value chain associated with their role can only be as strong as the weakest link, which can at times be affected by inputs from colleagues.

P 5: Manager: coached - *The most frustrating part of the role can be when having a huge reliance on a third party that I do not have any control over. You can quite often feel that the energy is all on your side and there is no energy on the other side. That is frustrating.*

### **4.9.2.3 Signs of resistance and adjusting to role demands**

The majority of managers that are not coached have reported some encounters of not receiving support from co-workers while remaining eager to succeed in their roles.

P10: Manager: not coached - *What has frustrated me is that initial entrance into the role and seeing that some things were not really defined, it was more of a space, "No, we will see where you fit, just go in". [Laughs]. But even with that it still allowed me an opportunity to basically define what I can contribute.*

## **4.10 Measuring successful performance**

This theme consists of a number of sub-themes which emerged from the interviews, namely: performance criteria, success in a job (means), importance of success attached by managers, coaching and successful job performance. The sub-themes are discussed as follows:

### **4.10.1 Performance Criteria**

#### **4.10.1.1 Balancing politics and work outputs**

The majority of managers who are not coached have indicated that this aspect is important for creating the space to deliver quality work.

P 7: Manager: not coached - *It is navigating, the first thing is navigating politics. It is my job to navigate politics.*

P 7: Manager: not coached - *The second one is finding working solutions to the challenges and implementing them.*

#### **4.10.1.2 Fulfilling job requirements**

The majority of managers who are not coached, as well as managers managing managers that are coached have indicated that this aspect is important for assessing if managers are measuring up to the performance standards outlined in the performance contract and job profile.

P 8: Manager: not coached - *For me it serves as a compass or a GPS to say these are the things that needs to be done, this is the direction you are going, measure yourself all the time, you know.*

P 9: Manager: coached manager - *Criteria for successful job performance - I think for me it starts with obviously having your key performance areas, creating some indicators of how, what is expected out of this role and then obviously doing periodic reviews on those specific items.*

#### **4.10.1.3 Mind-shift to ensure team effort aligned to same goal**

The majority of managers not coached as well as the managers managing this group have considered this aspect very important to managers in order to ensure that everybody in their team is able to focus their energies towards the same vision.

P15: Manager: manager not coached - *The individual or the manager must have a sense of where they fit in in terms of the bigger picture and linking onto that is to know that what is the impact of my non-performance, what are the consequences of it on the broader team, on my team firstly and then on the broader team. So in terms of you know, driving that high performance culture, it is to create that awareness in people's, you know in the person's mind, is to say that you know what the impact of your efforts are, whether it is good or bad you need to know and then you know, that awareness should you know, cumulatively it should drive that high performance culture.*

#### **4.10.1.4 Sense of value added and propelling the organisation to new frontiers**

Although this aspect was quoted five times by the same respondents, only four respondents have indicated that this aspect is important for providing the organisation with a complete sense of return on expectations.

P 6: Manager: coached - *I think we, you know we are a high performance culture and if you do not meet your objectives and if you do not succeed, you are here to make a difference, you are here to succeed. You are not here just to coast along and come for a free ride. So if you do not succeed you, ja, I do not think you have a future in the business.*

#### **4.10.2 Success in a job (means)**

##### **4.10.2.1 Accountable for business results**

The majority of managers not coached, as well as managers managing managers who are coached and not coached have indicated that being successful means managers must be mindful of the good and the bad that comes with results produced.

P11: Manager: manager coached - *You need to constantly achieve the results that are required [and] even go beyond that, so results being, if you've put a budget, you need to be able to spend it the way it is. If you're given a project, make sure that it's successfully done so that it doesn't become a "come*

*back". And then if you're having a team, your people shouldn't run away from you, like everybody resigning from your area, so you need to keep the team intact, and then satisfaction of the client or the customer.*

#### **4.10.2.2 Understanding and working towards achieving the organisation's mandate**

It is interesting to note that managers managing managers who are not coached indicated that an important part of the manager's job is delivering tangible outputs in their roles and for the organisation.

*P15: Manager: manager not coached - You know, you do not expect things to go smoothly all the time, but what success means for me as a manager is that my team is operating optimally, we are adding value to the business, we are adding value to you know, employees, to the lives of employees and we are really achieving our, achieving and/or exceeding our agreed, you know the outputs that have been agreed for us, so that is what success means to me as a manager.*

#### **4.10.2.3 Well-rounded in managing people and functional area**

The majority of managers not coached and interestingly, managers managing managers who are coached have indicated that it is important for managers to possess these qualities in order to lead and support their team.

*P10: Manager: not coached - It is two ways, it is, yes, I would call it technical aspects, and also the people aspect, maintaining a balance and achieving on those two fronts.*

### **4.10.3 Importance of success attached by managers**

#### **4.10.3.1 Success has a cumulative effect**

The majority of managers who are not coached have indicated that success serves as a build up to their manager or organisation's scorecard, with a cascading effect.

*P 8: Manager: not coached - It is, because my success gives him a foundation for his own success.*



#### **4.10.3.2 Increased trust and confidence in one's capabilities**

The majority of managers who are coached have indicated that managers consider their level of success to bring increased reliability to meet their superior or manager's expectations.

P 4: Manager: coached - *I think it creates a certain level of comfort to know that according to the calendar things will happen as they should and that when they do happen there will be less, less errors than I recorded successes, if I can say that.*

#### **4.10.4 Coaching and successful job performance**

##### **4.10.4.1 The benefits or consequences have a ripple effect**

There is no significant difference between the views expressed by managers coached and not coached, in as far as understanding that the weakest link can make the business suffer tremendously or, the strongest link can make the business excel beyond measure.

P 5: Manager: coached - *The CEO, you know, he sets the strategic direction of the business, so if, and my team is the execution arm of the business, so his success and my success are entirely reliant on each other. So you know, there is no more importance that I can give it. If my team is not successful the business is not successful, if my team is successful the business is successful.*

##### **4.10.4.2 Ensures alignment of performance expectations**

The majority of managers who are not coached indicated that the impact is on the bottom line in order to make a difference and creating value for the organisation.

P 8: Manager: not coached - *Ja, that elastic band, you stretch it, if it does not come back to shape then it means it was overstretched, you see, but until you have lost that shape you can still be stretched and that is where your coaching comes in, to check what other volts of strength do you have to move beyond what you can do.*

##### **4.10.4.3 Combined self-reflection and feedback**

The majority of managers managing managers who are not coached have indicated that having objective measures is helpful in identifying one's blind spots, especially from the perspective of validating measures to assess perceptions of own job performance.

P17: Manager: not coached - *Oh, that I think comes down to these blind spots, you know, the things that, what do they call it? A Johari's Window.*

#### **4.10.4.4 Gap analysis to inform action plan**

There is no significant difference between the views by managers not coached, as well as managers managing managers not coached and the managers who have been coached. The groups have indicated that perceptions of own performance can be addressed through a response plan to monitor improvements overtime.

P 9: Manager: manager coached - *The improvement really must come out of the measurable performance indicators that you would have set at the beginning, and probably those are key but obviously there's other things that come into it as well, like I mean, inter-relational issues and all that, because I think at that level when you go through coaching those are considered as some of the key items.)*

### **4.11 High Performance Culture**

This theme consists of a number of sub-themes which emerged from the interviews, namely: individual and organisational match, link between high performance culture and successful job performance, fitting into high performance culture. The sub-themes are discussed as follows:

#### **4.11.1 Individual and organisational match**

##### **4.11.1.1 Environment suitable to stretch employee's capabilities to realize greater heights**

The majority of managers who have not been coached indicated that the manager's skills should be used optimally to benefit the organisation.

P 3: Manager: not coached - *A situation or platform where one is enabled or empowered to perform out of the ordinary, out of the norm.*

#### **4.11.1.2 Fit-for-purpose attitude and desire to excel**

The majority of managers who have not been coached indicated that high performance culture is alive when the alignment between individual and organisational goals is evident.

*P10: Manager: not coached - If you do not have for example, competency but you have the right attitude, you sometimes might not really fulfil the goals, or if you do not have goals then you do not have anything to measure it on.*

#### **4.11.1.3 Some employees just do enough to meet performance standards**

The majority of managers who have been coached indicated that it is necessary to set stretch targets for managers and their employees in order to optimize on the potential gains to benefit the organisation. Employees are wired differently and therefore, not everyone fits into the high performance culture.

*P 4: Manager: coached - Some people prefer to do the bare minimum or do what they need to do and go home, some people go the extra mile and those are the ones that maybe get recognised unfortunately because it has become entrenched in their behaviour so people expect nothing less from them. So there is such a thing as a high performance culture, you see it all the time, some people perform, others do not.*

### **4.11.2 Link between High Performance Culture and Successful Job Performance**

#### **4.11.2.1 Everyone identifies with the corporate culture**

The majority of managers who are not coached have indicated that managers should recognize the value attached to every single effort made by employees to fulfill their roles. This is an interesting observation since the expectation is that those managers that are coached should identify more with this aspect. However, the unexpected outcome can be linked to the following factors, namely: the number of research participants who are coached and what drives each one of them in taking a managerial position.

P 7: Manager: not coached - *Because job performance would be about meeting the defined key performance indicators, but then high performance in culture, high performance culture would be about I am meeting them and exceeding those particular (Key Performance Indicators) KPIs, so I am probably sitting beyond my stretches or I achieved my stretch all of like a pass. That is personal, so it is the ideal state of your performance.*

#### **4.11.2.2 Translate attitude into excellence**

There is no significant difference between the views expressed by the managers who are coached and those that are not coached when it comes to the need for managers to ensure that employees become more resourceful in line with the high performance culture.

P 6: Manager: coached - *Successful job performance is a well-functioning team and motivated people and people with the right attitude, and to me that is all about the culture and you can have the most skills and the most smartest person, but in the wrong culture they are not going to perform. So for me the two of them, as I said they are intrinsically linked.*

#### **4.11.3 Fitting into High Performance Culture**

##### **4.11.3.1 Values must be real and be central to the life of the organisation**

There is no significant difference between the views expressed by the managers who are coached and those that are not coached in as far as indicating that values must influence the organisational goals and guide the daily activities of the managers and their employees.

P12: Manager: not coached - *Well, I believe I do fit in, I believe I perform highly, if I can say so. For me it is not only about doing what you are supposed to be doing, but adding value into the organisation. I think I had a conversation with a colleague this morning about that exactly, that when we leave an organisation we need to be able to say I have added this to an organisation, I have put in this. So for me that high performance I link it with adding some kind of value to the organisation.*

##### **4.11.3.2 Less preparation time in the role but expected to excel immediately**

The majority of managers who are not coached have indicated that alignment between the manager as an individual and the work environment is necessary.

P 3: Manager: not coached - *I have been thrown in the deep end whereby it is out of my comfort zone without the right answers and this expands one's knowledge.*

## **4.12 Managerial Competence**

This theme consists of a number of sub-themes which emerged from the interviews, namely: key elements to be demonstrated by managers in their roles, important managerial competence, aspects of managerial competence effectively applied, over all suggestions for managers that are newly promoted or moving between roles. The sub-themes are discussed as follows:

### **4.12.1 Key elements to be demonstrated by managers in their roles**

#### **4.12.1.1 Creating a functional team**

There is no significant difference between the views expressed by managers who are coached and those managers not coached, when it comes to the need to propel and move the team forward in order to achieve their determined goals. The observation also relates to both managers managing the two categories of managers that are coached and not coached.

P 5: Manager coached - *A manager of people by definition, their primary job is to get the most out of other people, so those aspects that enable you to improve the performance of your direct reports or the people who report to them as well, are the most important thing. So how well do you get people to work together, how well do you get people to focus on the most important tasks at hand, how clearly aligned to your objectives are your reports? These are all very important and extracting high performance from people.*

#### **4.12.1.2 Impacting positively on your team**

There is no significant difference between the views expressed by managers who are coached and those managers not coached, in as far the need to empower the team to belief in their capabilities and to utilize their strengths to work towards realizing the objectives of the organisation.

P 9: Manager: manager coached - *Do less of managing and more of leadership because you are managing other managers so I think your role at that moment is to lead these people towards a certain direction or coordinate their activities and all that. So that's why I think leadership is key. I think being able to influence people, being able to probably take them in a certain direction. Behavioural, I think at that level, behavioural trades tend to have an influence on how people react towards you trying to manage them.*

#### **4.12.2 Important managerial competence**

##### **4.12.2.1 Build a common purpose for the team**

The majority of managers that are coached have considered this particular aspect to be important for managers to create synergy between team members, which can minimize derailment of some employees.

P 5: Manager: coached - *Firstly, people working well together as I have mentioned earlier in the question about politics in an organisation, it helps reduce that level of politics and helps get people to understand what each other's objectives are and by understanding what drives each other, I can then start to make sure that you work together in concert to achieve those objectives. That feeds into the second part of what I said, which is where, if people's objective are aligned, then they will pull together in the same direction. If people's objectives are completely misaligned, they will often work against each other without even meaning to.*

##### **4.12.2.2 People Management and Communication**

The majority of managers managing managers who are not coached considered the aspect of people management to be important in order to ensure effective utilisation of employees to achieve a common cause. Similarly, the aspect of communication was considered important by the majority of managers managing managers who are not coached so that managers are able to clarify and share their vision with employees.

P17: Manager: manager not coached - *They have to have people skills. I even sometimes think more than the technical competence they require people skills. If you have good people skills and you are able to manage your people properly, not be a walk in the park and do whatever your staff want, but if you are able to manage your people correctly you will be able to gain that technical knowledge from them. So I certainly think it is probably an overarching, an overarching skill that every manager needs to have, to be able to listen properly to what your people are saying, to be able to anticipate,*

*you should almost be able to see when something is going to go wrong. It should not really come as a surprise, managers should almost have expected that something is going to go a certain way.*

P17: Manager: manager not coached - *The communication and interaction with your staff. I think the management thereafter will fall into place if you are able to communicate better with them. Not everybody wants to be communicated in the same way either, so that is quite important.*

#### **4.12.2.3 Afforded the opportunity to be creative and innovative**

The majority of managers that are not coached emphasized the importance of finding ways to solve problems by managers to ensure that the element of success is nurtured to flourish.

P 3: Manager: not coached - *Enabling environment, that is where I am given latitude to think on my own, to improve things that I can improve on and get recognition for it.*

#### **4.12.2.4 Fixing accountability and responsibility to deliver results**

The majority of managers that are coached have emphasized the importance of fixing accountability and responsibilities for managers to ensure that a line is drawn for the buck to stop at a specific point in terms of setting the tone for achieving performance results.

P 4: Manager: coached - *Leadership is quite important...*

P 4: Manager: coached - *Because you cannot have a ship with no anchor out on the sea with no captain.*

### **4.12.3 Aspects of Managerial Competence Effectively Applied**

#### **4.12.3.1 Tried and tested formula**

There is no significant difference between the views expressed by managers who are coached and those managers not coached, in as far as indicating that they themselves or their direct reports have effectively applied the managerial competence they identified and this has yielded positive results for them. The observation is almost identical in relation to both managers managing the two categories of managers that are coached and not coached.

P 6: Managers: coached - *They have hugely improved, because it unlocks the team and allows them to function on their own without having to come to me for every second decision and you hire people to make the decisions on your behalf. [Laughs]. So you want to make sure that they are equipped to make those decisions and they have the, all the information that they need.*

#### **4.12.4 Overall suggestions for managers that are newly promoted or moving between roles**

##### **4.12.4.1 Create space for learning and growth**

The majority of managers managing managers who are coached and managers who are not coached, together with the managers who are not coached have expressed the desire to see managers being prepared to invest in knowledge and being open to learn from others.

P17: Manager: manager not coached - *You, as a new manager you must, you must make sure that you are continuously learning. You do not want your staff to not want to consult with you because you do not know what is going on.*

##### **4.12.4.2 Create co-existence and cohesion amongst the team members**

The majority of managers who have been coached indicated that it is important for all efforts and energies to be directed towards a common cause and purpose.

P 6: Manager: coached - *I think for me it is making sure you understand your team, understand what is required of you and understand where the business is going and how you fit in, because if you do not have an understanding of how you fit in, you cannot expect your team to understand, have an understanding of how they fit in. And if you are all here for the same goal, then you need to make sure you know what that goal is that you are going and how it needs to be achieved.*

##### **4.12.4.3 Never walk the journey alone**

In this instance, there is no significant difference between the views expressed by all four groups of managers, who emphasized that having a sounding board or ally in the workplace can ease the burden of dealing with role demands.

P 5: Manager: coached - *If someone cannot get proper executive coaching, and they need to identify a mentor, someone they can talk to who has been through a similar experience who they look up to and*



*you know, feel they can trust, find someone that they basically bounce ideas off. When someone is moving from a vocational or a technical role into a role that deals with trying to make people work, it is very important that they understand that the technical side of their, what has taken them to that part of their career is of less relevance now. They need to step away from, you know if they are an accountant they need to step away from a ledger. If they are a software developer, they have to step away from the keyboard and they need to understand that now their job has changed and now they need to lead. And leadership is not about direction, leadership is about getting people to do the job in the most effective way.*

## **5 DISCUSSION**

This chapter focuses on giving further meaning to and exposition of the research findings reported in Chapter 4. The researcher has provided some background information pertinent to this chapter. The research findings are then discussed per theme and compared to the literature, meaning that the research can either confirm the existing literature, extend the current literature or contradict the literature because of something new, therefore, any similarities or differences between the existing literature and the research findings are reported on. The themes discussed were expanded to include aspects which emerged from the research findings, to complement the initial theoretical framework developed by the researcher.

### **5.1 Background information**

This chapter discusses the research findings on the perceptions of the newly promoted managers or those who have moved between roles, based on the aspects considered to be influencing job performance. The discussion aims to share the insights and experiences from these managers on the role of coaching on perceived job performance, as well as the aspects of the managers' behaviour and competencies considered to be important in order to be successful in their jobs.

Some of the research participants withdrew from this study and others were not immediately available to be interviewed due to time constraints. Therefore, only 15 participants were interviewed in this study. The participants were predominantly working at public utilities, media as well as the engineering and gas industries at the time of the research.

The research participants in this study were grouped into four categories as indicated in Table 5 (Chapter 3). In summary, the categories consists of three managers who received coaching, five managers who did not receive coaching and three managers managing

managers who received coaching, as well as four managers managing managers who did not receive coaching.

The following aspects indicating the most significant findings according to the research themes are discussed.

## **5.2 Realities in a manager's journey**

### **5.2.1 *Researcher's explanatory notes***

The central focus of the theme is to reflect on the career journeys as indicated by the research participants, especially their roles and responsibilities. The intention is to provide a precursor to elicit some in-depth understanding of the type of realities some of the research participants encountered in their roles.

### **5.2.2 *Data manifestation from the research findings***

The prevalent information from the research findings revealed the following:

- Personal drive can serve as an inspiration to some managers.
- Access to top management is valued by managers.
- Previous managerial experience is helpful to cope with role demands when moving into a new managerial position or moving between managerial roles.
- Ad hoc coaching processes were followed by managers managing managers not coached, possibly because of not dealing with extreme cases of role adjustment challenges and as a way of managing their teams better.
- The type of environment post coaching is considered important to allow a smooth transition by coachees in order to match the new skills with the existing work set-up.
- Managers can recommend coaching for their direct reports for developmental purposes and to enable their team members to cope better with immediate challenges identified in their current role.

### **5.2.3 Comparison with existing literature**

The majority of managers who are not coached demonstrated the ability to handle transitions between roles better on the basis of having made natural progressions into the current roles. This suggests the need to stretch them and take them out of their comfort zones. Therefore, the findings do not position coaching as a sole mechanism in this regard but provide an extended option for increasing perceived job performance.

Covey (2012) has indicated that during the financial crisis in 2008, many leaders were guilty of many things, including blind overconfidence and seeking personal gains on the basis of positions they held. The author attributes these behaviours to the collapse of some of our trusted institutions. The literature by Covey (2012) becomes relevant in this research study in order to trace whether the research participants understand how their roles and responsibilities can be influenced by coaching.

Based on the leadership pipeline illustrated as Figure 3, it was possible to locate the current managers along the six “passages” in the leadership pipeline of the model put forward by Dotter and Charan. (2001). Since coaching is considered developmental, the leadership pipeline was ideal to measure how far along the participants are across the transition points. Table 9 shows the current positioning across the passages and the transition points for all the research participants, which shows that there is still room to manoeuvre and therefore, all the participants can benefit from coaching. This can be based on the views by Whitaker et al. (2007), that employees who perceive a supportive feedback environment demonstrated higher role clarity and higher performance ratings.

**Table 9: The current positioning and transition points for all the research participants.**

<b>Organisational position</b>	<b>Categorisation in terms of leadership pipeline</b>	<b>Transition point</b>	<b>Number of participants</b>
Chief Technology Officer and General Manager(s), Group Talent Manager, Group Compensation & Information Manager	Group Managers	5	5
Programme Managers, Executive Manager, Process Manager, Head of Chemistry, etc	Business Managers, Functional Managers, Managing Other Managers, Managing Others	4,3,2,1	5
Senior Project Manager, Project Managers, Legal Manager, Waste Treatment Training, as well as Education, Training and Quality Assurance Manager	Functional Managers, Managing Other Managers, Managing Others	3,2,1	5

*Researcher's own work (2013)*

The findings are consistent with the literature in that managers with prior managerial exposure experience fewer challenges in adjusting to their new roles. Therefore, natural progressions appear to ease the pressure from some managers.

It is evident that the post-coaching environment is vital to avoid frustrations and regression of managers coached. The findings revealed that managers not coached follow ad hoc coaching and information sharing, possibly because the need for coaching is not immediate.

#### **5.2.4 Conclusion**

The need for adequate preparation when taking up a new managerial role or moving between managerial roles cannot be underscored enough. Whereas it is vividly clear that

individuals are motivated by different factors to take up managerial positions, the demands placed on the incumbents to deliver results can at times be overwhelming.

## **5.3 The perceptions of coaching and its future role**

### **5.3.1 *Researcher's explanatory notes***

This is intended to gauge how participants perceive the role of coaching in their future work lives, as well as how coaching can contribute to successful job performance. This aspect was factored into the study in order to test and validate whether perceptions held by research participants are based on a reasonable understanding of coaching. Furthermore, an exposition is given on the perceived value and benefits of coaching from the perspective of managers who received coaching and those who did not receive coaching.

### **5.3.2 *Data manifestation from the research findings***

The prevalent information from the research findings revealed the following:

- At a perceptual level, there is a reasonable understanding of coaching by the research participants, with some of the mentoring aspects factored into it.
- The managers who received coaching seemed to have a better grasp of business coaching, with managers not coached coming out stronger in terms of understanding executive coaching. However, the distinction is still not apparent.
- In business coaching, people are empowered to deal with business issues whereas in executive coaching, the approach is not around coaching the issue but the person. This validates the need to combine both business and executive coaching.
- There is a strong belief that coaching has a role in contributing towards successful job performance, with the majority of managers who are yet to receive coaching positioning it as a future need to help them with professional support for growth purposes.

- The majority of managers who received coaching believe that coaching can bring about behavioural changes and thinking paradigms to have a better perspective around critical issues.
- The value of coaching can be realised by using a matrix with specific measurable indicators on a broad scale looking at the manager's behaviour or performance before, during and after coaching.
- There is a need for managers who are managing other managers who have received coaching to apply flexibility to accommodate new skills acquired through coaching instead of applying a one-size-fits-all management approach.

### **5.3.3 Comparison with existing literature**

Considering that the literature review by Feggetter (2007) is based on preliminary research results and outside South Africa, the findings from this research study provide meaningful insights from a South African context. The distinct similarities are visible with regard to the benefits associated with leadership skills and behaviours.

Leedham (2005) advocates a holistic view around evaluating coaching benefits, with specific emphasis on inner benefits, outer benefits and business benefits. The similarities between the literature by Leedham (2005) and the research findings relate to the outer benefits, namely: improved skills and behaviours. The case study by Phillips (2007) focuses on the role of coaching done on top executives outside South Africa. The results revealed the importance of coaching to the extent that it can be recommended to others.

Wenson (2010) makes reference to the quantitative research findings of Ellinger, Ellinger and Keller (2005), which revealed that a supervisor's job performance can improve as a result of coaching, thus suggesting the positive effects of the coaching relationship.

Considering the literature by Covey (2012), which demonstrates that undesirable leadership behaviours can be disastrous to a number of organisations, the need for coaching cannot be emphasized enough. The research survey report by Deloitte Africa Human Capital Trends (2014), has positioned the need for leadership development as an urgent need, with about 35% readiness gap identified at this level. This can be seen to be consistent with the

views expressed by the majority of managers who are yet to receive coaching, in as far as the future need for coaching applies.

Franklin and Doran (2009), as well as Wenson (2010), have acknowledged the increasing evidence supporting the effectiveness of coaching. However, Franklin and Doran (2009), and Theeboom, Beersma and Van Vianen (2013) hold the view that there is a lack of studies demonstrating how the benefits of coaching translate into improvements in job performance and that research on coaching effectiveness is lagging behind.

Considering that research into the South African market is yet to produce empirical evidence supporting the benefits of coaching, the current study can be considered as confirmation of the benefits of coaching in a South African context.

#### **5.3.4 Conclusion**

The value of coaching present some interesting interpretations based on the views from the research participants. The converse to the situation is that some managers find it difficult to identify with the value of coaching unless there is the level of flexibility in terms of the work environment to accommodate behavioural changes from managers that are coached or they have to deal with extreme cases of role adjustment challenges.

### **5.4 Motivation and environment fit**

#### **5.4.1 Researcher's explanatory notes**

This section is intended to explore what drives the managers and to gauge the level of appetite residing in them. The study can help determine whether the contribution towards successful job performance can be affected by compounding issues that make coaching ineffective. For example, taking up a higher position because of the salary package as compared to enjoying spatial features like trees and the building design for the office space can lessen the level of drive by managers.



#### **5.4.2 Data manifestation from the research findings**

It is evident from the research findings that the higher the satisfaction, the higher the perceptions of successful job performance. Therefore, the outcome of the research study cannot be assumed to have been affected by these aspects based on the findings, which indicate that both sets of managers are highly motivated in their roles.

#### **5.4.3 Comparison with existing literature**

The literature study by Ton and Hansen (2001) around employee motivation and environment fit suggest that some level of congruence is needed between the employee's values and interest with their work in order to trigger job satisfaction and job performance. According to Philippe and Vallerand (2008), there is a link between environments that are objectively supportive of autonomy and those that are supportive of self-determined motivation.

Therefore, in order to enhance the employees' motivational and environmental fit, the view expressed by Kombarakaran et al. (2008) is that executives may need coaching to understand their new role with implicit style, rules and expectations. Similarly, Boyatzis (1982) holds the view that the organisational environment makes a contribution in terms of the level of effective job performance by individuals.

Therefore, there is consistent confirmation between the current research study and the existing literature.

#### **5.4.4 Conclusion**

There is a compelling body of knowledge from the research findings and the existing literature in favour of the significance of motivation and environment fit.

## **5.5 The role of politics in the workplace**

### **5.5.1 *Researcher's explanatory notes***

If politics are considered to stand in the way of business, how do they affect managers in fulfilling their roles? Therefore, managers need to be empowered to have the skills to deal with workplace politics.

### **5.5.2 *Data manifestation from the research findings***

Although the focus of the study was not on politics, it was interesting how the research participants put politics across the various dimensions. The prevalent information from the research findings indicated that just like change in any organisation, politics cannot be wished away and therefore, managers should have the capacity to survive in any politically infested environment.

### **5.5.3 *Comparison with existing literature***

Based on the respondent's views on politics, especially that there are desirable and undesirable politics, the issue of politics can be located within the scope of diversity in terms of freedom of association. According to Polzer, Milton and Swann (2002), group members can differ in functional specialization and demographic or cultural identity. Furthermore, the advantages associated with group differences range from the ability to solicit varied ideas, skills and knowledge to get the work done and solve problems, as well as get a balanced perspective around issues.

The positive effect associated with group membership, identified by Swann et al. (2014), is that it provides a platform for varied ideas, perspectives, knowledge and skills which makes it possible to solve problems and get some work done. Similarly, London and Sessa (2007) believe there are benefits linked to group association since each member of a group brings different knowledge and expertise.

Buchanan (2008) has presented an argument which positions politics as useful. It is therefore evident that the findings of the current study confirm the existing literature,

drawing attention to the need for raising the level of awareness of politics for any newly promoted manager or those moving between managerial roles. Similarities can be drawn from the views by Law, Ireland and Hussain (2007), in terms of using coaching to increase political awareness. According to Scheepers (2012), the use of political coaching can assist leaders figure out how to work around organisational systems.

#### **5.5.4 Conclusions**

The level of influence presented by workplace politics around perceived job performance has been interesting, regardless of whether it was the key focus of the research or not. It is prudent for newly promoted managers or those moving between managerial roles to acquaint themselves with survival strategies to navigate around politics.

### **5.6 Networking and affiliations**

#### **5.6.1 Researcher's explanatory notes**

This aspect looks at additional support structures which are available to managers in order to complement the coaching process. Whereas coaching is a formal intervention, networks and affiliations can be done on a voluntary basis and in line with an individual's preferences or interests.

#### **5.6.2 Data manifestation from the research findings**

The findings of the research indicate that when used in a proper context, networks and affiliations can benefit managers.

- There is consensus that managers can benefit themselves and their employers through active participation in networks and affiliations.
- There is also consensus that participation in networks and affiliations can be fruitful or detrimental to the managers depending on the agenda that is being pursued.

### **5.6.3 Comparison with existing literature**

The literature by Goldsmith (2008) suggests that employees can be successful by being with other successful people who are knowledgeable through networks and affiliations. Similarly, Goldsmith (2009) indicates that coaching clients improve because of the drive within and the people around them.

George et al. (2007) contends that leaders build networks over time to build trust and confidence with people close to them. This type of support structure can include significant others such as, spouses, close friends, families, and can include mentors and colleagues, so that they can have mutually beneficial relationships to survive trial and tribulations.

Myres (2013) has indicated that it is worth highlighting that the work by Luthans (1988) showed that the emphasis on behaviour between effective (i.e. those who delivered), and successful (i.e. those who were promoted rapidly), was distinguished by the amount of time they spent networking and communicating within their team. The author has provided useful statistics, which indicate that 48% of managers who are considered successful spent their time networking and 44% of managers considered effective spent their time on communication. Myres (2013) believes that for executives to succeed in fast-tracking their careers, they need to focus more on socialising and politicking than necessarily performing. This has implications for coaching.

In light of the above, the current study confirms the existing literature to some extent, since it is not the intention to coach managers to focus on networking and similar activities to overshadow their actual performance.

### **5.6.4 Conclusion**

The benefits associated with the ability to network and belong to affiliates in any form cannot be disputed. Therefore, managers should be able to decide at which stage of their careers and for what purpose are they willing to venture into the space of networking and joining affiliations.

## **5.7 Resource constraints**

### **5.7.1 *Researcher's explanatory notes***

The availability or lack of resources can be considered as one of the factors inhibiting or contributing to successful job performance of managers. Therefore, this section is intended to discuss what would make it possible for the managers to be effective in their roles.

### **5.7.2 *Data manifestation from the research findings***

The research findings indicate that there is a knock-on effect if resources are not readily available to managers in order for them to fulfil their work obligations. Therefore, the research participants have positioned the need for resources to enable them to increase the level of efficiencies associated with their work. Notwithstanding this, the research finding could also indicate the need for managers who did not receive coaching to be empowered to meet their work obligations using minimal resources at their disposal, considering that the majority of this group consider resources to be one of the highest priority needs.

### **5.7.3 *Comparison with existing literature***

Fischer and Beimers (2009) observed that at times, there are limited management structures in many organisations, which often leave executives or managers isolated and inadequately supported. Regardless of the potential every person possesses for them to succeed in every activity, the level of success will be impacted by resource constraints (Goldsmith, 2008).

The view held by Hongchen, Yun and Chen (2004) is that resource constraints are always implied in workflow specifications. Therefore, managers should be able to accurately analyse their needs to ensure that the workflow specification is resource-consistent at build-time.

#### **5.7.4 Conclusion**

The ability to scale and identify resources to enable managers to fulfil their dutiful roles has been emphasized in all aspects of the research study and the existing literature. This relates to both in-bound and external resources that are intended to optimise efficiencies in the work space.

### **5.8 Conflicting priorities**

#### **5.8.1 Researcher's explanatory notes**

This section relates to the manager's ability to focus on the right things and overcome destructive forces in the workplace. It is intended to understand what the best way is for managers to juggle priorities which may all seem equal in terms of the level of significance or importance to their superiors or the organisation.

#### **5.8.2 Data manifestation from the research findings**

The prevalent information from the research findings indicates that managers need to be prepared to juggle between deadlines and work commitments since the expectation is for them to deliver results regardless of the circumstances and this requires good anticipation, meticulous planning and monitoring the effectiveness of plans adopted.

#### **5.8.3 Comparison with existing literature**

Miller (2007) uses the concept of getting on the balcony to see the patterns on the dance floor to demonstrate how it can be difficult to pool resources together in order to achieve mutually agreed goals.

Goldsmith (2008) indicates that successful people tend to believe they can do more than they can. Similarly, the author describes such people with a tendency to promise even more than what a dedicated staff member can deliver. There is also the possibility of drowning in a sea of opportunity. From the researcher's perspective, this is a basis to getting lost in conflicting priorities.

Wenson (2010) provides another perspective in terms of benefits associated with coaching. That is, coaching enables managers to find the time to strategise and think about changing behaviours, habits, processes or procedures. However, research into the South African market has yet to produce empirical evidence supporting the benefits of coaching.

Minaar and Van Eeden (2015) has developed a model which demonstrates that the majority of managers and leaders always maintain an operational focus to the business, while neglecting the organisational focus.

The research findings present striking similarities to the existing body of literature. The level of agility and focus by newly promoted managers or those moving between managerial roles can be enhanced through coaching to increase their efficiency levels.

#### **5.8.4 Conclusion**

The role of a manager has been associated by one research participant, with a ship that needs a Captain. It is interesting how the analogy fits with the metaphor of drowning in a sea of opportunities. Therefore, a level of awareness and poise is expected from the newly promoted managers or those managers moving between managerial roles in order to get a grip on business needs and deliver results.

### **5.9 Performance Anxiety**

#### **5.9.1 Researcher's explanatory notes**

This section is intended to analyse the type of fears, worries and frustrations that managers can be expected to deal with in their roles. The level of stimulus that is triggered when targets are missed or met is interesting to note.

#### **5.9.2 Data manifestation from the research findings**

The prevalent information from the research findings revealed the following:

- The ability to meet performance targets bring about 'feel good' moments for managers, especially overcoming unconventional challenges.

- However, failure to meet performance targets has an effect on the managers' confidence and perception of themselves, although others see this as part of their learning curve. Therefore, different managers could perceive their inability to meet targets differently depending on their interpretation of what is at stake.
- Managers need to be prepared to deal with some resistance from fellow colleagues as this can affect outputs which are dependent on the inputs from others.

### **5.9.3 Comparison with existing literature**

Fletcher (1993) identifies the alternate ways managers and their employees follow to get results, namely, the Grind-It-Out Mode and High-Performance Mode. In most cases, employees are fallible and unwittingly find themselves operating in the Grind-It-Out Mode where they end up feeling exhausted and relieved when the work is over. This is what one of the managers coached had to say:

*P 4: Manager: coached - The difficulties that I experience are obviously trying to manage my time; trying to ensure that everything is done as accurately as possible; ensuring that timelines are adhered to; but personally I know that is when the peak of my stress comes and I have a pattern of how I deal with that. So for a good few weeks I operate purely on adrenaline, I get to the end of the process and then, you know when you are high, you must come down. So I come down, either I will get sick or I would feel like drained.*

The literature by Andrews (2008) suggest that the lesser the work experience by the manager, the more prone they are likely to be affected by performance anxiety.

The findings of the current study provide a link between the process of natural progression (especially the findings linked to the majority of managers who were not coached) and the literature review by Whitmore (2009) which confirms that promotion without genuine empowerment and the opportunity to express potential is counterproductive. Fischer and Beimer (2009) lament the manner in which some executives get into leadership roles and the limited executive transition planning.

The Reed Business Information (2006b) publication quoted by Wenson (2010) indicates that 40% of clients used coaching to improve their performance. Fournies (2000) believes in



a behavioural approach to obtaining results from employees, among others, emphasising that focusing on the employees' behaviour is the key to improving performance.

Therefore, the research findings confirm the existing literature and suggest that managers and their employees can benefit from coaching in order to overcome triggers of performance anxiety. This is in line with the views expressed by Scheepers (2012). This author has indicated that leaders (as managers) are likely to experience frustration if they lack organisational support for their projects and also do not have influence around decisions impacting on their functions.

#### **5.9.4 Conclusions**

Therefore, it can be concluded that coaching can work better if the focus is around behaviours to help employees in meeting performance targets. The coaching should help managers develop a better perspective around work issues so that they can understand that frustrations depend on the meaning we attach to our encounters with the work environment.

### **5.10 Measuring successful performance**

#### **5.10.1 Researcher's explanatory notes**

This aspect is intended to obtain insights from the perspective of the research participants (i.e. newly promoted managers or those managers who have moved between roles), regarding the performance criteria they consider useful for gauging successful job performance in relation to establishing benchmark standards. The role of coaching in contributing towards successful job performance is considered accordingly.

#### **5.10.2 Data manifestation from the research findings**

The prevalent information from the research findings revealed the following:

- The managers who are not coached strongly expressed that balancing politics and work is essential.

- Being accountable for business results and working towards achieving the organisation's mandate is considered vital for managers.
- The participant's level of awareness around the implications of non-performance and its impact on the organisation were readily evident. Therefore, the ability to reflect and identify one's blind spots and performance against set standards was considered vital. This serves as an input for purposes of conducting a gap analysis and presenting an opportunity for factoring improvements.
- Successful performance can serve as the basis to validate the manager's competence, which results in improved self-esteem and confidence.

### **5.10.3 Comparison with existing literature**

The four levels of impact by Kirkpatrick (1983) and the Return on Investment methodology by Phillips (2007) can be used concurrently to measure both successful job performance and coaching effectiveness. In summary, the reactions, competencies, behavioural changes and business results provide a good measure of success by managers and their employees.

The influence of coaching can be viewed from the perspective of employee behaviour and performance related outputs (Wenson, 2010). Fischer and Beimer (2009) also argue that executive coaching emphasises issues and goals related to the executive's job performance. A different spin is put by Goldsmith (2009), namely that even the most successful leaders can increase their effectiveness through coaching, culminating in changed behaviour. This is in line with the inner benefits associated with coaching as highlighted by Leedham (2005).

The contention is also attributed to Walker-Fraser (2011), who reckons that the scarcity of evidence-based literature on the relationship between coaching and performance highlights the failure within the industry to agree on measures of effective coaching. There are discerning views from the literature with regard to the coaching effectiveness. A number of models for coaching effectiveness and performance enhancement or improvement have been reviewed (Dombkowski & Eldridge, 2005; Phillips, 2007; Thomas & Smith, 2006;

Pasmore, 2007; Palmer, 2007 & 2008), which can serve as a guideline for future assessment on the impact of coaching after the intervention.

Covey (2012) make reference to blind overconfidence which can be detrimental to managers and Scheepers (2012) emphasises that having a pool of networks help managers to overcome narrow-mindedness triggered by blind spots. This is strengthened by Turner (2006), who indicated that coaching helps clients improve their level of self-awareness through feedback and by revealing gaps to be addressed.

Therefore, the research findings are consistent with the existing literature in all aspects.

#### **5.10.4 Conclusions**

The aspect of measuring successful performance remains a tricky business, especially considering that the goal is to correlate the outcome with the level of influence as a result of coaching.

### **5.11 High Performance Culture**

#### **5.11.1 Researcher's explanatory notes**

This section looks at what drives employees to excel and to be seen or perceived to be performing, looking at the ingredients needed to enable successful job performance at a perceptual level. It also considers how perceived job performance correlates with a high performance culture so that it is not seen as an isolated process.

#### **5.11.2 Data manifestation from the research findings**

The prevalent information from the research findings revealed the following:

- It is important for managers to match the required competencies of the job with the right attributes and positive attitude.

- It is necessary to stretch the capabilities of managers and their employees in order to optimise the potential gains to benefit the organisation considering that any element of complacency can lead to derailment.
- There is a relationship between the values of the organisation and the employee's action in identifying with corporate culture. Without this, it might not be possible to realise any desirable level of performance (be it real or perceived).

### **5.11.3 Comparison with existing literature**

Judge et al. (1998) consider performance to be a function of motivation and ability. Hence, it can be argued that combining these two factors in the work context can trigger outputs and the result can lead to the desired job performance.

Fletcher (1993) indicated that through high performance patterns, an output or result of high quality should be achieved and sustained. This will make people aim for better than expected results.

Minnech (2006) was able to demonstrate the effects associated with organisations having high-performing cultures, which is built around teamwork, global thinking, and dynamic leadership. The argument presented by Whitmore (2009) is that the effect we are trying to create is awareness and responsibility in order to respond to the higher workplace expectations of staff.

Therefore, the research findings confirm the existing literature and suggest that managers can benefit tremendously from coaching, as well as benefit their employers in terms of the bottom line.

### **5.11.4 Conclusions**

The overall view around perceived job performance appears to be underpinned strongly by the concept of a high performance culture. It is interesting to note that the distinct factors around a high performance culture from the literature review and the research findings present a correlation around motivation and environmental fit. In other words, it is clear that for employees to excel, a supportive environment is essential.

## **5.12 Managerial competence**

### **5.12.1 *Researcher's explanatory notes***

This section is intended to relate to insights provided by the research participants on benchmarks for perceived job performance.

### **5.12.2 *Data manifestation from the research findings***

The majority of managers from both categories believed and demonstrated to have high confidence in the competence they identified (i.e. improved behavioural changes and perceptions of improved job performance). The prevalent information from the research findings revealed:

- The aspect of people management and communication are seen as good ingredients in relation to the ability to create a functional team, making an impact and having unity of purpose.
- The ability to fix accountability and setting the right tone to deliver performance results is key.
- Flexibility and space to be creative and innovative, as well as being able to learn from others.
- Having an ally or sounding board can minimise the burden of dealing with new role demands and environmental challenges.

### **5.12.3 *Comparison with existing literature***

Although the model available for effective job performance by Boyatzis (1982) is dated, it can serve as a good benchmark around the level of perceived managerial competence, which is considered crucial in this study. Viswesvaran and Ones (2000) provide a framework indicating the overall dimensions of individual job performance. Furthermore, Chong et al. (2001) believe that companies can have information on competencies needed

for each occupation. Similarly, Abraham et al. (2001) contend that organisations can identify a set of managerial competencies which describe a successful manager.

The views gathered by Turner (2006) on the leadership capabilities of executive managers is that strong leadership is not limited to technical competence but incorporates soft skills.

Goldsmith (2008) emphasises this point by indicating that successful leaders can increase their effectiveness by changing certain elements of their behaviour. It was considered important to understand what aspects are perceived to be good by managers who are managing others, in order to allow newly promoted managers or those who have moved between roles to improve such.

In as far as managerial competence, the findings that managers must never walk alone confirms what George et al. (2007) has already emphasized, namely: building a support team to provide perspective to the managers in difficult times.

The research findings confirm the existing literature by Turner (2006) and also provide an extension to the existing literature, which is limited to Boyatzis (1982) and George et al. (2007). The necessity for identifying managerial competencies for occupations and also using them to benchmark what makes a successful manager have been emphasised by Viswesvaran and Ones (2000), Chong et al. (2001) as well as Abraham et al. (2001).

#### **5.12.4 Conclusion**

The views expressed by the research participants in terms of the aspects considered vital for newly promoted managers or those moving between managerial roles are invaluable and should be taken seriously as they reflect practical insights and lived experiences as managers.

## **6 CONCLUSIONS AND RECOMMENDATIONS**

### **6.1 Introduction**

This Chapter provides a reflection on discoveries made on the influence of coaching on perceived job performance. Ultimately, the main conclusions around the findings of the research, as well as recommendations for key stakeholders, limitations to the research design, as well as recommendations for future research and new discoveries from the research are reported on. An attempt was made to respond to the research questions aimed at gathering the perceptions indicating whether coaching can enhance job performance or not. The summary of key findings revolve around the behavioural indicators (including competencies) and performance-related outcomes associated with coaching.

### **6.2 Perceptions gathered in response to research question**

#### ***6.2.1 Key Research Question***

The key research question was to establish what the impact of coaching is on the perceived job performance of newly promoted managers or those managers who have moved between roles. The research thus needed to provide answers on how coaching could help newly promoted managers perform better in their assigned jobs. This study focused on addressing the following:

- How did managers experience the transition phase into a new and different managerial role?
- What is the role of coaching on perceived job performance?
- What aspects of the newly promoted manager's behaviour and competencies are considered crucial to be successful in their jobs?

The situation makes for a compelling case for a research study on how coaching makes it possible to close the gap between existing studies and insights derived from lived

experiences of newly promoted managers or managers who have moved between managerial roles in a South African context.

The contention is also attributed to Walker-Fraser (2011), who reckons that the scarcity of evidence-based literature on the relationship between coaching and performance highlights the failure within the industry to agree on measures of effective coaching. This can be linked to the findings of this research study which indicated that a matrix of indicators can be helpful.

Considering that studies into the South African market are yet to produce empirical evidence supporting the benefits of coaching, this research study is vital in contributing towards evidence based literature on the influence coaching has on perceived job performance. In other words, attempts have been made to address what can work in coaching newly promoted managers and their counterparts and why it can work (Stober et al., 2006).

### **6.2.2 The answers drawn from the research findings**

For the purpose of addressing the research questions, as well as drawing answers from the research findings, Table 10 serves as the link between the research questions, the theoretical position(s) extracted from the existing literature and the subsequent research findings.

**Table 10: The link between research questions and theoretical position(s)**

<b>Research questions</b>	<b>Theoretical position(s)</b>
How did managers experience the transition phase into a new and different managerial role?	Factors inhibiting or contributing to successful job performance
What is the role of coaching on perceived job performance?	The benefits of coaching and how they translate into improved job performance
What aspects of the newly promoted manager's behaviour and competencies are considered crucial to be successful in their jobs?	Measures of effective coaching

*Researcher's own work (2013)*



- Research question 1: How did managers experience the transition phase into a new and different managerial role?

The research problem deals with the factors inhibiting or contributing to successful job performance. The evidence discovered from the research indicate that as a factor inhibiting or contributing to successful job performance, the operating environment in which the managers work (i.e. the coached managers), needs to be considered in order to sustain the changes and benefits brought about through coaching. This is evident from the response by some of the managers who are managing managers who received coaching, namely:

*P 9: Manager coached - I'd say the before effects obviously you identify those problems that someone has, then afterwards now somebody's attitude and mentality has changed and their approach towards other individuals and towards yourself probably has changed. But also, I'm thinking maybe at times the problem would come that you as the manager now fail to probably relate to this person because they are acting now as a mentor or as a coach, whereas you are supposed to be carrying out that role yourself to this individual. So I think the challenge for us maybe as managers is just to be able to adapt to see that look as much as people are below you they are also going through development, at times the development is faster than yours. You'd find that they are now at a level that is higher than what you would expect so their approach towards you will be different because of that.*

- Research question 2: What is the role of coaching on perceived job performance?

The research question deals with the benefits of coaching and how they translate into improved job performance. The discovery made from the research suggests that the benefits of coaching are undisputedly visible, which is made clear by one of the managers who received coaching during the field study:

*P 4: Manager coached - The mind shift that I needed was done through coaching.*

The benefits can be extended to the team members, as was indicated by one manager who has received coaching.

*P 6: Managers: coached - They have hugely improved, because it unlocks the team and allows them to function on their own without having to come to me for every second decision and you hire people to make the decisions on your behalf. [Laughs]. So you want to make sure that they are equipped to make those decisions and they have the, all the information that they need.*

- Research question 3: What aspects of the newly promoted manager's behaviour and competencies are considered crucial to be successful in their jobs?

This research question deals with the measures of effective coaching and the discovery made from the research suggests that measures can include a matrix of indicators before, during and after coaching.

*P 6: Manager coached - ... look at where the person was when they started coaching and look at where the person is when they are finished coaching and understand how they have made a difference and moved in their careers and in their lives. And whether that is, you know some, one of the things for me is also what coaching brings. I think it is personal, not just success in the workplace but success in a person's life as well, so it is allowing the person to be better equipped to deal with all types of situations and all types of manner.*

However, any doubt around the measures of coaching effectiveness appears to have been settled through the work of Theeboom et al. (2013), even though the outcome of the research relied much on self-reports by research participants. The current research study therefore serves as an extension of the research literature on the basis that, in addition to the perceptions of newly promoted managers and the like, it has also included insights and experiences from managers managing others.

### **6.3 Conclusions drawn from the research**

The significance of this study was premised on the argument that the South African industry trends are yet to provide benchmarks on the effectiveness of coaching based on empirical evidence emanating from scientific research. The current study followed an exploratory research method based on themed content analysis and a triangulation approach, using primary data from managers and the managers managing this group to help determine whether coaching works or not.

The discovery made in this research is that there are many positive factors identified which influence the level of perceived job performance of newly promoted managers based on the feedback analysis from the group of managers who participated in the research, namely:

- The higher the satisfaction from the job, the higher the perceptions of successful job performance.
- The congruence between the organisation and the manager's values contribute towards their transition and commitment to goal attainment
- Coaching can empower managers to participate in networks and affiliations, as well as to deal with conflicting priorities.
- The managerial competencies identified as crucial by the research participants confirms the need to get the right balance between soft and technical skills in a managerial role.

It is evident that the views and insights from managers who have not been coached are dominating when it comes to the following aspects:

- The perceived value of coaching.
- The coaching role in their future work life.
- The role of coaching and successful job performance.

The views and insights from managers who have been coached are dominating when it comes to the following aspects:

- The understanding of coaching and its benefits.
- The need for considering coaching is relatively high.
- The importance of managerial competence.

The key findings are summarised in terms of the following points:

There is no strong evidence supporting the significant differences between the perceived job performance of newly promoted managers received coaching or those managers who moved between managerial roles and have received coaching and their counterparts who have not received coaching. However, this research is useful for other managers wanting to enhance their perceived level of job performance in their new roles. Furthermore, the value attributed to this research study is that employees harbouring ambitions of becoming

managers have a foundation to develop specific skills set to become successful in their new roles. The distinct features of this research study is the link it provides between coaching and perceived job performance targeting newly promoted managers or those who have moved between managerial roles. This type of study is not yet available in the South African context and the body of knowledge can contribute towards future research literature.

## **6.4 Recommendations**

The aspects that will benefit aspiring managers have been explored through the theoretical framework, alongside the transition points which can be mirrored against the six 'passages' of the leadership pipeline identified by Drotter and Charan (2001). The managers who are assigned to manage job performance, could as the superiors, benefit from this research study by developing appropriate strategies to support the newly promoted managers or those who have moved between managerial roles as highlighted by George et al. (2007). It is therefore deemed necessary to provide the key recommendations for the main stakeholders and these are discussed below.

### ***6.4.1 Recommendation for Managers***

The recommendation provides information to managers on what is perceived to be standards of job performance. It is evident that prior managerial experience was instrumental in lessening some of the adjustment challenges experienced by the majority of managers who were appointed in new positions and not having had coaching. Some of them even went to the extent of indicating that coaching is not an immediate need in the current role and perhaps coaching can feature in their future needs. Whilst this view cannot be disputed, it is also interesting that one of the research participants indicated that coaching can help the managers to look past the current stage of their comfort zone.

Alternatively, coaching need to be introduced at an early stage of the manager's careers through succession management, to minimize overreliance on natural progression as the sole means of success into managerial roles. The passages or transition points by Phillips (2007) can serve as a guideline for managers' progression into higher managerial roles.

The managers should also be able to identify their own management or leadership philosophy which must be constantly aligned to a specific role and around which a sustainable strategy must be built. It is on this basis that the study can improve the manager's approach to their managerial practices and professional obligations.

There is a need for managers to be empowered with coping skills necessary to deal with political tactics and dynamics in the workplace.

The experiences shared by the research participants as managers, provide compelling lessons for future managers to learn from based on the suggestions which emerged from this research study, namely:

- Create space for learning and growth,
- Create co-existence and cohesion amongst team members and lastly,
- Never walk the journey alone in the new managerial role.

Traction for lasting behavioural change can also be accomplished if the coaching roles move beyond the dyad relationship between coach and coachee and rather embrace a triadic relationship where coach, coachee and the organisation has specific roles in the coaching contract.

#### ***6.4.2 Recommendation for Manager's Manager***

The environment where coachees are working post-coaching needs to be conducive to accommodate the gains acquired through the coaching intervention. It is therefore recommended that coaching across the length and breadth of the organisations be implemented so that coaches do not regress and operate in a default mode that is similar to what they were doing before taking up coaching. According to the Deloitte Africa Human Capital Trends (2014) survey report, a leadership gap is ranked as the highest concern for managers and a key barrier to organisational growth.

The managers who are assigned to lead and manage the recipients of coaching must be prepared to vary their leadership styles in order to match the changed behaviours and competency profiles of managers who have been coached. This can be done by

implementing coaching programmes across the organisation as indicated above, in order to ensure that coaching contributes as a culture change intervention instead of limiting it to sporadic one-on-one coaching sessions. This can help unleash the true capabilities of these managers, with the assumption that coaching has had an impact in unleashing the managers' potential. In this way, the amount of frustration likely to be experienced by managers who have received coaching can be lessened and the full potential of managers could be realised.

### **6.4.3 Recommendations for Organisations**

The recruitment, selection and placement of new managers into specific roles needs to consider assessment batteries which focus on the areas identified in order to enhance their ability to adapt to their role demands and environment.

The individual development programmes for new managers need to be aligned to consider aspects provided in the theoretical framework.

Organisations can extend the coaching focus to include managers assigned with the responsibility of managing newly promoted managers or managers who are moved between roles by providing tailor-made internal coaching or refresher programmes.

A number of models for job performance (Boyatzis, 1982; Viswesvaran & Ones, 2000), as well as models of coaching effectiveness and performance enhancement or improvement (Dombkowski & Eldridge, 2005; Phillips, 2007; Thomas & Smith, 2006; Pasmore, 2007; Palmer, 2007 & 2008), have been reviewed in this study. These can serve as guidelines in choosing and matching coaches with managers, considering that coaching cannot be used in isolation to achieve a high performance culture in an organisation.

## **6.5 Suggestions for future research**

It is important to emphasise that an exploratory research study using convenient non-probability sampling was followed. Therefore, the views on exploratory studies by Brown (2006) and Saunders, et al. (2007) are key in this regard, that is, exploratory research is

conducted to determine the nature of the problem and not intended to provide final and conclusive answers to the research questions.

It is evident that more work still needs to be done to get empirical evidence on perceived job performance in South Africa. The lack of a common criterion for measuring successful job performance, focusing on specific managerial competencies posed a challenge in this regard. The research participants in this study also took up coaching for different reasons.

Therefore, a case study based on a set of criteria which has clear measures of successful job performance against specific managerial competencies in the form of an industry, organisational or a management competency framework is necessary to enhance future research findings on whether coaching can have an impact on perceived job performance.

This can be linked to the passages or transition points in the leadership pipeline by Drotter and Charan (2001), which can be integrated with the competency development approach by Canning (1990), and Chong et al. (2001), along the framework indicating the overall dimensions of individual job performance by Viswesvaran and Ones (2000).

At this stage, the evidence is based on a mix of managers who are coached and not coached. The research survey report by Deloitte Africa Human Capital Trends (2014) confirms that a deeper bench strength for leadership cadre is needed and this can be done by implementing leadership programmes on a large scale.

Similarly, a bigger pool of participants who have undertaken coaching is needed for future research and the focus should mainly be on the case study research targeting participants who went through coaching on a voluntary basis since the majority of participants in this study did coaching based on the recommendations made by their direct managers.

For triangulation purposes, the direct managers of the managers who are coached should also be included and they should have worked with each other for a period of six to twelve months during and after the coaching intervention was implemented.

It would be beneficial for the future research to focus on a matrix of indicators during three phases concentrating on the impact of coaching before, during, and after the intervention. Therefore, a structured approach for purposes of tracking the progress made by the

research participants based on pre-assessment information before coaching, information gathered during coaching and post-assessment after completing coaching is needed.

Based on the majority of views coming from the managers who were not coached, the study tends to lean more on the views held by these managers before coaching and thus, more focus needs to be put to measure the effectiveness or influence during and after coaching, targeting research participants who are coached and their direct managers.

The future research should also attempt to explore quantitative studies and, research participants in other industries, cities or provinces.

There are a number of themes which emerged from the research work but could not be discussed within the scope of this study. Therefore, further studies can be undertaken in the following areas in order to contribute to the existing body of knowledge from a coaching perspective, namely:

- Alignment and execution of strategy, as well as dealing with change.
- New market creations and ways of doing business.
- Increased accountability for business results.
- Manager's impacting positively on their team to ensure each member of the team is fulfilling their roles optimally.
- Deriving inner satisfaction from work.

The many positive factors attributed by the managers who are yet to be coached provide for an interesting observation and suggest the need for further research.

A number of managers are concerned with the state of politics affecting the workplace in South Africa. The type of coaching solutions to enhance the capabilities of managers to deal with political tactics and dynamics in the workplace should be explored.

The culture of leaving managerial decisions relating to resource needs to the new incumbent should be explored further to identify better options to build resources within the workflow process to minimise subjective views on the allocation of resource requirements.



Although the current study supports the existing literature, the dilemma of turning potential into real time performance as a result of coaching still remains. This is linked to assumptions that some managers are appointed based on their previous success rate, either as a specialist or on the basis of potential identified. The managers who received coaching reported some behavioural changes which were noticeable from the research findings, although not at an extreme level.

## **6.6 Limitations to research design**

The study was limited to research participants working for public utilities, the media as well as engineering and gas industries based in Gauteng, specifically in the Johannesburg area. It was also limited to exploratory research using convenience sampling methods focusing on available research participants and therefore, the number of research participants who are coached was limited.

The current research was limited to gaining insights from the research participants before and after the coaching intervention. Therefore, it was not possible to monitor the benefits of coaching during the transition process when the coaching was taking place.

Based on the knowledge the researcher could acquire from the literature, the available models or theories do not provide a consolidated scientific position in line with the current research study, hence the theoretical framework conceptualised by the researcher.

## **6.7 New discoveries**

For the purpose of this study, the theoretical framework was used as a basis to delineate aspects which became the central focus for understanding the perceptions held by the subject matters of interest and whether these aspects can influence the job performance of newly promoted managers or those who have moved between managerial roles.

Therefore, the aspects originally conceptualised to generate the initial theoretical framework, as well as the additional aspects that have emerged from the research study are considered as the researcher's contribution to the coaching literature (reference to the illustration provided as Figure 6).

The coping abilities of managers who went through the ranks may not necessarily trigger the immediate need to provide coaching for performance in their current role but may need coaching to meet other needs outside or beyond the current role.

The set of managerial competencies identified from the research are considered vital to influence and measure perceived job performance.

In some cases, managers who are influenced by extrinsic factors can contribute positively or negatively against perceived job performance. The following views were taken into account in this regard, namely: managers who are motivated by the salary package and those motivated by surroundings such as spatial features.

*P14: Manager: manager coached - What I've seen and what I've experienced is that people don't seem to look at roles or function going into the future but people chase a better job, a better paying job.*

*P 8: Manager: not coached - The environment around this building. I like to see trees, you know, I like the setting.*

Furthermore, the research findings suggest that there is a cause-effect relationship between proper placement of managers and perceived performance or need for coaching.

## REFERENCES

- Abraham, S.E., Karns, L.A., Shaw, K & Mena, M.A. (2001). Managerial competencies and the managerial performance appraisal process. *The Journal of Management Development*, 20(10), 842-852.
- Andrews, M. (2008). *Is Black Economic Empowerment a South African Growth Catalyst?:(Or Could it Be...)*: Paper for the International Growth Panel Initiative. Available from [www.treasury.gov.za](http://www.treasury.gov.za).
- Anna, B. (2006). Factors that contribute to the effectiveness of business coaching: the coachees perspective. *Business Review*, Cambridge, 5 (1), 98-104.
- Attlee, Z.D. (2013). *An exploration of coaching in leading South African companies*. Master's Degree Dissertation, Wits Business School, Johannesburg.
- Barber, C.S., & Tietje, B.C. (2004). *Competency requirements for managerial development in manufacturing assembly, and/ or material processing functions*. College of Business, California Polytechnic State University, San Luis Obispo, California, USA.
- Barbour, R.S. (2001). Checklists for improving rigour in qualitative research: a case of the tail wagging the dog? *British Medical Journal*. 1-5.
- Baron, L., & Morin, L. (2010). The impact of executive coaching on self-efficacy related to management soft-skills. *Leadership and Organisation Development Journal*, 31(1), 18-38.
- Boyatzis, R.E. (1982). *The Competent Manager: A Model for Effective Performance*. Toronto:John Wiley & Sons.
- Braun, V. and Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2). 77-101.
- Brown, R.B. (2006). *Doing Your Dissertation in Business and Management: The Reality of Research and Writing*. Thousand Oaks, CA:Sage Publications.

Buchanan, D.A. (2008). You Stab My Back, I'll Stab Yours: Management Experience and Perceptions of Organisation Political Behaviour. *British Journal of Management*, 19(1), 49-64.

Canning, R. (1990). The quest for competence. *Industrial and Commercial Training*, 22(5), 12-16.

Cavanagh, M. (2006). Coaching from a systemic perspective: A complex adaptive approach. In Stober, D and Grant, A.M. (eds) *Evidence-Based Coaching Handbook*, Wiley, New York, N.Y.

Chapman, L., & Cilliers, F. (2008). The integrated experiential executive coaching model: a qualitative exploration. *South African Journal of Labour Relations*, 32(1), 63-80.

Chong, C.L., Ho, Y.P., Tan, H.H., & Ng, K.K. (2001). A Practical Model for Identifying and Assessing Work Competencies. *Management Development Forum*, 3(1), 00. <http://www.esc.edu/MDF>.

Cilliers, F. (2011). Positive psychology leadership coaching experiences in a financial organisation. *South African Journal of Industrial Psychology*, 37(1). 1-14.

COMENSA. (2011). *Positioning coaching in South Africa 2011: National coaching survey of coaches, coachees and organisations that utilise coaching*. South Africa: Coaches and Mentors of South Africa.

Covey, S.R. (2012). *The 3rd Alternative. Solving Life's Most Difficult Problems*. New York: Simon & Schuster Publishers.

Creswell, J.W. (2005). *Educational Research: Planning, Conducting and evaluating Quantitative and Qualitative Research* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson.

Creswell, J.W., Hanson, W.E., Clark Plano, V.L., & Morales, A. (2007). Qualitative Research Designs: Selection and Implementation. *The Counselling Psychologist*, 35(2), 236-264.

Cross, K.F & Lynch, R.L. (1988). The SMART Way to Sustain and Define Success. *National Productivity Review*, 8(1), 23-33.

Deloitte Africa Human Capital Trends. (2014). *Engaging the 21<sup>st</sup>-Century Workforce*. Global Human Capital Trends 2014, Top Findings for Africa.

Denzin, N.K., & Lincoln, Y.S. (2000b). Introduction: The discipline and practice of qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.). 1-28. Thousand Oaks, CA: Sage.

Devers, K.J., & Frankel, R.M. (2000). Study Design in Qualitative Research-2: Sampling and Data Collection Strategies. *Education for Health*, 13(2), 263-271.

Dotlich, D.L., Noel, J.L. & Walker, N. (2004). *Leadership passages: The personal and professional transitions that make or break a leader*. San Francisco (CA): John Wiley & Sons.

Drotter, S.J., & Charan, R. (2001). Building leaders at every level: A leadership pipeline. <http://iveybusinessjournal.com/?s=building+leaders+at+every+level%3A+a+leadership+pipeline>.

Eggers, J.H., & Clark, D. (2000). Executive coaching that wins. *Ivey Business Journal*. 67-70.

Ellinger, A.E., Ellinger A.D., & Keller, T. (2005). Supervisory coaching in a logistics context. *International Journal of Physical Distribution & Logistics Management*, 35, 620-636.

Ellis, T.J., & Levy, Y. (2008). Framework of problem-based research: A guide for novice researchers on the development of a research-worthy problem. *Informing Science: International Journal of an Emerging Transdiscipline*, 11, 17-33.

Elo, S, & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*. 62(1), 107-115.

Evers, W.J.G., Brouwers, A. & Tomic, W. (2006). A quasi-experimental study of management coaching effectiveness. *Consulting Psychology Journal: Practice and Research*, 58(3), 174-182.

Fafchamps, M. (2001). Networks, Communities and Markets in Sub Saharan Africa: Implications for Firm Growth and Investment. *Journal of African Economies*, 10(2), 109-142.

Farrokhi, F., & Mahmoudi-Hamidabad, A. (2012). Rethinking Convenience Sampling: Defining Quality Criteria. *Theory and Practice in Language Studies*. 2(4), 784-792.

Feggetter, A.J.W. (2007). A preliminary evaluation of executive coaching: Does executive coaching work for candidates on a high potential development scheme? *International Coaching Psychology Review*, 2(2). 129-153.

Feldmman, D.C., & Lankau, M.J. (2005). Executive coaching: A review and agenda for future research. *Journal of Management*, 31(6), 829-848.

Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating Rigor Using Thematic Analysis: A Hybrid Approach of Inductive and Deductive and Theme Development. *International Journal of Qualitative Methods*, 5(1), 80-92.

Fillery-Travis, A., & Lane, D. (2006). Does coaching work or are we asking the wrong question? *International Coaching Psychology Review*, 1(1), 24-36.

Fischer, R.L., & Beimers D. (2009). "Put me in, Coach". A Pilot Evaluation of Executive Coaching in the Nonprofit Sector. *Nonprofit Management & Leadership*, 19(4).

Fletcher, J.L. (1993). *Patterns of high performance: Discovering the ways people work best*. San Francisco: Berrett-Koehler Publishers.

Fournies, F.F. (2000). *Coaching for Improved Work Performance*. New York: McGraw Hill.

Franklin J., & Doran, J. (2009). Does all coaching enhance objective performance independently evaluated by blind assessors? The importance of the coaching model and content. *International Coaching Psychology Review*, 4(2).

French, W.L., Bell, C.H., & Zawacki. T. (2005). *Organization Development and Transformation: Managing Effective Change* (6th Ed). New York: McGraw Hill.

Garavan, T. & McGuire, D. (2001): Competencies and Workplace Learning: Some Reflections on the Rhetoric & the Reality, *Journal of Workplace Learning*, 13(4), 144 - 164.

George, B., Sims, P., McLean, A.N., & Mayer, D. (2007). Managing Yourself: Discovering your Authentic Leadership. *Harvard Business Review*, 129-138.

Goldsmith, M. (2008). Helping successful leaders get even better. *Business Strategy Series*. 9(3), 95-103.

Goldsmith, M. (2009). Executive Coaching: A real world perspective from a real-life coaching practitioner. *International Coaching Psychology Review*. 4(1).

Gonzalez, A.L. (2004). Transforming conversations: Executive coaches and business leaders in dialogical collaboration for growth. *Dissertation Abstract International Section A: Humanities and Social Science*, 65(3-a) 1023.

Graf, S., Viola, S.R., Leo, T & Kinshuk. (2007). In-depth analysis of the Felder-Silverman Learning Style Dimensions. *Journal of Research on Technology in Education*, 40(1), 79-93.

Grant, A.M. (2006). An integrative goal-focused approach to executive coaching. In Stober, D and Grant, A.M. (eds) *Evidence-Based Coaching Handbook*, Wiley, New York, N.Y.

Grant, A.M., Curtayne L. & Burton G. (2009). Executive coaching enhances goal attainment, resilience and workplace well-being: a randomised controlled study. *The Journal of Positive Psychology*, 4(5), 396–407.

Grant, A.M. (2013). The Efficacy of Coaching. *The Wiley-Blackwell Handbook of the Psychology of Coaching and Mentoring*, (1<sup>st</sup> Ed.). Edited by Jonathan Passmore, David B. Peterson, and Teresa Freire. 15-23. West Sussex: John Wiley & Sons.

Gray, D.E. (2006). Executive Coaching: Towards a Dynamic Alliance of Psychotherapy and Transformation Learning Processes. *Management Learning*. London: Sage.

Gregory, J.B., Levy, P.E., & Jeffers, M. (2008). Development of a model of the feedback process within executive coaching. *Consulting Psychology Journal: Practice and Research*, 60(1), 42-56.

Greyling, R.M.M. (2008). *The role of social networks formed on the golf course in creating business value*. Unpublished Master's thesis, University of Pretoria, Gordon Institute of Business Science (GIBS), Johannesburg: Gordon Institute of Business Science.

Guest, G; Bunce, A & Johnson, L. (2006). "How many interviews are enough? An experiment with data saturation and variability". *Field Methods*, 18(1), 59-82.

Hayes, G.E. (1997). Executive Coaching: A strategy for management and organizational development. In A.J. Pickman (Ed.), *Special challenges in career management: Counselor perspectives* (pp.213-222). Mahwah, NJ: Erlbaum.

Hongchen, L., Yun, Y., & Chen, T.Y. (2004). Resource constraints analysis of workflow specifications. *Journal of Systems and Software*, 73(2), 271–285.

Hsieh, H.F., & Shannon, S.E. (2005). Three Approaches to Qualitative Content Analysis. *Qualitative Health Research*, 15(9), 1277-1288.

Ives, Y. (2008). What is 'Coaching'? An exploration of Conflicting Paradigms. *International Journal of Evidence Based Coaching and Mentoring*, 6(2), 100-113.

Jones, G., & Spooner, K. (2006). Coaching high achievers. *Consulting Psychology Journal: Practice and Research*, 58(1), 40-50.

Joo, B.K. (2005). Executive Coaching: A conceptual framework from an integrative review of research and practice. *Human Resource Development Review*, 4, 462-488.

Judge, T.A., Erez, A & Bono J.E. (1998). The power of being positive: The relation between positive self-concept and job performance. *Human Performance*, 11 (2/3), 167-187.

Kacmar, K.M., & Carlson, D.S. (2000). Work-family conflict in the organisation: do life role values make a difference? *Journal of Management*, 26(5). 1031-1054.



Kauffman, C. (2006). Positive psychology: The science at the heart of coaching. In Stober, D and Grant, A.M. (eds) *Evidence-Based Coaching Handbook*, Wiley, New York, N.Y.

Khan, M.S. (2011). Coaching on the Axis: An integrative and systemic approach to business coaching. *International Coaching Psychology Review*, 6(2), 194-210.

Kirkpatrick, D.L. (1983). "Four Steps to Measuring Training Effectiveness," *Personnel Administrator*, 28 (11), 19-25.

Kitto, S.C., Chesters, J., & Grbich, C. (2008). *Quality in qualitative research. Criteria for authors and assessors in the submission and assessment of qualitative research articles for the Medical Journal of Australia*, 188(4), 243-246.

Kolb, D.A. (1984). *Experiential learning: Experience as the source of learning and development*. Upper Saddle River, NJ: Prentice Hall.

Kombarakaran, F.A., Yang, J.A., Baker, M.N. & Fernandes, P.B. (2008). Executive Coaching: It Works. *Consulting Psychology Journal: Practice and Research*, 60(1), 78–90.

Lane, D.A., Steltar, R., & Rostron, S.S. (2010). The Future of Coaching as a Profession. In Cox, E., Bachkirova, T., Clutterbuck., & Cluuterbuck, D. *The Complete Handbook of Coaching*. (2<sup>nd</sup> Ed). 377-390. London: Sage Publications.

Law, H., Ireland, S. & Hussain, Z. (2007). *The psychology of coaching, mentoring and learning*. West Sussex: John Wiley & Sons.

Leedham, M. (2005). The Coaching Scorecard: a holistic approach to evaluating the benefits of business coaching. *International Journal of Evidence Based coaching and Mentoring*, 3(2), 30-44.

Leedy, P.D., & Ormrod, J.E. (2005). *Practical Research: Planning and Design* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Lipsinger, R., & Lucia, A.D. (1997). *The Art and Science of 360° Feedback*. San Francisco: Jossey-Bass.

London, M & Sessa, V.I. (2007). *How Groups Learn, Continuously. Human Resource Management*, 46(4), 651-669.

Lowman, R.L. (Ed). (2002). *Handbook of organizational consulting psychology: A comprehensive guide to theory, skills, and techniques*. 139-158. San Francisco, CA: Jossey-Bass.

Maak, T & Pless, N.M. (2006). *Responsible leadership*. New York: Routledge.

Maritz, J., Poggenpoel, M., & Myburg, C. (2010). Exploring teaching strategies for training programmes in business coaching. *Acta Academia*. 152-180.

Maxwell, J.A. (2005). *Qualitative Research Design: An Interactive Approach*. 2nd Ed London: Sage.

McGovern, J., Lindemann, M., Vergara. M., Murphy, S., Barker, L., & Warrenfeltz, R. (2001). Maximising the Impact of Executive Coaching: Behavioural Change, Organizational Outcomes, and Return on Investment. *A Journal for People and Organizations in Transition. The Manchester Review*, 6(1), 1-9.

Minaar, T., & Van Eeden, D. (2015, 17 March). *Crafting and executing an effective people strategy*. Knowledge Resources Pre-conference Workshop Two, Cape Town International Conventional Centre (CTICC), South Africa.

Miller, P.M. (2007). "Getting on the Balcony to see the Patterns on the Dance Floor Below": Considering Organizational Culture in a University-School-Community Collaboration. *Journal of School Leadership*, 17(2), 222-223.

Minnes, K. (2006). The human factor. II: Creating a high performance culture in an organization. *Association for the Advancement of Cost Engineering*. Morgantown, 48(6) 27-34.

Moran, B.J., Yano, H., Al Zahir, N & Farquharson, M. (2007). Conflicting priorities in surgical intervention for cancer in pregnancy. *Lancet Oncology*, 8, 536-544.

Motsoaledi, L., & Celliers, F. (2012). Executive coaching in diversity from the systems psychodynamic perspective. *SA Journal of Industrial Psychology*, 38(2), 1-11.

Myers, D.G. (1999). Close relationships and quality of life. In D. Kahneman, E. Diener, & N. Schwarz (Eds.), *Wellbeing: The foundations of hedonic psychology*, 374-391. New York: Russel Sage Foundation.

Myres, H. (2013). *Factors in South Africa inhibiting the progression of black executives in their careers and the role of coaching in their development*. Master's Degree Dissertation, Wits Business School, Johannesburg.

Newsom, G. (2011). A work behaviour analysis of Executive Coaches. *International Journal of Evidence Based Coaching and Mentoring*, 9(2).

Ogilvy, H., & Ellam-Dyson, V. (2012). Line management involvement in coaching: Help or hindrance? A content analysis study. *International Coaching Psychology Review*, 7(1).

Onyemah, V. (2009). The effects of coaching on salespeople's attitudes and behaviors: A contingency approach. *European Journal of Marketing*, 43(7/8), 938-960.

Orenstein, R. (2006). Measuring executive coaching efficacy? The answer was right here all the time. *Consulting Psychology Journal: Practice and Research*, 58(2), 106-116.

Palmer, S. (2007). *Cognitive coaching in the business world*. Invited inaugural lecture of the Swedish Centre of Work Based Learning held in Gothenburg on 8<sup>th</sup> February 2007.

Palmer, S. (2008). The PRACTICE model of coaching: towards a solution-focused approach. *Society for Coaching Psychology*, 1(1). 4-6.

Palmer, S. (2011). Revisiting the 'P' in the PRACTICE coaching model. *The British Psychological Society*, 7(2), 156-158.

Passmore, J. (2007). An Integrative Model for Executive Coaching. *Consulting Psychology Journal: Practice and Research*. 59(1). 68-78.

Passmore, J., & Gibbes, C. (2007). The state of executive coaching research: What does the current literature tell us and what's next for coaching research? *International Coaching Psychology Review*. 2(2), 116-128.

- Passmore, J., & Fillery-Travis, A. (2011). A critical review of executive coaching research: a decade of progress and what's to come. *Coaching: An International Journal of Theory, Research and Practice*, 4(2), 70-88.
- Perkins, R.D. (2009). How executive coaching can change leader behaviour and improve meeting effectiveness: an exploratory study. *Consulting Psychology Journal: Practice and Research*, 61(4), 298-318.
- Peterson, D.B. (2006). People are complex and the world is messy: A behaviour-based to executive coaching. In Stober, D & Grant, A.M. (eds) *Evidence-Based Coaching Handbook*, New York: Wiley.
- Philippe, F.L., & Vallerand, R.J. (2008). Actual environments do affect motivation and psychological adjustment: A test of self-determination theory in a natural setting. *Motivation and Emotion*, 32(2), 81-89.
- Phillips, J.J. (1997). *Return on Investment in Training and Performance Improvement Programs*. Houston: Gulf Publishing Company.
- Phillips, J.J. (2007). Measuring the ROI of a coaching intervention, Part 2. *International Society for Performance Improvement*, 46(10), 10-23.
- Polzer, J.T., Milton, L.P., and Swarm, W.B. (2002). Capitalizing on Diversity: Interpersonal Congruence in Small Works Groups. *Administrative Science Quarterly*. Sage Publications, 47, 296-324.
- Ponterotto, J.G. (2005). Qualitative Research in Counseling Psychology: A Primer on Research Paradigms and Philosophy of Science. *Journal of Counseling Psychology*, 52(2), 126-136.
- Quick, J. C., & Macik-Frey, M. (2004). Behind the mask: Coaching through deep interpersonal communication. *Consulting Psychology Journal: Practice and Research*, 56, 67-74.
- Rabstejnek, C.V. (2008). Personal coaching for business Person's: A plethora of Choices. *Leadership and Management in Engineering*, 8, 54-56.

- Reed Business Information. (2006). Coaching confusion [Electronic version]. *Training Magazine* 1: 2.
- Sandler, C. (2009). The psychological role of the leader in turbulent times. *Emerald Group Publishing Limited*, 8(3), 30-35.
- Saunders, M., Lewis, P., & Thornhill, A. (2007). *Research Methods for Business Students* (4th edition). Upper Saddle River, N.J: Prentice Hall.
- Scheepers, C.B. (2012). *Coaching Leaders: The 7 'P' Tools to Propel Change*. Randburg: Knowres Publishing.
- Schwandt, T.A. (1994). Constructivist, interpretivist approaches to human inquiry. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of qualitative research*, 118-137. Thousand Oaks, CA: Sage.
- Schwandt, T.A. (2000). Three epistemological stances for qualitative inquiry: Interpretivism, hermeneutics, and social constructionism. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.), 189-213. Thousand Oaks, CA: Sage.
- Sedgwick, P. (2013). Statistical Question: Convenience Sampling. *British Medical Journal*. 1-2.
- Skowronek, D., & Duerr, L. (2009). The convenience of nonprobability: Survey strategies for small academic libraries. *College & Research Libraries News*. 70(7). 412-415.
- Smither, J.W., London, M., Flautt R., Vargas, Y., Kucine, I. (2003). Can working with an executive coach improve multisource feedback ratings over time. *Personnel Psychology*, Spring 4; 56, 1.
- Sperry, L. (2008). Executive coaching: an intervention, role function, or profession? *Consulting Psychology Journal: Practice and Research*. 60(1), 33-37.
- Stelter, R. (2007). Coaching: A process of personal and social meaning making. *International Coaching Psychology Review*, 2(2), 191-200.

Stober, D. (2006). Coaching from the humanistic perspective. In Stober, D, & Grant, A.M. (eds). *Evidence-Based Coaching Handbook*, New York: Wiley.

Stober, D.R., Wildflower, L., & Drake, D. (2006). Evidence-Based Practice: A Potential Approach for Effective Coaching. *International Journal of Evidence Based Coaching and Mentoring*, 4(1), 1-8.

Stout-Rostron, S. (2012). *Business Coaching Wisdom and Practice. Unlocking the secrets of business coaching*. Randburg: Knowres Publishing.

Terre Blanche, M., Durrheim, K., & Painter, D. (2010). *Research in Practice: Applied methods for the Social Sciences* (2nd ed.). Cape Town: University of Cape Town Press.

Theeboom, T., Beersm B., & Van Vianen A.E.M. (2013). Does Coaching Work? A meta-analysis on the effects of coaching on individual level outcomes in an organizational context. *The Journal of Positive Psychology*, 1, 1-18.

Thomas, W & Smith, A. (2006). *Coaching Solutions: Practical Ways to Improve Performance in Education*. New York: Hawker Brownlow Education.

Ton M.T.N., & Hansen, J.I.C. (2001). Using a Person-Environment Fit Framework to Predict Satisfaction and Motivation in Work and Marital Roles. *Journal of Career Assessment*, 9, 315-331.

Tong, A, Sainsbury, P & Craig, J. (2007). Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for *interviews and focus groups*. *International Journal for Quality in Health Care*. 19(6), 349-357.

Turner, C.A. (2004). *Executive coaching: The perception of executive coaching from the executive's perspective*. *Dissertation Abstracts International: Section A: Humanities & Social Science*, 65(1-A) 48.

Turner, C. (2006). Ungagged: Executives on executive coaching. *Ivey Business Journal*. 1-5.

Viswesvaran, C., & Ones, D.S. (2002). Perspectives on Models of Job Performance. *International Journal of Selection and Assessment*, 8(4), 216-226.

Walker-Fraser, A. (2011). Coaching and the link to organizational performance: an HR perspective on how to demonstrate return on investment. *Development and Learning in Organizations.*, 25 (4), 8-10.

Wenson, J.E. (2010). After-coaching leadership skills and their impact on direct reports: recommendations for organizations, *Human Resource Development International*, 13:5, 607-616.

Whitaker, B.G, Dahling, J.J, & Levy, P. (2007). The Development of a Feedback Environment and Role Clarity Model of Job Performance. *Journal of Management.* 33, 570-591.

Whitmore, J. (2009). *Coaching for Performance: Growing Human Potential and Purpose: The Principles and Practice of Coaching and Leadership.* (4th ed.) London: Nicholas Brealey.

Yin, K.R. (2009). *Case Study Research: Design and Methods.* 4th Ed., Applied Social Research Methods Series. Volume 5, Thousand Oaks, CA: Sage.

## **APPENDIX A**

Letter to Respondents

Dear Respondent

I am collecting data as part of my studies for the Master of Management in Business and Executive Coaching (MMBEC) at the Wits Business School (WBS), Johannesburg. The dissertation focuses on the influence of coaching on perceived job performance of newly promoted managers. It would be appreciated if you could avail your time for a 1 hour 20 minutes interview in order provide some insight into your views and experiences to this effect.

The interview will help solicit information to provide managers with an opportunity to find out what aspects of their behaviour and competencies are considered crucial to be successful in their jobs. All reasonable measures will be taken to maintain confidentiality and to respect the anonymity of participants.

I will contact you to finalise arrangements for a meeting at a venue and time convenient to you.

Your participation in this regard would be greatly appreciated.

Yours sincerely

Hudson Maila (Mr)

Mobile no. +27 83 785 XXXX



## **APPENDIX B**

### **Actual Research Instrument**

The following represent key interview questions which were asked to the newly promoted manager or those managers who have moved between managerial roles, the superior or depending on whether the question was applicable to both parties, herein labelled (ABP).

- What is the criteria for successful performance in the job? ABP.
- In this new role, have you been exposed to a formal coaching process?
- As a line manager to the incumbent, have you considered coaching for performance?
- Do you associate coaching with successful job performance? ABP.
- If yes, what value do you believe coaching can bring towards job performance? ABP.
- How do you see coaching contributing towards improving job performance of managers? ABP.
- What aspects of performance are associated with managerial competence? ABP.
- Which of the aspects mentioned above should be prioritised by newly promoted managers? ABP.
- How effective do you apply these aspects in your current role? ABP.
- How effective does the incumbent apply these aspects in his/ her current role?
- In your opinion, what challenges do you think must be overcome by newly promoted managers to make their job a success? ABP.
- What was the most difficult part of becoming a new manager? ABP.

What suggestions do you have to make the job of newly promoted managers an easy one? Abp.

# APPENDIX C

## C1 - EXAMPLE OF INTERVIEW DISCUSSION GUIDE (MANAGERS)

### DISCUSSION GUIDE/ INTERVIEW CHECKLIST (Questions directed to the Manager )

Please tell us about your current role and responsibilities.

What has it been like for you managing other managers? What has been your greatest challenge in this regard?

What type of interventions have you explored to this effect? Have you considered formal coaching in this regard? Why/ not?

- (i) **(Managing group exposed to coaching)** What do you understand about coaching? What do you think is the difference between business and executive coaching? What role do you see coaching playing in their future work life?
- (ii) **(Managing group not exposed to coaching)** What do you understand about coaching? What do you think is the difference between business and executive coaching? What role do you see coaching play in the future success of your employees? How can coaching help them at this stage?

What has it been like having a cohort of newly promoted manager(s) in your team? Thinking about a specific manager, how can you describe his/ her journey fitting into his/ her new role?

Do you believe in high performance culture and how would you describe it?

How does this link up to successful job performance in a role context? How does the newly promoted manager fit in to this (culture)? How does HPC (it) affect the overall performance at a group level?

Thinking about a specific manager, what do you believe should be the criteria for successful performance in his/her job? What do you think success mean in this job? How important is success to you as a manager? Why/ not?

What role can coaching play towards successful job performance? Do you see good value for money in coaching? In what way? What (process) do you think should be used to measure the value of coaching? Why do you think it is important/ not important for successful job performance? How can you validate measures to assess own perceptions of improved job performance?

What aspect of performance do you think should be associated with managerial competence? What is so important about the aspects you mentioned? Which of the aspects mentioned above should be prioritized?

Have you observed any of this aspects being effectively applied by the newly promoted manager in his/ her current role? Did this improve or worsen his/ her work life? In what way?

What kind of resources do you consider crucial in his/ her job? What significance could this have in this role?

What do you think is the biggest motivation factor for a newly promoted manager in this role? How does this fit in with their total work environment? How vital is this?

What is most exciting or frustrating about this role? Why is that? Where does the excitement or frustration come from? How does the newly promoted manager feel about this experience?

How much attention does the newly promoted manager pay to other work priorities? What happens when all this comes together all at once?

How does the newly promoted manager maneuver around deadlines clustered around the same time? Does it improve or worsen his/ her functional abilities? In what way? How do you think he/ she can maximize on this situation?

How does the newly promoted manager feel about meeting or not meeting his/ her performance targets? How often does this make him/ her excited or worried?

What has been his/ her best or worst moments so far? In what way? Why/ not?

Is there such a thing such as politics in the workplace? What is your take around workplace politics? How are this politics expressed in the workplace? What kind of dynamics are involved here? How do you think they should fit into the bigger scheme of things? To what extent do you think the newly promoted manager is affected by this? Why/ not?

What role does network and affiliations play in people's work life? Thinking about networks and affiliations, what has the trend been like in your experience? Who is into it at the moment? Is the newly promoted manager networking him/ herself? What affiliations do you believe can help the newly promoted manager (professionally and otherwise)? How can this contribute to his/ her current role? Why/ not?

Overall, what suggestions can you share for newly promoted managers to make it in their new roles?

## C2 - EXAMPLE OF INTERVIEW DISCUSSION GUIDE (COACHEE)

### DISCUSSION GUIDE/ INTERVIEW CHECKLIST (Questions directed to the Coachee)

Please tell us about your current role and responsibilities.

How long have you assumed your current managerial role? What was your personal journey like coming into this role?

What has been your greatest challenge in this regard? Have you considered formal coaching in this regard? Why/ not?

- (i) **(Group exposed to coaching)** How is your work life this days or at this stage? How has coaching contributed to this success? How has coaching contributed to this success? How can coaching help at this stage? What do you understand about coaching? What role do you see coaching playing in your future work life?
- (ii) **(Group not exposed to coaching)** How is your work life this days or at this stage? What role do you see coaching playing in your future work life? What do you understand about coaching? How can coaching help you at this stage? How can coaching contribute to your future success.

Is there such a thing called high performance culture? How would you describe it?

How does this link up to successful job performance? How do you fit in to this (culture)? How does it affect you at an individual level?

Is there such a thing such as politics in the workplace? What is your take around workplace politics? How are this politics expressed in the workplace? What kind of dynamics are involved here? How do you think they should fit into the bigger scheme of things? Why/ not?

What role does network and affiliations play in people's work life? What has the trend been like in your experience? Who is into it at the moment? Are you networking yourself? What affiliations do you believe can help the newly promoted manager (professionally and otherwise)? How can this contribute to his/ her current role? Why/ not?

What kind of resources do you consider crucial in your job? What significance could this have in your role?

What has been your biggest motivation factor to date? How does this fit in with your work environment? How important is this in your role?

What is your favourite aspect of your role? How much attention do you pay to other priorities? What happens when all this come together all at once?

What difficulties do you experience when deadlines are clustered around the same time? Does it improve or worsen your role? In what way? How do you then maximise on the situation?

How do you feel about meeting or falling short of your performance targets? How often does this make you excited or worry you?

Generally, what is most exciting or frustrating about your role? Why do you say that? Where does the excitement or frustration come from? How does it make you feel?

What has been his/ her best or worst moments so far? In what way? Why/ not?

What is the criteria for successful performance in your job? What do you think success mean in this job? How important is success to you as a manager? Why/ not?

What role can coaching play towards successful job performance? Do you see good value for money in coaching? In what way? Why do you think it is important/ not important for successful job performance?

What aspect of performance are associated with managerial competence? What is so important about the aspects you mentioned? Which of the aspects mentioned above should be prioritized?

Have you tried applying this aspects in your current role? Did this improve or worsen your work life? In what way?

Overall, what suggestions can you share for newly promoted managers to make it in their new roles?

# APPENDIX D

The Graduate School of Business Administration

2 St David's Place, Parktown,  
Johannesburg, 2193,  
South Africa  
PO Box 98, WITS, 2050  
Website: [www.wbs.ac.za](http://www.wbs.ac.za)



**WBS** Wits  
Business  
School  
*Sculpting global leaders*

## MMBEC RESEARCH CONSENT FORM

### RESEARCH PARTICIPATION FOR PURPOSES OF GATHERING DATA AROUND BUSINESS AND EXECUTIVE COACHING

#### INFORMATION SHEET AND CONSENT FORM

##### Who I am

Hello, I am Hudson Maila. I am conducting research for the purpose of completing my Masters in Management specialising in Business and Executive Coaching (MMBEC) at Wits Business School.

##### What I am doing

I am conducting research on **the influence of coaching on perceived job performance of newly promoted managers**. I am conducting a qualitative study with a target group of 16 participants (maximum), in order to gain some insight around their views and experiences in terms of what aspects of managerial behaviour and competencies are considered to be crucial for success in their roles.

##### Your participation

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

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

##### Confidentiality

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

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

##### Risks/discomforts

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

##### Benefits

There are no immediate benefits to you from participating in this study. However, this study will be extremely helpful to us in understanding how coaching can influence the perceived job performance of newly promoted managers?

If you would like to receive feedback on the study, I can send you the results of the study when it is completed sometime after March 2015.

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

Sculpting Global Leaders

This research has been approved by the Wits Business School. If you have any complaints about ethical aspects of the research or feel that you have been harmed in any way by participating in this study, please contact the Research Office Manager at the Wits Business School, Mmabatho Leeuw. [Mmabatho.leeuw@wits.ac.za](mailto:Mmabatho.leeuw@wits.ac.za)

If you have concerns or questions about the research you may contact my academic research supervisor, Ingra Narsai at [ingra.narsai@gmail.com](mailto:ingra.narsai@gmail.com) or [ingra1@mweb.co.za](mailto:ingra1@mweb.co.za) (082 612 2378).

**CONSENT**

I hereby agree to participate in the research project as outlined above. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop participating at any point should I not want to continue and that this decision will not in any way affect me negatively.

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

I understand that my participation will remain confidential.

.....  
**Signature of participant**

**Date:**.....

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

.....  
**Signature of participant**

**Date:**.....

## **APPENDIX E**

Transcripts (CD attached)