

**College of Law & Management**

UNIVERSITY OF KWA-ZULU NATAL

DEVELOPING A CONCEPTUAL FRAMEWORK TO ENHANCE COACHING OF  
MANAGERS IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING  
COLLEGES IN JOHANNESBURG, SOUTH AFRICA

by

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A thesis submitted in fulfilment of the requirements for the degree

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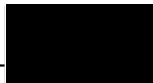
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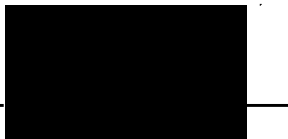
## DECLARATION 2

The following article emanated from the Doctor of Philosophy thesis:

- The article is still under review

Coaching competencies for managers within Technical and vocational education and Training (TVET) colleges in South Africa. 1 Sihle Magagula, 2 Dr Bhasela Yalezo & 3 Dr Emmanuel Mutambara

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Sihle Wendy Magagula

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## **ABBREVIATIONS AND ACRONYMS**

<b>ALTPQ</b>	Action Learning Team Process Questionnaire
<b>CBT</b>	Cognitive Behavioural Theory
<b>COMENSA</b>	Coaching Mentoring in South Africa
<b>COVID-19</b>	Corona Virus Disease
<b>DHET</b>	Department of Higher Education and Training
<b>FE</b>	Further Education
<b>FET</b>	Further Education and Training
<b>HODs</b>	Head of Departments
<b>ICF</b>	International Coaching Federation
<b>MBTI</b>	Myers–Briggs Type Indicator
<b>OD</b>	Organisational Development
<b>TVE</b>	Technical and Vocational Education
<b>TVET</b>	Technical and Vocational Education and Training
<b>SFT</b>	Solution Focused Therapy
<b>SMEs</b>	Small to Medium Enterprises
<b>SOI</b>	Structure of Interpretation
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UK</b>	United Kingdom
<b>UKZN</b>	University of KwaZulu-Natal
<b>USA</b>	United States of America
<b>VET</b>	Vocational Education Training

## DEFINITIONS OF TERMS

**Manager:** the term refers to all selected persons in the study who exercise managerial powers and responsibility in the organisation. In the context of TVET Colleges in South Africa, a *manager* is any personnel who holds a management position rather than the principal and deputy principal positions.

**Principal:** the most senior person in TVET Colleges.

**Deputy principal:** a person who is a deputy to the principal and acts as a substitute in the absence of a principal.

**Coach:** is an internal and external individual who works with managers or academic managers to improve their work performance.

**Coachee:** a person who receives coaching services from a coach.

## ABSTRACT

This study proposed a conceptual framework to enhance coaching managers in Technical and Vocational Education and Training (TVET) colleges in Johannesburg. An exploratory background analysis prior to this study revealed that TVET colleges in Johannesburg, Gauteng province of South Africa have been conducting coaching programmes without a coaching conceptual framework. This study was therefore motivated by the need to address this theoretical and practical gap in coaching practices to enhance the effectiveness of coaching programs.

A mixed method approach was used to conduct the study. Data was collected from 95 respondents. Questionnaires were distributed to 85 managers who were available to participate to the study using a census inquiry. While face to face interviews were conducted with 6 Principals and Deputy principals.

The overall findings from qualitative findings revealed that respondents claimed that they have limited exposure to both formal and informal coaching. The study also found that coaching usually takes place in an unplanned manner which does not follow any conceptual framework. The qualitative responses further posited that coaching practice in the TVET sector in Johannesburg should incorporate coaching approaches which involve management, and encourage learning.

The overall quantitative results indicated that TVET colleges in Johannesburg randomise coaching due to lack of industry sector conceptual framework. The results further revealed that 57.7% institutions provide coaching and that the coaching competencies needed within TVET colleges should comprehend that people are a mixture of mind, body, and spirit and perform best when all aspects of their being are considered, engaged, and valued ( $M=2.95$ ,  $SD=0.86$ ).

The study concludes that many TVET college managers in Johannesburg are in need of a conceptual framework for coaching managers that comprises of critical competencies for coaches who provide coaching. The involvement of management in the provision of coaching is key to ensure that the coaching programme help in achieving organisational goals.

These findings and other results from the study inform the major contribution of this study, which is the development a conceptual framework for coaching managers in TVET colleges in Johannesburg, South Africa.

**Key words:** Technical and Vocational Education and Training colleges (TVET), TVET college coaching, TVET college managers, conceptual framework

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# CHAPTER 1: INTRODUCTION

## 1.1 INTRODUCTION TO THE STUDY

Like all other sectors, the higher education sector is evolving. Internationally, the higher education sector is witnessing substantial transitions and reforms (Nadaf, 2016). The impact of economic and growth in science and technology increased the development of reformed higher education colleges (Nadaf, 2016). Nadaf (2016) argues that in some Asian countries, such as India, higher education and systemic reforms have largely failed. This has resulted in the deterioration of the quality of education whereas the education system in European countries, mainly focuses on vocational education as well as citizen building (Beharry-Ramraj, 2016).

In Africa, the education system focuses on the theoretical systems that are later complemented by training and practice (Ndaruhutse, Jones, & Riggall, 2019). In the case of South Africa, the training and practice is taken up mainly by the TVET colleges. As a result, the sector of Technical and Vocational Education and Training in South Africa has gone through different transformations. These transformations have exposed the TVET colleges to management systems challenges over the years. According to Gewer (2013), TVET colleges are moving towards a time in history that is critical. Furthermore, Gewer raised a concern on the adaptation of the legislation, and college subsystems transformation. It was believed that they were adopted in the absence of a comprehensible framework for education and training. Herbst (2011) argues that transformation of this magnitude in higher education may result in confusion, frustration, low morale, and low motivation. Hence, there is an urgent need for rethinking leadership practices in higher education to foster change and transformation (Nadaf, 2016).

To successfully implement change and transformation capacity is required for top-quality higher education institutions, managers are required to have good leadership and technical skills (Herbst, 2011). They must also have well-developed social and emotional skills, to address the current problems in TVET colleges. Hence, there is an urgent need to develop a conceptual framework to enhance coaching for managers in technical and vocational education and training colleges in Johannesburg, South

Africa. The conceptual framework is helpful in capacitating the workforce and increasing the process of setting and realising work-related goals (Grant, The efficacy of executive coaching in times of organisational change, 2014).

This chapter lays a foundation for the entire work of this study and this section outlines the background of the study, research problem, research objectives and questions, the significance and contributions of the study, and conclusion.

## **1.2 BACKGROUND OF THE STUDY**

In South Africa, Higher Education and Training Colleges were developed in 2002 and renamed TVET in 2013, in line with the orders from the Further Education and Training (FET) Act 98 of 1998 (Terblanche, 2017). Since White Paper 4 was published, TVET colleges have been moved from the Further Education and Training (FET) sector to the Higher Education and Training Sector (Republic of South Africa 2017). This development has led to the fusion of about 152 technical colleges into 50 TVET colleges in the nine provinces of South Africa (Terblanche, 2017). With the current complexities around the new background of TVET colleges, the operation of these colleges was required to take place in an approachable manner. This was in line with having well-educated and skilled employees to meet the requirements to manage, which would result in improved support for TVET colleges.

The TVET sector like other international countries went through major transformations that needed extraordinary leadership (Herbst, 2011). The justification to transform the institutional landscape was informed by the National Human Resource Development Strategy, the demands of labour market, and educational needs (Republic of South Africa 2017). The factors that necessitated the change included unresponsive programmes to an emerging economy, low throughput rates, and negligible industry admission of students since educators had limited knowledge of new technology, new trends, and the new demands of business in South Africa and internationally (Terblanche, 2017). Terblanche further states that the funding system was insufficient, and colleges were managed in a similar manner to training workshops.

During the transformation of the TVET sector, mergers were used as key approaches for the reconfiguration of the landscape of the institutions. There is very limited research conducted on the impact of these mergers. However, the magnitude of the

transformation resulted in confusion, frustration, low morale, and demotivation (Herbst, 2011). Consequently, TVET college leadership was confronted with both external and internal challenges that required skilled and experienced leadership (Herbst, 2011). The success of mergers of this magnitude required a caliber of management and leadership that could manage such changes and demands of such mergers (Bosch, 2006 ).

Moreover, during the mergers, managers from these institutions were expected to function at the same level as leadership in universities (DHET, 2016) which offer a variety of programmes. Pressure from this expectation forced managers in TVET colleges to cut corners, do more work, play different roles, and attend to more significant numbers of students with limited resources at their disposal (Herbst & Conradie, 2011). Additionally, TVET colleges have been losing veteran managers with extensive experience and knowledge, through retirements and changing jobs (Kraak, Paterson, & Boka 2016); thus, undermining the possibility of knowledge transfer to junior staff.

With the above-mentioned challenges experienced by TVET colleges in South Africa, college management worked in a compromise environment which affected the quality of the products. The merger of former technical colleges and FET college structures resulted in the restructuring of some responsibilities within the institutions' management (Terblanche, 2017). As time went on, TVET colleges were expected to adjust to the dynamics of the environment and needed an operating team of managers to function.

Literature reveals that due to the transformation of the institutions, TVET colleges need to deliberate and address the issue of leadership difficulties within the sector (Badenhorst & Radile, 2018). A Training Needs Analysis that was conducted in 2014, shows various academic challenges encountered by TVET Colleges leadership (Badenhorst & Radile, 2018). The findings of the report revealed an urgent need to address the academic challenges that included: poor leadership, management skills, and challenges encountered by lecturers on issues of teaching and learning. Since the transitioning from FET Colleges to the TVET sector, nothing much has been done to address the challenges faced by these institutions (Gewer 2013). To address of these

challenges requires an individual institutional problem diagnosis that would guide modifying interventions that are specific to institutional conditions (Blom, 2016).

The challenges experienced by TVET colleges require urgent interventions because these hinder their normal operations (Badenhorst & Radile, 2018). This would assist in discovering the values and practices in higher education and training. It would also permit the comprehension of the community's change which needs the auxiliary of conservative organisation ideas concerning the management of institutions. The identification of values and culture would address many economic, environmental, technical, health, and social concerns (Schmidt-Wilk, 2011).

Additionally, a lot of strain has been exerted to these colleges by change initiatives spearheaded by the National and Provincial Departments of Education (Department of Education 2015).

Regardless of the challenges brought by the transformation of TVET colleges in South Africa, a new envisaged system is expected which include a new framework for programmes and qualifications, a new structure of college governance, a new funding system, and a new quality improvement and assurance institution (Wedekind, 2016). The changes also include rationalising of college numbers and sizes, recapitalisation of infrastructure, changes in line-function accountability of college, and change in employees hiring regimes (Kraak, Paterson & Boka, 2016).

With the new improved TVET sector system, the South African government like most global countries aimed to equip the youth to engage in a competitive and unpredictable labour market (Kraak, Paterson, & Boka, 2016). To cope with the transitioning constraints organisations, employ a variety of interventions to promote a sustainable organisational change (Page & de Haan, Does executive coaching work?, 2014) including coaching.

Managers in TVET colleges face similar challenges to those witnessed in other types of business, thus require the skills to deal with the overall day-to-day management of the institutions (Stander & Herman, 2017). Evidence indicates that managers in other sectors who face comparable challenges have the benefit of being coached using coaching frameworks relevant to their industries, to navigate challenges in their dynamic institutions (Stander & Herman, 2017).

Evidence of the implementation of such an approach is lacking South Africa (Herbst & Conradie, 2011), specifically among TVET colleges in Johannesburg. Evidence in support of this view stems from the fact that the last ten years have witnessed the publications of several different conceptual frameworks of coaching (Burke, 2017). Thus, a research gap for proposing and developing a sector-specific coaching model for TVET colleges is identifiable. Developing a sector-specific coaching framework for TVET college in Johannesburg is essential. As Denton and Hasbrouck, (2009) contend, the lack of a sector-specific structure reduces the potential benefits from coaching.

### **1.3 PROBLEM STATEMENT**

Significant developments in TVET colleges in Johannesburg since 1994 include policy changes, organizational restructuring, and a new education ethos. They were all designed to put education at the forefront of South Africa's education transformation (Badenhorst & Radile, 2018). With the transitioning of TVET colleges in South Africa, managers are expected to function at the same level as management in universities (DHET, 2012) who offer a variety of programmes. Yet, the transformation of the TVET colleges has yielded the unintended challenges for institutional leadership in decentralised institutions (Kayangale & Sibanda, 2021). The most issues that came to light was management failure to provide proper instructional guidance to lecturers and students (Badenhorst & Radile, 2018).

A Training Needs Analysis was conducted in 2014, indicated that there are different academic challenges facing college leadership and management (Badenhorst & Radile, 2018). These challenges included poor leadership and management skills; the most dominant one was the lack of capabilities to meet the competencies of effective lecturing. This has given rise to the urgent need to develop a conceptual framework to enhance coaching for managers in technical and vocational education and training colleges in Johannesburg.

The implementation of a coaching conceptual framework is lacking in South Africa (Herbst & Conradie, 2011), specifically among TVET colleges in Johannesburg. Evidence in support of this view stems from the fact that the last 10 years have witnessed the publications of several different conceptual frameworks of coaching

(Killburg & Diedrich, 2007; Levinson, 2009; Palmer & Whybrow, 2007) that belongs to other industries, not aligned to TVET colleges. Little has been written about the development of the coaching sector, as a specific industry (Passmore & Evans-Krimme, 2021) Hence, the urgent need to develop a conceptual framework to enhance coaching for managers in technical and vocational education and training colleges in Johannesburg. This assertion has been supported by Denton and Hasbrouck, (2009) who state that the lack of a sector-specific framework reduces the potential benefits from coaching.

## **1.4 PURPOSE OF THE STUDY**

The primary purpose of this study is to develop a conceptual framework to enhance coaching managers in TVET colleges in Johannesburg, South Africa.

### **1.4.1 Research Objectives of the Study**

Based on the aim of the study, the specific research objectives are;

1. Examined the current conceptual framework of coaching that is utilised to meet challenges and future demands of TVET colleges in Johannesburg
2. Explored the factors that affect managers' coaching within TVET colleges in Johannesburg
3. Understand coaching practices for managers within TVET colleges in Johannesburg
4. Determined the coaching competencies needed by managers within TVET colleges in Johannesburg
5. Proposed a coaching conceptual framework that could be used for coaching managers in TVET colleges in Johannesburg

### **1.4.2 Research Questions**

The key research questions are:

1. How is does the current conceptual framework of coaching utilised to meet challenges and future demands of TVET colleges in Johannesburg?
2. Which factors affect managers' coaching within TVET colleges in Johannesburg?

3. What are the coaching practices for managers within TVET colleges in Johannesburg?
4. What are the coaching competencies needed by coaches within TVET colleges?
5. What conceptual framework would be appropriate for coaching managers in TVET colleges in Johannesburg?

## **1.5 SIGNIFICANCE AND CONTRIBUTIONS OF THE STUDY**

The aim of the research study is to contribute to the body of knowledge by introducing a framework that focuses on influencing managers' coaching practices in the TVET sector in Department of higher education. The research study intent to generate new knowledge, invoke current thinking and contribute to the school of thought. There has been a need for such a model because currently the TVET colleges rely on other industries' coaching frameworks which are not aligned to the context of higher education to coach managers. Therefore, TVET colleges in Johannesburg stand to benefit from the proposed conceptual framework for coaching managers as it will provide an experiential guide, a map for those who will offer coaching and provide an opportunity to envisage based on trends in other industries.

The study contributes to the existing conceptual knowledge in the literature that deals with coaching practices engaged in the TVET sector. It also clarifies the key roles of a coach and adds to further research in coaching and educational change. The study also sought to highlight principles that would influence coaching practices in the TVET sector by providing a context-derived coaching framework.

## **1.6 LIMITATIONS OF THE STUDY (SCOPE)**

The study focused on the development of a coaching framework for managers in TVET Colleges in Johannesburg. Johannesburg is the second-largest city in Africa and the largest city in South Africa which boasts of many students in TVET Colleges. The study excluded private colleges because, in most instances, these institutions are unregistered and do not fall under the TVET College sector. This shortcoming did not allow the inclusion of best practice or challenges that could have been presented by private colleges in the framework developed.

The population of the study is another limitation. The study population focused on the management of TVET Colleges, this excluded staff members who were not part of the management. The study also excluded students of TVET Colleges because most of them might not have had first-hand experience with coaching. Therefore, the exclusion of other members of the institutions posed as a risk in that such members might have the experience and opinion on the issues pertaining to the management of TVET colleges in South Africa, and their views might have had an impact in the framework developed since these members of the college are directly affected by the manner in which the institutions are managed.

All the TVET Colleges were supposed to have 2 participants per TVET College. However, due to the institution's adherence to COVID-19 regulations, most principals and deputy principals were working from home which made it difficult for the researcher to get hold of them due to internet access, and most of them were on sick leave at the time.

## **1.7 RESEARCH METHODOLOGY**

This study employed a mixed research method that incorporates both qualitative and quantitative research to better understand, explain and build on the outcome from the other approach (Creswell & Plano Clark 2011). Both qualitative and quantitative data were gathered, and procedures were adopted in data collection analysis.

## **1.8 OUTLINE OF CHAPTERS**

Chapter 1: presents the introduction and background of the study, the research problem, objectives and questions.

Chapter 2: outlines the theoretical premises that guides the study and underpin the development of the proposed conceptual framework for coaching in TVET colleges in Johannesburg.

Chapter 3: comprises a literature review on the emergence of coaching; distinction between coaching and other professional practices; architecture and coaching models; programme structures for relevance; coaching in meeting future demands; effectiveness in coaching; overview of TVET colleges in South Africa; ideal coach for

TVET colleges; coaching competencies; coaching standards; establishing a coaching relationship; factors that affect managers' coaching; dealing with conflicting internal and external motivations; TVET colleges as higher education institutions; the extent to which coaching is currently being utilized in organisations to challenges; assistance of action learning theory to develop a coaching framework.

Chapter 4 discusses the methodology employed to conduct the study, and data collection and analysis.

Chapter 5 presents and discusses qualitative findings

Chapter 6 presents and discusses quantitative findings

Chapter 7 concludes the thesis with a conclusion, recommendations and policy implications. It recaps the research objectives and examines if these were achieved.

## **1.9 CHAPTER SUMMARY**

This chapter focused on the introduction of the study, background and scope of the study, problem of the study, purpose of the study and research objectives and research questions. It also highlighted the research methodology, significance and contributions of the study and the delimitations of the research. Key concepts, aligned to this study have been clarified as these will form the base to the development of a conceptual framework for managers in TVET colleges in Johannesburg. Directed by the research questions and philosophy, the aspirations for this study have been highlighted to widen the current literature review reservoir in the area of action learning which underpins the development of the proposed conceptual framework for coaching in TVET colleges in Johannesburg. With inevitable limitations, the next chapter will explore to liberally analyse and present vigorous responses to the problem statement identified in this chapter.

The next chapter focuses on the theoretical perspective of the study.

## **CHAPTER 2: THEORETICAL PERSPECTIVE OF THE STUDY**

### **2.1 INTRODUCTION**

The purpose of this chapter is to outline the theoretical premises that guides the study and underpin the development of the proposed conceptual framework for coaching in TVET colleges in Johannesburg. This chapter intends to present the philosophy of action learning as a coaching methodology in the applied implementation that undertakes different forms. Action learning forms the basis of the proposed conceptual framework for coaching managers in TVET colleges, Johannesburg. Thus, the chapter will cover the history of action learning, philosophy of action learning, the explanation of action learning, and its application. This chapter further outline the different lenses of action learning, the role of an action learning coach and the relative analysis of coaching and action learning approach. The chapter also focus on coaching and its application. It also highlights the outcome of coaching, institutionalising coaching practice and the bridge between action learning and coaching. As the work of action learning dates back many years, the accounts in this chapter make a reference to original texts.

### **2.2 HISTORY ACTION LEARNING**

Revans (1982) began to use the term action learning in 1972 to describe his theory and practice, which was more involved in the business community with a focus on management issues in business. It began to emerge in the 20<sup>th</sup> century. Action learning began to raise disagreements with traditional business school practices. It was first implemented in the British National Coal Board in 1952. It took place immediately after the Second World War during the collision between formal education and the industry's strains (Revans 1982).

From that time, the interest in action learning increased and declined, without becoming popular or disappearing (Welskop, 2013). However, it has continued to grow in a practitioner community. Rolland (2006) proposes that action learning is known for its effectiveness in the development of people in organisations. It is known for solving the organisation's issues in this arrangement, action learning has developed self-

knowledge, critical thinking, as well as leadership competencies (Leonard & Lang, 2010).

Between 1992 and 2000 various authors significantly contributed to the growth of the notion of *action learning* (Mumford 1991; Weinstein 1999. McGill and Beaty (1992) highlight that there was no book devoted to action learning until 21 years after its conception. This is quite a significant time, yet there was no explanation provided for the gap of time. Mumford (1991) submits that there is the likelihood that there were limited market opportunities for this kind of learning; hence, there might have been some resistance to produce a more inclusive text.

### **2.3 PHILOSOPHY OF ACTION LEARNING**

Action learning is defined as an instructive process whereby members learn from their actions and experiences to enhance their performance (Welskop, 2013). This occurs together with other small groups, called action learning sets.

Action learning is grounded on the theories of learning by Kolb's developed in the 1980s. Kolb's theory of learning suggests that individuals have to allow themselves to go through four cycles of learning that comprise: experience, reflection, active experimenting, and abstract conceptualising. He further implies that, for learning to successfully take place, individuals must finish the entire cycle, regardless of which point they began.

As highlighted in the background information section about *action learning*, the originator was Revans (1982), and he developed it in the United Kingdom (UK) after concluding that conventional teaching was not effective. He believed that individuals have to be conscious about their shortfalls in knowledge and be inspired to its accomplishment by rightly posing questions and assisting others who have challenges with common issues. He further asserts that after posing critical questions, new knowledge is created.

The objectives and philosophy of *action learning* present a change equation. Questions form the central part of Revans (1982) learning theory, which the author formulated as Learning Programmed knowledge from the past + Questioning insight ( $L = P + Q$ ). In this equation, the "L (Learning) is a function of P (Programmed

Knowledge) where it stands for formal instruction, and Q refers to a provocative question to dispute expectations and nurture reflection. The Question insight takes place when individuals enquire about their direct experience (Morris, 1991). Revans (1989) further argues that this equation reflects that learning programmed knowledge reflects “intuition, things crossing the mind, insight”. According to Revans, programmed knowledge refers to the kind of information that is found in books, and what we were taught to do because that is how it was done in history (Weistein, 1997).

The notion of *action learning* is also grounded on the perception of the development and growth of people and the organisation and the operative process of the group to find answers to issues through collective experience, reflection, and probing. Action learning is therefore based on the view of the association between action and reflection. It is connected to coaching through reflection as it becomes a significant feature in both coaching and action learning. Therefore, action learning is founded on the principle that learning does not occur without action. This is relevant to the study context as learning of TVET College managers is understood to be guided by action learning principles. This involves the coach being a facilitator of the coaching process posing critical questions that allow the managers to reflect and come up with solutions to their problems.

The action learning strategy identifies every customary member as exceptional and has the latent ability to learn. Organisations use philosophies from the psychodynamic area that involve the principles of agreed confines and understanding of defence tools (Barnes, Ernst, & Hyde, 1999) as well as experiential discipline whereby set members come up with their worlds of being accountable for their actions (Deurzen-Smith, 1997). The aspect of action learning of being a behaviourist approach is signified over the acknowledgment that individuals learn behaviours and beliefs. However, if individuals have a desire to unlearn the habits and beliefs, they could do so.

## **2.4 WHAT IS ACTION LEARNING?**

While action learning has been widely used, it still has no universally agreed definition (Attard, 2010). This suggests that it means different things to numerous individuals, hence its central idea remains open to various interpretations (Marsick & O'Neil, 1999).

The central idea, as offered by Revans (1982), and Pedler (1997) focuses on the increasing experience with action learning. Revans (1982) defines action learning as:

*“... a means of development, intellectual, emotional, or physical that requires its subject through responsible involvement in some real, complicated, and stressful problem, to achieve intended change to improve their observable behaviour henceforth in the problem field”.*

On the other hand, Pedler (1991) defines action learning as a method of developing individuals in an organisation, which takes responsibility as a tool for learning. It is based on the fact that learning does not take place without taking action, and no abstemious and thoughtful action occurs without learning.

According to Revans (1982), action learning is a liquid, unstructured occurrence that assists numerous causes and audiences. According to Pedler, Burgoyne, and Brook (2005), the principles underpinning Revan’s theory are that the requirement for action is the basis of learning. These principles include:

- Personal development stems from reflection upon action
- The emphasis of learning is solving problems where there may be numerous results
- Difficulties are intended for personal and organisational growth
- Sets support and contest with one another
- The search for new insights is more significant than professional knowledge.

Given the open nature of these principles, it is plausible that there is no agreed method to the practice of action learning. Moreover, other authors argue that action learning only has principles that guide the process without commendations on implementation (Pedler & Abbott, 2013). This may probably be the reason why Revan avoided providing a prescriptive definition of this theory.

However, action learning is perceived by other scholars as an approach to swift learning, improve performance, and help businesses manage in a complex environment (Pedler & Abbott, 2013). It is a developmental process that provides

sustenance to individuals to methodically implant the magnitude and ability for uninterrupted learning and advancement (Vaartjies, 2005). Its purpose is to resolve issues through a process of asking questions, explaining the nature of the problem, categorising any possible answers, and incorporating them in a conceivable approach for action. For managers, action learning supports them to realise practical results and learning through action. However, over the years, the aim and returns of action learning have radically altered; something that is compromising the credibility of the theory for academics and professionals in this field. This definition is aligned with one of the study objectives that focus on coaching practices for managers within TVET colleges in South Africa. Integrating a coaching practice with action learning advances the opportunity for learning and managing complex issues within TVET Colleges in South Africa.

Several authors have proposed many definitions of action learning. According to Pay (2004), action learning is a developmental process whereby individuals learn their actions and experience to enhance performance. Put simply, it focuses on resolving issues and getting things done. It inspires an in-depth thoughtful review of the matters at hand, a profound re-examination of the issue, and an assessment of the way forward. Cropper, Donaldson, and Patty (2002) deduce that action learning is a learning approach that results in practising knowledge and skills. In this learning, understanding is built, as it shapes the ability to perform more efficiently. Hence, it has been used to underpin the study to ensure that once it is integrated into coaching, it would be used as an intervention to develop individuals who would then learn to take actions and be able to resolve issues that they encounter daily.

Another proposed definition of action learning is a systematic approach that allows small groups working frequently and together on complex issues, to act and learn individually and as a team, while doing so (Marquardt, 2011). In this educational process to resolve issues, he states that action learning is the primary approach to strengthen leadership growth (Marquardt 2000). For him, the importance reclines in the community learning of the group pursuit of discovering solutions to business problems.

The concepts relevant to the study as it aims to develop a conceptual framework that will enhance managers' coaching in TVET colleges. An element that has been

identified as useful in TVET colleges in Johannesburg because in most cases in TVET colleges, the developmental programmes to which managers are exposed, transmit knowledge rather than providing them with the knowledge, helping them to reflect on their actions and experience. This is a useful intervention because a coaching conceptual framework underpinned with action learning theory will help assist managers in TVET colleges to resolve challenging issues and get things done.

## **2.5 APPLICATION OF ACTION LEARNING**

Various organisations have utilised action learning or its variants to increase the effectiveness of learning prospects that are already available in the workplace. Action learning has been mostly utilised in the development of leadership and management. It has been slightly used in business school programmes, possibly offering a connection between learning taking place in the workplace and university.

For example, a set of learnings was part of a significant part of learning design on master's programmes was employed at Lancaster University (Gifford, 2005). The course was grounded on critical action learning focusing on strategic learning connected to organisational capabilities. The assessment indicated a challenging image of finding the fundamental components of the course operating in a combined approach. However, the course at the university was intended to connect members and work. On the other hand, participants realised that it was disconnected from practicability, and resorted to a contributory approach to complete the programme compared to optimising their growth. It appears that this coaching programme could not work for that context of the study because the detachment of action learning from practice in the coaching programme shows that circumstances are required for the complete success of action learning.

In a study conducted in Kenya, Neonatal divisions in district hospitals, health workers were working under too strenuous conditions to respond to the needs of very sick infants. In a South African context, this could involve these challenges insufficient resources, burn-out of staff, and challenges for management to address the key challenges. To address the situation at Neonatal units, an assessment of whether action learning could be a successful tool to address the difficulties took place.

Findings from the assessment indicated that action learning was empowering and providing them with confidence, assertiveness, and a sense of independence.

Additional findings also showed that action learning empowered participants to be pre-emptive in finding solutions to difficulties in their units and made them more confident to exchange thoughts and encourage employees to support new methods of resolving issues. Considering the above, the effectiveness of action learning is in improving performance as well as enabling individuals to come up with solutions to address complex issues within an organisation. Knowing the space that was necessary for active learning, it would be immature to assume that the findings were purely based on the action learning set.

A study that was conducted in 2016, amongst Small Medium Enterprises (SMEs) in the Watford area, in the United Kingdom, they were competing against each other and could not attain operational integration. An action learning set was organised due to its potential to overcome cultural absence of creative learning. The purpose of the set was to enhance creativity and utilisation of emerging technologies amongst SMEs. Due to existing competition among the members of the organisation, instead of focusing on problems they face in the day-to-day operation of their business, the discussion focused on industry-wide problems. The members felt they had no control over the issues that were discussed, and could not establish a collective response, the set members competed and desisted from deliberating on issues that affected their work. This was conflicting with the principles of action learning set which need members to be authentic and openly reflect on problems they encounter in the workplace.

Based on the context of this study and principles of action learning, the set members were encountering common issues and from this setting, they could learn as a group. One notable challenge was to identify a single issue that could be possibly discussed and be seen in a new light and be challenged by collective thoughts. In this way, Revan's principle could have been successful in learning and producing creativity. This could have permitted action learning to function in breaking down barriers in the competitive environment.

The above examples are an indication that in action learning, there are particular conditions necessary for the completeness of action learning to take place. Lessons learned from these examples indicate that there are conditions required for learning to take place. If organisations are not ready for action learning to manifest, it will not prevail successfully. The same applies within the context of this study, conditions to enhance learning need to be in place for coaching effectiveness to occur. Like action learning, the remnants of coaching have long lifetimes if implemented correctly. This may include having a system in place that is receptive to change.

## **2.6 ACTION LEARNING: ANDRAGOGY**

Knowles' (1995) process of andragogy is founded on two frameworks: the learning theory and design theory. As indicated earlier, that action learning does not have an agreed definition; several learning theories and approaches underpin it. Pedagogy is one approach that most teachers use to improve the learning and teaching experience (Freire, 1970). Knowles (1995) defines action learning as the fine art and science of teaching. Knowles anticipated a programme planning model focusing on designing, implementing, and assessing experiences from educational programmes with adults.

Action learning emphasises the andragogic approach. This approach is learner-centered and targeted at adult learners. Action learning has three domains, namely, cognitive – knowing; conative – doing; affective – feeling (Bloom B. , 1964). In the three proportions, the emotional and action dimensions of learning are significant and have the power to influence professional change, as life experience is one significant factor for people to learn. This takes place through the strategies adapted in action learning to make sure people change from being inactive to being active learners. The andragogic technique is relevant to this study as the coaching framework for managers in TVET Colleges in Johannesburg focused on the managers receiving the coaching rather than the coaches. This is because the coaching framework employed in the coaching programme for the managers had a range of objectives, outcomes and logistics that guided the training

Action learning is also described as humanistic; however, it takes the constructivist view of learning (Palincsar, 1998). This is a result of people becoming makers of their realism that is affected by their life experiences. The social philosophy of action

learning allows people to consider their learning with the support of other people and facilitators.

Opponents of andragogy have argued that it is not an approach, but a group of techniques (Pedler, 1997). Pedler (1997) argues that andragogy aims at attaining status and admiration for everyday teaching practices. And generally, the criticism against action learning is much more aligned to the andragogic model as it is criticised for its weak evidence base (McGill & Beaty, 2001) and its traditional methods of learning and teaching (Dunphy, Proctor, Bartlett, Haslam, & Wood, 2010) when compared with the indiscriminating means of the employment of andragogy. The determination of the curriculum content in a learner approach is entirely dependent on the learner, whilst some aspects of action learning, whereby a learner must use a specific knowledge foundation to undertake a particular set of actions, require the learner to mainly rely on the facilitator.

Other scholars observe that previously, various educational colleges and universities encouraged a moralistic theory of information, learning and literacy, something that is inappropriate for the growth of critical minds and individuals (Cullen, Hadjivassiliou, Hamilton, Sommerlad, & Stern, 2002). The assimilation of the learner's non-academic experience was unpopular in this approach. Hence, trainers needed training too, to change from the attitude of pedagogy whereby the focus is on the content of the programme which is transmitting of knowledge and skills. Based on the environment of this research, TVET colleges' managers needed to comprehend how to manage the tools and processes used. This is grounded on the principle of action learning that it requires to establish its efficacy in the development of people and practice. This point underpins the critical emphasis of this research.

## **2.7 THEORIES UNDERPINNING ACTION LEARNING**

There is limited agreement on the number of learning theories underpinning action learning. Four main learning approaches are distinguished by Merriam and Caffarella (1991). These include behaviourist, cognitive, humanist, and social learning. Action learning is perceived as a structured and organised learning with a straightforward pedagogic approach. This is because learning prospects are in order, learners reflect, and learning is a social process (Cullen et al., 2002). One would point out that it is

possible for action learning to incorporate all the learning approaches, depending on what purpose has been agreed by the set.

Action learning is an aspect of work-based learning which is extracted from various theories. These theories and practices interpret work-based learning in various ways. The first one focuses on learning that is concerned about skills and competencies and puts emphasis on learning results. The second distinction is about taking part in social community practice, and developing a different way of thinking, emphasising learning processes. Jones and Henry (1994) refer to these approaches as *hard* and *soft* learning.

The view on the current theories of action learning is that they try to initiate an area of agreement between the two approaches. Therefore, individuals can be developed to achieve the requirements and goals of the organisation. In spite of the core similar features of action learning, there are various schools of thoughts on the action learning practice (Marsick & O'Neil, 1999). To explain the difference in the school of thoughts, there is a need to focus on the theoretical underpinnings that clearly support and are opaquely revealed in implementation.

Four school of thoughts are proposed by O'Neil (1999) grounded on her literature review and interviews she conducted in the United States, England, and Sweden. The schools of thought include *scientific*, *experiential*, and *critical reflection* and *tacit learning*. This chapter only focuses on three schools that are relevant to the study. The school of tacit learning is not covered in this research as individuals have to learn incidentally when resolving real issues. Learning from experience is not well crafted in this school as is the case in action learning. It is not aligned to the context of the study as it focuses on learning through doing and experiencing. Comparing the other three schools with Tacit school, they all advocate for the utilisation of a learning coach and intentional use of approaches to assist individuals to learn from their work tasks. This is relevant to the environment of the research as it permits coaches to facilitate the learning process and results in practising knowledge and skills. This is one major requirement by coaches in the TVET space to deal with the dynamics of institutional challenges.

### **2.7.1 Critical Reflection**

The critical reflection school of thought holds the view that reflection taking place in experiential learning is limited; hence, there is a need to reflect on the expectations and values that form the practice. Critical reflection is an examination of the rationality of the assumptions of the individual's meaning, views and assessment of their origin and results (Mezirow, 2000).

Reflection has a critical role to play in the development of informal learning. It forms part of the critical approach to which people and groups absorb information, skills and psychological change (Michaelson, 1996). Taking time to reflect is a powerful tool because focus is guided to the origin of a problem (O'Neil & Marsick 1994). It is believed that reflection can change views (Mezirow 2012). This is an indication of how reflection contributes to critical aspects of action learning which involves personal development and problem-solving, with the notion that was developed by Schon (1992) and was applied in fields of study where learners attained education intended objectives to train directly for their expertise utilising propositional knowledge.

Reflection is defined as the intention, determination, and metacognitive thinking that enables individuals to participate in enhancing their professional practice (Sellars, 2017). The definition demonstrates that if the intention to take action is absent, this prevents learner progression and absorption of knowledge. For instance, a development that was conducted by Schon (1992) of reflective practice largely relies on fields of study whereby students receive training intended to prepare them for professional work that utilises propositional knowledge.

This study relates to Schon's (1992) argument that this type of approach has limitations worth taking into consideration concerning the realism of professional life and practice. Schon simplified the ways whereby professionals improve their practice whilst they take part in it. This is where workers had to deal with unique, unexpected, undefined value conflicts and the unidentified circumstances of always practicing for which there is no book answer. It was discovered that learners are involved in reflection on practice and this assists in underpinning their learning (Schon 1992). Schon further acknowledges the application of knowledge theory, identifying the

requirement for professionals to construct a circumstance over the experiment, and learning link with reflective practice.

Furthermore, Schon (1987) considers reflection as a progressive task that forms part of a learning journey. He has the idea that reflection at different circumstances has a contribution to the learning results. According to Revans (2011), reflection is essential in the here and now. While an individual can reflect on a decision made yesterday and expect the decision for tomorrow, the reflection tomorrow will be modified by the current moments (Revans 2011). This perception is relevant to Schon's credence that reflection is a continuous practice.

It has been argued that reflection is an aspect of deliberate learning intermediation which contradicts the notion that reflection is part of the individuals' long-life process and a way of life. It is also worth mentioning that reflection has been limited to a psychological task that does not take engagement and behaviour into consideration. However, one may argue that reflective theories are real, for instance, the reflective cycle for Gibbs (1988). This is an element of coaching that is useful in the development of the coaching conceptual framework for TVET colleges in Johannesburg as it could be used in questioning management in the development of new views about the daily operations of their institutions. The study adopted Dilworth's (2010) the following approaches of inducing reflection as they are aligned to the research study in terms of the required competencies of managers in TVET Colleges:

1. **Set Composition** – Have a diverse set that necessitate dealing with different cultures, age groups, gender, and learning classes. This augments the discussion and leads to new ways of thinking and analysing. It is also useful to have the facilitator assign people to sets rather than having people assign themselves because if a wide leeway is permitted, this may result in the formation of cliques. Set members of the same gender or cultural identity may defeat the purpose of creating diversity, whereas unfamiliarity and diversity increase the opportunity to reflect.
2. **Learning Log** – it is important to keep a learning log although it needs unit members to be disciplined. The following questions have been suggested to be included in the learning log:
  - a) When did I feel disturbed?

- b) When did I feel most engaged?
- c) When did I feel most avowed?
- d) What new information did I learn?

The ideal time to write in the learning log is after a meeting of the action learning set as well as other times. Dilworth (2010) indicates that once individuals get used to having a learning log, it becomes a natural part of their existence. The learning log provides a record of reflection on action as milestones. At a later stage, an individual can reflect on reflection-in-action, focusing on patterns and linking what has occurred. Individuals are then expected to use an essay format to generate the reflection on reflection-in-action.

### 3. Learning

This type suggests that individuals are expected to take time for retrospection after the learning has taken place (Dilworth, 2010). It has been proposed that retrospection can take up to two months. During this period, the individuals assess what has occurred during the learning period; what they recorded in the learning log, and from their general reflections. Once the findings have been recognized, it is important to determine their significance. This may include the learning gained, and how it could be applied as time goes on. From this kind of reflection, powerful learning could emerge (Dilworth, 2010).

The way the process is designed and orchestrated – the action learning facilitator must explain how reflection can be accomplished at the beginning as there is a need for the basic understanding of reflection precepts. It is key to pronounce reflection at the beginning of the action learning set, and reinforce it as the learning process progresses, ensuring that it does not disturb the learning process (Dilworth, 2010).

Break space – this is where the reflection process is jump-started. In learning processes, they often utilise the first ten minutes for reflection where all set members shut their eyes, remain silent, and reflect. According to Dilworth (2010), reflections only propagate in silence. It is the main component that causes reflection to manifest.

During a session, individuals are encouraged to think about the significant event for them during the week, and what made it important, and what they learned from it. At some point, individuals could be encouraged to think deeply about what is going right and why, as pressure mounts on what they have been working on as the set begins. This could be relieving stress, offering positive strengthening, and providing opportunities to undertake a method that was effective in one area, and applying it in an area where challenges were still faced.

Hybrid sets – an approach needs to be adopted to create a hybrid set to allow reflection to take place. The hybrid set can be drawn from a regular action learning set (Dilworth, 2010). He further states that from these sets, it is possible to create different hybrid sets from regular operating sets. Each set must be diversified. Once the hybrid sets have been configured, set members can discuss the learning taking place not individual projects.

Life histories – one effective way of starting a reflection is to utilise life histories (Dilworth, 2010). The set members can be requested to generate a four to five-page life history. The narrative should not be in a resume or chronology of life events, but an account about certain aspects of life. Dilworth (2010) states that the narratives could be guided by the following questions:

- What was significant about the event or issue?
- What went right?
- What went wrong?
- Given a chance to do better, what could you change?

The narratives are then shared amongst the set members, and participants are guided to exercise confidentiality so that the narratives are kept within the sets of action learning participants. This builds a sense of learning community. This enables set members to have a clear understanding of what each set member brings into the set- in terms of skills, knowledge, and abilities. The act of writing and sharing their life histories also enables participants to be awkward and vulnerable as it is not the usual thing to do. This permits them to assess their lives at a greater depth, ensuring that they understand themselves. It also enhances conversations amongst the set members and encourages self-reflection.

Process observation – at this stage, set members are requested to summarise each meeting with a reflection, whereby they reflect on whether the agenda was followed. In terms of respect, did members of the set respect each other, and was everyone involved during the session? It is essential to capitalise on learning opportunities at this stage.

Looking inside the dynamics of action learning sets – some dynamics occur within an action learning set where set members are aware of what is happening but are unenthusiastic to address it using an Action Learning Team Process Questionnaire (ALTPQ) to assess the team dynamics from outside (Dilworth 2010). This instrument has 31 questions with 29 Likert scale questions.

The components of reflection that have been highlighted above were relevant to the study as most managers in TVET colleges in Johannesburg were not familiar with reflection. As a way of inducing reflection to those managers who are not accustomed to reflection, the above components could assist in building in the reflection component of coaching.

### **2.7.2 Action Research**

Action learning has commonalities with action research. They both involve action learning, probing, problem-solving and systematic investigation, though action research is more methodical, difficult and provable, and its reports are published (Zuber-Skerrett, 2001). On the other hand, action learning is developed on comparable premises to action research in terms of action and cyclic learning processes. Action learning focuses more on creating context for learning and placing emphasis on practical growth (Simpson & Bournier, 2007). Learning is perceived as having the latent ability to bring about a thoughtful change to fundamental standards by inspiring people to perceive the world differently (McGill & Brockbank, 2004). This learning leads to changes of behaviour as action learning appears to focus on psychology as it affects how people reason and manage their emotions concerning their circumstances.

Critics of action learning have censured against the time and resources that are required to report on the outcomes of reflection and change. Many institutions or organizations are concerned about reports that confirm processes that are operative rather than reports on any possible knowledge improvement. But most theories of

action research are based on principles (McKerman 1991). Action research is a development of theory rather than an application focused on efforts to enhance the quality of an organisation and its enactment (Willis, 2010). Research indicates that action research is utilised by consultants to resolve their challenges, and to enhance their practice. The practitioner is involved in a problem under investigation and looks for a solution to improve the situation. One of the major aspects of action research is an educational improvement which includes the growth of relationships with individuals that assist them to develop, and the outcome is an educative connection. Although there are commonalities between action research and action learning, the two theories do not share the same positioning towards the world. This study was more aligned with action learning theory. The context of the study required a theory that would enable managers not only to gain knowledge, but also to reflect on their work, and take action where necessary.

### **2.7.3 Experiential Learning**

Action learning integrates some aspects of experiential learning that are found in Kolb's learning cycle that include action, reflection, generalisation, and testing (Kolb, 1984). As defined by Pedler et al., (2005) is a learning process comprises experience, comprehension, planning, and action that compares to the cycle of action research. Learning occurs because of the emphasis on the procedure, where set members re-learn how to learn. The process of learning is significant since its latent is to reinforce lifetime learning. Additionally, it utilises critical reflection to assume the norms and principles on which practice is founded.

Experiential learning was first established by David Kolb in the 1970s and 1980s (Kolb, 1984), and has been broadly utilised in education. Kolb first introduced the term experiential to an existing body of knowledge that focused on adult education and psychology literature. Experiential learning is making sense of context (Illeris, 2007). Critics of experiential learning believe that the theory is too narrow and obstructive. It is believed that the theory does not focus on the role played by non-reflective experience in the learning process (McGill & Brockbank 1998). On the other hand, action learning is viewed as an integral part of experiential learning as it claims that all learning is effective and puts emphasis on the act of learning by undertaking something differently (Olsson et al., 2010).

Comparably, action learning holds on an individual's communication with others and perceives it as collective learning. According to Kolb (1984), individuals who select professions that are relevant to their learning styles tend to last longer in their chosen careers. This study invited participants to explore the elements of coaching on which they focused on during a coaching session, and to reflect on how those elements impact their performance.

## **2.8 DIFFERENT LENSES OF ACTION LEARNING**

Action learning has been given various interpretations due to its varying practices. There are common methods of action learning that have been used by organisations.

One of the theories that form the basis of action learning is the reflection school of thought that challenges the psychological approach of people and groups, nurturing a particular organisational place. It has been argued that action learning connects with the learning organisation (Yorks, O'Neil, & Marsick, 2002). According to Brix (1983), the facet of action learning implementation is demonstrated with less concerning the explanation of a theory for pragmatic performing. To address this gap, the results of the thesis document a conceptual framework that would complement the accomplishment. The aim is not to contravene Revan's intention, but to provide a conceptual framework that may be helpful to TVET colleges in Johannesburg.

## **2.9 THE ROLE OF ACTION LEARNING COACH**

The role of an action learning coach is controversial as it is not clear who the focal point should be. Revans (1983) cited in Dilworth (2010) only perceives the role of the action learning coach to jump-start the process of learning. Critiques from action learning associates are really concerned with the involvement of a coach in a set believe that a learning system is provided with guidance by the involvement of a coach who is perceived as a professional that facilitates and leads the team. However, Dilworth (2010) argues that the interference of a coach disregards the essence of emergent learning and reveals disbelief in the process. On the other hand, the involvement of the coach is perceived not to be involved in the real action, but it is only to stimulate the thinking of the team through asking critical questions that force the set to reflect and think deeply (Marquardt, 2007).

Furthermore, coaches who provide thoughtful interventions to the set instead of offering instructions have a positive effect on the teams' response to acquire knowledge and take action (Cao, Chuah, Chau, Kwong, & Law, 2012). The role of an action learning coach generates the synthesis required to reflect and act by set members using probing questions (Edmonstone & Flanagan, 2007). When a coach facilitates the process, the team is assisted to contend with issues and manage team dynamics which enhance relationship building (Cameron, 2005). As highlighted above, reflection is included at this phase so coaching can be viewed as an approach of intervening to assist the team to reflect by asking questions.

A recent review indicates that there is limited published coaching research that categorizes what is going on during a coaching session (Carey, Philippon & Cummings, 2011). This might be because most coaches use various coaching models, which do not have a structured process. Leadership and managers' coaching mediations appear to include a combination of relationship development, problematic outlining, resolving a problem, and managing the process of change (Carey, Philippon & Cummings, 2011). This also forms part of action learning as it mainly focuses on problem-solving and taking action. Hence, the study was underpinned by action learning theory because it focused on developing a coaching conceptual framework for managers of TVET college in South Africa and elsewhere with a similar context that would enable them to deal with institutional challenges and be in a position to take action to address them.

In general, coaching is a confidential intervention, and commonly individualized and treats coachees in their sessions differently (Korotov, 2013). In terms of the challenges encountered during a coaching session, there are many different tasks coaches are involved in, while others are far from the accounts of outdated coaching categories which include: engaging in teaching, sharing advice, allocation of individuals' experiences, and offering lessons from activities that are not part of coaching. According to Bowles, Cunningham, De La Ross, and Picano (2007) coaching consists of offering professional advice and allocation of knowledge with different tasks taking place during a coaching session. It should be noted that it is difficult to guarantee that the treatment received by an executive manager will be like the treatment received by a middle manager. Also, the number of activities required by each individual or context

where these individuals are managers differs as their needs and issues are different. For example, in the health sector, four approaches are used when dealing with management development. They include the consultant strategy, the counselling technique, and the organisational process (Carey, Philippon & Cummings, 2011).

The consulting approach focuses on an activity that involves the arrangement and using practical actionable plans. The counselling technique is not fully described because it lacks a definition process of discovering behaviours and emotions. The organisational process strategy is a coaching process that is projected to adhere to organisational obligations concerning leadership elements to be used in the mediation. The application of each approach is determined by the need of an organisation and specific executives (Carey, Philippon & Cummings, 2011). It is not tricky to hypothesise when each approach can be best applicable.

The counselling approach can apply to circumstances that result in motivation to be involved in leadership advancement tasks (Guillen, Mayo, & Korotov, 2015). The counselling approach is aligned with an authentic leader and leadership development stream (Day, Harrison, & Halpin, 2009). This focuses on the development of consciousness and the founding of trusting relationships (Eagly, 2005). The organizational input is appropriate at a time when the coach has to assist the coachee to grasp leadership applications utilised in an organisation. The consulting approach could apply to the research as it is underpinned by action learning theory whereby advocates of action learning theory believe that if the intention to take action is absent during a learning or coaching process, coaching progression is prevented and there is the absorption of knowledge.

Furthermore, most management coaching interventions involve some formal assessment, which makes the logic of valuation data as one of the basics for the coaching procedure. The role of coaches usually provides valuation reaction obtained from peers, subordinates, and superiors and assists the manager to accurately understand the data, assess the results of those responding or those non-responsive to the response outcomes. The coach then makes plans concerning possible behavioural changes based on feedback that could support the leader's developmental process (Goff, Guthrie, Goldring & Bickman 2014).

Coaching may utilise the coachee's results performance during a formalised valuation to assist in developing consciousness of the inconsistency between the recent state of the coachee's leadership competencies and the anticipated prospects. The analysis of the results could be where the coaching work begins that could enable a following-up mediation assessment and contrast (MacKie, 2015). This approach apparently could not work for the TVET environment as the principles of action learning theory that permits coachees to improve their practice whilst they take part in it, and not use other tools than using assessment responses obtained from colleagues of the coachee to make plans about possible behavioural changes.

On the other hand, an alternative starting point of a coaching approach starts with the administration and analysis of a character outline of the coachee (McCormick & Burch, 2008). Nunez-Jaen, Grande, and Lorenzo (2015) propose a preparation phase before the coaching session whereby the coach is expected to monitor a sequence of procedures to guarantee the efficiency of the process. Other coaches use the common, and not very challenging emotional tools, such as the Myers–Briggs Type Indicator (MBTI), whereas character is one possible minimum supple human characteristic, considerate of the individual's ambitions and desires that enable an executive to comprehend the possible interruptions and accelerators on the leadership growth path.

During the preparation phase, an organisation needs to enable the implementation of the process and classify its workers' desires. Providing what they require, the organisation then institutes the programme's aims and analyse the behaviours during the process to change those negative behaviours (Nunez-Jaen, Grande, & Lorenzo, 2015). The organisation should then adopt to the coaching process offered by the coach to suit each coachee's characteristics. It is also critical for the organisation to first establish clear objectives for wanting to engage the coach. The objectives assist the coachee to focus on both the job and life (Jones & Spooner, 2006). It would allow the organisation to outline objectives, control, and validate how they are achieved to guarantee that the client's act and decision-making benefit an active alignment (Nunez-Jaen, Grande, & Lorenzo, 2015). Therefore, through a coaching process, organisations strive to advance expert abilities to attain aims they have recognised and encourage coaches to implement.

After the preparation phase, the coach conducts the coaching process. The process includes a coach and coachee where the primary responsibility of the coach is to facilitate the individual's ability to grow and learn to enable the coachee to better solve problems other than teaching, training, and transmitting knowledge to the coachee (Nunez-Jaen, Grande, & Lorenzo, 2015). The coach and coachee relationship's main goal is to provide knowledge and assist coachees on how to change their behaviour. Simply giving coaches knowledge is not enough to deal with organisational dynamics and challenges in TVET colleges. The focus of the relationship is learning through doing, experiencing.

Unfortunately, most coaches are discontented with the way the coaching process is conducted because they require active support from the organisation concerning recognition, timing, and role clarity (Hutchinson & Purcell, 2010). For the successful implementation of a coaching process, several factors should be considered. Firstly, it is essential for the coach to not only manage the coaching process but also assist the coachee to implement inventions in procedures and adaptabilities to change behaviour and information to the current structures of the organisation. Also, the coach pledges to the client in a co-operative coalition to institute and explain the aims, advance a plan of action to assist the coachee in attaining the aims, and critique the coachee if he is unable to achieve formerly acknowledged promises. However, an approach that allowed the coach to use reflective questions that would assist managers in TVET colleges in Johannesburg to examine their actions, thereby increasing their capacity to solve problems. Marquardt (2007) argues that the coach's role would be to act as a mirror to permit an individual or a group to reflect on his experiences and change the reflections into learning opportunities and outcomes.

In most cases, leadership and management coaching is a follow-up from a formal classroom-type of leadership programme, where the coaching programme is an intervention that is personalised from the learning taking place in the classroom (Korotov, 2013). In this case, the coaching aspect involves the complete programme plan provided as an activity and as a follow-up task and is frequently founded on the programme encouraged by the classroom practice. The coaching relationship forms part of the background for all coaching efforts (Flaherty, 1999). For the coach to achieve coaching objectives, he must remain politically neutral with no judgemental

views. Moreover, a coach provides support for a coachee to attain change by improving the coachee's ability for purposeful action to realise the targeted outcomes.

On the other hand, action learning emphasizes the coach as the key relationship. With the set members in action learning, more power is offered to the relationship with other set members. This, therefore, means that set members become coaches for each other. However, the significance of the external coach is emphasised (Marquardt 1999). In this case scenario, a coach would provide a strategic and tactical role. The strategic role would focus on monitoring the set members, ensuring that they achieve their desired goals, while the tactical role assists in the facilitation of individual and social development (Marquardt 1999). The intervention of a coach seems to be essential in the learning process, fast-tracking the process through questioning inquiry. Hence, the coach is expected to ensure that the coaching process is learner-centered (Raelin, 1997), assisting set members to create an environment that will allow open communication and encouraging questioning and reflection to raise new perceptions and understandings.

In both coaching and action learning, the coach appears to be common as the coach is more concerned with creating a space for learning and a process that enables the progress of the coachee's learning agenda and creates a sustainable ability. In both approaches, the coach is responsible for a successful process to achieve the coachee's outcome. Therefore, with the assumption that the coach is needed within coaching, this also can add value to the action learning component of an integrated approach. For this research, an intervention of a coach is required who will fast track the learning process for TVET colleges' managers through questioning enquiry and ensuring a safe space for managers to reflect and develop new views and understanding. This is in line with the research objective that focuses on establishing the basic coaching practices for managers within (TVET) colleges in Johannesburg.

## **2.10 RELATIVE ANALYSIS OF COACHING AND ACTION LEARNING APPROACH**

Coaching and action learning vary, but some themes are similar to those of action learning. These include the core of the relationship, the aspiration for understanding

and learning, and the conduct of intentional action. This part of the chapter explores the approach implications of integration, based on the three central themes.

### **2.10.1 The Core of the Relationship**

Relationship in coaching is the centrality of coaching outcomes. The ability of the coach to create a trustworthy relationship with a coachee is basic and vital in coaching, because through this relationship, a coach can lead their clients to a comfort zone that may result in behavioural change as well as transformation (Paige, 2002). Coaching is understood as a learning relationship between two individuals working closely to establish professional objectives (McGregor 2011) that need to be captured and be part of the plan that is being developed by the coach and coachee.

### **2.10.2 The Desire for Insight and Learning**

According to Grant (2001), learning in coaching refers to self-awareness, self-regulation, and goal-directedness as well as the ability to observe. Particularly, the ability to observe is deliberated as a key antecedent of intentional change (Flaherty 1999).

The tools for learning involve coaching discussions that are deliberately pragmatic (Flaherty 1999) and able to surface the issues that need to be addressed as well as include feedback. Learning and understanding need the growth of communication, involving the language of emotion, to increase the ability to observe and clarify difficult experiences (Flaherty 1999). Understanding without committing to follow a developmental path, combined with action that will lead to change, is insufficient.

In action learning, learning is a core aspect (Revans 1982). This is based on the action learning equation where instruments of learning (L) are programmed knowledge (P) which are founded on what is already known, questioning understanding (Q), and reflection that produces such an equation  $L = P + Q + R$  (Marquadt 1999). The questioning comes with posing critical questions that would move the focus away to produce insight (Marquadt 1999) and enable the generation of reflective responses that are aligned to the context of learning.

Reflection aims at raising awareness of indirect expectations and surfacing implicit information, by a mindful procedure of association (Marquardt 1999). This is grounded on the confidence that reasoning creatures, individuals, hold the belief that they influence how they think and respond to situations they encounter. There is an element of validity on the presumed assumptions which may not work or will work for an individual. According to Dick (2014), theories act at an instinctive level and inform action. Reflection permits theories to be surfaced and made available for critique.

A conceptual framework of coaching based on action learning may allow a coach to draw on strengths offered by action learning in questioning and reflection. These practices are basic to learning and provide diligence, structure, and focus to improve coaching results.

### **2.10.3 Intentional Action**

Intentional action mainly focuses on a range of coaching approaches and is basic to the realisation of learning results in the coaching process. It also applies to action learning. In this study, intentional action is the action that is knowledgeable, intended, and taken with the perception to attain a particular aim or results.

Improvement of performance through action is a popular subject in coaching literature. There are three products of coaching that characterise an orientation toward action. These include long-term excellent outcomes, self-correction, and self-regulation (Flaherty 1999). Behavior that results from proper actions is vital to the growth and development of augmented competence in coaching. Landsberg (1996) suggests that the purpose of coaching is to improve the performance and learning capabilities of others, an explanation with a succinct alignment to action. Action orientation is one of the concepts that underpin the psychology of coaching (Grant 2009).

A positive change is expected from the coach's side that will take place, and the coachee is expected by the coach to generate the change outside the coaching session. It has been argued that sustained change occurs from a series of actions over time, and action is at the heart of coaching because it is an instrument used by the coachee to maintain momentum to achieve their desired results. The key value of intentional action is emphasised (Dotlich & Cairo, 1999). Action coaching is a procedure that nurtures self-awareness, leading to motivation and direction to change

in approaches that realise the organisational goals. This definition becomes relevant to the study as it integrates both coaching and the main theory of the research that was utilised in the development of the conceptual framework for TVET colleges in Johannesburg.

On the other hand, action learning focuses on the behaviour of intentional action. It is believed that real learning does not occur without taking action (Marquardt 1999). This is relevant to Kolb's (1984) belief in experiential learning whereby learning is combined through applying practicality and focused behaviour.

Action learning mainly focuses on the behaviour of action on problems, and it is the outcome of the action that influences learning. Similarly, coaching emphasises action in a general way, maybe because of its wide range of application. During a coaching session for managers, a strong focus is given to business-based outcomes; the implementation of an action learning approach in the context of the study could improve the realisation of the much-anticipated organisational outcomes and return on investment.

## **2.11 DEFINITIONS OF COACHING**

In the late twentieth century, the word 'coaching' was widely used in the workplace linked to an approach similar to training newly recruited employees and has since been used in different methodologies (Cox et al., 2011). Scholars' practice is not clear when coaching started (Kampa-Kokesch & Anderson, 2001). Due to the diversity of coaching as an intervention, it has evolved as a merger of various helping, development, and training approaches (Grover & Furnham, 2016). Previous perceptions of coaching emphasised on deriving a definition and limits that detached it from counselling and mentoring. As expected, most explanations of coaching that are used by practitioners, academics, are in relation to different characteristics and explicitness. Nevertheless, several fundamental themes appear from these definitions, such as a one-on-one methodical relationship, behavioural change, self-awareness, and improved performance (Grover & Furnham, 2016).

Researchers have concluded that the scope of the coaching definitions is wide but tapers sharply and mostly reflects an individual's current position. Coming up with a coaching definition poses a challenge with the range of expertise of coaches, which is

influenced by a variety of disciplines (Kampa-Kokesch & Anderson, 2001). The definition of coaching will be approached from a wide-ranging and tapered view to provide precision and focus its understanding which emphasises the research topic so that the centrality of the definition is discovered. Generally, coaching is an approach adopted by a business to help leaders in an organisation enhance their efficacy and achieve their goals (Pitrowski, 2003).

From a professional expert's view, coaching is engaging with a coachee provocatively and imaginatively that stimulates him to improve individual and skilled prospective (report, 2007). From a scholarly perspective, coaching develops employees to do their jobs well (Stone F. , 1999). The above coaching explanations indicate that coaching is a business strategy where association assists coach to categorise their aims, maximise their performance and proceed with personal and professional development. These definitions point out that coaching is a business approach that, through partnerships, assists employees to identify their purpose, maximise their performance, and continue their professional and personal development. This definition is in line with Revan's aim to use provocative questions when applying action learning which forms the basis of the theoretical conceptual framework of the study. He believes that is central to true action learning as it pulls learners out of their comfort zone that forces them to focus on unfamiliar issues in an unfamiliar environment; even the connection is not familiar. He believed that unfamiliarity encourages learners to pay attention to deep-rooted assumptions that are no longer ineffective.

On the other end, Kampa and White (2002) define coaching as a process of assisting a client in changing through the process of change in behaviours, attitudes, and cognitions aligned to career achievement. In turn, Grant, Passmore, Cavanagh, and Parker (2010; 28) define coaching as a "collaborative relationship formed between coach and coachee to attain specialty or individual development results appraised by the coachee." This definition has similar elements from that of Kampa and White (2002), as in both definitions, the coach assists the client or leads the client through coaching.

According to Altman (2007), coaching is a learning process but believes it unlocks a person's potential to maximise their performance. He further emphasises that coaching equips individuals with the instruments, information, and prospects they

require to be active, while Gallway (2000) agrees with Altman that coaching is a process between two people that facilitates a creative way of making a safe environment through conversation that enables a client to realise desired goals in a fulfilling manner. While the definitions seem to differ, they agree on coaching as a partnership and a process where an individual is directed through a development process with a client-determined objective in mind.

Additionally, according to Joo (2005), coaching is defined as a one-on-one relationship between a coach and coachee aiming to improve the coachee's behavioural change through self-awareness and learning to contribute to personal and organisational success. This definition aims at behaviour change, self-awareness, and learning. This definition aligns with the research as it aims at enhancing behavioural change to individuals during a coaching process through self-awareness and passing on of knowledge.

The definition of coaching remains evolving as both practitioners and academics agree on the need for increased research although there is still no general agreement on the meaning of coaching (Stober & Grant, 2006). Based on one's personal expertise as a coach and the shared definitions offered by scholars, one would define coaching for the study as a process that engages a coach and coachee to realise and achieve personal and professional objectives done in deliberate taking action to learn to change the current behaviour. The coach utilises the process of inquiry, discovery, reflection, and enabling to co-establish positive development in the coachee's life so that he takes full responsibility for his decisions and change, just like in action learning whereby people reflect on their learning with the support of other set members and the facilitator.

## **2.12 APPLICATION OF COACHING**

A pilot study evaluating a national clinical development project showcased a good example of how coaching was applied as an intervention to the relatively new, in an Irish nursing and midwifery managers' context. The coaching was confined to several coaching sessions. In this setting, coaching was connected to members of a focus group's assessment and development plan. There was an expectation of the frontline nurse's managers to be developed based on clinical issues and challenges they

encountered daily. Findings from the session indicated that coaching is very suitable for the growth of leadership competencies as it poses questions that are powerful that assisted them to reflect and be self-aware. The personal presence of a coach was significant in achieving the desired results of coaching (Ammentorp, Jensen, & Uhrenfeldt, 2013).

In this setting, participants stated that coaching placed participants into real situations where they saw and experienced the unique issues taking place in their practice. The above application of coaching attests to action and learning-oriented functions of coaching and to efforts made by coaches to assist coachees to articulate practitioner-generated solutions. The session was also proof that both coaching and action learning interventions have similar outcomes that focused on insight, skill development, and real-world practice more than other traditional leadership strategies do.

The above example illustrates that conditions are required for the completion of coaching to take place. This coaching programme would be relevant in the setting of the study as the coaching programme was informed by the principles of action learning whereby participants were exposed to real-life issues. It is worth mentioning that the coach also utilised questions to raise awareness amongst the participants and help them to reflect.

It is effortless to discover coaching initiatives in private and corporate organisations. However, it is not easy to find custom-designed coaching initiatives in the VET sector, specifically for managers and leaders in countries other than the United States of America (USA), Australia, and the United Kingdom (UK), even though they may occur. These three countries have something common with the TVET sector in South Africa in that they are predominantly English-speaking countries.

A coaching group was initiated at Erickson in the USA where they were having challenges managing a high volume of important activities. Some of the key issues included performance efficiency, productivity, a lot of pressure, and time management. The group included senior managers, managers, and team leaders. They were engaged in a series of team coaching sessions for 1.5 days. One-on-one sessions were also provided after 1.5 days. Overall, the programme was a success as

participants experienced a new sense of life balance resulting from generating an influential configuration of responsibility for the teams. The coaching session brought a fresh view of changing and prioritising behaviours.

This is an indication that coaching in an environment full of dynamics is seen as an approach that enhances the leadership culture of an organisation through which leaders are encouraged by a particular set of beliefs. One of the principles of action learning is to help set members on their learning journeys to impact their behaviour and organisational culture.

### **2.13 OUTCOME OF COACHING**

Coaching has been used in Linde AG, one of the world's leading gas and engineering companies. A programme was developed to assist managers and leaders to learn safety coaching behaviours for creating and sustaining a high performing safe environment. The programme focused on leadership behaviour and a methodology to deal with real situations and issues. One of the notable outcomes from the coaching session was that it was able to apply the coaching skills as part of their own leadership style with their teams that enabled them to drive the e-learning programme. It was also noted that the programme offered supervisors the skills to enable an environment of continuous improvement of health and safety.

There are diversified outcomes of coaching that make coaching aims integrally unsurpassed because of quantity. A variety of outcomes have been explored in coaching efficacy research: job satisfaction, job performance, self-awareness, self-efficacy, positive affect, depression, anxiety, resilience, hope, autonomy, and goal attainment (Grover & Furnham, 2016). Research advocates that executive and management coaching can result in the enhancement of people and component stages, with most studies evaluating a person's result (Ely et al., 2010). The coaching outcomes and goals vary from session to session during the coaching process.

Coaching is used in the United States of America to assist project managers in transforming into people's managers (Hayes, 1997). According to Kombarakaran, Baker, Yang, and Fernandes (2008), coaching focuses on areas that provide the leaders and managers with specific knowledge and skills (Kombarakaran, et al., 2008). The acquisition of skills and abilities by leadership and executives in international

organisations yields outstanding results for executives to reach goals that were challenging to achieve (Hall, Otazo, & Hollenbeck, 1999). Coachees' self-awareness is enhanced through coaching, which strengthens not only their performance but also organisational performance.

In East Africa and Nigeria, two methods are employed for leadership and executive development: coaching and mentoring as managers become mentors of the programme (Metier, 2016). The outcome of the coaching initiative is that it builds capacity and culture change. It also assists in answering to varying demographic, shifting difficulties, and sensing the requirement to adjust and prepare supervisors to adjust to the modifications, needed by the essential for a coaching mediation (Kirkpatrick, 2006).

In South Africa, coaching is a comparatively new modality in the organisational setting as it is used to allow individuals to change their personality by assisting them to understand how their structure of interpretation (SOI), rationale, and activities yield unintentional results (O'Flaherty & Everson, 2005). One of the observations from coaching programmes in South Africa is the coaching relationship and structure between the client and the coach. A good relationship between the two fosters continuous learning in the client. It has also been noted that after the coaching interface, coachees proceed to enhance ability by knowledge from a lifetime. It takes place when they establish a desire, open, self-assured, and thoughtful answer to life happenings (O'Flaherty & Everson, 2005).

As highlighted above, it is evident that coaching internationally, in Africa, and the South African experience yields a variety of outcomes. Coaching has been suggested to increase output, knowledge, job satisfaction, and behaviour transformation (e.g., Bozer & Sarros, 2012; Smither, London, Flautt, Vargas, & Kucine, 2003; Sue-Chan & Latham, 2004). Therefore, it can be argued that the outcome of coaching is accomplishing attitudinal and behavioural variations through consciousness and knowledge in a short period and ultimately, promoting the achievement of a person, a unit, and an organisation in the longer period (Joo, 2005). The proximate results evaluated in this research apprehend the closest person, behavioural, and changes of attitude practiced by the coachee, involving augmented response receptiveness and consciousness.

## **2.14 INSTITUTIONALISING A COACHING PRACTICE**

In line with the philosophy of action learning, the literature review indicates that coaches utilise various approaches, strategies, and techniques to customise their practice. Coaches also utilise many examinations to comprehend the outlook of a coachee before a coaching session starts. One of the assessments used by coaches is the Myers-Briggs Type Indicator (MBTI). This assessment has a four-step process for coaches that includes assessing type, determining strengths and problems, assessing individual needs, evaluating skills and capabilities, and developing an action plan (Hirsh & Kise, 2000).

Certain competencies need to be met by coaches through training and experience. The International Coaching Federation (ICF) has established about eleven competencies for the credentialing process. This includes ethical guidelines and professional standards, establishing coaching contract; establishing trust and intimacy with the coachee, coaching presence; questioning; active listening; enabling awareness; clear communication; designing action; planning and setting goals; managing accountability (U, 2005). Coaches also use coaching evaluation tools that assess the progress of each session. How are these competencies of coaching replicated in action learning principles are explored in Chapter four? The chapter also further explains how coaching approaches, techniques, and strategies are adopted and elaborated further.

The literature review on coaching sets the ground for examining if coaching practice is utilised within the context of action learning. The emergence of coaching is still evolving hence the practice is before the theory. Coaching is a process of learning whereby two individuals agree to work together to achieve the desired results. To have a better understanding of the information connecting the theory of action learning to coaching, there is a prospect for one to explore the bridge of coaching and action learning as a theoretical underpinning theory of the study.

## **2.15 THE BRIDGE BETWEEN ACTION LEARNING AND COACHING**

Prior to exploring the association between action learning and coaching, it is essential to clarify the various theories that may provide support to coaching practice.

Cognitive Behavioural Theory (CBT) is one of the theories from which coaching draws its principles. The Cognitive theory was founded by Albert Ellis in the 1950s, who later developed Rational Emotive Therapy, Ellis came up with the ABC theory of personality - a concept that activated (A) event, a behaviour (B) that takes place from that event, and the consequence (C) of the event (Ducharme, 2004). This theory suggests that if a coachee understands his thoughts about an event, the coachee can change his behaviour. This therefore encourages coaches to pose questions to coachees concerning their beliefs about an event and having an awareness of illogical views that could be related factors to engaging in uncooperative behaviours.

The process for behaviour adjustment is said to be reinforced when the behaviour is a result of a consequence. Cognitive theory pronounces the significance of thinking and choice in determining behaviours including views of the meaning of events. Grant (2003) offered an assimilated cognitive-behavioural model of coaching that originates from clinical psychology, self-regulated learning, and solution-focused therapy. The cognitive behavioural techniques to coaching identify the quadratic mutual benefit between four fields of human experience such as feelings, behaviour, thoughts, and environment.

Another potential underpinning theory to coaching is adult development (Berger, 2006). Berger further elaborates that as individuals develop, they have a better understanding and consider the views of others and become aware of their roles and responsibilities. Berger advised that when coaches have a clear understanding of their roles in the development, they will be able to target their coaching interventions needed by the coachee to progress. According to Berger (2006), development is not an appropriate goal of coaching and suggests that coaches should focus on results when providing intervention with a coachee.

Stober (2006) suggests how the fundamentals of an overarching humanistic view to development, such as personal growth, source of change, coach/coachee relationship, self-actualisation, and a holistic perspective of the coachee can be utilised as a model for coaching. Research has connected the humanistic view to psychotherapy; however, Stober (2006) contended that humanistic-based research is required with applications to coaching. On the other hand, Knowles (1990) acknowledges the contributions made by humanistic views on the impact these have

on learning theory. In examining more deeply the connection between the principles of action learning to the practice of coaching, one will establish the connection between the conceptual and operational understanding of action learning and the operational practice of coaching.

While both coaching and action learning encourage building on relational relationships, (Zuber-Skeritt, 2002) comprising developing learning from practical experiences and reflective practice through group discussions, research, as well as leveraging on developing relationships to attain insights. It is important to note that coaching and action learning focus on change within dynamic and large erratic business surroundings. Action learning is a developmental process, supporting tasks-oriented people to methodically embed the ability for continued learning and enhancement. To echo Revans' (1990) words that action learning is an approach that assists managers to attain action on real problems and learning in and through action. The underlying principle of action learning is that individuals in management positions learn from action within an environment that supports managers who can share and assist one another to solve issues.

Over time, action learning has taken different practices founded in many domains of adult education that involve education, organisational learning, team building, and management development (Smith P. , 1998). Action learning has been applied in several companies that include British Airways and Marriot, General Motors, and Motorola (Marquardt 1999), Citibank, Shell oil, General Electric, Johnson & Johnson (Dotlich & Cairo, 1999). Specifically, when applying action learning to leadership development, it seeks to improve key leadership capabilities that involve creative thinking, risk-taking, visionary leaders, systems thinking, and being able to control change (Dotlich & Noel, 1998).

Action learning takes many months and is based on projects where participants in groups pursue practical progress on a multifaceted, key issue. Generally, action learning focuses on praxeological goals which involve assisting managers to learn to take action and assist them to learn what action is effective. Therefore, action learning tends to be cyclic and iterative in nature, changing between action and learning and back to action, this means that action learning is to learn from practical experiences and taking action, resulting from this learning (Zuber-Skerritt 2001).

Coaching shares a similar intention. In essence, from a psychological perspective, coaching is a solution-focused, result-based methodological process where the coach facilitates the improvement and self-directed learning and personal development of an individual (Grant, 2001). The key premise highlighted in the definition of coaching is the acknowledgment of the independent and inherent nature of adult learning. This includes inspiration for learning, the presence of widespread implicit knowledge founded on prior learning and practice. Taking into consideration these factors, recognising the complexity and dynamics of the business surroundings, coaching aims to attain an effect on individuals that leads to learning, behavioural change, and business outcomes significant in attaining return on investment (Sherman & Freas, 2004).

Coaching assists individuals to have more understanding about themselves, live consciously, and make richer contributions (Sherman & Freas, 2004). It takes place in a form of one-to-one or one-to-group, taking place over months, aiming to attain practical and imperceptible results, which is also relevant to action learning. It is also important that the skills and knowledge the coach has, play a key role in making a co-operative relationship that is focused on the client generating the result.

Table 1: Processes of action learning as an application of coaching

Processes of Action Learning (Cho & Bong 2013)	Application in my Coaching Practice (Human Harmonics, LLC, 2008 – 2013)
Preparation	<ul style="list-style-type: none"> <li>The client is requested to complete a form for the preparation of the overall experience. Help coachee with reflection and focus</li> </ul>
Identify/ Address problem	<ul style="list-style-type: none"> <li>The coach's focus is on identifying where the coachee is, and where they want to be</li> </ul>
Identify group to address the problem	<ul style="list-style-type: none"> <li>The coach identifies interventions that are relevant to address the coachee's problem</li> </ul>
Implement questioning and reflections as part of learning (Team meetings)	<ul style="list-style-type: none"> <li>The coach utilises questioning and reflection to assist coachees to share their story and progress in their development</li> </ul>
Take action on real-world issue (Team performance)	<ul style="list-style-type: none"> <li>The coach utilises coaching training endorsed by COMENSA and utilises the approaches to address the problem</li> <li>The coach utilises accessible resources from COMENSA received during training</li> <li>Coach is certified to administer enneagram typing</li> <li>Coach is also certified to use gestalt principles</li> </ul>
Engage with the group on high-level to achieve success	<ul style="list-style-type: none"> <li>The coach engages with the coachee at a high level through the compilation of an action plan</li> </ul>
Validate learning through effective questioning and reflection	<ul style="list-style-type: none"> <li>Coach follows COMENSA coaching competencies</li> </ul>

Both action learning and coaching approaches are applicable to management development; they share the aim of enhancing the ability for managers to work in different contexts, and such abilities are enabled in a supportive relationship environment. Both approaches are client-centered, self-directed, and their impact is felt or noticed over time when it can sustain the association of learning and practice. However, there are notable differences in terms of the role played by the coach. Action learning groups are not always facilitated by a coach, and the number of members/clients differs as action learning is designed for a group developmental process,



Figure 1 is the most characteristic feature that assimilates the knowledge the coachee is receiving during a coaching session with experiences. The cyclic model was ideal for this research as it could be used for linking coaching sessions with other sessions in TVET colleges. It was the best model used in this research as it was carefully conceptualised in the TVET colleges' context, in developing a conceptual framework for managers in TVET colleges in Johannesburg, based on an ecological view (Takeuchi, 2007). This is elaborated in Chapter 7 of this research.

## **2.16 CHAPTER SUMMARY**

The notion of 'coaching' is still in its early stages of intellectual development, as literature on it is still being developed. Most organisations which are using it are still arguing about its effectiveness. This chapter has outlined an in-depth approach to action learning as an underpinning theory of this study. Several themes have emerged through the articulation of the action learning theory that involves the significance of inquiry that leads to reflection from practical experiences and reflective practical use through group discussions, research as well as to leverage on developing relationships to attain insights. It is important to note that coaching and action learning focus on change within dynamic and large erratic business surroundings. The effectiveness of coaching should be the foundation of leadership development and conducive to organisational culture. This, therefore, means that action learning is important in ensuring that the coaching programme is consistently aligned and effective.

The next chapter focuses on expanding on coaching, the challenges TVET colleges encounter by exploring action learning and linking these with coaching to contribute to the development of a comprehensive conceptual framework.

## **CHAPTER 3: LITERATURE REVIEW**

### **3.1 INTRODUCTION**

The chapter is linked to the previous one in its provision of a theoretical foundation of coaching and its underlying theory of action learning. The purpose of this chapter is to show the significance between the mutual dependencies of coaching and action learning in developing a conceptual framework for TVET colleges in Johannesburg. Section 3.2 examines the emergence of coaching; Section 3.3 discuss the distinction between coaching and other professional practices. Section 3.4 elaborates on the architecture and coaching models. Section 3.5 investigates the programme structures for relevance. Section 3.6 reviews the literature on coaching meeting current and future demands.

The chapter further focuses on effectiveness of coaching and overview of TVET colleges. Sections 3.9 and 3.10 review the ideal coach for TVET colleges and coaching competencies required in TVET colleges. The chapter in Section 3.11 further investigates the factors that affect managers' coaching and coaching practices for managers in TVET colleges. Section 3.13 investigates internal versus external coaching. Section 3.14 elaborates on competing priorities of vocational education colleges. Section 3.15 reviews dealing with conflicting internal and external motivations. Section 3.16 discusses TVET colleges as higher education institutions. Section 3.17 focuses on the understanding of the current theoretical framework that is being utilised in TVET colleges to meet future demands. Section 3.18 explains how action learning theory in developing a coaching framework for managers at TVET colleges. Finally, section 3.19 summarises the chapter.

### **3.2 THE EMERGENCE OF COACHING**

To have an explicit understanding of how coaching began as a profession, one would provide an account of the literature review. In most organisations, individualised training has been taking place in the form of apprenticeships for hundreds of years, but the earliest form of coaching was called developmental counselling (Flory, 1965). It has been reported that from 1940 to 1979, coaching was conducted by

organisations' consultants. During this time, coaches were professional psychologists and organisational development (OD) professionals who focused on organisational development matters (Association, 2008) American Management Association (2008) . At that time, nothing was formal.

Other scholars believe that coaching started to develop in the 1950s when researchers of coaching emphasised the worth of developing managers with coaching abilities to enhance an employee's work skills (Evered & Selman, 1989). In 1983, the word 'coach' started to be utilised at Oxford University to describe an instructor who supported a student through an examination (Kilburg, Executive coaching as an emergency competency in the practice of consultation , 1996). According to the American Management Association (2008), from 1980 to 1994, the coaching field experienced rapid growth and increase into many areas of service, such as life coaching and career coaching. It is believed that the coaching services were increased due to complexities in organisations linked to mergers, acquisitions, and outplacements. Coaching demonstrated to have positive effects on performance, well-being, goal achievement and attitudes at work (Paasmore & Theeboom, 2016).

According to Tobias (1996), coaching was frequently used in the business world in the late 1980s. Tobias believes coaching was intended to repackage consulting or counselling practices that were once incorporated in a small number of disciplines. On the other hand, it is alleged that coaching began to improve performance and foster personal development (Bommeljie, 2015). It was common for employees with unsatisfactory performance in organisations to enhance their performance.

In the 1990s, practitioner literature began to emerge where there was limited literature available on the subject matter (Feldman & Lankau, 2005). Cox, Bachkirova, & Clutterbuck, (2014) suggests that there have been gaps in the coaching research that are due to the multi-disciplinary nature of coaching and lack of funding. This position is also supported by Grant (2016) who indicated that there is lack of a vigorous research and academic debate in the coaching field that slows the growth of the profession. As a matter of fact, a collaboration between researchers, sponsors, practitioners and professional bodies is required.

However, t

he coaching field continued to grow. This was evident in the amount of executive and workforce coaching. According to (Paasmore & Theeboom, 2016), the past twenty five years has witnessed a significant increase of coaching research that have gone through various phases. It was also noted that there was an upsurge in the formation of coaching and a focus on coaching research by academics, American Management Association (2008). At present, the number of coaches is estimated to be at 41 300 coaches registered with the International Coaching Federation (ICF 2012). The coaches come from many backgrounds and profession (Kilburg, Executive coaching as an emergency competency in the practice of consultation , 1996).

On the other hand, McCauley and Hezlett (2001) posit that coaching is obligated to several disciplines, including psychology, management, organisation development, and consulting. Arguably, coaching might have been in existence without actually being known as a separate discipline. Recent studies reveal that academic leaders are employing coaching as a training instrument for executives, managers, supervisors, and employees (Schidlow & Siders, 2014). On the other hand, coaching is mostly confused with other professional practices that will be explained in detail below.

### **3.3 DISTINCTION BETWEEN COACHING AND OTHER PROFESSIONAL PRACTICES**

From the above literature, it can be gathered that coaching can be confused with many other concepts that organisations use to support individual skills growth. Such confusion is understandable given that even in practice, coaches and mentors fail to establish a clear difference on where their responsibilities end. Nonetheless, from a conceptual perspective, coaching differs from therapy, mentoring, and counselling.

#### **3.3.1 Coaching and mentoring**

Research indicates that coaching differs from mentoring (Ellinger, Ellinger, & Keller, Supervisory coaching behaviour, employee satisfaction, and warehouse employee performance: A dyadic perspective in the distribution industry, 2003). But both influence a learning exchange and depend on human-centric skills which include deep questioning and active listening (Van Der Veen, Reid, & Cunningham, 2020). Most publications recognised that the first mentor was a friend and advisor to Telemachus,

Odysseus' son in Homer's epic poem, the *Odyssey*. Coaching has been recently utilised in the English Language to describe an instructor who supports a student through an examination (Kilburg, 1996).

The difference is visible between coaching and mentoring in terms of goals. The primary purpose of a coach is to facilitate thinking, enabling and reflecting (Van Der Veen, Reid, & Cunningham, 2020). Coaching empowers individuals and groups to be able to tackle issues and take action to solve identified problems. This is aligned to action learning, the theory underlying this study as it is since learning does not take place without taking thoughtful action to resolve issues, and there is no considered action without learning. In this circumstance, the coach's responsibility is to stimulate imaginative thinking in the client and addresses the client's behaviour and attitudes around the problem.

On the other hand, mentoring is offering advice on career events and progress. It uses words such as show, tell, teach, provide and advise which implies that mentors are experienced and knowledgeable in the subject matter (Van Der Veen, Reid, & Cunningham, 2020). Mentoring enables the client to have access to network opportunities, makes introductions to key leaders, and suggests professional development assignments (Gregory, 2018). It focuses on the mentor sharing experiences, wisdom, and political savvy to allow the mentee to have responsibilities outside the selected ones in their job descriptions (Stone F. , 1999), while in coaching, the coach has no practical understanding of the coachee's formal job-related role unless the coaching is particular to a specific area. The relationship between the mentor and mentee is based on trust, respect and partnership (Gabriela, 2018).

To explain in detail, the difference between mentoring and coaching, Grant (2017) asserts that mentoring traditionally consists of a mentor who has professional information in a particular field and passes the information on to those with limited experience and becomes knowledgeable mentees. The passing on of knowledge is accomplished in several ways. The connection between the mentor and the mentee can be demanding, orderly, and well-thought-out. However, during coaching, the coach expedites knowledge in the individual. The coach does not necessarily need to be a professional but has expertise in facilitating learning and performance improvement (Grant, 2017).

Furthermore, coaching empowers individuals and groups to tackle issues and take action to solve identified problems. On the other hand, mentoring enables the client to access network opportunities, makes introductions to key leaders, and suggests professional development assignments. It is a clear distinction between the concepts as coaching empowers an individual to tackle difficult issues that may arise while coaching ensures that an individual gets to know the individuals who matter within an organisation.

Furthermore, coaching produces a profound shift in a client's way of perceiving challenges and enables him to take a more in-depth look at solving problems and choosing solutions that best suit his circumstances. Given an aligned coaching framework, coaching could enhance the clients' productivity and effectiveness. During mentoring, a mentor recommends a solution, and the mentee would agree on it despite not knowing how to implement it. This becomes a problem because the entire process is ineffective. Whereas in a coaching process, both the coach and coachee agree on the journey on which they will both embark on, and the coach ensures that he/she creates a safe space for the coachee to open up and offers favourable conditions for growth.

Coaching can also be viewed as action learning that forms part of a coachee's aspiration to make an effort of doing something different in the future (Simon, 2009). It further discovers the opportunities for change and conflicts that come with it. Peterson and Hicks (1996) agree with the notion of coaching as a learning process that enhances clients' knowledge. Coaching is also a procedure of assisting a client in changing through the process of change in behaviours, attitudes, and cognitions aligned to career achievement (Kampa & White, 2002). It means that the coaching process becomes a learning development for the client; hence she/he changes behavior and attitudes.

On the other hand, a mentor is an individual who is influential with more experience and know-how, who is committed to passing knowledge to a less experienced person/employee (Scandura, 2007). Mentoring can be defined as identifying a potential talent whereby the learner sets goals that may change. The mentor is responsible for assisting the learner in developing insights and understanding through inherent observation (Michael, 2008).

Coaching tends to have features of action learning theory as it forces individuals to focus on resolving problems by taking thoughtful actions. Once the considerate actions are taken, it leads to behaviour change where performance is improved. Coaching has long-lasting effects, while Altman (2007) disagrees with Gregory that coaching focuses on the direct enhancement of performance and growth of capabilities through learning. By contrast, mentoring is concerned with the long-term acquisition of skills in developing careers by a form of advising and counselling. One tends to agree with Altman as coaching effects are long-lasting following the behaviour change which was preceded by taking an action.

### **3.3.2 Coaching and therapy**

There is much overlap that has been highlighted between coaching and therapists. However, there are notable similarities between the two as they both attempt to assist individuals to comprehend how their cognitive and emotional reactions inhibit their self-efficacy (Hodgetts, 2002). Most therapists have changed to the coaching profession while others do both therapy and coaching. It is worth mentioning that coaching and counselling are grounded on theoretic constructs, and related practitioner clients' matters may emerge in one field (Hart, Blattner, & Leipsic, 2001). Furthermore, coaching and therapy focus on continuous, confidential, one-to-one relationships between the coach and coachee and therapist and client. In most cases, clients come to coaching and therapy seeking change, and both practitioners and coaches believe that change occurs over time (Hart, Blattner, & Leipsic, 2001).

There is an ongoing debate on whether there is a difference between coaching interventions and therapeutic interventions. The agreement is around the vigorous contribution made by the psychology world to coaching (Baek-Kyoo, Sushko, & McLean, 2012; Kilburg, 1996; Berman & Bradt, 2006). Coaching is seen as more resourceful, practical, and definite (Hart, Blattner, & Leipsic, 2001). By contrast, in therapy is seen as an approach that conceptualise a problem rather than being. In terms of the client relationship, during a coaching process, the coach and coachee develop a partnership relationship that will allow them to have a safe space to open up. However, dual relationships are distasteful in therapy (Hart, Blattner, & Leipsic, 2001). Some clients have been exploited by harmful therapists which compromises the integrity of the therapeutic process.

Therapy can be defined as a healing intervention used to help individuals who need emotional healing, whereas coaching focuses on enhancing performance and helping individuals become more successful (Hayden & Whitworth, 1996) and reach their goals. Therapy focuses on remedying agony, abnormal function, and struggles between two people or more (Lexington, 2007). The main emphasis is on solving challenges emanating from previous experiences, which hinder people's psychological state, thus enhancing complete emotional functioning, and resolving current life and work challenges in a psychological way. The focus is to resolve challenges emanating from previous experiences which hinder a person's emotional function currently, enhancing complete psychological operations and addressing the current life and work conditions in healthier ways.

On the other hand, when improving performance, coaching works with healthy individuals who exhibit functional patterns of behaviour (Sperry, 1997). Sperry further points out that when individuals suffer from disorders during a coaching process, it is within the right of a coach to suggest or refer to a therapist who would provide a psychoanalytical intervention.

Furthermore, coaching is more directive and oriented toward action than therapy. This is relevant to the underlying theory, action learning, as it aims to help individuals to take action and to learn what action is important. In coaching, the organisations often pay for the coaching services which create a link of responsibilities between the coach and organisation (Kilburg, 2002). On the other hand, therapy goes beyond personal issues, as it focuses on the causes of resistance to change (Kilburg, 1996). Coaching is associated with positive effects, which indicate that in an organisational setting, coaching is more concerned about individual performance hence it is essential to develop a framework that would be aligned to the context of TVET colleges to assist managers to effectively tackle issues and learn to take effective action.

### **3.3.3 Coaching and counselling**

Literature indicates that coaching and counselling have similarities. Most psychotherapists and counsellors contend that coaching has a dissimilar name compared to what they have been doing for a long time. This kind of argument has developed equally modest competition between counsellors and coaches (Griffiths &

Campbell 2009). However, it is known that most counsellors switch between coaching and counselling or practice both in parallel. However, most studies report a significant overlap between the two fields in practice (Griffiths & Campbell 2009) (Griffiths & Campbell, Discovering, applying and integrating: The process of learning in coaching., 2009).

It is highlighted that both coaching and counselling emphasise mindfulness and developing matters and comparable inquiry approaches as they are both described as processes of discovery. They pursue sustainability for clients. They use a similar approach to delivery, which is face-to-face or virtual meetings. They both take an individual from a place they are currently at to a place they desire to be. Coaching and counselling share many similar skills, including listening, showing empathy, asking open-ended questions, providing information, and creating action plans (Minor, 2002).

The chances of assimilating coaching and counselling induce the often-vexed questions of boundaries (Flynn, Sharp, Walsh, & Popovic, 2018). Despite the similarities mentioned above between coaching and counselling, there are various distinctions between the two. The most common distinction between coaching and counselling is on the focus and intention. Coaching focuses on assisting individuals who are willing to achieve their future goals and create a new life path. On the other hand, counsellors intend to examine the background, seeking answers to psychological anxieties, and looking for an analysis essential for individuals.

Another significant distinction between coaching and counselling is the different services they pursue. For instance, counselling clients usually require services when they have challenges, disturbance, or impairment to receive healing and assistance. While coaching clients require services to improve or achieve the desired goal (Williams, 2005). Furthermore, in coaching and counselling, conversations and responsibility differ in their approach. During counselling, the conversations are undefined, and a journey of uncovering and discovery. On the other hand, coaching conversations are more organised and practical, and they involve tangible actionable strategies intended to change individuals to achieve their desired outcomes (Flynn, Sharp, Walsh, & Popovic, 2018).

Furthermore, coaches ensure that clients account for the results of their coaching activity whereas counsellors are usually responsible for working in ways that enhance the client's control over their own life (Williams, 2005). There is a significant distinction in the association between coaches and coachees and counsellors and their clients. During a coaching process, both the coach and coachee are believed to be in an equal partnership, while counsellors are professionals and in control of the relationship; hence, there is an unequal relationship between the two (Williams, 2005). It is also worth mentioning that with coaching, the contract is more official and has dates for coaching sessions, open discussions of client prospects, consequences, and payment made upfront. However, counsellors have verbal contracts.

Counselling is commonly linked with a more non-directive, responsive, and long-winded tactic and is about present emotional, cognitive, and behavioural patterns. On the other hand, coaching is in order, practical, and focused approach and concerned with desired and striven patterns (Popovic & Boniwell, 2007) although, most professionals and researchers recommend that the borderline between coaching and counselling is indistinct and slightly simulated (Popovic & Boniwell, 2007). Most counselling tactics are practical and emphasise what is coming that involves Solution Focused Therapy (SFT) and Cognitive Behaviour Therapy (CBT), both of which are considered to be closely linked to coaching compared to counselling approaches (Flynn, Sharp, Walsh, & Popovic, 2018). With full acknowledgment of these complexities, coaching is more driven by purpose and emphasises issues that are outside, and counselling is more engrossed in the client's subjective experience.

In a workplace, coaching is a directive process that is usually conducted by a supervisor to develop and orientate an employee to the certainties of the organisation and to assist employees to eliminate barriers to optimal work performance (Minor, 2002). Minor further points out that counselling is a necessary procedure conducted by a supervisor or experienced employee to assist an employee outline and task through personal challenges that disturb job performance.

Both coaching and counselling intend to assist people to realise development and change in their lives as they draw similar approaches, techniques, and skills (Popovic & Boniwell, 2007). Coaching has created different areas of practice that reflect the diversity of practitioners' professional backgrounds, additional skills, and knowledge

(Baker, 2014). Thus far, it has been a challenge to differentiate between coaching and counselling in practice and attempts to differentiate them have proven artificial (Popovic & Boniwell, 2007).

Though coaching has similar aspects with other practices, it cannot be used interchangeably with any of the professional practices. Each practice has its unique components and benefits that need to be applied in relevant cases.

### **3.4 ARCHITECTURE AND COACHING MODELS**

The components that establish a coaching programme always impact the overall programme architecture. The following factors should be put into consideration: period, an order of events, level of structure, evaluation, selecting clients, and curriculum, constitute the framework design. In the context of this study, the design of the programme should appropriately address the requirements of TVET colleges to support managers in resolving issues that they encounter and increase performance. However, there is no current existing coaching theoretical framework for education institutions in South Africa to guide such a process. Therefore, the prescription of factors that are needed for the coaching programme is important. These include work-based problem, coaches, sponsors, and enough time. Below is an example of a coaching design that has been implemented in a business environment that is relevant to the research study.



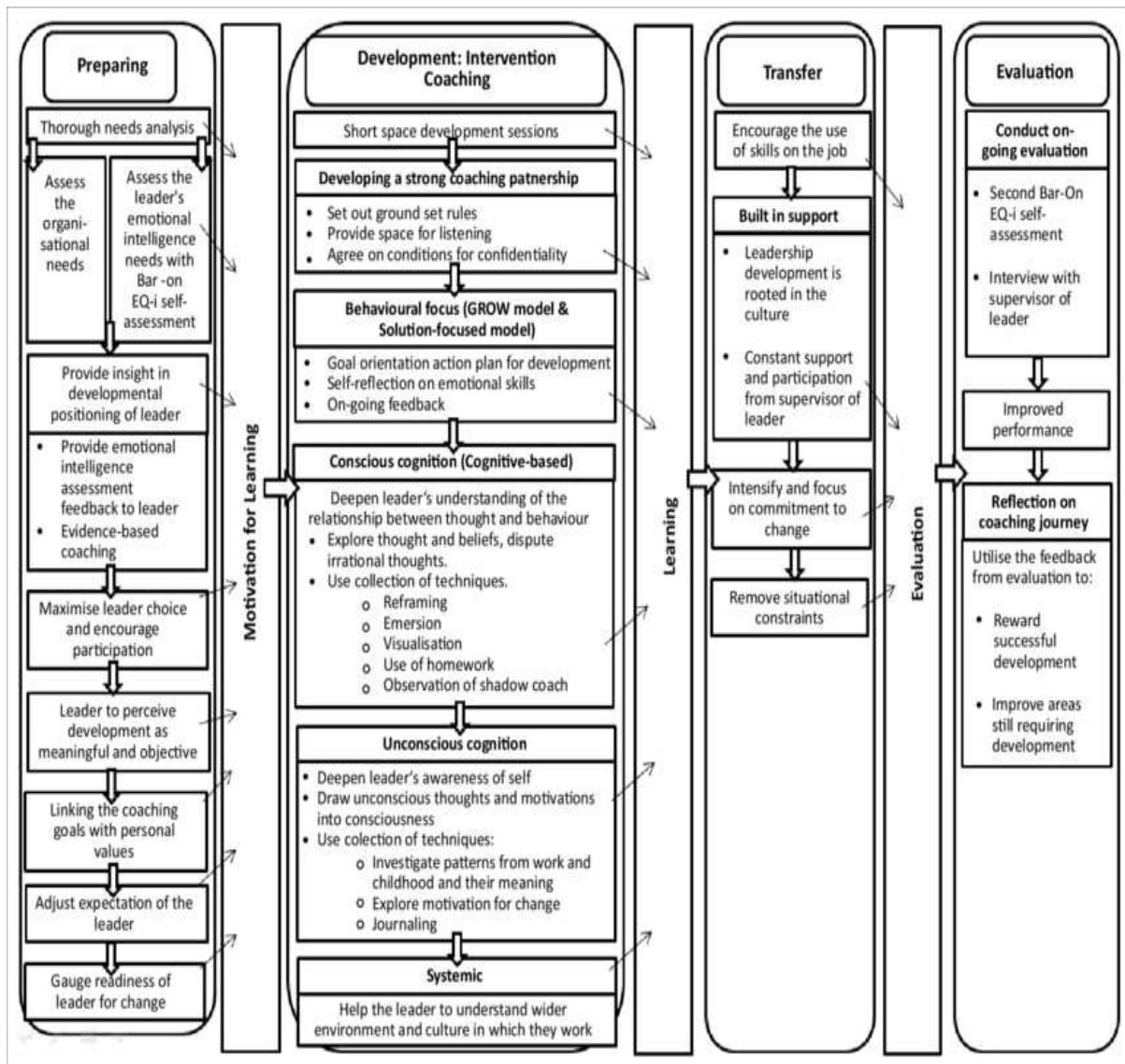


Figure 2: Example of the compact Coaching programme architecture

Figure 2 represents a company's coaching architecture that is designed as a model to cater to organisations. Below is an account of the key segments and their theoretical underpinnings.

### 3.5 PROGRAMME STRUCTURES FOR RELEVANCE

An examination of the coaching practices in leadership development at Old Mutual, one of the largest insurance companies and financial institutions in South Africa, see Figure 2 About 120 leaders from the employee benefits team participated in a coaching initiative. The aim was to secure a meaningful organisational culture change. An outcome from the coaching initiative was that coaching is an effective process to develop new behaviours amongst the leadership. In the context of a high-performance

culture, developing high-performing leadership skills was significant. Therefore, coaching was a critical success factor for the Old Mutual programme and one of the foundations of the organisation's new economy leadership.

This implies that coaching supported the intended outcomes. For development to take place, coaching must align with the current difficulty in the organisation. According to Raelin (1997), when people contend with the realism of their situations, that racialization escalates creativity and adds substance to their results. This kind of knowledge is on the rise as there is profound comprehension of how adults acquire knowledge while operating in challenging environments (Boshkyk, 2010). Thus, incorporating coaching programmes within business challenges is valued. This is relevant to action learning philosophy whereby programmed intervention (p) is not the main pointer of the product but the interaction with the reality of a circumstance through inquiries. Hence, the necessary programme must have a helpful arrangement of tasks with real-time phases and information that stretches to a structured group. This permits a particular guideline, but still emphasises the basics of action learning.

There may be the delusion that coaching is inflexible and challenges the core of action learning. However, the reason is that subject of thought which requires a change of attitude and behaviours together with business significance is more passionately internalised. Also, the coaching programme is designed in a way that the coachee is supported from the beginning of the process to the end, therefore, providing a unified and integrated journey for the coachee as indicated below.

### **3.5.1 Coaching period**

A comprehensive coaching programme - the programme is usually scheduled and holds six, one-to-one coaching sessions which last for six months. Each session is held about one month apart to support the coachee in achieving their set outcomes. During these monthly sessions, a review of progress being made to date is monitored. A starting point is the analysis of an organisational and coachee's needs to an endpoint where the evaluation of the coaching aims to permit enough time for dealing with business issues, and to be able to form a sustainable and trustworthy relationship between the coach and coachee to create a safe space for learning. The period of the

coaching programme permits the review of the coachee's progress, and deliberate options to move things forward and come to an agreement on action plans.

For a compressed coaching programme, the aim is to improve the individual's performance through enhancing current skills on the job to realise organisational goals. The basic concepts for coaching include critical questioning, reflection and problem-solving. The coaching period would be ideal for the context of coaching managers in TVET colleges in Johannesburg as it would permit coachees enough time to embrace and reflect on the learning and take action to deal with challenges.

### **3.5.2 How to Identify a coachee?**

The results of a coaching process are determined by the coachee's commitment to the programme. Therefore, selecting participants who are ready and willing to change as well as excelling leaders in whom the organisation wants to invest takes a while. At Boulden executive coaching, the emphasis was put on the contract between the leader programme sponsor and coach. Participation took six months with a single session per week of leaders taking part in the programme to ensure that they embraced the learning, working towards robust business solutions (Neal & Cavallaro, 2007).

The process is appropriate for this study as selecting managers who are not performing well and have a willingness to change, would be a waste of resources for TVET colleges. Hence, the selection of performing managers with enthusiasm of changing their behaviours and attitudes towards the success of the institution would be applicable.

### **3.5.3 Coaching Programme Curriculum**

The coaching process assists people to go through a change that involves envisioning the ideal self, exploring the real self, developing a learning agenda, and practicing. According to Revans (1982), one cannot change a system unless he changes himself to work around the system. To adopt this perception, the rudiments in the design must strengthen the change of an individual to allow the perspectives on how to manoeuvre through the system. Therefore, the content of the programme should be embedded with concepts through action learning and coaching which is an appropriate approach to assist managers in TVET colleges on the coaching programme.

In the first stage of the coaching process, the coach invites the coachee to identify any potential goal for the planning period of a minimum of six months. The goals should be aligned to the broad context of the organisation and departmental goals and should be structured in a way that will be achievable for the coachee. The goals are articulated as an outcome. The coach poses questions to increase awareness, not to criticise. If the goals chosen are not realistic or not aligned with the job, it is the right of the coach to seek simplicity (Whitmore, *Something really has to change: "change management" as an imperative rather than a topic*, 2004). Organisations that have explicit purpose have a high possibility to succeed in coaching rather than those with a vague purpose (Stone M. , 2007).

The second stage heightens awareness in the coachee amongst the factors surrounding present performance against the goal (Robinson, 2006). The coachee has to rate himself based on the goal and determine if the goals he has set are realistic. It will cause the coachee to realise the factors impeding progress. Raelin (2003) pronounces that when an individual change from awareness to self-leadership, the role model becomes the principle from which others are led. The coaching programme accredits this philosophy and emphasises that the transformation of participants is the precursor to organisational change.

When the coachee understands the goal and reality, the coach could assist him to determine what they could do. The purpose is to assist the coachee to produce as many ideas as possible without assessing them. Once the coachee is content with the available options, the coach can proceed to enquire about how the coachee intends to assess the options. Both of them have to agree concerning the person who will be responsible for writing up the main points, which are the goal and action plan. According to the existing coaching evaluation approaches, some are based on the views of the coachee, which becomes an undependable gauge. The most reliable approach used to assess coaching is asking the coachee's reaction to the service of self-report. Others usually do another rating during and after coaching. One thing that is often lacking is measures of behavioural changes brought on by coaching.

### **3.5.4 Session Venue**

Another important factor to be considered in coaching delivery is the setting, where the coaching takes place. This environment must provide a safe space for the coachee and should stimulate learning. For instance, a place full of cameras and recording equipment should be avoided to allow the coachee to be in a space where he can freely express himself. The designers of the coaching programme should be considerate of the atmosphere that facilitates the learning. During a coaching session, it is advisable to secure a separate workplace exclusively for private meetings.

Such a session venue is appropriate for the environment of the study as the aim is to ensure that effective coaching takes place that would enable effective learning for TVET college managers.

### **3.5.5 Coaching Programme Assessment**

It is recommended that coaching be done in three dimensions, namely suggestions to institutional challenges, coachee's reflection (Kim & Jin, 2008), and 360 feedbacks. This is an effective approach to measuring the effectiveness of the programme. The instruments used to measure a coaching programme comprise a coachee's evaluations, coach's observation, and feedback on the progress of the coachee from supervisor and colleagues to get different views of the coaching programme effect.

The first part of assessing during coaching is assessing the coachee to have a better understanding of the coachee's mindset before the coaching session. This comprises a 90-minute interview to examine the mind-set of the coachee. There is a four-step process for coaches to utilise when applying the Myers-Briggs Type Indicator (MBTI) (Hirsh & Kise, 2000). The approach would be relevant to the study as it would allow the coach to evaluate the coachee's type, determine weaknesses and strengths, assess abilities, and develop action plans.

## **3.6 COACHING IN MEETING FUTURE DEMANDS**

Coaching can be seen as a process that empowers employees to exceed their expectations as it provides guidance, encouragement, and support (Redshaw, 2000). It is one tool that assist organisations to create an advantageous position with regards

to competitors (Utrilla, Grande, & Lorenzo, 2015). Hence, a growing number of businesses use coaching... as it meets the demands of the workplace. This point is supported by Seemann, Stofkova, & Binassova,( 2019) where they stated that use coaching as an approach to handle all new generations of employees with completely different understanding of work environment and management. Once individuals go through a coaching process, they become self-aware of the personal traits they exhibit and access those that will permit them to reach their objectives. Previously, coaching has been conventionally perceived as a therapy for poor performance in organisations, an approach that connects an individual's effectiveness with organisational performance. Nevertheless, other scholars have merged the prominence of offering relevant learning opportunities to performing employees so that improved performance becomes a by-product of learning (Redshaw, 2000). This position is also supported by (Roise, 2018) who states that coaching encourages empowerment and learning through reflection. It has become a norm for most organisations as coaching services are provided to best-performing employees as they are valuable assets to the organisation and assist in meeting organisational goals and future challenges. Most organisations contribute to the success of well-performing employees and reap the rewards in terms of performance and reach their goals.

This is in line with the research objective where it states that coaching is currently being utilised to meet challenges and future demands as the literature reveals that coaching programmes contribute significantly to the successful performance of management in reaching organisational goals. Literature also indicates that coaching enables managers to reflect deeply concerning their current circumstances, and devise solutions that will enable them to take effective action that will enable them to overcome challenges.

### **3.7 EFFECTIVE COACHING**

Coaching enhances effectiveness in three different ways: coaching assists leaders to develop emotional intelligence, set succinct goals, and effectively institute change. For coaching to benefit the organisation, the set goals of the coachee should be aligned with the organisational goals and the environment be safe for learning. This is also aligned to the underlying theory of the study where action learning gains a broad

coverage when the design at the beginning and the environment is enabling (Murphy & Reeve, 2007).

The application of coaching is important to bring value to the organisation. It confers on individuals various qualities that are converted into valuable capital for organisations making it difficult to be imitated by competitors thus making the competitive advantage produced sustainably (Utrilla, Grande, & Lorenzo, 2015). The results attained from coaching translate into benefits for organisations as a person's benefits have an effect on organisational performance, sales increases and productivity growth (Utrilla, Grande, & Lorenzo, 2015). It assists people to apply theory into their daily routine or responsibilities that provide personal meaning and significance. The capability to reflect and think deeply through asking questions enables a coachee to generate solutions that can be applied in a complex situation and augment business results. This capacitates the coachee to use interventions in organisational dilemmas and be able to assist others. The principle is the foundation for intervening through inquiry and this is effective for organisational success. One of the effective factors in the generation of solutions in complex situations is through inquiry that enables individuals to reflect deeply. According to Kim and Callahan (2013), effective leadership is supposedly the key element in successful coaching. Based on the study, it is imperative to develop a conceptual framework that will produce effective coaching benefits that will be of value to TVET Colleges. Hence it is important to give an overview of TVET Colleges to ensure that the conceptual framework is relevant to the TVET College sector environment.

### **3.8 OVERVIEW OF TVET COLLEGES IN SOUTH AFRICA**

The purpose of the technical sector of South Africa was to develop theoretical learning in the early twentieth century. This was offered alongside the practical training of the apprenticeship system. There have been various difficulties that FET colleges have encountered since their development. This included ineffective management and leadership style, lack of skilled employees, and neglect of employee development (Paul & Berry, 2013). The FET college sector was recognised in South Africa in 2002 based on the terms of the FET Act 98 of 1998. The White Paper 4 (Department of Education, 1998) outlined the significant qualities of the new FET sector.

Over the past 15 years, the South African public FET colleges have faced numerous policy changes (Rasool & Mahembe, 2014). The democratic government that took over in 1994 also inherited a contradictory economy that included inequalities in development and socio-economic problems. To address these inequalities, the FET Act 98 of 1998 was historically intended to develop an inclusive and robust national agenda to convert the curricula, teaching, learning, funding, qualifications, and quality assertion (Department of Education, 1998). To protect the idea of a modernised lively FET system, the FET Act of 2006 was announced. Moreover, The FET Act 16 of 2006 was introduced by the National Department of Education to respond to the socio-economic improvement, technical, technological and intellectual challenges faced by the society (Sebola, 2022). The FET colleges were believed to be a channel to bring about skills transformation that was required by the economy of South Africa. All the expectations and difficulties were expected to be delivered with the same intellectual and human resources these institutions previously had without further training.

It has been argued that the transformation of education in South Africa could have been done in an improved way by learning from other countries which have done better (Ramphela, 2009). He further argues that improved admission to education in South Africa has not resulted in better outcomes (Ramphela 2009). These have led to the challenges that have been encountered by leadership during the improvement of strategy, resulting in consolidating the need for active management and leadership. These policies and plans aimed to develop and change the public FET colleges to enable the FET college sector for unemployed youth and those who had finished formal education. Due to the policy introduced, the FET college staff were required to enhance their academic and vocational knowledge and skills (Marshall, McManus, & Viele, 2007).

One of the challenges the FET Sector encountered is funding. In 2014, a total amount of R2.5 billion was allocated to the building projects at FET colleges (President Zuma 2014) and in 2018, a budget of R43.4 million was allocated for the higher education department. The changes of the FET colleges accorded with the transformation in government's funding for the FET sector (Powell & Hall, 2002). The change in funding within the DHET allows a broad range of inquiry of the entire setting and enhancement of a management approach that is inclusive of the targeted categorisation and support

where required (Gewer, Improving quality and expanding the further education and training, 2010).

With the increasing number of challenges encountered by TVET colleges, there is a need for effective planning, with the current rate of unemployment in South Africa at 23.3%. The increase in the number of TVET colleges has long been advocated to address the issue of youth employment in South Africa (The National Advisory Council on Innovation, 2021). This position is supported by Gamede & Uleanya (2019) that TVET sector has the potential of providing profitable employment to recipients as the base for industrialisation and technological development in the 21<sup>st</sup> century (Gamede & Uleanya, 2019). The importance of TVET colleges is seen when it is accessible to people with less than a Grade 12 pass qualification. There are about 750 000 learners' who complete matriculation, but do not make it to higher education (Department of Education and Training, 2019). This is an indication that the Department has challenges that need to be addressed in accessing higher education and training. Hence, the unemployment rate is increased by limited access to higher education. The National Advisory Council on Innovation (2021) suggests the need to revise the TVET colleges curriculum to suit and meet the requirements of entrepreneurial and job creation capabilities.

The TVET colleges' role in addressing challenges becomes questionable; this is more evident in Johannesburg where the focus of this research was. To date, TVET colleges have made several attempts to enhance the quality of education to many post-school learners through several interventions such as leadership development and training, aligning of roles and individuals, and hiring of skilled labour. Coaching has been one of the interventions that have not been practiced within a relevant framework. So far, there is no framework designed particularly for TVET colleges. Hence, the study is developing a framework that could be utilised by coaches who offer coaching services in TVET colleges.

### **3.9 IDEAL COACH FOR TVET COLLEGES**

Management coaching is understood in leadership developmental writings as an expert mediation where a coachee becomes a more operative leader (Ely et al., 2010). This research incorporated every person who holds a leadership or management

position in the TVET colleges selected into a broader category where the roles were identical.

It is imperative first to describe the benefits of coaching managers as a leadership development intervention. The following are the benefits of coaching managers for leadership development: the change of information, talent improvement, heightened self-consciousness, increased inspiration, self-assurance and self-interest, and improved knowledge (Passmore, *Leadership Coaching: Working with Leaders to develop ElitePerformance*, 2015). It is believed that leadership and manager's coaching is about helping managers to improve with people management, interpersonal skills, goal setting, engagement, and productivity as well as communication. Leadership and managers' coaching is described as a set of interventions in most organisations.

The designation of a coach incorporates different types of relationships. The basic responsibility is to improve the capabilities and skills of the individuals to attain their potential in areas that need improvement (Hilali, Mughairi, Kian, & Karim, 2020). It reflects the current situation in the education sector as it looks like the coach assists the leader to be effective. It is also widely known that most coaching services for managers' form part of the approach organised and paid for by the coachee's organisation. However, action learning tends to differ in its focus on the designation of a coach as it is a group-based approach and identifies a coach as having both strategic and tactical roles during coaching. The strategic roles include to monitor the participants in the group based on the overall goals of the coaching process. Whilst the tactical role is about to facilitate a person and social development (Marquardt, 2011). It is important for the coach to intervene in and accelerate the learning of individuals by confronting, thought-provoking, inquiring and reflection such that it increases new perceptions and thoughts.

Various coaching activities that are part of coaching for leadership and management development differ meaningfully in their efforts. The activities include skills, performance, development, and transformation (Hall, Otazo, & Hollenbeck, 2006). Skills coaching occurs when a coach develops people who lack competencies in skills such as offering responses to the team, conveying undesirable updates, or handling conflict.

On the other hand, performance coaching helps a manager or leader apply different capabilities to an expert partner, such as occupying a new departmental office, initiating, and implementing a project linking different individuals or mergers. Developmental coaching is about assisting the coachee to increase their abilities and grow as an individual. The developing type of coaching is grounded on adult development models, with a collection of philosophies that emphasize phases in human growth and transformation in the person's perception of character and the surroundings (Hall, Otazo, & Hollenbeck, 2006). These philosophies propose that there are various stages of mental growth or managing structures for comprehending oneself and the surroundings, and those stages are constructed upon one another. The change occurs during the developmental movement activated by changes in the environment of an individual (Bachkirova, 2013).

The model coach for the context of the research ensures that there is a smooth running of the coaching session where the coach assists in developing ground rules for working together, assists in developing questioning, listening, and reflection and ensures that the principles of action learning are adhered to as an underlying theory of the study. This model is relevant to the coaching of managers in TVET colleges to solve problems using the skills of reflecting and questioning as outlined below in the coaching competencies.

### **3.10 COACHING COMPETENCIES**

Competencies focuses on what managers are expected to do in the workplace. In most instances, managers flounder because they lack competencies. The founder of competencies define competency as a personal characteristic or a skill that is verified to encourage greater job performance (Wess, 2003). Wise & Hammack (2011) adopted the same perspective and define coaching competencies as the capabilities, skills, and behaviours used in a coach-coachee relationship further to establish objectives. The competencies become tools used by coaches to obtain coaching goals. In leadership coaching, the objectives are relevant to an individual or organisational performance. Competency can also be defined as: "A capability or ability. It is a set of related but different sets of behaviour organised around an underlying construct, which we call the "intent," Boyatzis (2008: 34).

Based on the above definition, coaching competency seems to be aligned with the coach's competency to ensure that effective coaching takes place. Wise and Hammack (2011) categorise the coaching competencies into classes to comprehend their role in the coaching relationship. The coaching capabilities have been positioned into three classes: founding the coaching relationship, interactive efficiency, and easing learning and performance (Wise & Hammack, 2011). These classes were drawn based on the International Coach Federation (2009) guidelines.

There are various competencies expected from a coach to guarantee that a coaching procedure is a success. The competencies were useful in developing a practical framework of coaching managers at TVET colleges in Johannesburg. There is a significant part in the easing of the mediation and abilities of a coach as managers in TVET colleges should qualify. This includes individual growth, struggle management, successful communication, and coaching (Maseko, van Wyk, & Odendaal, 2019). On the other hand, there are elements expected from a coachee to ensure the coaching process is a success and effective.

The coach is required to have an explicit understanding of how success would be like in the organisation. Having benchmarked competencies in place can guarantee that coaches who offer coaching services in an organisation have a uniform standard to communicate prospects and outcomes to be realised. There are three competencies that are linked with competent coaches. This includes value orientation, knowledge and coaching skills.

### **3.10.1 Value orientation**

Values are linked to characteristics such as ethics, beliefs, attitudes, and views. They are the fundamentals of a person's perspective of how life should be lived. They guide a person's behaviour. This is true for coaching that it does not happen in vacuum, but values form the core of the relationship between a coach and a person being coached.

Meyer and Fourie (2004) compiled a value competency profile for a South African coach which was integrated in the developed coaching conceptual framework for managers in TVET colleges: Self-awareness, empathy, openness, inclusive, fairness, anti-discrimination, awareness of others. Empowerment, multi-culturalism, respect, representativeness, anti-discrimination, humility, sensitivity, learning, objectivity,

objectivity, honesty, critical thinking, integrity, confidentiality, trust, integrity, flexibility and, co-operation.

### **3.10.2 Knowledge**

The second dimension of competence is knowledge. This focuses on the facts and philosophies we need and keep in our memory. An effective coach requires to have a better understanding of a coaching process. This study employed a cyclic development model incorporating key action learning practices. This is structured around an action learning style process where coachees are supported to ratify multiple cycles of action. The coaching model for managers is as follows:

- Define the outstanding features of the situation
- Explain the anticipated strategic and personal results
- Discover the available options and question the assumptions, limitations and hindrances stopping current action
- Come up with self-set goals and plans
- Start intentional action
- Observe the results of envisioned and unintentional action. The use of a learning journal is required to record observations, understandings, and strains
- Participate in reflection both individual and as a group.
- Assess the results realised, making clear the features of managerial action that are effective and thereby providing support to the coachee to further develop their own theories of practice

The trademark for a good coach is the ability to develop, inspire and realise outcomes through others and help to achieve specific behavioural results in long-term behavioural change and development of one's solutions (Slabbert & Hoole, 2021). Coaching is essential to this purpose. A coaching process can be utilised for both informal and formal coaching sessions.

### **3.10.3 Coaching skills**

The third dimension is skills. Skills reflect application of knowledge, the capability of to carry out a set of activities. To act on values and knowledge successful coaches

interpret their understanding of coaching into behaviour. The following skills are believed to be important by researchers in the coaching field:

- Building the learning climate of the group: set the learning environment and openness and of being non-judgemental and trusting through implementation of the coach
- Questions: The role of the coach is to ask questions for the coachee to reflect and learn
- The role of the facilitator: the focus is on assisting group members to enhance the function of the group through observing and occasionally making statements and provide advice on any required improvements
- Interventions and question of the action learning coach: asking the right questions and intervening at the beginning of each session, more times during the session and at the end of the session is important for a coach.
- Posing follow-up questions: pose follow-up questions to improve and elevate the competency of the coachee. This creates deep levels of learning.

Having the right coaching skills influence the coaching process positively and yields the desired outcomes.

### **3.11 COACHING STANDARDS**

There is a need to come up with a set of core set of coaching standards that will be applicable to most coaching circumstances. There are two key reasons for the development of standards in coaching. Firstly, coaching has increased rapidly; as a result, it has necessitated the calls for regulation. Secondly, if standards are in place, they offer objectivity, and independent measures of competence (Clutterbuck & Lane, 2004). If standards are developed, they codify competencies into a framework that could be utilised to evaluate how well a coach performs against them. How significant the measure is, is dependent on how the standards are viewed to be reliable by individuals and providers. At present, local standards are incompetently defined and large organisations with structured coaching approaches tend to rely on international coaching standards (Price, 2006). The National Qualification Framework (NQF) and the Coaching and Mentoring Association of South Africa (COMENSA) are currently the two regulatory bodies in South Africa.

### 3.11.1 South African Coaching Standards

Various unit standards have been registered on the National Qualifications Framework that focuses on coaching in the field of education, training, and development. The most appropriate standard for this study is managerial coaching. The unit standard aims to develop employees in such a way that they contribute to the success of the organisation. The twelve outcomes are outlined as follows:

- Describe the basic principles of training
- Explain the significance of questioning methods
- Differentiate the concepts of coaching and training from each other
- Describe substitute provisions for coaching
- Classify the need for coaching through discussions with the individual to receive coaching
- Prepare a particular time and venue for the coaching session
- Explain theory and knowledge linked with the coaching session
- Provide authentic feedback and inspire the coachee to pose questions
- Monitor the continuous process and provide continuous feedback in the workplace
- Classify possible issues that may take place about coaching
- Develop a strategy for learner coaching, taking into consideration the needs of the team

The competencies that include classifying the need for coaching, posing questions, providing feedback, monitoring the process, form the basis of any coaching that is either informal or formal. There are five standards of professional competence for a coach as listed by COMENSA (COMENSA 2006):

- Questioning – posing a question to turn inward for responses and solutions
- Listening – focus on all data presented by the coachee, both visual and verbal
- Build rapport – establish and maintain trust and closeness in the coaching relationship, offering a safe environment, empathise
- Deliver quantifiable outcomes – attaining results that can be measured
- Uphold ethical guidelines – maintain ethics and professional standards outlined by COMENSA

Building trust and empathising are classified as core values that build rapport and create a welcoming environment. Again, posing questions, listening, and producing outcomes are classified as core coaching skills. Concerning upholding ethical guidelines and professional standards, coaching managers' behaviour should be aligned to the institution's ethical code of conduct.

The coaching profession is still in a formative stage in South Africa. Over the past several years, there has been an increase in coaching which makes it possible to see an increase in the regulation of coaches.

### **3.11.2 International coaching competencies**

The International Coach Federation (ICF) has developed eleven core competencies to offer support in understanding the skills utilised in today's coaching profession (Steinberg, 2005):

- Meeting ethical guidelines and professional standards
- Establish the coaching agreement
- Establish trust and intimacy with the client
- Coaching presence
- Active listening
- Powerful questioning
- Direct communication
- Creating awareness
- Designing action
- Planning and goal setting
- Manage progress and accountability

The ICF competencies are designed for professional coaching. Both the South African and the ICF's competencies may differ in context but the competencies are the same in terms of establishing trust, active listening, posing powerful questions, goal setting, managing the coaching progress, and creating awareness. This research adopted Holliday's (2001) ten values underpinning successful coaching. They include the following values:

Clear communication – pose questions, listen carefully, check for understanding

- Supportiveness – assist team members; where possible, get rid of barriers
- Confidence building – improve and sustain self-esteem
- Empathy – build trust, shared vision, and goals
- Perception – see other perspectives
- Risk – inspire invention
- Persistence – be patient
- Involvement – have a better understanding of your employees, collaborate with them
- Confidentiality – do not share other people’s confessions and weaknesses
- Respect – hold your employees in high esteem.

It seems coaching is a value-driven process. Most of the above-mentioned values are reflected in the philosophy of Ubuntu. Ubuntu remains intertwined into the organisation's core value system (Meyer & Botha, 2000). The core values of Ubuntu are articulated in the form of humanness, compassion, care, empathy, and understanding (Boon, 1996). Since Ubuntu is reliant on valuing individuals, the coaching relationship should prove to be a worthy extension of Ubuntu philosophy to the work environment.

Knowledge is the other dimension of competence. An effective coach is required to have a comprehensive understanding of the coaching process. Managers should incorporate within themselves a coaching model that assists them to guide their actions during a coaching process (Hunt & Weintraub, 2002). There are four fundamental GAPS (goals, abilities, perceptions, and success factors) models for managers to assist individuals stretch, learn and build their abilities successfully.

- Set goals – set realistic and calculable goals, articulate clearly, ensured shared agreement and expectations
- Evaluating current progress – collect data, offer feedback
- Plan the next steps – brainstorming possibilities, decide on an action plan
- Support the action – assist in building conditions for success, display gratitude, offer extra assistance when required.

The trademark for an effective manager is the capability to develop, motivate and attain outcomes through others. The above model would be effective to resolve

performance deficits and encourage individuals to enhance performance. There are other general competencies expected from a coach that would yield better coaching results:

### **3.12 ESTABLISHING A COACHING RELATIONSHIP**

Compared to other relationships such as a counsellor and mentor, the coaching relationship is under-researched (Stern, 2013). Literature indicate that having a coach who can establish a good relationship between a coachee and himself is key to the coaching process (McCarthy & Turner, 2015). If there is an establishment of mutual trust and respect it is easy for a coachee to open and provide comprehensive responses.

What felt was significant is when the coach explained the prospects, parts, and tasks of the coach and coachee at the beginning of a coaching session. This is where the coach explained the process of a coaching session about the private natural surroundings of the sessions so that the coachee comprehends that no information will be shared with the employer concerning the coachee's experiences or the conversation they had. As a coach, when entering a coaching relationship, the relationship cannot happen instantly (Wise & Hammack, 2011). Thus, the coach is expected to explain that the coaching sessions are devoted periods where there will not be any interruptions except in cases of emergencies to reflect trust in the relationship.

The coaching relationship also emphasise the goal of improving coaching outcomes. This kind of partnership that

involves professionals who are similarly dedicated to easing each other's leadership knowledge growth, trust and welfare. It advances a better understanding of competence and the work of specialists (McGregor 2011).

#### **3.12.1 Trust**

Another competency that contributed to the coaches' competencies was trust. Most managers noted that during a coaching process, the coach and coachee's relationship greatly improved when it was founded on trust. Most coaches who established and

maintained trust throughout the coaching process resulted in successful coaching. A review of the coaching progress indicates that five circumstances of belief were linked to the person's readiness to threat susceptibility, compassion, dependability, capability, morality, and honesty (Hoy & Tschannen-Moran, 1999). Additionally, the formation of trust was affected by bonding with others, grounded on morals, privacy within the close relationship, and peers' capability to show themselves as vulnerable (Cox, 2012).

According to Cox (2012), creating and upholding trust in a coaching relationship takes a while but can be assisted by clarifying standards for behaviour and pure limits and prospects. These might involve factors such as time, privacy, decision-making processes, participation requirements, and the granting of permission to inquire deeply, take threats, and experimentation with a judgment to constant enhancement and knowledge for all contestants (Jarvis et al., 2017). One of the notable strategies of building trust and collegiality that was used by most coaches during the coaching programme of managers was the focus on collaborative planning and problem-solving. This fostered trust during the coaching process as it started a stage that connected the readiness of a coach to a coachee, which is critical to attaining the original grip essential to produce force toward a more profound and classier exercise (Jarvis et al., 2017).

### **3.12.2 Communicating Effectively**

Another essential competency for coaches that were found to be useful is effective communication. Communication is important in the coaching relationship in creating positive change, clarifying issues and increase understanding of development needs (Slabber & Hoole, 2021). Findings from coaches who were interviewed indicated that listening thoughtfully during the coaching sessions assisted them to summarise their points comprehensively. When a need arose, open-ended questions were posed by the coach to the coachee. This assisted the managers to clarify and add extra details in their responses yielding more accurate information and actionable insight for the coach. These are all abilities that have been revealed to have contributed to the success of the coaching programme.

### **3.12.3 Feedback**

Based on the coaching programme's findings, the feedback was considered a central element of the coaching process. Its delivery and use is the basis of coaching (Kilmer, Griffith, & Taylor, 2021). Most coaches gave feedback in the form of agreement with the managers during a coaching process. McDowall (2012) defines feedback as a process where a sender relays a message to a recipient (McDowall, 2012). The format of the feedback that was given to managers was process-focused or content focused whereby there was a discussion of a psychometric profile as described by McDowall and Millward (2010). This was structured in the manner whereby the sender sends information to the manager communicating how sessions are developing and progressing. The feedback processes took different forms of interpersonal processes as it was delivered in three formats: orally, written, and electronic (McDowall, 2012).

In summary, having values and standards in place ensure that a coaching process is effective, and the coaching goal is achieved. In a coaching relationship, communicate effectively as a component of coaching enables feedback to flow as well as active listening. This is also a feature that is relevant in action learning whilst set members are grappling with the issues they experience; active listening and flow of feedback becomes key to the process. This is an element of both coaching action learning that would be useful in developing a conceptual framework for managers in TVET colleges in Johannesburg to deal with the dilemmas and complexities they encounter. Having coaches with the appropriate competencies in TVET colleges in Johannesburg will assist managers in the colleges to address some of the concerns that affect them in dealing with the complexities and challenges they encounter within their institutions.

### **3.13 FACTORS THAT AFFECT MANAGERS' COACHING**

A coaching session took place at a small and medium enterprise for directors and managers in a Leadership skills programme funded by Surrey Learning and Skills Council. It was a three-year programme. The programme focused on one-to-one coaching to 204 managers and 104 executives. Most managers and executives who participated in this coaching programme highlighted that various factors hindered the success of the coaching process. This included individual factors such as lack of trust, emotional instability, openness, and self-efficacy (Stewart, Palmer, Wilkin, & Kerrin,

2008). Another factor included is higher self-efficacy which indicates that the individual is likely to set more challenging and attainable goals, has a belief in their potential to achieve goals and will sustain internal motivation, focus and persistence in the face of obstacles in the pursuit of the identified goals (Bozer & Jones, 2018).

As highlighted above, trust was one of the factors that hindered successful coaching. There was a lack of mutual trust between a coachee and coach. It was indicated that most coaches tended not to share and reflect more openly (Boyce, Jeffrey, & Neal, 2010). This restrained the coach and coachee relationship, as it was a challenge for the coach to help the coachee. In a coaching context, research indicates that the coach's main characteristic is to influence trust (Boyce, Jeffrey, & Neal, 2010). This allows coaches to be transparent about their coaching methodology, consistency, and competence. When trust is lacking in the coaching system, the coachee cannot openly share personal thoughts, which could assist in a positive coaching outcome.

Another factor that was pointed out to have affected their coaching sessions was the lack of empathy from the coach which derailed the coaching process. Empathy is an aspect of communication and persuasive communication skills (Jowett, Yang, & Lorimer, 2012). It is defined as being able to comprehend the needs of others (Jowett, Yang, & Lorimer, 2012). What was highlighted by most managers and executives is that most of their coaches were not empathetic. They related to the coachees' feelings concerning a given situation. The coaches were not aware of their feelings and how they affected their views.

However, in other instances, most coaches took time to understand the needs of their coachees' during the coaching process and to offer the necessary support for them to press ahead and deal with challenges that held them back in realising their desired goals. Yet there is a definite link between empathy and the coachee's satisfaction from the coaching they receive from coaches (Jowett, Yang, & Lorimer, 2012). Hence, if empathy is lacking in a coaching process, it would be challenging for the coach to monitor and direct the coachee towards the anticipated goal.

It was also pointed out that during the coaching programme, other factors significantly caused poor coaching results that limited precedence and time provision as well as coaches' limited experience who lacked facilitation skills and failed to reach

achievement (Maseko, van Wyk, & Odendaal, 2019). Facilitation is key during coaching, hence if it is lacking in the coach, it may derail the coaching process and may lead to poor coaching outcomes.

Coaching behaviours affect coaching. This includes a lack of questioning skills, listening, and thoughtfulness. If these factors are lacking during a coaching process, they might hinder the success of a coaching process. It was also established that the agreement that instigated objectives and activities nurtured good results (Gessnitzer & Kauffeld, 2015). The existence of inflexible artifacts and lack of partnership and obligation, which were the main features of ethos, hindered the successful implementation of coaching (Bond & Naughton, 2011).

The factors that have been highlighted during the coaching programme at the small and medium enterprise for directors and managers coaching programme are common factors that affect a successful coaching programme. With TVET colleges, it is crucial to ensure that the factors that affect coaching are addressed and to minimise further challenges when developing a conceptual framework.

### **3.14 COACHING PRACTICES FOR MANAGERS**

Coaching was useful in helping individuals enhance their skills and performance (Cook, 2009). They easily adapt to change, improve productivity and performance. On the other hand, coaches saw themselves assisting individuals to see how they could improve themselves through self-reflection and analysis, rather than telling someone else how to improve.

As previously indicated that managers in TVET colleges encounter insurmountable challenges, ranging from huge workloads and classroom challenges on top of the limited time allocated to effectively complete tasks. Thus, having coaches who spend time with managers clarifying goals, and defining actions are much needed in the coaching practices for managers. Coaching aims to increase the individual's capacity to attain the anticipated results and enable development (Hargrove, 2008). This can occur with either a new or an experienced individual. According to Stevenson (1997), coaching aims to heighten awareness for clients and help them stay present with their experiences. Self-awareness is one component that assist individuals to monitor their performance towards goal-attaining (Grant, The efficacy of executive coaching in

times of organisational change, 2014). This element enables the coach to accept emerging events as natural.

In a Korean multinational operation, both quantitative and qualitative data were collected from 16 participants who were participating in a coaching process using action learning. The session was designed to improve leadership performance. Three weeks after the programme, participants were interviewed regarding their experiences and performance. Most of them indicated that performance has greatly improved based on their communication, leadership, and problem-solving skills. According to Raudenbush and Marquardt (2008), action learning and improved performance are based on the following: increased listening, improved ability to come up with informed actions, and increased readiness to take responsibility and initiatives. After the programme, most participants were better at listening, accepting disparagement, and were open with each other. This is aligned to the coaching practices required in TVET Colleges where leadership performance improves during coaching in terms of communication and problem-solving. This is a result of the insurmountable challenges encountered by leadership and managers in TVET Colleges that require such coaching practices.

The research findings indicate that the coaching practices preferred by TVET colleges is the one that involve managers and those in leadership positions in the institution. Most organisations believe that having internal coaches is much better than hiring individuals from outside the organisation as they have a lot of knowledge about the organisation and its culture (ICF 2014). Coaches from inside the organisation reside within the organisation which makes it easy to be accessible anytime (Carter 2005). Carter further states that coaches from within the organisation are attuned with the ethos of learning organisation. German (2002) observes that organisations can attain more influence by developing coaches within a company through investment as internal coaches are important for continually developing skills that will be a benefit to the company. However, evidence indicate that if a coach is from outside the organisation, both the coach and coachee will have different mind-sets that stimulate a learning environment (Carter 2005). For TVET colleges it would be imperative to use both internal and external coaches for the benefit of the institutions that will provide a broader view and have a different view.

### **3.15 INTERNAL VS EXTERNAL COACHES**

Research indicates that coaching interventions differ significantly from coaching that delivers coaching for leadership and management. Previously, coaching was earmarked for executives or most senior levels within an organisation, but that is no longer the case as lower costs linked with internal coaching programmes have enabled coaching to be accessible to even more employees (Baldwin & Cherry, 2020). It has been gathered that the selection of a wrong coach is a hindrance to successful coaching in terms of competencies and attributes required for the manager's intervention (Carey, Philippon, & Cummings 2011). It is emphasised that for a fruitful coaching mediation, the relationship of the coachee and coach should be characterised by relationship, partnership, guarantee, trust, and privacy - the interpersonal qualities that possibly relate to the kind of coaching (Ely, et al., 2010).

There are contradicting findings concerning external and internal management development (Korotov, 2013), and limited care is provided to the possible outcome of the dissimilarities between the two types of coaches. There is an explicit call for human resource managers and other internal members of the organisation to use external coaches (Hall, Otazo, & Hollenbeck, 2006). On the other hand, managers are called to perform as coaches simplifying leadership and management coaching over the understanding of interior review response outcomes (Anna, Chesley, & Davis, 2001). Most organisations differ in implementing coaching as some prefer internal coaches whereas others believe external coaches are reliable and a better option. It is believed that external coaches have received extensive training and have much coaching experience.

Additionally, it is easy to match external coaches with specialist expertise to the coachee's requirements from a coaching experience, whereas, using managers as coaches is advantageous because they have an explicit comprehension of the coachee's background and requirements. In most cases, it makes it easier for them to align the coaching programme to organisational goals.

It has been highlighted those experienced coaches establish goals grounded on their individual experiences and later assessed the attainment of those objectives (Korotov 2013). This kind of experience has benefits as it encourages coaches to have buy-in,

considerable partakers of the need and rewards of the coaching process. The risk of internal coaching is that it turns out to be mentoring, whereby the coach ends up providing guidance and pragmatic advice. On the other hand, if external and internal coaching is combined, it becomes more active (Korotov, 2013).

Most managers and leaders who go through a coaching process prefer external coaches as they provide the needed psychological safety net for the respective manager. It assists the organisational members in avoiding the unease connected with knowing about the developmental pains the manager or leader is experiencing (Carey, Philippon, & Cummings 2011). Additionally, from one's experience, the fact that an internal coach is also an employee in the organisation it makes it uncomfortable for a coachee to open up and freely speak as he/she would with an external coach.

For the context of the study, both external and internal coaches are relevant as both will serve different purposes. Both coaches will add value to TVET colleges. However, any coach undertaking coaching services within TVET colleges in Johannesburg must be certified, skilled and experienced as it helps in carrying out a successful coaching process. Hence there are various competing priorities that could stall the coaching process if a coach does not have the necessary requirements.

### **3.16       COMPETING PRIORITIES OF VOCATIONAL EDUCATION COLLEGES**

When developing a theoretical framework of coaching managers in TVET colleges, it is imperative to determine the main concern and duties. The TVET managers' challenging urgencies and responsibilities have been categorised into six for this study. These categories are based on research findings (Collinson & Collinson, 2009 ). Most of the categories are relevant and common in the context of South Africa. It is worth mentioning that the seven competing priorities is not definitive; there may be other contending prime concerns in the TVET sector. The competing priorities consist of the following:

1.    Functioning through various areas
2.    Focusing on different demography
3.    Dealing with conflicting internal and external motivations

4. Complementing internal and external responsibilities
5. Encountering different functional stress
6. Encountering external forces
7. TVET colleges as higher education institutions. The seventh priority is based on the South African context.

The next section discusses the categories broadly.

### **3.16.1 Operation across different sectors**

In a South African context, the TVET colleges are considered as post-school education. The TVET leader is an educational leader who mainly focuses on academics. The TVET colleges are unique compared to other VET institutions internationally that function through areas rather than focusing on the only educational system, each with its necessities and difficulties.

Besides focusing on vocational college, the VET leader must be considerate of the firm, frequently contradictory forces apparent in the education space. It includes the effort for business growth and productivity, the necessity to establish creative learning for leadership in a society that is compelled by robust educational morals, and the necessity to achieve the goals restraints and capital necessities of the administration that emphasises controlling submission and risk-management tactics (Foley & Conola, 2003). Furthermore, there are several tasks that leadership in VET colleges are expected to do in a public sector VET college that is quite different from business operations or conventional commercial and other educational institutions (Gleeson & Knights, 2014).

A key factor that drives the increasing difficulty is the extensive variety of stakeholders that need more elasticity and diversity in the provision of the training at their colleges. One of the targeted groups for such demand is the employees anticipated to uphold industry currency and close connections with the possible employees. In most cases, the tensions that arise in such circumstances can thus be met all over the institution. Lecturers and assistant workers are progressively met by the interaction of contending precedence and strains to respond to the needs of the business and industry. These

strains cause change necessitating broad management and leadership abilities and experience and added general abilities such as planned thoughtful talents, how to enable business development and how to construct successful administration structures and strategies that enable development (Callan, Mitchell, Clayton, & Smith, 2007) to achieve the continuous difficulties of creativity and transformation. This is an indication that leadership and management play a crucial role in VET leadership. Most international community colleges are compound, multifaceted organisations, in performing diverse educational and training responsibilities (Nevarez, Wood, & Penrose, 2013).

### **3.16.2 Dealing with diverse demography of students**

Most VET colleges have diverse demographics of students within the institution, at various life phases, scholastic requirements and stages, and all various explanations for being registered there. The dominant difficulty is balancing these numerous tasks and operations to achieve the requirements of each person, the public, and the state.

The UK has a double programme, which is to train the employees by broadening admittance to schooling and improving abilities over employer appointment (Collinson & Collinson, 2009). Other difficulties are based on different teaching approaches that consist of e-learning and schedule to put up with flexible learning concerning period and location, together on and outside the site. Most of the organisations have to offer corrective education to students who are not prepared for the work given at the college level.

Therefore, all leaders must be receptive to these dynamic requirements, business requirements, and students' ambitions and confines (Eddy, 2010). These planned precedencies are called the multilateral task of the community colleges in the USA when referring to the three types of learning needs that these community colleges are predicted to achieve. What is expected from the colleges is, to offer schooling and training to students who have opted for a cheaper admission way to higher education. Students who desire to register in vocational programmes and have direct contact with employers enroll in a diversity of programmes that achieve a public requirement. Therefore, leaders from such colleges must maintain a delicate balancing act (Collinson & Collinson, 2009).

A significant portion of students from the UK are from underprivileged circumstances, and they function at the leading edge of poverty and deprivation as they enrol in FE colleges (Collinson & Collinson, 2009). In this regard, FE colleges in the UK are perceived as weak in the UK education system. This is similar to TVET colleges in South Africa, as they are mentioned as the 'Cinderella's' of the education system (Kraak, Young, jobless and desperate - will FET colleges fix our future? , 2012).

In the USA and FE colleges in the UK, South African TVET colleges provide different student population studies. TVET colleges provide a broad variety of education and training prospects to students who passed matriculation, offering them another possibility of finishing the last school leaving certification presenting to them bridging courses which enable them to have access to university education. These colleges offer training and retraining for students who work and provide contextual, aligned, and individually inspiring education potentials to residential societies (Team, 2011).

### **3.17 DEALING WITH CONFLICTING INTERNAL AND EXTERNAL MOTIVATIONS**

With an education in the centre of business in TVET colleges, this therefore should be the central focus in the institutions. Education leadership is concerned with knowledgeable activities that impact the endless enhancement of learning and teaching. The focus is on actions about learning and teaching since the connection between activities being taken to enhance learning and teaching is what educational leadership is all about. In the UK, there is a lot of burdens to enhance teaching, education, and administration in FE by apprehensions other than the natural surroundings of teaching and learning. Therefore, leadership tends to be abstracted from the central determination of their responsibilities, which is to deliver good quality teaching and to learn in FE. A similar occurrence is reflected in the TVET college situation.

Service morals in the VET sector continue robustly regardless of the move of a model of business management surrounding the institutions whereby tension takes place between internal and external motivations. The tensions have also been identified in the TAFE sector in Australia, the contending priorities that leadership has to encounter in VET colleges. This results in making choices between business strategy and

education, national policy and local reality, business and responsibility, managerialism, and competence, causing tension (Callan, Clayton, & Smith, 2007). A significant concern is with the development of a new group of management that can put together educational leadership abilities with both general organisational leadership abilities and influential business and commercial abilities.

### **3.17.1 Balancing Internal and External Roles**

The VET leaders are expected to balance clear internal and external responsibilities. They have to be present and become the image of the institution (Lambert, 2013). The principals play a crucial role in ensuring that the college is well presented to businesses and the local community. For instance, they often play a ceremonial role in handing out certificates and diplomas as they play the academic leader's role. Thus, this role should not be internal, but the principal as a leader should be a tactical philosopher, establishing the vision and mission of the institution in conjunction with the assistants and members of the board and guaranteeing that these developments are interpreted into planned strategies for the institutions.

A leader should be noticeable to employees and learners who do not see the leader as a curator of academic morals but as a business leader who has to protect the monetary value and feasibility of the institution (Lambert, 2013). Thus, the leader's responsibilities are continually complementing concerning crucial aspects of effective VET leadership (Lambert, 2013). All changes in the UK, FE, have not assisted learners or that managers have not done excellently or with honesty. However, Lambert (2013) admits that the leader's responsibility has changed from being a chief academic officer to the one that put together the academic role of being the 'chief executive of the multimillion-pound business.' The counterparts of TVET college leaders are notable.

### **3.17.2 Encountering different competing operational pressures**

In most cases, public higher education institutions encounter various challenges as they need to produce evidence of their effectiveness when the leaders are expected to enhance teaching and learning (Dempster, 2009). There is an augmented call for responsibility at various phases. These include the use of resources, human, physical, and financial. Most of the time, employers complain about the learners' limited

experience and employability that may involve problem-solving, critical thinking, and written communication (Gittens, 2008).

Leaders play a crucial role in updating the communal segment of organisations that have constantly displayed a resistance to change. Leaders have to respond quickly to change and achieve different tasks that are distinct to learning and are never easy and forthright. They have the feeling their power is diminishing while their responsibilities surge as they are anticipated to look for finances, manage monetary issues, and be accountable for the management of employees and maintaining physical assets. They are expected to be accessible, for their workers and societies. In most cases, leadership can control the facades of their responsibilities by working overtime during their spare time. It is challenging for them to manage with a cumulative ultimatum on centrally placed strategies, inventions, and operations, many are probabilities with education and for which they have not always been sufficiently skilled.

It is worth mentioning that leaders in educational institutions are always reactive since they have to stabilise the managerial features of their responsibilities with instructive facets. Many are feeling like they are leaders who are executing, at the request of others, and they feel they do not own the policies (Robertson, 2005). Most educational leaders affirm that they have to become experts in various areas that include financial and human resource management, public relations, collective bargaining, and politics, for which a minimal number of them have been trained or experienced. This, therefore, undermines the efforts of education (Lambert, 2013).

In the South African context, in TVET colleges when one is an educational leader, various pressures are involved, a leader must achieve government obligations, respond to most ultimatums, and is expected to explain although cost burdens generate battles with more liberal morals.

### **3.17.3 Encountering External Pressures**

Funding for TVET colleges in South Africa is complex and involves many dynamics at play that involve policy and are exposed to fiscal inspections, whereas, in the UK, FE colleges are firmly controlled and have to justify several oversight committees, inspection, and accreditation bodies. It is believed that FE colleges have become over-

regulated as their functions have become unnecessary and biased (Collinson & Collinson, 2009).

Some of the external pressures consist of nationwide inflicted finance approaches and surges in assessment and inspection needing professional executives who might know about money, excellence, and performance to guide the colleges to the new surroundings. Therefore, the role of leaders tends to be responsive to the competing requirements of education and the institution.

In the UK, leaders seem to be successful if they can control the balancing act (Collinson & Collinson, 2009). The leaders are then expected to be flexible while dealing with multiple tasks that are contradictory in which the college operates. Most of the TVET leaders in South Africa are frustrated and confused by the continuous changes they see in government education strategies. These leaders are also expected to observe government education policies instead of conniving and executing a planned vision for their institutions (Collinson & Collinson, 2009). This could be the origin of the issue in VET colleges.

Research indicates that formalised processes and an unnecessary inspection culture can cause unintentional and counter-productive results that could corrode effective leadership's possible replicating a recurring tightness between the external and internal. Based on a survey conducted in the USA, amongst community college presidents, the one theme identified is the political landscape of the institutions and leaders (Vargas, 2013). The identified subject saw all other subjects secondary to the manager becoming well-informed and skilful in politics. In most cases, these educational leaders usually have educational backgrounds with minimal experience and skills in other areas. Another theme that emerged that was deemed to be important is communication skills, especially with people (Vargas, 2013). Some of the communication skills include relational, intervention, negotiation, listening, inspiration, and public speaking.

### **3.18 TVET COLLEGE AS HIGHER EDUCATION INSTITUTIONS**

Recently, the South African FET colleges were changed to TVET colleges, where they are expected to operate alongside other academic institutions. The TVET colleges had to acquire knowledge on how to operate in the new environment occupied by

universities. At the university level, redistribution and the culture of collaboration and the work behind educational tasks necessitates a different kind of leadership to the private organisation (Kligyte & Barrie, 2014). It differentiates universities from TVET institutions even though they take the advanced education system. This provides further difficulties to TVET college leaders who have comingled at the same level as leadership from academics regardless of the variance in qualifications, experience, functioning conditional, and frames of reference.

The world is in a time of significant change, including the academic system, school, college, or university. The aim of higher education is continually being re-analysed to help the desires of the marketplace, with the focus dwindling on obtaining employment-related abilities. Leaders incline to understand the determination of their colleges as far as possible (O'Connor, Carvalho, & White, 2014). Leadership in institutions see the necessity for a change but are reluctant and not well fortified to bring about the change. In South Africa, change has a different version connected to the necessity to adapt and rearrange the previously separated educational system into a distinct and united, all-in-one education and training system with the focus on impartiality and compensation. Successful change takes place when the leadership is useful and of good quality.

Several strategic changes are facing educational leaders that focus on leadership development (Kezar, 2014). Leaders believe that change is a linear activity that involves developing an objective, expanding it into a vision, implementing it, assessing, and revising it. There is no procedure for focusing on change since the situations and surroundings are dissimilar. Consequently, expert development should be a lifetime procedure through different phases of a leader's career to renew, refresh, and redirect leadership practice. It is the responsibility of every leader to keep learning throughout their careers.

The cumulative essential for vocational education and training leadership development initiative has become prevalent globally (Gentry, Eckert, Munuamy, Stawiski, & Martin, 2014). In various countries, governments are putting into place policies that will ensure that leadership development becomes a priority in the education sector. The countries include Australia, New Zealand, and Britain

(Robertson, 2005). However, the situation in South Africa is different, as leadership development is not a priority in TVET colleges.

The development of managers and leaders is ideally a thoughtful and strategic action determined by planned organisational aims. In most cases, leadership training programmes in the sector are often disjointed and of limited duration with a substantial repetition, provided on an impromptu foundation and not being part of a lengthier planned developing objective or planned at a strategic level, nevertheless, the necessity has been acknowledged (Callan, Clayton, & Smith, 2007). As a result, these courses tend to be attended by people in leadership positions who are not busy, which may be an account of most leaders in the education sector. This also means that the courses do not affect changing attitudes and behaviours. On another note, it is suggested that leadership development takes place for an extended period with regular interactions (Buskey, 2014). Besides the fact that leadership development is critical in ineffective leadership, more experiential forms of training, which include coaching, mentoring, job shadowing, and endorsements, are viewed as more in effect.

Leadership development is an investment since it brings about positive change and innovation (Callan, Clayton, & Smith, 2007). Globally, it has been highlighted that most leaders in the education area are approaching retirement age, therefore how fruitful is it to have long-term courses for leaders who are about to go to pension. For leadership to be goal-oriented, there is a need for occupation tracks for leaders in the VET sector with particular education programmes intended at improving leaders at every stage. It is also important to constantly classify the needed abilities and skills needed by leaders in the VET sector for leadership development programmes to be constantly relevant.

As previously mentioned, the leadership crisis at VET colleges concerns a significant number of present leaders who are reaching retirement age by 2011 (Eddy, 2010). Eddy believes that a new skill established and life experiences different from those in the past are required to navigate the 21<sup>st</sup>-century challenges successfully. Therefore, retirement can be perceived as a prospect to appeal to a more different and representative set of leaders. This could also mean that educational institutions should not only focus on replacing the retiring leaders with old leaders but also consider age and gender. This could allow them to have leaders who can be in the education sector

for a long time and be able to pass the knowledge to the next generation of leaders. The new leaders from diverse population clusters consider the diversity of populations assisted by these institutions.

Research indicates that leadership development is a priority issue to complete a projected opening (Simon & Bonnici, 2011). Strategies are required to control the sequence predicament in the UK. Thus, leadership development has become a requirement in the VET sector, globally.

There is a need for pathways in leadership development. In most countries, including South Africa, there is an occupation pathway for leaders in the TVET or VET colleges (Eddy, 2010). In most cases, people take on leadership positions in various ways but mostly come from inside the communal institution teaching employees. It has become key to re-consider the career choice of community leadership development. The USA is doing it differently as it has leadership programmes for aspiring leaders (Eddy, 2010). However, it has been highlighted that some of the courses offer skills that are not satisfactory for leaders of difficult institutions. Future leaders are required to know how to make difficult decisions during tough times and have skills that would ensure that the institution meets its mandate.

There is a need to revisit the policies around leadership development in TVET colleges in Johannesburg. The policies should encourage the development of leaders and managers within the institutions focusing on transmitting knowledge, solving problems, and taking action. Coaching is one of the interventions that will allow managers in TVET colleges to have time to reflect and be self-aware to tackle the challenges they come across. The limited time allocated to leadership development in South African TVET Colleges is an indication that there is a lack of a theoretical framework that will serve as a guideline for TVET colleges as in when and how they should develop managers within their institutions, hence the development of the conceptual framework.

### **3.19 THE EXTENT TO WHICH COACHING IS CURRENTLY BEING UTILISED IN ORGANISATION TO MEET CHALLENGES**

#### **3.19.1 Global experience**

In the USA, a coaching programme was organised for senior staff working in colleges. These staff members were responsible for coaching new teachers and developing the teaching and learning skills of colleagues in their team. Evidence from the sample we have here is that there were very few colleges that use a coaching theoretical framework that is specifically for VET colleges in countries other than the United States of America, Australia, and the United Kingdom. Even though most of the VET managers indicated that they make a significant contribution to students, there is limited research on their work. As a result, it is challenging to frame evidence-based coaching of VET managers (Coates, Brown, Friedman, Noonan, & AMitchell, 2013).

Several challenges were highlighted that make it difficult for the success of the VET colleges. In the United States of America, college managers highlighted several challenges they encounter daily. They stated that there are a high number of retiring college managers while there is an insufficient number of managers in the pipeline (Sullivan & Palmer, 2014). In the USA, it was indicated that college managers are recruited from the institution's teaching staff (Eddy 2010). The same applies in the United Kingdom (UK), most college managers come from different ranks where they are exposed to leadership development programmes, such as coaching. Again, in the USA, leadership development programmes are available to aspirant leaders. Such leadership programmes empower future managers to know how to make tough decisions that will positively benefit the colleges. Additionally, leadership programmes, such as coaching, enabled college managers to understand change and grow into inspiring leaders who comprehend the difficulties of value educational development.

#### **3.19.2 African Experience**

In Kenya, an insurance company called Jubilee Insurance Company was under pressure to differentiate with increasing competition from competitors. Jubilee needed to differentiate itself from its competitors and find a way to equip its teams to respond to environmental changes effectively. In response to the above challenges, Jubilee designed a leadership programme for highly promising young leaders in a form of

coaching from external and professional coaches. During the coaching sessions, measures of enhancing business-related factors were identified. It was also noted that after the coaching session, leaders were able to guide their teams to come up with solutions to issues, empowering and preparing them to act.

In Nigeria, the implementation of the TVET curriculum in tertiary institutions encounters various challenges that have affected technical education programmes in various parts of the country. In Nigeria, technical and vocational education (TVE) is not afforded the attention it deserves. Some of the challenges highlighted include insufficient material resources for training, death of qualified TVET educators.

### **3.19.3 South African Experience**

In South Africa, a well-operating post-school vocational education system is a crucial lever for school leavers to ensure that inequality is minimised and to sustain the economic trajectory. With the increasing unemployment rate in South Africa, school leavers will go into a world affected with ambiguity and instability. Therefore, a useful (TVET) college system is a vital constituent of a deep-rooted, good value, a post-school education system that would encourage entrance to the labour market and increase output.

An international restaurant called Nando's was founded in Johannesburg designed a talent management programme that focused on leadership style to enhance delegation skills, grows responsibility, and increase the number of promoted managers within the business. The coaching approach enabled an expansion within the business as the company was able to open 20 more restaurants per year (Consultants, n.d.).

In South Africa, at the Nelson Mandela Metropolitan University in the Eastern Cape, several TVET leadership attended a short coaching programme. College managers have been encouraged to do graduate programmes that focus on coaching that will see most managers gaining coaching skills that will be applicable in their work environment in ensuring that the complex issues they encounter are addressed. Coaching skills will assist managers to realise the importance of being creative and transformative which includes risk-taking (Nevarez et al., 2013).

The issues encountered by TVET colleges' systems in South Africa are formidable (Badenhorst & Radile, 2018). Some of the concerns that hinder the success of TVET colleges include a lack of consistency leading to the disintegration of the system. Consequently, this causes detachment from learners, lectures, and, finally, potential companies (Field, Musset, & Galvarez-Alvan, 2014).

No literature indicates coaching is utilised in the context of the study to address challenges they encounter and there is no evidence of an available theoretical framework that is aligned to these TVET colleges. Hence, it is key to develop a theoretical framework for coaching managers in TVET colleges that will guide coaching practices in TVET colleges.

### **3.20 ASSISTANCE OF ACTION LEARNING THEORY IN DEVELOPING A COACHING FRAMEWORK FOR MANAGERS**

With the increase of emerging coaching as a means of development in business, there is a need for a solid theoretical framework to inform the practice development (Eggers & Clark, 2000). However, there might be risks of inadequate depth and severity in the coaching practice (Vaartjies, 2005). On the other hand, there is an existing opportunity to draw on a comprehensive conceptual framework.

Both coaching and action learning focus on change in dynamic, and largely unpredictable business settings. According to Grant (2001), coaching is a solution-based, result-oriented systematic process whereby the coach is facilitating the improvement and self-directed learning and personal growth of an individual receiving coaching. The principles indicated in this definition include the acknowledgment of the nature of adult learning which involves motivation for learning and extensive knowledge from prior experience and learning. Considering all the factors highlighted above, coaching seeks to accomplish an impact on individuals that may result in learning, behavioural change, and business results (Sherman, & Freas, 2004).

There are several benefits of coaching as it assists individuals to improve their lives, be aware of their surroundings and make rich contributions (Sherman & Freas, 2004). Coaching also takes place over time and intends to accomplish both tangible and intangible results. This, therefore, means that coaching is concerned with personal

growth such as qualities, experience, and skills which are very important for collaboration, developmental and client-centered relationship.

Integrating action learning with a conceptual coaching framework could be useful and action learning is a developmental process that provides support to task-oriented people to systematically implant the capacity and capability of continuous learning and enhancement. As Reevans (1982) argues that action learning supports managers to accomplish an action on real issues and learning in and through action. This, therefore, means that coaching that has a conceptual framework developed based on action learning will help individuals to be people of action learning from the action, and with the environment supporting them, managers will be able to assist others to resolve issues.

### **3.21 CHAPTER SUMMARY**

The chapter has reviewed previous studies on the emergence of coaching, distinction between coaching and other professional practices and architecture as well as coaching models and Programme structures for relevance. The literature further focusses on coaching in meeting future demands, effectiveness of coaching, overview of TVET colleges and an ideal coach for TVET colleges. The comprehensive literature reveals that coaching began in the form of apprenticeships for hundreds of years, the coaches were professional psychologists and organisational development professionals who focused on organisational development matters. Moreover, several literatures viewed on how coaching differs from other professional practices. The difference was visible between coaching and professional practices in terms of goals.

The literature has also been viewed on the programme structure whereby it revealed the importance of incorporating coaching programmes within business challenges. The literature indicate how it is relevant to the theory underlying this study, action learning whereby programmed intervention is not the main pointer of the end product but the interaction with the reality of a circumstance through inquiries. Additionally, the literature further reveals that coaching programme should be designed in a way that the coachee is supported from the beginning of the process to the end, offering a unified and integrated journey for the individual.

The literature also focuses on the competencies of coaching. Coach's competencies that were found to have affected the coaching process included the provision of feedback, establishing a good relationship with a coachee, building trust in the coaching relationship and being able to communicate effectively. However, they are factors that were identified to affect a coaching process of managers negatively. This included individual factors such as lack of trust, lack of facilitation skill and inability to create a good relationship with the coachee. These factors significantly affect the success of the coaching process.

Most organisations use coaching to improve performance and ensure that they remain competitive in the economy. The significant primary gaps relate to coaching conceptual framework in the education sector. Previous studies focused on conceptual framework for organisations and firms that were not aligned to TVET colleges.

The following chapter will outline a research methodology designed to address the issues highlighted by the review of literature in the development of a conceptual framework to contribute the in-depth understanding of coaching in TVET colleges. The next chapter describes the research methodology of the study.

## **CHAPTER 4: RESEARCH METHODOLOGY**

### **4.1 INTRODUCTION**

This chapter focuses on the research methodology of the study which covers the following sections: research overview, research paradigm, research approach, research design, population, sample and sampling techniques, data collection instruments, instruments development, data collection procedure, data analysis and chapter summary.

The research methodology is adopted to achieve the objectives of the study. The wider research objective was to develop a conceptual framework to enhance coaching for managers in technical and vocational education and training colleges in

A detailed review of the literature was conducted to assess the pros and cons of the various research tools. The main objective of the research was to develop a conceptual framework for coaching managers in TVET colleges in Johannesburg that would guide the practice of coaches providing coaching services. In South Africa, TVET colleges were introduced to empower youth with skills that were inadequate in the country.

This chapter, therefore, addresses the research methods that guided the collection and analysis of data in this study. After the review of research methodology literature, a consensus inquiry was adopted concerning the sampling of research participants, research design, research instruments, and the tools for analysing data. The research objectives and questions of the study formed the terms of reference of the study. The rest of the chapter focuses on the research approaches, philosophies, and strategies, details on the research instrument and sample as well as the limitations of the study.

### **4.2 RESEARCH OVERVIEW**

The first part of the research involved a thorough review of literature in action learning, coaching, TVET colleges. Based on the literature understanding, a conceptual framework for the delivery of coaching in TVET Colleges was proposed by the researcher. Research findings from interviews amplified the conceptual understanding

of the theory. These phases led to the creation of the development of a conceptual framework for coaching managers in TVET colleges. Thereafter, data was examined through internal records and questionnaires utilising the quantitative and qualitative method to assess if the conceptual theory was effective in the selected institutional setting. This was supported by the pragmatism worldview which will be elaborated further in this chapter.

### **4.3 RESEARCH PARADIGM**

It is in the process of investigating or reinvestigating a specified concept that diverse world perceptions come into consideration. The research philosophy adapted for a specific inquiry allows the processes, design, strategies, and methods to be determined in the study of a given construct (Lewis, Thornhill, & Saunders, 2009). There are differences between interpretivism and positivism. The interpretivism view is socially structured and focuses on human experiences (Mertens, 2005). It is mainly allied with the qualitative research method it can also integrate the quantitative research method.

This research supports the interpretivism paradigm as the all-embracing paradigm as its typical constituent to reflect the structure of interpretivism. Nevertheless, the discussion below justifies the pragmatism worldview which is more appropriate to address the research approach. There are four main research philosophies which include realism, positivism, interpretivism, and pragmatism (Bryman 2011). Reviewing the qualities of each philosophy independently and being conscious of the research results envisioned, the pragmatic philosophy was appropriate for the reasons below:

The pragmatism approach differs from other philosophical paradigms as it focuses on situations and results Creswell (2014). The approach emphasises the problem rather than the method. Hence, it provides the multiplicity of methods in attaining a satisfactory result. This allowed the researcher to have an opportunity to select the appropriate approaches to achieve the research result Creswell (2014). The problem of adopting one approach in a study can be improved by using multiple approaches. As a result, pragmatism is considered to have a comprehensive world perspective. This is realised in that pragmatism allows the use of multiple approaches for data collection and data analysis and interpretation Creswell (2009). As such, pragmatism

is employed in this study based on permitting the use of multiple approaches to realise the research objectives. This, therefore, means that pragmatism permits the use of both qualitative and quantitative research methodology to gather data, and make an inquiry into a complex phenomenon (Creswell, 2009).

Before the elaboration of the research philosophy employed for this study, it is crucial to explain the different philosophies available for social research.

#### **4.3.1 Positivism**

This philosophy is also called the objectivism research approach and is also relevant to natural science (Saunders et al., 2009). The generalisability of the noticeable quantifiable objects to offer precise knowledge is the comprehending of the researchers with the positivist epistemological view. The summary made by these researchers is that there is a difference between the object under study and the researcher (Bryman & Bell 2011). The ontological view of objectivism deliberates that there is an external reality between the researchers and the social phenomenon being studied (Bryman 2012). This may be demonstrated with an institution that has a culture typically placing itself with features that include belief and value system and actual objectives.

Social constructs are founded when comprehending reality and connections of researchers and there is no externality implicated (Bryman 2012). It is believed that the axiological beliefs of positivists, the research process has no value on separating the researcher from what is being investigated (Samuel, 2015). Positivist researchers employ the quantitative research method (Creswell, 2014).

The perception that everything can be measured is likely to be fluid as it missed an inexplicable phenomenon (Sekaran & Bougie, Research Methods of Business: Askill-building approach (ed), 2014). Based on this perception, positivism is not appropriate on its own to assist in developing a conceptual framework for coaching managers in public TVET colleges.

### **4.3.2 Interpretivism**

This phenomenology is based on two domains. These are symbolic and phenomenological interactionism (Saunders et al., 2009). The symbolic interaction is the constant understanding of the lived world (Boksberger & Melsen, 2011). This clarifies the reasons for researchers through their actions understand the world they live in. It has been observed that both interpretivism and positivism minimise the detachment between the researcher and the study. This points out that the researcher and behaviour being studied cannot be disjointed. Therefore, researchers who employ interpretivism in their study benefit from a detailed understanding of the phenomenon studied (Saunders *et al.*, (2009). Its originality was a response to positivism.

The nature of the method offers room for bias which makes it unsuitable for the research. It is worth mentioning that the benefit of interpretivism is to offer an opportunity to participants to express themselves without withholding themselves.

### **4.3.3 Realism**

This is the perception that objects that are existent individualistically of theories concerning them (Phillips, 1987). There are two features of positivism; an orientation that differs from the study unit; and the use of an unchanging data collection approach for both scientific and social research. This results in two types of realism: empirical realism and critical realism. Critical realism is the assessment of a social actor's view of the world. The human understanding of reality is done via collective training. This approach requires all actors to be involved in the learning process (Saunders et al., 2009). Hence, the approach is unsuitable for this study as it only focuses on management personnel in TVET colleges.

### **4.3.4 Pragmatism**

To realise the objective of the research, the pragmatism approach has been adopted for this study. The purpose of pragmatism seeks to clarify meaning and emphasizes results. It enquires the contrast between positivism and interpretivism by encouraging the merging of qualitative and quantitative approaches (Bryman 2012). The merging of the qualitative and quantitative research methods allows a researcher to generously

draw understandings from the mixed method minimising the degree of bias connected to the use of a single approach Creswell (2014).

#### **4.3.5 Rationale for Selecting Pragmatism**

When both the qualitative and quantitative research methods are used, they supported the pragmatic view, the assertion is supported by Creswell (2009). He further states that with pragmatism, the collection, analysis, and interpretation of data permits a researcher to adopt different views, assumptions, and methods for a comprehensive result to be achieved. The pragmatic approach is most reliable in management sciences (Morgan, 2007).

The adoption of pragmatism in this study is its flexibility to use multiple approaches in developing the conceptual framework for coaching managers in TVET colleges in Johannesburg. Creswell (2009) approves the use of pragmatism as an instrument that permits the production of satisfactory rewards. Pragmatists have an "anti representational perspective of knowledge" arguing that the purpose of research should no longer target to most precisely represent reality, to offer an "accurate account of how things are in themselves" but to be useful, to "aim at the utility for us" (Rorty, 1999).

A pragmatic approach guides the inquiry into the problem under investigation. Goles and Hirschheim, (1999) state, pragmatism does not take a rigid position concerning different methods. It rather adopts a pluralist attitude. In that sense, it also underlines the active role of the researcher in creating data and theories as the investigation evolves. Thus, using pragmatism as a research paradigm, the researcher was able to experiment with methodological triangulation during problem investigation.

For all-inclusive conceptual framework designs and implementation, this approach is valued to inaugurate the level of accomplishment of an initiative. The understanding of the participants' findings through the qualitative approach, in chapter 6, expresses this thinking.

#### 4.4 RESEARCH DESIGN

The study collected data using a mixed research method (see Figure 4.1). The research utilised a concurrent triangulation mixed research design. Under the concurrent triangulation design method, the numerical and non-numerical data approach combined the data collection and analysis (Cameron, 2005). Since data was collected at once, the non-numerical and the numerical data were sequentially analysed. The purpose of the design was to obtain different but complementary data on the research topic.

In addition, this design method brought together the differing strengths and non-overlapping weaknesses of the qualitative method with those of the quantitative approach. Under this research design, the researcher implemented the qualitative and quantitative methods during the same time and with equal weight. The data collection was conducted separately and the analysis of data, so that the researcher could have a better understanding of the research problem. The researcher merged the two data sets and brought together the different outcomes in the interpretation to facilitate the integration of the two data analysis into one overall interpretation. This is where the researcher related the qualitative results to the quantitative findings. The concurrent triangulation mixed method is schematically presented in Figure 3, adapted from (John Creswell et al., 2003).

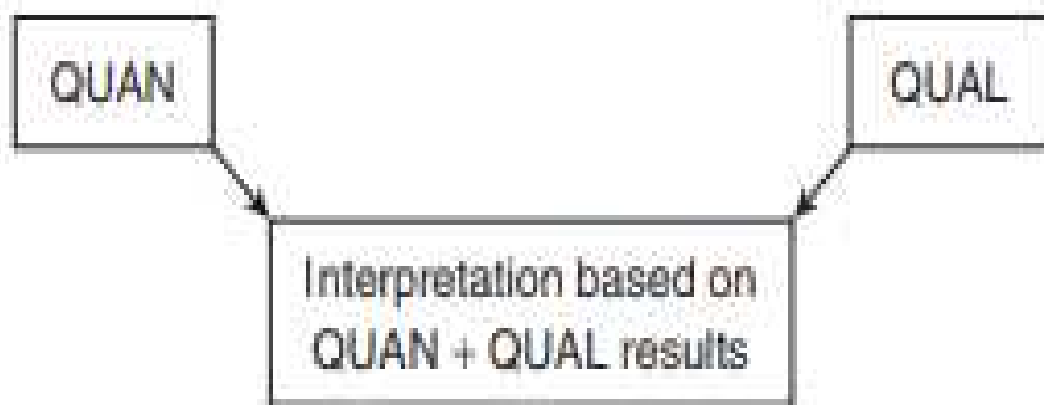


Figure 3: Concurrent Triangulation Mix Research Design

## **4.5 RESEARCH METHODOLOGY**

This section summarises the research methodology employed to conduct the research. It justifies the choice of a mixed research strategy in addressing the acknowledged research questions. The discussions are based on the research methodology as it irradiates the connection between applied research approaches and theory, as a way to assess the theory (Bryman 2004).

The study adopted a mixed research approach that enabled the researcher to have a clear comprehension of the data by integrating both qualitative and quantitative research to elaborate and develop the outcomes from other approaches (Creswell & Plano Clark, 2011). The mixed research enabled the researcher to have multiple worldviews to emerge (Bryman, 2015) whereby the research study employed a qualitative lead method. It further combines both inductive and deductive perspectives which improve validity (Creswell & Plano, 2011).

Both quantitative and qualitative data were gathered, and rigorous measures were used in data collection and analysis. According to Bryman (2015), the mixed research approach allows multiple worldviews to emerge. It is practical because people tend to address problems using both words and statistics. It further combines both inductive and deductive thinking which improves validity (Creswell & Plano Clark 2011). Both quantitative and qualitative approaches have pros and cons.

Qualitative research needs careful consideration from the beginning as it requires mental flexibility during data collection and analysis (Davies & Hughes, 2014). It comprises of various research approaches. However, these approaches have commonalities (Leedy & Ormrod 2010). The first common thing is that research tend to focus on phenomena that takes place in real world. Secondly, it captures the difficulties of the recognized phenomenon (Conyers, 2016). On the other end, the quantitative research mainly uses imagination persistence and discipline in the organising and planning phases of the research (Davies & Hughes, 2014). It uses numerical methods and causal explanations that mainly provides answers.

The late 1980s evidenced a clear shift towards the use of mixed research methods, and it proliferated amongst researchers as a way to enhance the authenticity of the research outcomes (Alasuutari, 2010). It has been inferred that selecting the suitable

research methodology is relying on the topic and the study questions that are required to be answered.

The acknowledgment of the configuration of the study topic and the pragmatism employed, a mixed research approach was most suitable to gratify the research objectives (Creswell 2009). The quantitative findings can form the basis for further qualitative (Kover, 2008). However, there is a contrast between qualitative and quantitative researchers as qualitative researchers excavate a hypothesis that can be validated through a quantitative assessment (Mansourian & Madden, 2007). From this debate, the research methodology adopted was used to analyse data for both approaches. The design employed for this study is the concurrent approach where data for both qualitative and quantitative were conducted at the same time, weighed the methods equally, analysed the two components independently, and interpreted the results together (Creswell and Plano Clark, 2011). The aim of the mixed research approach is to understand better the research problem by attaining various but complementary data for purpose of validation (Creswell and Plano Clark, 2011).

The rationale of this research method is relevant to the principles of coaching, supporting holism. The aim is to incorporate both approaches to better aid the direction of this research for accuracy to surface, from an all-inclusive process. According to Bryman (2015), mixed research methods research utilises multiple reasons for mixing research methods thus leading to the emergence of a new idea. The mixed research method is diverse and recompense for the flaws of qualitative and quantitative approaches (Venkantesh, Brown, & Bala, 2013).

#### **4.6 CONTRIBUTION TO KNOWLEDGE**

The purpose of the study is to produce new knowledge and contribute to a school of thought (Cassim, 2011). The TVET colleges in Johannesburg were identified as having no conceptual framework for coaching managers and the research intended to help TVET colleges in Johannesburg extricate this issue. This is going to benefit other public and private TVET colleges in South Africa, and academic field.

## **4.7 POPULATION**

A population is the total group of people from where information is needed (Wild & Diggins, 2013). The study population comprises of all personnel who hold management position in TVET colleges, Johannesburg. The total population of interest in this study was 95. This comprised of principals, deputy principals, head of departments, managers, and campus managers. The research population and sample comprised of two components which included qualitative and quantitative.

Participants for the study were recruited from five identified public TVET colleges in Johannesburg. The researcher purposely selected Johannesburg to administer both the questionnaire and interviews because of availability and closeness to the researcher. Thus, in three of the five colleges, the researcher had personal contacts with some participants and targets connections that assisted in gaining access to all of them. A perfect research setting is the one where the researcher has easy access, and is capable of establishing relationship with informants (Taylor & Bogdan, 1998).

Furthermore, TVET Colleges in Johannesburg are comparatively better and exposed to more opportunities of development initiatives such as coaching. Institutional contact was initiated as part of the study participants' recruitment process. Contact with the targeted participants was initiated at an institutional level through the college principal as personal access to these institutions was restricted due to COVID-19 regulations. The principals with the help of their personal assistants acted as the facilitator in initiating communications with the targeted participants. The participants for both quantitative and qualitative data collections were recruited based on their knowledge, skills, experience, and insights concerning coaching in TVET colleges. The study population was separated into two elements which is qualitative and quantitative.

### **4.7.1 Qualitative Research Sample**

Purposive sampling was adopted for the qualitative aspect of the research. The aim was to sample participants in such a way that those selected are appropriate to the research questions (Sekaran & Bugie 2014). The study employed purposive sampling which is useful in collecting “specialised informed inputs” on the area researched (Sekaran & Bugie,2014). The envisaged sample population at the beginning of the research was 10 but there were 6 actual interviews. The interviewees included

principals and deputy principals from TVET Colleges, Johannesburg who were purposefully selected for virtual interviews. This is in line with Creswell (2014) assertion that purposive sampling takes place when the researcher deliberately chooses a group to study because it meets the requirement of the study. In this case, the principals and deputy principals were selected because they have vast experience working with coaches in their institutions. In addition, purposive sampling is also founded on the researcher's knowledge of the population and objectives of the study. The choice of participation solely depended on the willingness of the principals and deputy principals to participate. The data drawn through qualitative interviews were from five TVET Colleges in Johannesburg. However, in this study only 6 participants participated which represented 60% of the target population. Therefore, there was no assurance that a sample would be an outcome of unbiased representation in qualitative studies. Researchers believe that in qualitative studies, a minimum of 5 to 25 participants should be used (Creswell, 2012; Morse, 1994).

In this research, non-probability sample participants were principals and deputy principals. The interviews assisted the researcher to have gained the richness and complexity of the data as it was critical.

The non-probability sampling involved convenience sampling, judgemental sampling, purposive sampling, quota sampling, and snowball sampling. Table 2: Non-probability Methods describes the non-sampling methods.

Table 2: Non-probability Methods

Non-probability	Description
Convenience sampling	Sample members selection criteria are based on availability
Judgemental sampling	The researcher's suitability judges potential sample members for the study
Purposive sampling	The selection of sample members is based on a particular purpose in mind
Quota sampling	Selected based on criteria thought to be prevalent in the population
Snowball sampling	Sample members selected are recommended by others with the desired properties

In qualitative studies, the depth of richness and complexity of the data was critical, as no formula provided the correct sample size (Bryman, 2012). Based on Table 1, this study adopted a purposive sampling technique. Its main objective was to sample participants strategically so that participants are sampled based on the relevance to the research question (O'gorman & Macintosh, 2015). The purposive sampling method does not require the researcher to generalise the sample, but the researcher sampled the participants with a particular goal in mind. For instance, in this research, the main reason for selecting principals and deputy principals for qualitative data was that they have vast knowledge and experience working with leadership and development programmes within their institutions, and they have first-hand experience with coaches and coachees. The goal was to explain in more detail and supplement the quantitative results (Creswell, 2014).

Another non-probability sampling utilised in this research is quota sampling. This is a non-random sampling population based on the relative proportion of the people or places in different categories. The main aim was to produce a sample that reflects a population in terms of people in different categories. This ensures that all the TVET Colleges located in Johannesburg were well represented. Table 3 represents a quota sample for TVET Colleges located within Johannesburg. The TVET Colleges were labelled College 1, College 2, College 3, College 4 and College 5.

Table 3: Summary of TVET Colleges' participants

TVET College	Total
College 1	2
College 2	1
College 3	1
College 4	1
College 5	1
Total	6

The researcher managed to have 1 participant from each TVET College except for College 1, there were two participants as presented in Table 3. Nevertheless, all the TVET Colleges were well represented.

#### 4.7.2 Quantitative Research sample

The principle of sampling in quantitative studies is that the larger the sample size the better. In most instances, the samples that are less than 100 are considered unlikely to represent the entire population (Powell & Hall, 2002). However, an unnecessarily large sample may be time-consuming and expensive. Whether it is a qualitative or quantitative study, there is no assurance that a sample would have an unbiased representation, except for the assumption that the findings would be replicated and it is not validated enough (Hafner 1998).

Based on the facts above, the study adopted a census inquiry with the desire to consider all managers in TVET Colleges, Johannesburg a chance to participate in the quantitative research study. The fact that the number of managers in TVET Colleges is not very large, a census of the total population was used for the questionnaire. This ensured that the representative nature of the population and objectives was achieved. For quantitative data collection, the study selected all the 85 managers available for this study using a census inquiry, where all members of the population were studied (Bryman, 2012). This ensured that any potential bias occurring through the sampling technique was eliminated. The 85 managers comprised all personnel in the five TVET

Colleges who hold management positions. This included managers from finance, information technology, human resource, academics, and campus managers.

Table 4 indicates the number of managers who participated per institution:

*Table 4: Participants for the quantitative aspect of the research study*

<b>Name of TVET colleges</b>	<b>Total number of Head of Departments</b>	<b>Total number of managers</b>
Central Johannesburg TVET College	11	7
Ekurhuleni East TVET College	10	7
Ekurhuleni West TVET College	10	7
Western TVET College	10	6
South West Gauteng TVET College	10	7
Total	51	34

## **4.8 DATA COLLECTION**

Data collection is the process of collecting data for a specific research study. This research study used primary data which includes qualitative and quantitative and secondary data.

### **4.8.1 Data Collection for Qualitative Research Component**

The primary data was gathered through interviews with managers' from TVET colleges in Johannesburg. There are various qualitative data collection available which include on-depth interviews, focus groups, documents, archives, observation and historical research (Cassim, 2011).

The research study adopted interview data collection method. An interview guide was developed to guide the interview. The main purpose of the qualitative interview guide was to comprehend the interpretation of a particular phenomenon via the understanding that it offers to the participants (Kvale, 1996) and obtain detailed information on the qualitative results. The interview questions were semi-structured to establish a conversational partnership between the researcher and the participant.

They provided the researcher with the prospect to follow-up and probe for more information from the respondent. These also allowed the researcher to acquire additional information that could not be easily disclosed from a questionnaire and get more clarity, feelings, thoughts, and rationale on the research topic. The semi-structured interviews had a formal interview guideline that was modified appropriately during the interview. The interview guide assisted in increasing reliability and enhanced the validity (Rubin & Rubin, 1995). With the interview guideline, the interviewer had the freedom to add, edit and change questions moving with the flow of the interview. It was separated into various segments with relevant questions provided in each section as shown in Table 5.

Table 5: Structure of the interview guide

Section	Variable
<b>Section A:</b> Demographic information	<ul style="list-style-type: none"> <li>• What is your age, gender, highest qualification, educational background</li> </ul>
<b>Section B:</b> The extent coaching being utilised to meet challenges and future demands	<ul style="list-style-type: none"> <li>• How often do/did you have coaching sessions?</li> <li>• What programmes of coaching are followed?</li> </ul>
<b>Section C:</b> The coaching competencies needed by coaches within TVET Colleges	<ul style="list-style-type: none"> <li>• What aspects of coaching influence managers' development?</li> <li>• What criteria would/do you use to select the coach if they decide to hire someone from outside/inside the institution?</li> <li>• Tell me about coaching in your institution – what works /what did not work?</li> </ul>
<b>Section D:</b> The actual coaching practices for managers within TVET Colleges	<ul style="list-style-type: none"> <li>• What comes to your mind if you hear the word coach in the workplace?</li> <li>• Have you had an opportunity to use a coach in this institution?</li> <li>• Suggest the best possible way it could have been delivered</li> <li>• What programmes of coaching are followed?</li> </ul>
<b>Section E:</b> The factors that affect managers' coaching within TVET Colleges	<ul style="list-style-type: none"> <li>• How useful was coaching?</li> <li>• What aspects of coaching influence managers' development?</li> <li>• How does coaching benefit a manager's development?</li> </ul>
Section F: Assistance of action learning theory in developing a coaching framework	<ul style="list-style-type: none"> <li>• What coaching challenges do managers encounter in the institution?</li> <li>• How have you solved those challenges?</li> </ul>

#### 4.8.2 Data Collection for Quantitative Research Component

It is imperative to employ a data collection tool that fits the research study aim and objectives (Nardi, 2013). In quantitative research, data can be collected through field work using surveys, experiments and content analysis (Hair, Wolfinbarger, Money, Samouel, & Page, 2015).

The study utilised a questionnaire to collect quantitative data with closed questions. A link to the questionnaire was sent to the TVET Colleges' principals and principals' personal assistants to circulate it to the respondents who agreed to participate in the study. The researcher could not hand-deliver it to the institutions due to COVID-19 regulations. The respondents were representatives from TVET Colleges in Johannesburg who were the target population. Survey research offers a quantitative or numerical description of the opinions or attitudes of the population (Creswell & Creswell 2018). The data collected using the questionnaires were from managers, campus managers, and head of departments (HODs) from TVET Colleges in Johannesburg. The questionnaire established the basic coaching practices for managers in TVET Colleges.

The questionnaire also identified the factors that affect managers' coaching in TVET Colleges. Again, the survey explored the coaching competencies required by managers in TVET Colleges, Johannesburg. Furthermore, the questionnaire survey was also used to examine the current conceptual framework of coaching that is being utilised to meet the challenges and future demands of TVET colleges. Finally, the survey enabled the researcher to propose a coaching conceptual framework that could be used for coaching managers in TVET Colleges, Johannesburg.

For the questions, the structuring was deliberate to ensure standardisation in participants' responses. The scale of measurement categorised responses using a Four-point Likert scale and numerical rating scale as displayed below:

Strongly disagree	Disagree	Agree	Strongly agree
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For the questions that examined the current conceptual framework of coaching that is being utilised to meet the challenges and future demands of TVET colleges, Johannesburg a numerical rating was used as shown below:

Nothing	Little	Moderate	Great
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The advantage of using a Likert scale has been deliberated as easy to develop and understand (Hartley, 2014). On the other hand, the numerical rating scale offered the data with interval properties beyond ordinal properties. Both the Likert scales and numerical rating scale used closed-ended statements. This limited the amount of information elicited from respondents, and also permitted additional comments. The research adopted an interview method for collecting qualitative data which enabled respondents to provide deeper insights about the researched study. The questionnaire was appropriate for the survey because data was not directly observable to the researcher since it did not question attitudes, feelings, and motivations (Thaimuta & Moronge, 2014 ).

The questionnaire data collection instrument was a survey questionnaire with closed-ended questions, and it was structured as follows:

**Section A:** The first part of the question focused on biographical data. This addressed the area of studies such as gender, age, highest qualification, and educational background.

**Section B:** The numerical rating had the rating scale of *nothing* (1) *little* (2) *moderate* (3) *great* (4). The questionnaire survey was intended to answer the research question on the extent coaching is being utilised to meet the challenges and future demands of TVET Colleges. The extent of coaching being used by TVET Colleges was measured using a numerical rating scale from no coaching followed by little coaching, then moderate coaching, and finally great coaching.

**Section C** comprised of a ranking scale of *strongly disagree* (1) *disagree* (2) *agree* (3) *strongly* (4). The Likert scale measured four objectives and the numerical rating scale focused on one research objective. Section C had questions based on the coaching competencies, coaching practices for managers, factors affecting managers' coaching, and the assistance of action learning theory in developing a coaching framework.

**Section D** of the questionnaire comprised of additional comments. The purpose was to get the views that were not included in the questions about coaching.

Table 6 represents each question from the questionnaire, and the corresponding research question it was seeking to address is presented:

*Table 6: Structure of a questionnaire*

Section	Variable
<b>Section A:</b> Demographic information	What is your age, gender, highest qualification, and educational background
<b>Section B:</b> What extent is coaching being utilised to meet the challenges and future demands of TVET colleges in Johannesburg?	<ul style="list-style-type: none"> <li>• The institution provides you with a coach on a regular basis</li> <li>• You are free to decide how many coaching sessions you want to do.</li> <li>• The institution always and clearly explains the purpose of coaching.</li> <li>• Coaching helps to meet the current challenges of the institution.</li> <li>• Coaching is helpful in meeting the future demands of the institution.</li> <li>• The coaching initiative is the best idea that institutions need to adapt to look beyond profit motive and also contribute to meet the challenges and future demands of the institution.</li> </ul>
<b>Section C:</b> What are the coaching competencies needed by coaches within technical and vocational education and training (TVET) colleges in general?	<ul style="list-style-type: none"> <li>• The coach comprehends that people are a mixture of mind, body, and spirit and perform best when all aspects of their being are considered, engaged, and valued</li> <li>• The coaching process directs performance towards the desired outcome</li> </ul>
What are the actual coaching practices for managers within technical and vocational education and training (TVET) colleges in Johannesburg?	<ul style="list-style-type: none"> <li>• The coaching process provides a new framing to improve a manager's performance</li> <li>• Coaching allows one to be resilient during difficult situations</li> <li>• The coaching techniques facilitate maximum learning</li> <li>• The coaching process takes into account the organizational needs and issues that mutually influence the performance of the institution</li> </ul>

<p>What are the factors that affect managers' coaching within technical and vocational education and training (TVET) colleges in Johannesburg?</p>	<ul style="list-style-type: none"> <li>• Managers are allowed to use the institution's time to attend a coaching session</li> <li>• The coaching process revives the knowledge, awareness, and understanding of the organisational culture</li> <li>• The coaching process influences performance irrespective of cultural similarities and differences</li> </ul>
<p>How does the action learning theory assist in developing a coaching framework for managers at TVET colleges in Johannesburg?</p>	<ul style="list-style-type: none"> <li>• The coaching engagement strengthens and inspires further impact in job performance</li> <li>• The coaching process enables one to assess the work with specific goals and developmental plans towards improving current behaviour to the desired state</li> <li>• The institution, irrespective of the availability of resources, has a responsibility to invest in coaching</li> <li>• The institution stands to benefit from investing in coaching</li> </ul>
<p><b>Section D:</b> General comments on the contribution of coaching to the institution</p>	<ul style="list-style-type: none"> <li>• Coaching should be viewed as a mentoring tool</li> <li>• Coaching contributes towards change management</li> <li>• Coaching enhances performance and consistency</li> <li>• Coaching should be an integral part of performance management</li> <li>• Coaching should be accessible to all in the institution</li> <li>• Coaching should be held regularly and formalise</li> <li>• Involving all stakeholders in decision-making for coaching</li> </ul>

## 4.9 INSTRUMENTS DEVELOPMENT

The study used both a questionnaire survey and interview research questions as the main instruments.

### 4.9.1 Trustworthiness - interview guide

Qualitative research studies consider validity and reliability as the effort of the researcher (Abdul, Gururajan, & Subrata, 2018). Both qualitative and quantitative research methods need creditability, reliability, conformability, and transferability.

#### **4.9.1.1 Credibility**

According to Creswell and Creswell (2018) credibility in qualitative research is dependent on the researcher as the researcher is the instrument. The researcher is reliant on the information received from respondents. The open-ended assisted the researcher to follow a transparent process of engaging principals and deputy principals in TVET Colleges. However, information becomes subjective as the researcher has to note down the responses during the interview. Since the principals and deputy principals have first-hand experience with coaching in TVET Colleges, the responses are credible and trustworthy.

#### **4.9.1.2 Transferability**

Transferability focuses on qualitative research illuminating the contextual uniqueness of the object of inquiry (Connelly, 2016). The transferability in the study was achieved in the description of the perceptions of principals and deputy principals concerning coaching in TVET Colleges in Johannesburg.

#### **4.9.1.3 Dependability**

According to Guba (1981) dependability is the stability of data. The dependability in the study was done by giving a detailed outline of the concurrent triangulation research design and data generation.

#### **4.9.1.4 Conformability**

Conformability is like objectivity of the data (Guba, 1981). It was accomplished through triangulation in data collection methods and data sources.

#### **4.9.2 Reliability, Validity and Suitability of the Questionnaire**

Validity refers to how the research findings correspond with reality and the degree to which they can be functional to other situations (Bryman 2012).

To address the requirements of validity, the designation of the questionnaire deliberately defined the link between components and generalisation and sought advice from experts in the field. Hence, the study focused on the specific number of managers as planned. Criterion validity was employed with experts and people who worked in a similar environment in KwaZulu Natal Province. In validating the

questionnaire, content validity was undertaken to check that the questions asked and the data received would adequately address the research objectives

Reliability measures the degree to which similar outcomes appear at various points of testing. It permits repeatability to reduce errors (Bryman, 2015). In this study, 4 TVET college managers were assessed to establish consistency in the study outcomes. Computerised data analysis, NVivo was used as a way to improve reliability. Triangulation of data helped in ensuring the consistency and comprehensiveness of the study.

The questionnaire was also tested for suitability. According to Bryman (2012) instruments should be tested for suitability prior to conducting data collection process. The researcher took the questionnaire to a similar group of private colleges that were not part of the study. It is one of the most widely used instruments for collecting data in various research. The questionnaire with a Likert scale of 1-4 established the validity scores attained from the previous use of the instrument (Creswell and Creswell 2018). The instrument was utilised to increase the researcher's validity in terms of making a meaningful inference from the scores. The study adopted construct validity since its items measured the concept of the practice of coaching as a measure of frequency tool for TVET Colleges. Construct validity is the overriding objective and focus on the appropriateness of the scores and real significance when they are practically used.

#### **4.10 DATA COLLECTION PROCEDURES**

The procedure for data collection in this study was both qualitative and quantitative research. The data was collected concurrently since they employed the concurrent triangulation mixed method.

##### **4.10.1 Qualitative Data Collection Procedure**

The recent pandemic of COVID-19 has completely changed the traditional way of data collection techniques as it is no longer safe to conduct interviews directly to avoid the spread of the pandemic and to adhere to COVID-19 guidelines. This has resulted in resorting to technological measures to conduct interviews. In this regard, the researcher conducted interviews through electronic modes such as WhatsApp video calls, Microsoft and Zoom. This was dependent on the interviewee's preference.

In a case where clarity was required, follow-up emails were sent to the respective respondents and telephone calls were made. In some instances, participants preferred Microsoft Teams video calls. The open-ended questions were carefully developed and posed to all interviewees. In consideration of diversity amongst the respondents, the aim was to offer and permit respondents to answer based on their knowledge and experience.

#### **4.10.2 Quantitative Data Collection Procedure**

The questionnaire was administered using online and electronic methods. Interviews were conducted virtually through Microsoft Teams and WhatsApp videos.

The online and virtual methods were the fastest and cheaper ways of collecting research data. It provided the respondents' highest level of convenience because they answered the questionnaire according to their own pace, chosen time, and preferences. The online and virtual data collection methods ensured that the COVID-19 regulations are adhered to as the researcher only communicated with the participants virtually, with no direct contact. A link to the questionnaire accompanied by an introductory letter that comprises of an invitation to participate in the research, title and purpose of the research, participant's contribution to the study, assurance of confidentiality, voluntary disposition of the questionnaire, and contact details of relevant parties were sent to the principals of the five TVET colleges. The respondents were requested to complete the questionnaire immediately after delivery.

#### **4.11 DATA ANALYSIS**

The findings of both qualitative and quantitative data were analysed.

##### **4.11.1 Qualitative Data Generated by the Interview**

Qualitative data was analysed using a thematic analysis. Thematic analysis is a popular method for analysis data in many discipline and fields and can be applied in a lot of different ways to various datasets to address different research questions (Braun & Clarke, 2019). Responses collected from interviews were summarised based on each question.

The qualitative data collection was organised and analysed according to themes and categories. A process used in transcribing interviews, scanning materials, and arranging data into different types (Creswell, 2014). The process involved identifying the main themes, assigning codes to main themes, categorise responses under main themes and integrating themes into a report (Hennik, Hutter & Bailey, 2011). This process is aligned to (Kruger and Casey, 2000) stages which includes examining, categorising and tabulating the evidence to address the initial goal of the study.

#### **4.11.2 Quantitative Data Collected using Questionnaire**

The Statistical Package for Social Sciences (SPSS) version 25 was used to analyse data collected using the questionnaire survey. Quantitative data in the concurrent triangulation mixed method was analysed at the same time as qualitative data analysis. The SPSS was used to analyse the data collected from closed-ended questions. This software package was used because it offered the researcher the most comprehensive solution for reporting, modelling, and analysis of data (Powell & Silipigni, 2004). It also offered different data formats and programmes that make it easy to edit and transfer data from one programme to another. It is also user-friendly and easily accessible to the user. Descriptive statistics were used to analyse the quantitative data. The data was put in spreadsheets and statistical graphics for visual presentation of the results.

##### **4.11.2.1 A Likert Rating Scale**

In this study, quantitative data collection and analysis employed descriptive statistics. Descriptive statistics is an approach that is utilised to summarise numerical data (Wilson, 2010). It is well comprehended by researchers who consider the statistical approach in its usefulness for demographic data as it allows the different occurrences to be considered using percentages (Sekeran & Bougie 2011). This statistics approach provides an outline to a reader and the data that is tabulated for purposes of clarity (Wilson 2010). This research has used descriptive statistics as indicated above. The demographic profile of participants in section A of the questionnaire has been captured using descriptive statistics.

Likert (1932) developed an approach for measuring attitudinal scales, and the first Likert scale utilised a sequence of questions with five response alternatives. This

included strongly agree, agree, neutral, disagreed, and strongly disagreed (Boone & Boone, 2012). In this research the data was merged from the sequence to establish an attitudinal measurement scale, and the data analysis combined scores from participants' responses. According to Clason and Dormody (1994), the non-analysis of individual data inspired to consider an alternative Likert called Likert Type Analysis for individual analysis of questions (Boone & Boone 2012). In this research, the Likert Type Analysed individual data because all the research questions could not be combined to analyse the responses. The participants' responses in the questionnaire survey were analysed using Likert Scale data.

It is necessary to use a Likert-type data in research to clarify concerning the utilisation of midpoints. However, midpoints on the Likert scale are the effects of the midpoints on the reliability and validity of measurements (Subedi, 2016). Most researchers believe that the use of midpoints on the Likert scale may affect research reliability and validity, other researchers disagree. Opponents of the midpoint perception argue that the midpoints cannot increase the reliability of measurement (Tasang, 2012). Therefore, midpoints are not important to benefit the internal consistency of measurements. This study adopted a Likert scale that does not have a midpoint as (Johns, 2005) suggests that midpoints weaken the validity.

#### **4.15.2.2 Measurement Scale**

The measurement scale is an important aspect of data collection, analysis, and presentation. The measurement scale is the allocation of symbols to the characteristics of a variable (Chavan & Kulkarni, 2017). They further provide clarity that measurement is not measuring an object but the characteristics. If TVET Colleges examine the current conceptual framework of coaching that is utilised to meet challenges and future demands in the TVET colleges, a four-point Likert item statement is utilised for the same intent where one show strongly disagrees and five strongly agree. In this instance, measurement allocates each number to a participant, on the other hand scaling positions each participant in a continuum about fulfilment. According to (Boone & Boone 2012) there four scales of measurement. They include nominal, ordinal, interval, and ratio scales (Mishra, Pandey, Singh, & Gupta, 2018).

#### **4.15.2.3 Nominal Scale**

This is the simplest data that has two or more classifications. There is natural ordering in this classification. The information that respondents need to complete is gender, location classification of TVET College, and level of education.

#### **4.15.2.4 Ordinal scale**

The ordinal scales classify objects based on their degree in an ordered relationship. In an ordinal scale, there is visible evidence when rating responses which include agreement (strongly agree, agree, disagree strongly agree) quality (very good, good, fair, weak, inferior) (Boone & Boone, 2012). This study used two of the four points in the Ordinal Scale. This includes strongly disagree (1), disagree (2), agree (3), and agree (4). The research question that examined the current coaching conceptual framework of coaching used in TVET colleges is different from the four of the research questions as the four points scale differs with the scale that included nothing (1), little (2), moderate (3) and great (4). To assess the participants' rating in each question, the ranking of responses is incremental from strongly disagree to agree and nothing to great. The responses offered to this study were mutually inclusive of respondents' perception. The questionnaire used an Ordinal Scale to get managers' responses towards the coaching practices, coaching competencies and factors that affect managers' coaching in TVET Colleges in Johannesburg.

#### **4.15.2.5 Ratio Scale**

There are similarities between the ratio scale and interval scale as both utilise numbers to show the order and expose the distance between points in the scale. However, they only differ as a ratio scale has a zero (Boone & Boone, 2012). The research utilised the ratio scale on the demographic information such as age and work experience.

#### **4.15.2.6 Numerical Rating**

The numerical data is also called quantitative due to its nature. Data analysis of the quantitative data can be analysed by using a wide range of statistical approaches which includes tables, charts, and graphs. The researcher presented the study's data using a table. The way the data is interpreted plays a key role in the way the data is analysed and, in the table, format chosen to present the data for better understanding.

The numerical approach in this study provided more universal means and criteria for assessing key points and making generalised conclusions based on evidence of numerical measures such as mean, median, and mode.

#### **4.15.2.7 *Analysing Likert Data Responses***

The Likert data is analysed based on the interval level (Boone & Boone, 2012). The items are produced by putting together the score from the four Likert scale. This means the combined score for Likert scales is analysed using the interval scale. The descriptive statistics for interval scale are the mean for central tendency and standard deviations for variability. Furthermore, numerical data approaches appropriate to interval scale items include ANOVA, t-test, and regression procedures (Creswell & Creswell 2018).

#### **4.15.2.8 *Parametric versus Non-Parametric Hypothesis Tests***

In order to use parametric tests, there has to be a particular identified population from a sample (Mishra, Pandey, Singh, & Gupta, 2018). The parametric tests are helpful when samples for measured data are at a ratio of interval scales. Parametric tests were adopted for this study as the study utilised the ratio or interval scales. The study adopted parametric statistics to assume that the sample distribution was normally distributed and has the same mean and standard deviation. Whilst in non-parameters hypothesis, it is helpful when samples are taken from unknown distribution and the measured data is at a nominal or ordinal scale (Chavan & Kulkarni, 2017). The non-parametric tests utilises the following: Spearman's Rank Correlation Test, Chi-Square test, One-sample Wilcoxon Signed-Rank, and One-Sample Wilcoxon Signed-Rank Test.

#### **4.15.2.9 *Descriptive Statistics Used***

The descriptive statistics used for this study were means and frequencies. The means were used together with the standard deviation whereas the frequencies were used together with the percentages. The frequency and percentages were used for the demographic characteristics and background information and the examination of the current conceptual framework of coaching used to meet the challenges in the TVET colleges. On the other hand, the means and standard deviations were used to analyse the coaching competencies, factors that affect coaching managers, coaching

practices, and the proposal of a coaching conceptual framework that could be used for coaching managers in TVET colleges, Johannesburg.

#### **4.12 ETHICAL CONSIDERATIONS**

It is the responsibility of the researcher to conduct research based on appropriate ethical codes and guidelines Comstock (2013). Leedy and Ormond (2010) also highlighted that a researcher must pay attention to ethical implications of what they are to do whenever individuals or other creatures with the potential to reason, touch and experience physical or psychological distress are the focus of an investigation. The following attributes guided the ethical standards this study adopted:

An introductory letter was submitted for proper coverage of the research intentions, requesting voluntary participation. The requirements for ethical clearance of the research ethics committee at the University of KwaZulu Natal were met prior to the commencement of this research to adhere to the governance processes. A written permission for the research was attained from all participants who took part in the questionnaires. The data collection considered any procedure of ethical matters concerning the mixed research methods. The researcher conducted the data collection process in an ethical and professional manner. The collected data is kept at the University of KwaZulu Natal for 5 years. In terms of confidentiality, anonymity was maintained to all participants in this research.

***Informed consent*** – for the success of the data collection, the research attained the required consent from participants of the study. The nature, purpose, and possible contributions of the study were clarified to the participants and were offered an option to participate or decline before provided with the questionnaires. Ethical measures were taken, and these included obtaining permission from each college principal and campus manager who participated in the research. Informed consent to participate in the study was obtained by signing a consent form from all the prospective participants that included management staff after they were informed about the purpose of the study, procedures were followed, risks, benefits as well as measures implemented to ensure confidentiality (Creswell, 2012).

***Protection from harm*** – the study did not intend to expose participants physically, emotionally, or psychologically to any harm. Respondents for the interview were

informed in writing and verbally that all their responses will not be shared with a third party. They were also asked whether interviews were to be recorded and were given an assurance that the transcriptions would be anonymous. No first names were mentioned, neither the colleges where they were employed, nor the provinces in which the colleges were located. Participants were given a guarantee that any information utilized will not reveal their identities. The extracts, which were attained from the interview participants, were dealt with in a way that protects the people's identity. In the transcripts, respondents were labeled as 'Respondents 1 to 12'. Any sensitive information that identified individuals was blotted from the transcriptions and discarded.

**Honesty** - the research is reported in a complete and honest manner and no misinterpretations are made. The outcomes are a true reflection of the responses given by the participants. The guidelines of the University of KwaZulu Natal (UKZN) research ethical committee were firmly observed. The research ethical application was sent and approved. Gatekeeper's letters were received from TVET colleges and were attached to the research ethical application. The receipt was acknowledged, and the application was approved with protocol number HSSREC/00001469/2020V for the researcher to proceed with data collection.

#### **4.13 CHAPTER SUMMARY**

This chapter outlined the research design and research approaches used in this study. A mixed research methodology was adopted for this study. The chapter covers the study population, samples size, data collection and data collection. The chapter also focused on validity and reliability, the ethical considerations, and the study's contribution to knowledge.

The next chapter presents the study's results and discussion of qualitative data analysis.

## **CHAPTER 5:**

### **RESULTS AND DISCUSSION OF QUALITATIVE DATA ANALYSIS**

#### **5.1 INTRODUCTION**

This chapter presents the qualitative research findings of the study. They are interpreted and presented based on the data collection that was done as indicated in the previous chapter. The primary data presented in this chapter was gathered utilising an interview guide. The secondary data was collected from books, government publications, reports, newspapers, conference papers, published statistics, seminars, and websites. This chapter presents and discusses the qualitative findings which was analysed using a thematic analysis based on the research objectives of the study. The data analysis was determined using the concurrent mixed research method described in Chapter 4. The last part of the section summarises the chapter.

The outcomes of the research are aligned to the study objectives as presented below:

- To examine the current conceptual framework of coaching that is utilised to meet challenges and future demands of TVET colleges in Johannesburg
- To identify the factors that affect managers' coaching within TVET colleges in Johannesburg
- To understand coaching practices for managers within TVET colleges in Johannesburg
- To understand the coaching competencies needed by managers within TVET colleges in general
- To propose a coaching conceptual framework that could be used for coaching TVET managers in TVET colleges in Johannesburg

Understanding coaching in TVET colleges is of importance in advancing issues that can address coaching at TVET colleges in Johannesburg. It has come to light that coaching is not commonly used in TVET colleges in Johannesburg, and the unavailability of a theoretical framework makes it worse as the institutions do not have any formal guidelines to follow when providing coaching. Below are the different outcomes presented in achieving the research objectives.

## **5.2 QUALITATIVE DATA ANALYSIS**

Thematic analysis focuses on the qualitative aspects of analysed data. This research study adopted a thematic analysis to analyse the qualitative data collected through semi-structured interviews. The analysis process was complemented by NVIVO, qualitative research analysis software. This chapter elaborates on the qualitative results generated from the interviews with principals and deputy principals of TVET colleges in Johannesburg. The first part of the interview guide covered the demographic information of the participants such as gender, age, education qualification, and educational background, and these are presented in the next section.

## **5.3 DEMOGRAPHIC CHARACTERISTICS AND BACKGROUND INFORMATION**

This section reports both the qualitative findings derived from the interviews. The section included demographic characteristics and background information.

This part of the study covered general information including the category of the gender, and age, education and educational background range of interviewees. For the qualitative data, participants comprised of TVET Colleges' principals and deputy principals. For the interviews, participants were identified as participants.

### **5.3.1 Gender**

The qualitative findings highlighted that most of the people who are working in management positions in TVET Colleges in Johannesburg were males. The findings revealed that principals and deputy principals were mostly males' participants than females.

The TVET Sector in Johannesburg is highly dominated by males and most females are occupying jobs like cleaners, administrators, and personal assistants. In most instances, such jobs are given to women. The general belief is that women's responsibility was the kitchen and household. A proper woman in the African tradition is one who puts her family first and assumes responsibilities that would not deprive her time for taking care of the family. However, on the international arena, the

involvement of women in TVET leadership position has improved. The results therefore suggest that there is a need for TVET Colleges to address the issue of fewer women in the management of the sector by introducing leadership programmes that would cater for women, and improve the balance in the hiring of both males and females in such positions.

This trend is common in South African organisations as most management positions are occupied by males. However, in international Vocational Education Training (VET) Colleges, there is a lot of transformation taking place in terms of promoting women to leadership positions whilst in Africa, particularly South Africa is also one of the countries that are encouraging organisations to promote women employees to management and leadership positions.

### **5.3.2 Age**

The findings of the qualitative research revealed that most participants were above 50 years. This group accounts for most of the managers in the TVET Colleges in Johannesburg. One of the participants was aged between 40-49 years and there were no other age groups.

The age difference raised a concern as the youth between 20 -39 years is not in the management of the institutions. The absence of the youth in higher positions could be a reason why TVET Colleges have been struggling with a succession plan as the youth is excluded from management positions. This might affect the TVET Colleges in the long run as most of the personnel in management positions would soon retire, and the youth would be expected to take over the management positions.

The upcoming youth might have difficulties in addressing current challenges. This is in contrast with Private Higher Education Institution where they chose to hire younger, yet qualified staff with the perspective that they bring enthusiasm and energy. This is viewed as having a positive influence on the quality of the higher education product (Engelbrecht, 2015). In such instances, the youth need to be empowered to take over any time there is a need to ensure that a gap is not significant.

### **5.3.3 Education Qualification**

The findings of the qualitative study revealed that most of the participants had bachelor's degree, followed by a master's degree, and lastly, two of them had Doctorate. These study results imply that most of the TVET College management staff is literate. This is a necessity for such an industry as its nature requires skilled, knowledgeable, and experienced staff. However, one noted that most of the staff in management positions do not have a management qualification that could help them manage dynamics and challenges they encounter in TVET colleges.

### **5.3.4 Educational Background**

The findings of the qualitative study revealed that most of the respondents had education background, and few of them had a management background. Having education is a necessity for the success of TVET Colleges as its nature requires an educational background. Another background that is necessary for the staff in management positions to have is management skills. Some of the participants have management backgrounds although most of them do not have. This becomes a challenge because most of the participants deal with complex issues that require management knowledge on how to address and manage them. The findings suggest that the industry need to consider more people who have management background in the senior positions and could also provide more management programmes that could cater for managers without management background. There is a need to have different qualifications in the management that also focus on Human Resources, administration, and finance. This will enable them to deal with the dynamics in TVET colleges.

## **5.4 OBJECTIVE 1: FINDINGS ON EXAMINING THE CURRENT CONCEPTUAL FRAMEWORK OF COACHING THAT IS UTILISED TO MEET CHALLENGES AND FUTURE DEMANDS OF TVET COLLEGES IN JOHANNESBURG**

### **5.4.1 Interview findings on the extent of coaching in TVET Colleges**

Most managers indicated that coaching was never consistent in their institutions; in most instances it happened without knowing. The rate of coaching in TVET Colleges

was categorised into thematic areas that include the following: coaching randomised; coaching helps to meet the future demands of the institution; coaching and resilience. Specific items were categorised under the same thematic topic.

#### **5.4.1.1 Coaching randomised**

The question assessed the degree to which coaching was utilised in TVET Colleges. The findings of the study indicated that most participants reported that coaching was never done regularly in their institutions. What surfaced was that coaching does not frequently take place in their institutions. Several the participants reported that some managers conducted coaching unaware that they are even doing it. One participant stated that:

"In most cases, I realise that I do coaching more often, but I was unaware I was doing it".

Participants stated that managers did not have time to conduct coaching as they are always busy, and there is no specific time allocated to it. Most participants agreed that there is no deliberate attempt of doing it. Three participants said, in most instances, coaching happens when managers identify a gap in an individual's staff or new members of staff. One of the participants stated:

"I never received formal coaching ever since I got here. There have never been attempts to do it".

Two participants highlighted that they do not remember having included coaching in their strategic planning. They further said it is never part of the institutions' leadership programmes they do yearly.

The findings revealed that in TVET Colleges, coaching is not frequently done, instead it is done once a month or in 6 months due to limited time and resources. According to Webb (2021), the frequency of coaching accompanied with shorter coaching sessions yields positive results. The author further indicated that the more they have frequent coaching sessions, it enhances better behaviours. The modality of coaching that is utilised determines the amount of coaching activity in an organisation (ICF 2014). For instance, when an organisation is using internal coaches, they have an opportunity to interact with individuals daily. However, with external coaches, they

interact with individuals monthly whereas internal coaches are most likely to interact on a weekly basis (ICF 2014). This therefore means that the mode of coaching used by each institution have an impact of the success of coaching.

The findings of the study further revealed that managers in the institutions conduct coaching unaware that they are doing it. This indicates that some of the managers are not well informed about coaching. Korotov (2013) indicates that there are many activities that coaches engage in during a coaching session. This includes teaching, questioning, advice sharing and offering lessons learnt from their own personal experiences. To effectively conduct all these activities, they require trained, qualified, and experienced coaches. Coaching without knowing whether you are really coaching is a challenge because coaching might not yield the benefits expected from coaching. Hence, training of managers who will provide coaching in TVET Colleges is a requirement. This would also minimise the funds to hire external coaches who might charge high amount of money. The use of internal coaches could be beneficial for TVET Colleges because they could save in terms of finances if the coaches are from within the institution since they have a better understanding of the institution.

The study results further reveal that coaching is not included in the institutions' strategic planning. Participants suggested that coaching should be included in the strategic plan for it to be afforded the value it requires. This is consisted with Kumata's (2007) suggestion that coaching programme should be part of strategic planning to assist drive the organisation's vision for better performance outcomes. Traditionally, coaching has been an intervention that has not been included in organisations' needs analysis. In most instances, coaches would intervene when a problem has been well-defined or when a human resource leader wants a coach to fix an issue.

The research results also indicate that most of the coaching taking place in TVET Colleges is a one-on-one session since most of them are not familiar with how to facilitate group coaching. Therefore, having *action learning* as an underlying theory in the development of a conceptual framework for managers in TVET Colleges would assist in strengthening the current coaching format and provide guidelines to coaches on how the institutions can effectively use group coaching within their institutions. Vaartjies (2005) observes that action learning is a group-based process whereby power is given to the relationships with other members of the group. The environment

in the group is established in such a way that it heightens open communication and sharing and encourage questioning and reflection that raises new insights and thoughts. Implementing both one on one and group coaching in TVET colleges could allow the institutions to establish a preferable approach which is effective for them. It is also possible to use both which could benefit the institution. The literature reviewed pointed out that there is a challenge to identify an issue of focus that could be discussed and be challenged by collective thoughts (Kumata 2007). Therefore, action learning requires systematic planning and logical training for the participants to gain fully from coaching training.

There is a perception that leadership does not align coaching to the organisation's strategic goal. Hence, different coaches have different view which means that employees are coached with a different view of what success looks like. Todd recommends that organisations should conduct a coaching needs analysis that would have a deeper discussion of the ongoing difficulties and goals of an organisation (Todd, Heron, & Thompson, 1999). He further states that this kind of approach would ensure that managers are an effective tool to emphasise and advance the organisation's strategy.

#### **5.4.1.2 Coaching to meeting current and future demands**

The participants reported that now there are very few coaching programmes in place in their institutions to meet current and future demands. With the current challenges TVET Colleges go through, one respondent expressed that "*coaching goes beyond the call of duty*". Though, participants agreed that they take the extra mile and provide support to employees. Some indicated that they go to an extent of providing coaching and mentoring to ensure that subordinates are well equipped with the expected performance.

Participants emphasised the importance of coaching to meet the current and future challenges in TVET Colleges in Johannesburg. Participants stated that having regular coaching programmes could assist in minimising the difficulties they encounter daily. One participant stated that:

"Coaching is a development initiative that can be useful in addressing the current difficulties in TVET Colleges and prepare them for future".

The participants were calling for a well-planned and organised coaching that would impact the long-term results of the institutions.

The research findings of the qualitative data collection method revealed that there is a need for coaching in TVET colleges Johannesburg to meet the current and future challenges. The participants reported that at present, there are very few or no coaching programmes in place in their institutions. With the current challenges TVET Colleges go through, one respondent expressed that coaching could go a long way in minimising challenges. Though participants agreed that they take an extra mile and provide support to employees. Some indicated that they go to an extent of providing coaching and mentoring to ensure that subordinates are well equipped with the expected performance. Integrating coaching with action learning, a theory underlying this study will support task-oriented coaches to systematically entrench their capacity for continuous learning and enhancement (Vaartjies, 2005).

The qualitative study emphasised the importance of coaching to meet the current and future challenges in TVET Colleges in Johannesburg. The findings reveal that having a regular coaching programme could assist in minimising the difficulties they encounter daily and any possible future challenges. Most of the participants expressed that coaching is a development initiative that can be useful in addressing the current difficulties in TVET Colleges and prepare them for future. The participants suggested a well-planned and organised coaching that would impact the long-term results of the institutions. Planning will assist in predicting the future and be prepared for it (Abraham A. , et al., 2014). The plan could depend on each institution as other would prefer to plan for a single coaching whereas others could be of the view of a 10-week programme or a 4–8-year talent development programme.

#### **5.4.1.3 Coaching and resilience**

According to participants, TVET Colleges are working under a lot of pressure due to the expectations to meet the organisational goal and to produce quality education. Due to the pressure, they have daily, it becomes impossible to be productive as expected. Participants reported that due to the expectation for them to perform as universities in a different context most managers find themselves working under a lot

of strain resulting to burn out hence it cannot be easy to follow a coaching programme. One participant stated that:

“Due to work-related stress, some of our colleagues suffer from anxiety”

Participants acknowledge that coaching is one initiative that could build the resilience of individuals. Another participant said that:

“We know that coaching can assist individuals to deal with stressful circumstances”.

Another participant said that:

“Regular coaching in TVET Colleges should be a major constituent in our institution as it empowers individuals”

The participants submitted that ignoring such initiatives may result in poor results and education in TVET Colleges.

Table 7 displays grouped findings on the extent of coaching being by participants in the interviews.

Table 7: Grouped findings on the extent of coaching being utilised by participants in the interviews

Themes	Indicators
Coaching randomised	<ul style="list-style-type: none"> <li>• Coaching was randomly done</li> <li>• Coaching was not organised</li> <li>• It was not planned at all</li> <li>• It was not done regularly</li> <li>• Unaware that I was conducting coaching</li> <li>• Formal coaching has never been done</li> <li>• I was never coached since I got here</li> </ul>
Coaching helps meet future demands of the institution	<ul style="list-style-type: none"> <li>• Have regular coaching sessions</li> <li>• Organised coaching effective</li> <li>• Coaching that will produce lasting results</li> <li>• Coaching that will align with the institutional goal</li> </ul>
Coaching and resilience	<ul style="list-style-type: none"> <li>• Work is under a lot of pressure</li> <li>• Employees suffer from anxiety</li> <li>• Coaching can deal with stressful circumstances</li> <li>• Work pressure resulting in burnout</li> </ul>

#### 5.4.1.2 Coaching and Resilience

The study analysis further revealed that TVET Colleges' managers work under a lot of pressure due to the expectations to meet the organisational goal and to produce quality education. The qualitative findings reveal that due to the pressure, they have daily, it becomes impossible to be productive as expected. Participants reported that due to the expectation for them to perform as universities in a different context most managers find themselves working under a lot of strain resulting to burn out. A single participant indicated that due to work-related stress, some of their colleagues suffer from anxiety.

The findings of the study acknowledge that coaching is one initiative that could assist in the development of the resilience to individuals. This is confirmed by Grant, Curtayne, & Burton (2009) that coaching is effective to improve resilience. Grant, Curtayne & Burton further illustrate that as individuals work through self-regulation cycle towards achieving their goals, there are several hindrances they must overcome. Such hindrances are likely to improve their resilience. Coaching by its nature heightens the resilience of individuals in organisations as it impacts them positively (Sloan, 2011). Resilience will help TVET colleges' managers to overcome crisis and challenges. This could also assist them to flourish under pressure and bounce back from difficulties that can threaten their cohesiveness and performance.

Some participants confirmed that coaching could assist individuals to deal with stressful circumstances. Smith (2015) observes that coaching is a conducive approach that is valuable to improve resilience as a preventative measure to support those in stressful circumstances. However, (Palmer, 2013) argues that coaching for resilience benefits more engagement from management than the interventions purposed to limit stress.

#### **5.4.2 Summary on understanding the current conceptual framework for coaching managers in TVET colleges in Johannesburg, South Africa**

The overall results of respondents agreed that coaching is randomly done within their institutions. In most instances, managers conduct coaching unaware that they are doing it. The qualitative findings reveal that managers engage in several developmental interventions unaware since they are not formally trained for coaching. This means that managers in TVET colleges are not trained on how to use the various interventions including coaching. The findings are contradictory to previous studies which claims that coach training is key before coaches engage in a coaching programme.

The findings emphasise the proposition from previous studies where coach training is perceived as key in assisting coaches to develop coaching skills and various methods and self-reflection competencies (Lippmann, 2016; Rauen 2017; Moore & Koning 2015). These skills include listening, asking questions, setting goals, observe and providing feedback (McCarthy & Milner, 2013). Fundamentals of coach training that

allow people to relay to themselves directly or indirectly relating to others might contribute to the process of identity work (Moore & Koning 2015). Additionally, individuals who have received formal training are more self-regulated than those who did not receive training. Cavanagh (2013) indicates that coach training is required with observed practice, supervision and self-reflection is required to improve quality and supports the development of a professional identity. The findings of the qualitative data collection method also revealed that coaching enhances confidence. The level of confidence is built after having a clear understanding of what the coachee is expected to do.

The study also reveals that coaching needs to meet the current and future challenges in TVET colleges. With a very limited coaching programmes in TVET colleges the findings suggest that coaching should go beyond the call of duty amongst managers. The study's findings also indicate that having regular coaching could reduce the number of challenges faced by TVET colleges.

Other participants argued that TVET college managers work under a lot of pressure due to the expectations to offer good quality education and attain organisational goals. The expectation was further exacerbated by the fact that TVET colleges were expected to perform as universities under the new reforms hence they find themselves working under a lot of strain. Due to the pressure, coaching has been identified as one intervention that could assist individuals in TVET colleges to improve their resilience. This is in line with Smith (2015) assertion that resilience can be improved by being proactively in the work environment through coaching. Coaching provides the opportunity for a confidential and private discussion that may be favourable to open discussion about challenges; thus, resulting in resilience (Smith L. , 2015).

## **5.5 OBJECTIVE 2: FINDINGS ON UNDERSTANDING THE COACHING COMPETENCIES NEEDED BY MANAGERS WITHIN TVET COLLEGES IN JOHANNESBURG**

### **5.5.1 Interview findings on the competencies needed within TVET Colleges**

Managers from TVET Colleges who participated in the study pointed out that there are several competencies needed by managers within TVET Colleges, Johannesburg for it to be a success. The thematic areas that emerged were: Coaching process directs

the desired performance, raise an awareness, personal development, knowledgeable and experienced. Most similar items were put under one thematic area.

#### **5.5.1.1 Coaching directs the desired performance**

Most participants agreed that one of the coaching competencies required in TVET Colleges is for coaches to direct performance. Participants stated that there are many benefits of coaching. For them, one of the key competencies of coaching is enhancing the performance of managers. One participant stated that:

“Coaching is an intervention that is solution focused and outcome-oriented process whereby the coach must make sure facilitates the improvement of work performance”

Participants further reported that coaching should empower individuals in areas of trust, confidence, problem-solving, and critical thinking skills. These could assist in addressing the challenges TVET Colleges are currently going through.

Participants concurred that coaching also enhances the level of confidence and diligence. They also stated that if individuals have received coaching it offers confidence and meticulousness in action, they take in solving problems as well as simplifying solutions resulting in high productivity. Another participant suggested that coaching should be received by all employees in TVET Colleges; that is, it should not only be accessible to the management. This view implies that every staff member needs coaching to improve performance. One major reason that was highlighted is that some employees in TVET Colleges are not performing at the expected level.

The qualitative analysis revealed that one of the coaching competencies required in TVET Colleges is the ability for coaches to direct performance. The study results indicated that enhancing performance for managers is one of the key competencies of coaching. This is also confirmed by (Yirci, Karakose, & Kocabas, 2016) that coaching enhance worker performance and enable worker to undertake complex tasks. There is a strong claim that coaching enhances the well-being of coaches, nevertheless, the measurements adopted for performance do not meet a satisfying empirical standard (Burt & Talati, 2017). On the other side, (Gabriela, The Role of Coaching in Organisational Culture: A Comparative Approach, 2020) believe that

through coaching, the coach guides the individual to increase their level of knowledge, change behaviour if required, to undertake tasks at the expected standard.

The qualitative analysis further revealed that coaching is an intervention that is solution focused and outcome-oriented process whereby the coach must make sure facilitates the improvement of work performance. This is also echoed by Mathews (2012) coaching is a solution-focussed approach that can be applied in performance coaching where the coach may have an interest in the outcome of the coaching conversation.

The report findings suggested that coaching should empower individuals in areas of trust, confidence, problem-solving, and critical thinking skills. Coaching is a key tool for developing confidence as it assists individuals to discover how to be one's authentic self and lead to greater self-confidence in their abilities to be themselves more (Sharma, 2017). Coaching assists to develop stronger personal confidence which is a result of reflection on strengths that they suitable to attain tasks at hand that are developed to address identified issues (Mvelase, 2019). Reflection is one key principle of action learning that is used in the study to develop the conceptual framework for managers in TVET colleges in Johannesburg. Reflection could help individuals undertaking coaching to assess their internal thoughts and feelings which could results to improved understanding of self. If individuals are aware of the self, this could assist them to make decisive decisions in times of challenges.

Another participant suggested that coaching should be received by all employees in TVET Colleges, it should not only be accessible to the management. This view implies that every staff member needs coaching to improve performance. One major reason that was raised is other employees in TVET Colleges are not performing at the expected level yet there are attributes developed during coaching that could be helpful to all staff members.

#### **5.5.1.2 *Raising coachee awareness***

Participants acknowledged that asking the right questions during coaching increases awareness to individuals. One participant stated that when awareness is heightened during coaching it enables individuals to identify personal development challenges. Participants also acknowledged that when a coach / successfully raises awareness amongst individuals during a coaching session, they can identify issues in their

behaviour which leads them to take action that would help them to address identified issues within TVET Colleges.

Respondents reported that coaches, through their knowledge and experience, used their questioning skills to heighten awareness on issues that are critical in personal development. One participant said:

“I have received coaching in my previous employment, and it enabled me to perform a self-analysis on areas of improvement and necessary skills to advance during my career”.

While another participant stated that:

“It is important to have someone identify gaps within employees that need to be addressed and I believe coaching is one intervention that could be explored in our institution”.

The study results revealed that asking the right questions during coaching increases awareness to individuals. The findings of the results indicated that when awareness is heightened during coaching it enables individuals to identify personal development challenges. This is aligned to Sharma (2017) observation that coaching adds value to leader’s development by developing self-awareness and aspects one’s personality, in the sense that greater self-awareness enables individuals to identify their own behaviours in others and prompting them to provide support (Sharma, 2017). Therefore, the art of questioning used by experienced coaches heightens awareness and promote reflective thinking which is more fruitful to coachees (Wall & Palmer, 2015).

Most participants acknowledged that when a coach successfully raises awareness amongst individuals during a coaching session, they can identify issues in their behaviour which leads them to take action that will help them to address identified issues within TVET Colleges. Self-awareness has a secure connection with the manager's effectiveness. Most managers who have taken time to reflect on their work are highly valued in parts of the organisation as they are socially aware (Sullivan P. , 2017). Sullivan, further state that self-awareness is an important constituent of coaching as it plays a significant role in the development of leadership.

The study analysis further revealed that coaches through their knowledge and experience in questioning skills heighten awareness on issues that are critical in personal development. This resonates with (Passmore, 2015b) assertion that coaching assist with the development of greater self-awareness, through the art of questioning that can bring new insights and learning through reflecting on feedback. According to Stevenson (1997), coaching aims to heighten awareness for clients and help them stay present with their experiences. Stevenson further points out that grounding individuals in the present moment with self-awareness is more effective than going back to the past and getting lost in an uncertain future. This means that raising-awareness plays a crucial role in coaching as it is key in personal development and bringing new insights to a coachee.

#### **5.5.1.4 Knowledgeable and experienced coach**

Participants agreed that coaches providing coaching services within TVET colleges must be experienced and have knowledge about coaching principles and the institution. They agreed that often TVET Colleges engage individuals who do not have background information about the institution, neither certified nor registered with any coaching body to provide developmental initiatives. Participants agreed that this becomes a challenge because the solutions they offer are not based on the current issues the institution experience.

One participant said:

“In our institution, we had individuals who offered development programmes from one of the universities. It was not easy for them to provide relevant solutions to us because they do not have TVET sector knowledge”.

Some participants agreed to the need to train individuals from TVET Colleges to provide coaching within their institutions. One of the reasons stated was that having internal coaches would be beneficial as they are familiar with the current issues these institutions go through daily other than people who have other background.

Participants also agreed that the coach should not only be knowledgeable about the coaching process but have enough experience to provide support and guidance to individuals. Hence, one of the participants suggested that managers in TVET Colleges

should be the ones trained to coach in TVET College as most of them have enough knowledge about the institutions. However, two participants believed that due to their busy schedule, most managers in TVET College's use external coaches who are experienced, skilled, and who have successfully provided coaching in a similar environment is advisable.

The data analysis suggested that coaches providing coaching services within TVET colleges must be experienced and have knowledge about coaching principles and the institution. Experienced coaches establish goals grounded on their individual experiences and later assess the attainment of the objectives (Korotov 2013). This kind of experience has benefits as it encourages coaches to have a buy-in, be considerable partakers of the need and rewards of the coaching process. Maseko, van Wyk, & Odendaal (2019) observe that significant poor coaching results are caused by coaches with limited experience and lack facilitation skills and fail to reach achievement. On the other hand, most participants believed that a coach should have knowledge of the institutions to have a better understanding of the organisational dynamics. This was also confirmed by (Dean & Meyer, 2002) that a coach's knowledge of organisational behaviour is a must. This is inclusive of understanding of individuals' behaviour, groups within the institution focusing on interpersonal skills, motivation, leadership, and communication. Pullen & Crane (2007) highlight several critical elements that should be considered by organisations should they consider engaging the services of an external coach:

- Understanding of organisation's vision, strategy, and culture
- Address the requirements and outlook of key stakeholder
- Articulate the anticipated behaviours of the coaching culture the firm desires to create
- Choosing a team of experience and qualified coaches who have a clear understanding and are in line with what the organisation requires and those who can role model the desired behaviours
- Orient and maintain the coaching community
- Align the coaching program with other leadership programs
- Create appropriate feedback loops for learning.

The above fundamentals will help external coaches to consider how coaching supports the vision, strategy, and culture of the organisation.

The qualitative study further revealed that often TVET Colleges engage coaches who have limited knowledge about TVET colleges and coaching to provide developmental initiatives. The report analysis indicated that this becomes a challenge because the solutions they offer are not based on the institution's current issues. It is key for coaches to have an explicit understanding of how an organisation will measure the success and return on investment of the coaching program (Pullen & Crane, 2011). The coaching process should positively impact the coachee which in turn impacts the organisational goals and strategy. Coaching should be conducted by managers who will develop, empower employees, and assist them to increase their performance in realising organisational goals (Seemann, Stofkova, & Binasova, Developing coaching skills of managers in global context, 2019). An on-going coaching is suggested between a manager and an employee which is described as critical for performance management as it facilitates the process of offering feedback, setting goals and monitor progress towards individual's goals (Gregory & Levy, 2009) which will further impact the organisation positively.

The data analysis suggested that coaching should be done by coaches who have TVET college background as it could be easy for them to provide relevant solutions. Some participants highlighted the need to train the managers from TVET Colleges who will provide coaching within their institutions. One of the reasons stated was they are familiar with the current issues these institutions go through daily, other than people who have other background. According to (Mvelase, 2019) management have a great influence in organisational performance as some managers are effective than others. However, Kirotov (2013) is against the idea of having internal coaches as the risk of internal coaching turns out to be mentoring, whereby the coach ends up providing guidance and pragmatic advice rather than coaching itself. On the other hand, coaching results are indicators of successful coaching when they are aligned to the objectives of coaching intervention, goals and values of the organisation (Boysen, Cherry, Amerie, & Takagawa, 2018).

The qualitative analysis further suggested that the coach should not only be knowledgeable but have enough experience to provide support and guidance to

individuals. It is advisable to use coaches who have better knowledge and skills in coaching as it is important that the coach is well informed in the use of psychometric properties of the various personalities, interest, and capabilities on the market (Dean & Meyer, 2002). However, two participants believed that due to the busy schedule of most managers in TVET College's, outsourcing external coaches who are experienced, skilled, and have successfully provided coaching in a similar environment is advisable. External coaches do not only bring outside perspective but also bring a non-existent expertise to achieve the desired organisational results (Bond & Seneque, 2012). This could be dependable to the affordability of an institution. Having both the external and internal coaches providing coaching in TVET colleges is advantageous.

#### **5.5.1.5 Personal Development**

Participants agreed that it was important for coaches providing coaching in TVET Colleges to have the skill to assist individuals to develop personal skills. The participants stated that the reason why coaches need to know the institution they provide the coaching to is to ensure that they have a good understanding of the organisation's goals. Participants believed that this could assist them to identify gaps that need to be addressed immediately amongst individuals and help them to align their personal development to the organisational goal. One participant highlighted that:

“In some instances, you will find that coaches come and provide coaching in the institution, and you find out that the outcomes of the coaching are misaligned to the organisational strategy”

Participants believed that hiring coaches with no knowledge of the TVET sector is a waste of resources for the institutions; hence, they call for knowledgeable and experienced coaches.

The participants further encouraged a coaching process that would expose individuals to new learning and ideas as well as coaching that will retain skills and improve knowledge. They believe that enhancing the overall human performance system is a fundamental objective of capacity building. One participant said:

“I believe coaching could enable individuals to have knowledge and skills that they have not been exposed to before”

Participants have highlighted some of the attributes that coaching can assist in empowering individuals. These included: reflection, taking action to solve problems, and critical thinking. Table 8 below shows the themes that have been discussed above and indicators from the interviews:

Table 8: Grouped Coaching competencies needed within TVET Colleges

Themes	Indicators
The coaching process directs the desired performance	<ul style="list-style-type: none"> <li>• The process should improve performance</li> <li>• It should encourage individuals to take action that will enhance performance</li> </ul>
Raise an awareness	<ul style="list-style-type: none"> <li>• Use a coaching process that will increase awareness</li> <li>• Ask the right questions</li> <li>• The coach must have a questioning skill</li> <li>• Raising awareness through their questioning skill</li> </ul>
Knowledgeable and experienced	<ul style="list-style-type: none"> <li>• Coaches should be knowledgeable about the institution</li> <li>• Coaches must be aware of the institution's mandate</li> <li>• Have coaching experience</li> <li>• Focus on capacity building</li> <li>• Identifies any existing challenges within the institution</li> <li>• We need registered and certified coaches</li> <li>• Focus on what the institution wants</li> <li>• Coaches must be familiar with the TVET College setting</li> </ul>
Personal development	<ul style="list-style-type: none"> <li>• The person develops</li> <li>• Helps individuals to be self-motivated</li> <li>• Provides support and guidance</li> <li>• Making personal choices to develop themselves</li> <li>• Make sure that a person develops</li> <li>• To develop subordinates</li> <li>• Supports and challenges individuals to do better</li> </ul>

The study results revealed that it is key for coaches providing coaching in TVET Colleges to have the skill to assist individuals to develop personal skills. Coaching brings the best out of individuals and alleged this to contribute to enhanced

organisational performance (Sharma, 2017). Hence personal development is found to support a culture of valuing employees, which leads to generated motivation, commitment, and engagement.

The study analysis suggests that coaches are required to have a better knowledge and understanding of the institution they provide the coaching to, this will assist in ensuring that they have a good understanding of organisational goals. Most participants believed that this could assist them to identify gaps that need to be addressed immediately amongst individuals and help them to align their personal development to the organisational goal. The findings of the report highlighted that those coaches who provide coaching in their institutions, have misaligned outcomes with the organisational strategy. Roshia and Lace (2016) suggest that a coach should not only get in touch with a coachee but as well as the individual's supervisor to guarantee that coaching sessions are aligned with organisational change needs.

The study analysis further revealed that hiring coaches with no knowledge of the TVET sector is a waste of resources for the institutions hence they call for knowledgeable and experienced coaches. Some participants suggested a coaching process that will expose individuals to new learning and ideas as well as coaching that will retain skills and improve knowledge. They believe that hiring a knowledgeable and experienced coach who will enhance the overall human performance system is a fundamental objective of capacity building in TVET colleges, Johannesburg.

### **5.5.2 Summary of the Competencies Needed within TVET Colleges in Johannesburg**

Overall, the qualitative findings reveal that coaching improve performance of managers. The findings are in line with Roshia and Lace (2016) observation that organisations use coaching to elevate workforce performance both professionally and personally and this has given a positive impact on the behaviour of the workforce. Most participants further indicated that coaching should empower individuals in areas of trust, confidence, problem-solving and critical thinking skills. Participants also agreed that coaching improve the level of confidence and diligence.

The analysis of the results indicated that asking the right questions increases awareness to individuals. The analysis of the results suggested that coaches who

asked the right questions during a coaching session must raise an awareness to the coachee. Awareness is a complex phenomenon as there are multiple issues that are competing for attention (Siminovitch, 2017). Therefore, increasing a coachee's awareness needs a collaborating process where the coach provides the client data-based communication, questions and feedback that may heighten new awareness for the coachee (Siminovitch, 2017).

The study further revealed that when a coach successfully raises awareness amongst individuals during a coaching session, they can identify issues in their behaviour which leads them to take action that will help them to address identified issues within TVET Colleges. Siminovitch (2017) observes that awareness offers a path to categorise and select options, allowing initiating change, tap into individual's inner solutions, and acting more effectively. This, therefore, permits the coachee to open the door to comprehend how they can monitor and manage their emotional state, reactions and thoughts setting the fundamentals for change. Additionally, this also enable the understanding with the individual's inner self, permitting a holistic method and inner harmony in their decisions, actions, and values (Younas, Rasheed, & Inayat, 2020).

The results revealed that a coach through their knowledge and experience their questioning skills increase awareness on challenges that are critical in personal development. Awareness is a multifaceted phenomenon as there are numerous things competing for our attention (Siminovitch, 2017). Increasing an awareness needs a collaborating process whereby the coach provides the individual data-based observation enquiry and feedback that may incite new awareness for the person (Siminovitch, 2017).

The study further reveals that coaches through their knowledge and experience on the art of posing questions increase an awareness on issues that are key to personal development. Awareness offers a pathway to categorise and choose options, permitting initiation of change, tap into an individual's own inner solutions and act more effectively (Younas, Rasheed, & Inayat, 2020). Therefore, the aim of increasing individual's awareness is to enable the individual to open the path to understand how they can monitor and manage their emotions, response and thoughts setting the fundamentals of change (Younas, Rasheed, & Inayat, 2020).

The analysis further reveals that coaches providing coaching services in TVET colleges must be experienced and have knowledge about coaching principles and the institution. Maseko, Van Wyk & Odendaal (2019) observed that a coach with experience and knowledge is comfortable working at all levels and create a safe space for individuals to express themselves. On the other hand, it becomes crucial for coaches to have a better understanding of how coaching aligns with and supports the organizational vision and culture of the institution (Pullen & Crane, 2007).

Another critical competency founded on the outcomes of the study is the development of personal skills. The analysis reveals that coaches should assist individuals to develop personal skills and ensuring that it brings the best in individuals. The study outcome is in line with Sharma (2017) observation that coaching brings out the best in coaches and viewed this as a contribution to enhance organizational performance. Personal development result to a culture of valuing employees and generate motivation, commitment, and engagement (Sharma, 2017).

## **5.6 OBJECTIVE 3: FINDINGS ON UNDERSTANDING PRACTICES OF COACHING FOR MANAGERS WITHIN TVET COLLEGES IN JOHANNESBURG**

### **5.6.1 Interview findings on the coaching practices for managers in TVET Colleges**

The findings of the study reveal 3 thematic areas in the coaching practices within TVET Colleges in Johannesburg. This included formal and informal coaching, involvement of management, and coaching that encourages learning.

#### ***5.6.1.1 Both formal and informal coaching approaches***

All participants explained that in most instances they prefer both formal and informal coaching in their institutions. One respondent indicated that their institution never had formal coaching because of limited resources; hence, they do not have the first-hand experience of formal coaching. Most participants believe that adopting both formal and informal coaching in their institutions could yield the best results. One participant added that:

“When both formal and informal coaching is practiced within institutions there will be likely benefit from more engaged and responsible employees and less reliant on leadership for solutions”

Participants also expressed their concerns on having both formal and informal coaching as there are limited resources in TVET Colleges in terms of time, finances, and human resources. They believe that if they could get more funding allocated for such an initiative from government could go a long way. Two participants further said the time for such an initiative is not available as most managers are always busy with meetings, attending workshops, and other priorities. Participants agreed that the value of coaching needs to be reinforced in TVET colleges. Most participants indicated that it is not consistently done within their institutions due to limited funding. Having finances to fund the coaching programmes within the institutions was a priority amongst the participants. Most of them indicated that this would assist them to get highly qualified, registered, and experienced coaches who would provide exceptional coaching services.

The study results revealed that in most instances they prefer both formal and informal coaching in their institutions. The qualitative results indicated that their institution never had formal coaching because of limited resources, they do not have the first-hand experience of formal coaching. Most participants believe that adopting both formal and informal coaching in their institutions could yield the best results. The analysis results suggest that both formal and informal coaching is practiced within institutions.

On the other hand, participants expressed their concerns on having both formal and informal coaching as there are limited resources in TVET Colleges in terms of time, finances, and human resources. They believed that if they could get more funding allocated for such initiative from the government it could go a long way. Tompkins (2018) observed that many big organisations have ample budgets for coaching programs while many others do not have.

Tompkins further highlighted that the success of coaching relies on budget and buy-in from relevant stakeholders (Tompkins, 2018). The report further indicated that time for such an initiative is not available as most managers are always busy with meetings, attending workshops, and other priorities. Participants agreed that the value of

coaching needs to be reinforced in TVET colleges. Most participants indicated that it is not consistently done within their institutions due to limited funding. Having finances to fund the coaching programmes within the institutions was a priority amongst the participants. Most of them indicated that this would assist them to get highly qualified, registered, and experienced coaches who will provide exceptional coaching services.

### **5.6.1.3 *Involvement of management***

Participants reported that the involvement of management in coaching will contribute immensely to its success. What emerged from participants is the importance of getting a buy-in from managers and leaders of the institution for them to support the initiative. One participant suggested that:

“Having a coaching plan that will guide the coaching program is important. As this will guide how managers within the institution will be supported and ensure that the coaching program is fully sponsored by management”.

This is in line with what most participants suggested that if the management is involved it could be easier to get the budget allocated for the coaching initiative.

Participants also agreed that managers and leadership in TVET Colleges should be part of the coaches who provide coaching in the institutions. Reasons submitted are that they know the institution, they are familiar with the institution’s strategic goal, and that their coaching solutions and approach would be aligned with the organisational goal.

Most participants indicated that coaching within their institutions should involve management from the beginning of the program to the end. They stated that the involvement of management in a coaching programme ensures satisfactory participation from participants. Thus, when management is involved, there will be less elements of resistance from individuals within the institution.

The analysis results reveal that the involvement of management in coaching will contribute immensely to its success. Managers are key in the health of organisations as they are usually having a good relationship with employees (Lawrence 2017). What

emerged from participants is the importance of getting buy-in from managers and leaders of the institution for them to support the initiative. Various sources indicated that management support has a positive effect on coaching results (Carter & Miller, 2009; Ridler & Co, 2013; Goldsmith, 2004).

The qualitative results also revealed that having a coaching plan that will guide the coaching program is key. This will guide how managers within the institution are supported and ensure that the coaching program is fully sponsored by the management. This suggestion was in line with what most participants said that if the management is involved it could be easier to get budget allocated for the coaching initiative.

Most participants also agreed that managers and leaders in TVET Colleges should be part of the coaches who provide coaching in the institutions. Reasons submitted are, they know the institution, they are familiar with the institution's strategic goal and their coaching solutions and approach would be aligned with the organisational goal. According to (Poelmans, 2009) an internal coach has more diverse information about the individual receiving coaching in terms of performance, personality, quality of engagements with colleagues. This kind of knowledge can offer the coach with detail information of coming up with a comprehensive development plan. Carter (2005) concurs with Poelmans that having a coach from inside the organisation is advantageous because the individual has more in-depth knowledge about the organisation and its culture. Thus, the coach can collect information about the coachee which can be utilised to modify development plans as required.

However, coaches from outside the organisation are less frequent and are viewed to have a higher level of training and experienced than coaches within the organisation, more objective perspective of circumstance and better to sustain privacy (Digirolamo, 2015). On the other side, Ashley-Timms (2012) observes that often, managers are not formerly trained in the process that need to be followed to ensure that the implementation of a coaching culture produces significant outcomes in terms of return on investment. It is advisable for TVET colleges to engage both internal (managers) and external coaches to benefit from both coaches. As indicated earlier, it is important for coaches to be trained and be knowledgeable on how to conduct a successful coaching session for the benefit of the entire organisation.

The focus on training managers as coaches must be on the manager's genuineness in coaching on reflecting, self-awareness and develop a shared and better understanding in their organisation of the possibility of conflict of the dual role and ethical challenges that may arise (McCarthy & Milner (2013). Ladyshevsky (2010) further adds that the coach training for managers must go beyond coaching but should also include building trust, emotional intelligence, understanding values and explore manager's role views in the development of employees. This demonstrates that the coach training requires a complex set of skills rather than the short training courses that can rarely impart the required skills with the level of complexity and sophistication needed to offer a company with an entire coaching ability.

Additionally, managers who are involved in coaching do not only focus on performance appraisal but also assess trends in employee performance which assist them to heighten an awareness through a continuous feedback, they also offer learning experiences, opportunities to reflect, and help in action planning and to identify critical steps to accomplish their goals (Steelman & Wolfeld, 2018). Furthermore, if the manager is involved in the coaching process, it becomes continuous for the manager to enhance problem work performance, identifying and developing individual's growth and potential, empowering individuals and offer guidance, encouragement and support where required (Joo, Sushko, & McLean, 2012).

The study results further reveal that coaching within the institutions should involve management from the beginning of the program to the end to ensure satisfactory participation from participants. Thus, when management is involved, there will be fewer chances of resistance from individuals within the institution. Managers are the preferably individuals to contrive the best productivity through making behaviours that encourage and develop staff learning, work-related capabilities, and skills (Ellinger, 2013). The manager has an ability to effect change within the team by using their relationship with team members (Kim S. , 2014). This observation is also reinforced by (Lawrence, 2015) that managers during a coaching process can deliver long-term sustained performance aligned to the organisation if they foster performance behaviour. However, an internal coach may be blind to specific facets of the company whereas a coach from outside the organisation may have an objective and balanced

perspective (Carter, 2005). It then becomes a choice of an institution to select the option that could work best for them and benefit the entire institution.

#### **5.6.1.4 Coaching that facilitates learning**

Participants agreed that coaching that maximise learning is required in TVET Colleges. They agreed that coaches are key players in ensuring that the approach of coaching yields the necessary outcomes. One participant said, coaching most of the time is dependent on the use of questioning to prompt a deeper level of analysis that will lead to the commitment of taking action in attaining new skills and information. Participants believe that when coaching is done accordingly, it leads individuals to take actions and develop self-actualisation which leads to self-satisfaction. One participant said:

“The right coaching approach enables individuals to learn and develop personally and embed the learning in the organisation”.

Participants also mentioned that continuous learning during coaching should be part of imparting knowledge to individuals. They suggested that the way coaching should be organised, should help individuals to acquire new ideas, approaches to carry out their tasks and develop skills to address challenges. Two participants stated that:

“Coaching should empower individuals to gain skills they are lacking”.

Most participants agreed that coaching will maximise learning is required in TVET Colleges. They agreed that coaches are key players in ensuring that the approach of coaching yields the necessary learning outcomes. Learning is essential within a coaching process (Griffiths, 2016). Hurd (2002) observes that coaching creates the conditions of learning and behaviour change. This is also supported by (Gabriela, The Role of Coaching in Organisational Culture: A Comparative Approach, 2020) who emphasis that coaching in organisation increasingly enhance behaviour and inspires individuals to find way of development, behaviour change, self-training and overcoming which result to clear goal. Additionally, Page and de Haan (2014) deposits that coaching is an interactive method of organisational learning and leadership development (Page & de Haan, 2014) as it improves individual’s behavioural change

through self-awareness and learning contributing to organisational success. This may lead to organisational learning that seek to improve organisations to be compactible to competitive advantage, have better organisational performance and adaptation whereby organisations become reactive and proactive. Behavioural change is a consequence of adaptation becomes an outcome of organisational learning when the context of change disappears organisations could return to old behaviours (Lucianna, 2018). In addition, reflection is one of the key contributing factors to facilitate behavioural change and learning.

According to (Spencer, 2011) coaches also use reflection procedures such as artful questioning to assist 154 coaches to remember previous experiences to reflect in their psychological reactions before taking actions. This leads individuals who participate in coaching, to embark in a form of deep learning which they incorporate into multiple facets of their lives (Griffits, 2016). Therefore, coaching aims at facilitating the process of learning and developing people. Most participants believe that when coaching is done accordingly it leads individuals to take actions and develop self-actualisation which leads to self-satisfaction. The study analysis revealed that the right coaching approach enables individuals to learn and develop personally and embed the learning in the organisation.

In organisations where coaching has been used as a developmental intervention have yielded positive results which included improved team functioning, increased commitment, and increased engagement (Human Capital Institute & International Coach Federation, 2014). The qualitative analysis mentioned that continuous learning during coaching should be part of imparting knowledge to individuals. The study findings suggested that the way coaching should be organised, should help individuals to acquire new ideas, approaches to carry out their tasks and develop skills to address challenges.

Leggett & James (2016) concur with the assertion of the participants that coached managers have the capability to continue to learn and be open-minded to embrace new difficulties because of improved psychological awareness, capability for self-reflection and increased confidence (Leggett & James, 2016). This is emphasising the importance of coaching managers as part of the coaching practice in TVET colleges

as the broader benefits can infuse all aspects of performance that would contribute positively to an organisation.

#### **5.6.1.5 Coaching process takes into account the organizational needs**

What surfaces from the responses of participants is the importance of involving the institution's management in the provision of coaching to attain organisational strategic goal. Participants agreed that designers of the coaching programme should ensure that the outcomes assist in achieving the strategic goals of the institution. They also indicated that it is important to integrate coaching with the overall institutional vision and strategic goals.

Participants also explained that coaches must have a comprehensive coaching plan that is aligned with the organisational strategy. One participant highlighted that this would ensure that TVET Colleges meet their organisational needs. Another participant stated that having a comprehensive coaching plan which is considerate of the organisational needs is what TVET Colleges require. The participants said based on their previous experience, external coaches would come in with coaching plans that only align with what the employee suggests, and this needed to be addressed. On the other hand, another participant elaborated that:

"At some point, my institution engaged services of an external whom they disengaged after discovering that she followed her coaching programme".

Table 9 displays the themes that emerged from the participants' responses and indicators.

Table 9: Grouped coaching practices for managers within TVET Colleges

Themes	Indicators
Both informal and formal coaching	<ul style="list-style-type: none"> <li>• Prefers both formal and informal coaching</li> <li>• Both have effective benefits</li> <li>• Never had formal coaching due to limited resources</li> <li>• After receiving new subordinates</li> </ul>
Involvement of management	<ul style="list-style-type: none"> <li>• College management should allocate time for a coaching programme</li> <li>• Coaching that involves management</li> <li>• Coaching that provides support to management team</li> <li>• Coaching that assist in achieving strategic goals of the institution</li> <li>• Institutions should involve management from the beginning of the program to the end</li> <li>• Involvement of management in a coaching programme ensures satisfactory participation from participants</li> <li>• When management is involved, there will be fewer chances of resistance from individuals within the institution.</li> </ul>
Coaching that encourages learning	<ul style="list-style-type: none"> <li>• Empathising with the managers' during coaching is effective</li> <li>• Coaching that focus on personal capacity building</li> <li>• Coaching that improves performance and capacity building</li> <li>• Coaching that exposes people to new ideas and systems</li> <li>• There should be a change of old behaviours to new ones in a form of performance</li> </ul>

The findings also revealed that respondents also agreed on the importance of involving the institution's management in the provision of coaching. The findings further revealed that TVET college managers should be part of the coaches who provide coaching in the institution and ensure that coaching programme assist in achieving the strategic goals of the institution. The study outcomes further indicated that it is important to integrate coaching with the overall institutional vision and strategic goals. This is aligned to (Nuriez-Cach, 2015) assertion that the coaching process has several positive effects on individuals that are changed into valued capital for organisations that cannot be imitated by other organisations resulting to making the competitive advantage produced more sustainable. This is an indication that a

person benefit resulting from a coaching process convert the benefits for firms because employee's benefits influence the performance of an organisation, sales increase and productivity growth.

The study analysis revealed that coaches must have a comprehensive coaching plan that is aligned with the organisational strategy. The research findings highlighted that this would ensure that TVET Colleges meet their organisational needs. Carter (2005) observes that if organisations permit internal coaches to provide coaching, it is beneficial to the organisation because the coaches have deeper knowledge about the organisation and its culture. Hence, they able to create development plans efficiently because they know what resources are available. To ensure that organisations reach higher level of performance, top companies use coaching as a development initiative for their individual managerial and leadership capabilities to align the individuals and the entire employees behind the strategic business plan (Kumata, 2007). This ensure that coaches who provides coaching in organisations are well equipped in the strategic plan and related issues to assist drive the organisational vision for better performance.

However, Kumata (2007) argues that translating corporate strategy into individual development objectives is an extremely complex activity which requires time and effort. Those who can do so found the coaching program administration a major responsibility while other organisations are unable to make an effort (Kumata 2007). If TVET college managers have the required qualification, experience and are well prepared to undertake management responsibilities, they will effectively embrace the new change of administration of the coaching programme within their institutions.

The findings of the study further reveal that having a comprehensive coaching plan which is considerate of the organisational needs is what TVET Colleges require. The qualitative findings indicate that based on their previous experience, external coaches would come in with coaching plans that only align with what the employee suggests, and this needed to be addressed. The results elaborated that at some point, institutions engaged services of an external whom they disengaged after discovering that she followed her coaching programme. Pullen & Crane, 2011 observe that by firmly embedding coaching into organisational culture and strategy, coachees can identify their role in facilitating the development of others which contributes to the significant operational enhancements. Pullen & Crane further asserts that

organisations that did not link coaching to strategic goals failed to deliver a recognised impact into their organisations. Hence it is required to ensure that the coaching programme is aligned to the organisational needs and strategy.

### **5.6.2 Summary of the practices of coaching for managers within TVET colleges in Johannesburg**

In summary, the overall respondents agreed that they have been exposed to limited formal and informal coaching. The study results reveal that participants prefer both informal and formal coaching although they do not have the first experience with both coaching approaches. Most participants expressed concerns about having limited resources to fund coaching in their institutions. On the other hand, the findings also revealed that the involvement of management in the coaching programme is key to its success. This is aligned with Riddle & Pothier (2011) assertion that the involvement of management has positive and rewarding outcomes on coaching. Therefore, managers from the institutions should also form part of the coaches who provide coaching within the institution. The respondents cited that managers have more knowledge and have a better understanding of the dynamics in the institutions. Carter (2005) also concurs that coaches from within the organization have more in-depth knowledge about the culture and organization itself. However, Ashley-Timms believe that in most instances coaches from within the organization are not formally trained in coaching hence it may affect the outcomes of coaching.

The study further reveals that when coaching is done accordingly it maximises learning. The study revealed that the use of questioning prompts a deeper level of analysis resulting in the commitment to take action in getting new skills and knowledge. The research outcomes further reveals that coaching should be organized in such a way that it assists individuals to acquire knowledge and empower them to carry out tasks and develop skills to address challenges.

The study findings further revealed that a coaching process should be considerate of organizational needs. The results of coaching should help in attaining the strategic goals of the institution. The analysis reveals that coaches should have a comprehensive coaching plan in line with the organizational strategy. The findings indicate that a considerate coaching plan is what TVET colleges need. This resonates

with Pullen & Crane's (2011) argument that embedding coaching into organizational culture and strategy enables coaches to identify their roles in facilitating the development of others which is key operational improvements.

## **5.7 OBJECTIVE 4: FINDINGS ON IDENTIFYING THE FACTORS THAT AFFECT MANAGERS' COACHING WITHIN TVET COLLEGES IN JOHANNESBURG**

### **5.7.1 Interview findings on the factors that affect managers' coaching within TVET Colleges**

Participants pointed out factors that affect managers coaching in TVET Colleges in Johannesburg. The factors were categorised into three thematic areas. The thematic areas included: the role of a coach, questioning skills, and feedback.

#### **5.7.1.1 *Coach facilitate behaviour change***

Participants reported that coaches are key players in ensuring that the approach of coaching yields the necessary outcomes. The participants agreed that coaches facilitate behavioural change. Three participants stated that the coach in most instances encourages the individual to break long-term goals into sub-goals and assists in identifying actions to be undertaken to achieve them.

However, one participant pointed out that one of the challenges that coaches encounter to successfully facilitate behavioural change amongst individuals is resistance. This participant highlighted that as part of coaching, to get rid of resistance, it is important to get buy-in from relevant stakeholders. The participant further observed that:

“Most employees who have not clearly understood the purpose and benefits of coaching do not cooperate during coaching”.

Three participants indicated that one of the challenges with coaches is that most of the time they do not consult with the individual's supervisor and management of the institution. Hence the outcome of the coaching programme tends not to align with either the job scope of the individual and organisational goal. Two participants reported

that at some point in their institutions, the coaching outcomes were not what the individuals' supervisors expected. One of the participants stated that:

“The learning of the individual was not relevant to the job responsibilities neither the issues that needed to be addressed”.

Hence, most participants are encouraging the engagement of coaches who have institutional knowledge and experience in TVET Colleges.

The study analysis points out that coaches are key players in ensuring that a coaching approach yields the necessary outcomes. The relationship between a coach and coachee is an important component of coaching in regulating an individual's behaviour (Steelman & Wolfeld, 2018). Effective coaches form a partnership with a coachee. The study confirms that coaches facilitate behavioural change. The study findings further reveals that in most instances, a coach encourages an individual to break long-term goals into sub-goals and assist in identifying actions to be undertaken to achieve them. Gregory & Levy (2015) observe that ongoing coaching between a coach and coachee is a key component in performance management as it facilitates the process of setting long-term goals and assesses the progress towards the goals (Lisa, Boyce, Jeffrey, & Laura, 2010).

Starr elaborates on five effective roles of a coach in coaching as summarised in Figure 6.1 below. This includes building rapport or relationship, provision of constructive feedback, focused listening to provide effective feedback, posing effective questioning, and be flexible when influencing (Starr, 2012). It is the responsibility of the coach to build a good relationship between the coach and coachee as it is one of the greatest success factors in coaching. Building rapport at the beginning of a coaching program between a coach and coachee permit each to appreciate, identify and admire one another as individuals (Boyce, Jackson, & Neal, 2010). When both the coach and coachee have established a good rapport, trust is created in the relationship. Tompkins (2018) observes that once the relationship is firmly established trust level is quicker to attain. Boyce, Jackson & Neal (2010) observes that trust enables the client to open up during a coaching session, be honest and vulnerable while the coach provides support, and be non-judgemental.

A coach needs to actively listen during coaching to make the coach present for the coachee. When a coach is listening attentively, it demonstrates the level of presence in the coaching session focusing solely on the task at hand and remain open to anything that arrives in the session. It is also the responsibility of a coach to have an art of asking questions that is thought-provoking to lead the coachee towards deeper awareness as awareness result in performance. DiGirolamo (2015) observes that active listening and inquisitive questioning are valued fundamentals of successful coaching sessions. Starr further elaborates that the flexible style of influence relays greatly to the roles of a coach whereby a good coach does not take one role but operates on a scale of influence moving horizontally when there is a need. As it is with the four roles of a coach that have been briefly discussed, effective feedback is a key role for a coach. Whitmore (2010) suggests that proper feedback gets neutral, but a detailed response will assist the coachee to take the necessary action (Whitmore, 2010). Starr (2012) suggests five key roles of a coach that enables successful coaching as shown in Figure 4.



Figure 4: Role of a coach (Starr 2012)

The role of a coach is further classified as a transport expert, educator, therapist, and organizational developer (Leikomaa, 2016). All these roles that have been highlighted define a scale of roles from coach regulated and instruction to coachee lead and supportive. Whitmore (2010) suggests that a coach is not a problem solver, an educator, and an expert but a sounding board, facilitator, and an awareness raiser. This also resonates with Marquardt's (2011) principles of action learning whereby the

coach's role is listening and questioning skills required to enable group members to reflect on how they are performing as a group and how they can improve.

However, the study also points out that coaches encounter challenges that hinder the success of facilitating behavioural change amongst individuals which is resistance. The qualitative analysis reveals that as part of coaching, to get rid of resistance it is important to get buy-in from relevant stakeholders. In coaching, resistance is an outcome of a long tradition of isolation in the workplace that is intensely rooted in the organisation's culture (Jacobs, Boardman, Potvin, & Wang, 2017). Effective coaching is dependent on interpersonal skills, and relationship building which comprises of trust and establishing rapport with those individuals who might be uncertain (Anderson, Feldman, & Minstrell, 2014). The Gestalt theory suggests that every want is accompanied by resistance, and both are authentic and valued (Maurer, 2011). This, therefore, means trust and building effective relationships play a key role in minimising resistance.

The study findings further reveal that most employees who do not clearly understand the purpose and benefits of coaching do not cooperate. Lace & Roshia (2016) observe that if the individual is disinterested in coaching, it becomes a challenge to explain the effectiveness of coaching as it is difficult

to assess the outcome of coaching. If the individual is less interested in coaching it becomes a challenge to proceed with the coaching process. It is better to address the issues in the beginning of the coaching sessions so that it yields the necessary outcome. The analysis further indicated that one of the challenges with coaches is, , they do not consult with the individual's supervisor and management of the institution. Hence, they are met with resistance from the individuals and the coaching outcome tends not to align with either the job scope of the individual and organisational goal.

The analysis reveals that the coaching outcomes were not what was expected by the individuals' supervisors. The findings further reveal that the learning that took place for individuals was not relevant to their job description neither the issues that needed to be addressed during the session. Hence most participants are encouraging the engagement of coaches who have institutional knowledge and experience in TVET Colleges.

### **5.7.1.2 Questioning Skill**

Most participants have stated that a coach's questioning skill contributes immensely to the success of coaching. The cited reasons to have a coach with exceptional questioning skills is that participants believe that good coaches stand out by the question they pose, have good listening skills, and the learning they bring out in the individual. One participant went further to suggest that the most effective type of question that has worked effectively over the years are open-ended questions as they allow the individual to offer more information about themselves.

Another participant was concerned about the impact coaching approaches used by coaches who are not registered with a formal association or organisation. The participant elaborated that the questioning of coachees during a coaching session has increased awareness that results in many individuals being encouraged to take actions that would improve performance.

Three of the participants stated that coaches must be skilled and knowledgeable in assisting individuals on the coaching journey by asking insightful questions and give skilful guidance. One participant stated that:

“The role the coach plays during coaching is to jump-start and maintain the momentum of learning throughout the coaching session”.

The qualitative analysis revealed that a coach's questioning skill contributes immensely to the success of coaching. It is an inquiry-based practice (Hauser, 2017). The cited reason to have a coach with exceptional questioning skills is that participants believe that good coaches stand out by the question they pose, have good listening skills, and the learning they bring out in the individual. This results in establishing progress from the last session, scene-setting, and building rapport from the beginning of the session (Wallis, 2016). The analysis suggests that the most effective type of question that has worked effectively over the years are open-ended questions as they allow the individual to offer more information about themselves. The reasons stated were that the kind of open-ended questions inspire individuals to reflect on their thinking and require individuals to analyse, synthesise and evaluate (Nappi, 2017). The aim of asking open-ended questions is to explore below the surface of the client's narrative (Hauser, 2017). This can assist the coachee to claim the learning they

experienced during the coaching process by appreciating what is new and different in their situations when compared to the beginning of the session. On the other hand, Cox (2013) claimed that no stipulated theory of questioning exists for guiding professionals in ratifying this critical competence. On the other end, the analysis further elaborated that the questioning of coachees during a coaching session has increased awareness that results in many individuals being encouraged to take actions that will improve performance.

The analysis further suggests that coaches must be skilled and knowledgeable in assisting individuals on the coaching journey by asking insightful questions and skilful guidance. Insightful questions empower individuals to take responsibility for their learning and learn how to learn (Light, 2014b). This may lead individuals to reflect on their performance allowing them to solve problems and make the right decisions. Cox (2013) suggests that the questions should be about less gathering information for the coach and focus more on assisting the individual to explore, clarify, and learning which leads the individual closer to resolve the task. This resonates with Grant and O'Connor's (2010) observation that effective questions have the effect of improving motivation, develop understanding, increase positive affect and self-efficacy for change, and assisting the individual to get closer towards realising their goals and objectives. This emphasizes the importance of the use of questions during a coaching process which aims to support the attaining of broad goals and objectives of coaching while assisting the individual to achieve their goals. Hence this could be crucial in the development of the coaching conceptual framework to assist managers to resolve issues, develop understanding and easily adapt to change in the TVET sector.

#### **5.7.1.3 Feedback during coaching**

Participants highlighted the importance of giving individuals feedback during coaching as a significant factor that affects managers' performance. Participants agreed that the success of coaching lies in the provision of regular feedback during a coaching programme. The participants pointed out that in coaching feedback has twofold benefits that benefit both the coach and coachee and it therefore keeps the coach and those being coached engaged and motivated. About three participants indicated that feedback from coaches to individuals acts as a catalyst for reflection that assists individuals to sustain their learning over a long period. One participant said:

"For me, coaching is effective when managers are given feedback in the process".

Participants advocated for continuous feedback as an integral part of coaching. Some respondents indicated that positive feedback during coaching is effective, and it motivates employees. One participant stated that:

"Motivation is important on all levels to ensure that a feasible solution is presented for implementation. Staff motivation is perceived as a critical part to assist individuals to reach personal goals and success".

Participants believe that giving feedback during coaching based on their progress and results shows that as a coach you believe in them that they can carry out their responsibilities. Another participant stated that:

"It is rare for employees to receive more than enough feedback and let alone positive feedback".

Participants agreed that for people to change undesirable behaviour and improve learning, feedback plays a crucial role.

Table 10 shows factors that affect managers' coaching categorised into themes and indicators from the interview.

Table 10: Grouped factors that affect managers' coaching within TVET Colleges

Themes	Indicators
Role of a coach	<ul style="list-style-type: none"> <li>• Coaches have coaching knowledge and qualification</li> <li>• Coaches should have institutional knowledge</li> <li>• Coaching goes beyond the one-on-one session</li> <li>• Coaches must have a comprehensive coaching plan</li> <li>• Coaches must be familiar with the TVET environment</li> <li>• Coaches are the key players behind the curtains to produce desirable outcomes</li> <li>• Assist to develop self-confidence and readiness</li> <li>• Coaches facilitate the coaching session</li> <li>• The role of the coach is to jump-start the coaching session</li> <li>• The coaching approach should be congruent with what the institution intends to achieve</li> </ul>
Question skill	<ul style="list-style-type: none"> <li>• Questioning during coaching is important on all levels</li> <li>• Questioning insight is the beginning point</li> <li>• Questioning insight must be incorporated into a coaching programme</li> <li>• Questioning raises awareness amongst individuals</li> <li>• Questioning assist individuals to reflect</li> <li>• Questioning during coaching keeps everyone focused and listening to each other</li> <li>• Coaches should pose questions</li> </ul>
Feedback	<ul style="list-style-type: none"> <li>• Feedback during coaching is key</li> <li>• Feedback reinforce the desired behaviour to pursue a higher level of performance</li> <li>• Managers who regularly provide feedback shows they care</li> </ul>

The qualitative analysis highlighted the importance of giving individuals feedback during coaching as a significant factor that affects managers' performance. Feedback is a critical element of coaching (Gregory & Levy 2015). The study supports the fact that the success of coaching lies in the provision of regular feedback during a coaching programme. The analysis pointed out twofold benefits of coaching, that it keeps individuals engaged and motivated. This was confirmed by Mamula and Peric that feedback serves both informational and motivational functions that promote an

individual's work performance during coaching (Mamula & Peric, 2020). The analysis further indicated that feedback from coaches to individuals acts as a catalyst for reflection that assists individuals to sustain their learning over a long period. Mamula & Peric also observes that feedback provides information about the rightness, perfection, and adequacy of work behaviours. Hence the need to include the aspect of feedback in the development of the conceptual framework for TVET colleges to ensure that managers within the institution are engaged, motivated, and have the ability to reflect to sustain learning.

The analysis further reveals that coaching is effective when managers are given feedback in the process. Murlis (2017) observes that effective continuous feedback to individuals is connected to job targets, will enhance performance, and is likely to increase job productivity and satisfaction. The study outcome advocates for continuous feedback as an integral part of coaching. The analysis indicates that positive feedback during coaching is effective, and it motivates employees. (Marthouret & Sigvardsson, 2016) confirms that the provision of continuous feedback is important, not only when the individual is in the wrong but each time there is a positive behaviour change. Hatie & Timperley note that extensive feedback results in greater engagement, motivation, and high achievement.

The research findings of the study reveal that motivation is important at all levels of the organisation to that a feasible solution is shown for implementation. Staff motivation is a critical part to assist individuals to reach personal goals and success during coaching to ensure that the feedback yields the desired results (Mckimm 2009). It is helpful to think of a structured way on how the feedback might be received by the coachee and to inspire an open dialogue and receptiveness. Mckimm further elaborates that the dialogue will assist the individual to receive the feedback appropriately. It is also crucial to clearly define the aim of the feedback at the beginning of the session to the individual (Mckimm 2009).

The findings of the study further reveal that giving feedback during coaching based on their progress and results shows that as a coach you believe in them that they can carry out their responsibilities. Mckimm (2009) suggests that the feedback provided should be aligned with the overall coaching outcomes of the coachee. This will ensure that the objectives of the coaching programme are met. The research analysis

highlight that it is rare for employees to receive more than enough feedback and let alone positive feedback. It keeps individuals motivated and always eager to do better. It also matters when the feedback is provided as the immediacy of feedback has a significant effect, the sooner the feedback is provided the better the results (Marthouret & Sigvardsson, 2016). Immediate feedback results in better learning compared to delayed feedback. The analysis further reveals that for people to change undesirable behaviour and improve learning, feedback plays a crucial role. If feedback is not provided, a coachee might assume that there are no areas of improvement. That is why individuals value feedback, especially when offered by a person whom they respect for their experience, knowledge, and attitudes (Mckimm, 2009). If coaches fail to provide feedback, this is itself non-verbal communication.

#### ***5.7.1.4 Summary of the factors that affect managers' coaching within TVET Colleges***

The qualitative findings revealed that coaches have a significant role in successful coaching. The analysis indicates that a coach encourages a coachee to break long-term goals into sub-goals that can be easily achievable. Gregory & Levy (2015) observe relationship that a coach establishes with a coachee is effective in the coaching process. The relationship between a coach and coachee is crucial in coaching coaching and this relationship is based on the real vehicle of change (Gyllensten & Palmer, 2007). Regardless of the coaching approach coaches use, if the coaching relationship happens, not all individuals are equally interested in coaching (Jacobs, Boardman, Potvin, & Wang, 2017) which may result in resistance. Gragory & Levy (2010) categorises four essential attributes of a coaching relationship that contributes to the success of coaching. This includes the genuineness, effective communication, comfortable relationship, and relationship that facilitates the individual's growth and development (Gregory & Levy 2010).

The analysis further revealed the factors that hinder successful coaching. One of the factors highlighted is the challenge of coaches to successfully facilitate behavioural change which leads to resistance. According to Musanti & Pence (2010) resistance to change is an outcome of a long tradition in the workplace walls that is intensely imparted in the organisation's culture (Musanti & Pence, 2010). Resistance to change may delay the coaching process and fail to achieve the coaching objectives. Another

factor that has been revealed by the analysis findings to be a challenge to successful coaching is that coaches do not consult with a coachee's supervisor in terms of their expectations. Hence the results of coaching tend not to align with the job scope and organisational goal.

The qualitative analysis findings also reveal that questioning skill is another factor that contributes to the success of coaching. Cox observes that questioning during coaching assists an individual to explore, clarify, and learning to ensure the coachee move closer to some resolution of the task. Grant & O'Connor (2010) suggest that the kind of questions that should be posed during coaching must improve motivation, develop understanding, and heighten positive effects for change and assist the individual to move closer to their personal goals.

The findings further reveal that the questioning skill should raise awareness and coaches should be knowledgeable and skilled on how to pose these questions.

The analysis further highlights the importance of providing feedback to coaches during coaching as an important factor. The outcome of the study indicates that feedback during coaching affects an individual's performance. Gregory & Levy (2012) observe that a strong feedback environment is desirable for coaching to take place. Feedback is an important element of coaching. If individuals are receptive to feedback during the coaching process it does not only impact the individual's attitude and behaviours but also their perceptions towards coaching (Gregory & Levy 2012). The study further reveals that feedback during coaching ensures that employees have confidence in them. Additionally, the analysis reveals that for people to change their undesirable behaviour, feedback plays a crucial role by discouraging it. When feedback is not provided individuals assume that there are no areas for improvement or development (Mckimm, 2009).

## **5.8 OBJECTIVE 5: FINDINGS ON THE PROPOSAL OF A COACHING CONCEPTUAL FRAMEWORK IN TVET COLLEGES IN JOHANNESBURG**

### **5.8.1 Interview findings on the development of a coaching framework**

The participants' responses on the development of a coaching conceptual framework were grouped into the following thematic areas: institution's responsibility to invest in coaching, application of coaching principles, coaching challenges, and benefits of investing in coaching.

#### ***5.8.1.1 Institution's responsibility to invest coaching***

Participants agreed that there is not much done concerning coaching in their institutions. They indicated that coaching is randomly done, there is no planning, no conceptual framework that is followed, no coaching approach in place, and have limited resources. One participant stated that:

“Alignment of the coaching programme with the organisation's business plan points to the appropriateness of implementation of the institution's solutions. With this mentality, support in the coaching programme will be easily sanctioned”.

Two participants stated that when the coaching programme is aligned to the strategic goals of the institution which are formulated out of the overall organisation's strategy, it becomes easier for the management to support it and allocate budget for it. Hence, one participant highlighted that:

“Coaches must know about TVET colleges and familiarise themselves with the organisational goals, gaps, and challenges the institution encounter”.

The participants believe that incorporating the value of coaching during the planning stage of the programme is important as this is an appropriate position to cement the significance of coaching within the institution.

The results of the study reveal that there is not much done concerning coaching in TVET colleges in Johannesburg. Again, the qualitative results confirm that coaching is randomly done, there is no planning, no conceptual framework followed, no coaching approach in place, and have limited resources allocated to leadership

development`. The analysis further stated that the relevancy of the coaching programme with the organisation's business plan points to the relevance of implementation of the institution's solutions. With this mentality, assistance in the coaching programme will be easily approved. According to Tompkins (2018) when an institution is considering a coaching program, it is imperative to make the case for the value of coaching. While others may understand the advantages of coaching and what coaching comprises of, some might not understand. Ramey-Renk (2017) suggests that coaching should not be looked at as redress for individuals on a performance improvement plan or to coach employees to work harder (Ramey-Renk, 2017). But it must be considered as a developmental programme to assist the organisation to reach its maximum heights.

The study findings further reveal that when a coaching programme is aligned to the strategic goals of the institution which are formulated out of the overall organisation's strategy, it would be easier for the management to support it and allocate a budget for it. Wilson (2011) suggests that to gain a buy-in from key individuals in the organisation, it may be beneficial to start by having a pilot program accompanied by a plan to assist in making the case (Wilson 2011). Tompkins (2018) observes that it is important to gain input from management and leaders as it will assist in creating a more robust pilot that can further prove the value of coaching. Wilson (2011) perceives that having the buy-in is key, more especially because one of the challenges of coaching in the organisations is getting time to coach. Tompkins (2018) proposes that to carry out the pilot program, organisations should adopt a project management approach where there should be periodic meetings between coaches and stakeholders to assess the progress and refine the program if there is a need. Tompkins further asserts that once the pilot is complete, they should conduct a lesson learned meeting to have a clear understanding of what they have learned and what they need to improve. The results of this meeting would form the basis for the next round of coaching.

The study findings further indicated that TVET colleges coaches should familiarise themselves with the organisational goals, gaps, and challenges the institution encounter. The participants believe that incorporating the value of coaching during the planning stage of the programme is key as it is a sensible position to cement the significance of coaching within the institution.

### **5.8.1.2 Coaching Challenges**

Participants reported that many challenges of coaching have hindered the effort to make it a success. Some of the challenges that were indicated by participants include limited resources, limited time, and lack of coaching guidance. Participants also revealed that the highlighted coaching challenges have impeded most leadership development initiatives including coaching. There are many coaching challenges. Most organisations do not have a clear understanding of what coaching is, its benefits, what is it for, and who should conduct coaching (Rosha & Lace, 2016). In some instances, coaching is misdiagnosed, as a wrong intervention when people require training or mentoring which will be more effective (Rosha & Lace, The Scope of Coaching in the context of organisational change, 2016). The dependence on the coach or coachee for the success of coaching is also a potential risk. All these highlighted challenges impede the success of a coaching process.

Rosha & Lace (2016) observe that it is impossible to begin a coaching session if the individual is not engaged in it, specifically when the relationship is strained. As earlier indicated in the study findings of the research it becomes pointless to explain the benefits and how effective coaching can be to individuals. It is also challenging to see the positive results of coaching if the coach is also not in touch with the coachee's supervisor or leader to ensure that the coaching is in line with the organisational change needs (Rosha, 2016). Based on action learning, a theory that is used to develop the conceptual framework, the coach's relationship with the coachee is key in ensuring the goals of the coaching are achieved.

Furthermore, the study findings reveal that TVET colleges' managers have a lot of work to do daily, such that it is not realistic for the management to allocate time for coaching. This is also confirmed by Rhodes & Beneicke (2002) that managers may be reluctant to undertake a coaching programme on the additional responsibilities intrinsic in coaching. This may lead to managers' burnout and could cost the institutions more money to acquire solutions that could deal with it.

Rosha and Lace (2016) agree that in coaching there are a lot of challenges and misunderstandings in the coaching process if it is done by managers who also have other responsibilities. Hence, this could result in coaching being misdiagnosed and is

delivered to the wrong people. Consequently, coaches tend to deliver coaching to a client who is not willing to participate in the coaching process. It is impossible to begin a coaching process if the individuals are not interested in it (Rosha, 2016). Rosha and Lace argue that it becomes difficult to explain how the coaching programme comprises of, and how it is structured. Additionally, the outcomes can never be met if the coachee is resistant to the coaching process, hence it is crucial to involve line managers in the coaching programme. When line managers are involved, the resistance is minimal.

The study findings also confirm that it takes the management's buy-in and establishment of policies to successfully implement a leadership development initiative such as coaching within their institutions. The analysis revealed that a proper policy guideline is required during coaching that will guide the organisation and planning of a coaching programme. The findings further indicate that if coaching is well planned, coordinated and the outcomes are achieved, it could get momentum and be valued within the institutions.

The analysis further suggests that enough time must be allocated to a coaching programme for its success within TVET Colleges. This should be coupled with the relevant and required resources. Segregated time from normal daily functions is necessary for participants to focus on personal development. The study showed that time is a challenge amongst managers in TVET colleges. If the institutions' management can allocate time for coaching programmes it will greatly contribute to the personal development of staff members.

### **5.8.1.3 Application of coaching principles**

Participants reported that there is a need to learn the principles of coaching. Participants also stated that it is important to adopt a coaching approach that would be suitable for TVET Colleges that would be clearly defined and be practical. One participant said that:

"As managers, we need training on how to apply the principles of coaching in our institution".

Another participant stated that:

“I know that there is not much coaching happening in our institution due to limited resources, but I know that to effectively implement coaching, these TVET Colleges still require a policy that will guide the coaching”.

The analysis reveals that there is a need to learn the principles of coaching. The study findings indicate that it is important to adopt a coaching approach that will be suitable for TVET Colleges which is clearly defined and practical. As earlier highlighted in the research findings of the study managers who provide coaching in the TVET colleges need training on how to apply the principles of coaching in our institution. Kilburg (1996) suggests five principles of coaching that mainly focus on a particular outcome of the coaching process which includes developing a coaching agreement; build a coaching relationship; create and maintain expectations of success; provide experiences of mastery and cognitive control and evaluate and attribute coaching successes and failures. Kilburg further categorises the first component with developing goals for coaching partnership secure the confidentiality and estimate time commitment. In the second component, Kilburg highlighted the need for creating a coalition and gain commitment.

The third element has not been elaborated. The fourth element is mastery and cognitive control. This can be demonstrated using coaching approaches with flexibility, problem-solving, categorising and understand feelings, adopt feedback, and expose with maximum effort. The last element is checking in on the coaching to evaluate the partnership to ensure that is well established. These principles of coaching could be implemented in the development of the conceptual framework for TVET colleges in Johannesburg to ensure that the coaching programme is comprehensive in taking action towards achieving the organisational goals.

#### **5.8.1.4 Coaching challenges**

Participants reported that many challenges of coaching have hindered the effort to make it a success. Some of the challenges that were indicated by participants include limited resources, limited time, and lack of coaching guidance. Participants also revealed that the highlighted coaching challenges have impeded most leadership development initiatives including coaching. One participant said:

“We have a lot of work to do daily, I am not sure if management will be able to allocate the required time for coaching.”

Another participant stated that:

"Sometimes it takes the management's buy-in and establishment of policies to successfully implement a leadership development initiative.”

Participants stated that a proper policy guideline is required that would also guide the organisation and planning of a coaching programme. Participants further said if well planned and the outcomes are achieved, it could get momentum, and be valued within the institutions. Another participant said that:

“Enough time must be allocated to a coaching programme for its success within TVET Colleges. This should be coupled with the relevant and required resources. Segregated time from normal daily functions is necessary for participants to focus on personal development”.

Another participant stated that:

“Time is a challenge amongst managers in TVET colleges. If the institutions' management can allocate time for coaching programmes, it would contribute to the personal development of staff members.”

#### **5.8.1.5 Benefits of investing in coaching**

Participants reported that having finances to fund the coaching programmes within the institutions should be a priority amongst the participants. Most of them indicated that this would assist them to get highly qualified, registered, and experienced coaches who would provide exceptional coaching services.

Having a coaching plan that would guide a coaching program was endorsed. Participants stated that this would guide how managers within the institution are supported and ensure that the coaching program is fully sponsored by the management. One participant said:

“As part of the programme, having a senior sponsor as part of the coaching programme is important. Unwavering support from senior sponsors brands the program as an important development experience”.

Two of the participants further said that alignment of the coaching programme with the organisation's business plan points to the appropriateness of implementation of the institution's solutions. With this mentality, support in the coaching programme would be easily sanctioned. Another participant said the coaching programme should be in line with the strategic goals of the institution which are formulated out of the overall organisation's strategy.

Table 11 represents how a coaching conceptual framework for managers in TVET Colleges in Johannesburg can be developed.

Table 11: Developing a coaching conceptual framework for managers in TVET Colleges – themes

Themes	Indicators
Institution's responsibility to invest in coaching	<ul style="list-style-type: none"> <li>• Reinforce the value of coaching</li> <li>• Incorporate the value of coaching during the planning stage</li> <li>• Enough time must be allocated to a coaching programme</li> <li>• Allocate budget for coaching programmes</li> <li>• Time allocated from normal daily functions is required</li> <li>• Alignment of the coaching programme with the organisation's business plan</li> <li>• Have a senior sponsor as part of the coaching programme</li> <li>• Unwavering support from senior sponsors brands the program as an important</li> </ul>
Coaching challenges	<ul style="list-style-type: none"> <li>• Limited resources</li> <li>• Managers are constantly busy</li> <li>• No conceptual framework on coaching to follow</li> <li>• Lack of support from management</li> <li>• Absence of experience and qualified coaches</li> </ul>
Benefits of investing in coaching	<ul style="list-style-type: none"> <li>• Coaching enhances capacity building</li> <li>• coaching offers meticulousness in action</li> <li>• The coaching process exposes individuals to new learning and ideas</li> <li>• Coaching retains skills and improve knowledge of coachees</li> <li>• It also enhances the overall human performance system</li> <li>• It improves the prospects for individuals and organisation to continuously adapt to change</li> <li>• Coaching facilitates the improvement of work performance</li> <li>• Coaching enhances the level of confidence and diligence</li> </ul>

The study reveals that having finances to fund the coaching programmes within the institutions should be a priority amongst the institutions. According to the ICF report

(2012), highly renowned organisations around the world have realised the benefits of investing in coaching and its effectiveness to advance their business and achieve their goals. Change has been identified as a spark that kindles the need for organisational development (Rosha, 2016). Change demands organisations to have the capability to manage change and to cope with various issues.

Coaching has been identified as one intervention that is effective during organisational change. As a result, institutions that invest in coaching develop skills that will benefit the organisation and could be applied every day as new opportunities and challenges emerge (Carter, 2005). Coaching makes the atmosphere to enable the empowerment of employees and organisation to produce better outcomes (Rosha, 2016). It contributes to the client's growth and development. In addition, coaching enables individuals to attain new opportunities for the development of self-awareness which is essential for leaders and managers during an organisational change whereby managers must rely on themselves in decision-making (Rosha, 2016). Consequently, coaching sessions enable individuals to become more open-minded and tolerant to different perspectives assisting the organisation of relationships in the company firmly based on trust and respect (Rosha & Lace, The Scope of Coaching in the context of organisational change, 2016). Coaching kindles the capability of one's thinking process more clearly and structurally.

Tompkins (2018) suggests an approach that organisations could follow to successfully invest in coaching and yield the benefits. The first step proposed by Tompkins is to clearly define why coaching is needed. One condition to be considered during the implementation of coaching is when the effectiveness of leadership and management require enhancement.

Secondly, it is important to clearly define goals and identify actions that will promote these goals. Each goal must be precise and limited to time to measure success. Ashley-Timms (2012) emphasise the importance of steadiness in the changes being applied after the coaching session. Most organisations often fail because they believe that coaches come in to correct their wrongs. To sustain the changes implemented, coaching should not be viewed as a therapy to a challenge but as an approach to attain a higher-performing culture (Tompkins, 2018). Ashley-Timms (2012) also agrees that once the changes have been implemented, they should remain an

everyday part of running in the organisation with follow-ups. This will result in a coaching culture in the organisation where individuals are frequently looking for feedback and endeavouring for reinforcement.

As earlier indicated in the study outcomes, having a coaching plan that will guide a coaching program was suggested. The findings state that this will guide how managers within the institution are supported and ensure that the coaching program is fully sponsored by the management. Planning in coaching is seen as a tool to structure coaching, minimise risks, and encourage reflection on what went well and what did not (Abraham A. , Saiz, Mckeown, Muir, & North, 2014). It is an important constituent for changing behaviours as it assists in planning how the coach will think and act. It could also be used to assimilate information, guide action, and minimise risks in a complex working environment. More coaches plan to have a better understanding of performance before they progress to develop an action plan to address the problems.

#### **5.8.2 Summary on the assistance of action learning theory in developing a coaching framework**

The study analysis reveals that there is not much done within TVET colleges regarding coaching. The findings indicate that coaching is done randomly with no clear planning, lack of conceptual framework followed, and no coaching approach followed as well as limited resources.

The qualitative analysis revealed that when the coaching programme is aligned with the strategic goals of the institution and organisational strategy it becomes easier to get buy-in from key stakeholders. Tompkins (2018) noted that large organisations with sufficient budgets have implemented coaching programmes while many other organisations have not because there is lack of budget, buy-in which affects the choosing of the coaching program and approach. While other organisations have limited budgets and have no buy-in, other organisations struggle to articulate and align the coaching benefits in organisation hence they tend to view it as remediation for individuals on a performance improvement plan (Ramey-Renk 2017).

The study further reveals that when developing a conceptual framework there is a need for coaches to learn and understand the principles of coaching and how to apply them. The qualitative analysis further reveals the challenges of coaching in TVET

colleges which include limited resources, time, and lack of coaching guidance. According to the study findings, these challenges have hindered the success of leadership initiatives and coaching in TVET colleges. Rhodes & Beneicke (2002) observe that time constraints in an educational institution is a challenge due to educator workload. Management teams in educational institutions need to consider the creation of sufficient time to allow coaching sessions to take place (Rhodes & Beneicke, 2002). This means that management in TVET colleges needs to allocate time to conduct coaching and be considered a leadership development programme.

The study further revealed that a proper policy guideline is required that will guide the organisation and planning of a coaching programme. The policy guideline formulates and defines goals to which coaching will be directed. This policy guideline will also offer an introductory outline of the significance of goal clarification in coaching and discover its scientific background.

## **5.9 CHAPTER SUMMARY**

As discussed in chapter 4, the study is qualitative lead mixed method. Qualitative research method was given a prioritisation over the quantitative results. Since the interview was conducted virtually, the target population was 10 as alluded to earlier. However, only 6 participants were interviewed. As earlier indicated in chapter 4, a high response was anticipated before COVID-19 emerged. Due to unavailability of staff since most of them were on sick leave, while others could not inaccessibility to the internet as all staff members were working from home during the data collection process led to a low response rate.

The qualitative results were summarised and concluded as follows. The participants explained that a coach is a practitioner who heightens awareness through his questioning skills and assists individuals to develop and make better choices. The participants confirmed that a coach identifies gaps in individuals and provides guidance and support them to do better. Furthermore, participants were to indicate how coaching was used within their institution. The respondents mentioned that in most instances, they conducted coaching without knowing that they are doing it as they neverthought that they are doing it. Participants also explained how useful

coaching was within their institution. They stated that it was very useful as people needed direction and development in areas, they were lacking in.

Participants further indicated their preferred coaching approach that could be effective within their institution. They stated that they preferred both informal and formal coaching depending on the circumstances of the requirement. Most of them indicated the importance of coaching new subordinates who join their department. However, other participants argued that they want management to be involved in coaching as they have relevant knowledge regarding TVET Colleges' issues. Participants were also to explain the aspects of coaching that influence managers' development. The following aspects were highlighted a holistic coaching approach, questioning insights, feedback, and knowledge about the institution.

Participants were able to indicate the kind of a coach that should be engaged to lead the coaching exercise in their institution. They stated that the coach must be knowledgeable about the institution, certified, experienced, and registered. The participants were to explain the challenges TVET colleges encounter during coaching. They stated that limited resource is a challenge followed by unavailability of a coaching plan, as well as limited time to attend to coaching programmes. Participants further highlighted solutions that could assist in addressing these difficulties the TVET Colleges encounter. Respondents suggested that reinforcing the value of coaching would assist in motivating institutions to invest in the coaching initiative. Participants further emphasised the importance of securing sponsors to fund coaching programmes, as well as integrating coaching programmes into the institution's development plan.

## **5.10 CHAPTER SUMMARY**

In conclusion, the chapter presented and discussed the qualitative outcomes of the research objectives. Most of the respondents were male compared to females

The respondents expressed low confidence in coaching that is currently conducted in TVET colleges as the study revealed that coaching is not frequently done, instead it is done once a month or in 6 months due to limited time and resources. Furthermore, at present, there is no conceptual framework for coaching used to meet current and future demands in the institutions as the respondents reported that at the moment

there are very few coaching programmes in place. The qualitative findings further revealed that competencies of coaching improve performance and empower individuals in areas of trust, confidence, and critical thinking. A significant number of the respondents confirmed that they have limited exposure to formal and informal coaching. The coaching that takes place is usually unplanned, and does not follow any conceptual framework.

Moreover, most participants confirmed the need to involve managers from their institutions in coaching which could be key to the success of a coaching programme introduced. The respondents also agreed that a coach is a critical factor affecting managers' coaching within TVET colleges. Coaches assist individuals to break long-term goals into sub-goals that can be easily attained. The study further reveals factors that hinder the success of a coaching process. This included the difficulty of coaches to facilitate behavioural change, limited resources, and hiring of inexperienced and unskilled coaches which hampers the coaching process. Lastly, this chapter reveals that currently the TVET colleges do not follow any coaching framework. Action learning is a suitable approach for coaching managers in TVET colleges due to its educational improvements.

Chapter 6 presents and discusses the statistical results and analysis.

## **CHAPTER 6: QUANTITATIVE RESULTS AND ANALYSIS**

### **6.1 INTRODUCTION**

This chapter presents the quantitative research findings of the study. They are interpreted and presented based on the data collection that was done in chapter 4. Statistical data was sourced through a questionnaire which was sent to all personnel who hold management positions in TVET Colleges in Johannesburg. This chapter presents and discusses the quantitative findings which were analysed using a Social Package for Social Sciences (SPSS) based on the research objectives of the study. The last part of the section summarises the chapter.

The outcomes of the research are aligned to the study objectives as presented below:

- To examine the current conceptual framework of coaching that is utilised to meet challenges and future demands of TVET colleges in Johannesburg

To identify the factors that affect managers' coaching within TVET colleges in Johannesburg

To understand coaching practices for managers within TVET colleges in Johannesburg

To understand the coaching competencies needed by managers within TVET colleges in TVET colleges

To propose a coaching conceptual framework that could be used for coaching managers in TVET colleges in Johannesburg

Understanding coaching in TVET colleges is of importance in advancing issues that can hinder it in TVET colleges, Johannesburg. It has come to light that coaching is not commonly used in TVET colleges, Johannesburg, and the unavailability of a theoretical framework makes it worse as the institutions do not have any formal guidelines to follow when providing coaching. Below are the different outcomes presented in achieving the research objectives.

## 6.2 DEMOGRAPHIC CHARACTERISTICS AND BACKGROUND INFORMATION

This section reports the statistical findings of quantitative results derived from a questionnaire. The section included demographic characteristics and background information.

This part of the study covered general information including the category of the gender, and age, education, and educational background range of interviewees. For the quantitative research data, the participants included all the personnel who hold management positions within the five TVET Colleges in Johannesburg.

### 6.2.1 Gender

For quantitative findings, Figure 5 presents the gender of the respondents. Most of the respondents were males (67.5%). They were 32,5% female respondents in the study.

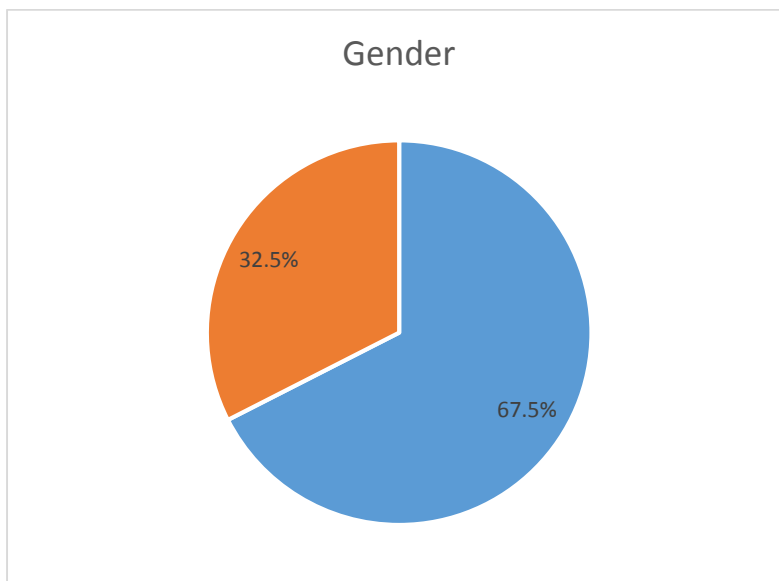


Figure 5: Gender of the respondents

The findings of the quantitative data indicate that the TVET College sector, specifically the management position is dominated by males. This statistical finding suggests that there is a need for TVET Colleges in South Africa to address the issue of having few women in the management by introducing practical and theoretical management and leadership programmes.

### 6.2.2 Age

The quantitative results are shown in Figure 6 which presents the age of the respondents. Most of the respondents were aged between 51 – 60 years (42.5%). The next group of respondents was aged between 41 – 50 years (35.0%). There was only one respondent above the age of 60 years (2.5%).

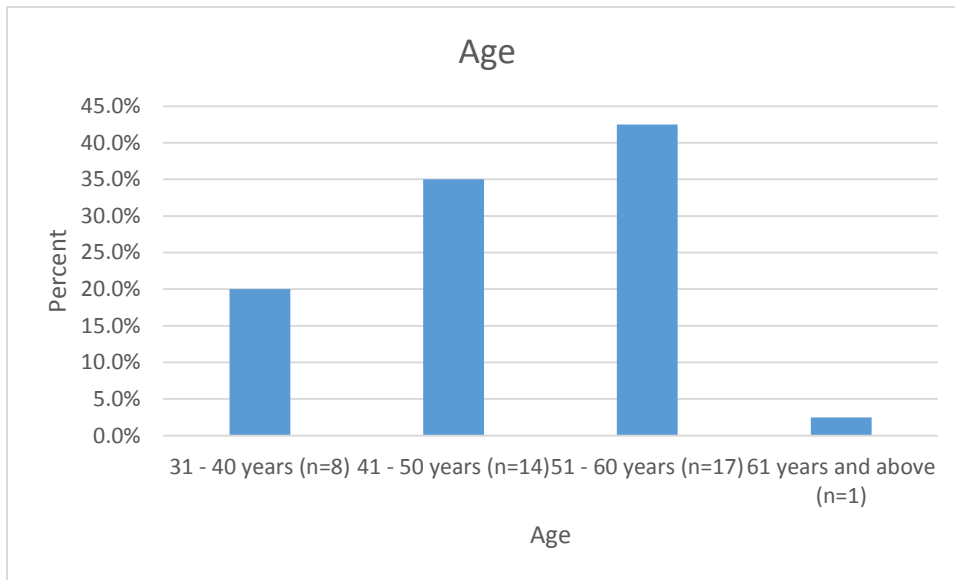


Figure 6: Age of the respondents

The age difference raised a concern as the youth between 20 -39 years are not in the management of the institutions. The absence of the youth in higher positions could be a reason why TVET Colleges have been struggling with a succession plan as the youth is excluded from management positions.

### 6.2.3 Education Qualification

The quantitative study revealed that the highest educational level acquired by the respondents was a bachelor's degree in Technology or any other relevant bachelor's degree (n=22, 55%) as presented in Figure 7. The second majority of the respondents had a master's degree (n=12, 30.0%). Finally, only one respondent had a Doctorate Degree (2.5%) and one had a Certificate (2.5%).

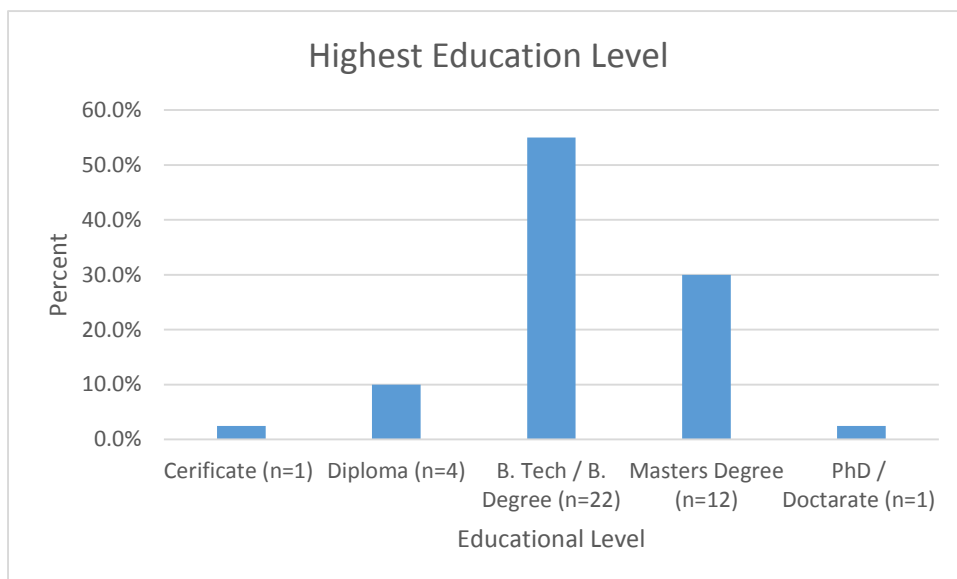


Figure 7: Highest educational level acquired by the respondents

The study results imply that most of the TVET College management staff is literate as indicated in the qualitative findings. This is a necessity for such an industry as its nature requires skilled, knowledgeable, and experienced staff. Unqualified staff may affect the quality of education produced by TVET Colleges. However, one noted that most of the staff in management positions do not have a management qualification that could help them in managing the dynamics and challenges they encounter in managing the institutions.

#### 6.2.4 Educational Background

The survey results revealed that most of the respondents had their educational background in education (n=18, 45%) while 17.5% had their background in management. Four respondents (10.0%) had their background in human resources while three respondents had their background in information technology (7.5%) as presented in Figure 8.

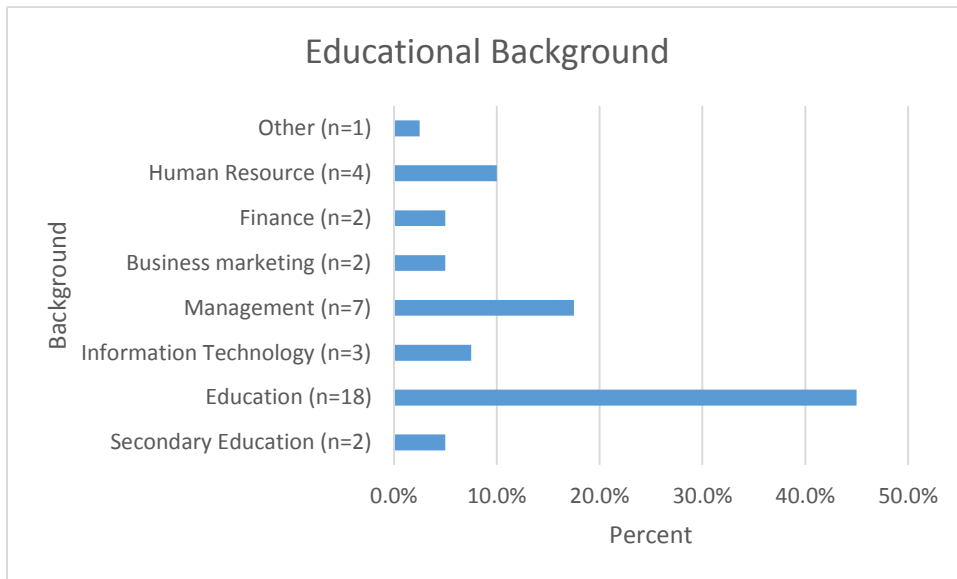


Figure 8: Background information of the respondents

As shown in the qualitative findings, most participants have an educational background which is a necessity for the success of TVET Colleges as its nature requires an educational background.

### 6.3 OBJECTIVE 1: FINDINGS ON EXAMINING IF THE CURRENT CONCEPTUAL FRAMEWORK OF COACHING BEING UTILISED MEET CHALLENGES AND FUTURE DEMANDS

#### 6.3.1 Survey findings on examining if the current conceptual framework of coaching being utilised meet challenges and future demands

Table 12 presents the extent of coaching being utilised to meet the challenges and future demands of TVET colleges. The extent of coaching being utilised by TVET colleges was measured using a numerical scale ranging from no coaching, followed by *little coaching*, then *moderate coaching*, and finally *great coaching*. The respondents indicated that there was nothing or little done in coaching by TVET colleges on the following items: institution provides coaching regularly (n=23, 57.5%) and educators are free to decide how many coaching sessions they want to do (n=19, 47.5%).

The respondents further indicated that there was nothing or little coaching in terms of the institution always and clearly explains the purpose of coaching (n=16, 40.0%).

However, the respondents noted that the institutions provided great coaching as the best idea that institutions need to adapt to look beyond profit motive, and contribute to meet the challenges and future demands of the institution (n=19, 47.5%), and that coaching helps meet the future demands of the institution (n=15, 37.5%). Furthermore, the respondents indicated moderate coaching provided by the TVET colleges regarding coaching in helping to meet the current challenges of the institution (n=18, 45.0%), and that coaching develops resilience during challenging times (n=15, 37.5%).

*Table 12: Understanding if the current conceptual framework of coaching being utilised meet challenges and future demands*

Coaching	Nothing	Little	moderate	Great
	f (%)	f (%)	f(%)	f (%)
The institution provides you with a coach regularly	23(57.5)	10(25.0)	7(17.5)	-
Educators are free to decide how many coaching sessions they want to do.	19(47.5)	15(37.5)	5(12.5)	19(25.0)
The institution always and clearly explains the purpose of coaching.	16(40.0)	16(40.0)	6(15.0)	2(5.0)
Coaching helps to meet the current challenges of the institution.	2(5.0)	9(22.5)	18(45.0)	11(27.5)
Coaching helps meet the future demands of the institution.	2(5.0)	8(20.0)	15(37.5)	15(37.5)
Coaching develops resilience during challenging times	2(5.0)	9(22.5)	15(37.5)	14(35.0)
The coaching initiative is the best idea that institutions need to adapt to look beyond profit motive and also contribute to meet the challenges and future demands of the institution.	2(5.0)	7(17.5)	12(30.0)	19(47.5)

**Scale:** 1= Nothing, 2=Little, 3=Moderate, 4=Great

This section presents the examination of coaching being utilised to meet the challenges and future demands of TVET colleges. The assessment of coaching being

utilised by TVET colleges was measured using a numerical scale ranging from no coaching, followed by *little coaching*, then *moderate coaching*, and finally *great coaching*. The respondents indicated that there was nothing or little done in coaching by TVET colleges on the following items: institution provides coaching regularly (n=23, 57.5%) and educators are free to decide how many coaching sessions they want to do (n=19, 47.5%).

The respondents further indicated that there was nothing or little coaching done in the institution (n=16, 40.0%). However, the respondents noted that the institutions provided great coaching as the best idea that institutions need to adapt to look beyond profit motive, and contribute to meet the challenges and future demands of the institution (n=19, 47.5%), and that coaching helps meet the future demands of the institution (n=15, 37.5%). Furthermore, the respondents indicated that moderate coaching provided by the TVET colleges assisted to meet the current challenges of the institution (n=18, 45.0%), and that coaching develops resilience during challenging times (n=15, 37.5%).

The quantitative research analysis confirmed the qualitative findings which indicates that there was little, or nothing done in coaching by TVET Colleges in Johannesburg, South Africa. The statistical analysis reveals that institution offers coaching regularly (n=23, 57.5%) and educators are free to decide how many coaching sessions they want to do (n=19, 47.5%). The analysis further reveals that nothing or little was done in terms of coaching in the institutions (n=16, 40.0%). As indicated above coaching should be incorporated to the talent development goal of the organisation and be aligned to the overall strategic goal of the organisation.

### **6.3.2 Summary of examining the current conceptual framework of coaching that is utilised to meet challenges and future demands**

The findings of the quantitative survey gave in-depth insight and understanding of coaching in TVET colleges. The results provided by participants were contradictory as others stated that there is little done in coaching by TVET colleges while other participants claimed that TVET colleges institutions offered coaching regularly and individuals could decide on the number of coaching sessions they want to do. The

results were a contradiction to Smith (2015) that coaching should be done regularly to achieve better results.

#### **6.4 OBJECTIVE 1: FINDINGS UNDERSTANDING THE COACHING COMPETENCIES NEEDED BY MANAGERS WITHIN TVET COLLEGES IN JOHANNESBURG**

##### **6.4.1 Survey findings on the coaching competencies needed by managers within TVET**

Table 13 displays coaching competencies needed within TVET colleges. The respondents agree that the following coaching competencies are needed within TVET colleges: the coach comprehends that people are a mixture of mind, body, and spirit and perform best when all aspects of their being are considered, engaged, and valued (M=2.95, SD=0.86); and the coaching process directs performance towards the desired outcome (M=3.00; SD=0.86).

*Table 13: Coaching competencies needed within TVET colleges*

<b>Competencies</b>	<b>M</b>	<b>SD</b>
The coach comprehends that people are a mixture of mind, body, and spirit and perform best when all aspects of their being are considered, engaged, and valued.	2.95	0.86
The coaching process directs performance towards the desired outcome.	3.00	0.86
Domain Mean	2.98	0.86

**Cut off point:** less than 2.5 – disagree 2.5 and above - agree

The statistical findings reveal that coaching competencies required in TVET colleges include the coach understanding that individuals are a combination of mind, body and souls perform better when all facets of their being are considered, engaged, and valued. The quantitative analysis is aligned with the qualitative results findings as they both indicate that the coaching process directs performance to the desired results.

The South African TVET sector is faced with challenges that are daunting. They are less equipped to respond to skills requirements of employers and to change young

people into suitable jobs (Badenhorst & Rachere 2018). A coach who will focus on the combination of the mind, body and soul is a requirement in TVET colleges.

## 6.5 OBJECTIVE 3: FINDINGS ON UNDERSTANDING COACHING PRACTICES FOR MANAGERS WITHIN TVET COLLEGE

### 6.5.1 Survey findings on coaching practices for managers within TVET colleges

Findings in Table 14 present coaching practices for managers within TVET colleges. The Table reveals that respondents agree that a coaching process offers a new framing to improve a manager’s performance (M=2.74, SD=0.94); coaching techniques facilitate maximum learning (M=2.85, SD=0.89); coaching process takes into account the organizational needs and issues that mutually influence the performance of the institution (M=2.78, SD= 0.97); coaching allows individuals to be resilient during difficult circumstances (M=2.88, SD=0.94).

*Table 14: Coaching practices for managers within TVET colleges*

Practices	M	SD
The coaching process provides a new framing to improve a manager’s performance.	2.74	0.94
The coaching techniques facilitate maximum learning.	2.85	0.89
The coaching process takes into account the organizational needs and issues that mutually influence the performance of the institution.	2.78	0.97
Coaching allows one to be resilient during difficult situations.	2.88	0.94
Domain Mean	2.81	0.94

**Cut off point:** less than 2.5 – disagree 2.5 and above - agree

The quantitative findings confirm that a coaching process offers a new framing to improve a manager’s performance (M=2.74, SD=0.94). The statistical findings are in

line with the qualitative findings that coaching does improve performance. The findings are relevant to Barutcu and Ozbay (2009) thought that coaching contributes to create a high performance and effective organisation. Coaching brings out the best in individuals and this contribute to enhanced organisational performance (Sharma, 2017). It aims at improving individuals' performance and enables them to undertake complex tasks as it assists coachees to be open to improvement and issues related to their skills and performances (Yirci, Karakose, & Kocabas, 2016). The statistical findings also confirm that coaching techniques facilitate maximum learning ( $M=2.85$ ,  $SD=0.89$ ). This finding was also revealed by the qualitative data that coaching facilitate learning.

The statistical analysis also confirmed that coaching considers the organizational needs and issues that mutually influence the performance of the institution, and this constitutes ( $M=2.78$ ,  $SD= 0.97$ ). This was earlier indicated in the qualitative research findings that for a coaching process to be a success, the coaches must align the coaching programme to the organisational strategy and plan. Furthermore, the analysis indicated that coaching allows individuals to be resilient during difficult circumstances ( $M=2.88$ ,  $SD=0.94$ ). This finding is also aligned to the qualitative analysis where it states that coaching is one initiative that could build the resilience of individuals. This coaching practice is necessary for managers in TVET colleges as resilient individuals are confident in the ability to solve problems, make effective decisions and communicate. This will enable managers who has received coaching in TVET colleges to be future minded and be comfortable to use positive emotions. Sloan (2011) also observes that resilient individuals are self-aware, control their moods, psychological thinking, and attitudes.

Sloan (2011) further observes that coaching improves the qualities of leadership required for the future. Sloan indicates that coaches identify the attributes that help individuals to bounce back from change and challenges and assist them to develop the skills that are missing and utilise what they are good at. This increases self-confidence and personal insight strengthens management skills and assists them to deal with organisational change (Sarkar & Fletcher, 2016).

### **6.5.2 Summary of the Understanding Coaching Practices for Managers within TVET College in Johannesburg**

The quantitative findings reveal that a coaching process provides a new framing to enhance a manager's performance. This is in line with Barutcu & Ozbay (2009) assertion that coaching adds value in the creation of a high performance and effective organization. The statistical findings are aligned to the qualitative results as they confirm that coaching considers organizational needs. The results further indicate that coaching allows people to be resilient during difficult circumstances.

## **6.6 OBJECTIVE 4: TO IDENTIFY THE FACTORS THAT AFFECT MANAGERS' COACHING WITHIN TVET COLLEGES IN JOHANNESBURG**

### **6.6.1 Survey findings on the factors that affect managers' coaching within TVET colleges**

Table 15 presents the factors that affect managers' coaching within TVET colleges. The respondents agreed that the coaching process influences performance irrespective of cultural similarities and differences ( $M=3.05$ ,  $SD=0.93$ ) and the coaching process to revive the knowledge, awareness, and understanding of the organisational culture ( $M=3.03$ ,  $SD=0.86$ ) were factors that affect managers' coaching within TVET colleges. However, the respondent disagreed that the use of the institution's time to attend coaching session ( $M=2.33$ ,  $SD=1.00$ ) is a factor that affects managers' coaching within TVET colleges.

Table 15: Factors that affect managers' coaching within TVET colleges

Factors	M	SD
Managers can use the institution's time to attend coaching sessions.	2.33	1.00
The coaching process revives the knowledge, awareness, and understanding of the organisational culture.	3.03	0.86
The coaching process influences performance irrespective of cultural similarities and differences.	3.05	0.93
Domain Mean	2.80	0.93

**Cut off point:** less than 2.5 – disagree 2.5 and above agree

The statistical findings revealed that  $M=3.05$ ,  $SD=0.93$  participants agree that factors affecting managers' coaching within TVET colleges include the coaching process that influences performance irrespective of cultural similarities and differences. The coaching process is a means of transportation that enable individuals to reach where they want to be. Barutcu & Ozbay (2009) note that a coaching process contributes to the creation of high performing and successful organisation. The purpose of the coaching process is to improve individual's performance, assign responsibilities to assist them to improve their performance and be able to undertake challenging tasks (Yirci, Karakose, & Kocabas, 2016). For the coaching process to be effective, it is suggested that its progress should be measured with a job benchmark, a detailed assessment of the person's behaviours, motivators and personal abilities, and desired performance goals (Hayashi, 2010). This should be outlined in the conceptual framework which will acts as a roadmap, to assure TVET college managers in Johannesburg and the coaches are aligned to the key points during the coaching process.

The quantitative results further revealed that the coaching process also revives the knowledge, awareness, and understanding of the organisational culture. Furthermore, the respondents disagreed that the use of the institution's time to attend coaching sessions ( $M=2.33$ ,  $SD=1.00$ ) is a factor that affects managers' coaching within TVET colleges. However, if the time allocated for coaching in TVET colleges is enough it

makes it easier for coaches to achieve session's objectives. This indicates that time to attend coaching sessions in the institution is a factor that affects managers coaching in TVET colleges in Johannesburg.

### **6.6.2 Summary of Factors Affecting Managers' Coaching within TVET Colleges**

The quantitative analysis reveals that feedback affects the coaching process which influences performance. This finding is aligned to the qualitative analysis where it reveals that the coaching process integrated with effective feedback contributes to the performance of coaches.

## **6.7 OBJECTIVE 5: FINDINGS ON THE PROPOSAL OF A COACHING CONCEPTUAL FRAMEWORK THAT COULD BE USED FOR COACHING MANAGERS IN TVET COLLEGES IN JOHANNESBURG**

### **6.7.1 Survey Findings on Proposing a Coaching Conceptual Framework that could be used for coaching Managers in TVET Colleges, Johannesburg**

Table 16 presents the assistance of action learning in developing a coaching framework for managers at TVET colleges. The respondents agreed that the coaching engagement strengthens and inspires individuals and it further impact on job performance (M=2.95, SD=0.88); coaching process enables individuals to assess the work with specific goals and developmental plans towards improving current behaviour to the desired state (M=2.80, SD=0.88); the institution, irrespective of the availability of resources, has a responsibility to invest in coaching (M=3.28, SD=0.86); and the institution stands to benefit from investing in coaching (M=3.49; SD=0.82).

Table 16: Proposing a coaching conceptual framework for managers at TVET colleges - questionnaire

Proposal	M	SD
The coaching engagement strengthens and inspires further impact in job performance.	2.95	0.88
The coaching process enables one to assess the work with specific goals and developmental plans towards improving current behaviour to the desired state.	2.80	0.88
The institution, irrespective of the availability of resources, has a responsibility to invest in coaching.	3.28	0.86
The institution stands to benefit from investing in coaching.	3.49	0.82
Domain Mean	3.13	0.86

**Cut off point:** less than 2.5 – disagree 2.5 and above - agree

The statistical analysis reveals that about (M=2.95, SD=0.88) participants believe that coaching engagement strengthens and inspires further impact in job performance. As indicated in qualitative analysis findings that coaching assists individuals to reach the desired level of performance. In organisations where they engage in coaching, individuals openly share feedback, and thus greatly improve performance. The quantitative analysis further indicates that the coaching process enables individuals to assess the work with specific goals and developmental plans towards improving current behaviour to the desired state (M=2.80, SD=0.88). The statistical analysis further reveals that the institution, irrespective of the availability of resources, has a responsibility to invest in coaching (M=3.28, SD=0.86) and the institution stands to benefit from investing in coaching (M=3.49; SD=0.82). This also confirms the results revealed by qualitative findings where the coaching process is key in attaining positive results from coaching. When organisations invest in coaching this helps them to embed coaching into the culture of an organisation which may result in individuals recognising their role in facilitating the development of others. Therefore, strengthening the coaching culture that brings about key operational improvements (Pullen & Crane 2011).

However, Grant (2010) observes that coaching dawdles to be embedded in an everyday routine, and support is required. As a result, strategies need to be in place to ensure that managers who become coaches will have confidence and support in the application of their skills after receiving coaching (McCarthy & Milner 2013). Some of the organisations with mature coaching cultures include the following mechanisms communities of practice, peer supervision, and support provided by human resources (Grant 2010).

### **6.7.2 Summary of the Proposal of a Coaching Conceptual Framework that could be used for Coaching Managers in TVET Colleges, Johannesburg**

The statistical analysis reveals that coaching engagement strengthens and inspires job performance. This is aligned to the analysis of the qualitative results as mentioned previously that coaching contributes to the success of performance improvement. The quantitative analysis findings further indicate that institutions should invest in coaching as they stand to benefit from it.

## **6.8 GENERAL COMMENTS ON THE CONTRIBUTION OF COACHING TO THE INSTITUTION**

### **6.8.1 Coaching contributes towards change management**

The respondents when asked to make a general comment on the contribution of coaching to the institution noted that it contributes towards change management of the institution. One respondent said that "*Coaching contributes towards change management of the institution.*" The purpose of coaching during change management is to assist individuals to carry out the implicated tasks of the change without telling them to do their responsibilities. In the case of TVET colleges, this could assist managers to initiate the change themselves, and become agents of change as it is likely for people to support what they have created. It further allows new processes to be discovered, explained further, and improved. This provides encouragement and reasons for the change to be immersed in the new culture.

Coaching has been understood to be a process that enables people and teams to attain results. As the change unfolds in organisations can cause several challenges.

During a change process, individuals require to attain aims and progress, at the same time they must deal with the problems triggered by the change. Grant (2014) observes that during a period of organisational change, individuals need to develop and undertake the established goals while expected to deal with organisational disorder. Rosha & Lace (2016) suggest the need to facilitate individuals in organisations during the time of change to improve goal attainment, encouraging development and support them to deal with change challenges through coaching.

In the case of TVET colleges, this could assist managers to create the change themselves and become agents of change as it is likely for people to support what they have created. All organisational change requires one or more change agents who have the skill and capability to stimulate and facilitate the change. For the success of any change effort, heavily depends on the change agents who have a clear knowledge and understanding of their role. Coaching stimulates individuals' thinking process to be more explicit and organizational (Rosha & Lace 2016) providing more clarity on goal attainment, relevance with the individual's role and responsibilities in the organisation that facilitates change. Hence there is a need for the ability to focus on the construction of solutions which requires a change of mind-set of solution-focused approach and coaching has proved to increase solution-focused thinking (Grant 2014). This kind of approach to coaching assumes that goal achievement can be enabled by having a clear understanding of mutual relationships between one's thoughts, feelings, behaviour, and environment, and by organising these four areas to best contributes to goal achievement (Grant 2014). Grant further states that integrating a strong solution-focused view into behavioural modality assist to position the coaching for the development of personal strengths and solution construction.

It further allows new processes to be discovered, explained further, and improved. This provides encouragement and reasons for the change to be immersed in the new culture. The need for coaching to be embedded into the organisational culture is evident in organisational change where working in complex adaptive systems that are problem-focused may not be of assistance as they might impede goal progression (Cavanagh & Lane, 2012).

### **6.8.2 Coaching should be viewed as a mentoring tool**

The TVET colleges should use coaching as a mentoring tool to align individual performance to the institutional strategic goals. One respondent in the open-ended section of the questionnaire noted that:

“There is a need to view coaching as a college needs to see mentoring and coaching as a tool to align individual performance to the institutional strategic goals”.

Therefore, some respondents even suggested that coaching should start at an early age at high school to be effective. They further argued that young children need coaching and mentoring at a young tender age to keep them motivated.

Coaching is a critical tool to augment organisational efficiency and productivity by increasing the performance standards of employees in leadership positions. On the other hand, mentoring also enables the client to have access to network opportunities, makes introductions to key leaders, and suggests professional development assignments. When both interventions are implemented within the TVET College setting, they produce profound shifts in individuals that lead to high productivity and achieving of organisational goal.

The analysis results suggest that TVET colleges should use coaching as a mentoring tool to align individual performance to the institutional strategic goals. Both coaching and mentoring are interventions used in management to nurture a set of skills in individuals. They are learning and development activities that have the same roots. Wilson (2011) observes that the boundaries between coaching and mentoring are becoming less invisible as mentors have realised that mentoring in a coaching style is more effective than simply providing advice. The findings further reveal that there is a need to view coaching as a college needs to see mentoring and coaching as a tool to align individual performance to the institutional strategic goals”.

Coaching is a critical tool to augment organisational efficiency and productivity by increasing the performance standards of employees in leadership positions (Gatling & Harrah, 2014). On the other hand, mentoring also enables the client to have access to network opportunities, makes introductions to key leaders, and suggests professional development assignments. When both interventions are implemented

within the TVET College setting, they produce profound shifts in individuals that leads to high productivity and achieving of organisational goal (Grant, Curtayne, & Burton 2009).

### **6.8.3 Coaching enhances performance and consistency**

The respondents when asked to make comments on coaching, they indicated that it enhances performance and consistency which leads to excellence in an institution. One respondent wrote, "*Coaching enhances performance and consistency to excellence*". Consistent coaching is central to improving the performance of an entire team. This is evident to leaders who provide coaching to employees rather than commanding them. They can build a more agile and talented workforce leading to a healthy and growing business.

The study results indicated that coaching enhances performance and consistency to excellence which leads to excellence in an institution. The research findings revealed that coaching enhances performance and consistency to excel. Firms are beginning to rely on team coaching to improve organisational performance (Maseko, van Wyk, & Odendaal, 2019). Consistent coaching is central to improving the performance of an entire team. This is evident to leaders who provide coaching to employees rather than commanding them. They can build a more agile and talented workforce leading to a healthy and growing business.

All TVET institutions should make coaching an integral part of performance management. Coaching is an important building block of performance management (Armstrong, 2014). It can be used in performance management by arranging regular one-on-one sessions. (Leikomaa, 2016). Leikomaa further indicates that when integrating coaching into performance management, coaching is an integral part of day-to-day performance activities managers engages in. Coaching could be a clear part of communication between individuals and their line managers providing an opportunity for the manager to disclose something they desire to talk about resulting in a discussion.

Integrating coaching into the TVET institutional management will enhance performance. However, a big concern was raised by participants about having a manager whom you have conflicts with appraising performance and providing

coaching and to crown it all the same manager offering coaching, lack coaching knowledge and skills yet hired for a different job. As earlier indicated in the study findings, managers need to get formal coaching training and be given a chance to engage more in coaching conversations rather than telling subordinates what to do. This will assist managers to know how to handle conflicts and conduct coaching. This means that coaches must develop their flexibility of influencing as recommended by (Starr, 2012).

The report findings further indicated that coaching should be a continuous process rather than being an event for its effectiveness. It further revealed that coaching should be an integral part of performance management, which is a continuous process. However, the process is not continuous in the TVET sector and is rather seen as an event with specified dates and timeframes. The provision of coaching is critical to the performance management process for both leaders and employees. Coaching is important at each phase of the performance management cycle to build a common understanding of priorities, objectives, and address required enhancement and development. All coaches must have access to proper introduction to coaching to manage expectations and increase awareness (Leikomaa, 2016).

#### **6.8.4 Coaching should be an integral part of performance management**

All the TVET institutions should make coaching an integral part of the management. Integrating coaching into the TVET institutional management will enhance performance. Most respondents indicated that coaching focuses on establishing the non-performing individuals to seek agreement on what the focus of their responsibilities would be. The respondents further asserted that coaching should be a continuous process rather than being an event for its effectiveness. One respondent stated that,

"Coaching should be an integral part of performance management, which is a continuous process; however, the process is not continuous in the public sector and is rather seen as an event with specified dates and timeframe."

The provision of coaching is critical to the performance management process for both leaders and employees. Coaching is important at each phase of the performance

management cycle to build a common understanding of priorities, objectives, and address required enhancement and development.

#### **6.8.5 Coaching should be accessible to all in the institution**

The respondents of the study submitted that coaching should be accessible to all members of the TVET colleges. It should not be confined to selected individuals such as the management and lecturers. This is because all the members at the TVET colleges must contribute to imparting the knowledge to the students. Furthermore, all the members of the TVET colleges must understand the nature of the business of the institution. A member of the respondents said that,

"Coaching should not be confined to management and lecturers but should benefit as they have to impart such knowledge to the students, taking care of the nature of the business."

When coaching is accessible to all in TVET colleges, it is not only beneficial to individuals, but also to the entire institution. It takes learning to a deeper level as individuals learn critical skills and solidify skillset that they can apply to new situations and challenges within their safe place of learning.

The findings of the study submitted that coaching should be accessible to all members of the TVET colleges. Coaching should be typically provided to all individuals of all ages and levels in an organisation for the basic aim of improving performance management, communication skills, and team effectiveness (ICF 2014). It should not be confined to selected individuals such as the management and lecturers. However, occasionally coaching is encouraged to employees who struggle with low performance (Digirolamo, 2015). This is because all the members at the TVET colleges must contribute to imparting the knowledge to students. Digirolamo (2015) suggests that coaching be entrenched into the culture of an organisation to be accessible by all employees.

Furthermore, all the members of the TVET colleges must understand the nature of the business of the institution. The study further revealed that coaching should not be confined to management, and lecturers and other employees should also benefit as they have to impart such knowledge to the students, taking care of the nature of the

business. When coaching is accessible to all in TVET colleges, it is not only beneficial to individuals but also to the entire institution. It takes learning to a deeper level as individuals learn critical skills and solidify skillsets that they can apply to new situations and challenges within their safe place of learning.

#### **6.8.6 Coaching should be held regularly and be formalise**

The colleges require this intervention urgently. This is because coaching, workshops, and other related training are very important. The institutions should provide more coaching opportunities for staff members. No coaching was ever done within the colleges except the Department of Higher Education and Training (DHET) arranges campus managers workshop which is done on yearly basis. Coaching can help in managing the relationship to guarantee that the coachee gets the suitable level of coaching service. One respondent indicated that,

"At our institution, I believe coaching is informal and mostly depends on the relationship the employee has with his/her line manager".

The provision of coaching regularly, can assist in the solving of the various challenges TVET colleges encounter, improve performance, and can assist the institutions to develop and achieve long-term goals.

The research findings reveal that TVET colleges require coaching intervention urgently. This is because coaching, workshops, and other related training are very important for the development of the TVET sector. The institution should provide more coaching opportunities for staff members. Successful organisations intentionally ensure the long-term feasibility of their leadership team. They identify and develop individuals who can take important roles in the future which is an important component in their approach (Digirolamo, 2015). Coaching is a one-on-one intervention that can easily be implemented and practiced and improved, successful organisations placed it to succession planning and leadership development (Digirolamo, 2015). As coaching is used as an individualised intervention, individuals who move to new roles can be supported through the transition and assist leaders to be dynamic and involved in their responsibilities and personal development.

The analysis further revealed that no coaching was ever done within the college except the Department of Higher Education and Training (DHET) arranges campus managers workshop which is done on yearly basis. Coaching can help in managing the relationship to ensure that the client receives the appropriate level of service. The report findings indicated that in TVET colleges, Johannesburg, coaching is conducted informal and mostly depends on the relationship the employee has with the line manager. The provision of coaching regularly can assist in solving the various challenges TVET colleges encounter, improve performance, and assist the institutions to develop and achieve long-term goals. When coaching is embedded in the culture of the organisation, it grows maturely which may result in standards and policies being developed (Riddle & Pothier, 2011).

#### **6.8.7 Involving all stakeholders in decision-making for coaching**

The decision to conduct coaching sessions lies solely in the hands of the Academic Manager. There is pseudo-participation by staff members in decision making. Coaching is not given the attention it deserves. Newly hired staff are just provided with the resources/ infrastructure and expected to complete the given tasks without proper coaching. The institution should consider coaching as an investment rather than a cost and time-consuming exercise. Respondents indicated that in most cases, coaching is conducted when staff members fail to complete a task; this is akin to close the door when the horse has bolted. Managers should be proactive in terms of the way they consider and implement coaching sessions, and it should be done regularly. If all the relevant stakeholders are involved in the decision-making regarding coaching, they would share a common understanding and ensures that the coaching programme is a reflection of the real needs and priorities. It may assist in minimising resistance of employees who should participate in the coaching programme.

The study results reveal that the decision to conduct coaching sessions lies solely in the hands of the Academic Manager. There is pseudo- participation by staff members in decision making. The analysis suggests that coaching is not given enough attention it deserves. It further reveals that new hires are just provided with the resources infrastructure and expected to complete the given tasks without proper coaching. The analysis suggests that the institution should consider coaching as an investment rather than a cost and time-consuming exercise. Some respondents indicated that in most

cases, coaching is conducted when staff members fail to complete a task, this is akin to close the door when the horse has bolted. They also cited that managers should be proactive in terms of the way they consider and implement coaching sessions and it should be done regularly.

This study results further revealed that when all relevant stakeholders are involved in the decision-making regarding coaching, they will share a common understanding and ensures that the coaching programme reflects the real needs and priorities. This may assist in minimising resistance from employees who should participate in the coaching programme. The more the coaching process involves the organisational needs, the more effective the coaching is likely to be (Turner, 2016). This is also supported by (Kilburg, 2000) that a relationship between a coachee, line manager, (organisation), and coach help the coachee to attain a mutually recognized set of goals to enhance professional performance and personal development resulting to enhance the effectiveness of the coachee's organisation in a formally well-defined coaching agreement. A meeting at the contracting stage that involves the coach, coachee, and coachee's line manager is a key mechanism for a successful coaching outcome for the organisation as well as the coachee (Turner, 2016) as they provide valuable developmental support to the coachee more especially when they clearly understand the nature of coaching.

Sandler emphasises the need for a three-way meeting that involves the HR sponsor to ensure that the organisational needs have been put into consideration (Sandler, 2011). Sandler argues that engaging a coachee's organisation and human resource personnel who has permitted and funded the coaching sessions is key to ensure a balance between getting alongside the coachee and not being influenced by the individual's world perspectives. Research results indicate that one in five coaching aims are in line with organisational outcomes (Carter & Miller 2015). They further argue that if line managers are involved and engaged as sponsors the coaching process has a positive effect on coaches.

#### **6.8.8 Summary of the General Comments on the Contribution of Coaching**

The statistical analysis also revealed that coaching contributes to change management of the institution. The ICF (2014) coaching helps attain the learning of

the objectives of change management. Coaching is tailored to the needs of the individual. Since coaching has long been part of human resources development, it has increasingly supported employees in an environment of fast and continuous change (Bennett & Bush, 2011). Coaching tends to assist in adaptive and behavioural learning. It further helps to enhance individuals' capabilities in experimenting with new methods, changing to an enabling approach of managing, the success to deal with challenges in performance and team difficulties (ICF 2014). Grant (2014) has observed that coaching plays a key role in change readiness in organisations. Change readiness is associated with job satisfaction, solving job-related problems, and willingness to engage proactively with the difficulties experienced during organisational change (Grant, 2014).

Coaching during change management also assists in minimising depression and improve resilience (Grant 2014). During organisational change, there are many predictable hindrances and difficulties to be overcome. Therefore, coaching assists individuals to deal with setbacks which are likely to enhance one's pliability and level of despair which may result in to increase in the sense of personal mastery as they manage such difficulties. Taylor (1997) agrees with Grant (2014) that coaching heightens resilience and minimise depression during organisational change. Organisational resilience during a change may enable the ability to anticipate potential threats to manage unanticipated events and learn from them to offer the lively competence to facilitate organisational change.

The analysis also reveals that coaching should be accessible to all members of TVET colleges. This means that it should be offered across the institution. The findings of the study suggested that coaching should be entrenched in the culture of the organisation (Digirolamo 2015). This means that coaching should not only be designed for underperforming employees or those who occupy executive and management positions, but it should be accessible to all employees in the organisation.

The quantitative finding results also reveal that coaching should be done regularly and be formalised. The results indicate that institutions must provide more coaching opportunities for all employees. The findings also indicate that formal training with clear guidelines and conceptual framework should be done to ensure the effectiveness of coaching

## 6.9 CHAPTER SUMMARY

In summary, the findings of the study revealed that 67.5% of respondents were male, while 32.5% were female. The respondents revealed their age range, and most respondents were aged between 51-60 years. The majority of the respondents had a bachelor's degree (55%) followed by master's degree holders with 30%. About 45% of respondents had had their background in education while 17% had a background in management.

Based on the objectives and research questions, the results revealed that there was no coaching done by TVET colleges. The results indicate that 57.7% institution provides coaching regularly. The results indicate that less than 2.5 – disagree and 2.5 and above agree. The findings of the study reveal that 3.05 of respondents agree that coaching process influence performance irrespective of cultural similarities and difference as a factor that affects managers' coaching within TVET colleges. The results also revealed that the following process offers a new framing to improve managers 'performance (M=2.74, SD=0.94) and coaching techniques facilitate maximum learning (M=2.85, SD=0.89). Again, the statistical test results revealed that there was a need for the coach to comprehend that people are a mixture of mind, body, and spirit and perform best when all aspects of their being are considered, engaged, and valued. The results also indicate that overall, the need for a coaching framework for managers in TVET colleges, Johannesburg to strengthen and inspire further impact on job performance. The findings of the study also reveal general comments made by respondents concerning coaching in the institution. They indicated that coaching contributes to change management and should be viewed as a tool for mentoring.

Chapter 7 presents the discussion on the TVET colleges proposed coaching theoretical framework for managers in TVET colleges in Johannesburg, South Africa. The chapter summaries the research objectives and reflects on whether they were attained. The conclusions and recommendations are founded on the research outcomes.

# **CHAPTER 7:**

## **CONCEPTUAL FRAMEWORK FOR COACHING MANAGERS IN TVET COLLEGES IN JOHANNESBURG, SOUTH AFRICA**

### **7.1 INTRODUCTION**

The previous chapter focused on the integration and discussion of the study results and analysis. This chapter discusses the TVET colleges proposed coaching theoretical framework for managers in TVET colleges in Johannesburg, South Africa. It summaries the research objectives and reflects on whether they were attained. The conclusions and recommendations are founded on the research outcomes, and the chapter concludes with the limitations of the study, areas for further research, and chapter summary.

### **7.2 RESEARCH SUMMARY**

This section summarises the background of the overall study, the research problem, recaps the research objectives, highlighting the achievement of the research objectives, and solution to the problem statement.

#### **7.2.1 Background of the overall study**

The challenges facing TVET colleges are daunting. One of the most pressing issues includes poor leadership and management skills; hence, the study focused on the management of the TVET colleges. The study outcomes have indicated that the coaching initiative is not constantly in use in TVET colleges in Johannesburg. With coaching forming part of professional development, it does not only guide the implementation of instructional inventions but creates a strong collaborative work culture that develops the long-term capacity for change (Fullan, 2008).

The literature indicated that once individuals go through a coaching process, they become self-aware of the personal traits they exhibit, and then access those that would permit them to reach their objectives. Previously, coaching has been conventionally perceived as a therapy for poor performance in organisations, an approach that connects an individual's effectiveness with organisational performance. But other perspectives view coaching as an opportunity to upskill employees'

effectiveness within their organizations. Hence, other scholars have merged the prominence of offering relevant learning opportunities to performing employees so that improved performance becomes a by-product of learning (Redshaw, 2000).

With the challenges engulfing the TVET sector in South Africa, and with the expected pressure for them to deliver at the level as universities, this study showed that there is a need for the adoption of a coaching initiative and the development of a conceptual framework that would guide the coaching of managers in TVET colleges. This would ensure that the coaching is effective and successful. The results in the current study show that coaching was randomly done, and where it occurred, it was inconsistent. The literature reviewed revealed that there are very few studies conducted that were able to develop a coaching conceptual framework for managers in TVET colleges. As a result, there is no existing conceptual framework that is followed by the colleges who make an attempt to use coaching to mentor their staff in.

### **7.2.3 Recapping the research objectives**

This section examines the research objectives, and highlights whether these were attained. The study objectives were:

- To examine the current conceptual framework of coaching that is utilised to meet challenges and future demands of TVET colleges in Johannesburg.
- To understand the coaching competencies needed by managers within TVET colleges in Johannesburg
- To understand coaching practices for managers within TVET colleges in Johannesburg
- To identify the factors that affect managers' coaching within TVET colleges in Johannesburg
- To propose a coaching conceptual framework that could be used for coaching managers in TVET colleges in Johannesburg

### **7.2.3.1 Objective 1: The examining of current coaching conceptual framework in meeting current and future demands**

The objective here was to examine whether there was a management coaching framework currently being utilised to meet challenges and future demands of TVET colleges in Johannesburg.

Respondents stated that there is no coaching conceptual framework that is currently in place for coaching managers in TVET colleges. It was noted that at present coaching is done at a minimal level within TVET colleges in Johannesburg.

The results from the interviews and questionnaire revealed that there are aspects that have contributed to minimal conducting of coaching in TVET colleges, and these are:

- Lack of formal training of managers on coaching
- Work pressure
- No underlying theory is guiding coaching
- No formal coaching taking place
- Limited resources

The respondents observed that formal training on coaching for coaches who offer coaching services in TVET colleges is important as it would ensure the success and effectiveness of coaching. The respondents added that managers who provide coaching from their institutions offer it unaware that they are doing it because they have limited knowledge on the principle of coaching. The institutions do not have guidelines and a coaching conceptual framework that guides their coaching process; hence, they do it in any way that suits them.

The respondents added that managers work under a lot of pressure; hence, it is challenging for them to provide regular coaching to meet the current and future demands of TVET colleges. With the absence of a coaching conceptual framework that would guide them in providing effective coaching, the respondents revealed that it is a challenge to develop resilience that could be enhanced through coaching.

### **7.2.3.2 Objective 2: To understand the coaching competencies needed within TVET colleges in Johannesburg**

The second objective demanded the identification of factors that affect managers' coaching within technical and vocational education and training (TVET) colleges in Johannesburg

The interview and survey offered similar responses on the coaching competencies needed by managers in TVET colleges. The following coaching competencies were identified to be required by managers and coaches who provide coaching in TVET colleges to ensure successful coaching in TVET colleges:

- Increased awareness
- Knowledge of the institution
- Experience
- Outcome-oriented
- Empowerment on issues of trust, confidence, problem-solving and critical thinking
- Questioning skills
- Facilitation skills
- Increased performance
- Provision of feedback
- Provides assistance in setting personal and professional goals
- Offers support and guidance
- Has an understanding that people are a mixture of mind, body, and spirit
- Possesses leadership skills that provides direction of performance towards the desired outcome

The key point that emerged from the interviews was that coaches who provide coaching in TVET colleges must improve performance that would elevate employees both professionally and personally. The respondents further noted that coaches should possess the ability to empower individuals in areas of trust, confidence, problem thinking, and critical thinking skills. With the challenges hindering the successful performance of TVETV colleges in Johannesburg, attaining these skills would contribute to assisting on the pressing challenges of poor leadership, management

skills, and challenges encountered by lecturers in various areas of teaching and learning amongst which were concealed inadequacies in their capabilities to achieve competencies needed for effective teaching.

It is also clear that coaches who are to provide coaching in TVET colleges should know the institution. The respondents noted that previously, coaches who provided any form of coaching in TVET colleges were not aligned to the organisational strategy and goals; hence, in most cases the coaching objectives were not met. As a result, TVET colleges have not delivered on the expectation of becoming the institution of choice and helping in alleviating the plight of skills shortage in South Africa. The trend of poor performance in TVET colleges persists. This emphasises the need to have coaches who have background knowledge of TVET colleges and the organisational strategy.

The respondents also pointed out the need to have experienced coaches in TVET colleges. The respondents noted that coaches should have institutional knowledge and be familiar with the current issues within the institutions. The TVET colleges have been regarded as dysfunctional and incapable of meeting the social and economic needs of the country. To achieve the expectation to play a transformative role in the education sector should have an effective coach who knows how success should look like for the institution. When coaches have enough knowledge about the institution, they would be able to offer support and guidance in line with the organisational strategy. Other respondents indicated that external coaches tend not to focus on the goals of the institution, as they do not consult with the supervisors of employees in that organizations.

### **7.2.3.3 Objective 3: The coaching practices for managers**

Another purpose of the study was to establish coaching practices for managers within technical and vocational education and training (TVET) colleges in Johannesburg. The resounding response from the respondents was that ideal coaching for managers in TVET colleges should be both formal and informal. The respondents further indicated that the coaching programme should involve management and encourage learning. According to the study results, many institutions had not received formal coaching because it is expensive and requires formally trained and skilled coaches.

Another view was that having undergone multiple transformations, TVET colleges have experienced difficulties in management. With the transitions, the TVET sector has encountered insurmountable challenges that include limited resources, poor leadership and performance. Many successful organisations are offering both formal and informal coaching where they are using trained and experienced coaches. On the other hand, line managers are encouraged to provide informal coaching even if it is for a few minutes.

The respondents pointed out that one major challenge with practicing formal coaching is limited finances and time. Providing formal coaching with trained and experienced coaches needs trained and qualified coaches as well as adequate time to plan and align the coaching programme with the overall organisational strategy. The research outcomes indicated that this the one area that the TVET colleges are struggling with is the availability of time to organise and plan for coaching as well as securing funding for training.

The study outcomes further revealed that the involvement of managers in coaching is a significant factor in addressing issues of performance, morale, and motivation. The support and involvement of managers in coaching are of importance as they would provide a buy-in from their side to ensure that the initiative is supported. Involving managers to provide coaching is also beneficial to the institutions as they are familiar with the institution's strategic goal, and their coaching solutions would be customised to align with the organisational goal.

The respondents expressed their concerns on the limited resources to successfully implement both formal and informal coaching in TVET colleges. The budget has been cited as a challenge in TVET colleges which is required to acquire external coaches who are trained and experienced. The respondents further emphasised the importance of training managers on coaching as they are not sufficiently trained in coaching skills.

The respondents also indicated that coaching practice must maximise the learning needed in TVET colleges. The report indicates that coaches play a key role in ensuring that coaching yields the desired outcomes. The merging of technical colleges to FET colleges (Holliday, 2001) resulted in the changing of roles and responsibilities that led

to problems in the management structure of the colleges. With coaching implemented accordingly, this may result in a culture of learning which could create a holistic and positive work environment.

The study findings further revealed that a coaching process should be considerate of organizational needs. The results of coaching should help in attaining the strategic goals of the institution. The analysis reveals that coaches should have a comprehensive coaching plan in line with the organizational strategy.

#### **7.2.3.4 Objective 4: The identify factors that affect managers' coaching in TVET colleges**

In undertaking this objective, respondents were asked if the institution provided coaching regularly. There was significant agreement among the participants that coaching was not done frequently as they indicated the following challenges:

- Limited time
- Limited finances
- No formal training on coaching
- Managers work under a lot of strain
- Work pressure

The participants indicated that in TVET colleges, the above challenges hinder the regular conduct of leadership development programmes including coaching. Various competing priorities cause a lot of frustration for TVET colleges managers by the continuous changes perceived in national education policies. The TVET college management tends to be distracted from the core purpose of their work which is to enhance teaching and learning. TVET colleges' leadership development programmes are often fragmentary and of a short duration comprising of duplication, provided on an ad hoc basis and not form part of a longer strategic goal at the policy level. Therefore, urgent interventions are needed where management and leadership development specifically coaching is ideal. Management and leadership development is required in TVET colleges in Johannesburg. Continuous provision of coaching is necessary for the identification of skills and capabilities needed in the complex TVET environment for coaching managers to remain current.

The study outcomes also indicated that the role of the coach plays a key role in the success of coaching. The research results further stipulate that when the coach has established a good partnership with a coachee, that partnership facilitates the process of setting long-term goals, and assesses the progress towards the goals. This would minimise resistance from the individuals receiving coaching. The participants further pointed out that the way a coach conducts the coaching process affects the coaching exercise itself. The coach's questioning skills contribute immensely to the success of coaching. The research results maintain that coaches must be skilled and knowledgeable in assisting individuals on the coaching journey by asking insightful questions and skilful guidance. TVET colleges' managers have not received any training on coaching; more specifically on posing questions during coaching, a limitation that might have resulted in the loss of interest in conducting coaching because the outcomes were not realised.

The respondents noted that offering feedback during coaching affects managers' coaching as it keeps individuals engaged and motivated. It was noted that successful coaching lies in the provision of regular feedback during a coaching programme. The study outcomes reveal that managers in TVET colleges are not formally trained to receive critical feedback concerning their limitations and areas of development. On the other hand, to involve TVET colleges' managers in coaching, requires expertise to offer feedback in a way that a coachee would embrace it no matter how critical that feedback is for the betterment of the institution.

#### **7.2.3.5 Objective 5: Develop a coaching framework for the coaching managers in TVET colleges in Johannesburg**

In achieving objective 5, the study adopted an underlying theory of action learning that is used to develop the conceptual framework of coaching managers in TVET colleges. All the respondents agreed that TVET colleges have a significant gap in conducting coaching due to limited knowledge about it.

Generally, TVET colleges have not fulfilled their mandate of becoming an instrument for socio-economic development. However, the government continues to put more resources to improve the status of TVET colleges ( Mmako, 2016). To achieve a socio-economic goal, TVET colleges require more resources to fund the

implementation of coaching programmes that would be guided by a conceptual framework for managers in TVET colleges.

#### **7.2.4 Achievement of the research objectives and solution to the research problem statement**

The five objectives of the study's achievement were assessed in four ways. Firstly, the objectives assessed if there was a coaching conceptual framework currently being utilised to meet the challenges and future demands of TVET colleges in Johannesburg. The findings revealed that there is no conceptual framework for coaching managers in TVET colleges in South Africa. Secondly, this research study aimed to identify the factors that affect managers' coaching within TVET colleges in Johannesburg. There are three main factors identified that influence managers' coaching in TVET colleges. These included giving feedback, the role the coach plays, and the art of questioning during coaching. Thirdly, the study established the coaching practices for managers within TVET colleges. The study outcomes revealed that formal and informal coaching, involvement of management, and coaching that encourages learning are the coaching practices for managers in TVET colleges. The study further revealed that competencies for coaching managers in TVET colleges included asking the right questions, raising awareness, providing feedback, personal development, and understanding that individuals are a combination of mind, body, and soul. Lastly, the development of a conceptual framework of coaching managers in TVET colleges addressed the problem of not having the formal coaching conceptual framework in TVET colleges in South Africa. The developed proposed conceptual framework could be adopted by TVET colleges to develop a coaching programme aligned with the institutions' strategic plan, action plan, and overall organisational goal.

In summary, the research study answered the surveyed and interview research questions in collaboration with the research aims and objectives. The research findings resulted in the development of a conceptual framework (Section 7.4) that could guide coaches providing coaching in TVET colleges.

### **7.3 CONCLUSION**

The TVET colleges have not been able to fulfil their mandate to be an economic tool, yet the government continues to pump resources to improve their status and function.

To achieve the government mandate, there is an urgent need to strengthen the capacity in the leadership and management levels to ensure that college managers function effectively despite the difficulties they are encountering in the TVET college sector. As the study outcomes revealed, there is an insurmountable amount of support offered by the government in terms of resources, but the TVET college sector has failed to deliver on the expected goal to assist in alleviating the plight of vocational skills shortages in South Africa.

The TVET sector requires capable management that is consistent, capable of addressing arising issues, and committed to contributing to the achievement of TVET colleges' mandate. That is, TVET colleges need management that can provide good governance, solve problems, be consistent, and be willing to achieve the institution's mandate. It is also noted that since the inception of the transitioning of TVET colleges, there has been limited attempts to address the basic challenges facing these colleges. Thus, TVET colleges have failed to fulfil their mandate as an instrument for socio-economic development. The data in this study reveals that the lack of a coaching conceptual framework stems from the lack of a holistic direction on strategic investment in the human resource of the TVET sector which would guide the capacity needed in this sector of higher education in South Africa to enhance its mandate.

It is evident that TVET colleges in Johannesburg, South Africa lack resources to provide coaching in their institutions to address the limitations in the management level. The study reveals that TVET colleges have no coaching programme in place and no policy guidelines for coaching managers. This is because at first the government drove transformation centrally without a long term strategy in place. However, the government has since implemented a recent approach that is more decentralised, and requires each TVET college to diagnose issues that would require modifying interventions to particular institutional conditions – a self-introspection exercise that would diagnose and rectify local and specific challenges in each college.

The participants noted that TVET colleges need to adopt a leadership development initiative to meet current and future challenges. The respondents also emphasised that at present there are few coaching programmes in place hence coaching is randomised within their institutions. The prioritisation of development given its influence on institutional success is key for TVET colleges. It is worth noting that coaching serves

a wider organisational strategy that includes management professional development, talent development, transformation, change, and strategic initiatives. The respondents highlighted challenges hindering the success of coaching as an intervention that can add value to the organisational strategy, with its commercial and non-commercial objectives.

The participants also revealed that TVET colleges work under a lot of strain as there is the pressure exerted to meet organisational goals and produce quality education. The research points to a shortfall in TVET colleges as currently, they could not achieve the goal. They show that over the years TVET colleges are still struggling with management issues. Previously, management personnel were not required to possess management skills and knowledge, but currently there is a need to have management abilities. The study results indicate that coaching is one of the best interventions needed to contribute to meeting the challenges and future demands of TVET colleges. This would ensure that managers empower individuals and encourage them to take responsibility, improve individual performance and assist in identifying both organisational and individual strengths and development.

The study results indicated that TVET colleges have limited skills and expertise in leadership development more specifically in coaching. The respondents expressed low confidence in the coaching as it was randomly done. Hence, the institutions are unable to provide formal coaching as there have not been formally trained on coaching. The respondents also pointed out that the implementation of coaching comes with benefits for the institutions. Individuals who receive coaching have confidence and meticulousness in action, they take in solving problems as well as simplifying solutions resulting in high productivity.

The study concludes that TVET colleges need a coaching conceptual framework that would assist the provision of coaching in TVET colleges effective and successful. The respondents indicated that there is no coaching conceptual framework in TVET colleges as such action learning theory is suitable to assist in the development of the coaching conceptual framework for managers in TVET managers. Participants agreed that managers should be involved from the institutions in a coaching programme which could be key to the success of the coaching programme.

#### **7.4 PROPOSED CONCEPTUAL FRAMEWORK FOR COACHING MANAGERS IN TVET COLLEGES**

As earlier mentioned, TVET colleges in Johannesburg do not have an existing conceptual framework for coaching managers. They currently use informal coaching whereby they do not have a conceptual framework in place to guide their coaching. For this reason, this study developed a conceptual framework that could be useful to coaches providing coaching services in TVET colleges. The conceptual framework is a living document that offers a way of creating learning and educational environments that support continuous learning and are conducive to learning. The conceptual framework has a context for aligning professional and state principles with managers' professional development and abilities.

The conceptual framework for coaching managers in TVET colleges is based on action learning theory. The literature review has assessed various cases introducing action learning principles enhanced the condition of business and behaviours. There is still a gap for more evidence around the consequences that it provides. The stance of this research was to integrate a concrete model that congeals the aids of action learning. Thus, the conceptual framework for coaching managers in TVET colleges in Johannesburg stems from the case studies that have experienced achievement and the development of an instrument that can be employed to assess the success.

Chapter 3 in this Thesis presented an argument that indicate that action learning is a medium through which coaching can manifest. Therefore, action learning becomes an easy avenue that can enable the realisation of coaching. Action learning can be utilised to gauge action learning programmes, as a practical approach to contributing to coaching managers in TVET colleges.

From the above discussions, it is clear that action learning nurtures the constructs of coaching. In addition, action learning aims to affect business performance, and it signifies a trajectory to fill the gap for coaching. The conceptual framework will assist in making and reviewing programmes that will ensure continuous coaching and enhancement of TVET colleges.

The starting point for this conceptual framework development highlighted the coaching programme, competencies, factors influencing coaching, and how it can influence

current and future challenges. The study covered the following critical areas for the conceptual framework proposition as a starting point in TVET colleges were: (1) meet current and future demands (2) coaching competencies (3) coaching practices (4) factors affecting coaching (5). These are discussed in detail in the following subsections.

#### **7.4.1 Proposition 1: Meet current and future demands**

The proposed coaching conceptual framework ensures that coaching is not done randomly to attain the best results as the study findings indicated. The study outcomes show that managers in TVET colleges in Johannesburg were involved in coaching, but they were not aware that they were doing it because there are no guidelines and conceptual frameworks in place to follow. Hence, most of the participants suggested the need for formal training for coaches providing coaching in TVET colleges. Fundamentals of coach training that allow people to relay to themselves directly or indirectly relating to others might contribute to the process of identity work. Additionally, individuals who received formal training are more self-regulated than those who did not receive training.

The study outcomes also revealed that coaching needs to meet the current and future challenges in TVET colleges. With a very limited coaching programme in TVET colleges, the findings suggest that coaching should go beyond the call of duty amongst managers. The study's findings also indicate that having a regular coaching programme in place could minimise the number of challenges faced by TVET colleges.

#### **7.4.2 Proposition 2: Coaching competencies**

As earlier discussed, coaching competencies expected from a coach guarantee that a coaching procedure is a success. Coaching competencies are the capabilities, skills, and behaviours used in a coach-coachee relationship to establish objectives. They are treated as antecedents shown in the Coaching Framework designed (Table 17). A coach must have a clear sense of what success looks like in an organisation. Having benchmarked competencies in place can guarantee that coaches who offer coaching services in an organisation have a uniform standard to communicate prospects and outcomes to be realised. The literature review reflects that *value orientation, knowledge, and coaching skills* are the three critical competencies coaches require.

*Under value orientation*, the model adopted Meyer and Fourie's value competency profile for a South African coach:

- Self-awareness, empathy, openness, inclusive fairness, anti-discrimination, awareness of others.
- Empowerment, multi-culturalism, respect, representativeness, anti-discrimination, humility, sensitivity, learning, objectivity, objectivity, honesty, critical thinking, integrity, confidentiality, trust, integrity, flexibility and, co-operation.

An effective coach is also needed to understand the *coaching process* better. This study employed a cyclic development model incorporating key action learning practices. This is structured around an action learning style process where coachees are supported to ratify multiple cycles of action. The coaching model for managers is as follows:

- Define the outstanding features of the situation
- Explain the anticipated strategic and personal results
- Discover the available options and question the assumptions, limitations and hindrances stopping current action
- Come up with self-set goals and plans
- Start intentional action
- Observe the results of envisioned and unintentional action. The use of a learning journal is required to record observations, understandings, and strains
- Participate in reflection both individually and as a group.
- Assess the results realised, making clear the features of managerial action that are effective and thereby providing support to the coachee to develop their own theories of practice further

Successful coaches interpret their understanding of coaching into behaviour to act on values and knowledge. The following coaching skills aligned to action learning principles have been integrated to the conceptual framework for coaching managers in TVET colleges as deemed to be important by researchers in the coaching field:

- Building the learning climate of the group: set the learning environment and openness and of being non-judgemental and trusting through the implementation of the coach
- Questions: The role of the coach is to ask questions for the coachee to reflect and learn
- The role of the facilitator: the focus is on assisting group members in enhancing the function of the group through observing and occasionally making statements and providing advice on any required improvements
- Interventions and questions of the action learning coach: asking the right questions and intervening at the beginning of each session, more times during the session and at the end of the session is essential for a coach
- Posing follow-up questions: pose follow-up questions to improve and elevate the competency of the coachee. This creates deep levels of learning.

It is critical for TVET colleges in Johannesburg to have uniform standards to ensure the coaching goal is realised. The value orientation, knowledge, and coaching skills competencies that the study adopted for the conceptual framework for coaching managers in TVET colleges, Johannesburg, are significant in an effective coaching process. They are also complemented by coaching standards from both the COMENSA and IFC core coaching competencies, as indicated below.

The COMENSA and IFC's core coaching competencies were described in the literature review and adopted into this conceptual framework.

There are five standards of professional competence for a coach as listed by COMENSA (COMENSA 2006):

- Questioning – posing a question to turn inward for responses and solutions
- Listening – focus on all data presented by the coachee, both visual and verbal
- Build rapport – establish and maintain trust and closeness in the coaching relationship, offering a safe environment, empathise
- Deliver quantifiable outcomes– attaining results that can be measured

- Uphold ethical guidelines – maintain ethics and professional standards outlined by COMENSA

The International Coach Federation (ICF) has developed eleven core competencies to offer support in understanding the skills utilised in today's coaching profession (Steinberg, 2005):

- Meeting ethical guidelines and professional standards
- Establish the coaching agreement
- Establish trust and intimacy with the client
- Coaching presence
- Active listening
- Powerful questioning
- Direct communication
- Creating awareness
- Designing action
- Planning and goal setting
- Manage progress and accountability

These competencies formed the Conceptual Framework's basis, which became tools used by coaches to obtain coaching goals. In the discussion and analysis of the results, the coaching competencies included raising awareness, directing the desired performance, being knowledgeable and experienced, and personal development. Both the qualitative and quantitative analysis revealed that most coaches who have these competencies have successful coaching outcomes. This proposition in the conceptual framework would assist TVET colleges in first identifying the key coaching competencies of a coach who wants to provide coaching.

### 7.4.3 Proposition 3: Coaching practices

The coaching conceptual framework proposed that coaching practices influence the success of coaching managers in TVET colleges. These practices were analysed and discussed in chapter 6, and form the *coaching process* in the Coaching Framework designed (table 17). The key constructs in the coaching process include the relationship between the coach and coachee, feedback receptiveness of the coachee. T

The findings demonstrated that informal and formal coaching can be a great coaching approach for managers in TVET colleges. The analysis revealed that most participants believed that when both informal and formal coaching are adopted, they would yield the best coaching outcomes for the institutions. In other words, the process and emphasis of coaching should be diverse. The proposed coaching conceptual framework indicated that coaching should involve managers of TVET colleges. The participants believed that if managers are involved in coaching, it is easier to get buy-in from the institution's leaders to support the initiative (*Antecedent-Organisational support*).

Another coaching practice that forms part of a coaching process is coaching relationship as indicated in Figure 9. This is critical in coaching as the interaction of two people determines the outcome of the relationship. A good match of a coach and coachee is a key factor in enhancing self-awareness, learning, and behavioural change. Other coaching practitioners focus more on self-awareness, leading to behavioural change in terms of proximal results, as presented in Figure 9. However, coaching does not end with self-awareness but can be a strategic learning tool of organisations. Based on the underlying theory of the study, learning is the all-embracing aim of action learning. The learning mechanisms should include programmed knowledge focusing on what is already known, questioning understanding and reflection. The questioning insight should ask the correct questions, focusing on the context of learning. The reflection should increase awareness by conscious process and meaning-making. The majority of the participants agreed that coaching should facilitate learning to improve individual behavioural change and contribute to organisational success. This might result in

TVET colleges becoming learning organisations seeking to improve to be compactible to competitive advantage.

Feedback during coaching is another coaching practice that influences coaching success in TVET colleges. Another key area is an individual's receptiveness to coaching and feedback (*CF - Process- Feedback receptivity*). Combining coaching and feedback results in enhanced self-awareness, leading to improved performance and eventually improving organisational performance. As earlier discussed in chapter 6, coaching brings out the best in individuals and contributes to improving performance. The discussion and analysis of the results revealed that TVET colleges should adopt a coaching practice to enhance performance. The qualitative and quantitative analysis discussion revealed that it would be better to coach managers in TVET colleges and ensure that the performance is improved to meet organisational needs. This proposition in the conceptual framework would help TVET colleges to undertake coaching programmes that would improve individuals' performance and enable them to tackle complex tasks. This proposition is directed to both internal and external coaches who would provide coaching in TVET colleges.

The last coaching practice that contributed to developing a conceptual framework for coaching managers in TVET colleges in Johannesburg is the consideration of individual and organisational success. Both the individual and organisational success are referred to as distal results, as presented in Figure 6. Individual success involves performance, job satisfaction, and promotion, while organisational success comprises organisational performance, talent retention, and transformation. Individuals who work with coaches set explicit goals, share feedback and have improved performance. In the previous chapter, the discussions and analysis demonstrated that integrating coaching with individuals' goals and overall institutional vision enhances the organisation's overall performance.

#### **7.4.4 Proposition 4: Factors that affect managers' coaching**

As earlier indicated, some factors affect managers' coaching in TVET colleges, and these need to be addressed. As earlier discussed in the literature review, the factors that need to be addressed to ensure the success of coaching include the role of a coach, the success to facilitate behavioural change, questioning skills, and providing

feedback. The relationship a coach establishes with a coachee greatly impacts the effectiveness of a coaching process.

The mixed approach analysis demonstrated that most of the TVET colleges' managers also adopted performance as a factor that affects coaching. The *coaching process* contributes to creating a high-performing organisation (Barutcu & Ozbay 2009). The conceptual framework proposition suggested that TVET colleges should adopt a coaching practice that improves individuals' performance for organisational growth. A focus on improving performance is significant to an effective coaching relationship. Hence, the proposed conceptual framework for coaching managers in Johannesburg emphasises the significance of establishing supportive, collaborative, reciprocal, safe environments that promote inquiry and the promotion of culture. Most managers revealed that it is difficult to conduct effective coaching due to limited resources. Therefore, this proposition must be complemented by identifying gaps and developing a practical plan for implementing the framework.

#### **7.4.5 Proposition 5: The proposal of a conceptual framework for coaching managers**

The proposed conceptual framework indicates that coaching influenced by action learning theory yields the desired outcomes for TVET colleges. The findings and analysis results demonstrated that there is not much done within TVET colleges concerning coaching. The majority of participants stipulated that there are no coaching guidelines or conceptual frameworks to guide the coaching process in their institutions. Hence, most managers who conduct coaching in TVET colleges do it informally, and others are not even aware that they are actually conducting coaching. The conceptual framework emerged from the study's problem identification, further validated by its findings. It could assist in closing the coaching gap in TVET colleges in Johannesburg and contributes to the body of knowledge. The framework is designed to help TVET colleges to conduct coaching successfully. The participants also suggested that TVET colleges coaches need to learn and better understand coaching principles and how to apply them.

The literature review indicated that the action learning theory is a suitable theory underpinning the coaching conceptual framework for managers in TVET colleges as

both action learning and coaching approaches apply to management development, and they share the aim of enhancing the ability of managers to work in different contexts. Such abilities are enabled in a supportive relationship environment. This proposal aligns with the findings that action learning focuses on praxeological goals that involve assisting managers in learning to take action and assist them in learning what action is effective in a supportive relationship environment.

Reflection is one of the elements of action learning used in the proposition of the conceptual framework, which aims to raise awareness of indirect expectations and surfacing implicit information by a mindful procedure of association. This is grounded on the confidence that reasoning individuals believe influence how they think and respond to situations they encounter. There is an element of validity in the presumed assumptions, which may or may not work for all individuals. Theories act at an instinctive level and inform action. Reflection permits theories to be surfaced and made available for critique.

The conceptual framework of coaching based on action learning allows the coach to draw on strengths offered by action learning in questioning and reflection. These practices are basic to learning and provide diligence, structure, and focus to improve coaching results. Below are the principles of action learning where the conceptual framework is based.

#### **17.4.6 Intentional Action**

The conceptual framework focuses on intentional action based on a range of coaching approaches and is basic to the realisation of learning results in a coaching process. It also applies to action learning. In this study, intentional action is the action that is knowledgeable, intended, and taken with the perception to attain a particular aim or results. This study suggests a conceptual framework and propositions for building a theory for coaching managers in TVET colleges in Johannesburg.

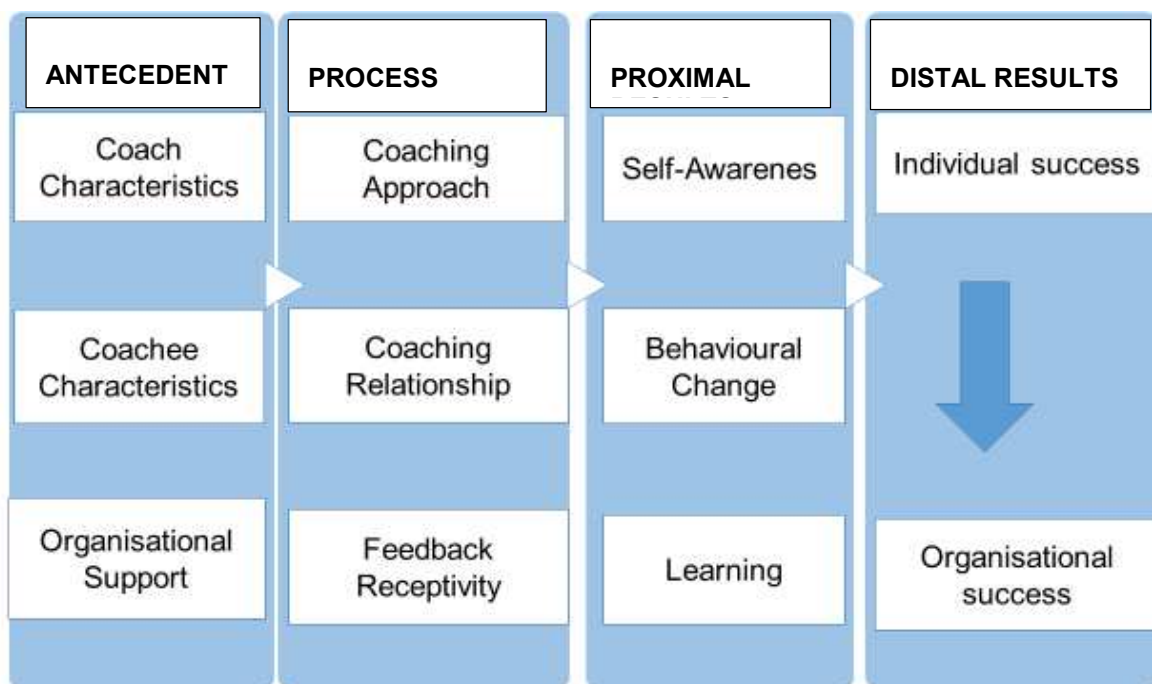
Steps for conducting a theory research study comprise of (a) diagnosing the problem (b) selecting a conceptual framework and research question to address the problem (c) building a theory and designing research to assess the research question (d) undertaking the research and analyse the findings to produce a solution. This study focuses on all four steps whereby a problem has been diagnosed, selection of a

conceptual framework, building the theory and presentation of a proposed conceptual framework for managers in TVET colleges, Johannesburg.

The conceptual framework formed the base of the propositions relevant to the following research questions. First, which factors affect managers' coaching within TVET colleges in Johannesburg? Second, what are the coaching practices for managers within TVET colleges in Johannesburg? Third, what are the coaching competencies needed by coaches within TVET colleges in Johannesburg? The conceptual framework, presented next, was developed from a review of the literature on action learning, coaching competencies, factors affecting the coaching of managers and coaching practices within TVET colleges.

*Table 17:* shows a conceptual framework of coaching managers in TVET colleges to assist coaches in providing coaching within the institutions and guide future research.

*A Conceptual Framework for coaching managers in TVET colleges*



*Table 17: A Conceptual Framework for coaching managers in TVET colleges*

The above proposed conceptual framework is designed for coaching managers in TVET colleges. (Takeuchi, 2007) It follows the action learning theory principles, which is based on three views of three interacting factors:

- The antecedents are coach, coachee and organisational support characteristics.
- The coaching process's significant constructs comprise a coaching approach, coaching relationship, and feedback.
- Coaching results: which are proximal and distal. The proximal results are the behaviour change that consists of self-awareness and learning. And distal results are the final aims of coaching, including individual success and organisational success.

## 7.5 RECOMMENDATIONS

Based on the research findings and conclusions, this section proposes recommendations. The recommendations include the adoption of coaching practices, coaching competencies, factors that influence coaching, and action learning as an underlying theory of the conceptual framework.

- *Adoption of coaching competencies*

The coaching competencies in the conceptual framework are critical for the success of coaching. By adopting the coaching competencies, TVET colleges would be able to identify competencies that are critical for coaches who provide coaching services such as asking the right questions, raising awareness, improving performance, being experienced and knowledgeable, and developing personal skills.

The adoption of the coaching competencies would assist the management of TVET colleges to use and implement competencies that are aligned to accredited institutions that contribute to the organisational growth. The adoption would support the identification of coaches that would be suitable to provide successful coaching in TVET colleges. The adoption of the coaching competencies would result in new coaching practices.

- *Introduction of new and useful coaching practices*

Once TVET colleges' conceptual framework has been adopted, new and useful coaching practices are recommended for endorsement. The new coaching practices

should be useful to management and leadership to reorganise the overall strategic direction of TVET colleges. The strategies would have to align with the coaching practices.

- *Adoption of Formal and informal coaching*

The TVET colleges have to adopt both formal and informal coaching in their institutions to yield the best results. The analysis results suggest that both formal and informal coaching should be practiced within the institutions.

- *Comprehensive coaching plan*

The TVET colleges require a comprehensive coaching plan that is aligned to the strategic goal of the institution. The coaching plan would guide the coaching program endorsed. This plan would monitor how managers within the institution are supported and ensure that the coaching program is fully sponsored by the management. The conceptual framework should explicitly quantify the coaching target so that all coaches who provide coaching in TVET colleges are aware of this target, the coaching gap, and their role in reaching the target.

- *Coaching programme*

The framework would ensure that the TVET colleges have a coaching programme that is well designed and articulated and integrates fundamentals of effective management professional development.

- *Involvement of management*

Managers and leadership in TVET Colleges should be part of the coaches who provide coaching in the institutions. Reasons submitted are they know the institution, they are familiar with the institution's strategic goal and their coaching solutions and approach would be aligned with the organisational goal. The study outcomes also revealed that internal coaches will have more diverse information about the individual receiving coaching in terms of performance, personality, and quality of engagements with colleagues. This kind of knowledge can offer the coach with detail information on coming up with a comprehensive development plan.

- *Consideration of organisational needs*

The TVET colleges should advocate the involvement of managers in the provision of coaching to ensure that coaching programme assists in achieving the strategic goals of the institution. This may include the integration of coaching with the overall institutional vision and strategic goals. Individual benefits resulting from a coaching process convert the benefits for firms because employee benefits influence the performance of an organisation, sales increase, and productivity growth.

- *Improve performance*

Coaching should contribute to creating high-performance and effective organisation. It should bring out the best in individuals and contribute to enhanced organisational performance. It should also aim at improving individuals' performance and enables them to undertake complex tasks as it assists individuals to be open to improvement and issues related to their skills and performances.

- *The role of a coach*

The role of a coach needs to be strengthened in the coaching programme to ensure that the approach of coaching yields the necessary outcomes. Furthermore, TVET colleges should be allocated more funding more especially for coaching to ensure that the institutions attain all the necessary resources for the coaching initiative.

- *Questioning skills*

Questioning skills will be a requirement for all coaches providing coaching in TVET colleges as it contributes immensely to the success of coaching.

- *Feedback*

The TVET colleges should promote the provision of feedback during coaching. The feedback from coaches to individuals during a coaching process acts as a catalyst for reflection that assists individuals to sustain their learning over a long period.

- *Performance*

The TVET colleges should ensure that a coaching process improves individuals' performance, assign responsibilities to assist them to improve their performance, and be able to carry out complex tasks upon their completion of the coaching session.

- *Institution's responsibility to invest in coaching*

Lack of investing in coaching in TVET colleges is a major challenge. Government should set aside funds for TVET colleges' leadership and development initiatives such as coaching. There is a need to raise awareness of the importance of investing in coaching.

- *Application of coaching principles*

The application of coaching principles during coaching should not be compromised. It is important to adopt a coaching approach that would be suitable for TVET Colleges which is clearly defined and practical.

- *Coaching challenges*

Lack of resources is a major challenge in TVET colleges. These challenges include limited resources, limited time, and lack of coaching guidance. The Department of Education needs to work with TVET colleges to minimise these challenges.

- *Coaching contributes to change management*

Coaching should be part of change management in TVET colleges as it has been understood to be a process that enables people and teams to attain results. The aim is to assist people to work through the implications of the change without telling them what to do as change can cause several challenges in organisations.

- *Coaching should be used as a Mentoring Tool*

The TVET colleges should use coaching as a mentoring tool to align individual performance to the institutional strategic goals. Coaching should be a critical tool to augment organisational efficiency and productivity by increasing the performance standards of employees in leadership positions.

- *Coaching should be an integral part of Performance Management*

Coaching should be an integral part of performance management in TVET colleges. It should be a clear part of communication between individuals and their line managers providing an opportunity for the manager to disclose something they desire to talk about resulting in a discussion. Integrating coaching into TVET institutional management would enhance performance.

- *Coaching should be accessible to all in the Institution*

Coaching should be accessible to all members of the TVET colleges. It should be provided to all individuals of all ages and levels in TVET colleges for the basic aim of improving performance management, communication skills, and team effectiveness.

- *Training*

Formal training should be provided to all managers who will provide coaching to ensure that effective coaching is provided. They need to learn the principles of coaching and have a better understanding of how to apply them.

## **7.6 VALUE AND IMPLICATION OF THE STUDY**

This section summarises the value and implication of the study which focuses on the review, plans development and implementation, government policies, regulations, and legislation and contributing to the present study.

### **7.6.1 Review, development and implementation of coaching plans**

The outcomes of this research would help TVET colleges in Johannesburg to review, develop and implement plans for coaching that would assess the success of the institutions. The reviewed, developed, and implemented plans would also assist the institutions to develop strategic plans that thoroughly analysed selected and control the coaching activities in all the plans. The plans would then assist TVET colleges' leadership and management to develop coaching plans' proposals to request funding from financial institutions.

### **7.6.2 Government policies, regulations, and legislations for TVET colleges**

This study would assist the government to help TVET colleges to review, amend and effect policies and regulations that promotes leadership development programmes in

Johannesburg. Based on the implementation of the coaching conceptual framework as discussed above, TVET colleges could identify policies, regulations, and guidelines that hinder the success of leadership development programmes. This could influence the government through the Department of Higher Education to review, amend and implement policies, regulations, and provisions in Acts that would promote effective and efficient coaching of managers in TVET colleges in Johannesburg.

### **7.6.3 Contribution to existing empirical studies**

The study would contribute to the existing empirical studies on coaching managers in the TVET sector. As earlier indicated, there were no studies conducted in developing the coaching conceptual for TVET colleges, and this study contributed to the empirical studies in this area.

## **7.7 RESEARCH LIMITATIONS**

This section discusses the research limitation includes geographical location, non-participation of lecturers, students, and TVET colleges from other provinces.

### **7.7.1 Geographical location**

The geographical location of the study was Johannesburg with five TVET colleges participating. The study excluded the TVET colleges from other cities in Gauteng and provinces. One could argue that the findings were not the accurate reflection of all TVET colleges, and that it had no measurement tool to monitor and assess the coaching. However, this limitation would not negatively affect the research study because all the TVET colleges in Johannesburg were covered. The situation in the colleges in Johannesburg is a microcosm of other TVET colleges in the country in that most economic activities that require the TVET skills are in and around Johannesburg, and many other institutions tend to follow what the centre is doing. So one may argue that since there is a problem of coaching in all the colleges in Johannesburg therefore it is more likely that there is a similar situation in other TVET colleges in the region and country by extension.

### **7.7.2 Lecturers and students' participation**

The other limitation was that lecturers and students from the five TVET colleges in Johannesburg did not participate in the study. Their non-participatory could have resulted in the imbalance of the results and analysis. However, their exclusion in the study has less effect because the study only focussed on the management of the institutions as they were the relevant people to the research. Future studies could consider the inclusion of both lecturers and students in the study specifically under coaching perspectives.

### **7.7.3 Limitation on excluding TVET colleges in other provinces**

The study focused on the development of a conceptual framework for coaching managers in TVET colleges in Johannesburg. The study was restricted to the Johannesburg area and its findings cannot be generalised to other provinces. It is thus recommended that similar studies be conducted in South Africa's other eight provinces.

## **7.8 FUTURE RESEARCH STUDY**

Future research studies could focus on the issue of coaching in other TVET colleges elsewhere in South Africa. In Johannesburg, further studies may evaluate whether the conceptual framework was implemented in the colleges studied since these outcomes of this research would be shared with them. Another follow-up interview question for a future research study should be based on objective 4 of the research study on what are the coaching competencies needed by coaches within technical and vocational education and training (TVET) colleges?

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# APPENDICES

## APPENDIX A: INTERVIEW GUIDE



PhD Research Project

Researcher: Ms. Sihle Magagula (083 779 8391)

Supervisor: Prof Kriben Pillay

Developing a conceptual framework to enhance coaching for managers in Technical and Vocational Education and Training Colleges in Johannesburg

Section A: Demographic profile

In this section information about you is sought. Please place a cross (X) in the appropriate box applicable to you.

**Q 1. Gender**

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
------	--------------------------	--------	--------------------------

**Q 2. Which Age category do you belong to?**

< 20 years	<input type="checkbox"/>	20-30 years	<input type="checkbox"/>
31-40 years	<input type="checkbox"/>	41-50 years	<input type="checkbox"/>
51 -60 years	<input type="checkbox"/>	61 years and above	<input type="checkbox"/>

**Q 3. What is your highest level of education?**

Secondary education		Primary education	
Certificate		Metric	
Diploma		BTech/Bachelor's Degree	
Master's Degree		PhD/Doctoral Degree	

**Q 4. What is your educational background?**

Secondary education			
Education		Information Technology	
Management		Business Management	
Marketing		Finance	
Finance		Law	
Human Resources		Other (indicate the name of educational background)	

<b>Section B:</b> The extent coaching being utilised to meet challenges and future demands	<ul style="list-style-type: none"> <li>• How often do/did you have coaching sessions?</li> <li>• What programmes of coaching are followed?</li> </ul>
<b>Section C:</b> The coaching competencies needed by coaches within TVET Colleges	<ul style="list-style-type: none"> <li>• What aspects of coaching influence managers' development?</li> <li>• What criteria would/do you use to select the coach if they decide to hire someone from outside/inside the institution?</li> <li>• Tell me about coaching in your institution – what works /what did not work?</li> </ul>
<b>Section D:</b> The actual coaching practices for managers within TVET Colleges	<ul style="list-style-type: none"> <li>• What comes to your mind if you hear the word coach in the workplace?</li> <li>• Have you had an opportunity to use a coach in this institution?</li> <li>• Suggest the best possible way it could have been delivered</li> </ul>

	<ul style="list-style-type: none"> <li>• What programmes of coaching are followed?</li> </ul>
<p><b>Section E:</b> The factors that affect managers' coaching within TVET Colleges</p>	<ul style="list-style-type: none"> <li>• How useful was coaching?</li> <li>• What aspects of coaching influence managers' development?</li> <li>• How does coaching benefit a manager's development?</li> </ul>
<p><b>Section F:</b> Assistance of action learning theory in developing a coaching framework</p>	<ul style="list-style-type: none"> <li>• What coaching challenges do managers encounter in the institution?</li> <li>• How have you solved those challenges?</li> </ul>

DECLARATION OF 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.

I hereby consent/do not consent to record the interview.

SIGNATURE OF PARTICIPANT

DATE

.....

.....

This page is to be retained by the researcher

## APPENDIX B: QUESTIONNAIRE



PhD Research Project

Researcher: Ms. Sihle Magagula (083 779 8391)

Supervisor: Prof Kriben Pillay

Developing a conceptual framework to enhance coaching for managers in Technical and Vocational Education and Training Colleges in Johannesburg

### QUESTIONNAIRE

#### Section A: Demographic profile

In this section information about you is sought. **Please place a cross (X) in the appropriate box applicable to you.**

##### Q 1. Gender

Male		Female	
------	--	--------	--

##### Q 2. Which Age category do you belong to?

< 20 years		20-30 years	
31-40 years		41-50 years	
51 -60 years		61 years and above	

##### Q 3. What is your highest level of education?

Secondary education		Primary education	
Certificate		Metric	
Diploma		BTech/Bachelor's Degree	

Master's Degree		PhD/Doctoral Degree	
-----------------	--	---------------------	--

**Q 4. What is your educational background?**

Secondary education			
Education		Information Technology	
Management		Business Management	
Marketing		Finance	
Finance		Law	
Human Resources		Other (indicate the name of educational background)	

**Point Likert Scale Survey**

		Strongly Disagree	Disagree	Agree	Strongly Agree
<b>Section B:</b> What extent is coaching being utilised to meet the challenges and future demands of TVET colleges in Johannesburg?	• The institution provides you with a coach on a regular basis	1	2	3	4
	• You are free to decide how many coaching sessions you want to do.	1	2	3	4
	• The institution always and clearly explains the purpose of coaching.	1	2	3	4
	• Coaching helps to meet the current challenges of the institution.	1	2	3	4
	• Coaching is helpful in meeting the future demands of the institution.	1	2	3	4
	• The coaching initiative is the best idea that institutions need to adapt to look beyond profit motive and also contribute to meet the	1	2	3	4

	challenges and future demands of the institution.				
<b>Section C:</b> What are the coaching competencies needed by coaches within technical and vocational education and training (TVET) colleges in general?	• The coach comprehends that people are a mixture of mind, body, and spirit and perform best when all aspects of their being are considered, engaged, and valued	1	2	3	4
	• The coaching process directs performance towards the desired outcome	1	2	3	4
What are the actual coaching practices for managers within technical and vocational education and training (TVET) colleges in Johannesburg?	• The coaching process provides a new framing to improve a manager's performance	1	2	3	4
	• Coaching allows one to be resilient during difficult situations	1	2	3	4
	• The coaching techniques facilitate maximum learning	1	2	3	4
	• The coaching process takes into account the organizational needs and issues that mutually influence the performance of the institution	1	2	3	4
What are the factors that affect managers' coaching within technical and vocational education and training (TVET) colleges in Johannesburg?	• Managers are allowed to use the institution's time to attend a coaching session	1	2	3	4
	• The coaching process revives the knowledge, awareness, and understanding of the organisational culture	1	2	3	4
	• The coaching process influences performance irrespective of cultural similarities and differences	1	2	3	4

How does the action learning theory assist in developing a coaching framework for managers at TVET colleges in Johannesburg?	<ul style="list-style-type: none"> <li>The coaching engagement strengthens and inspires further impact in job performance</li> </ul>	1	2	3	4
	<ul style="list-style-type: none"> <li>The coaching process enables one to assess the work with specific goals and developmental plans towards improving current behaviour to the desired state</li> </ul>	1	2	3	4
	<ul style="list-style-type: none"> <li>The institution, irrespective of the availability of resources, has a responsibility to invest in coaching</li> </ul>	1	2	3	4
	<ul style="list-style-type: none"> <li>The institution stands to benefit from investing in coaching</li> </ul>	1	2	3	4
<p><b>Section D:</b> If there are any other comments and contributions with regards to coaching in your institution, you are welcome to comment</p>					

**Thank you for participating in this study**

**Your contribution is valuable**

DECLARATION OF 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.

I hereby consent/do not consent to record the interview.

SIGNATURE OF PARTICIPANT

DATE

.....

.....

This page is to be retained by the researcher

## APPENDIX C: GATEKEEPERS LETTER



November 20, 2019

To Whom It May Concern:

PERMISSION TO CONDUCT RESEARCH AS PART OF THE PHD QUALIFICATION

Name: Sihle Magagula

We confirm that the above student is registered at the University of KwaZulu-Natal for the Master of Commerce Degree Programme. It is a requirement of the PHD Degree that the student undertakes a practical research project in his/her final year of study.

Typically this project will be a "practical problem solving" exercise, and necessitates data gathering through questionnaires or personal interviews.

Your assistance in permitting access to your organization for purposes of conducting the research is most appreciated. Please be assured that all information gained from the research will be treated with the utmost confidentiality. Furthermore, should you wish any results or findings from the research "to be restricted" for an agreed period of time, this can be arranged. The confidentiality of information and anonymity of personnel will be strictly adhered to by the student.

Thank you for your assistance in this regard.

Yours sincerely



Dr Emmanuel Mutambare  
Supervisor  
Graduate School of Business and Leadership, University of KwaZulu-Natal  
Durban, South Africa  
Tel: 031 260 8129  
Email: Mutambare@ukzn.ac.za

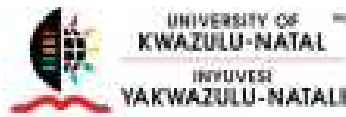
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## APPENDIX D: ETHICAL CLEARANCE APPROVAL LETTER



16 July 2020

Ms Sihle Wendy Magagula (218081332)  
Grad School Of Bus & Leadership  
Westville Campus

Dear Ms Magagula,

Protocol reference number: HSSREC/00001468/2020

Project title: Developing a conceptual framework to enhance coaching for managers in Technical and Vocational Education and Training Colleges in Johannesburg

Degree: PhD

### Approval Notification – Expedited Application

This letter serves to notify you that your application received on 11 June 2020 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

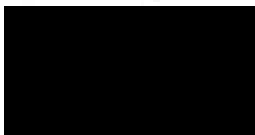
This approval is valid until 16 July 2021.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hialele (Chair)

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Humanities & Social Sciences Research Ethics Committee  
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