

**UNIVERSITY OF KWAZULU-NATAL**

**Coaching as an effective management development tool in  
Nedbank**

**by**

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## **ABSTRACT**

Globalisation and technological advancements have significantly changed the competitive landscape, such that it has become important for businesses to differentiate themselves from their competitors by achieving a strong competitive positioning through the attainment of a competitive advantage. The effective leveraging of human capital within an organisation provides a sustainable approach in achieving a competitive advantage.

The aim of this study is determine how the use of coaching as a management development tool can facilitate an improvement in the overall effectiveness of the organisation, thus providing a platform for the development of a competitive advantage, which will ultimately enhance the competitive positioning of the organisation. The study was carried out in Nedbank Retail, Kwa-Zulu Natal and it comprises of a literature review, which includes the following concepts: definitions of coaching, coaching theories, the core competencies of coaching, types of coaching, coaching models, measuring the effectiveness of coaching and coaching outcomes.

These topics provided valuable insights into coaching and the various factors that have a direct/indirect bearing on the coaching process. A quantitative research methodology approach was used for this study to understand the relationship between coaching, employee performance, employee motivation, team effectiveness, leadership effectiveness and employee's personal effectiveness. As the research was carried out in Nedbank Retail Kwa-Zulu Natal only, the researcher used a non-probability convenience sampling method.

The finding of the study revealed that coaching is an effective management development tool within Nedbank Retail in Kwa-Zulu Natal. The main finding was that coaching was effective in improving employee work performance from both a quality and responsiveness to customers' needs perspective. This is significant because superior quality and responsiveness to customers are two of the building blocks on which a competitive advantage can be built. One of the primary recommendations of this study is that the organisation implements a change management system that supports the effective implementation of coaching programs throughout the entire organisation going forward.

Whilst, there is evidence of support and commitment for coaching throughout the organisation there are pockets of uncertainty amongst some employees, which could either adversely impact the coaching process going forward or it could result in lost opportunities to develop high potential employees.

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## **Declaration**

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

Business coaching is presently one of the leading innovations in management development. Its broad appeal in the business world has resulted in it gaining a significant amount of traction in recent years. Even though business coaching is being extensively implemented in the business world, many do not have an understanding of what constitutes business coaching nor do they understand how to effectively leverage this form of coaching within an organisational context.

The origins of business coaching are deeply entrenched in the executive coaching sessions of former years. Originally, executive coaching sessions were specifically used to deliver precise and quantifiable results through the use of predetermined goals and benchmarks. Today, however the uses and benefits of business coaching are vast and over the years corporate coaching has been successful in achieving significantly higher return on investments (ROI) than regular corporate training initiatives (Edward, 2012).

Business training programs adopt a classroom learning approach aimed at skills transference, business coaching does not follow this approach. The premise of business coaching is to be motivational and to inspire employees to attain their full potential both personally and professionally. According to Edwards (2012) the primary focus of this form of coaching is to concentrate on the individual, their respective happiness and what these individuals can do to assist the organisation that employs them to be successful. Business coaching, when implemented through all the hierarchical levels of the organization has the ability to fundamentally change the way that organisation operates in a positive manner.

### **1.2 Motivation for the study**

According to (De Haan, 2008 cited in Maritz, 2013) business coaching in the global marketplace is fast reaching maturity. The development of business coaching in South Africa has been stifled because of our years of isolation from the mainstream professional development, hence business coaching is considered to still be in its infancy in South Africa (Maritz, 2013).

Maritz (2013, 2) posits that “developing management is at the heart of South African progress”. However, there are challenges that are unique to South Africa, most significantly is the existence of multicultural societies (Maritz, 2013). This is exacerbated by South Africa’s socio-political policies that are aimed at redressing past inequalities that result in unique demands on developmental offerings (Horwitz & Jain 2008). According to Maritz (2013) the prevailing shortage of managerial skills combined with the socioeconomic and labour market issues present significant managerial and business challenges in South Africa. With these prevailing realities in South Africa, business coaching is being positioned as a key enabler of management development.

This study investigated the impact of coaching as a management development tool, with a view to determine the impact thereof on the overall effectiveness of an organisation. The research was conducted in Nedbank Retail within Kwa-Zulu Natal, a province of South Africa. Having been previously employed at Nedbank, I have had first experience and knowledge of the various management development initiatives being undertaken at Nedbank Retail over the years. Nedbank Retail has been investing in coaching programs that are aimed at facilitating management development through the attainment of key coaching outcomes that are aligned to business expectations. The success and effectiveness of these coaching initiatives have not been quantified and remains uncertain. The lack of tangible evidence of the impact of coaching as a management development tool within Nedbank Retail provided the motivation for this study.

The study provides valuable insight into the impact of coaching within Nedbank Retail. The findings of the study were analysed, conclusion were drawn and practical recommendations have been made on how Nedbank can better leverage the coaching process as a means of enhancing their overall effectiveness going forward. These recommendations can be extended to other similar businesses within the financial services industry.

### **1.3 Focus of the study**

The focus of this study was to determine to what degree coaching as a management development tool impacts the overall effectiveness of an organisations.

#### **1.4 Problem statement**

Coaching as a professional is still developing in South Africa hence, the lack of reliable evidence often results in the leadership of organisations being uncertain as to whether coaching presents a viable investment in relation to management development. The research on this topic within a South African context is limited (Maritz, 2013). This study considers this topic from both a local and industry specific perspective (Maritz, 2013).

#### **1.5 Objective of the study**

Coaching has the potential to improve the effectiveness of management within an organisation and hence is viewed by many as a suitable management development tool. The banking industry is largely service orientated, hence the success of the organisation is largely dependent on their employees and their effectiveness in their various roles. Therefore, in order to gain a better understanding of the impact of coaching as a management development tool, the research objectives below were proposed. Improvements to employee work performance, morale, employee learning and personal effectiveness, team and leadership effectiveness are vital to the success and sustainability of both organisation and the individual.

- To determine the impact of coaching on employee work performance
- To determine the influence of coaching on employee morale
- To investigate the impact of coaching on an employee's individual learning and personal effectiveness
- To investigate the influence of coaching on team effectiveness
- To determine the impact of coaching on leadership effectiveness.

#### **1.6 Research questions**

With research objectives as a basis, the following questions were compiled to ensure that there was alignment between the research objectives and the study.

- Is employee work performance improving at Nedbank Retail?
- Is employee morale improving at Nedbank Retail?
- Are there improvements to employee skills and competency levels?
- Is there effective collaboration across the business units within Nedbank Retail?

- Is the leadership demonstrating improvements in their overall ability to lead the organisation?

## **1.7 Limitations of the study**

The study will be conducted across all the Nedbank Retail branches in the province of Kwa-Zulu Natal only and not nationally. Only employees that hold a managerial position will be allowed to participate in this study.

## **1.8 Chapter outline**

### **Chapter One: Introduction**

This chapter commences with an outline of the research problem, it also provides valuable details on the background and context within which the study was conducted. Insight into the objectives of the research and the key research questions are also outlined in this chapter. This chapter concludes with details on the significance of the study and the limitations of the study.

### **Chapter Two: Literature review**

This chapter presents literature on the historical foundation of coaching, the theory of coaching and its impact on a business. The literature also focuses on the core competencies of coaching and the coaching models that are critical to the success and effectiveness of a coaching program. The literature in this chapter highlights the significant relationship between the coaching process and coaching outcomes.

### **Chapter Three: Research methodology**

This chapter details the research methodology approach utilised in this study. This chapter will provide valuable insights into the research design utilised, the sampling approach selected, the research instrument utilised and the process of data collection. The method utilised for the statistical analysis of the data will also be detailed in this chapter. This chapter includes a discussion on the reliability and validity of the research instrument. This chapter concludes with a discussion on the ethical considerations relevant to this study.



## **Chapter Four: Presentation of results**

In this chapter the research findings of the study are presented in various graphical formats, namely graphs and tables. The research findings are interpreted and discussed and the research questions and objective are then discussed in relation to the key research findings of the study.

## **Chapter Five: Interpretation of results**

This chapter provides a summary of the research findings in relation to the research objectives. It highlights the conclusions drawn and the practical recommendations offered.

### **1.9 Summary**

Gaining valuable insight into the actual impact of coaching as a management development tool is challenging, due to the factor that there are multiple coaching outcomes and further that the impact of coaching may vary between outcomes due to other mitigating factors. However, the insights gained from the study provide invaluable to the leadership of Nedbank as they attempt to better leverage their human capital through coaching. The study provides insights that are both understandable and practical.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The environment in which businesses and organisations currently operate is characterised by rapid change, varying degrees of complexity and escalating levels of competition (Chowthee, 2013). According to (Daft, 2008 cited in Chowthee, 2013, p.14), the increasing levels of competition, technological innovations and customer sophistication have resulted in customers demonstrating a broader spectrum of needs, which has been instrumental in organisations seeking more effective methods to capacitate and empower their respective managers so that they may be suitably equipped to take on these current challenges.

Hunt & Weintraub (2007) suggest that changes to knowledge, skills and capabilities of both employees and managers need to be aligned with the on-going changes that are occurring within the organisation. Organisations should also focus greater effort in the development of the learning skills of both their employees and managers (Hunt & Weintraub, 2007). The research conducted by Hunt & Weintraub suggests that managers could utilise coaching as an enabler of the overall effectiveness of employees.

The aim of this literature review was to assemble and integrate research material relating to the impact of coaching on the overall effectiveness of employees within the financial services industry. The main sources used for this literature review comprised of books, journal articles and the internet. The primary focus of this chapter is to position coaching as an intervention within the current study. The scope of this chapter covers the origins of coaching, the definition of coaching, as well as the core competencies of coaching. This chapter also details the existing coaching theories, as well as the different methods coaching. Finally, the impact and effectiveness of coaching interventions is deliberated. The chapter concludes with summary of all the salient factors discussed in this chapter.

#### **2.2 Definition of coaching**

Coaching can be defined in many different ways, the definition approach used is ultimately dependant on the specific elements of coaching the writers would like to stress (Huang, 2011).

Research carried out by authors Hall, Otzao, & Hollenbeck (1999, cited in Huang, 2011, p.11) submit that “coaching is meant to be a practical, goal focused form of personal, one-one learning for busy executives and may be used to improve performance or executive behaviour, enhance a career or prevent derailment, and work through organisational issues or change initiatives.” This view is supported by Witherspoon (2000, p.167) who states that “coaching is an action-learning process to enhance effective action and learning agility”.

Killburg (1996b, p.142) states that coaching is “a helping relationship formed between a client who has managerial authority and responsibility in an organisation and a consultant who uses a wide variety of behavioural techniques to help the client achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction and, consequently, to improve the effectiveness of the client’s organisation within a formally defined coaching agreement.”

The concept of coaching being a helping relationship is supported in definition of coaching as cited in Firsch (2001) who purports that it is a “one-on-one intervention designed to support professional growth from within the organisation, and should be distinguished from other general advisory roles provided by inside consultants and human resource professionals because it is focused at the individual level”.

From the definitions that have been presented we are able to extract some key principles of coaching. Firstly, coaching is about a professional relationship between the coach and coachee that is characterised by reciprocity and strongly emphasized on trust and commitment (Huang, 2011). Secondly, coaching is a partnership or a relationship in which both the coach and client share an interest in the development of the client’s goals and aspirations (Maynard, 2006). The establishment of mutually identified goals is achieved through an individualised process that utilises tools and instruments to evaluate the central person.

Which then facilitates the attainment of the third components, the coaching outcomes, which can be realised through a systematic action plan (Huang, 2011). Coaching is instrumental in improving personal effectiveness because it guides an individual’s resources such as time and energy. Whilst coaching is a personal learning process, it also contributes largely to the overall learning of the organisation that employs the coachee.

### **2.3 History of coaching**

The earliest literature on coaching was based on a peer-review article that was based on a study by Gorby (1937). The study was carried out on senior employees that were employed under a profit sharing plan. The senior employees were required to coach the newer employees on how to reduce waste and increase profits Maynard (2006). In the years that followed there were sporadic articles on coaching appearing in literature.

It is during this period that it emerged that coaching was useful in improving sales performance within an organisation (Bigelow, 1938). Growing support and confidence in coaching was further demonstrated in Hayden (1955) encouraging the coaching process to follow the performance evaluations process as a means of improving productivity levels, as well as facilitating sustainable behavioural changes. Mold (1951) reported on the first managerial training program that focused on interpersonal communication skills utilising coaching techniques.

After a period that span over 10 years Mahler published research on the training of managers to be more effective coaches (Maynard, 2006). He later published a book for management teams within large corporates, this effectively marked the inception of professional coaching within a business context, with managers and executives being the first client population. During the late 1980's the use of coaching as a performance tools became more widespread (Tobias, 1996).

The authors Hall, Otaza & Hollenbeck (1999) state that coaching is strongly rooted in the field of applied psychological sciences. However, (Stein, 2004 cited in Maynard, 2006) suggests that coaching has its roots in educational theory, communication studies, social systems theory, the self-help movement, management and leadership theory, the holistic movement, athletic motivation theory, psychotherapy, and adult development theories.

Tobias (1996) suggests that the initial use of the term coaching was made as an alternative reference to the practices of consulting and counselling in an attempt to make these practices appear to be less threatening and remedial. Stern (2001) affirms the positive impact of the re-labelling efforts, because media coverage in the late 1990s branded coaching as a hugely sought after benefit is being made available by organisations that were keen to support their employee's individual growth and progress.

The research conducted by Kilburg (1996, p.59) suggests that coaching is as an “emerging competency in the practice of consultation” lends support to the re-labelling theory of how coaching initially began from the field of consulting and counselling.

The increasing popularity of coaching over the years can be ascribed to various reasons, some of the more commonly identified reasons are the rapidly changing business environment, globalisation and a greater focus on the development of human capital, most reasons are purely speculative and without substance (Tobias, 1996). However, the most simplest and popular reasoning is provided by Witherspoon and White (1996a, p.124) who state that “coaching brings out the best in people”, it also can be used as a platform to learn new skills, increase work performance and prepare individuals for change and advancement.

## **2.4 Coaching theories**

### **2.4.1 Coaching and therapy**

Coaching and therapy have a common background, however whilst coaching is considered to be therapeutic because it focuses on enhancing an individual’s performance or life experiences, it still remains distinctly different from therapy. Coaching is focused on developing the individual’s future and is wellness orientated, whilst therapy focuses on the individual’s past and is illness orientated. A fundamental difference between coaching and therapy, is that coaching is all about discovering, whilst a therapy is focused on recovering and uncovering (Wright, 2005).

### **2.4.2 Coaching and training**

The primary object of training is to prepare trainees to effectively perform specific post-training tasks. The training agenda is usually determined by the trainer and the trainees are required to adapt to the process and structure of the training (Wright, 2005). The coaching process allows the client to establish both the agenda and the goals that are to be achieved. Trainers have the ability to be excellent coaches and coaches have the potential to be trainers.

According to Schmidt & Bjork (1992 cited in Wright, 2005, p.326) there are occasions when the successful completion of a training initiative does not result in an improvement in performance.

The reason for this occurrence according to Wright (2005, pp. 326) is the fact that training lacks the teaching of metacognitive skills to trainees. Hesketh (1992) defines metacognitive skills as the ability to think about one's thoughts, feelings and behaviours, which are all essential in the mastering of new skills.

The definition of metacognition according to Hesketh (1992) comprises of two components, the knowledge and control of self and knowledge and control of process. These two components are collectively significant in the self-regulation of commitment, attitude, attention and executive control behaviour (Wright, 2005). Metacognitive skills are a central area of focus for the coaching process. According to research conducted by Olivero, Bane & Kopelman (1997), productivity resulting from a training program was significantly improved with the addition of coaching compared to just training alone.

### **2.4.3 Coaching and mentoring**

Mentoring occurs within an organisational context and it usually comprises of a traditional hierarchical relationship between a senior employee and a junior employee. The purpose of this relationship is to facilitate the transference of the domain specific knowledge of the senior employee to the junior employee. The primary consideration when drawing a comparison between coaching and mentoring is the fact that mentoring requires an individual with expert knowledge in a specific domain to transfer that specific knowledge to another individual who does not possess that specific knowledge or expertise (Wright, 2005).

Conversely, the coaching process facilitates learning in the client. There are three key practice areas in which coaching and mentoring differ, focus, skill and ownership. From a focus perspective, a coach aims to assist the client to learn how to increase his/her level of achievement, whilst a mentors aims to be a resource to the person being mentored. The skills requirement for a mentor include people skills, training skills and teaching skills, whilst the requirements for a coach focus on knowledge, techniques, as well as the skills to assist the client achieve their desired goals without directing the client.

Wright (2005) posits that coaching and mentoring differ in terms of their fundamental requirements; the requirements of coaching are self-direction and ownership of performance by the client.

Whilst, the requirements of mentoring necessitate the ownership of performance to be jointly allocated between both the mentor and client. Coaches are able to draw on their high level of expertise in a specific area of business to facilitate a client's learning. Although, it is possible for mentors to possess good coaching skills, it is not a requirement of mentoring. The effectiveness of mentoring can be significantly enhanced should mentors embark on explicit training in coaching skills (Wright, 2005).

## **2.5 Coaching core competencies**

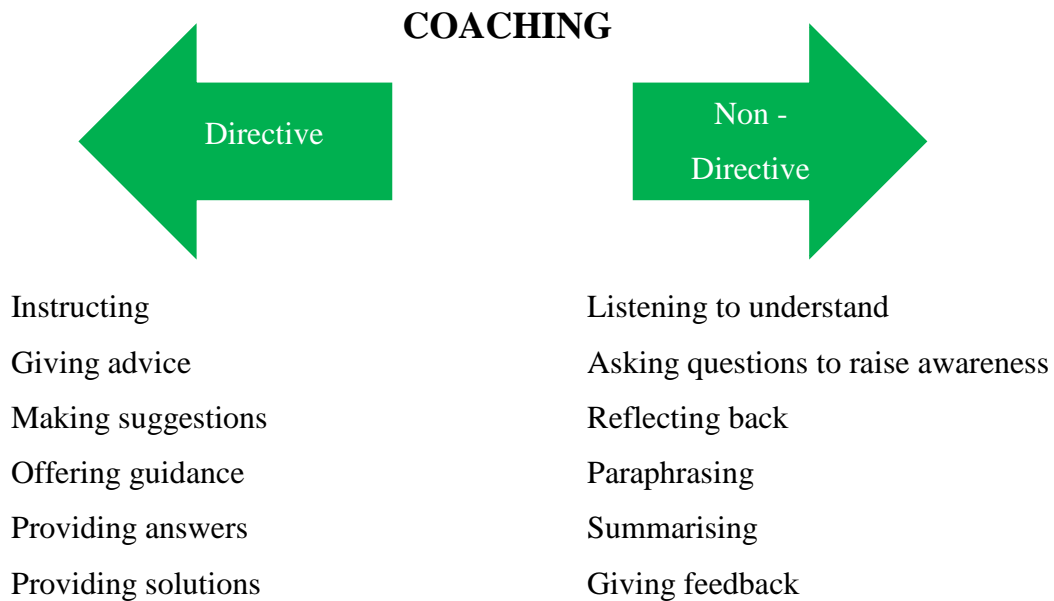
The International Coaching Federation (ICF) and the International Association of Coaches (IAC), both certified bodies have identified coaching core competencies as meeting ethical guidelines and professional standards, establishing the coaching agreement, establishing trust and intimacy with the client, coaching presence, active listening, powerful questioning, creating awareness, designing actions, planning and goal setting, and managing process and accountability (Wright, 2005).

### **2.5.1. Directive versus non-directive approach to coaching**

Gwyther-Jones (2011) posits that coaching is an intervention that supports the coachee to develop and discover a sustainable approach to resolving challenges and achieving success. It is not a requirement of the coach that he/she provide all the answers, solve all the problems or teach/instruct. The role of the coach is to be a facilitator, a sounding board and an awareness creator (Gwyther-Jones, 2013). The focus is on a management process that is viewed as being “non-directional” as opposed to “directional” (Gwyther-Jones, 2011).

## Figure 2.1 Directive and non-directive coaching

The characteristics of directive and non-directive coaching is defined as follows:



Source: Nieuwerburg (2011).

### 2.5.2 Core elements of good coaching

An effective coach will need to have skills to establish rapport, consolidate trust and ask the appropriate questions that generate self-awareness for the coachees (Gwyther-Jones, 2011). A tenet of coaching is the conviction that the coachee has the ability to solve their own problems. On this basis the coach does not attempt to “fix” the coachee but rather to create an awareness of factors that may be instrumental in inhibiting the coachee’s performance (Gwyther-Jones, 2011). Passmore (2006) suggests that there are certain characteristics that constitute good coaching, and an effective coach should possess most if not all of these characteristics. These characteristics are vital because it highlights the coach’s business skills and acumen, expertise, experience, people skills, dedication and commitment to the coaching process, which ultimately defines the success or failure of the coaching process.



**Figure 2.2: Core elements of good coaching**



Source: Passmore (2006, p.15).

## **2.6 Types of coaching**

Over the years the sports coaching model has been used as a platform on which many coaching models have been developed. Different coaching approaches have been developed for individuals and teams. The coaching approaches relevant to individuals are as follows:

### **2.6.1 Goal orientated coaching**

Coaching is a vital tool to support organisational change (Fielden, 2013). Coaching, facilitation and training implementation are all considered collectively, when an organisation is in the process of creating strategies to manage change. There are many within organisations that hold the belief that coaching is actually counselling that occurs in the work environment, despite the fact that there are significant differences between coaching and counselling (Fielden, 2013). A primary difference between coaching and counselling is the fact that coaching applies a goal setting approach.

### **2.6.2 Executive coaching**

Executive coaching is centred on developing fast-track and high-performing leaders and focuses on technical issues and psychological considerations (Fielden, 2013). Executive coaching is built on the premise that the executives that hold these positions are either at the top or close to the top of their organisations.

As a result of the office they hold, they fully understand the dynamics of their environment and are fully supportive of the need for constant improvement. In this scenario the coach takes on the role of a neutral, objective party with whom the executive can discuss opportunities and challenges. The importance of the role of the coach in this scenario cannot be sufficiently stressed.

### **2.6.3 Transactional and transformational coaching**

Over the years there has been a progressive shift in the approach that coaches utilise, where in the past coaches utilised a transactional model, which essentially focused on competencies, learning skills and techniques. Today, coaches utilise a transformative model that is primarily concerned with shifting individuals' views, values and sense of purpose (Fielden, 2013). Building awareness, commitment and practice are the three core skills that are necessary to enable effective transformational coaching.

### **2.6.4 Self-coaching**

Self-observation is an important part of self-coaching. Coaches are required to conduct an introspective assessment of themselves by posing questions to themselves on aspects such as their coaching experience, the views they hold, their opinions and their beliefs in relation to coaching.

### **2.6.5 Business coaching**

At present there is no clear distinction between the boundaries of executive coaching and business coaching. The aim of business coaching is “operational mastery” that focuses on business transforming the business, improving growth opportunities, transformation, improving the working atmosphere and morale of staff (Zeus and Skiffington, 2002). Business coaching is an interactive collaborative partnership which focuses on reaching personal and professional goals, “business coaching enables the client to understand and enhance his or her role in achieving business success (Zeus and Skiffington, 2002).

The business coach helps the client discover how personal characteristics, including a sense of self and personal perspectives, affect personal and business processes, and the ability to reach objectives within a business context” (World Wide Association of Business Coaches, 2008). In general, business coaching therefore, is concerned with organisational objectives and deals with the task or work with which the individual is engaged.

### **2.6.6 Personal/Life coaching**

The emphasis in personal or life coaching is on the individual outside of an organisational context, although there may be an overlap where work concerns are discussed. Personal coaching is a series of conversations that are related to the coachee’s learning and progress in life, which focuses on helping the coachee to create positive change in his/her life (Starr, 2003).

For example, an exploratory study by Grant (2003) found evidence that a life coaching programme facilitated goal attainment, improved mental health and enhanced the quality of participant’s life. Therefore, in personal coaching there is an emphasis on improving personal effectiveness, which leads to personal growth in the coachee.

## **2.7 Coaching models**

The purpose of a coaching model is to provide a framework for the coach, it provides the coach with an underlying strategy that can be utilised when the coach is coaching the coachee (Simon, 2012). Grant (2012) suggests that a coaching model is a high level strategy that allows the coach to adequately respond to diverse coaching situations. The ability of coaches to utilise multiple coaching models allows coaches to better meet the coaching challenges in the current rapidly changing business environment.

### **2.7.1 An integrated model of goal-focused coaching**

Grant (2012, p.146) posits there is much controversy with respect to the goal-focused approach, much of this controversy is centred around the view that the “goal setting is overly-linear process that constricts that coaching conversation and acts as a barrier to working with emergent issues within the complex dynamic system that is coaching conversation”. Goal setting is also linked to coaches encouraging a coachees to pursue either outdated or inappropriate goals (Grant, 2012).

Clutterbuck (2010) suggests that goal setting often focuses on the measure of issues that can be measured but that often have low level of importance. Whilst, the views on goal setting may vary, there is merit in goal setting most especially within the context of self-regulation. According Grant (2012) “goal-focused self-regulation sits at the core of the coaching process”.

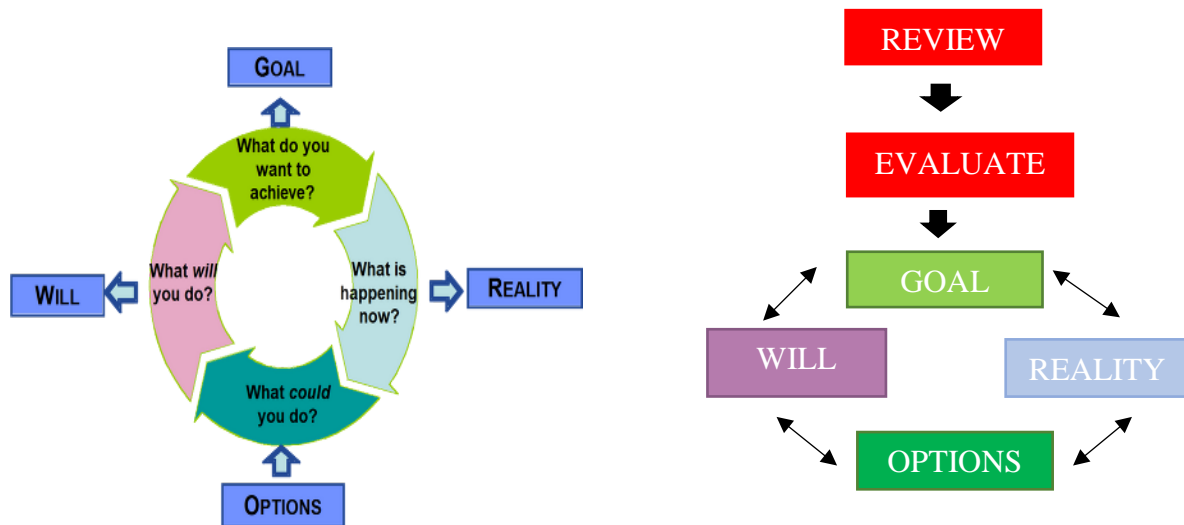
The premise of this model is that the individual is responsible for determining the goal. That individual then establishes an action plan and commences action. The individual then monitors and evaluates his or her performance by comparing the performance to a standard. The outcome of the evaluation process results in the individual modifying their actions so as to enhance performance and hence facilitate the attainment of the goals. Grant (2012, p.149) states that “the role of the coach is to assist the coachee with their movement through the self-regulation cycle onwards, towards the attainment of the goals”.

### **2.7.2 The GROW model**

The GROW Model has been successful throughout the world, across a broad spectrum of people from diverse backgrounds and with varied experiences. Globally, it is the most common basis of coaching within many organisation and universities. Grant (2011) posits that the GROW Model is presently the most favoured coaching model within the international coaching community, because of its ability to deliver outstanding results it is able to assist people to achieve within a personal context, as well as within as organisational context.

According to Grant (2011, p.118), “the GROW Model is an acronym standing for (G)oals, (R)eality, (O)ptions and (W)ill, highlighting the four key steps in the implementation of the GROW Model”. As the coach and coachee advance through the four stages of this model it results in an increase in the awareness of the coachee of his/her own aspirations, it also facilitates a better understanding of the current context, it highlights the various possibilities that are accessible to the coachee and the relevant actions that are available to achieve both their personal and professional goals (Grant, 2011). Through the process of defining and setting specific, measurable, achievable goals, and the establishment of a realistic time frame for their achievement, the GROW Model successfully promotes confidence and self-motivation, leading to increased productivity and personal satisfaction (Grant, 2011).

**Figure 2.3: The GROW model and RE-GROW model**



Source: Grant (2011, p.125)

According to Grant (2011, p.124) “without a clear and explicit link from one session to the next, the coaching engagement runs the risk of becoming a series of disjointed conversations”. Present coaching models focus on the structuring of single coaching sessions, the *RE-GROW* model as proposed by Grant (2011) is aimed at integrating the learning from earlier sessions into the current session. The inclusion of *Review* and *Evaluate*, ensures that each coaching session commences with a review and evaluation of the learning and actions from the last session.

## 2.8 Measuring the effectiveness of coaching

It is hugely challenging to definitively prove the benefit of any employee development activity, including coaching (Trenner, 2013). In an organisational context there are a minimal number of organisations that follow rigorous processes for the specific purpose of measuring individual productivity and this is further complicated by the fact that there is no direct link between the performance of an individual to the output of their function or to the organisation’s profits (Trenner, 2013).

Currently only a small number of organisations that utilise coaching have a system in place that allows for the proper evaluation of its effectiveness. Trenner (2013) postulates that the existence of both hard and soft data indicates that coaching does provide value for money.

The primary approaches utilised to assess the benefits of coaching as defined by Trenner (2013) return on investment for the organisation, the contribution of coaching towards the company's strategies for developing people, the impact that coaching has on the client in terms of changing their ways of working or achieving their coaching goals and feedback from clients about the effectiveness of the coaching and their overall satisfaction levels.

### **2.8.1. Tangible benefit of coaching - return on investment (ROI)**

The most effective means of calculating ROI in relation to coaching, is in businesses where measurement is already occurring (Trenner, 2013). According to Trenner (2013), process improvement initiatives that include coaching may reveal direct savings over a period of time in relation to the reduction of costs, alternatively sales employees that are receiving coaching may achieve improvements in their sales performance as a direct result of their coaching. The challenge in both these scenarios is determining the exact extent to which to these successes may be attributed to coaching specifically. Increases in ROI as a result of coaching initiatives span 200 – 700 percent. Trenner (2013) posits that ROI can be quantified on the basis of the following coaching translates into doing, doing translate into impacting the business and the impact can be quantified and maximised.

A study conducted on 100 executives from 56 different organisations over a 6 – 12 month period revealed a 570 percent or 5.7 times return on the original cost of coaching (Trenner, 2013). The specific improvements that were reported by the participants of the study were as follows productivity (53%), quality (48%), customer service (39%), reduced complaints (34%) and cost reductions (23%) (Trenner, 2013).

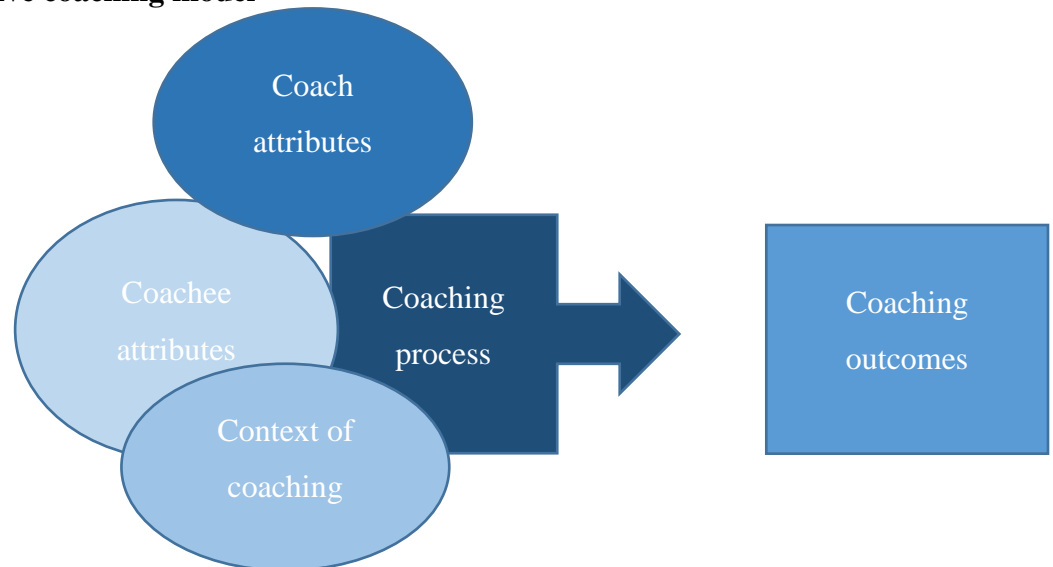
### **2.8.2 Intangible benefits of coaching – “soft benefits”**

In addition to the financial benefits that were identified from the study, it was also determined that coaching also provides a vast array of intangible benefits, which are hugely important to organisations. The specific improvements that were reported by the participants of the study were as follows improved relationships (direct reports – 77%, stakeholders – 71%, peers – 63%, clients – 37%), improved teamwork (67%), increased job satisfaction (61%) , reduced conflict (52%); increased commitment to their organisations (44%) (Trenner, 2013). These findings have been supported by other studies that have also identified additional benefits such as, decreased stress, depressions and anxiety at work, increased resilience, well-being, and workplace engagement (Trenner, 2013).

### 2.8.3 Evaluating the overall effectiveness of coaching

According to Leonard-Cross (2010), the evaluation process of coaching should extend beyond just the feedback and performance of the coachee but should rather be inclusive of other sources as well. The viewpoints of the coach can add valuable insights into aspects of the coaching relationship and as well as individual outcomes (Leonard-Cross, 2010). Fairhurst (2007) cited in Leonard-Cross, (2010) suggests that the four main sources for evaluation should be coaches, coachees, organisational perspective and documents. In addition to the above, the evaluation process should also comprise of attitude questionnaires that include rating scales, this will facilitate both positive and negative perceptions, as well as face-to-face interviews which allow for a more detailed exploration (Leonard-Cross, 2010). The model below aptly summarises the conditions for effective coaching.

**Figure 2.4: Effective coaching model**



Source: Jarvis (2004 cited in Fielden, 2005)

The model proposed by Jarvis suggests that for the coaching outcomes to be successfully achieved, the attributes of both the coach and coachee must be considered to ensure that they are at an acceptable level of competence. The coaching context must be considered to ensure that the environment is supportive of the coaching process. The coaching process must be aligned to the coaching objectives. Consideration of all of these aspects will improve the likelihood of the attainment of the coaching outcomes.

## **2.9 Coaching outcome**

Opinions and perceptions in relation to coaching differ significantly (Leonard-Cross, 2010). However, the growing awareness of coaching has been instrumental in coaching being viewed as a more accessible development tool that can facilitate the overall shortening of the learning curve, as well as the adaptation to new environments or roles (Leonard-Cross, 2010). Coaching within an organisational context has the ability to impact a broad spectrum of work life aspects.

According to Williams & Offley (2005 cited in Leonard-Cross, 2010, p. 37) the benefits of coaching comprise of improved performance, job-satisfaction, teamwork, quality, communications, flexibility, ownership, leadership, succession planning and career planning. Future talent development requires organisations to search both internally and externally for employees that can be nurtured and developed into roles and further that the traditional development areas be extended beyond technical skills and job experience to include interpersonal skills as well.

Bloch (1996) posits that coaching is one of the most powerful methods of developing these ‘soft’ skills, however cognisance must be taken of the fact that as with any development intervention, the levels of success are contextually driven in relation to the individuals that are participating and or the situations.

### **2.9.1. Employee performance**

In a business context it is imperative that managers have solid coaching skills, these skills are instrumental in assists individual employee and teams in the delivery of the bottom line results (Demarco, 2013). According to Demarco (2013), a manager who is able to “coach” is able to make a profound improvement in the performance of employees while keeping them motivated. Many studies demonstrate that correctly coaching employees positively impacts the bottom-line and further that organisations that have adopted a combination approach of training and coaching have achieved significant bottom-line profitability. Training as a stand-alone employee development tool is able to improve productive by only 22.4%, however as combination of both training and coaching increases productivity by approximately 88% (Demarco, 2013).



However, according to Heslin et al. (2006) and authors Heslin and Latham (2004) whilst organisations and managers acknowledge the possibility that coaching can improve performance, often the implementation of coaching does not deliver the desired outcomes and results. This view is shared by Whitmore (2003, cited in Agarwal et al., 2009, p.2112) who argues that “coaching effectiveness could be limited by organisational and behavioural barriers”. Illustrations of this could be implementing coaching in an organisational environment that is not supportive of coaching orientated behaviour or implement coaching because it is a managerial fashion or fad without demonstration of its usefulness or its strategic value (Agarwal et al., 2009).

Managers may perceive coaching to be an obstacle and view it as an alternative form of a performance appraisal (Agarwal et al., 2009). Further some individuals within the organisation may not benefit from high performance work practices such as coaching, teamwork or developmental programs because these practices may heighten the individual’s awareness and the pressure they experience in relation to the delivery of results, the resultant stress and the instability of the situation (Agarwal et al., 2009).

When there is a lack of mutual support on both the part of the coachee and manager it could result in a poor coaching outcome in relation to performance, because other parties could view coaching as an obstacle that distracts them from their day-to-day activities (Whitmore 2003, cited in Agarwal et al., 2009, p.2112). Strict time constraints and growing workloads result in managers focusing more on business-related activities and less on developing employee relationships and developing the foundations for long term performance (Green, 2006). Appelbaum et al. (2000) suggest that as organisations introduce high performance practices such as coaching, employees may view this and other similar initiatives as the organisation becoming more demanding and that the increasing work demands are being disguised through offering the opportunity for development, motivation and improvement.

### **2.9.1.1 Impact of the organisational context on employee performance**

Contel (2012) suggests that all employees come to work with the intention of doing a good job. However, the existence of organisational and process barriers result in much frustration for employees, which has a ripple effect of reducing the employees’ desire to perform their jobs well.

The resultant decline in productivity or performance is usually instrumental in the leadership of the organisation implementing corrective action in the form of coaching (Contel, 2012).

Research indicates that 75% of the factors that have a direct bearing on an individual employee’s performance in the workplace relate to system issues rather than personal issues. The system issues differs in every organisation and for every job, hence the coach needs to have an understanding of the organisational context and the system issues to effectively coach the coachee to achieve higher levels of performance (Contel, 2012).

The figure below details the various system issues:

**Figure 2.5: Thomas F. Gilbert – Model**

Environment 75%	Information	Resources	Incentive/Consequences
	35%	26%	14%
Individual 25%	Knowledge & Skills	Capacity	Motivation
	11%	8%	6%

Source: Harold, et al., (2004 cited in Contel, 2013).

In order to effectively address the various system issues identified, coaches have to adopt multiple coaching strategies.

### 2.9.1.2 Coaching strategies for managers

The coaching process is a combination of open communication and feedback between the coach and the coachee, which requires a substantial amount of investment in both time and effort. The ability of the coach to effectively perform his/her role significantly raises the performance level of the coachee, however for the coaching process to be successful it also requires the coachee be receptive of the coaching process. The coaching strategies that managers could adopt as defined by Demarco (2013) as follows, build a foundation of trust, clear communication, be a motivator and morale builder, listen and ask powerful questions. The effective implementation of these strategies is contingent on the calibre of the coach, the selection of a coach often creates much debate amongst the leadership of an organisation.

### 2.9.1.3 Internal vs external coach

According to Tyler (2000 cited in Maynard, 2006) historically coaches were hired external to the organisation, however due to the fast pace of change occurring within organisations, the development of existing internal resources to meet coaching needs is fast growing traction. Notwithstanding the growing trend towards the use of internal coaches, a 100% of the executives surveyed by Wasylyshyn (2005), demonstrated a strong preference for external coaches, citing trust and confidentiality as the primary reasons for their preference (Maynard, 2006).

The following table provides a summary of the differences between external and internal coaches (Fielden, 2005):

**Figure 2.6: Differences between internal and external coaches**

External coaches are preferable:	Internal coaches are preferable:
For providing sensitive feedback to senior business leaders. For political reasons this could be difficult for an internal coach.	When knowing the company culture, history and politics is critical.
For bringing specialised expertise from a wide variety of organisational and industry situations.	When easy availability is desired.
When individuals are concerned about “conflict of interest” and whether confidentiality will be observed.	For being able to build up high level of personal trust over a period of time.
For providing a wider range of ideas and experience.	For not to be seen to be “selling” consulting time.
For being less likely to judge and being perceived as more objective.	For keeping costs under control and it may be less expensive.

Source: Jarvis (2004 cited in Fielden, 2005)

### 2.9.1.4 Positive psychology of coaching

Organisations have started to implement “positive” organisational practices, such as coaching that are aimed at enhancing employee skills, happiness or well-being to achieve optimal performance, as opposed to the “plugging” of development gaps to achieve an “acceptable” level of performance (Crabb, 2011).

According to Linley & Harrington (2005 cited in Crabb, 2011) the literature available on coaching psychology correlates strongly with positive psychology, this is significant because both these specified approaches are clearly focused on the enhancement of performance and well-being, which is attained by focusing on the positive side of human nature as opposed to what is flawed or negative.

Over the recent years practitioners rather than academics have started to focus a significant amount of attention on employee engagement, a type of positive organisational practice.

In a leading study on the drivers of employee engagement, Robinson et al. (2004) define employee engagement as ‘a positive attitude held by the employee towards the organisation and its values (Crabb, 2010).

### **2.9.1.5 Employee engagement**

The relevance of employee engagement is that an engaged employee is cognisant of the prevailing business context and hence collaborates with other employees for the specific purpose of improving the performance within the job such that it benefits the organisation. Crab (2011) posits that an organisation must focus its efforts on developing and nurturing employee engagement, employee engagement requires a “two-way relationship between employer and employee”.

Coaching fosters and supports employee engagement, resulting in business leaders viewing coaching as an appealing management tool and research demonstrates that there are multiple organisational benefits that may be derived from an engaged employees. This is supported by the findings in Towers Perrin Global Workforce Survey, (2007/2008) that revealed that “organisations with engaged employees create higher performance levels and remain ahead of their competitors”. Further, a survey that specifically focused on the attitudes of employees revealed two important findings, firstly that that engaged employees were less absent from work and secondly, that these engaged employees were less likely to leave their employer as opposed to their less engaged colleagues (Towers Perrin Global Workforce Survey, 2007/2008).

Research conducted by Chartered Institute of Personnel and Development (CIPD) across 30 organisations in various industry sectors revealed that coaching improved performance in both individuals and the team, it also reduced the element of human error and hence the need to spend time correcting errors, a visible improvement in the level of performance was acknowledged by both coachee and line manager and finally the need for managerial supervision was reduced due to an increase in the confidence of individuals in their performance (Chartered Institute of Personnel Development, 2005).

## **2.9.2 Employee morale**

Gellerman (1992 cited in Crumpton, 2013) in his book *Motivation in the Real World*, defines “motivation as the art of helping people to focus their minds and energies on doing their work as effectively as possible”. As the world continues to experience rapid change and rising levels of economic challenges the term “focus” in Gellerman’s definition has become very significant, resulting in both managers and supervisors searching for creative ways to direct employee’s attention productively (Crumpton, 2013).

### **2.9.2.1 Coaching as a motivational tool**

Human motivation is complexly linked to emotions and the ability of an individual to maintain focus on what is accomplishable as opposed to what is not, this can be a very formidable task for an individual. An employee’s motivation has a direct bearing on the attainment of social achievement goals. It also correlates strongly to the emotional intelligence of the employee. Managers often use emotional intelligence principles to enable other’s self-awareness, this facilitates the finding of solutions through others Crumpton (2013).

Crumpton (2013) suggest that basic motivational techniques require managers and supervisors to play an active role in coaching others. Active coaching towards motivating employees includes providing positive feedback and rewarding good behaviours, public recognition of efforts, providing incentives, even if they are non-monetary, leading by example and demonstrating willingness to be part of the team, listening to what is being said and responding appropriately and asking questions, and showing interest and empathy in the details.

These basic motivation techniques are regularly used by both managers and supervisors during periods when the work environment is relatively normal. The challenge arises though when managers need to keep their employees motivated during periods of adversity, this requires a combination of basic motivation techniques and strong leadership. A regular manager could be transformed into an effective leader, this is largely dependent on his/her ability to react to.

Whilst managers are goal-oriented and problem solvers, leaders are required to be able to look beyond the mechanics of the situation in order to stimulate people on a personal level (Crumpton, 2013).

### **2.9.2.2 Motivation theories**

According to Ball (2012) needs theories defines motivation as “the willingness to exert high levels of effort towards the attainment of organizational goals, conditioned by the individual’s efforts and ability to satisfy some individual need”. Within the context of needs theories, a “need” is considered to be an internal state that creates a scenario where some outcomes seems attractive (Ball, 2012). A need that is unsatisfied has the ability to generate tension which then encourages drive within the individual. This drive has the ability to stimulate a search type of behaviour aimed at identifying particular goals. Should the individual be able to attain these particular goals it will result in the need being satisfied and hence, a reduction in the tension.

- **McClelland’s Theory**

McClelland’s theory is based on his belief that four critical factors drive motivation *the need for achievement* refers to the drive an individual has to compete and succeed (Efere, 2005). Every person has their own standard against which they measure their success. *The need for affiliation* refers to the desire for compassionate, warmth and sociable contact with other individuals (Efere, 2005). *The need for power* refers to the desire that an individual exhibits to influence others, as well as the need to have authority over other people (Efere, 2005). *The need for avoidance* refers to the avoidance of conflict or negativity when relating with individuals (Efere, 2005).

These four needs are present within all individuals, however some needs may be more dominant than others, hence an individual may exhibit the need for power, affiliation and achievement simultaneously (Armstrong, 1991). Maharaj (2011), suggests that a leader is not able to effectively motivate an individual if they is not aware of what is important to that individual. According Jones and George (2008) the significance of the needs are revealed by individuals, it is reliant on the occupation of individuals and different occupations will benefit from different needs sets.

Leaders within the organisation must take the initiative to learn to read emotional signals from employees, this will allow them to effectively motivate at whatever level of concern could be most impacted. People will always have concerns, but determining which concerns within the workplace influence a personal need is key to providing the best motivation Crumpton (2013). This view is reinforced by Herzberg's motivation-hygiene (maintenance) theory, this theory is especially significant within the context of sustaining motivation through a financial crisis. Herzberg's The Motivation to Work study (Herzberg, 1959) presented the role of the organisation as providing maintenance of factors outside the employee's control. These factors were crucial to the providing of a platform for employees to feel motivated, this was achieved through internalised factors such as praise, recognition or opportunities for advancement.

This affirms that the leadership of the organisational have the opportunity to make a difference by crafting a culture that is supportive of their employees, even though certain changes and occurrences could render the situation less than ideal.

Research conducted by Chartered Institute of Personnel and Development (CIPD) across 30 organisations in various industry sectors revealed that coaching results in an individual's level of self-confidence increasing resulting in the individual becoming more proactive, and work performance improving. It also revealed that coachees are motivated by the support that is being provided to them, resulting in their attitude towards self-directed progress being boosted (Chartered Institute of Personnel and Development, 2005).

### **2.9.3 Team effectiveness**

The authors Ives & Cox (2012) suggest that literature on coaching has frequently not recognised that individual coaching is not able to progress effectively without group cooperation, this aspect of group cooperation is especially significant when the individual goals of employees overlap with the goals of other employees all within the context of a single organisation. The importance of group coaching is reinforced in Clutterbuck (2010) who argues that there are circumstances in which certain prevailing external factors have a substantial impact on an individual and that these circumstances then render group coaching to be vital.

#### **2.9.3.1 Individual coaching vs team coaching**

Individual coaching has limitations and group coaching can be a more appropriate coaching option Hudson (1999). Research conducted by Haug (2011) with a project management team based in Germany affirms this view. Haug's research revealed that team dynamics has the ability to cause ineffective, as well as potentially destructive behaviour and that the use of group coaching tends to mitigate against this sort of behaviour.

In the same way, Woodhead's (2011, pg. 114) research that was based on professional multi-disciplinary teams in the National Health Service, demonstrates how coaching supports teamwork by providing: "a forum for dialogue and thereby improving communication, giving focus and clarity of shared goals, increasing trust and collaboration that allows participants to see beyond each other's professional image, and enabling a systemic understanding and approach to problem solving, decision making and commitment to achieving collective outcomes".

#### **2.9.3.2. Group coaching as a means of enhancing team effectiveness**

Group coaching focuses on identifying methods that both individuals and groups can use to create more satisfied lives not only for themselves but for their respective communities as well. A combination of individual and group work is most beneficial according to (Shulman, 2008 cited in Cox, 2012, p. 38) because "rather than robbing the individual work of its vitality, group discussion often enriches the content of the individual sessions". The significance of this dual approach is that it provides a platform for individuals to be exposed to the issues of other individuals.



It also facilitates an understanding of how other individuals may be experiencing problems, which then allows these individuals the opportunity to explore their own personal feeling that were until now not evident, thus enhancing the ability of team members to effectively engage with each other. This level of engagement amongst team members provides a platform for the emergence leadership abilities that can be further developed.

#### **2.9.4 Leadership effectiveness**

Harper (2012) posits that coaching is often viewed as a worthwhile intervention that is able to facilitate the attainment of both personal development goals and organisational goals. Coaching is able to increase the success of the leadership within the organisation, improve the quality of the organisational workforce and enhance the organisational culture (Gladis, 2007). According to Gladis (2007) “the coaching of leadership is a lucrative opportunity for organisations to provide support for the leaders and leverage their interests for profits for all stakeholders. This view is supported by Kilburg (1996) who suggests that when coaching is used by an organisation as a means of improving both the professional performance of leaders and their personal satisfaction, it has a ripple effect because it result is an improvement in the effectiveness of the organisation.

##### **2.9.4.1 Why organisations choose coaching to develop leaders**

Organisations are more inclined to invest their resources from both a financial and time perspective in coaching because they are of the opinion that the destiny of the organisation, that is the success or failure of the organisation, is contingent on the effectiveness of their leadership (Kilburg, 1996). Stern (2004) supports this view with an illustration that suggests that coaching could be hugely beneficial when leaders within the organisation are deficient in personal drive, appreciation of organisational culture or team cohesiveness to make strategic decisions for the entire organisation. O’Shaughnessy (2001, cited in Harper, 2012, p23) suggests that organisations are more inclined to use coaching because it “allows leaders to grow professionally and developmentally in the power of influence and performance”. Organisations choose coaching because it is viewed as a worthwhile “tool in helping individuals deal with the uncertainty and challenges inherent in organisational change” (Grant, et al., 2009).

#### **2.9.4.2 Coaching as an enabler of effective communication by leaders**

The communication skills and abilities of leaders can be significantly improved with coaching (Longenecker, 2010). Coaching facilitates the development of effective communication skills that leaders can utilise when communicating with their subordinates. Longenecker (2010) states that improvements in the communication skills and abilities of leaders is important because it has a direct bearing on the performance management within the organisation, it is also hugely important when the leader is the person responsible for articulating the performance expectations in the organisation, as well as providing feedback. This view is supported by both Stern (2004) and Witherspoon (2000) who state that the effective communication skills of leaders will result in the performance management of organisation being enhanced.

#### **2.9.4.3 Coaching utilised as a tool to facilitate the management of conflict**

The personalised nature of coaching creates a platform that can be utilise by organisations to address issues of problematic behaviour in high potential or senior managers (Longenecker, 2010). Organisations hold this view because the coaching process facilitates the identification of behaviours that are instrumental in creating situations of conflict for the person being coached. This realisation lets the person learn how to evade these particular behaviours and hence better manage their ability to create conflict situations. In addition to the above coaching is viewed as “a form of active learning that transfers essential communication and relationship skills” (Sherman & Freas, 2004, p3).

#### **2.9.4.4 Coaching enhancing leaders’ ability to collaborate**

Coaching has the ability to significantly improve a leader’s relationship with both internal and external stakeholders. Feldman (2001) suggests that this takes on a greater significance when there is a need for the organisation to improve the overall image and reputation of the leader in relation to the colleagues of the leader and the organisation. Coaching assists leaders in making efficient utilisation of all the resources of the organisation, this fosters a greater sense of control over the environment which impacts on the level of satisfaction that the leader derives from his/her work.

#### **2.9.4.5 Coaching aiding leaders to develop human capital**

Organisations utilise coaching to facilitate talent development, to articulate and strengthen the knowledge of their employee so that they may reinforce the performance of the organisation, and to cultivate an employee pipeline for key positions (Longenecker, 2010). This view is supported by Becker (1964) who suggests that organisations are able to perform better with increased human capital capabilities, comprehensive knowledge and know-how.

Research conducted by Chartered Institute of Personnel and Development across 30 organisations in various industry sectors revealed that coaching results in more confident and effective leadership being demonstrated, it also revealed an improvement in the leadership ability at a team-leader level, the speed of decision making at a senior level on management was enhanced, management across the organisation shared a common understanding of the vision and mission of the organisation and finally an overall improvement in the level of confidence, motivation, engagement and enthusiasm in relation to all the coachees (Chartered Institute of Personnel and Development, 2005).

#### **2.9.5 Employee's personal effectiveness**

Maxwell and Bachkirova (2010) define self-esteem as the evaluation that individuals place upon themselves; this often represents a comparison between a perceived sense of self and a perceived ideal standard. Whilst these comparison tends to be exceedingly subjective, it has the capacity to produce an array of personality significant outcomes (Maxwell and Bachkirova, 2010). Numerous studies have shown that people with varied levels of self-esteem adapt significantly differently to events. Individual with high self-esteem demonstrate greater confidence, reduced conformity, optimism, greater risk propensity, creativity, greater predisposition to advancing learning and self-efficacy. From a coaching perspective coaches may choose to work directly on self-esteem issues or they may choose to develop it as a by-product of the coaching process (Maxwell and Bachkirova, 2010).

##### **2.9.5.1. Theories of self-esteem**

Maxwell and Bachkirova (2010) posits that self-esteem may well be viewed as a motivator in life, because it continuously drives individuals towards success and steers them away from possible failure, it also encourages individuals to maintain a level of competence in key domains.

Within this context, coaching is able to leverage self-esteem to assist clients to focus their efforts such that they are able to achieve their desired objectives and goals. James (1890) suggests that self-esteem can be counterproductive if the client is strongly attached to unrealistic or unattainable goals, or realms that have no relevance to them presently. Earlier theories on self-esteem focus on the social nature of self-esteem. Mruk (2006, p. 120-121) postulate that self-esteem is a “comparison with internalised set of standards or values, introjected from familial, social and cultural interactions”.

Hence, self-esteem can be viewed as being dependent on others because individuals tend to make comparisons between real or illusory standards that are determined by other individuals, the motivation is either to gain or maintain acceptances of other individuals (Maxwell and Bachkirova, 2010). The role of the coach based on this specific conceptualisation could be the revision of these standards, to standards that are more relevant and appropriate (Bachkirova, 2000, 2004).

Maslow’s (1954) hierarchy of needs has self-esteem located at the top of the pyramid, which effectively made the attainment of self-actualisation dependent of the attainment of self-esteem. Self-esteem can be developed if an individual receives sufficient “unconditional positive regards” (Rogers, 1951 cited in Maxwell and Bachkirova, 2010). From a coaching perspective in order for a coach to successfully develop a coachee’s self-esteem, the coach must always offer unconditional positive regard, irrespective of the coachee’s actions, achievements or values (Maxwell and Bachkirova, 2010). This view conflicts with other more traditional literature on self-esteem because it suggest that a coach should assist a coachee explore and reclaim a deeper sense of their self and their own needs than necessarily deliver on an externally (e.g. organisational) derived agenda (Maxwell and Bachkirova, 2010, p. 17)

Maxwell & Bachkirova (2010) refer to Muruk’s model on self –esteem that views self-esteem as the product of two elements “worthiness” and “competence”. Baumeister (1999) defines “worthiness” as the need for approval from one’s self and others and “competence” as the need for achievement and success.

Maxwell and Bachkirova (2010) suggest that these two elements working together result in four different forms of self-esteem, *competence based self-esteem* which is centred on the need for on-going success and achievement. In extreme scenarios this could represent individuals that are perfectionist, over achievers and workaholics, individuals who are generally not ever satisfied with their accomplishments.

*Worthiness-based self-esteem* which is centred on the on-going need for continuous approval from other individuals and oneself, this is usually a means of making up for any real or perceived deficiency in competence in key areas. In extreme scenarios this could represent individuals with narcissistic and egotistic behaviours.

*Low stable self-esteem* this is usually demonstrative of a constantly poor or essentially stable self-assessment. Individuals with this level of self-esteem may tend to be resistant to change, and may also choose to believe a negative self-concept so that they can maintain a sense of self consistency. *High self-esteem* this is usually demonstrative of a constantly good appraisal on an individual's competencies and self-worth. Individuals with this level of self-esteem are generally stable and are able to respond functionally to both negative appraisals and failures

The research findings of Maxwell and Bachkirova demonstrate that the level and type of an individual's self-esteem has a direct impact on their functioning and performance, and hence is of significant to that individual's coach (Maxwell and Bachkirova, 2010). Individuals being coached may not necessarily present with explicit self-esteem problems however the issue of self-esteem may have an impact of the coaching relationships. The various theories that have been presented suggest that self-esteem has the ability to have both a positive impact driving change and growth in the client, and a negative impact in that it may constrain and limit what is probable in a coaching relationship (Maxwell and Bachkirova, 2010).

In extreme circumstances it is possible that coaching could be rejected by the client because the client has self-esteem issues in that the client either values themselves far too much or far too little to receive the coaching. These self-esteem issues of the client in no way diminish the value that the client places on coaching. In the same way, those clients who stand to benefit greatly from coaching, may also experience the most difficulties in utilising it effectively (Maxwell and Bachkirova, 2010).

Research conducted by Chartered Institute of Personnel and Development across 30 organisations in various industry sectors revealed behavioural changes in targeted individuals that resulted in the improvement of performance in specific areas, it also resulted in the changes in the work styles in some managers that resulted in higher levels of commitment and a greater focus on action. Other behavioural changes that coaching has facilitated are leadership development, confidence, resilience and greater coaching skills (Chartered Institute of Personnel and Development, 2005).

### **2.10 Coaching within the financial services industry**

The collapse of Wall Street in 2008, was instrumental in placing financial organisations under the global spotlight, the leadership of these organisations and their prevailing business practices were placed under intense scrutiny (Akers Davis, 2009). These financial organisations were essentially in crisis. The change that was implemented during this time was rapid, executives and their leadership teams were required to alter their approach to business for the specific purpose of restoring and increasing credibility and consumer confidence (Akers Davis, 2009).

This rapid change necessitated that executive leaders better manage their leadership teams, determine a new vision and direction for the organisation and restore and renew the reputation of the organisation (Akers Davis, 2009). Charan (2009b, p.7) states that “management challenges don’t come any bigger than this. It’s not just your business or industry that is in a downturn, the entire global economic system has been wounded”. This statement demonstrates the significant change in the manner in which finance leaders operate and hence indicates a need for coaching (Charan, 2009b).

Financial leaders were required to fundamentally change their thoughts in terms of “what your business will look like and how it will be” Charan (2009b, p.7). Charan (2009b, p.7) states that “coaching can facilitate a leader exploring changes in assumptions, expectations and perspectives, leading to a deep behaviour change”. A coaching support system is critically important to a finance leader, most especially when they are faced with complexity and business change (Akers Davis, 2009). The non-existence of coaching support system could result in finance leaders abandoning important change initiatives that are critical to the recovery of business profitability, organisational culture or reputation (Akers Davis, 2009).

### **2.10.1 Finance leader engagement**

Akers Davis (2009) suggests that determining a finance leader's level of engagement is critical to the coaching process. This view is supported by research conducted by the Right Management (2009c, p.8) that states that "engagement leads to higher financial performance, higher customer satisfaction and higher employee retention". Research conducted in 2009 by Right Management revealed that leaders in finance want a sense of equity, they also want to feel valued by their organisations, communication must be open and honest and they want their organisations to demonstrate a sense of social responsibility (Akers Davis, 2009).

These findings differ significantly from prior research findings that revealed that finance leaders required materials, incentives and an organisational culture that supported accountability and development in order for them to be motivated in their respective roles. Modern day coaching models must ensure that they focus on the correct drivers of engagement as a baseline in order to retain and develop the necessary talent (Charan, 2009c). The research findings of Right Management (2009c, p.4) suggest that "failure to create an organisation that can not only create and sustain alignment to business strategy, but also promote high levels of employee engagement will result in failure to execute at best average business results". This view was supported by research conducted at the University of Wisconsin that revealed a strong relationship between engagement, productivity and customer service (Akers Davis, 2009).

### **2.10.2 Focus of coaching in the financial services industry**

Kaufmann and Coutu (2009) posit that the category of engagements that coaches take on today are: fixing a specific problem and improving the performance of valued leaders. The focus of coaching is no longer on addressing "toxic leaders" but rather it is aimed at unleashing the full potential of top performers (Akers Davis, 2009). The top three reasons that coaches are engaged by organisations in terms of Kaufmann and Coutu (2009) are developing high potentials (48%), act as a sounding board (26%) and address derailing behaviour (12%).

### **2.10.3 Coaching best practices in the financial services industry**

Despite the challenges that the financial service industry have been through over the past few years, the leadership of five major financial services organisations in the US have indicated that they have maintained their investments in coaching, whilst some have indicated that they have reduced the number the of coaching engagements (Akers Davis, 2009).

The coaching being performed focuses primarily on performance management, succession planning, team leadership and several types of remedial behavioural issues (Akers Davis, 2009).

- ***Centralising of coaching and standardising of protocol***

Historically the coaching process was used a leadership development tool, the coaching process was not centralised, organisations engaged a diverse group of coaches and broad spectrum of coaching approaches were used.

The sponsors of the coaching process demanded little control over the process and often this was undertaken with no real expectation of a return on investment. Further, there was no definition of coaching objectives or timeframes. This scenario highlighted that the approach to coaching was neither cost effective nor sustainable (Kaufmann and Coutu, 2009). Current industry best practice has organisations centralising coaching and standardising the coaching protocol and integrating coaching into their talent management strategy (Kaufmann and Coutu, 2009). Financial services organisation now measures their return on investment in relation to coaching by observed behaviour modification and the impact it has on performance (Kaufmann and Coutu, 2009).

- ***Alignment of the finance leaders' goals and organisational goals***

Industry trends reveal that coaching is highly effective in achieving alignment between the goals of finance leaders with the emerging goals and modifications in business practices. The research conduct by Right Management (2009c) revealed a trend within the financial services industry to focus on delivering value to both the leader (coachee) and the organisation.

- ***Re-defining coaching as a management tool***

During 2003, a major global bank whose core business comprised of credit cards, home loans and investments undertook to centralise their coaching process with a view of integrating it into their talent management strategy (Akers Davis, 2009). The aim of the their coaching program was to shift their high performers into larger roles, on –board leaders and sort out most important changes such that organisational goals were achieved (Akers Davis, 2009).



The most significant challenge that arose from this coaching process was the mind-set change that was required of the leaders in terms of how they view coaching, namely from having a remedial purpose, to a tool that considerably impact business performance through behaviour change (Akers Davis, 2009). This view is now strongly supported within the financial services industry by the research conducted by Akers Davis (2009, p.117), where one of the industry executive's states "coaching keeps finance leaders at the top of their game and moves them out of their comfort zone".

- ***Talent retention***

Krugman (2009, p.10) suggest that a key area of focus for executive leaders is to "retain and engage talented finance leaders to participate in leading the organisational transformation and change". This challenge is affirmed by Samuelson (2008) who suggests that "talented and ambitious people may move from finance, where they were attracted by exorbitant pay, into more productive industries". The industry trend now more than ever, is to use coaching as a tool to reengage leaders with the organisation's future direction as a means of achieving leadership retention (Charan, 2009b). Right Management (2009b) state that "coaching is a tool that has worked in the past" and based on the level of support within the financial services industry it seems as though it continues to work.

## **2.11 Opposing views on the effectiveness of coaching in the financial services industry**

Whilst, most of the literature I encounter through my research demonstrated strong support for the coaching process and the multiple benefits, I did discover a place of literature that disputed the merits of coaching for financial advisors and whether it was money well spent. And whilst it is the view of only one individual and not supported by any empirical research, there is merit in some of the points that are highlighted.

### **2.11.1 Intent of the coachee**

Prince (2014) suggests that most financial advisors embrace coaching as a means of achieving a better work life balance and becoming more successful. Success within the context of a financial advisor could imply the management of more assets, the potential to work with wealthier clients and hence achieving greater wealth for oneself.

### **2.11.2. Mitigating factors that contribute to the ineffectiveness of coaching**

The author Prince (2014) suggests that the coaches that the financial advisors engage are not able to assist them to become successful because, either the quality of the coach is not acceptable or there is a lack of motivation and/or follow through on the part of the financial advisory. This view is supported by the research conducted by the Chartered Institute of Personnel Development (2005) that revealed that effectiveness of a coaching initiative is dependent on the attributes of both coach and the coachee.

### **2.11.3 Coaching success for financial advisors**

Despite the fact that there seems to be many coaching programs for financial advisors that may seem ineffective, Prince (2014, p.1) suggests the following “ financial advisors who engage coaches that are process orientated and are delivering validated best practices have been shown to achieve considerable improvements in their business”.

The author’s views on coaching are influenced by the quality and calibre of the coaches that the financial advisory engages and the level of commitment and motivation of the coachee. He is of the opinion that it is a worthwhile investment provided the coach is acceptable, uses industry best practice and the coachee is sufficiently motivated. This view is supported by the research conducted by Chartered Institute of Personnel Development (2005) that affirms the importance of using a suitably qualified coach who is able to leverage best practices in their coaching process to ensure coachee engagement, motivation and success.

## **2.12 Summary**

This chapter introduced the concept of coaching and described its importance to both the individual and the organisation that employs the individual. The various coaching definitions that were presented collectively affirmed fundamental premise of coaching. Coaching theories were critically assessed to determine the most effective approach. Following these key determinants the study then considered the core competencies that are required for effective coaching.

The different types of coaching were presented and contextualised in terms of their relevance. The coaching models that were considered provided a structural framework for the effective delivery of coaching.

Multiple coaching outcomes were identified and critically assessed, the general conclusion drawn from the review of the literature demonstrates that there is a definite need for coaching and that the benefits of coaching are significant, however the effectiveness of coaching is contingent on a number of contextual factors that must be in place. The chapter that follows presents the research methodology approach adopted for the purpose of this study.

# **CHAPTER THREE**

## **RESEARCH METHODOLOGY**

### **3.1 Introduction**

Webster (1985), suggests that to research is to search or investigate exhaustively. Research is a cautious or meticulous search, academic inquiry, examination or experimentation that is directed at the detection and interpretation of facts. The new facts that are detected through the research process are instrumental in the reviewing of accepted theories or laws, as well as their practical applications. Research is also a collection of information about a specific subject.

The literature that is relevant to this study was discussed in Chapter Two, the purpose of the literature review is to provide a theoretical framework. The purpose of Chapter Three is to detail the reasoning and research methods that will be utilised to explore the questions that were identified in the literature review. The literature review affirms that managers are aware of the importance and potential for developing coaching as an effective management tool to stimulate employee productivity, engagement and leadership effectiveness.

Research comprises of two specific aspects, research strategy and the research design (Bryman and Bell, 2007). The focus of this chapter is to determine an appropriate research strategy and design that will facilitate the attainment of the objectives of this research. This chapter also provides valuable insight into the research approach, sampling techniques, data collection methods, data analysis approach, the reliability and validity of the research, as well as the relevant ethical considerations.

### **3.2 Statement of research problem**

There are various schools of thought on coaching, more specifically within the context of its effectiveness as a management development. Internationally, there are many that advocate its effectiveness as management development tool, however in South Africa this is still to be convincingly proven (Maritz, 2013). The lack of reliable evidence often results in the leadership of organisations being uncertain as to whether coaching presents a financially viable investment in relation to management development.

The research on this topic within a South African context is limited, this study has considered this topic from both a local and industry specific perspective.

### **3.3 Aim and objectives of the study**

#### **3.3.1 Aim**

This study investigated the impact of coaching as a management development tool, with a view to determine the impact thereof on the overall effectiveness of an organisation.

#### **3.3.2 Objectives**

In order to gain a better understanding of the impact of coaching as a management development tool, the following research objectives were proposed.

1. To determine the impact of coaching on employee work performance
2. To determine the influence of coaching on employee morale
3. To investigate the impact of coaching on an employee's individual learning and personal effectiveness
4. To investigate the influence of coaching on team effectiveness
5. To determine the impact of coaching on leadership effectiveness.

### **3.4 Focus**

The focus of this study was to determine to what degree coaching as a management development tool impacts the overall effectiveness of an organisations

### **3.5 Research Methodology**

This study is a descriptive study, which is aimed at collecting data that describes the characteristics of persons, events or situations Sekaran (2013). Descriptive research can be either quantitative or qualitative in nature Sekaran (2013). Quantitative research generally involves the collecting and converting data into numerical form so that statistical calculations can be made and conclusions drawn.

Researchers generally have a singular or multiple hypotheses. The hypotheses represent the questions that the researcher wants to address, it also includes predictions about possible relationships between the variables they want to investigate.

In order to find answers to these questions, the researchers will also have various instruments and materials and a clearly defined plan of action. Data is collected by various means following a strict procedure and prepared for statistical analysis. The research method used in this study was a quantitative approach. A questionnaire will be used to collect information from sample population.

### **3.6 Sampling**

Research is generally not performed on an entire target population because of the impracticalities associated with studying an entire target population. It is incumbent on the researcher to select a few individuals within the target population on which the study will be based, these selected individuals collectively become your sample for the research (Gupta, 2007). The authors Krishnaswamy, Sivakumar and Mathivajan (2006), suggest that a census approach must be used for a small target population, however in most instances the target populations are large in number, the time available to conduct the research, as well as the resources available to the individual conducting the research are all limited.

Thus the selection of an appropriate sample becomes an imperative. Krishnaswamy et al (2006) posits that the use of sampling, significantly reduces the level of effort that is required for the data collection process, thus enhancing the efficiency and accuracy of this process.

The sample design is a key attribute of sampling. The first phase, when designing a sample is to determine whom or what will be included in the sample (Gupta, 2007). The researcher is able to achieve this by clearly defining the population from which the researcher intends to draw the sample. The second phase, is to identify the appropriate method that will be utilised to select the sample. The methods available to the researcher are probability and non-probability sampling. The final phase relates to the decision that the researcher makes in relation to the actual sample size, the focus of the researcher when making this decision will be to ensure that the sample size meets the requirements of his/her study (Gupta, 2007).

Bryman and Bell (2007) suggest that the use of probability sampling is good practice, however the challenges and costs associated with probability sampling often render it impractical in most instances. The list below details the different methods of both probability and non-probability sampling as defined by Bryman and Bell (2007), it provides valuable insight into the various sampling methods and their respective applications.

### **3.6.1 Non-probability sampling**

- **Convenience Sampling**

This approach to sampling is often referred to as “accidental” sampling, primarily because the researcher obtains the sample from whichever group is the most available to him/her. A major issue with reference to this approach to sampling is the fact that the researcher has no way of determining the extent of bias within the sample. This sampling approach is in most instances is considered to be acceptable, provided that the researcher is aware of and acknowledges the limitation of this approach (Davies, 2007).

- **Quota Sampling**

In this sampling approach, it is the responsibility of the researcher to identify both the key variables and the distribution for the relevant population (Davies, 2007). The sample that is selected thereafter will display the same proportionate breakdown.

Quota samples are normally organised according to factors such as age, gender, place of residence, ethnicity, social standing and educational background. This sampling approach is considered to be an improvement on the convenience sampling approach because the quality of the data is significantly enhance with this approach (Davies, 2007).

- **Purposive sampling**

In this sampling approach, the researcher specifically targets individuals who he/she believe to be typical of the population on which the research is to be conducted. The shortcoming of this approach is that the researcher has no way of determining whether the sample that has been chosen is in fact representative of the population that is being studied. In essence there is no significant difference between this approach and the convenience sampling method, further this approach is considered to be inferior to quota sampling because it fails to make the qualities being utilised clear (Davies, 2007).

### **3.6.2 Probability sampling**

- **Simple random sampling**

The most basic form of probability sampling is simple random sampling (Bryman & Bell, 2007).

Random sampling enables all units of the population an equal opportunity to be part of the sample. This approach eliminates the possibility of human bias, which is an important consideration in ensuring a “true” outcome. Another important consideration, is the fact that there is no reliance on an individual’s availability, because it is not necessary for the researcher and the individual be in the same location to perform the research (Bryman & Bell, 2007).

- **Stratified random sampling**

The stratified random sampling approach provides the platform for a researcher to combine his/her knowledge of smaller subgroups within the population with the purity of simple random sampling (Davies, 2007). These smaller subgroups generally have views that differ significantly from one another. The use of this approach is beneficial because it make sure that the sample collected will be distributed in proportion to the stratifying criteria of that population (Bryman & Bell, 2007).

- **Systematic sampling**

This systematic sampling approach is comparable to simple random sampling, however the primary difference between these two approaches being that you select units directly from the sampling frame as opposed to making a selection from a table of numbers. The advantage of using the systematic approach is that it eliminates the need for the researcher to assign numbers to the names in the sample frame and then to look up the corresponding names of the numbers when they are chosen (Bryman & Bell, 2007). According to Bryman & Bell (2007), this method will only be considered to be effective if there is no inherent pattern in the sample frame, as the presence of a pattern could be indicative of the sample being bias.

### **3.7 Population Size**

The population size comprised of 100 employees within Nedbank Retail based in Kwa-Zulu Natal that all hold a managerial position. Managers that hold the title of Branch Manager were used for this study. This level of management was used for the study because presently all coaching initiatives have only been aimed at this level of management and higher.

### **3.8 Sample size**

Bryman & Bell (2007) posit that the decision about the sample size is multifaceted and that there is no single “correct” answer.



The decision about the sample size often represents a compromise between precision, time constraints and costs (Bryman & Bell, 2007). The sample size is significantly influenced by the type of data analysis the researcher plans to undertake, as well as the conclusions he/she wants to draw from the data (Davies, 2007). For a descriptive or exploratory survey a sample size of between 60 – 120 participants is considered acceptable.

However, in the instance that the researcher is performing testing on a hypothesis then the sample size needs to be large enough to ensure that the researcher can observe differences between certain key variables (Davies, 2007).

The research was conducted within Nedbank Retail KwaZulu-Natal. The researcher was allowed easy access hence, the sampling approach selected by the researcher was non-probability purposive sampling. The purposive sampling approach was utilised for this study because the targeted individuals were typical of the population on which the research is to be conducted on upon. Nedbank Retail Kwazulu Natal, has approximately 100 branch manager level staff hence the population size comprised of 100 respondents. The questionnaire was distributed to the relevant staff members by way of an email, the email comprised of a link to the questionnaire on an online survey website called Questionpro.

The information contained in the email provided a detailed explanation of the type of research being conducted, as well as an indication of the approximate time required to complete the questionnaire. The questionnaire comprised of only closed questions.

### **3.9 Data collection method and approach**

#### **3.9.1 Description and purpose**

Researchers can make use of either questionnaires or interviews to extract information from respondents (Krishnaswamy et al, 2006). A researcher may choose either single or multiple procedures to collect data, the approach adopted by the researcher is dependent on the research study (Krishnaswamy et al, 2006). Data for the purposes of research may be obtained from two possible sources namely, primary source or a secondary source.

The authors Krishnaswamy et al (2006) state that three methods exist for collection of secondary data:

- Data that is obtainable from published research journals, in books, reports and publications that are available to the general public.
- A researcher may perform a search for data that is already in existence within an organisation. This data could be in the form of organisational reports, minutes of meetings and various other forms of internal communications.
- A researcher can perform a search for data on various databases that are found on the World Wide Web.

Krishnaswamy et al (2006) suggest that primary data may be collected by making use of either a questionnaire or by conducting interviews. The researcher could also opt to use observation as a primary data collection tool, this data collection approach entails the researcher observing certain phenomena in their subjects.

Despite, the existence of many possible methods for primary data collection, the researcher chose to utilise a web-based questionnaire for the purpose of data collection based on the following reasons:

- The issue of the anonymity in relation to the respondents was guaranteed
- This method of data collection was both cost and time-effective
- The data collected could be easily be consolidated and facilitated efficient reporting
- The Questionpro website provided tools that allowed for the data collected to be accurately analysed.

### **3.10 Questionnaire design**

A research interview is considered to be a leading data collection strategy that can be utilised for both quantitative and qualitative research (Bryman & Bell, 2007). The aim of the researcher should be to standardise the interviewing process of the respondent, this can be achieved by asking each respondent the exact same questions, as well as providing a framework for their responses. The results achieved through this process will demonstrate a true variation and will not be the result of the interviewer providing different contexts for each respondent (Bryman & Bell, 2007).

### **3.10.1 Common sources of error**

In the instance that survey errors do occur, there are some common sources that contribute to the occurrence of these errors (Bryman & Bell, 2007: 211). These common sources are:

- Questions that are inappropriately or poorly worded
- The manner in which the interviewer poses the question
- The interviewee misinterpreting the question
- The interviewee experiencing difficulties recalling past experiences
- The manner in which the interviewer has recorded the information
- The manner in which the data is processed, either when answers of the respondents are being coded or when the data is being entered is flawed.

### **3.10.2 Construction of the questionnaire**

Bhattacharyya (2006) posits that a questionnaire has two functions. Firstly, the questionnaire should effectively translate the research objectives into specific questions and secondly, it should encourage cooperation from the respondent to provide correct information. The construction of a questionnaire comprises of nine steps and they are as follows (Bhattacharyya, 2006: 61):

1. Determine what information is required
2. Determine the type of questionnaire that will be utilised (personal interview, email)
3. Formulate the content of each question
4. Determine the type of questions that will be used in the survey (open-ended, ranking, closed etc.)
5. Decide the approach you will use to word each question
6. Establish a suitable sequence for the questions
7. Create a suitable layout for the questionnaire, as well as a format for reproduction
8. Create a draft questionnaire and test the questionnaire
9. Make the necessary amendments to the questionnaire and prepare the final questionnaire.

The questionnaire for this study was developed in a systematic manner based on the insights that were gleaned from the literature review.

The researcher created both the questionnaire and the scales that were applied to the questions. The questionnaire consisted of questions that related to the demographic profile of the respondents, as well as questions that related to employee productivity, motivation, job satisfaction, and team and leadership effectiveness. In order to reduce the possibility of errors occurring the questions that were posed were kept both short and unambiguous. The question comprised of both ranking and closed questions.

### **3.10.3 Pretesting and validation**

The process of pretesting the questionnaire is vitally important in determining if there are any weaknesses in the design (Cooper and Schindler, 2003). To ensure that validity and reliability of the questionnaire, 10 participants were selected to participate in the pretesting process. The feedback obtained from the participants of the pretesting process indicated that the questionnaire was easily understandable and user friendly, thus no changes were made to the original design of the questionnaire.

#### **3.10.3.1 Validity**

According to Treiman (2009) a research instrument such as a questionnaire is only valid if it successfully measures what it was supposed to measure. As there is no specific technical approach that can be utilised to assess the validity of a scale, the only assessment of validity can be achieved by the construction of an applicable theoretical link between the concept and its instrument, as well as theoretical link between the concept and other variables (Treiman, 2009). The questions for this study were formulated after a comprehensive search of the relevant literature was completed, thus the questions have a strong theoretical basis which ensures their validity. The issue of validity was further addressed by the randomisation of the sample group and appropriate care and diligence shown in the allocation of controls

#### **3.10.3.2 Reliability**

Reliability refers to the ability of the same measurement to be carried out continually over period of time to provide the same results (Treiman, 2009). In this study the research instrument used only required the participants to indicate their preferred answer with a tick. The researcher made use of only close-ended questions, thus no discussion responses were required from the participants.

These factors collectively make this research instrument consistent when collecting data at varied times during the study and even at a later stage in the study. Further, the results achieved in the pretesting process were exactly the same as the results achieved in the study which strongly supported the reliability of the testing.

### **3.11 Data capturing methods**

The researcher decided to use an internet based survey, in the interest of ensuring that the data was captured efficiently, as well as to reduce the possibility of error. Questionpro website, was utilised to construct the survey. The survey could be accessed through the following internet address: [www.questionpro.com](http://www.questionpro.com). The URL for this specific survey was then sent via email to the relevant sample population. The sample population then accessed the website and completed the questionnaire electronically. Some respondents completed the questionnaire online at their place of work. Data was also collected at a training session that was hosted for the sample population at the Nedbank regional offices in Kingsmeade. The data was collected electronically using a link to Questionpro.

### **3.12 Data analysis methods**

Once the data has been collected the next process is to meaningfully analyse the data. The skill and judgement capabilities of the researcher are of critical importance during the data analysis process (Gupta, 2007). The original findings of this study were first captured into Microsoft Excel. The data was then exported from Microsoft Excel into Statistical Package for the Social Sciences (SPSS) version 21.0 (SPSS Inc., Chicago, Illinois, USA).

There were 68 questionnaires that were completed and could be used for analysis. The researcher made use of both descriptive and inferential statistics for the purpose of describing the primary data collected. Simple descriptive statistics that makes use of percentages was also used. The primary finding of this study were discussed in conjunction with the secondary data that was collected for the purpose of this study. The statistical analysis for the individual variables comprised of frequency distribution statistics in the form of frequency (count) and percentages. The results of the statistical analysis were graphically illustrated in the form of bar graphs and pie charts. The statistical analysis also comprised of cross tabulation statistics in the form of two-way frequency distribution tables that calculated differences between the biographical variables and any additional variables of interest in the study.

### **3.13 Ethical considerations**

Ethical considerations pervade all aspects of research design and extend beyond the collection and presentation of data (Burton, 2000). The researcher purposely performed the following activities to ensure that all the essential ethical considerations were appropriately address:

- The relevant consent was obtained from Nedbank to conduct this study
- Participants declared their informed consent to when participating in this study
- The participants were provided with detailed information that provided valuable insight into the background and purpose of this research. The information provided also explained what was required of the respondents in relation to the answering of the questionnaire. Also, included in the questionnaire was an introductory covering letter that detailed the nature of this study
- Participants were informed of the fact that their participation in this study was purely on a voluntary basis. They were also informed that they could decline to take part in the study if they felt intimidated
- The study did not require participants to furnish their names or contact details, thus providing assurance that their submissions would remain confidential.

### **3.14 Summary**

This chapter highlighted the significant of a research methodology. The chapter also provided valuable insight into the sampling approach, the data collection approach as well as the statistical analysis techniques were also discussed in this chapter. The questionnaire was designed to ensure that a comprehensive understanding of the impact of coaching was obtained. The quantitative approach was followed because it supported the large sample size from both a collection and analysis perspective. The next chapter presents an analysis of the data, as well as a discussion on the findings of the study.

## **CHAPTER FOUR**

### **PRESENTATION OF THE RESULTS**

#### **4.1 Introduction**

This study was conducted within Nedbank Retail across the greater Durban area. The regional management of the greater Durban area have in recent months implemented a coaching initiative aimed at branch level management. Coaching is an innovative employee development approach that has the potential to facilitate improvements in work performance, employee motivation and morale, personal, team and leadership effectiveness Trenner (2013). The challenges in relation to the coaching initiative for both the regional leadership of Nedbank Retail and the managers engaged in the coaching initiative are two-fold, firstly they need to determine the value that is being extracted from the coaching process and secondly, they need to determine whether there is an alignment between the value being extracted and the business expectations. Hence, it was agreed that the researcher would investigate these challenges.

#### **4.2 Data collection**

A questionnaire was constructed that focused on the core issues in relation to the challenges that were originally identified. The questionnaires were administered both electronically and manually as the method of distribution utilised was based on ensuring the efficient participation of the sample population. In total the researcher was able to obtain 68 completed questionnaires. The completed questionnaires were then statistically analysed so that the data could be interpreted.

#### **4.3 Reliability of statistics**

A reliability test was carried out on the questionnaire utilised in this study. The aim of the reliability test is to demonstrate the extent to which the questions in the questionnaire truly relate to the objectives of the study (Shamlall, 2013). According to Shamlall (2013, 52) this is significant to the researcher because it demonstrates “how reliable the questions are in terms of addressing the main aims and objectives of the study”. There were 25 questions asked to meet the research objectives. The method used to determine reliability was the Cronbach’s alpha correlation coefficient. The range of the Cronbach’s alpha coefficient is from 0 to 1. The strength of the alpha value increasing as it moves closer to 1.

Hence a value of 0.7 or higher is viewed as significantly reliable (Gliem and Gliem, 2003 cited in Shamlall, 2013). The Cronbach's alpha correlation coefficient for this study was calculated to be 0.975 which demonstrates that the questionnaire has produced reliable results.

#### 4.4 The research findings and interpretations

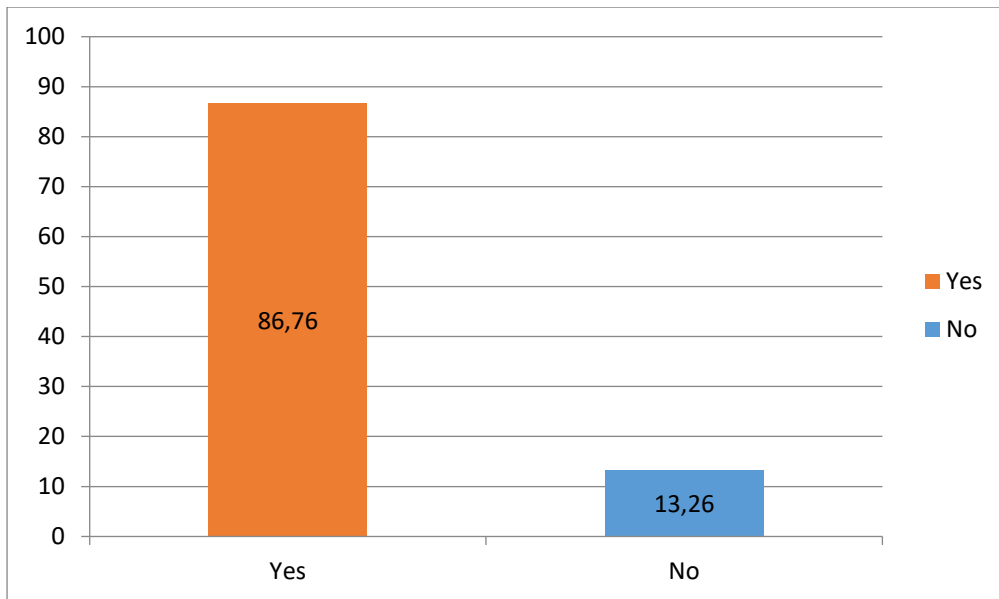
- **Socio –Demographics Information**

**Table 4.1: Distribution of Socio-demographic information**

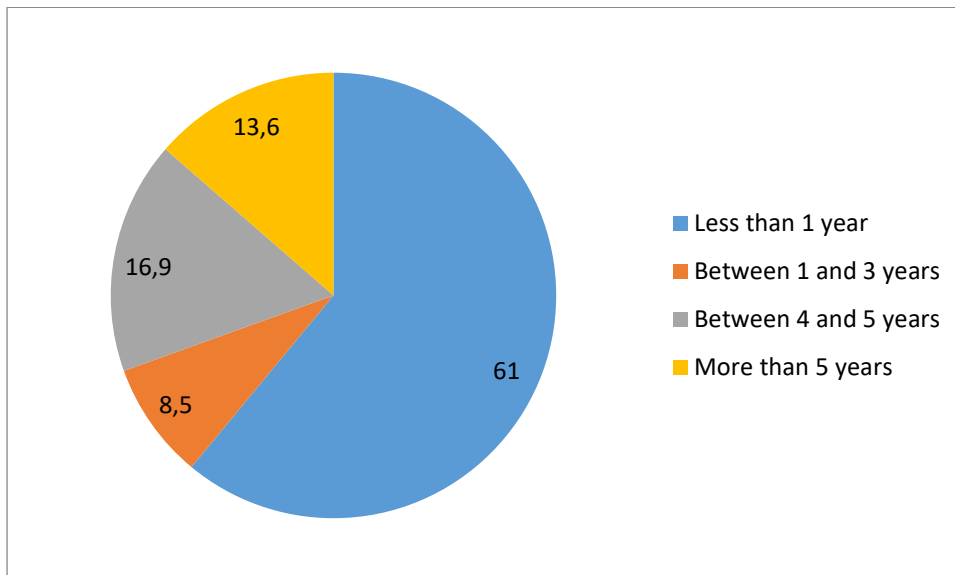
<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>		
Male	29	42.6
Female	39	57.4
<b>Age</b>		
30 years or below	33	48.5
Between 31 and 44 years	22	32.4
45 years or above	13	19.1
<b>Qualification</b>		
Primary Education	2	2.9
Secondary Education	29	42.6
Graduate	24	35.3
Postgraduate	12	17.6
Professional	1	1.5
<b>Working at the bank</b>		
Less than 5 years	36	52.9
Between 5 10 years	16	23.5
11 Years and above	16	23.5

A total of 68 participants completed the questionnaire. Results showed that more than half of them were female, majority were below 45 years, over half (54.5%) had tertiary education and 53% had less than five years of working experience in the bank (Table 4.1).

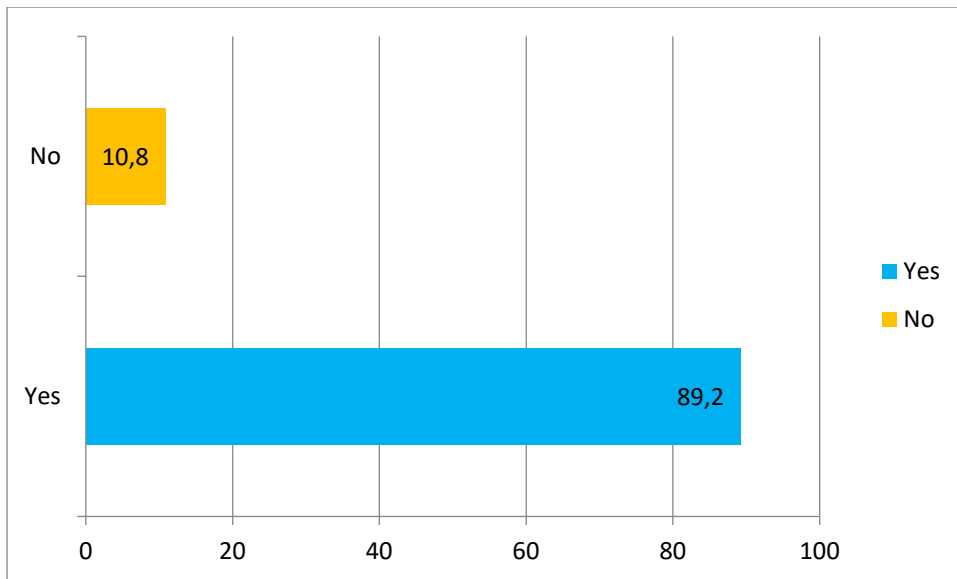




**Figure 4.1: Existence of coaching program**



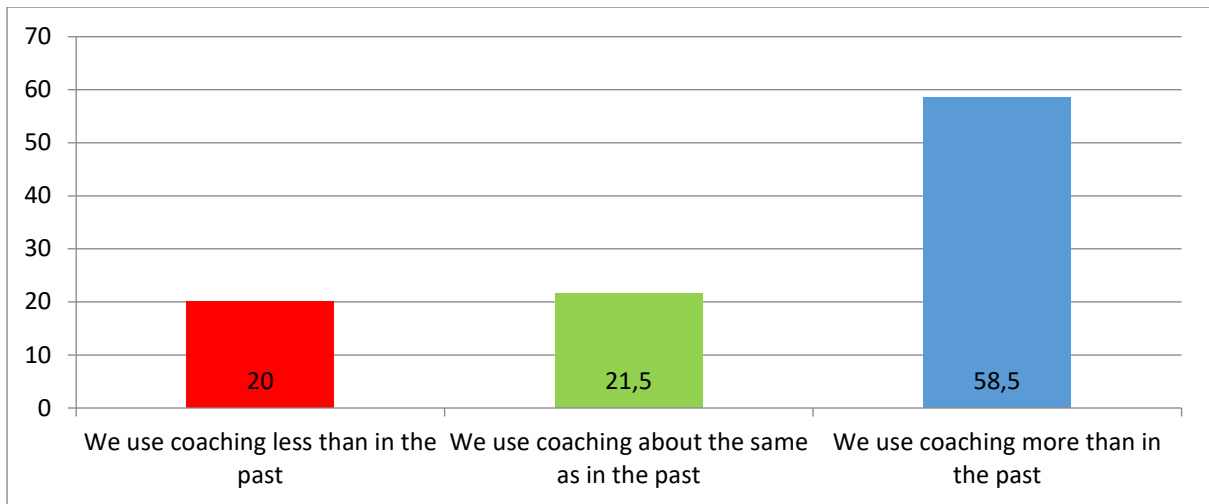
**Figure 4.2: Duration of coaching program**



**Figure 4.3: Plan of implementing the coaching program**

With regards to existence of the coaching program, majority of the participants 87% mentioned that currently there is coaching program running in their institution (Figure 4.1), among them 61% mentioned that the program was running for less than one year (Figure 4.2). It was also found that the majority of the participants were willing to implement the coaching program (Figure 4.3). It is evident that as organisations like Nedbank continue to be exposed to on-going change that threatens their competitive positioning and sustainability, they are increasing their level of support and investment in coaching initiatives within their organisations as a means on better leveraging their human capital.

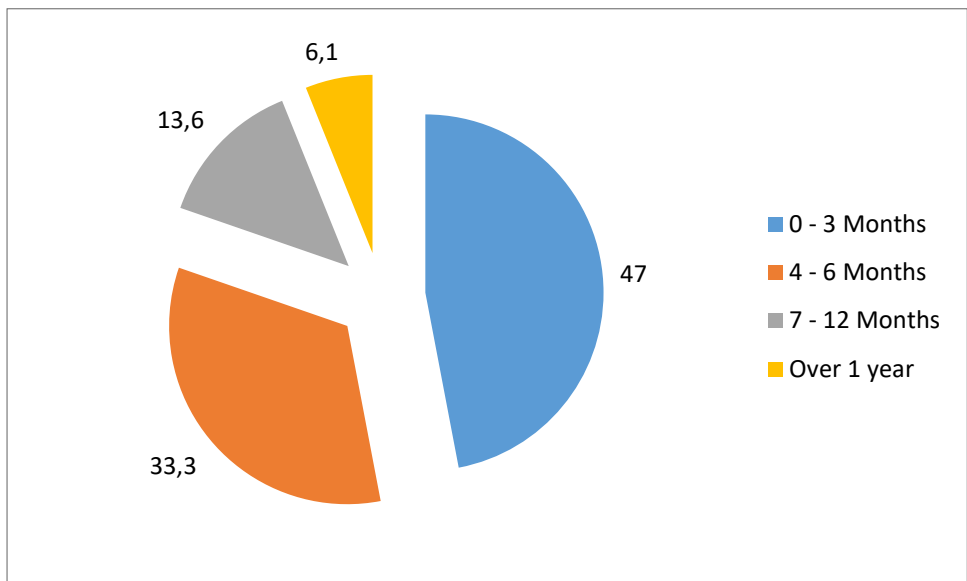
The findings in literature support this view, Hunt & Weintraub (2007) suggests that changes to knowledge, skills and capabilities of both employees and managers need to be aligned with the on-going changes that are occurring within the business environment and the organisation. Organisations should also focus greater effort in the development of the learning skills of both their employees and managers (Hunt & Weintraub, 2007). The research conducted by Hunt & Weintraub in 2007 suggests that managers could utilise coaching as an enabler of the overall effectiveness of employees.



**Figure 4.4: Distribution of organisation’s use of coaching**

59% of the participants reported that they use coaching more often than the past. It is evident that the popularity of coaching as a developmental tool has increased significantly in recent years. The literature reviewed for this study support this view, Tobias (1996), suggests that there are many reasons that have been cited for the increase in the popularity of coaching over the years, most reasons are purely speculative and without substance. However, the most simplest and popular reasoning is provided by Witherspoon and White (1996a, p.124) who state that “coaching brings out the best in people”, it also can be used as a platform to learn new skills, increase work performance and prepare individuals for change and advancement.

- **Existence of Coaching Models**



**Figure 4.5: Average duration of coaching arrangement**

Almost half of the participant mentioned that on average the coaching program did not last longer than three months. It is evident that the coaching is a structured process that has defined objectives and timelines that facilitate the success of the coaching process. The findings in literature support this view, Grant (2012) suggests that a coaching model is a high level strategy that allows the coach to adequately respond to diverse coaching situations. The ability of coaches to utilise multiple coaching models allows coaches to better meet the coaching challenges in the current rapidly changing business environment.

- **Employee Work Performance**

**Table 4.2: The impact of coaching on employee work performance**

Statement	Always	Frequently	On average	Infrequently
<i>To what extent does the organisation use coaching program:</i>				
To improve an individual performance/productivity	34.8	40.9	19.7	4.5
To improve the quality of work produced by employee	43.8	35.9	17.2	3.1
To improve the quality of customer service delivery	46.0	31.7	19.0	3.2
To improve employee responsiveness to customer requests	35.9	40.6	18.8	4.7
To improve the overall work performance of the organisation	42.4	34.8	16.7	6.1

To determine the impact of coaching on employee work performance, there were five statements that were posed to the participants. Results had shown that majority of the participants reported frequently or always to all the five statements. The data analysis revealed that 79% of the participants mentioned positively that the organisation used coaching program to improve the quality of work produced by employee. It was also found that 46% highlighted that their company always used coaching program to improve the quality of customer service delivery. It is evident that the impact of coaching within an organisation is multi-faceted and multi-dimensional.

The findings in literature support this view, Demarco (2013) states that in an organisational context it is imperative that managers have solid coaching skills because these coaching skills are instrumental in assisting employees and teams in their development which improves their work performance and hence, results in the delivery of the bottom line results. These coaching skills are also an enabler to a business developing a competitive positioning through the development of a competitive advantage which can be achieved through innovation, efficiency, responsiveness to customers or superior quality.

- **Employee Morale**

**Table 4.3: The influence of coaching on employee morale**

Statement	Always	Frequently	On average	Infrequently	Never
<i>To what extent does the organisation use coaching program:</i>					
To what extent does your organisation use coaching to boost employee morale	30.8	32.3	24.6	12.3	
To improve the quality of work produced by employee	37.9	34.8	22.7	3.0	1.5
To improve the level of employee engagement	30.8	44.6	20.0	4.6	
To improve employee retention rates	28.4	28.4	29.9	9.0	4.5
To facilitate employee development from a career advancement perspective	36.9	26.2	29.2	6.2	1.5

With regards to employee's morale, majority indicated that the coaching program uplifted the morale of the employee. It could be seen that 75% of the employee mentioned that the coaching program always or frequently improved the level of employee engagement. It is evident that managers who engage in coaching are developing their ability to effectively motivate their employees using basic motivational techniques. The findings in literature support this view, Crompton (2013) suggest that basic motivational techniques require managers and supervisors to play an active role in coaching others.

Active coaching towards motivating employees includes providing positive feedback and rewarding good behaviours, public recognition of efforts, providing incentives, even if they are non-monetary, leading by example and demonstrating willingness to be part of the team, listening to what is being said and responding appropriately and asking questions, and showing interest and empathy in the details.

More than third of the participants indicated that always the coaching program improved the quality of work produced by employee 38% or facilitated employee development from a career advancement perspective 37%. It is evident that an employee's level of motivation and morale is aligned to his/her ability to realise specific needs. The view is supported in the literature findings by Maslow's Hierarchy of Needs, Alderfer's ERG Theory and McClelland's Theory. Alderfer's ERG Theory defines growth needs, as a need that recognises the creativity and productivity of the individual. Attainment or satisfaction in relation to the growth needs is dependent on an individual realising their full potential (Armstrong, 1991).

Efere (2005) concludes that the growth needs include Maslow's self-actualisation needs and are in accordance with ego and self-esteem needs. This is further supported by McClelland's theory that states that the need for achievement refers to the drive an individual has to compete and succeed (Efere, 2005). Every person has their own standard against which they measure their success.

- **Employee’s individual learning and personal effectiveness**

**Table 4.4: The impact of coaching on an employee’s individual learning and personal effectiveness**

<b>Statement</b>	<b>Always</b>	<b>Frequently</b>	<b>On average</b>	<b>Infrequently</b>	<b>Never</b>
<i>To what extent does the organisation use coaching program:</i>					
To increase individual employee skills level	28.8	31.8	22.7	9.1	7.6
To inspire and motivate employee to perform optimally	34.8	36.4	19.7	6.1	3.0
To encourage employee to acquire new learnings	34.8	36.4	19.7	6.1	3.0
To encourage the personal development of employee	30.8	30.8	29.2	6.2	3.1
To encourage employee to develop competitive capabilities	21.5	38.5	27.7	10.8	1.5

Results had shown that coaching program positively impacted on an employee’s individual learning and personal effectiveness. The reason for this is that more than a third of the employees indicted that coaching program always inspire and motivate employee to perform optimally 35%, and always encouraged employee to acquire new learnings 35%. It is evident that coaching positively impacts the coachee, most importantly in relation to the individual’s level of self-esteem. The findings in literature support this view, Maxwell and Bachkirova (2010) suggests that individual with high self-esteem demonstrate greater confidence, reduced conformity, optimism, greater risk propensity, creativity, greater predisposition to advancing learning and self-efficacy.

- **Team Effectiveness**

**Table 4.5: The influence of coaching on team effectiveness**

<b>Statement</b>	<b>Always</b>	<b>Frequently</b>	<b>On average</b>	<b>Infrequently</b>	<b>Never</b>
<i>To what extent does the organisation use coaching program:</i>					
To improve the quality of teamwork	30.3	37.9	25.8	6.1	
To inspire and collaboration amongst team members	35.8	25.4	28.4	10.4	
To create an environment that is supportive of teamwork	28.8	30.3	33.3	7.6	
To reward and recognise effective collaboration within the organisation	28.8	22.7	31.8	13.6	3.0
To manage conflict	25.8	25.8	31.8	15.2	1.5

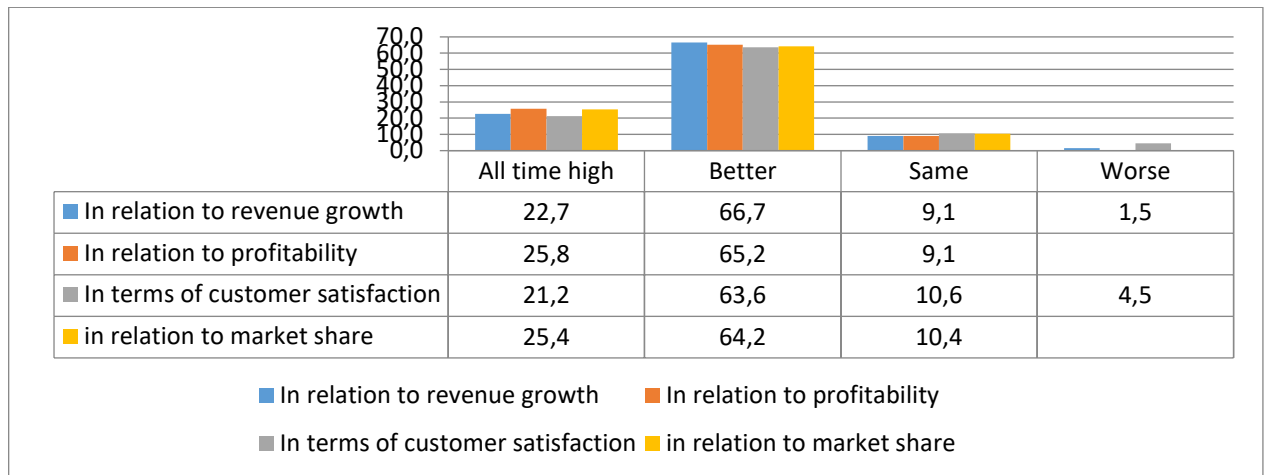
With regards to the effect of coaching on team effectiveness, it was found that coaching improved the team effectiveness. Majority of the participants mentioned frequently or always to all the statements were asked the participants. For example, 36% reported that coaching program always inspired collaboration amongst team members, and 68% reported that the coaching program frequently or always improved the quality of teamwork.

It is evident that coaching facilitates improvements to team work because it provides a platform for team members to engage with each other constructively in relation to their common purpose. The findings in literature support this view, Cox (2012) suggests that group coaching focuses on identifying methods that both individuals and groups can use to create more satisfied lives not only for themselves but for their respective communities as well. A combination of individual and group work is most beneficial according to (Shulman, 2008 cited in Cox, 2012, p. 38) because “rather than robbing the individual work of its vitality, group discussion often enriches the content of the individual sessions”. The significance of this dual approach is that it provides a platform for individuals to be exposed to the issues of other individuals.



It also facilitates an understanding of how other individuals may be experiencing problems, which then allows these individuals the opportunity to explore their own personal feeling that were until now not evident, thus enhancing the ability of team members to effectively engage with each other. This level of engagement amongst team members provides a platform for the emergence leadership abilities that can be further developed.

- **Leadership Effectiveness**



**Figure 4.6: Impact of coaching on leadership effectiveness**

Results had shown that about 66.7% of the participants indicated that the bank’s present performance compared to past five years were better with regards to revenue growth, profitability, customer satisfaction, and market share. It is evident that coaching significantly enhances the overall performance of a leader from both a personal and organisational perspective. The literature reviewed for this study support this view, Harper (2012) posits that coaching is often viewed as a worthwhile intervention that is able to facilitate the attainment of both personal development goals and organisational goals. Coaching is able to increase the success of the leadership within the organisation, improve the quality of the organisational workforce and enhance the organisational culture (Gladdis, 2007). According to Gladdis (2007) “the coaching of leadership is a lucrative opportunity for organisations to provide support for the leaders and leverage their interests for profits for all stakeholders. This view is supported by Kilburg (1996) who suggests that when coaching is used by an organisation as a means of improving both the professional performance of leaders and their personal satisfaction, it has a ripple effect because it results in an improvement in the effectiveness of the organisation.

- **Pearson’s Correlation**

**Table 4.6: Pearson correlation analysis output**

	<b>Work performance</b>	<b>Employee morale</b>	<b>Individual learning and personal effectiveness</b>	<b>Team effectiveness</b>	<b>Leadership effectiveness</b>
Work performance	1	.777**	.665**	.604**	.551**
Employee morale	.777**	1	.780**	.768**	.671**
Individual learning and personal effectiveness	.665**	.780**	1	.818**	.745**
Team effectiveness	.604**	.768**	.818**	1	.854**
Leadership effectiveness	.551**	.671**	.745**	.854**	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Pearson’s Correlation analysis showed that all the five sections were significantly correlated with each other ( $p < 0.05$ ). It is evident that coaching collectively impacts a wide range of work life aspects. The positive correlation between coaching and each if the five variable would suggest that as the level of coaching within the organisation increases so will the employee work performance, the employee morale, individual learning and personal effectiveness, team effectiveness and leadership effectiveness. This is supported by Williams & Offley (2005 cited in Cross, 2010, p. 37) suggests that the benefits of coaching comprise of improved performance, job-satisfaction, teamwork, quality, communications, flexibility, ownership, leadership, succession planning and career planning.

- **Descriptive statistics for the subsections with regards to gender**

**Table 4.7: Descriptive statistics for the subsections with regards to gender**

Group Statistics					
	Gender - Male	N	Mean	Std. Deviation	Std. Error Mean
Work performance	Male	29	8.8621	4.31546	.80136
	Female	39	8.8462	4.02321	.64423
Employee morale	Male	29	10.3793	4.43536	.82363
	Female	39	10.0256	4.38591	.70231
Individual learning and personal effectiveness	Male	29	10.4828	4.61845	.85762
	Female	39	10.7949	5.27247	.84427
Team effectiveness	Male	29	10.8966	4.73848	.87991
	Female	39	10.9231	4.84162	.77528
Leadership effectiveness	Male	29	11.4138	5.26794	.97823
	Female	39	12.0513	5.66591	.90727

It was found that average score for all the sub-sections were similar between male and female participants ( $p>0.05$ ). It is evident that the impact of coaching is not dependent on the gender or age of the individual receiving the coaching but rather on the level of motivation and commitment of the individual to the coaching process. This view is supported by Prince (2014) suggests that most financial advisors embrace coaching as a means of achieving a better work life balance and becoming more successful.

Prince (2014) suggests that coaches that are engaged by financial advisors are not able to assist them to become successful because, either the quality of the coach is not acceptable or there is a lack of motivation and/or follow through on the part of the financial advisory. This view is supported by the research conducted by the Chartered Institute of Personnel Development (2005) that revealed that effectiveness of a coaching initiative is dependent on the attributes of both coach and the coachee.

- **Descriptive statistics for the equality of means**

**Table 4.8: T-test for equality of means**

	t	P value	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
Work performance	.016	.988	.01592	-2.01562	2.04745
	.015	.988	.01592	-2.04224	2.07407
Employee morale	.327	.744	.35367	-1.80380	2.51114
	.327	.745	.35367	-1.81138	2.51872
Individual learning and personal effectiveness	-.254	.800	-.31211	-2.76259	2.13836
	-.259	.796	-.31211	-2.71618	2.09195
Team effectiveness	-.023	.982	-.02653	-2.37550	2.32245
	-.023	.982	-.02653	-2.37141	2.31836
Leadership effectiveness	-.473	.638	-.63749	-3.33036	2.05539
	-.478	.634	-.63749	-3.30392	2.02894

The mean difference values are all less than .05. Because of this, we can conclude that there is a statistically significant difference between the five variable and coaching.

- **Descriptive statistics of all subsection with regards to age of the participants**

**Table 4.9: Descriptive statistics of all subsection with regards to age of the participants**

		N	Mean	Std. Deviation
Work performance	Below 30 years old	33	8.9091	4.38295
	Between 31 45 years old	22	7.6818	3.60405
	Between 45 60 years	13	10.6923	3.81629
Employee morale	Below 30 years old	33	10.2121	4.83966
	Between 31 45 years old	22	9.3636	3.52603
	Between 45 60 years	13	11.4615	4.44626
Individual learning and personal effectiveness	Below 30 years old	33	11.1212	5.09140
	Between 31 45 years old	22	9.3636	4.56222
	Between 45 60 years	13	11.6923	5.25015
Team effectiveness	Below 30 years old	33	11.1212	5.09140
	Between 31 45 years old	22	10.1364	4.84321
	Between 45 60 years	13	11.6923	3.81629
Leadership effectiveness	Below 30 years old	33	11.5758	5.65149
	Between 31 45 years old	22	11.5909	6.06048
	Between 45 60 years	13	12.6154	4.07305

- ANOVA Test Output

**Table 4.10: ANOVA test output**

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Work performance	Between Groups	74.260	2	37.130	2.272	.111
	Within Groups	1062.269	65	16.343		
	Total	1136.529	67			
Employee morale	Between Groups	36.046	2	18.023	.939	.396
	Within Groups	1247.837	65	19.197		
	Total	1283.882	67			
Individual learning and personal effectiveness	Between Groups	57.845	2	28.923	1.177	.315
	Within Groups	1597.375	65	24.575		
	Total	1655.221	67			
Team effectiveness	Between Groups	22.595	2	11.298	.491	.615
	Within Groups	1496.875	65	23.029		
	Total	1519.471	67			
Leadership effectiveness	Between Groups	11.235	2	5.618	.183	.833
	Within Groups	1992.456	65	30.653		
	Total	2003.691	67			

Results from ANOVA test showed that the average score for all the sub-sections were similar among the different age groups ( $p > 0.05$ ), it is evident that age profile of an individual does not impact their ability to be coached or to achieve success from a coaching initiative but rather the selection of the appropriate coaching model. This view is supported by Grant (2011) suggests The GROW Model has been successful throughout the world, across a broad spectrum of people from diverse backgrounds and with varied experiences. Globally, it is the most common basis of coaching within many organisation and universities. Grant (2011) posits that the GROW Model is presently the most favoured coaching model within the international coaching community, because of its ability to deliver outstanding results it is able to assist people to achieve within a personal context, as well as within as organisational context.

#### **4.5 Conclusion**

In this chapter the statistical data that was collected was presented and analysed. The data was presented in both a tabular and graphical formats. All the questions that were included in the research instrument were grouped in relation to the specific research objectives of the study. The data was analysed, interpreted and the results were then discussed within the context of each of the research objectives of the study. The next chapter will focus on the subsequent recommendations based on the key findings of this chapter and the conclusion.

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The concluding chapter harnesses the findings of the primary study and the study of the literature. The approach used to draw the conclusions focused on the satisfying of each of the research objectives and utilising the primary study that is supported by theoretical framework as defined within the literature review. The conclusions drawn provide a platform to identify opportunities and present recommendations to the leadership of Nedbank Retail on how they can facilitate the effective leveraging of coaching within their organisation as a means of enhancing the overall effectiveness. This chapter also takes cognisance of the future research possibilities.

#### **5.2 The key research findings**

The findings of this study are utilised to response to the objectives that were formulated for the study. The recommendations that are presented are based on the findings in relation to each of the objectives.

##### **5.2.1 Objective One: To determine the impact of coaching on employee work performance**

According to Contel (2012) all employees come to work with the intention of doing a good job. However, the existence of organisational barriers such as ineffective communication can result in much frustration for employees, which has a ripple effect of reducing the employees desire to perform their jobs well. Table 4.2 in Chapter 4 shows that 79% of the participants demonstrated that their organisation used coaching program to improve the quality of work produced by employees, which implies that a minority of 21% were of the opinion that coaching was not utilised to improve the quality of the work produced.

This highlights a gap in relation to communication and the ability of the leadership within Nedbank to effectively communication the value of the coaching initiatives to employees in terms of the benefits to overall employee work performance.

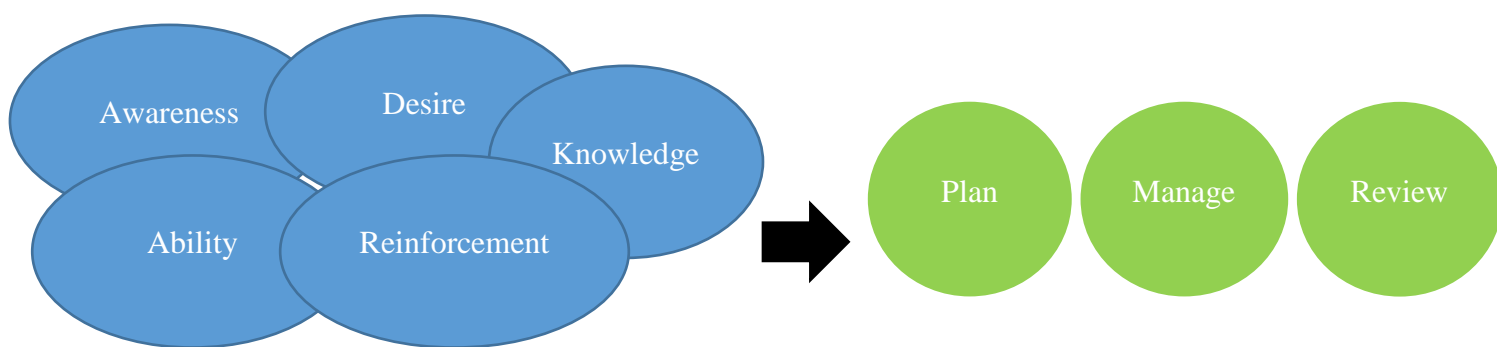
The absence of an awareness and appreciation of the value of coaching, even in a minority group within the organisation has the potential to erode future tangible and intangible benefits derived from coaching (Trenner, 2013).

Table 4.2 in Chapter 4 reflects that only 46% of the participant are of the view that Nedbank used coaching program to improve the quality of customer service delivery, this implies that the majority 54% of the participants do not share the view that coaching programs are being used to improve customer service delivery, further highlights the gap that exists in relation to the ability of the leadership of Nedbank to effectively communicate the value of coaching in facilitating the development of a competitive advantage through the provision of superior quality.

### **Recommendation – Implementation of a Change Management System.**

The implementation of a change management system is critical to the success of coaching because “organisations do not change but individuals do” (Scheid, 2013, p.1). The change management model proposed is the Prosci ADKAR Model for Change Management, which includes the following elements:

**Figure 5.1: Prosci ADKAR Model for Change Management**



Source: Scheid (2013, p.1)

An awareness campaign can be used to address the first five elements of the change management process. The awareness campaign must be rolled out throughout the entire organisation by the leadership of Nedbank, the primary aim will be to raise the knowledge and understanding of the proposed coaching initiative and to demonstrate its value to all stakeholders.



The awareness campaign can also be utilised to foster stakeholder buy in and commitment for the proposed coaching initiative by creating a platform that allows for all stakeholders to share their thoughts, expectations and ideas on the proposed coaching initiative and how it may be customised to be more relevant and representative of the organisation and its people.

These contributions will then be assessed with a view of incorporating those contributions that enhance the overall effectiveness of the coaching initiative within the organisation. The awareness campaign must allow for on-going open two-way communication between the leadership and all the relevant stakeholders. The benefits of this awareness campaign are as follows:

- Visible demonstration of support and commitment of the leadership of Nedbank for the proposed coaching initiative;
- Clear unambiguous understanding of the value of the proposed coaching initiative;
- Establishment of a channel of communication that facilitates effective communication in relation to coaching across the entire organisation;
- Creation of a platform that allows all stakeholders to share their successes and challenges in relation to coaching as a means of knowledge sharing. This is important because it supports the organisational goal of being a learning organisation, as well as aiding in the effective leveraging of the human capital within the organisation.

The plan, manage and review components of the change management process will result in the creation of the change management plan, the delegation of roles and responsibilities and the periodic review of the change process to ascertain success and sustainability of the process.

### **5.2.2 Objective Two: To determine the impact of coaching on employee morale**

Business leaders consider coaching to be an excellent management development tool because it nurtures employee engagement. Employee engagement is able to deliver multiple benefits to an organisation such as the attainment of higher performance levels, the delivery of superior quality work and a greater focus on career advancement. Table 4.3 in Chapter 4 reveals that a significant majority of the participants demonstrated that coaching improved the overall level of employee engagement.

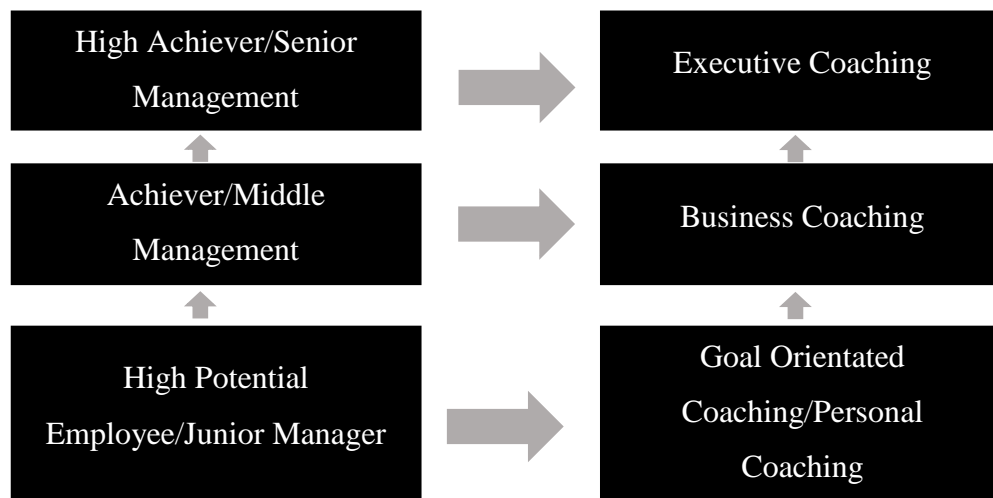
However, it also revealed that a minority of participants were of the view that coaching facilitated employee development from a career advancement perspective, this implies that significant number of the participants do not share the view that coaching can enhance their career advancement opportunities within Nedbank. Often employees view coaching as part of the performance management initiatives being driven within the organisation as opposed to an employee development initiative. This highlights two significant gaps, firstly the misalignment between employee career advancement aspirations and the role that coaching can play in facilitating the attainment of these aspirations. Secondly, the lack of transparency in relation to the rationale for implementing coaching initiatives.

**Recommendation – Inclusion of the appropriate coaching initiatives into the Development Plans of high potential employees.**

The focus of coaching today, is no longer to fix problems but rather to develop high potential employees. Once these employees have been identified, it is incumbent on the leadership of the organisation to invest in the development of these individuals. The leadership of the organisation in conjunction with these high potential employees must collaborate to create an employee development plan that comprehensively addresses the development needs of these employees.

It is during this process that the appropriate coaching initiatives must be identified, these could range from executive coaching, business coaching to even life coaching. Employees must be made aware of the rationale behind the coaching initiatives selected for them and a clear link must be established between the coaching initiatives identified and how they will assist employee in the attainment of their career aspirations. The coaching process must include clearly defined, measurable objectives that are assessed during and on conclusion of the process to establish the effectiveness of the initiative.

**Figure 5.2: Levels of advancement vs. types of coaching**



Source: Author composed.

**Recommendation – Building an Organisational Culture that is supportive of coaching**

Historically, coaching was conducted behind closed doors in secrecy because it was generally used to fix problems or problematic employees. Whilst, the purpose of coaching has changed significantly over the years the stigma attached to coaching still remains deeply entrenched in the minds of many individuals. Employees are very sceptical about coaching and leaderships motivation for implementing coaching initiatives. To overcome this scepticism and encourage employees to embrace coaching and its kaleidoscope of benefits, organisations need to build an organisational culture that is supportive of coaching. Essentially this requires the organisation to re-define coaching as a management tool. It will also require a complete organisational overhaul commencing with revision of organisational policies and concluding with amendments to organisational practices. The aim is to ensure that everyone within the organisation positively embraces coaching and that all aspect within the organisation encourage and nurture coaching.

**Recommendation – Appointment of “Coaching Champions” within the organisation**

In order for the leadership of Nedbank to reinforce their support and commitment to coaching within the organisation, it is necessary for them to strategically appoint “Coaching Champions” within various levels of their organisational structure.

The benefits to these appointments are as follows:

- There will be designated individuals within the organisation who are responsible for driving the coaching initiatives to ensure its success and sustainability;
- These “coaching champions” are a physical point of contact for all stakeholders within the organisation to defer to with their suggestions and concerns in relation to coaching;
- The “coaching champions” can use their roles as a means of building support and buy in for coaching within the organisations, thus enhancing the benefits derived from coaching for both the employee and the organisation.

**Recommendation – Reward and Recognition program for Applied Academic Programs across all levels of management.**

A reward and recognition program should be created specifically for the purpose of acknowledging employee successes in applied academic programs. These programs must include a coaching component. The primary aim of the rewards and recognition program in relation to the employee will be to acknowledge and encourage continued support and commitment to the process of creating a learning organisation.

**5.2.3 Objective Three: To investigate the impact of coaching on an employee’s individual learning and personal effectiveness.**

The ability of an individual to be effective is largely dependent on their level of self-esteem. Individuals that demonstrate high levels of self-esteem generally tend to be high performers. Self-esteem is often viewed as a motivator because it drives individuals toward the attainment of success and steers them away from potential failure. Table 4.4 in Chapter 4 reveals that a minority of the participants are of the view that coaching inspires and motivates employees to perform optimally. Table 4.4. in Chapter 4 also reveals that a minority of the participants are of the view that coaching encourages new learnings. This highlights two very important gaps, firstly the inability of prevailing coaching initiatives to inspire and motivate optimal performance and secondly, the inability of prevailing coaching initiatives to encourage acquire new learnings.

**Recommendation – Critical assessment of the prevailing coaching initiatives within the organisation.**

The basic premise of coaching is to inspire and motivate the employee to perform at an optimal level, if the prevailing coaching initiative is failing to deliver on this basic premise, then the leadership of Nedbank will have to question the appropriateness of the coaching initiative that has been implemented. The effectiveness of a coaching initiative is largely dependent on the attributes of the coach, the coachee, the coaching context and the coaching process. A critical assessment of all of these components of coaching will identify the relevance and suitability of the prevailing coaching initiative and the factors that are adversely impacting the coaching initiative. Based on these key insights corrective action will have to be undertaken, which could result in:

- Modifications to the existing coaching initiative to ensure relevance to both employee and organisational in relation to goals and objectives;
- Assessment of the organisational environment for the purpose of identifying and removing organisational barriers to coaching;
- Scrapping of the existing coaching initiative with a view of introducing a more suitable initiative.

**Recommendation – Develop a resource pool of internal coaches**

The aim of the organisation should be to develop a resource pool of internal coaches that can facilitate the development low level to middle level employees. This resource pool of coaches has the potential to enhance the speed and efficiency of delivery of coaching initiatives within the organisation.

**5.2.4 Objective Four: To investigate the influence of coaching on team effectiveness**

Team effectiveness within an organisation translates into enhanced collaboration, knowledge sharing, skills transference, more efficient utilisation of labour resources and a shared common purpose. Table 4.5 in Chapter 4 reveals that only 36% of the participants reported that coaching inspired collaboration amongst team members, this implies that 64% do not believe that coaching inspires collaboration.

### **Recommendation – Implementation of Group Coaching Approach**

The success of individual coaching can be influenced by the need for group cooperation especially when individual goals of employees overlap with the goals of other employees all within the context of a single organisation. Individual coaching does have certain limitations and hence, the use of group coaching may be a more appropriate option.

Given the nature of the work performed in Nedbank Retail, employees do have individual goals that overlap with the goals of other employees, hence the prevailing coaching approach should be assessed and amended to include the group coaching approach. Group coaching process provides a platform for the sharing of knowledge between employees and the establishment of empathy for fellow employees and their work life realities. Collectively, these factors significantly enhance team effectiveness.

#### **5.2.5 Objective Five: To determine the impact of coaching on leadership effectiveness**

Effective leadership within an organisation is often evidenced by significant improvements in the professional performance of the leadership and the personal level of satisfaction they derive. It also results in the overall improvement in the effectiveness of the organisation and is evidenced by significant improvements in the financial performance of the organisation. Table 4.6 in Chapter 4 reveals that the bank's performance with regards to revenue growth, profitability, customer satisfaction and market share have all improved in relation to prior years. It is thus evident that the coaching initiative that Nedbank Retail have implemented have positively impacted leadership effectiveness in terms of their ability to deliver on the key financial measures.

### **Recommendation – Implementation of an effective talent management strategy for key leadership positions that incorporates coaching as a developmental tool**

The present financial performance is indicative of the effectiveness of the current leadership within Nedbank. In keeping with industry best practice, Nedbank should implement a talent retention strategy to ensure that they retain the talented leadership of their organisation to ensure their continued success. As organisations attempt to differentiate themselves in the war for talent, industry trends demonstrate that coaching is being used as a means of reengaging leaders with a view of retaining them within the organisation.

Historically, this approach has been successful from a leadership retention perspective within the industry and there is every indication that this approach will continue to be successful.

### **5.3 Limitations of the study**

Employees may be reluctant to respond to the electronic questionnaire, which could result in a low return rate which then diminishes the extent to which the findings of the research may be generalisable to the target population. The research focused only on Nedbank Retail which is a division within the Nedbank Group. The study was further refined in that it was conducted within the province of Kwa-Zulu Natal and hence the recommendations should not be generalised or implemented in other divisions of Nedbank or other banks.

### **5.4 Recommendations for future research**

The research scope was restricted to branch level management within Nedbank Retail based in the geographical area of Kwa-Zulu Natal. The effectiveness of coaching has been evidence in this study therefore, it is the recommendation of the researcher that scope of the research be expanded to include other levels of management both lower levels as well as senior levels of management, as well as other geographical areas, and other business divisions within the Nedbank Group to ascertain the overall effectiveness of coaching within the Nedbank Group. The research could also include other financial institutions and other similar organisations as a means of assessing the overall effectiveness of coaching within the financial services industry.

### **5.5 Summary**

Coaching has the ability to add significant value to an organisation, it is able to facilitate the development of a competitive advantage, which is critical to the competitive positioning of organisation and hence influences the ability of the organisation to sustain itself in the long term. The success of organisations today, is substantially influenced by their ability to effectively leverage their human capital. Coaching has proven itself to be an effective management tool that successfully leverages human capital and hence significantly enhances the overall effectiveness of the organisation. Based on the key findings of this research practical recommendations have been made to encourage the leadership within Nedbank to continue to investing in effective coaching initiatives that are appropriately aligned to their business expectations going forward.

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## APPENDIX 1

### APPENDIX 1

#### Introductory letter

Kogie Moodley  
Graduate School of Business & Leadership,  
University of KwaZulu-Natal,  
Westville Campus

Dear Respondent

My name is Kogie Moodley (**Student No: 922408742**). I am a Master of Business Administration student studying at the University of KwaZulu-Natal and I am researching;

#### *Coaching as an effective management development tool in Nedbank.*

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The questioner may last for about 10 minutes.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- The research aims to determine to what degree coaching as a management development tool impacts the overall effectiveness of Nedbank.
- Your involvement is purely for academic purposes only and there are no financial benefits involved.

I can be contacted at:  
Email: [kogie.moodley@telkomsa.net](mailto:kogie.moodley@telkomsa.net)  
Cell: +27 83 452 3145

My supervisor is Dr A Kader.  
Contact details: email: [abdullak@nedbank.co](mailto:abdullak@nedbank.co)  
Phone number: +27 82 901 02 25

You may also contact, the HSSREC Research Office: 031 260 8350 or email Mariette Snyman, [Snymanm@ukzn.ac.za](mailto:Snymanm@ukzn.ac.za)

Thank you for your contribution to this research.

  
Kogie Moodley

**APPENDIX 2**  
**Consent Letter**

**UNIVERSITY OF KWAZULU-NATAL**  
**GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP**  
**MBA Research Project**

**Researcher:** Kogie Moodley (083) 793 1345  
**Supervisor:** Dr Abdulla Kader (082) 901 0225  
**Research Office:** Ms. M Snyman (031) 260 8350

**CONSENT**

I..... (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

If you are willing to participate in this survey, please indicate (by ticking as applicable) whether or not you are willing to allow the survey to be processed online via Question Pro

	Willing	Not willing

SIGNATURE OF RESPONDENT

DATE

.....

.....



## APPENDIX 3

UNIVERSITY OF KWAZULU-NATAL

### ETHICAL CLEARANCE APPLICATION FORM

January 2015

(HUMAN AND SOCIAL SCIENCES)

PLEASE NOTE THAT THE FORM MUST BE COMPLETED IN TYPED SCRIPT. HANDWRITTEN APPLICATIONS WILL NOT BE CONSIDERED

#### SECTION 1: PERSONAL DETAILS

- 1.1 **Full Name & Surname of Applicant** : Kogie Moodley  
1.2 Title (Ms/ Mr/ Mrs/ Dr/ Professor etc) : Mrs.  
1.3 Applicants gender : Female  
1.4 Applicants Race (African/ Coloured/Indian/White/Other) : Indian  
1.5 Student Number (where applicable) : 922408742  
Staff Number (where applicable) : N/A  
1.6 School : Graduate School of Business & Learning  
1.7 Faculty :  
1.8 Campus : Westville  
1.9 Existing Qualifications : Bachelor of Commerce (UKZN)  
Strategic Leadership Development Program (GIBBS)  
Management Development Program (Stellenbosch)
- 1.10 Proposed Qualification for Project : Masters in Business Administration  
(In the case of research of degree purposes)
2. **Contact Details**  
Tel. No. : 031 – 573 2607  
Cell. No. : 083 793 1345  
e-mail : [kogie.moodley@telkomsa.net](mailto:kogie.moodley@telkomsa.net)  
Postal address (in the case of students and external applicants) : 55 Kelvin Place, Durban North, 4051.

#### 3. SUPERVISOR/ PROJECT LEADER DETAILS

	NAME	TELEPHONE NO.	EMAIL	DEPARTMENT / INSTITUTION	QUALIFICATIONS
3.1	Dr. Abdul Kader	082 901 0225	abdullak@nedbank.co.za	GSB&L	PHD
3.2					
3.3					

## SECTION 2: PROJECT DESCRIPTION

### 2.1 Project title

Coaching as an effective management tool in Nedbank Retail.

### 2.2 Location of the study

This study will be conducted across 89 Nedbank Retail branches in Kwa-Zulu Natal.

### 2.3 Objectives of and need for the study

Corporate coaching is the most cutting-edge method of employee training, and it has gained a lot of traction in the business world. Although it is being widely implemented, most people do not understand what corporate coaching is and how it can be effectively leveraged within an organisation.

Today's version of corporate coaching derives its origins from executive coaching sessions of the past. Executive coaching sessions were originally implemented to deliver specific and measurable results through benchmarks and goals. Over the years corporate coaching has been successful in achieving much higher return on investments (ROI) than regular corporate training.

Corporate coaching is not a type of classroom learning like many other corporate training programs. It is intensely motivational, and it strives to inspire employees to reach certain goals. This type of coaching concentrates on the individual, their happiness, and what they can do to help the organisation be successful.

An effective corporate coaching session teaches employees to maximize profits and productivity without being too forceful on the employees. Corporate coaching, when conducted through all the hierarchical levels of the organization has the ability to fundamentally change the way that organisation operates in a positive manner.

The focus of study will be to identify whether Nedbank, as an organisation, its leadership and its culture are supportive of individual growth and learning. This study will also determine whether the planned business outcomes from the coaching process are being realised, as well as identifying the factors that contribute to the success or failure of the coaching process. These findings collectively will allow Nedbank to better leverage the coaching process going forward.

## **RESEARCH OBJECTIVES**

The following objectives relating to coaching outcomes will be researched at Nedbank Retail, namely;

- To determine the impact of coaching on employee work performance,
- To determine the influence of coaching on employee morale,
- To investigate the impact of coaching on an employee's individual learning and personal effectiveness,
- To investigate the influence of coaching on team effectiveness,
- To determine the impact of coaching on leadership effectiveness.

## **RESEARCH QUESTIONS**

- Is employee work performance improving at Nedbank Retail?
- Is employee morale improving at Nedbank Retail?
- Are there improvements to employee skills and competency levels?
- Is there effective collaboration across the business units within Nedbank Retail?
- Is the leadership demonstrating improvements in their overall ability to lead the organisation?

## **THEORETICAL APPROACH**

The hypothetico-deductive method will be used for the purposes of this study. Deductive reasoning is a key component of the hypothetico-deductive method Sekaran (2013). The basis of deductive reasoning is such that you begin with a general theory which is then applied to a specific case Sekaran (2013).

### **2.4 Questions to be answered in the research**

- To what extent has coaching been effective in aligning coaching outcomes to business outcomes?
- Are the resources investments into coaching justified,
- Is coaching an effective management tool in creating and sustaining a financially viable business entity?

### **2.5 Research approach/ methods**

This study is a descriptive study, which is aimed at collecting data that describes the characteristics of persons, events or situations Sekaran (2013). Descriptive research can be either quantitative or qualitative in nature Sekaran (2013). Quantitative research generally involves the collecting and converting data into numerical form so that statistical calculations can be made and conclusions drawn.

Researchers generally have a singular or multiple hypotheses. The hypotheses represent the questions that the researcher wants to address, it also includes predictions about possible relationships between the variables they want to investigate. In order to find answers to these questions, the researchers will also have various instruments and materials and a clearly defined plan of action. Data is collected by various means following a strict procedure and prepared for statistical analysis.

## **RESEARCH DESIGN**

- **Data collection method**

An electronic questionnaire will be used to survey the respondents. An electronic questionnaire was selected because of the descriptive nature of the study, the convenience from both a distribution and response perspective and the fact that it is relatively inexpensive instrument Sekaran (2013).

- **Sampling**

The *target population* for a survey is the entire set of units for which the survey data are to be used to make inferences Cox (2008). Thus, the target population defines those units for which the findings of the survey are meant to generalize Cox (2008). The target population for this study are 160 branch management level employees of Nedbank Retail based in Kwa-Zulu Natal.

The *sampling method* to be utilised will be Random Sampling and the employees will be targeted over a 2 week period.

The *sample size* will comprise of 100 individuals that are at a branch management level within Nedbank Retail.

- **Data Analysis**

As the data being analysed is quantitative in nature, it will be processed and analysed using an Excel spreadsheet. The findings will be presented in form of graphs and tables.

## **LIMITATIONS OF THE STUDY**

Employees may be reluctant to respond to the electronic questionnaire, which could result in a low return rate which then diminishes the extent to which the findings of the research may be generalisable to the target population. The research focus is only on Nedbank Retail and hence the recommendations should not be generalised or implemented in other divisions of Nedbank or other banks.

## 2.6 Proposed work plan

Month/Year	Activity	Outcome
Jan 2015	Submission of the topic	First draft.
Feb 2015	Submission of research topic	Approval obtained.
Feb 2015	Ethical Clearance Application submitted.	Ethical clearance obtained.
Feb 2015	Chapter One	First Draft.
March 2015	Chapter One Chapter Two Data Collection. Chapter 2	Finalised. First Draft.  Finalised.
April 2015	Chapter 3 Data Analysis Chapter 4	First Draft.  First Draft.
May 2015	Chapter 4 Conclusions and recommendations.	Finalised. First Draft.
June 2015	Conclusion and recommendations. Edited and submitted.	Finalised.

## SECTION 3: ETHICAL ISSUES

The UKZN Research Ethics Policy applies to all members of staff, graduate and undergraduate students who are involved in research on or off the campuses of University of KwaZulu-Natal. In addition, any person not affiliated with UKZN who wishes to conduct research with UKZN students and / or staff is bound by the same ethics framework. Each member of the University community is responsible for implementing this Policy in relation to scholarly work with which she or he is associated and to avoid any activity which might be considered to be in violation of this Policy.

All students and members of staff must familiarize themselves with AND sign an undertaking to comply with the University's "Code of Conduct for Research".

### QUESTION 3.1

Does your study cover research involving:	YES	NO
Children		X
Persons who are intellectually or mentally impaired		X
Persons who have experienced traumatic or stressful life circumstances		X
Persons who are HIV positive		X
Persons highly dependent on medical care		X
Persons in dependent or unequal relationships		X
Persons in captivity		X
Persons living in particularly vulnerable life circumstances		X

If “Yes”, indicate what measures you will take to protect the autonomy of respondents and (where indicated) to prevent social stigmatisation and/or secondary victimisation of respondents. If you are unsure about any of these

**QUESTION 3.2**

Will data collection involve any of the following:	YES	NO
Access to confidential information without prior consent of participants		X
Participants being required to commit an act which might diminish self-respect or cause them to experience shame, embarrassment, or regret		X
Participants being exposed to questions which may be experienced as stressful or upsetting, or to procedures which may have unpleasant or harmful side effects		X
The use of stimuli, tasks or procedures which may be experienced as stressful, noxious, or unpleasant		X
Any form of deception		X

If “Yes”, explain and justify. Explain, too, what steps you will take to minimise the potential stress/harm.

**QUESTION 3.3**

Will any of the following instruments be used for purposes of data collection:	YES	NO
Questionnaire	X	
Survey schedule		X
Interview schedule		X
Psychometric test		X
Other/ equivalent assessment instrument		X

If “Yes”, attach copy of research instrument. If data collection involves the use of a psychometric test or equivalent assessment instrument, you are required to provide evidence here that the measure is likely to provide a valid, reliable, and unbiased estimate of the construct being measured. If data collection involves interviews and/or focus groups, please provide a list of the topics to be covered/ kinds of questions to be asked.

**QUESTION 3.4**

Will the autonomy of participants be protected through the use of an informed consent form, which specifies (in language that respondents will understand):	YES	NO
The nature and purpose/s of the research	X	
The identity and institutional association of the researcher and supervisor/project leader and their contact details	X	
The fact that participation is voluntary	X	
That responses will be treated in a confidential manner		
Any limits on confidentiality which may apply	X	
That anonymity will be ensured where appropriate (e.g. coded/ disguised names of participants/ respondents/ institutions)	X	
The fact that participants are free to withdraw from the research at any time without any negative or undesirable consequences to themselves	X	
The nature and limits of any benefits participants may receive as a result of their participation in the research	X	
Is a copy of the informed consent form attached?	X	

If not, this needs to be explained and justified, also the measures to be adopted to ensure that the respondents fully understand the nature of the research and

**QUESTION 3.5**

Specify what efforts been made or will be made to obtain informed permission for the research from appropriate authorities and gate-keepers (including caretakers or legal guardians in the case of minor children)?
Attached is a letter of permission to conduct research within Nedbank Retail.

**QUESTION 3.6**

**STORAGE AND DISPOSAL OF RESEARCH DATA:**

All data collected will be securely stored at the GSB & L (Westville) for a period of 5 years, it will then be disposed of in accordance to instructions from the Ethical Clearance Committee.

**QUESTION 3.7**

**In the subsequent dissemination of your research findings – in the form of the finished thesis, oral presentations, publication etc. – how will anonymity/ confidentiality be protected?**

By not revealing the names of those individuals to whom the questionnaires were sent, we will maintain their anonymity / confidentiality.

**QUESTION 3.8**

<b>Is this research supported by funding that is likely to inform or impact in any way on the design, outcome and dissemination of the research?</b>	<b>YES</b>	<b>NO</b>
		<b>X</b>

**If yes, this needs to be explained and justified.**

Not applicable.

**Has any organization/company participating in the research or funding the project, imposed any conditions to the research?**

No.

**If yes, please indicate what the conditions are.**

Not applicable.



**SECTION 4: FORMALISATION OF THE APPLICATION**

**APPLICANT**

I have familiarised myself with the University's Code of Conduct for Research and undertake to comply with it. The information supplied above is correct to the best of my knowledge.

**NB: PLEASE ENSURE THAT THE ATTACHED CHECK SHEET IS COMPLETED**

.....  
 .....  
**SIGNATURE OF APPLICANT**  
**DATE**

**SUPERVISOR/HEAD OF SCHOOL**

**NB: PLEASE ENSURE THAT THE APPLICANT HAS COMPLETED THE ATTACHED CHECK SHEET AND THAT THE FORM IS FORWARDED TO YOUR FACULTY RESEARCH COMMITTEE FOR FURTHER ATTENTION**

**DATE:** .....

**SIGNATURE OF SUPERVISOR/ PROJECT LEADER**  
 : \_\_\_\_\_

**RECOMMENDATION OF FACULTY RESEARCH COMMITTEE/HIGHER DEGREES COMMITTEE**

The application is (please tick):

	Approved *
	Recommended and referred to the Human and Social Sciences Ethics Committee for further consideration
	Not Approved, referred back for revision and resubmission

\* Senate has delegated powers to Faculty Committee to:

- Approve Undergraduate and Honours projects
- Approve Masters projects (if the required capacity exists within the faculty)

**NAME OF CHAIRPERSON:** \_\_\_\_\_ **SIGNATURE:** \_\_\_\_\_

**DATE** .....

RECOMMENDATION OF UNIVERSITY RESEARCH ETHICS COMMITTEE (HUMAN AND SOCIAL SCIENCES)

NAME OF CHAIRPERSON: \_\_\_\_\_ SIGNATURE \_\_\_\_\_

DATE.....

UNIVERSITY OF KWAZULU-NATAL  
RESEARCH OFFICE

HUMAN AND SOCIAL SCIENCES ETHICAL CLEARANCE APPLICATION

FORM

CHECK SHEET FOR APPLICATION

PLEASE TICK

1. Form has been fully completed and all questions have been answered	<b>X</b>
2. Questionnaire attached (where applicable)	<b>X</b>
3. Informed consent document attached (where applicable)	<b>X</b>
4. Approval from relevant authorities obtained (and attached) where research involves the utilization of space, data and/or facilities at other institutions/organisations	<b>X</b>
5. Signature of Supervisor / project leader	<b>X</b>
6. Application forwarded to Faculty Research Committee for recommendation and transmission to the Research Office	<b>X</b>

**APPENDIX 4**

**QUESTIONNAIRE ON COACHING**

**UNIVERSITY OF KWAZULU-NATAL  
GRADUATE SCHOOL OF BUSINESS**

**Proposed Qualification Research Project**

**Researcher:** Kogie Moodley (083 793 1345)

**Supervisor:** Dr Abdulla Kader

**Research Office:** Ms Gina Mshengu 031-2603587

**An assessment of employee perceptions on the impact of coaching  
in Nedbank Retail.**

**Section A: Demographic Information**

Name:-----

Contact:-----

Designation:-----

**Instructions**

For all of the questions you are required to place a cross 'X' in the block next to the most appropriate answer. This questionnaire will take approximately 10 minutes to complete.

- 1. Gender
  - Male
  - Female
- 2. Age
  - Below 30 years
  - Between 31-45 years
  - Between 45-60 years
- 3. Qualifications
  - Primary Education
  - Secondary Education
  - Graduate/Postgraduate

Professional

4. How long have you been employed at Nedbank Retail?

Less – 5 years

5-10 years

11 years and above

**Section B: Coaching in Nedbank Retail.**

1. Do you currently have one or more coaching programs in place?

Yes

No

2. How long have these programs existed?

Less than 1 year

1-3 years

3-5 years

More than 5 years

3. Do you plan to implement coaching programs in the future?

Yes

No

4. Which of the following statements best describes your organization's use of coaching?

We use coaching less than in the past.

We use coaching about the same as in the past.

We use coaching more than in the past.

5. What is the average duration of a typical coaching arrangement?

0-3 months

3-6 months

6-12 months

Over 1 year

6. How are your coaching sessions conducted?

Mostly face-to-face.

Mostly over the phone.

Mostly Web-based and computer technologies.

Combination of methods.

**Section C: Employee Work Performance**

To what extent does your organization use coaching for the following purposes?

<b>Question</b>	<b>Always</b>	<b>Frequently</b>	<b>On average</b>	<b>Infrequently</b>	<b>Never</b>
To improve individual performance/productivity?					
To improve the quality of the work produced by employees?					
To improve the quality of customer service delivery?					
To improve employee responsiveness to customer request?					
To improve the overall work performance of the organisation?					

**Section D: Employee Morale**

To what extent does your organisation use coaching for the following purposes?

<b>Question</b>	<b>Always</b>	<b>Frequently</b>	<b>On average</b>	<b>Infrequently</b>	<b>Never</b>
To boost employee morale?					
To improve the quality of the work produced by employees?					
To improve the level of employee engagement?					
To improve employee retention rates?					
To facilitate employee development from a career advancement perspective?					

**Section E: Employees Individual Learning and Personal Effectiveness**

To what extent does your organisation use coaching for the following purposes?

<b>Question</b>	<b>Always</b>	<b>Frequently</b>	<b>On average</b>	<b>Infrequently</b>	<b>Never</b>
To increase individual employee skills levels?					
To inspire and motivate employee to perform optimally?					
To encourage new learnings and personal development?					
To encourage employees to develop competitive capabilities?					

**Section F: Team Effectiveness**

To what extent does your organisation use coaching for the following purposes?

<b>Question</b>	<b>Always</b>	<b>Frequently</b>	<b>On average</b>	<b>Infrequently</b>	<b>Never</b>
To improve the quality of teamwork?					
To inspire and encourage collaboration?					
To create an environment that is supportive of teamwork?					
To reward and recognize effective collaboration within the organisation?					
To manage conflict?					

**Section G: Leadership Effectiveness**

To what extent does your organisation use coaching for the following purposes?

<b>Question</b>	<b>Always</b>	<b>Frequently</b>	<b>On average</b>	<b>Infrequently</b>	<b>Never</b>
To address leadership development and succession planning?					
To improve recruitment outcomes?					
To retain high performing talent?					
To create and support effective channels of communication throughout the organisation?					
To facilitate the attainment of a work/life balance?					

**Section H: Financial Performance**

T

When compared with the past five years, how would you rate Nedbank Retail's performance now?

<b>Question</b>	<b>All time high</b>	<b>Better</b>	<b>Same</b>	<b>Worse</b>	<b>All time low</b>
Revenue growth.					
Market share.					
Profitability.					
Customer satisfaction.					

**Thank you kindly for your co-operation. The time taken to participate in this**