The impact of coaching at Old Mutual Wealth: A Q-methodology study of employees' views.

A Q methodology Research Report

Presented to

The Graduate School of Business
University of Cape Town

In partial fulfilment
of the requirements for the degree
Master of Business Administration

Submitted by:
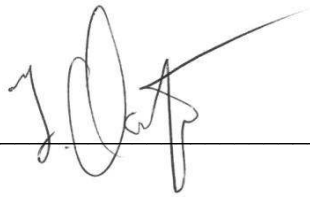
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December 2016

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Acknowledgements

Abstract

Old Mutual Wealth has invested a substantial amount of time and money into the coaching interventions undertaken at the organisation. Prior to this research there had been no attempt to measure what impact coaching has had at the organisation. When reviewing literature it also became clear that there are currently mixed opinions regarding the effectiveness of current methods used when measuring the impact of coaching. For these reasons this research aimed at uncovering people's subjective beliefs about what the impact of coaching was at Old Mutual Wealth. Q methodology was used to measure the subjectivity inherent to the opinions that existed at the time the research was being conducted. A survey was done on a population of 466 participants of which 87 participants completed the survey. Eight different factors of opinions where extracted, interpreted and analysed. Six out of the eight factors strongly agreed to the fact that coaching had definitely had an impact at the organisation. The impact which ranked the highest and on which the highest number of factors agreed was the fact that coaching had helped people to be more effective. The collective opinion, representing the average of all 87 participants' rankings of the 51 Q set statements, also indicated a strong opinion that coaching had helped to improve people's confidence; their openness to new thinking and fresh ideas; and had also helped people to provide greater value to customers. The collective opinion also strongly believed that coaching had not been too overwhelming for people, nor had it aided people in understanding the politics within the organisation or improved staff retention. In total the collective opinion indicated that 26 of the 51 highlighted findings were positively impacted by coaching whilst two findings were not recording any impact due to coaching. When measuring the alignment between the opinions of the 2015 and 2016 financial advisor intake and the group of coaches and other support staff at Old Mutual Wealth, findings indicated that there is significant correlation between all three groups' opinion. The experiences of coaching for the internal coaches and financial advisors therefore seem to be aligned. Compared to the 2015 financial advisor intake, the 2016 financial advisor intake more strongly agreed with the fact that coaching has helped them to provide greater value to their customers which indicate that the new coaching interventions have already aided in having a bigger impact in driving the outcomes which align with the current focus in the financial services industry as set out in the recently released retail distribution review white paper.

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1.   Introduction

In a recent study done by PricewaterhouseCoopers (2016) for the International Coach Federation, it was identified that the greatest opportunity for coaching over the next 12 months, as determined by coach practitioners, is an increased awareness of the benefits of coaching.

In their report PricewaterhouseCoopers (2013) however make it clear that there are some challenges in pursuing this opportunity.

> Almost all organizations stated that they "know" coaching has been effective, but the evidence to support this is mostly anecdotal. Measuring the success of coaching was considered to be a challenge, and the methods used varied among the organizations.
>
> …
>
> Very few organizations reported having a formal quantitative process in place to measure the impact of coaching. However, most organizations collect some feedback on coaching engagements but these tend to be informal and the information received is not always centrally collated.

For the most part coaching is measured using 360 feedback programs and employee engagement/ satisfaction surveys that could be linked back to those who had received coaching. Mostly these tools were readily available in the organization and were not designed specifically to measure the impact of coaching. Respondents also reported changes in behavior as a result of coaching but as these changes are qualitative, they are difficult to measure. (p. 12)

Harrison (2008) agrees with this by saying that "based on the largely subjective nature of coaching, measuring the 'return' from a coaching initiative is regarded as exceptionally challenging because of its intangibility" (p. 36).

[The] authorities on measuring the return on coaching initiatives are divided; while some believe that successful measurement requires a firm quantitative approach, others believe that such an approach fails to grasp the intricacies involved and thus argue for a more qualitative approach. (Harrison, 2008, p. 36)

Leslie Breackell (as cited in Meyer, 2007) argues that a quantitative approach should be used to measure the impact of coaching. She says:

Those responsible for coaching programs need to focus on defining what a successful coaching outcome looks like and put in place the necessary measures. Robust figures showing a bottom-line ROI are the best form of defence. (p. 19)

Vaughn (2005) prefers a qualitative approach to be followed and claims that:

generally, trainers use an end-of-course evaluation form to obtain a rating of how the participants liked the program, what they gained most from it, and other information related to training… This 'attitude' level of evaluation is used with nearly all training. (p. 83)

According to Levenson (2009) in order to demonstrate that coaching has had a business impact "it is necessary to demonstrate an impact on either strategic or financial performance, but not necessarily both" (p. 110). Impact on strategy relates to for example an increase in sales of a new product or perhaps a decrease in the time taken from concept to prototype. He argues that measuring impact by only using ROI, which is normally used as a measure for evaluating the

financial return on capital investments, one "takes a rich set of information on business outcomes and distils it down into one number, ignoring benefits that cannot be quantified easily in monetary terms" (p. 110).

When measuring impact Levenson (2009) prefers using a 360°-type evaluation completed by the coachee's direct reports, peers, and supervisors and says that this process helps to measure the behavioural change which coaching has brought about.

When looking into recent studies on the impact of executive coaching, Levenson (2009) has classified them into the following 3 categories:

- **Studies that measure changes in coachees' leadership behaviours** - Areas like the impact on providing feedback to employees, identifying employees' development needs and sustained learning.
- **Studies that measure changes in perceived effectiveness of coachees** - Areas like perceived job effectiveness, impact on the likelihood of advancement within the organisation, improvement in direct report or supervisor ratings.
- **Studies that measure changes in "hard" performance measures of coachees** - Areas like the positive impact on productivity of managers, meeting performance goals.

It should however be noted that there are certain limitations to the current body of research aimed at demonstrating the impact of coaching. Levenson (2009) specifically points this out by saying that:

> the typical coaching study does not include a true experiment with random assignment. Thus, the coaching engagements that are evaluated are more likely to have positive outcomes because executives are selected to receive coaching based on criteria designed to maximize the impact of coaching. This means that any observed positive benefits cannot necessarily be generalized to people who have not received coaching. The latter might benefit from coaching, but they might just as easily reap no benefits from coaching and instead be candidates for other human resource (HR) or organizational development (OD) interventions (training, performance management, stretch assignments, team building, etc.). (p. 105)

This research report therefore aims to address the stated challenges of measuring the impact of coaching by adopting Q methodology as the research method of choice through which the researcher will scientifically measure the subjectivity (Watts & Stenner, 2012) inherent to people's opinion regarding what impact coaching has had at the organization in question (Harrison, 2008).

1.1.   Research context

The research in this report has been conducted at Old Mutual Wealth, a wealth management company operating in South Africa. Its origin dates back to 2009 during which Old Mutual South Africa acquired a 100% shareholding in ACSIS financial services group, originally founded by then CEO, Andrew Bradley. After acquisition ACSIS was allowed to still remain completely independent so as to not bring about any change in its current business model. In 2011 Old Mutual appointed Andrew Bradley as the CEO of a new division called Old Mutual Wealth (OMW). The new division aimed at being "built on an advice-led, fee-based approach, which … [aligned] with the current ACSIS philosophy and business model" (ACSIS, n.d., para. 3). The vision identified for OMW was also one which was closely aligned to that of ACSIS, namely: "helping South Africans achieve financial independence and to give them peace of mind on their journey" (ACSIS, n.d., para. 3). During 2012 and 2013 ACSIS played a key role in helping OMW set up their advice-based business while also seconding key ACSIS staff to OMW. Staff and management of ACSIS also assisted with ensuring that the philosophy of ACSIS' business was properly instilled into the OMW culture and service offering. ACSIS continued to integrate their operational and functional processes with that of OMW while retaining their independent brand. The integration was completed in 2013. (ACSIS, n.d.)

The ACSIS business model which had been instilled into OMW made significant use of internally appointed coaches. These internal coaches focussed primarily on coaching the internal Personal Financial Advisors (PFA's) and the external Independent Financial Advisors (IFA's). The aim of the coaching performed was similar to a standard coaching relationship (refer to section 2.3 What is coaching? for elaboration of the aim within a coaching relationship) with the additional focus of also training and mentoring PFA's and IFA's in setting up their financial services practices. Ultimately this process aimed at helping them to improve their service to the OMW clients while selling the OMW financial products available to them. The internal coaching

process therefore aimed at the development and growth of the PFA's and the IFA's. The result of their development would hopefully bear fruit in terms of improved business with their clients. (J. Kloppers, personal communication, June 23, 2016)

Up until 2015 the internally appointed coaches at OMW had no formal accreditation as professional coaches and there were therefore no similar standards and processes being applied during the coaching of the financial advisors. Some coaches also reported feeling incompetent in terms of what was expected of them. These factors all contributed to a decision made by OMW to collaborate with the Centre for Coaching (CFC) at the University of Cape Town, Graduate School of Business (GSB) in a process of internal coach development during 2015. This process aimed at "allow[ing] the client's internal coaches to become qualified and accredited as professional coaches" (Segers & Jamieson, 2015, p. 3). All participants of the program were taught to apply Integral Coaching principles as the school of thought by which they will coach.

The process listed the following goals:

1. Be specifically tailored to the financial advice context so that the internal coaches can support the various financial advisors who serve as intermediaries in the client's delivery of its services to its end customers

2. Enable any graduate from this programme to be able to apply to enter the 1-year Professional Coaching Course (PCC)

3. Stand as an equivalent (although customised) Associate Coaching Course (ACC) qualification with the International Coach Federation.

(Segers & Jamieson, 2015, p. 3)

	Year 1	Year 2	Year 3
Internal Coach Development	Customized 6 month **Associate Coaching Course (ACC)** for 8 internal coaches plus members of leadership team **Coaching Circle Training** for all ACC-qualified internal coaches	**Coaching Circle Training** for all ACC accredited internal coaches Optional: **Professional Coaching Course (PCC)** for those internal ACC-qualified coaches who wish to continue their development	Optional: **Coaching Mastery School (CMS)** attendance for those internal PCC-qualified coaches who wish to continue their development

Table 1 above gives an overview of the proposed solution's implementation timelines and indicates that the process was intended to span over a three year period. The process planned to kick-off with the Associate Coaching Course and end in year three with an optional Coaching Mastery School. Refer to Appendix A for more a more detailed listing of the purpose, desired outcomes, intended acquired skills and the target audience of the ACC program.

The next phase of the coaching engagement which was planned was the Integral Advisor Development process which aimed at coaching the PFA's and the IFA's to become coaches in their own right. The reason for this is the fact that OMW's leadership want their financial advisors to be in a position to not only sell their financial products to customers, but also be able to coach their customers towards identifying their life goals and aligning their financial goals to their life goals (J. Kloppers, personal communication, June 23, 2016). This also aligns with the recent retail distribution review (RDR) legislation which is aimed at ensuring that financial planners are able to provide sufficient value to their customers (KPMG, 2016a).

The internal coaches of OMW would have completed the ACC program before the Integral Advisor Development process was planned to start and would therefore be able to assist in coaching the financial advisors to become coaches. The financial advisors would then be coached on the principles of Integral Coaching after which they will start making use of Coaching Circles. Coaching Circles create "a context which supports a process of collaborative enquiry amongst a group of leaders committed to learning together and supporting each other in tackling issues, challenges or projects of importance to them and in exploring new possibilities for action" (Everson, 2016, p. 40). Coaching Circles will therefore provide them with the

opportunity to practice their coaching skills and learnings by coaching their fellow financial advisors. The Integral Advisor Development process is not aimed at the accreditation of financial advisors as coaches, but instead aimed at teaching them practically how to become coaches and then provide them a safe space, by means of the Coaching Circles, for tailoring their coaching skills to the financial services industry (J. Kloppers, personal communication, June 23, 2016).

1.1.1. How much is enough?

The inspiration for the coaching initiatives at OMW stem very much from the business model and the philosophy which OMW inherited from ACSIS. The previous CEO of ACSIS, Andrew Bradley, who subsequently was appointed as the CEO of OMW, in 2015 co-authored the book "How much is enough". In it, the philosophy by which he has managed both ACSIS and OMW becomes clear as well as the inspiration behind the coaching initiatives at OMW. Bradley, Abey, and Ford (2015) focus a lot on happiness in life and the effect which having enough money can have on one's happiness. They claim that by "becoming the master of your mind, you can have [both]" (Bradley et al., 2015, p. 1). They say that "even though we have become far richer in the past 50 years as measured by our economic output and rising incomes, we have not become happier" (Bradley et al., 2015, p. 2). Rising wealth will not guarantee happiness and therefore money cannot be seen as a short cut to happiness.

> When money helps us to live in a way that's consistent with our values and goals, it can play a direct role in promoting happiness. But to achieve this, we need to figure out what makes us tick. What are our values and goals? What will give us a sense of well-being? Strangely enough, understanding what makes us happy often leads to greater financial success. This is because we are more likely to be engaged and productive in our work and in managing our money, creating opportunities for success that would not otherwise be available to us. Happiness brings money, rather than the other way around. (Bradley et al., 2015, p. 4)

Bradley et al. (2015) say that the key to overcoming the life challenges we currently face while also improving our happiness and wealth scorecards is as simple as the following: "You are what you think. Developing a greater understanding of how you think, why you think that way, and what you can do about it are central to leading a better life" (p. 3).

According to Bradley et al. (2015) we should not fall into the trap which Bertrand Russell (as cited in Bradley et al., 2015, p. 8) describes: "Most men would rather die than think. Many do." We should instead learn from people like Warren Buffett whose success in life can mostly be attributed to the fact that he has chosen his own authentic path instead of conforming to the expectations of others. His "investment philosophy and behaviour appear to be entirely consistent with the way he lives his life" (Bradley et al., 2015, p. 9). Bradley et al. (2015) aim to, through their book's teachings, help the reader:

> to follow your own path encompassing your own values, goals, and financial and investment strategies … as well as how to ensure that your wealth-creation strategy is closely aligned with your values and goals, rather than being driven by forces such as peer pressure and consumerism. (Bradley et al., 2015, pp. 10 – 11)

The overall theme revealed in the book about taking ownership of your own destiny by taking control and managing your thoughts and therefore your actions is very much in line with a coaching approach. It is testament of the philosophy which Bradley led ACSIS with before his appointment as CEO at OMW, and the philosophy with which he has led OMW. The coaching initiatives at ACSIS and OMW have helped to reinforce this philosophy by facilitating the financial advisors to take control of their individual destiny through becoming the master of their minds. The future aim of empowering financial advisors to also coach their clients towards identifying their life goals and aligning their financial goals to their life goals is therefore the next phase of implementing the philosophy which Bradley's book speaks of. Doing so financial advisors will become more than mere sales people of OMW's financial products. Instead they will facilitate their clients towards attaining financial success which align with the life goals they have determined will contribute the most towards their overall state of happiness.

1.2. Research Area and Problem

Based on the research context described above, this research study focusses on the area of coaching interventions at OMW and the impact which it has had within OMW as determined by the subjective opinions of the employees at OMW.

The problem which this research report is aimed at helping to address can be summarised as follows:

> **OMW has shown a long history of investing time, money and effort into the coaching of their financial advisors. However, the true impact which the various coaching interventions have had at OMW is still fairly unknown. This is because to date the impact of coaching has not yet been reliably measured.**

1.3. Purpose of Research

The main purpose of this research report is of an explorative nature. By investigating the problem mentioned above, the author aims to explore the true impact which the coaching interventions have had at OMW. Once the true impact can be reliably measured and reported on, the leadership at OMW will be able to determine whether their investment in their employees are in fact yielding the results which they have been hoping for. Determining what opinions and themes currently reside regarding the impact of coaching at OMW will also greatly aid the comparison with the expectations for the current phase of the coaching engagement with the CFC. It will also support the design, possible alteration and implementation of the subsequent phases of the coaching engagement.

Addressing this problem will further result in the ability to add to the current academic literature on the subject of "effectiveness of coaching" in a commercial context and particularly in the wealth management industry. Limited academic research currently exists on this subject matter. The exploratory nature of this research report aims not to prove effectiveness, but rather to scientifically analyse and measure the subjective opinions regarding the impact of coaching. The themes that emerge through analysis aim to further shine light on and add to the discussion of effectiveness of coaching.

At the time of performing the fieldwork relevant to this research report, OMW will only have started to utilise the newly learned principles of Integral Coaching within their specific business context. This research report will therefore also create a benchmark for measured of the impact of coaching at OMW which in turn creates the opportunity for comparison with the measured results from future research reports performed in the coming years. Any variances in measurements or similarities would than reveal insight into how the impact of coaching has evolved and the sustainability of those impacts.

Lastly, an additional outcome of this research may potentially be the birthed of a better system of measurement of the impact of coaching compared to the current measurement systems used like the bottom-line ROI approach proposed by Leslie Breackell (as cited in Meyer, 2007) or the 360°-type evaluation preferred by Levenson (2009). This research report however does not aim to develop such a measurement system, but could potentially be laying the groundwork needed for such a system to be developed.

1.4.   Significance of Research

This research is considered to be important based on the problem it aims to address and the research methodology which will be applied.

It has already been mentioned that the impact of coaching at OMW is still fairly unknown, because to date the impact has not yet been reliably measured. In a recent study done by PricewaterhouseCoopers (2016) for the International Coach Federation, it was identified that the greatest opportunity for coaching over the next 12 months, as determined by coach practitioners, is an increased awareness of the benefits of coaching. The findings of this research report will therefore provide valuable information towards knowing what the impact of coaching at OMW has been, while simultaneously providing information to be used in raising awareness of the benefits of coaching.

The chosen research method for this research report is Q methodology. It focuses on the subjective or first-person viewpoints of its participants and "allows those viewpoints to be understood holistically and to a high level of qualitative detail" (Watts & Stenner, 2012, p. 4). During the literature review, no similar study could be found which had implemented Q methodology as a means of measuring the impact of coaching in a business context. Passmore

and Fillery-Travis (2011) say that Q methodology has "a valuable role to play in helping us …
[understand] the richness of human interactions in coaching" (p. 80). By implementing Q
methodology, this research report aims to provide a new perspective on the impact of coaching
from the viewpoint of affected participants of the coaching interventions within a business
context.

1.5.   Research Questions and Scope

Considering the above mentioned research problem, the main research question can therefore be
defined as follows:

Main research question: What impact has coaching had at Old Mutual Wealth?

The research scope has been determined in conjunction with the area of interest as indicated by
OMW when they were approached to partake in this research study. The scope is therefore aimed
at understanding what the impact of coaching has been within OMW to date. The scope was
further defined to only include the following groups of employees from OMW in the research
study:

- 2015 financial advisor intake.
- 2016 financial advisor intake
- internal coaches of OMW
- management consultants associated with the coaching initiatives
- senior managers associated with the coaching initiatives

OMW also showed interest to understand if the impact of coaching had changed since the ACC
intervention at the end of 2015. The ACC program aimed at "allow[ing] the client's internal
coaches to become qualified and accredited as professional coaches" (Segers & Jamieson, 2015,
p. 3) and teaching them to apply Integral Coaching principles as the main school of thought
when coaching employees of OMW. For this reason it was decided that the measured impact of
coaching of the 2015 financial advisor intake would be compared with the 2016 financial advisor
intake in order to determine if there are any significant differences in the findings. It was agreed
that these comparisons would not aim to prove any hypothesis, but instead be seen as an

exploratory exercise which could potentially reveal any noticeable change in impact since the ACC intervention.

1.6.   Research Assumptions

When conducting the fieldwork in this research it is assumed that all respondents will be honest and truthful in their responses. It will also be assumed that the instructions provided before respondents are asked to complete the Q sorts (as described in section 3) will be sufficient in order for respondents to complete the Q sorts in such as manner as to be representative of their opinion regarding the questions directed at them. If these assumptions are not met it would bring the results of the research findings into question. In order to mitigate this risk, the respondents will therefore be asked complete their responses honestly and truthfully and to ensure that they sufficiently understand how to complete the Q sorts in order to ensure that it is representative of their opinion regarding the questions directed at them. Detailed instructions and example screen shots of the online survey will also be provided in order to facilitate people's understanding of what will be expected of them during the Q sort process.

Other assumptions that were made are that people would be available to complete the online surveys and that the researcher would have sufficient access to the necessary groups of people whose opinions would need to be measured.

1.7.   Research Ethics

Throughout conducting the research in this study the researcher has adhered to the ethical considerations considered to be most important by Leedy and Ormrod (2013) namely "protections from harm, informed consent, right to privacy and honesty with professional colleagues" (p. 106). All the ethical requirements and practices as set out by the UCT Ethical Board were adhered to throughout the research study. These included informed consent and maintaining of anonymity. The appropriate ethical clearance was also obtained from the UCT Ethical Board prior to conducting any of the participant studies described in this report.

2. Literature Review

2.1 Overview

In order to be able to investigate what the impact of coaching has been at Old Mutual Wealth, it was determined that the following questions would first need to be investigated as part of the literature review.

- What is coaching?
- What is integral coaching and how is it different?
- How is coaching relevant in the context of wealth management?
- What are the most significant impacts of coaching which have been documented to date?

The answers to these questions are discussed in further detail in the literature review which follows.

2.2 What is coaching?

Since the 1930's coaching has been used successfully in the business world (Isbell, 2010). "What was once predominantly an intervention strategy to correct underperformance is now a tool used to enhance the abilities of top producers" (Isbell, 2010, p. 28).

Starr (2011) says that:

> the same principle [of sport's coaching] applies in business. Coaches work alongside individuals to help improve their performance at work, regardless of whether or not they could do that work themselves. What a coach can do, is help someone see opportunities for improvement, as well as practical ways forward. (p. 6)

Hargrove (as cited in Harrison, 2008) says that coaching:

> involves helping people in groups transform themselves, their communities, and their world. It involves challenging and supporting people in achieving higher levels of performance, while allowing them to bring out the best in themselves and those around them. It means going through a deep learning process that results in embodying new

skills and capabilities. In the simplest terms, it involves expanding people's capacity to take effective action. (p. 15)

Flaherty (2010) adds to this by saying that "coaching is a way of working with people that leaves them more competent and more fulfilled so that they are more able to contribute to their organizations and find meaning in what they are doing" (pp. 2 – 3). The standpoint in coaching should always be:

one that allows for people to change, to become more competent, and to become excellent at performance. Any explanation that doesn't allow for this is by definition excluded, for example, notions that people are fully and finally determined by genetic makeup or by early social influences. (Flaherty, 2010, pp. 16 – 17)

According to Sieler (2003) a coach has the essential role of providing "a safe context for the coachee to learn new distinctions that expand how they are observing, enabling them to become a different and more powerful observer (with power being interpreted as the capacity to take effective action)" (p. 4).

Coaching should however not be confused with therapy. One of the key differences between coaching and therapy is pointed out by Cavanagh (2005) when he says that "coaching deals with nonclinical populations, whereas therapy is designed to address the needs of people suffering from diagnosable clinical disorders such as depression and anxiety" (p. 21).

Flaherty (2010) argues that the major point from which everything else in coaching transcends is the following: people's actions are consistent with their interpretation of the situations or circumstances they find themselves in. "The way we see the world at a particular moment determines the actions we take" (Flaherty, 2010, p. 25). His argument is supported by Badaracco and Ellsworth (as cited in Sadler, 2003) who say that:

leaders resolve dilemmas in the light of their own personal philosophies. These philosophies are usually tacit rather than explicit; they involve fundamental assumptions about human nature, about the roles of people in organisations, the nature of managerial work and the kinds of actions the contribute to organisational effectiveness. 'Like a

geological deposit, these tacit philosophies build up over many years, through the experiences and influences that shape a person's life.' (p. 77)

Taking this into consideration, the role of a coach is "to understand the client's structure of interpretation, then in partnership alter this structure so that the actions that follow bring about the intended outcome" (Flaherty, 2010, p. 8).

> A coach has to be able to make the client's own structure of interpretation explicit and accessible to the client, or at least that part of the structure that will allow for the client to make observations that will lead to the successful completion of the coaching program. (Flaherty, 2010, p. 26)

Only "by providing new distinctions and practices that become permanently part of the client's structure of interpretation" can the structure of interpretation can be altered (Flaherty, 2010, p. 26). The coachee can take new action after being coached because s/he is:

> able to observe something that …[s/he] was not able to observe before. Once this observation becomes part of the structure of interpretation of the client, the client is able to be independent of the coach and is able to respond to all similar situations in the future without need for the coach. (Flaherty, 2010, p. 26)

According to Ennis, Otto, Stern, Vitti, and Yahanda (2012) the following are the most common types of coaching:

Career Coaching – identifying career wants and needs and making decisions and taking action "to accomplish … career objectives in balance with the other parts of … [the coachee's] lives" (p. 14).

Group/Peer Coaching – individuals are worked with in groups with a focus ranging from "leadership development to career development, stress management to team building" (p. 14). The benefits of individual coaching are combined with the resources of groups in order for individuals to "learn from each other and the interactions that take place within the group setting" (p. 14).

Performance Coaching - Employees at all levels are helped to "better understand the requirements of their jobs, the competencies needed to fulfil those requirements, any gaps in their current performance, and opportunities to improve performance" (p. 14). The aim is on helping "the employees fill performance gaps and develop plans for further professional development" (p. 14).

New Leader/Onboarding or Transition Coaching - Individuals assigned or hired into new leadership roles are helped to "accelerate their assimilation into and effectiveness in the new position" (p. 15).

Relationship Coaching - Two or more people are helped "to form, change, or improve their interactions" (p. 15).

High-Potential or Developmental Coaching - The focus here is on developing the potential of individuals who have been identified within organisations in the context of succession planning or as key to its future.

Coaching for 360 Debriefing and Development Planning - "Organizations that use assessment or 360 feedback processes often utilize coaches to help employees interpret the results of their assessments and feedback" (p. 15). Based on the results of their assessments and feedback, the coaches can also "work with individuals to make career decisions and establish professional development plans" (p. 15).

Targeted Behavioural Coaching - Individuals are helped "to change specific behaviors or habits or learn new, more effective ways to work and interact with others" (p. 15).

Legacy Coaching - "Leaders who are retiring from a key role [are helped] to decide on the legacy they would like to leave behind. The coach also provides counsel on transitioning out of the leadership role" (p. 16).

Succession Coaching - Candidates are assessed for senior management positions in order to prepare "them for promotion to more senior roles" (p. 16).

Presentation/Communication Skills Coaching - Individuals are helped to "gain self-awareness about how they are perceived by others and why they are perceived in that way. Clients learn

new ways to interact with others. … By using a different vocabulary, tonality, and/or body language to convey their intended messages" (p. 16) coachees are helped to change the way they communicate and influence others.

Team Coaching - A team leader and its members are assisted in establishing "their team mission, vision, strategy, and rules of engagement with one another" (p. 16). Coaching is focussed on helping the team "build skills in facilitating team meetings and other interactions, build the effectiveness of the group as a high-performance team, and achieve team goals" (p. 16).

Personal/Life Coaching - "Individuals [are helped to] gain awareness of and clarify their personal goals and priorities, better understand their thoughts, feelings, and options, and take appropriate actions to change their lives, accomplish their goals, and feel more fulfilled" (p. 17).

2.3   What is integral coaching and how is it different?

Coaching has evolved over the years into a number of different schools of thought. Integral coaching is one such school of thought. It is the school of thought applicable to this research study as it was applied in the implementation of the ACC program at OMW. As indicated in Figure 2 below, it has evolved from a combination of numerous branches of knowledge namely Philosophy, Biology and Cognitive Sciences, Spirituality, Psychology and Narrative.
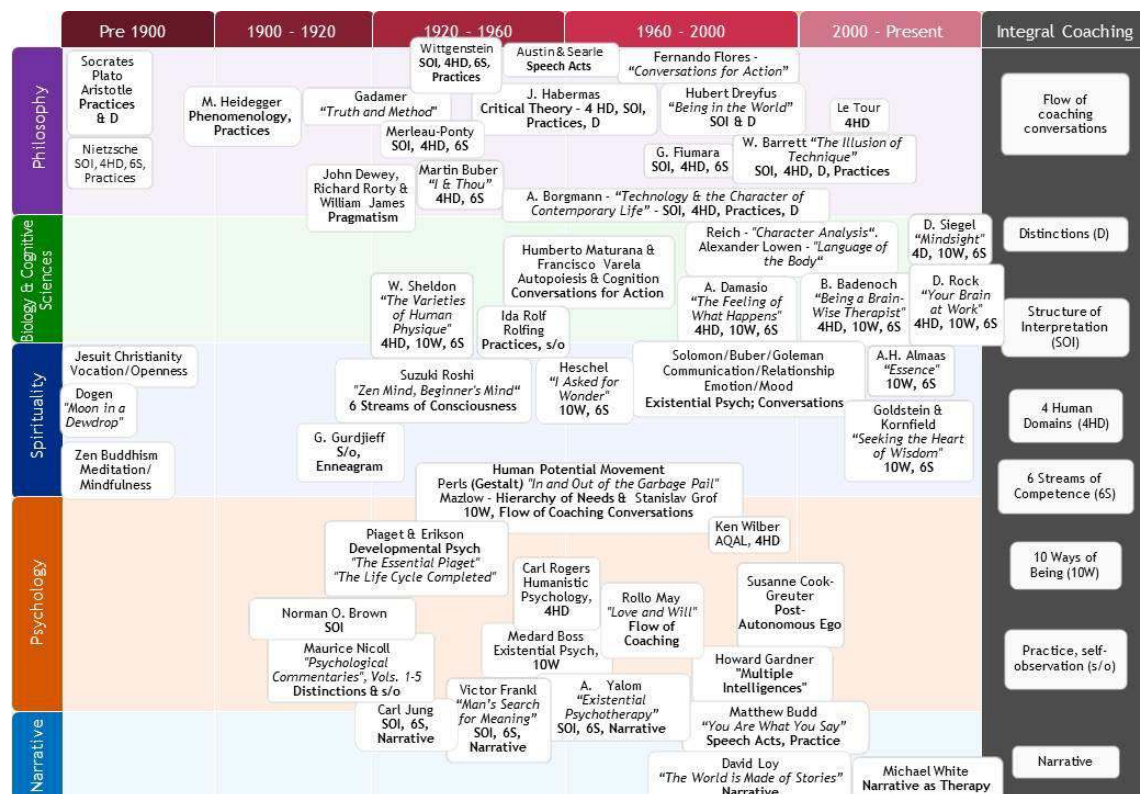
Figure 2 - Roots of coaching (Everson, 2014)

New Ventures West (n.d.) expands on our understanding of the origin of Intergral Coaching by listing the following six major foundations of theory and research on which it is based.

Firstly, Intergral Coaching is based on **Integral theory** which says that **"**in order to have a real, lasting impact on another human being, we must consider their full, complete selves; we must see them for who they really are, not only for part of who they are" (New Ventures West, n.d.,

para. 1). The basis of Wilber's (2000) integral theory of everything can be summarised by the following extract from his book "A theory of everything":

> The Greeks had a beautiful word, Kosmos, which means the patterned Whole of all existence, including the physical, emotional, mental, and spiritual realms. Ultimate reality was not merely the cosmos, or the physical dimension, but the Kosmos, or the physical and emotional and mental and spiritual dimensions altogether. Not just matter, lifeless and insentient, but the living Totality of matter, body, mind, soul and spirit. (Wilber, 2000, p. xi)

Howard and Loos (2005) adds to this by saying that it is a "vision that attempts to be comprehensive, balanced and inclusive. Wilber warns scholars that integral theory is not about uniformity, and affirms that it must embrace difference" (p. 16).

Pragmatism is another foundation of Integral Coaching which refers to the fact that coaches should not become preoccupied with their own models or methods but instead be focussed on asking: "What will be most helpful for our client right now?" (New Ventures West, n.d., para. 2).

The foundation of **Ontology** refers to the central question of "What is it to be human?" and therefore coaching must always stay connected with the genuine human condition and authenticity (New Ventures West, n.d., para. 3).

Linguistics mean that because a person's capabilities are bound by the way they speak and listen to themselves and others, coaches can through working at a fundamental level with language initiate significant "change in identity, meaning, and relationship because their horizon of possibilities is expanded. (New Ventures West, n.d., para. 4)

The theory of **Biology** contributes to Integral Coaching because it says that "only when a pattern of response has been integrated into the [coachee's] body has true long-lasting change taken root. (New Ventures West, n.d., para. 5)

Adult development theory again says that because adults develop through a series of distinct and identifiable stages the coaching process can be designed to fit an individual's current developmental level and in so doing encourage movement towards the next (New Ventures West, n.d., para. 6).

Integral coaching differs from other forms of coaching because, according to Parlee (as cited in Harrison, 2008)

- It avoids characterising people to a single type. Instead, it understands that people are a combination of different values, personalities and social strategies.
- It seeks to understand individuals using a wide range of assessment tools to construct a more accurate description of their strengths and weaknesses, desires, dreams and fears.
- It embraces a larger set of "change technologies" with which to understand the cognitive, physical, emotional and spiritual dimensions of human existence. (p. 15)

Harrison (2008) adds by saying that "integral coaching's very nature of being an integrative, inclusive, comprehensive and balanced approach is such that it achieves the same outcomes of many other more specialised fields of coaching" (p. 20).

Throughout the process of integral coaching, there is a consistent aim on ensuring the following products or outcomes are reached:

Long-term excellence

Flaherty (2010) says that it means that a coachee "meets the high objective standards of the discipline in which coaching is occurring. Standards are objective when they can be observed by any competent person" (p. 3).

Self-correction

This outcome is reached when well-coached coachees "can observe when they are performing well and when they are not and will make any necessary adjustments independently of the coach" (Flaherty, 2010, p. 3). By building their coachees competencies coaches avoid becoming indispensable in order to allow their coachees to become independent.

Self-generation

The signs of self-generation are seen when well-coached coachees know that they can always improve and will continually find ways on their own to do so (Flaherty, 2010). It is a place in

time when coachees will, independently from their coaches, find ways to improve their competencies.

At the core of integral coaching:

> is increased self-understanding, which results in new ways of viewing personal and professional life situations… [I]mproved self–understanding and enhanced personal and professional relationships can lead to greater fulfilment for individuals, which in turn leads to greater workplace productivity. (Howard & Loos, 2005, p. 10)

In summary, Integral Coaching is best described by Flaherty and Handelsman (n.d.) as follows:

> Integral Coaching is what arrives when two people develop a professional relationship that is grounded in mutual trust and respect, directed toward a set of clear outcomes, guided by presence, and informed by broad models about what it means to be a human being. It is a methodology. It is an integration project. It is a moment when you feel deeply connected to yourself and others, with a deep acceptance of everything, and you take practical steps to move forward in life. It is both simpler and more complex than it sounds. And, at heart, Integral Coaching is not just an "it" we can see and hear from the outside but also the "I" that lives in our thoughts and emotions and the "we" that connects us to each other in language and culture. (par. 6)

2.4 How is coaching relevant in the context of wealth management?

During the last few years the responsibilities of financial advisors have come under the spotlight. This is most evident in the recent release of the retail distribution review (RDR) white paper which was:

> undertaken in response to the fact that, despite the significant progress achieved through the Financial Advisory and Intermediary Services (FAIS) Act in raising intermediary professionalism, improving disclosure to clients and mitigating certain conflicts of interest, fundamental concerns about poor customer outcomes and mis-selling of financial products remain. (KPMG, 2016b, para. 1)

The significant effects of the RDR for advisors are higher minimum standards of professionalism and increased transparency of advice given to customers. Its main goal is to ensure that customers receive an improvement in the quality of advice given to them and in the process are sold products which meet their needs, which in turn will increase their confidence in the financial advisor industry (KPMG, 2016a).

In pursuit of the above mentioned focus on better customer service the wealth management industry can also strive for a much greater focus on interpersonal skills of its advisors versus their specialist expertise. It will require strong emotional intelligence and requires wealth management firms to reassess the way they coach their advisors (Paikert, 2014).

Kim Curtin, founder and CEO of The Wall Street Coach, wants to add to this process by helping advisors identify their wants from their needs. Her argument is that when action is taken to meet needs instead of wants, it leads to transformation and can change advisor's lives, which will not only impact their lives and that of their immediate families, but also that of their clients (Valentine, 2015). She says that "it doesn't matter how many houses you have or how many boats you own. No amount of possessions will make you feel nourished. That's why so many people with plenty of money still have no joy"(as cited in Valentine, 2015, p. 16). This argument is also very much in line with that of Bradley et al. (2015), as discussed earlier.

Rosenburg (as cited in Valentine, 2015) created a list of needs that "include harmony, authenticity, self-worth, closeness, community, and emotional safety" (p. 16) which he believes would result in violence if they are unmet.

> By meeting these universal needs, said Rosenberg, people can transform their thinking, moralistic judgments, and language to resolve conflicts, ask for what they want without using demands, begin to hear the true needs of others with less effort, strengthen their personal and professional relationships, and live life to their potential.
>
> …
>
> Universal needs are different than wants, explains Curtin. She gives the example of a young career woman entering her first professional job. She notices that the other women in the firm all have Louis Vuitton handbags so she decides she wants a Louis Vuitton

handbag as well, even though the high price tag of a designer bag is well outside her budget.

While her stated want is the handbag, what she is really looking for is to meet her universal need for connection and to belong to the community of women she works with. (Valentine, 2015, p. 16)

Advisors therefore need to help their clients meet their needs instead of their wants in order to become indispensable. Advisors' first steps should however be to identify their own universal needs. Kim Curtin (as cited in Valentine, 2015) says "it's like putting your oxygen mask on first before you help others" (p.16). She suggests that advisors should "strive to become more self-aware. Start by thinking about what motivates you in your professional and personal life. Once you understand what needs you are striving to meet, your ability to identify unmet needs in your clients is transformed" (p. 16). By following this approach advisors will be able to build a sustainable and competitive practice because they will be "helping clients transform the way they approach their finances and even their lives" (Valentine, 2015, p. 16).

2.4.1   Financial coaching

In the above section the focus was very much on coaching financial advisors towards their own growth with the aim that it would ultimately lead to better customer service and greater customer value. As described earlier, within the context of the coaching at OMW, there are plans to train financial advisors to become coaches in their own right. The aim will be to equipment advisors with ability to coach their customers towards greater financial freedom (J. Kloppers, personal communication, June 23, 2016).

This is an emerging approach in coaching which is called financial coaching. "Financial coaching has the potential to support clients as they work toward their self-defined goals to reach financial capability" (Delgadillo, 2015, p. 260). The Consumer Financial Protection Bureau (n.d., as cited by Delgadillo, 2015) recognise the difference between financial coaching and financial counselling as follows:

Although financial educators and counsellors may use coaching skills, financial coaching is a distinct model for working with clients. Unlike financial education or counselling,

which seeks to provide information and knowledge or help solve problems, coaching focuses on helping clients achieve their goals through performance improvements and behaviour change. The goal is to support clients in developing the skills and behaviours they need in order to achieve their financial goals. (p. 260)

Collins and O'Rourke (2013) say that "financial coaching is a promising approach for helping clients attain their financial goals" (p. 3). They list the following core features of financial coaching as being:

- Financial coaching is future-oriented. Coaches and clients focus on identifying practical strategies and attaining measurable results.
- Coaches engage in a systematic process to facilitate growth and learning through active listening and critical questioning.
- Financial coaching is strengths-based because coaches encourage clients to identify what they do well and apply those strengths in pursuit of their financial goals.
- Throughout the coaching process, the coach is responsible for helping the client set concrete steps toward the client's goal(s), enhancing motivation, and holding the client accountable. (Collins & O'Rourke, 2013, p. 2)

Clancy and Binkert (2015) support the above reasoning by suggesting that the same principles of Appreciative Inquiry can be used in coaching people to shift their attention away from their financial problems towards their desired financial state. This will help people to get unstuck from continuously focussing on their problems and instead shift them towards adopting a positive approach in focussing on what the future may hold.

Apart from all the possible positive applications of financial coaching, Collins and O'Rourke (2013) point out the following which needs to be remembered:

Financial coaching can only be successful for clients with the ability and desire to make performance improvements. Clients in crisis likely need coaching to be provided in conjunction with counseling or other services. In some cases, coaching may be best deferred until a client is stable and capable of focusing on goals and behavior change. As financial coaching becomes more common, coaches and researchers need to identify both the limits of coaching and the situations when a coaching approach is appropriate. (p. 3)

2.5   What are the most significant impacts of coaching which have been documented to date?

Coaches should be focussed on achieving short-term and long-term impact during coaching (Flaherty, 2010).

> Short-term in the sense that they must support their clients in reaching their goals, but long-term in the sense that the client will always have more challenges later and must be left competent to deal with these situations as they arise. (Flaherty, 2010, p. 5).

Levenson (2009) argues that "for coaching to have a business impact, the leadership behaviors that are the focus of the coaching have to matter to the business either strategically, financially, or both" (p.104). He ads by saying that one should also consider that the impact coaching can have on business depends on the influence of the coachees being coached. An example used is that in terms of executive coaching, few executives:

> perform tasks themselves that directly impact the development and delivery of an organization's products and services. Instead, they create the environment in which others work to execute the necessary tasks. However, those decisions are dependent on the executives' direct reports and others in the organization who provide the information on which the executives act.   In such team environments, it may be very hard for coaching alone to have a direct business impact. (Levenson, 2009, p. 114)

Isbell (2010) argues that in order for organisations to realise a high return on their investment in coaching the coaching undertaken should be "based on clearly stated expectations for personal outcomes and business effect" (p. 28). When investigating the impact of coaching in a business context, one must however not forget to first determine if the coaching engagement was the appropriate intervention in order to obtain the desired outcome (Levenson, 2009).

Passmore and Fillery-Travis (2011) suggest that "coaching's effect may be situational, with stronger effects demonstrated with specific individuals and within specific organisational contexts" (p. 79). They further say that "significant factors contributing to successful outcomes on executive coaching interventions will be the organisational culture and the relationship with the manager" (p. 80).

In an attempt to draw up an extensive listing of the impacts and effects which coaching can have when applied within the context of a business environment, a thorough literature review was undertaken to try and summarise all the documented impacts and effects of coaching which currently exist within the body of coaching research. The findings from our literature review have been summarised in the themes as listed below, but a condensed meta-analysis mapping table can also be found in Appendix C, Table 46.

2.5.1 Leadership skills

Rock and Donde (2008) found that in their research coaching had a strong impact on the leadership skills of coachees, but had "a significantly smaller, though noticeable, impact on the people the next level down" (p. 11). Rumboll (2005) agrees by saying that coaching aids the development of the leadership style of coachees. Further evidence can be seen in the work of Howard & Loos (2005) who found that coaching helped leaders move from a directive to a more a democratic leadership style which in turn led to employees feeling more included in decision-making processes. One manager also commented on his leadership abilities developing to be truer and fairer to his direct reports. Meyer (2007) agrees with the above findings and says that coaching and mentoring is so popular today because they "are excellent tools for management and leadership development" (p. 2).

2.5.2 Listening skills and quality of communication

In the work of Howard and Loos (2005) coaching led to improved listening abilities which in turn resulted in greater understanding of others. Yodaiken (2009) attributes this to the newly acquired active listening skills of coachees which leads to an improvement in effective communication. It requires "suspending judgment and allowing people the space and opportunity to convey what was important to them" (p. 68). She also found that these improvements coincided with an increased willingness of employees to communicate with one another without the use of email.

Politzer (2007) adds to these findings by saying that amongst the list of the most common items measured during investigations on the return on investment of coaching is improvement in quality of interaction and communication between leaders and direct reports. Coachees in the research of Harrison (2008) highlighted an improvement in the quality of communication with

their superiors. They attributed it to the fact that coaching made them "more able to conduct a structured and logical conversation using the 'courageous conversations' framework. … [C]oaching has helped them to be more open with each other, and for more mature conversations to take place" (Harrison, 2008, p. 69).

These findings however are in contrast to that of Miller (as cited in Grant, Passmore, Cavanagh, & Parker, 2010) who found that there were no significant differences in interpersonal communication skills post coaching versus what was measured pre coaching.

2.5.3 Trust

Howard and Loos (2005) found that coaching can lead to an increase in trust within an organisation. The increase in trust can further start to manifest as an increase in the ability of managers to feel comfortable with delegation of work and an ability of managers to be less inclined to want to control and know everything. Further benefits mentioned that coincided with an increase in trust were "honesty and accountability between individuals in the workplace" (Howard & Loos, 2005, p. 87) and "less suspicion" (Howard & Loos, 2005, p. 87). Yodaiken (2009) found that a new sense of openness and trust can build bonds "across teams and between managers and direct reports" (p. 71). This is confirmed by Howard and Loos (2005) where "one leader commented that 'Notions of hidden agendas have been debunked,' while another was impressed by a new 'willingness to share with team members' " (p. 87).

Howard and Loos (2005) did however find an instance in which trust deteriorated due to the coaching intervention, which "suggest[s] that the climate of trust within which the intervention had taken place was not sufficiently established, leaving some managers with feelings of apprehension and uncertainty" (p. 91).

2.5.4 Relationships

Numerous examples were found in which coaching had led to an improvement in various kinds of relationships within an organisation (Harrison, 2008; Howard & Loos, 2005; Kilburg, 1996; McGovern et al., 2001; Meyer, 2007; Rumboll, 2005; Yodaiken, 2009). Howard and Loos (2005) who found that not only did coaching lead to an improvement in relationships amongst

people within the organisation, but also coincided with a reduction in the blame culture that previously existed.

2.5.5 Approachability and openness

Coachees have commented on becoming more approachable, open and authentic. Some have attributed it to new found flexibility and openness to new thinking and fresh ideas which has made them more receptive to others (Howard & Loos, 2005). Harrison (2008) attributes this to "a more open and deeper understanding and helping spirit" (p. 68). It is because coachees are shown how to "take a more considered approach by listening and trying to see the other person's point of view" (Harrison, 2008, p. 67).

2.5.6 Empowerment of employees

Because coaching led to an environment in which people were allowed to start thinking for themselves, Howard and Loos (2005) found that coachees felt much more empowered, which in turn resulted in greater involvement and contribution towards the business. Yodaiken (2009) found that it coincided with rising levels of trust in people's abilities and their decision making capacity, and with assigning responsibility by means of work delegation. These findings strengthen the argument that says that coaching "build[s] competence and capacity in an organisation" (Meyer, 2007, p. 2).

2.5.7 Confidence levels

Coaching has been found to be quite effective in building the confidence of coachees (Grant, Curtayne, & Burton, 2009; Howard & Loos, 2005; Rumboll, 2005). In research done by Rumboll (2005) coachees commented that coaching had helped them feel comfortable with themselves and in other cases it was effective in "battling with the courage required for a leadership position" (p. 92). Yodaiken (2009) found that coachees had renewed confidence in their "ability to perform their jobs better, with specific focus on their ability to lead their teams" (p. 65). Increased confidence further led to "individuals being more willing and open to sharing their ideas and views" (p. 65).

2.5.8 Conflict management

A typical goal of executive coaching is to "increase the client's ability to manage self and others in conditions of environmental and organizational turbulence, crisis, and conflict" (Kilburg, 1996, p. 140). Howard and Loos (2005), Harrison (2008) and Rumboll (2005) agree with the conflict management skills which coaching instils, whereas McGovern et al. (2001) says that coaching can ultimately lead to reduced conflict. Yodaiken (2009) attributes these findings to the new sense of trust which resulted from coaching. She says that it had:

> given people the confidence to deal with conflict and confrontation positively, through active dialogues and feedback. Individuals reported that knowing feedback would be viewed positively and that the person receiving the feedback would be grateful for the feedback, made the process important. (p. 70)

She adds by saying that:

> management seemed better able to deal with these conflicts in a mature and timely fashion through having open dialogues that were largely free from charged emotions, resulting in less frustration and hurt feelings and focusing the attention back to achieving the common objectives. (p. 66)

These newly acquired conflict management abilities were also found to be useful in dealing with difficult customers as coachees reported:

> being more capable of viewing the exchange objectively, realising that the customers harsh words were not a personal attack but rather the manifestation of their frustration with the problem, when prior to the coaching initiative an interaction with a difficult customer would have left the person feeling emotionally drained. The developed sense of self-awareness and understanding of emotions appeared to facilitate a more constructive approach to dealing with interactions of such a nature. (Yodaiken, 2009, p. 66).

Blattner and Bacigalupo (2007) highlight the importance of self-awareness in regards to managing the tensions and different concerns within teams and organisations.

2.5.9 Empathy and emotion

According to Howard and Loos (2005) coachees were found to be expressing more emotion and empathy since the coaching interventions. The coachees' direct reports referred to these experiences as an element of "human touch" (p. 64).

2.5.10 Delayed progress and decision taking

In the work of Howard and Loos (2005), it was found that since the coaching interventions there were certain instances during which a coaching style of leadership and management was used inappropriately. These instances mostly related to situations during which employees felt that they required directive management and required a direct and quick resolution for their queries. It was mentioned that when a coaching approach was used during these situations it could lead to things not getting done as people sometimes refer that their bosses make decisions.

2.5.11 Too overwhelming

One respondent in the research of Howard and Loos (2005) highlighted the fact that the direct reports of the coached managers found the their leadership/management approach overwhelming and experienced it as a bit of a shock versus what they had been experiencing before.

2.5.12 Conception, communication and implementation of vision

According to Howard and Loos (2005), "when senior leaders create vision for others, it is rooted in deep self-insight, a belief in human potential, and the ability to convince others to share in it" (p. 74). As coaching focussing very much on self-awareness and self-insight, their argument can therefore be inferred to mean that coaching can help leaders conceive, communicate and implement vision within an organisation.

2.5.13 Valuing diversity

In the context of business, coaching has proved effective in "managing diversity, black economic empowerment and employment equity" (Rumboll, 2005, p. 92). Meyer (2007) agrees by saying that coaching can "accelerate employment equity and black economic empowerment" (p. 2). Levenson (2009) found that coaching led to an improvement in the capacity and ability of coachees to interact with people with contrary beliefs. These findings are further supported by

the work of Howard and Loos (2005) who found that coaching sensitised people to the challenges that each person faces.

2.5.14 Dedication and commitment

An increased organisational commitment has been reported as an intangible business impact of coaching (Coe, Zehnder, & Kinlaw, 2013; McGovern et al., 2001). According to a Head of experience and engagement (as cited in PricewaterhouseCoopers, 2013) "coaching is a driver of [employee] engagement" (p. 12). Grant et al. (2009) also found that "compared to controls, coaching … increased resilience and workplace well-being" (p.396). During the research of Yodaiken (2009) "interviewees spoke of the high level of commitment to one another and to the organisation with respect to following through with completing the tasks and actions that had been assigned to them." (p. 69). Howard and Loos (2005) also confirm these findings by saying that "senior management noticed an increased level of dedication in the workplace, which was not prevalent before" (p. 75). According to Sieler (as cited in Yodaiken, 2009) there is a clear "link between effectively managing promises and trust through commitments to one another" (p. 69).

2.5.15 Relaxed and civilised culture and environment

Some respondents from the study of Howard and Loos (2005) "drew attention to a shift in the corporate mood towards a more relaxed and civilised one, and one asserted that there was a 'nice balance between formality and informality' " (p. 75). The shift in teams and peers being more relaxed and caring persisted and were still evident eighteen months after the initial coaching interventions had begun. "Despite this relaxation of authoritarian control, individuals were still able to focus on team delivery" (Howard & Loos, 2005, p. 87).

2.5.16 Teamwork and collaboration

In the context of business, coaching has proved effective in "teaching collaborative thinking" (Rumboll, 2005, p. 92) and has led to "a more collaborative approach" (Harrison, 2008, p. 67). Ultimately the results showed an improvement and promotion of teamwork (Harrison, 2008; Howard & Loos, 2005; McGovern et al., 2001; Meyer, 2007; PricewaterhouseCoopers, 2013). Harrison (2008) found that coaching "improved the manner in which individuals interact with

their team members, … specifically improvements in constructive criticism, speed of response, problem-solving and coordination during team meetings." (p. 72). Howard and Loos (2005) noted a "dramatic reduction in [the] blame culture" (p. 75) within the organisation.

2.5.17 Attitude & positivity

Howard and Loos (2005) found in their research that coaching led to an increase in positive attitudinal behaviour within teams and "were conducive to a more solutions-focussed approach within the workplace" (p. 75). Rumboll (2005) confirms that coaching is a "trigger for new behaviour" (p. 102) and explains why Howard and Loos (2005) found that coachees started "approaching problems in a can-do way" (p. 86). These findings are also confirmed in the meta-analysis conducted on the effects of coaching on individual level outcomes in an organizational context by Theeboom, Beersma, and van Vianen (2014) which indicated that coaching is an effective tool for improving work and career attitudes.

2.5.18 Self-awareness

In the context of business, coaching has proved effective in "creating an environment for self-reflection about behaviour" (Rumboll, 2005, p. 92) and increasing "personal insight" (Grant et al., 2009, p. 396). This is also evident from Howard and Loos (2005) who found that it "had developed a greater capacity for self-reflection and personal awareness" (p. 97). These findings can be summarised by saying that coaching improved self-awareness.

> Self-awareness means having a deep understanding of one's emotions, strengths, weaknesses, needs, and drives. …
>
> People who have a high degree of self-awareness recognize how their feelings affect them, other people, and their job performance. Thus, a self-aware person who knows that tight deadlines bring out the worst in him plans his time carefully and gets his work done well in advance. (Goleman, 2004, p. 3)

The hallmarks of self-awareness are self-confidence, realistic self-assessment and a self-deprecating sense of humour (Goleman, 2004). Self-aware people also "often demonstrate a thirst for constructive criticism" (Goleman, 2004, p. 5). An example of coaching leading to an improvement in self-awareness can be seen in the work of Yodaiken (2009) who found that:

through the process of constant self-reflection, … [coachees] were easily able to recognize and draw on their strengths, and were not only able to identify areas of weaknesses, but were able to accept them and look at them as a challenges and opportunity for growth." (p. 66)

2.5.19 Work-life balance

Rumboll (2005) says that in the context of business, coaching has proved effective in helping coachees establish healthy "work-life balances" (p. 92). Her argument is also supported by Kilburg (1996) who says that a typical goal of executive coaching is to "improve the client's ability to manage the tensions between organizational, family, community, industry, and personal needs and demands" (p. 140).

2.5.20 Time management

Rumboll (2005) found that coaching led to an improvement in the time management skills of coachees. One respondent was quoted saying:

> I think there were particular issues such as time management that I got my mind around and I'm doing it much better now and therefore I am performing at a higher level, because of, not so much the coaching itself, but some of the understanding from coaching enabled me to focus more on the right things and therefore I'm having a greater impact on the business and I'm rushing around less. (Rumboll, 2005, p. 90).

2.5.21 Strategic

An improvement of strategic planning dynamic is amongst the most common items measured during investigations on the return on investment of coaching (Politzer, 2007). Lyons (2011) says that when "coaching sensitizes people to reflect and act in a more purposeful way, it is again strategic in nature, helping to align the organisation with the people who are in it" (p. 91). Rumboll (2005) confirms this by saying that coaching has proved effective in "an organisational shift in strategic direction" (p. 92). Further evidence of the strategic impact of coaching can be seen in the feedback of one respondent:

Initially when I went to … [my coach] I was looking to her for guidance and support and I was feeling very unsure of myself. Now I go to her for that almost that strategic conversation that I can't afford to have right off, pat, with someone in the business, because I'm not sure how it will be received and I want to check my thinking and kind of look at the broader picture. (Rumboll, 2005, p. 91)

2.5.22 Goal attainment

A meta-analysis on the effects of coaching on individual level outcomes in an organizational context conducted by Theeboom, Beersma, and van Vianen (2014) indicated that coaching is an effective tool for improving goal-attainment. Rumboll (2005) found that it helped coaches focus in terms of a goal setting perspective. L. S. Green, Oades, and Grant (2006) agree that coaching increases goal striving and says that results "suggest that gains can be maintained over time" (p. 149). Spence and Grant (2007) found that coachees showed "greater goal commitment and progression" (p. 185) and "that the presence of a supportive person may be a necessary but insufficient condition for enhancing goal striving" (p. 185).

Grant et al. (2010) say that a:

coaching process facilitates goal attainment by helping individuals to: (i) identify desired outcomes, (ii) establish specific goals, (iii) enhance motivation by identifying strengths and building self-efficacy, (iv) identify resources and formulate specific action plans, (v) monitor and evaluate progress towards goals, and (vi) modify action plans based on feedback. (p. 127)

For this reason coaching is particularly useful in helping to move from a position of knowledge and intentions to a situation of goal attainment and behavioural change (Kauffman, 2006).

2.5.23 Networking

In the context of business, coaching has proved effective in "increasing networking ability and the managing of network" (Rumboll, 2005, p. 92).

2.5.24 Customer service

Improved customer service and relationships with clients have been reported as business impacts of coaching (McGovern et al., 2001). Politzer (2007) also says that improvement of customer service and client retention are common items measured during investigations on the return on investment of coaching. When referring to strategic executive coaching (SEC), Goldsmith, Lyons, and Freas (2000) explain the progression of events by saying that "SEC helps executives become more effective; effective executives create more satisfied employees; satisfied employees create more satisfied customers; satisfied customers create higher profits" (p. 29). They also mention an example of where coaching was used with a customer-focus and led to "greater customer loyalty and retention" (p. 125). Harrison (2008) also agrees with these findings by saying that coaching "facilitated a change in the staff's perceptions of customer complaints. The chief benefit of this approach has been that staff are now more adept at helping customers resolve their problems" (Harrison, 2008, p. 70).

2.5.25 Staff retention

Coaching has been found to contribute to improved staff retention (Skiffington & Zeus, as cited in Harrison, 2008; Meyer, 2007; Politzer, 2007; PricewaterhouseCoopers, 2013). Harrison (2008) attributed this finding to the fact that:

> Many felt that coaching had enabled them to recognise and deal more effectively with personnel problems before they escalated to 'pitch point.' Central to this is the confidence that coaching has given them to approach their subordinates and work with them to resolve issues. (p. 73)

2.5.26 Team, individual & business performance

Coaching has been shown to be an effective tool for improving the performance, effectiveness and skills of individuals (Politzer, 2007; Rumboll, 2005; Theeboom et al., 2014) and team (Harrison, 2008; Kilburg, 1996; Politzer, 2007) performance within organisations. It can partially be attributed to the fact that coaching "assist[s] with the implementation of performance management" (Meyer, 2007, p. 2) and "helps a company achieve its business objectives" (Meyer, 2007, p. 2). When an organisation invests in coaching of employees in critical positions

which leads to an increase their performance, they can avoid the costs associated with replacing those individuals which may sometimes amount to 2.5 times the person's annual salary (Isbell, 2010).

Harrison (2008) says that the most "commonly-cited benefits of coaching to team performance include an improved problem-solving capacity (due to greater mutual trust), deeper emotional understanding and a more collaborative approach" (p. 67). Coe et al. (2013) claims that the performance is sustainable "because people are committed to do their level best all the time. Coaching is a proven strategy for building such commitment" (p. 1).

Levenson (2009) claims that coaching can help "executives avoid derailment, where derailment means failure to deliver on performance objectives with negative impacts on current or future employment" (p. 113). It cannot stop derailment but "does have the potential to help executives who have the capability and desire to change" (p. 114). Rumboll (2005) supports this argument by saying that coaching can fast track "executives with performance/confidence issues" (p. 93).

Levenson (2009) however says that it is:

> difficult to draw a direct line from coaching to improved business performance, particularly because positive business impacts appear to be achieved when coaching is combined with other interventions and process improvements. Coaching alone may be too limited to directly impact the business. (p.117)

2.5.27 Productivity

Coaching can create an environment where employees "respond much better to adversity, [and] don't worry that they will be blamed for the failures" (Levenson, 2009, no. 115). They also grow in their "resilience, [and] willingness to take risks" (p. 115). Taking this into account Levenson (2009) claims that it can ultimately lead to greater productivity. Other authors who agree that coaching increases productivity within an organisation are Harrison (2008), McGovern et al. (2001) and Politzer (2007).

2.5.28 Happier work environment

In the work of Harrison (2008) "some managers reported that their subordinates seemed happier, reported on time and took each other more seriously since undergoing coaching" (p. 72). It is in line with the findings of Skiffington and Zeus (as cited in Harrison, 2008) who say that coaching yields "improved morale" (p. 33).

2.5.29 Job satisfaction

Coaching has been found to lead to an improvement in job satisfaction (Skiffington & Zeus, as cited in Harrison, 2008; McGovern et al., 2001; Meyer, 2007; Yodaiken, 2009). Respondents in the research of Yodaiken (2009) "reported a new sense of well being, happiness and satisfaction with their jobs and with their relationships both at work and at home" (p. 68).

2.5.30 Identifying new talent and career development

Coaching can "assist with career development" (Meyer, 2007, p. 2) and help a coachee to "manage his or her career and to advance professionally" (Kilburg, 1996, p. 140). Rumboll (2005) found that coaching can also be used to "accelerate leader development from a junior to a very senior position" (p. 89). An example can be seen where management interviewed by Yodaiken (2009) "indicated that through the process of delegating, they had started to identify new talent within the organisation, looking to groom individuals into more senior positions to fill voids" (p. 69). These findings are further supported by the work of PricewaterhouseCoopers (2013) in which a lead coaching consultant in culture, change and engagement is quoted saying: "I have two clients who I have seen through the process attribute a large portion of their success and advancement of their career to coaching" (p. 12).

2.5.31 Change management

Coaching has been reported to be an effective tool in aiding change management (Grant et al., 2009; Rumboll, 2005). Grant (2009) argues that it is because coaching can help "people deal with the uncertainty and challenges inherent in organisational change" (p. 396).

2.5.32 Management of teams

Killburg (1996) says that a typical goal of executive coaching is to "increase the client's capacity to manage an organization —planning, organizing, staffing, leading, controlling, cognitive complexity, decision snaking, tasks, jobs, roles, etc." (p. 140). Other research findings confirm that coaching is effective in terms of improving managerial skills (Grant et al., 2009; Levenson, 2009; Politzer, 2007; PricewaterhouseCoopers, 2013; Rumboll, 2005). Levenson (2009) says that coaching helps leaders become more assertive when managing their workers. Example 5 mentioned in Levenson (2009) shows how coaching was the initiating event which was needed to start the process of reflection so as to identify areas which required redesign, like the internal management practices, culture and structures so as to create an ultimately more successful working environment. This is further supported by Example 6 (Levenson, 2009) which talks about coaching which helped to create a "high-performing environment" (p. 116) of increase in trust and reliability of the organisation.

2.5.33 Emotional intelligence

An improvement in emotional intelligence has been documented as a result of coaching (Goleman, 2004; Harrison, 2008; Levenson, 2009; Politzer, 2007; Rumboll, 2005; Yodaiken, 2009). Goleman (2004) lists the following five components that make up emotional intelligence:

	Definition	Hallmarks
Self-Awareness	the ability to recognize and understand your moods, emotions, and drives, as well as their effect on others	self-confidence realistic self-assessment self-deprecating sense of humor
Self-Regulation	the ability to control or redirect disruptive impulses and moods the propensity to suspend judgment – to think before acting	trustworthiness and integrity comfort with ambiguity openness to change
Motivation	a passion to work for reasons that go beyond money or status a propensity to pursue goals with energy and persistence	strong drive to achieve optimism, even in the face of failure organizational commitment
Empathy	the ability to understand the emotional makeup of other people skill in treating people according to their emotional reactions	expertise in building and retaining talent cross-cultural sensitivity service to clients and customers
Social Skill	proficiency in managing relationships and building networks an ability to find common ground and build rapport	effectiveness in leading change persuasiveness expertise in building and leading teams

Figure 3 - Five components of emotional intelligence (Goleman, 2004, p. 3)

From our understanding of coaching and the effects discussed so far, it is understandable how coaching can contribute towards improving each of these five components of emotional intelligence. This is further supported by the behaviour changes highlighted by Levenson (2009) such as "motivating others, influence skills, listening skills, demonstrating empathy for others, building trusting relationships, anger management, giving performance feedback, agenda setting, building cross-functional relationships, building credibility, and using emotion as a leadership tool" (p. 114).

Another example can be seen as reported by Yodaiken (2009) who says that:

Many of the direct reports and middle management described events, prior to the coaching initiative, where members of the senior management team would become angry and irritated during meetings. This often had the effect of breaking down communication, relationships becoming strained and tension developing. The interviewees expressed that this kind of outburst was very rare now and that managers were much more in control of their emotions and aware of how these emotional eruptions negatively affected the functioning of the business as a whole. (p. 67)

Out of the typical goals of executive coaching listed by Kilburg (1996) the following can be said to also contribute to improving overall emotional intelligence of coachees:

- increase the range, flexibility, and effectiveness of the client's behavioural repertoire
- increase psychological and social awareness and understanding
- increase tolerance of ambiguity
- increase tolerance and range of emotional responses
- increase the client's awareness and knowledge of motivation, learning, group dynamics, organizational behaviour, and other components of the psychosocial and organizational domains of human behaviour
- decrease acting out of emotions, unconscious conflicts, and other psychodynamic patterns.   (p. 140)

2.5.34 Learning environment and culture

Meyer (2007) says that coaching "promote[s] a learning culture in an organisation" (p. 2). Kilburg (1996) agrees by saying that an "improve[ment in] the client's capacity to learn and grow" (p. 140) is a typical goal of executive coaching. Skiffington and Zeus (as cited in Harrison, 2008) claims that coaching yields "increased openness to learning and development" (p. 33). Knowles (as cited in Howard & Loos, 2005) "describes the ideal psychological climate for learning as one of mutual respect, trust, collaborativeness, supportiveness, openness and authenticity" (p. 100). "[S]ocial connectedness, inclusiveness in decision making and delegation, [also] help to create a thinking workplace culture" (Howard & Loos, 2005, p. 100). From our understanding of coaching and the impacts already discussed, it is clear how coaching can lead to

an improvement in these elements and in so doing promote a learning environment and culture within an organisation.

An example was found in the work of Howard & Loos (2005) were "senior managers had become more open and willing to learn from each other. … This environment enabled the team to engage with others more freely, making it easier to 'sound board and get ideas' " (p. 64). They conclude by saying that coaching creates an "environment for new ways of thinking and learning" (Howard & Loos, 2005, p. 101).

2.5.35 Personal growth and development

The impact of coaching was found to not only be limited to a business context, but extent to growth in coachees' personal lives (Howard & Loos, 2005; Rumboll, 2005; Yodaiken, 2009). Some coachees from the research of Howard and Loos (2005) "applied the coaching principles in their personal lives and found this to be very positive and enriching" (p. 64). Farr (2006) also supports these findings by saying that coaching facilitates personal growth.

2.5.36 Reinforces training and skills development interventions

A study done by Miller, Yahne, Moyers, Martinez, and Pirritano (2004) showed that when coaching was used in combination with training it increased post-training proficiency. Meyer (2007) confirms these findings by saying that coaching is so popular today because it "support[s] and reinforce[s] training and skills development interventions" (p. 2) and "can help with the induction and orientation of new employees and managers" (p. 2). Crane (2007) says that:

> what actually happens after training if no coaching is provided: old behaviors quickly resurface, and sustained performance improvements never materialize. Without coaching, the opportunity that training provides for permanently improving behavior—and for the improved results that could have followed—is lost. By not providing coaching to people after providing them with behaviorally based skill training, we set them up to fail. (p. 22)

2.5.37 Stress management and anxiety levels

An improvement in coachees' "stress management skills and stress hardiness" (Kilburg, 1996, p. 140) and as well as a reduction in stress levels have been documented as an impacts of coaching

(Grant et al., 2009; Gyllensten & Palmer, 2005). Taylor (as cited in Grant et al., 2010) found that compared to training, coaching reduces stress much more. A coachee can seek coaching in order to deal with stress directly (Hearn, as cited in Gyllensten & Palmer, 2005), or:

> coaching could also help to reduce stress indirectly. In this scenario an individual may seek coaching for a variety of reasons, for example to improve performance, increase efficiency, achieve work related goals, or improve communication skills. When the coachee improves in the area targeted by coaching intervention, it is possible that they will become less stressed or pressured. (Gyllensten & Palmer, 2005, p. 16)

2.5.38 Hope and well-being

Coaching has been found to result in an increase in hope and well-being (Green, Grant, & Rynsaardt, 2007; Green et al., 2006; Theeboom et al., 2014), a significant reduction in levels of depression (Grant et al., 2009; Green et al., 2007) and give people "a positive view of the future" (Levenson, 2009, p. 115). The research results of Green et al. (2006) "also suggest that gains can be maintained over time" (p. 149). Duijts, Kant, van den Brandt, and Swaen (2008) found that "employees who participated in the coaching, reported statistically significant and clinically relevant improved health, declined psychological distress, less burnout, less need for recovery, and an increased satisfaction with life" (p. 765).

2.5.39 Coping

In the meta-analysis conducted by Theeboom, Beersma, and van Vianen (2014) on the effects of coaching on individual level outcomes in an organizational context coaching was found to be an effective tool for helping individuals towards coping better.

2.5.40 Effectiveness of people

Rock and Donde (2008) reported that "coaching had a strong impact on the … effectiveness of the people coached, and a significantly smaller, though noticeable, impact on the people the next level down" (p. 11).

2.5.41 Organizational strength

Increased organizational strength has been reported as a tangible business impact of coaching (McGovern et al., 2001).

2.5.42 Quality

Improved quality has been reported as a tangible business impact of coaching (McGovern et al., 2001)

2.5.43 Lobbying support

In the context of business, coaching has proved effective in "learning how to lobby support" (Rumboll, 2005, p. 92).

2.5.44 Simulating upcoming events or presentations

In the context of business, coaching has proved effective in "simulating upcoming events/presentations to [the] board" (Rumboll, 2005, p. 92).

2.5.45 Separating out operational from strategic issues

In the context of business, coaching has proved effective in "separating out operational from strategic issues" (Rumboll, 2005, p. 92).

2.5.46 Succession planning and skills transfer

Coaching and mentoring is so popular today because they "promote succession planning and skills transfer" (Meyer, 2007, p. 2).

2.5.47 Uncovering blind spots

In the context of business, coaching has proved effective in "uncovering executives' blind spots" (Rumboll, 2005, p. 92).

2.5.48 Management versus leadership

In the context of business, coaching has proved effective to "guide understanding of [the] difference between management and leadership" (Rumboll, 2005, p. 92).

2.5.49 Confidential support function

In the context of business, coaching has proved effective as a "confidential support function" (Rumboll, 2005, p. 92).

2.5.50 Making sense of the culture of the organisation

In the context of business, coaching has proved effective in "helping new appointments make sense of the culture of the organisation" (Rumboll, 2005, p. 92).

2.5.51 Understanding the politics of the organisation

In the context of business, coaching has proved effective in "understanding the politics of the organisation" (Rumboll, 2005, p. 92).

2.5.52 Vehicle to crystallise thinking and decision making

In the context of business, coaching has proved effective as a "vehicle to help leaders crystallise decision making" (Rumboll, 2005, p. 93) and as a "sounding board" (Rumboll, 2005, p. 93).

2.5.53 Using talent and potential

Skiffington and Zeus (as cited in Harrison, 2008) report that coaching yields an "ability to use talent and potential more effectively" (p. 33) and promotes "growth and self-actualisation of the individual" (p. 33). Meyer (2007) agrees by saying that coaching helps to "harness the full potential and talents of employees" (p. 2).

2.6   Conclusion

An insight revealed by the literature review is the fact that numerous impacts of coaching are interrelated. When, for example, the Integral Coaching principles, as described earlier, are applied in order to drive the desired outcomes of long-term excellence, self-correction and self-generation the resultant impact of coaching can be vastly more substantial than only these three outcomes. For example, when an impact such as an increase in confidence is found to emerge, it can then also reinforce or lead to other impacts such as an increase in job satisfaction and higher productivity levels. In light of this, the researcher believes that the research method chosen for

this research report, namely Q methodology, is best suited to explore the complexity of the opinions and viewpoints associated with these interrelated impacts of coaching.

Throughout the literature review it also became apparent that no studies could be found which focus on measuring the impact of coaching by having the different possible impacts of coaching ranked against each other. Numerous studies talk about impacts which coaching has had, but none have attempted to measure the opinions regarding which impacts are greater or lesser than each other in order to identify the viewpoints regarding the actual impact which coaching has had. This realisation therefore confirms the significance of this particular research study as it seems to be the first which is attempting to measure coaching's impact by having a set of impact statements ranked against each other in order to measure the subjectivity related to such opinions in a scientific manner.

3. Research methodology

In the following sections the research methodology, approach and strategy which was used during the research will be discussed in more detail. The reason why the chosen methodology has been deemed most appropriate for the proposed research question will also be discussed.

3.1 Q methodology

Even though Q methodology initially only made its appearance in 1935 it was not until the 1980's that it started gaining in popularity amongst researchers. Today it is used amongst various disciplines and a wide range of academic fields (Watts & Stenner, 2012). William Stephenson developed Q methodology in the pursuit of a genuinely holistic methodological research technique for the discipline of psychology. It focuses on the subjective or first-person viewpoints of its participants and "allows those viewpoints to be understood holistically and to a high level of qualitative detail" (Watts & Stenner, 2012, p. 4). At the basis of Q methodology is the shift in analytical focus of running a by-person factor analysis instead of pursuing the correlations between tests and variables (Watts & Stenner, 2012). It therefore "inverts the R methodological tradition by employing persons as its variables and in which traits, tests, abilities and so on, are treated as the sample or population" (Watts & Stenner, 2012, p. 12). "The results of a Q methodological study can be used to describe a population of viewpoints and not, like in R [methodological research], a population of people" (Van Exel & de Graaf, 2005, p. 2).

Stephenson intended "his new method as a means of systematically and holistically identifying different types of people, or different types of mood, types of viewpoint and so on, across different life domains and contexts" (Watts & Stenner, 2012, p. 14). He believed that Q methodological factors could capture "possibly millions of types … [that are common] to several or many persons, but not necessarily to all" (Stephenson, as cited in Watts & Stenner, 2012, p. 14).

During a Q methodological study, participants are:

> presented with a heterogeneous set of stimulus items or Q set which they must actively rank order. The process is to be carried out from subjective or first-person perspective using a 'new unit of quantification' called 'psychological significance'. Items that have a

high (or positive) psychological significance for a specific individual would then be ranked or scored highly, while those of lesser (or negative) significance would receive a corresponding lower ranking. This process would yield a data matrix in which each row is constituted by the subjective evaluations of a single person. Since all the stimulus items have been ranked or evaluated relative to one another, and in that way made homogeneous relative to the individual in question, each row of the matrix must also be treated as a single, holistic and gestalt entity. (Watts & Stenner, 2012, pp. 15–16)

A single unit of quantification is therefore achieved by standardising row scores relative to the entire population of scores for a single person. A prearranged frequency distribution can also be imposed to enhance the data collection process. Doing so, each of the presented stimuli "must be assigned a ranking position, relative to all the others, in the distribution provided" (Watts & Stenner, 2012, p. 16). Performing such ranking would require participants to make use of dimensions such as most agree to most disagree.

Stephenson "believed that 'trait-measurements for one and the same person' would cohere to 'a distribution fitting the normal curve of error' " (Burt & Stephenson, as cited in Watts & Stenner, 2012, p. 17). For this reason Stephenson used the general shape of a normal distribution to facilitate prearranged distributions or forced-choice distributions for performing Q sorts. It forces a larger numbers of rankings "toward the midpoint of the distribution and permits far fewer at the peripheries" (Watts & Stenner, 2012, p. 17).
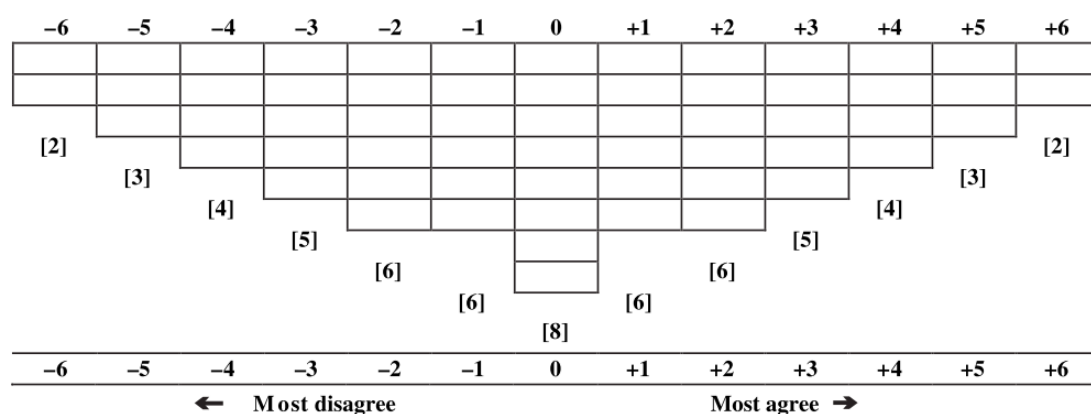
Figure 4 - Example of a fixed quasi-normal distribution (Watts & Stenner, 2005, p. 77)

The example presented in Figure 4 clearly indicates that "the number of items that can be assigned to each ranking position (in the example, two items at the +6 position, three at +5, and so on)" (Watts & Stenner, 2005, p. 77) is also dictated by using a normal distribution. Watts and Stenner (2005) believes that the concerns about being a "forced" distribution are misplaced as the "chosen distribution actually makes no noticeable contribution to the factors which emerge from a particular study" (p. 77).

3.2   Research Approach and Strategy

From the above explanation of Q methodology, it can be seen that Q methodology makes use of a combination of both qualitative and quantitative research techniques.

> The qualitative aspect of Q methodology is grounded in its ability to emphasize the how and why people think the way they do. The primary goal is to uncover different patterns of thought—not to count how many people think the way they do. (Valenta & Wigger, as cited in M. Brown, 2004, p. 1)

Practically this is done through the drawing up and establishing the Q set and obtaining the Q sorts from participants as part of the qualitative phase. The quantitative aspect involves applying factor analysis techniques on the population of Q sorts "as a means for grouping like-minded individuals" (M. Brown, 2004, p. 1). The resultant factors then represent the population of viewpoints discovered (Watts & Stenner, 2012).

McKeown and Thomas (as cited in Du Plessis, 2005) say that "inductive factorial designs are unknown at the outset and formulated as statements are collected. The dimensions that … [guide] the selection of statements … [are] suggested 'by the statements themselves' and … [are] not obvious prior to statement collection" (p. 147). This explanation aligns with the planned factorial design as at the start of this research the factors that may emerge from the Q study are unknown and will emerge as the Q set statements are collected from the relevant sources discussed further on. This research report will therefore apply inductive reasoning during the exploratory process of Q methodology.

3.3 Reason for choice of research method

Harrison (2008) says that "based on the largely subjective nature of coaching, measuring the 'return' from a coaching initiative is regarded as exceptionally challenging because of its intangibility" (p. 36). The chosen research question therefore lends itself to extensive subjectivity when trying to measure the impact of coaching at OMW. It is because the question can only be adequately answered from the point of view of the people affected by the coaching activities at OMW.

For this reason Q methodology has been chosen to aid in the measurement of such subjectivity as it was initially developed by Stephenson for the very reason of revealing the subjectivity of its participants (M. Brown, 2004). "Q methodology is concerned with clustering like-minded perceptions. It is a means for identifying the presence of patterns of opinions. Whether it is single dimensional or multidimensional, the study is always framed around finding patterns of subjective perceptions" (M. Brown, 2004, p. 3). Q methodology is also exploratory in nature and not aimed at testing specific hypothesis (Stenner, Cooper, & Skevington, 2003). It therefore provides the opportunity for new ideas and possible research areas to be discovered during its exploratory path.

Passmore and Fillery-Travis (2011) also agree with the value of the chosen research method by saying that "qualitative studies using recognised techniques such as … Q-sort … have a valuable role to play in helping us … [understand] the richness of human interactions in coaching" (p. 80).

During the literature review, no similar study could be found which had implemented Q methodology as a means of measuring the impact of coaching. By implementing Q methodology, this research report aims to therefore provide a new perspective on the impact of coaching from the viewpoint of affected participants. It will show the viewpoints which exist where-in the different possible impacts of coaching are ranked against each other per participant to show what impacts are considered greater or lesser than others, while also grouping and summarising the numerous different profiles of opinions which exist.

3.4   Research Design

Orlikowski and Baroudi (1991) say that:

> Interpretivism asserts that reality, as well as our knowledge thereof, are social products and hence incapable of being understood independently of the social actors (including the researchers) that construct and make sense of that reality. … The aim of all interpretivist research is to understand how members of a social group, through their participation in social processes, enact their particular realities and endow them with meaning, and to show how these meanings, beliefs and intentions of the members help to constitute their social action. (p. 14)

"[I]nterpretive techniques allow participants to use their own words and to draw on their own concepts and experiences" (Orlikowski & Baroudi, 1991, p. 16). In contrast positivist research is described by Rowan (as cited in Orlikowski & Baroudi, 1991) as a process during which "we are talking to 'processed people' in the sense that they can only answer in terms of our questions and our categories" (p. 16). A positivist researcher comes:

> to the field with a well-defined set of constructs and instruments with which to measure the social reality, [compared to] the interpretive researcher [who] attempts to derive his or her constructs from the field by in-depth examination of and exposure to the phenomenon of interest. The categories that emerge out of this approach are intended to closely couple those categories used by the study's participants. (Orlikowski & Baroudi, 1991, p. 16)

Taking the above into consideration, it can be said that this research report will be using a mixed research design. It will be positivist in terms of the literature review and the impacts of coaching that are derived from it and used to draw up the Q set used during the fieldwork. They will then be used during fieldwork to help respondents perform the Q ranking using the predefined Q set. The study will also be interpretive in terms of the focus group which will be facilitated in order to obtain information from the study participants regarding any additional impacts of coaching which have not been discovered during the literature review and which will also be added to the final Q set. The interpretive design will further be seen during the Q ranking done by the employees of OMW as it aims to interpret what the impact of coaching has been at OMW from the perspective of the employees.

Even though elements of positivist and interpretive approaches will be used, the overall research design can be defined as explorative as it is aimed at exploring the different viewpoints which exist regarding the impact of coaching at OMW at the time during which the Q sorts are administered. No attempt is made at testing any specific hypothesis as Q methodology has not been designed for such a purpose (Stenner et al., 2003).

3.5 Stages of Q methodology

Q methodology has five stages (Van Exel & de Graaf, 2005, p. 4):

3.5.1 Defining the concourse

"In Q, the flow of communicability surrounding any topic is referred to as a concourse … and it is from this concourse that a sample of statements is subsequently drawn for administration in a Q sort" (S. R. Brown, 1993, pp. 94–95). It is the "collection of all the possible statements the respondents can make about the subject at hand" (Van Exel & de Graaf, 2005, p. 4). From the concourse the researcher has to draw a representative sample of the possible statements on the subject matter (Van Exel & de Graaf, 2005). Van Exel and de Graaf (2005) suggested that the concourse can be drawn up from the following sources:

> interviewing people; participant observation; popular literature, like media reports, newspapers, magazines, novels; and scientific literature, like papers, essays, and books. The gathered material represents existing opinions and arguments, things lay people, politicians, representative organisations, professionals, scientists have to say about the topic; this is the raw material for a Q. (p. 4)

For the purpose of this research report the decision was made to draw up the concourse using the following sources:

- Performing a thorough literature review with a focus on studies already done regarding the impact of coaching in a business context.
- Facilitating a focus group session with employees of OMW to uncover possible impacts of coaching as understood and experienced within their particular business context and perspective. Through this session any additional considerations will be allowed to emerge which might need to be included in the concourse.

- Discussions with the research supervisor. The research supervisor has extensive knowledge of the field of coaching and would be able to identify any missing elements which could be relevant to the concourse.

Literature review concourse items

Section 2.6 lists the significant impact themes identified during the literature review. Refer also to Appendix B which maps the concourse to the literature review.

Focus group concourse items

Section 4.1 sets out the findings from the focus group which was conducted and lists the statements added to the final Q set used.

Supervisor review concourse items

Once all the concourse statements were drawn up from the above listed sources they were presented to the research supervisor for review. No additional statements were identified to be added to the concourse and no amendments of statements were deemed necessary.

3.5.2   Developing the Q set

From the concourse a subset of statements are selected to form the Q set or Q sample which is presented to the participants of the Q study for ranking (Van Exel & de Graaf, 2005).

> [T]he selection of statements from the concourse for inclusion in the Q set is of crucial importance, but remains "more an art than a science": the researcher uses a structure for selection of a representative miniature of the concourse. Such a structure may emerge from further examination of the statements in the concourse or may be imposed on the concourse based on some theory. Whatever structure is used, it forces the investigator to select statements widely different from one another in order to make the Q set broadly representative … Different investigators or structures may thus lead to differing Q sets from the same concourse. (Brown, as cited in Van Exel & de Graaf, 2005, p. 5).

The "nature of items used in the Q sort sets limits to what can be expressed by the participants" (Stenner et al., 2003, p. 2163). The Q set represents the list of subjective statements regarding the

area of interest covered by the research question. Watts and Stenner (Watts & Stenner, 2005, pp. 75 & 76) argue that:

> a Q set only needs to contain a representative condensation of information. This is because the main concern in a Q methodological context is not the Q set itself …, but the relative likes and dislikes, meanings, interpretations and overall understandings which inform the participants' engagement with the Q set. (pp. 75-76).

To ensure validity, the Q set was reviewed by the research supervisor, who is a domain expert, and a small pilot study was undertaken as suggested by M. Brown (2004) and Watts and Stenner (2012).

Pilot study

Once an initial Q set of 50 statements had been drawn up a pilot study was conducted using four participants namely:

- Another researcher who was also partaking in a similar study on the impact of coaching, but at a different organisation.
- The research supervisor who is an expert in the field of Integral Coaching.
- Two employees from OMW who have recently completed the ACC program in partnership with the CFC from UCT GSB.

Referring to the Q set provided and the Q ranking procedure followed, these participants were asked:

> to provide some brief supplementary comments on; their interpretation of the meanings and implications of any statements that were of major personal importance; any further relevant statements they would like to have seen included in the study; and any statements that they had not understood. (Small, 2011, p. 98)

The feedback obtained from these participants where used to refine the process used to administer the Q sorts. More specifically these refinements related to the initial sorting categories which the participants were asked to use to sort the statements into the final categories from "Most Agree" to "Least Agree". Further refinements were also required for certain Q set

statements which were considered to be "double barrelled" and could potentially lead to confusion or interpretation variances when participants would be required to sort them.

Final Q set used for sorting

Using the feedback from the pilot study and research supervisor, the following list of statements made up the final Q set:

Coaching at OMW has had the following impact. It has:

1. Led to an improvement of leadership skills.
2. Improved quality of communication.
3. Led to an improvement of trust within the organisation.
4. Improved relationships within the organisation.
5. Improved openness to new thinking and fresh ideas.
6. Led to a greater sense of empowerment amongst employees within the organisation.
7. Improved confidence.
8. Improved conflict management skills.
9. Led to greater empathy within the organisation.
10. Sometimes resulted in delayed progress and slower decision taking.
11. Been too overwhelming for people.
12. Aided creation of vision and sharing it with others.
13. Led to a greater appreciation of diversity within the organization.
14. Increased dedication and commitment amongst employees.
15. Resulted in a more relaxed and civilised culture within the organisation.
16. Led to an improvement and promotion of teamwork.
17. Led to an improvement in positive attitudes and morale within the organisation.
18. Increased self-awareness.
19. Led to greater work-life balance.
20. Led to an improvement in time management skills.
21. Helped people to reflect and act in a more purposeful way.
22. Led to an improvement in goal attainment.
23. Increased people's networking ability.
24. Led to an improvement in customer service.
25. Led to an improvement in staff retention.
26. Led to an improvement in performance.
27. Increased productivity.
28. Led to improved job satisfaction
29. Aided career and talent development.
30. Helped people in dealing with the uncertainty and challenges inherent in organisational change.
31. Led to an improvement in management of teams.
32. Led to an improvement in people's emotional intelligence.
33. Promoted a learning culture within the organisation.
34. Improved growth and development in people's personal life.
35. Reinforced training and skills development interventions.

36. Led to an improvement in stress management and reduced anxiety levels.
37. Increased hope and well-being.
38. Increased effectiveness of people.
39. Aided in skills transfer during the process of succession planning.
40. Aided in uncovering blind spots.
41. Been a confidential support function.
42. Helped new appointments make sense of the culture of the organisation.
43. Aided the understanding of the politics within the organisation.
44. Functioned as a sounding board in order to crystallise thinking and decision making.
45. Helped to harness the full potential and talents of people.
46. Given the organisation an edge on its competitors.
47. Built the brand of the organisation.
48. Helped people to provide greater value to customers.
49. Not really had any impact at the organisation.
50. Led to an increase in revenues.
51. Helped people uncover their personal values in life

3.5.3   Selecting the P set (Participants)

"Q does not need large numbers of subjects as does R [methodology], for it can reveal a characteristic independently of the distribution of that characteristic relative to other characteristics" (Smith, as cited in Van Exel & de Graaf, 2005, p. 2).

> The P set is not random. It is a structured sample of respondents who are theoretically relevant to the problem under consideration; for instance, persons who are expected to have a clear and distinct viewpoint regarding the problem and, in that quality, may define a factor. (Brown, as cited in Van Exel & de Graaf, 2005, p. 6)

Taking the above into consideration and discussions with OMW, it was decided that P set would consist of the following participants:

- 278 participants who represent the 2015 financial advisor intake
- 168 participants who represent the 2016 financial advisor intake
- 20 internal coaches, management and other coaching support staff of OMW

The financial advisors would be able to complete the Q sort from their 1st hand experience of receiving coaching. Their viewpoint would be representative of the impact it had on them and the impact they perceived in their fellow advisors. The internal coaches, management and other coaching support staff of OMW would be completing the Q sort from the point of view of the

impact on them, but also their perceived impact on the advisors which they have coached within OMW.

"Q methodology does not seek to make claims to larger representative groups, [and] it is less concerned with participant sampling techniques" (M. Brown, 2004, p. 4). It therefore does not try to, for example, say that 60% of the population hold a factor 1 viewpoint, 35% hold a factor 2 viewpoint, and so on (Small, 2011). It is explorative only and can only measure the opinions of the respondents who have completed the Q sorts (Watts & Stenner, 2012). For this reason it was decided to invite as many of the participants as described above to partake in the research study in order to be able to uncover and explore the maximum number of viewpoints which exist regarding the research question. Participant sampling was therefore also not considered necessary.

3.5.4 Administering the Q sorting

Stenner et al. (2003) advises randomly numbering the Q set statements and providing participants a separate piece of card for each statement which to use for sorting. "The statements are matters of opinion only (not fact), and the fact that the Q sorter is ranking the statements from his or her own point of view is what brings subjectivity into the picture" (Brown, as cited in Van Exel & de Graaf, 2005, p. 2).

Considering the above, the researcher decided to make use of an online web based software package through which the Q sorts could be administered electronically and remotely. It is called QSortWare (http://www.qsortware.net) and is a free web based software solution developed by Dr. Alessio Pruneddu who has a PhD in psychology at the University of York. It facilitated the sending out of invitations to participants via email, the sorting of the Q set statements by the participants as well as the data collection for post sorting analysis.

Procedure followed

Study participants were each sent a survey invitation email which contained a url link, unique to each invited participant, which was used to access the survey. By doing this, the researcher could match participant responses to the individual email addresses of the participants whom were invited to take part in the research study. The researcher could therefore review responses in order to ensure that no duplicate responses where received or used during the analysis stage of

the research study. The researcher could also ensure that only responses from the predetermined P set was included in the analysis stage and that no responses from people outside the predetermined P set could mistakenly influence the research findings.

Upon receipt of the email invitation and reviewing of the instructions, each participant was initially asked to sort all 51 statements into three piles:

- A pile for statements they "Agree with"
- A pile for statements they "Disagree with"
- And a "Neutral" pile for the rest of the statements

After the initial sorting was completed and in line with the thinking described by Watts and Stenner (2012), participants were then asked to take the statements from the above piles and sort then on a forced frequency distribution scale with a ranking value ranging from "Least agree with" (-5) to "Most agree with" (+5) as indicated in the table below.

Table 2 - Forced-choice frequency distribution used for Q sorts

Forced-choice frequency distribution											
Ranking value	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
Number of items	2	3	4	5	7	9	7	5	4	3	2

Participants were asked to start by selecting the two statements they most agree with and place them on the right side of the score sheet below the "+5". Then they had to read the statements in the "Disagree with" pile again and select the two statements they least agree with and place them on the left side of the score sheet below the "-5". After this they had to continue selecting the statements they agree and disagree with the second most and place them under "+4"/"-4" and follow the procedure for all the remaining statements in the "Agree with" and "Disagree with" piles. Once completed, participants were asked to read through the "Neutral" statements again and arrange them in the remaining open boxes of the score sheet.

Van Exel and de Graaf (2005) recommends that the Q sort is followed by a means of inviting each respondent "to elaborate on her/his point of view, especially by elaborating on the most salient statements - those placed at both extreme ends of the continuum on the score sheet" (Van Exel & de Graaf, 2005, p. 7). They advise this because such "information is helpful for the

interpretation of factors later on" (p. 7). For this reason the electronic Q sorting process has allowed respondent feedback on the two extreme ends of the Q ranks. These relate to the two statements with which each respondent most agree and least agree with. This has provided them the opportunity to disclose any particular information regarding why they had sorted the statements in their chosen order.

An example of the email invitations which were sent out to all of the 466 participants is shown in Appendix D, and example screenshots of the web based online survey which each participant was invited to complete is shown in Appendix E.

Additional data collected during the administering of the Q sorts

During the completion of the survey certain demographic data was also collected as it was considered relevant to the interpretation of the factors which would be extracted during the analysis phase of the research study. This data included the following:

- Age of the participant
- Gender of the participant
- Number of years of experience which the participant has had as part of their affiliation with OMW

In combination with the above information, each participant was also asked to indicate whether they had received coaching and whether they had provided coaching to others during their affiliation with OMW. They were also asked to provide feedback on any statements which they were perhaps unsure about and where given the opportunity to comment on anything else regarding the research project which they believed worthwhile mentioning.

3.5.5   Analysis and interpretation

The details regarding the statistical analysis procedures followed and interpretation of findings have been documented as part of the research findings in section 4 and 5 of this research report.

3.6   Other Data Collection Methods and Instruments

As already mentioned, the concourse for use during Q methodology has been drawn up from a literature review, a focus group and supervisor discussions. The impacts of coaching found within the literature reviewed for this research report has already been summarized into different themes as set out within the literature review section of this research report. Additional impacts identified during the focus group session have been consolidated into the set of concourse statements from which the final Q set was derived.

3.6.1   Triangulation

Triangulation is when we "find that one methodological approach is not enough and therefore extend the design to using more than one method" (Flick, 2008, p. 52) and in the process we increase the quality of the research as we substantiate our findings using different sources. No particular data source has been biased during this research report as the Q set has been established from a diverse literature review, focus group and supervisor discussions, and the Q sorts will be collated from multiple participants.

3.7   Sampling

As already mentioned as part of describing the process of selecting the participants or P set, Q methodology is not concerned with sampling techniques as it "does not seek to make claims to larger representative groups" (M. Brown, 2004, p. 4). The selecting of the Q set items from the concourse is also considered "more an art than a science" (Brown, as cited in Van Exel & de Graaf, 2005, p. 5) and therefore should not be put together based on a sampling technique. It is advised that "the Q methodologist must carry out this task skilfully, patiently and with an appropriate application of rigour" (Watts & Stenner, 2005, p. 75) to ensure it is "broadly representative of the opinion domain at issue" (Watts & Stenner, 2005, p. 75). For these reasons no specific response rates were required as Q methodology only reveals the opinions of the respondents who have completed the Q sorts and does not allow generalisation of results over the rest of the population of possible respondents.

3.8   Research Criteria

3.8.1   Validity

In Q methodology there is no external criteria which can be used to evaluate the opinions of each respondent as represented by the Q ranking completed by them. Therefore the validity of Q methodology is assessed as follows:

- Content validity of the Q set is addressed through thorough sampling of the concourse around the topic in question. This would include thorough literature review and by eliciting expert advice of those associated with the field under investigation for example.

- Face validity of the text and statement wording is addressed through using a balance between naturalistic and structured sources and by leaving those statements in the participants' (participants within the concourse) words, edited only slightly for grammar and readability.

- Item validity in Q methodology is understood differently than in more traditional survey research. In Q methodology, one expects the meaning of an item to be interpreted individually and the meaning of how each item is individually interpreted becomes apparent in the rank ordering.

(Small, 2011, p. 88)

Based on this understanding the researcher believes that the necessary steps has been followed when performing this research in order to ensure the validity of its results.

3.8.2   Reliability

Van Exel and de Graaf (2005) make the following comments about the reliability of Q methodological studies:

The most important type of reliability for Q is replicability: will the same condition of instruction lead to factors that are schematically reliable – that is, represent similar viewpoints on the topic - across similarly structured yet different Q samples and when administered to different sets of persons. (p. 3).

The concerns regarding the reliability of Q methodology has however been found by Thomas and Baas (1992) to be over exaggerated and unwarranted in their study which explored these concerns. Brown (as cited in Van Exel & de Graaf, 2005) adds by saying that "an important notion behind Q methodology is that only a limited number of distinct viewpoints exist on any topic. Any well-structured Q sample, containing the wide range of existing opinions on the topic, will reveal these perspectives" (p. 3). Brown (as cited in Small, 2011) expanded his argument regarding the reliability and replicability of Q methodology through "test-retest studies [which] have shown that administering the same instrument (Q-sample) to the same individuals at two points in time have typically resulted in correlation coefficients of .80 or higher" (p. 90). Statistical reliability in terms of:

> the ability to generalise sample results to the general population, is [also] of less concern here. The results of a Q methodological study are the distinct subjectivities about a topic that are operant, not the percentage of the sample (or the general population) that adheres to any of them. (Van Exel & de Graaf, 2005, p. 3)

Taking these arguments into account, the researcher considers the reliability of the chosen research method to be sufficiently adequate and that it will not detract from the value of the research findings.

3.9 Research Limitations

Due to the decision taken to administer the Q sorts via an online survey platform, the researcher could not be present at the point in time during which each participant were ranking the Q set statements. Therefore the researcher could not provide assistance in terms of explaining the meanings of certain Q set statements which participants may have found difficult to interpret. The research results therefore strongly rely on the participants' own understanding of the Q set statements and how their meanings fit into each participant's opinion of what impact coaching has had at the organization.

Another limitation is the fact that the results from this research study cannot be used to extrapolate over any population or be used to verify or test any type of hypothesis related to the impact of coaching as "Q methodology does not seek to make claims to larger representative groups" (M. Brown, 2004, p. 4). Q methodology is also exploratory in nature and not aimed at

testing specific hypothesis (Stenner et al., 2003) and therefore this research study is aimed at only exploring the different viewpoints which current exist regarding the impact of coaching at OMW at the time during which the Q sorts are administered. As part of the research analysis and discussion, the viewpoints represented by the Q sorts will however be compared to the desired impacts of the coaching interventions at OMW. This analysis will potentially indicate areas which require further focus in terms of additional coaching or a change in approach as to drive realisation of desired impacts. The uncovered viewpoints will also form the benchmark for future Q methodology testing comparisons and be indicative of areas of coaching which potentially require further research.

4. Research Findings

4.1 Focus group findings

In section 3.5.1 the necessity of conducting a focus group was pointed out in order to identify possible impacs that coaching could have had at OMW. These impacts could then be added to the concourse from which the final set of Q set statements would be selected (Van Exel & de Graaf, 2005). A focus group was therefore held with 16 participants from OMW which included financial planners, senior management and internal coaches. Because the make-up of the focus group was therefore sufficiently representative of the whole organisation the discussions and resultant impacts indentified during the focus group would be sufficient towards contributing towards the already established list of concourse items identified during the literature review.

During the focus group the following two questions where discussed:

- What impact has coaching had at Old Mutual Wealth?
- What possible impact could coaching have at Old Mutual Wealth even if it currently has not yet resulted in such an impact?

The following is a brief summary of the themes identified during the focus group:

Communication and interaction

Participants mentioned that since the coaching interventions the tone of meetings had changed to a much more neutral tone. The tone of questioning had also changed to a more neutral tone. The language which the coaches had started using during question sessions had also changed since being on the ACC coaching course as had people's structure of interpreation. Coaches felt that since the ACC program that they were more able to understand their coachees' point of view.

Coachees specifically had started to realise the power of conversation and how it has the potential to affect people's lives. Financial planners feel better equiped to have braver conversations with customers.

Relationships

Participants felt that the ACC coaching course had helped to strengthen relationships and had brought the group of coaches closer together. One Afrikaans participant referred to "sakke sout opgeeet" which is an Afrikaans expression for describing that they had experienced some hardships together which aided a strengthening of relationships.

Coaching had also helped to strengthen the relationships with the financial planners who are trying to build long-term businesses.

Culture of learning

Participants referred to the fact that coaching had helped to reinforce a culture of learning within the organisation.

Listening skills

Participants confirmed that coaching has really helped them in terms of their listening skills and has helped them to avoid competitive listening but rather practice the art of active listening.

Conversations changed

Participants mentioned that the subject matter of conversations with financial planners had started to change. Where previously it was focussed all around product solutions, people where now more focussed on growing together and on the partnerships which were trying to be cultivated.

Trust and empathy

Participants confirmed that coaching had helped them to re-establish trust within relationships and also had led to greater levels of empathy within the organisation.

Teamwork

Coaching interventions had really aided openness within teams and resulted in new collaboration. This was further experienced in seeing the physical changes and growth people where showing and the difference in their presence.

Confidence

Coaches commented on becoming more confident since going through the ACC program and feeling much more competent in their roles. Financial planners also confirmed that coaching had led to them having more confidence when going out to clients.

Brand of OMW

Participants mentioned that coaching interventions had started to make financial planners more favourable to OMW and in that sense had helped to build the brand of OMW amongst financial planners. Financial planners were also starting to act as ambassadors for OMW.

This had further resulted in OMW obtaining an edge on its competitors as no-one else in the financial industry has been using coaching to aid the development of their financial planners. This has manifested in an increase in the financial advisor intake which was experienced during 2016 versus prior years.

Vision of OMW

Participants confirmed that coaching has given a depth to the vision of OMW which had not been present before. It had also helped to reinforce the values of the organisation.

Personal values in life

Participants commented that coaching had started to help financial planners to reflect on and question the reasons for why they do what they do. People where therefore starting to uncover their personal values in life.

Deliver greater value to clients

Since the coaching interventions the financial planners had started to recognise opportunities to deliver more value to their customers. They recognise the different approach which helps them to add greater value. This has been done through deepening of relationships which has helped clients to open up. Financial planners are also having more courageous conversations and sometimes refer certain clients on to other planners whom would be better suited to help specific clients. Financial planners have therefore been helped to also focus on the ideal clients that are most appropriate to their practices and in so doing have helped them optimise their profitability.

The greater value to clients has also manifested in the fact that financial planners are able to help clients realise what they want as individuals by aligning their products to their clients' specific goals and objectives. Financial planners are now more focussed on customers as people instead of being focussed only on their money.

Self-awareness & personal changes

Participants confirmed that coaching has aided an internal change in people in terms of their self-observations. This has further resulted in them being able to also understand others better and apply greater levels of patience when dealing with people.

Reference was made to coaching aiding a "journey of self-discovery" which has helped people to recognise things which they have never noticed before. Participants have also started to value self-awareness. Reference was made to "understand[ing] yourself and your own strengths and weaknesses" which empowers someone to make a bigger impact on other people's lives.

Promotion of teamwork

Participants referred to coaching having aided a promotion of teamwork, which one participant referred to "understanding that the whole is better than the sum of its parts".

Using talent and potential

One participant commented that coaching has helped in "taking people to the next level" and in "living out their competencies better". The financial planners have been helped to take their "practices from where they are to where they want to be". Coaching has also helped them get through the obstacles they face when building their practices. It has also helped to "keep financial planners true to what they committed to do.

4.1.1. Conclusion

The impacts of coaching identified during the focus group and discussed above have confirmed numerous impacts which had already been identified during the literature review. However, the additional impacts identified have been summarised in the following listing of statements which were added to the final listing of Q set statements (refer to section 3.5.2):

1. Given the organisation an edge on its competitors.
2. Built the brand of the organisation.
3. Helped people to provide greater value to customers.
4. Helped people uncover their personal values in life.

4.2   Q sort findings

As indicated in the table below a total response rate of 19% was achieved for the 466 survey invitations sent out to the participants identified during the selection of the P set.

Table 3 - P set categories and response rates

P set category	P set	Responses	Response rate
2015 Financial advisor intake	278	46	17%
2016 Financial advisor intake	168	27	16%
Coaches and internal staff	20	14	70%
Total	**466**	**87**	**19%**

Once the Q sorts had been completed using the online web based software program, the electronic data was be extracted and used as the input for the dedicated Q methodology analysis computer package called PQMethod (Schmolck, 2002).

The PQMethod computer package then applied correlation statistics to the 87 Q sorts in order to determine the degree of agreement, or disagreement between the Q sorts produced by any two or more participants. The output from this can be seen in in Table 47 in Appendix F. Using a Q methodological by-person factor analysis, the correlation matrix of the 87 Q sorts was reduced to eight unrotated factors as shown in Table 48 in Appendix F.

When deciding on the number of factors to be extracted the following where considered:

- Eigenvalues greater than 1.00 or the so-called Kaiser–Guttman criterion (Watts & Stenner, 2012).
- Brown's decision making criteria of that "the magic number 7" should be a suitable starting point (Brown, as cited in Watts & Stenner, 2012, p. 106).
- The factor extraction based on number of Q sorts table provided by Watts and Stenner (2012, p. 197).

Based on the above considerations it was decided to extract greater than seven factors due to the large number of Q sorts recorded during the fieldwork stage of the research.The maximum number of factors which PQMethod can however extract is eight factors and therefore only eight factors were extracted to be analysed further.

Centroid factor analysis, which is the oldest factor extraction technique and is the technique favoured by Watts and Stenner (2012) was used for factor extraction. The automatic varimax procedure provided by PQMethod, which is described as the "mathematically preferable solution" (p. 122) by Watts and Stenner (2012), was used to rotate these factors. After this initial automated rotation the rotated factors where inspected using the manual hand rotation procedure provided by PQMethod. Upon inspection of the rotated factors no further hand rotation was deemed necessary and the eight rotated factors, as shown in Table 49 in Appendix F, were extracted which together explained 50% of the study variance. 48 of the 87 Q sorts loaded significantly on one or other of these eight factors. Factor loadings of ±0.3613 or above were significant at the $p < 0.01$ level.

Signficant factor loadings were calculated using the following equation (Brown, as cited in Watts & Stenner, 2012):

Significant factor loading for study $= 2.58 \times (1 \div \sqrt{} \text{ no. of items in Q set})$
$= 2.58 \times (1 \div \sqrt{51})$
$= 0.3613$

Factors analysis attempts to identify groups of participants "who have ranked ordered the heterogeneous stimulus items in a very similar fashion" (Watts & Stenner, 2012, p. 18). Each factor potentially identifies "a group of persons who share a similar perspective, viewpoint or attitude about" (Watts & Stenner, 2012, p. 18) the topic being researched. "It is an elegant and very effective methodological system" (Watts & Stenner, 2012, p. 18) which can be "used to understand the nature of shared viewpoints we have discovered, to a very high level of qualitative detail" (Watts & Stenner, 2012, p. 18).

The correlation matrix in Table 4 shows the correlation between the eight factors of opinion extracted using the PQMethod computer package. When using the significant factor loading value calculated earlier it can be seen that there are significant correlations between the following factors:

- Factor 1, 3 and 8
- Factor 2, 6 and 7
- Factor 3, 6 and 8

This means that these factors are all slight variances of each other as they have certain communalities that cause their correlations percentages to be greater than the calculated significance level.

Table 4 - Correlation matrix for factor scores

		1	2	3	4	5	6	7	8
		**Correlations between factor scores**							

<table>
<tr><th colspan="9">Correlations between factor scores</th></tr>
<tr><th></th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr>
<tr><th>1</th><td>1.0000</td><td>0.3544</td><td>0.3778</td><td>0.1404</td><td>-0.0350</td><td>0.3486</td><td>0.2451</td><td>0.4392</td></tr>
<tr><th>2</th><td>0.3544</td><td>1.0000</td><td>0.1624</td><td>-0.1312</td><td>0.0728</td><td>0.4359</td><td>0.3899</td><td>0.2919</td></tr>
<tr><th>3</th><td>0.3778</td><td>0.1624</td><td>1.0000</td><td>0.1310</td><td>-0.0541</td><td>0.4105</td><td>0.1672</td><td>0.4359</td></tr>
<tr><th>4</th><td>0.1404</td><td>-0.1312</td><td>0.1310</td><td>1.0000</td><td>0.0605</td><td>0.2075</td><td>0.1082</td><td>0.3032</td></tr>
<tr><th>5</th><td>-0.0350</td><td>0.0728</td><td>-0.0541</td><td>0.0605</td><td>1.0000</td><td>0.0979</td><td>-0.0109</td><td>0.1054</td></tr>
<tr><th>6</th><td>0.3486</td><td>0.4359</td><td>0.4105</td><td>0.2075</td><td>0.0979</td><td>1.0000</td><td>0.4732</td><td>0.4572</td></tr>
<tr><th>7</th><td>0.2451</td><td>0.3899</td><td>0.1672</td><td>0.1082</td><td>-0.0109</td><td>0.4732</td><td>1.0000</td><td>0.2559</td></tr>
<tr><th>8</th><td>0.4392</td><td>0.2919</td><td>0.4359</td><td>0.3032</td><td>0.1054</td><td>0.4572</td><td>0.2559</td><td>1.0000</td></tr>
</table>

The Q sorts that load significantly on one or other of the eight factors are called the factor-defining Q sorts or factor exemplars (Watts & Stenner, 2012).

> The factor exemplars are merged to form a single ideal-typical Q sort for each factor called a factor array. The factor array is calculated according to a procedure of weighted averaging … i.e. higher loading exemplars are given more weight in the averaging process since they better exemplify the factor. Being a merged average, the factor array looks like a single complete Q sort. (Stenner et al., 2003, pp. 2164–2165)

Table 5 - Mapping of significant Q sorts to extracted factors

Factor	No of significant sorts
1	8
2	7
3	9
4	5
5	1
6	7
7	5
8	6
Confounded	31
Non-significant	8
Total	**87**

Table 5 lists the number of significant Q sorts or factor examplars associated with each factor. It also indicates that 31 Q sorts have loaded significantly on more than one of the eight factors and are therefore considered Confounded. Table 6 indicate the eight factor arrays extracted from PQMethod as determined by the factor exemplars associated with each factor.

Table 6 - Factor arrays for initial eight factors extracted

Q set statements		FACTORS						
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
01 Led to an improvement of leadership skills	+2	0	+3	-1	+4	0	-5	-3
02 Improved quality of communication	+4	+3	+4	+1	0	0	0	+2
03 Led to an improvement of trust within the organisation	+1	-1	0	+1	-1	0	+3	-3
04 Improved relationships within the organisation	+1	-2	+1	+1	+3	+1	+3	-1
05 Improved openness to new thinking and fresh ideas	+3	-3	+4	+3	+5	+4	+3	+5
06 Led to a greater sense of empowerment amongst employees within the organisation	0	0	+3	+1	+1	-3	-2	+3
07 Improved confidence	+3	+4	+5	+2	-1	+4	+2	+3
08 Improved conflict management skills	0	-1	+1	+1	-4	-4	-4	-1
09 Led to greater empathy within the organisation	+3	-2	0	-3	-1	-3	-1	-5
10 Sometimes resulted in delayed progress and slower decision taking	-2	-4	-5	+4	+2	-2	0	0
11 Been too overwhelming for people	-2	-5	-4	+4	-1	-5	-3	-4
12 Aided creation of vision and sharing it with others	0	+1	+5	+1	-2	0	+3	+4
13 Led to a greater appreciation of diversity within the organization	+1	-1	+1	-1	-3	+1	-1	-2
14 Increased dedication and commitment amongst employees	0	-4	0	-1	-3	-1	+1	0
15 Resulted in a more relaxed and civilised culture within the organisation	-1	-3	0	-3	-5	-1	+2	-2
16 Led to an improvement and promotion of teamwork	-1	-1	+1	-4	-2	-1	-1	-3
17 Led to an improvement in positive attitudes and morale within the organisation	0	-1	0	0	-3	+1	+4	0
18 Increased self-awareness	+5	-3	+2	+3	-3	+1	-2	+4
19 Led to greater work-life balance	-1	0	0	-1	+2	-2	-4	-3
20 Led to an improvement in time management skills	-3	0	+2	0	0	+3	-4	+2
21 Helped people to reflect and act in a more purposeful way	+4	0	+1	+2	-5	+2	-2	+4
22 Led to an improvement in goal attainment	0	-1	+4	+2	+1	+5	0	+1
23 Increased people's networking ability	-4	-1	+1	-2	0	-4	-3	+1
24 Led to an improvement in customer service	0	-2	+3	+5	+1	+3	+2	-1
25 Led to an improvement in staff retention	-3	-4	-1	0	0	-2	-2	-2
26 Led to an improvement in performance	-1	-2	+1	+1	-2	+5	0	0
27 Increased productivity	-3	+2	+3	-2	0	+2	+1	0
28 Led to improved job satisfaction	-1	+1	+2	-3	+1	+2	+1	+1
29 Aided career and talent development	+2	+2	+2	0	-1	-1	+4	0
30 Helped people in dealing with the uncertainty and challenges inherent in organisational change	-1	0	-2	-2	0	-4	0	+1
31 Led to an improvement in management of teams	-2	0	-2	-5	+4	-2	0	-4
32 Led to an improvement in people's emotional intelligence	+5	+1	-1	-2	+2	0	0	+1
33 Promoted a learning culture within the organisation	-1	+2	0	+3	-1	-1	+1	+1
34 Improved growth and development in people's personal life	+4	+3	-1	-1	-2	0	-1	-1
35 Reinforced training and skills development interventions	+3	0	0	+4	+3	0	-1	+3
36 Led to an improvement in stress management and reduced anxiety levels	-2	0	-4	-5	+4	-1	-1	0
37 Increased hope and well-being	+2	+2	-3	-4	0	-2	+2	-1
38 Increased effectiveness of people	0	+1	+2	-2	+3	+1	+2	+2
39 Aided in skills transfer during the process of succession planning	-2	+2	-1	+3	+2	0	+1	0
40 Aided in uncovering blind spots	+1	+3	-3	0	-4	+1	0	+3
41 Been a confidential support function	0	+3	-3	-4	0	+2	-2	+2
42 Helped new appointments make sense of the culture of the organisation	-5	+1	0	0	+2	-3	+1	-1
43 Aided the understanding of the politics within the organisation	-4	-2	-4	-1	0	-3	-3	-4
44 Functioned as a sounding board in order to crystallise thinking and decision making	+1	+1	-1	0	+3	+3	-1	+5
45 Helped to harness the full potential and talents of people	+1	+1	-1	0	+1	0	0	+1
46 Given the organisation an edge on its competitors	+2	+4	-3	-3	-1	+3	+5	0
47 Built the brand of the organisation	-3	+5	-1	+2	-2	+2	+4	-2
48 Helped people to provide greater value to customers	+1	+5	-2	+5	+5	+4	+5	+2
49 Not really had any impact at the organisation	-5	-5	-5	+2	+1	-5	-5	-5
50 Led to an increase in revenues	-4	-3	-2	0	-4	-1	+1	-1
51 Helped people uncover their personal values in life	+2	+4	-2	-1	+1	+1	-3	-2

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The resultant eight factors or viewpoints will now need to be discussed in more detail in order to unpack the different viewpoints which currently exist regarding the research question. This will be done through a process called factor interpretation which "takes the form of a careful and holistic inspection of the patterning of items in the factor array" (Stenner et al., 2003, p. 2165). "The factor arrays provide the basis for the different factor interpretations" (Watts & Stenner, 2012, p. 181). Where applicable, relevant participant comments have been incorporated into the factor interpretions. The "overall aim of factor interpretation is to uncover, understand and fully explain the viewpoint captured by the factor and shared by the significantly loading participants" (Watts & Stenner, 2012, p. 181).

The factor interpretations will be presented in the following format:

> A description of each factor is presented with summary demographic details of the participants who loaded significantly on the factor. Rankings of relevant items are provided. For example … (12: +5) indicates that item 12 is ranked in the +5 position … in the factor array Q sort of factor 1. Comments made by participants are cited where they clarify the interpretation. (Stenner et al., 2003, v. 2165)

4.2.1. Factor 1: Self-awareness, EQ and empathy has improved, but not productivity.

Table 7 - Factor 1 factor array score sheet

No.	Statement	Z-SCORES	
	Factor Score - Factor 1		
18	Increased self-awareness	2.195	+5
32	Led to an improvement in people's emotional intelligence	1.847	+5
2	Improved quality of communication	1.673	+4
34	Improved growth and development in people's personal life	1.422	+4
21	Helped people to reflect and act in a more purposeful way	1.319	+4
5	Improved openness to new thinking and fresh ideas	1.255	+3
7	Improved confidence	1.014	+3
9	Led to greater empathy within the organisation	0.928	+3
35	Reinforced training and skills development interventions	0.800	+3
46	Given the organisation an edge on its competitors	0.778	+2
51	Helped people uncover their personal values in life	0.740	+2
29	Aided career and talent development	0.732	+2
1	Led to an improvement of leadership skills	0.701	+2
37	Increased hope and well-being	0.696	+2
13	Led to a greater appreciation of diversity within the organization	0.606	+1
45	Helped to harness the full potential and talents of people	0.573	+1
40	Aided in uncovering blind spots	0.566	+1
48	Helped people to provide greater value to customers	0.561	+1
44	Functioned as a sounding board in order to crystallise thinking and decision making	0.548	+1
4	Improved relationships within the organisation	0.428	+1
3	Led to an improvement of trust within the organisation	0.360	+1
22	Led to an improvement in goal attainment	0.317	0
38	Increased effectiveness of people	0.234	0
8	Improved conflict management skills	0.228	0
41	Been a confidential support function	0.089	0
17	Led to an improvement in positive attitudes and morale within the organisation	0.044	0
6	Led to a greater sense of empowerment amongst employees within the organisation	0.022	0
14	Increased dedication and commitment amongst employees	-0.002	0
12	Aided creation of vision and sharing it with others	-0.054	0
24	Led to an improvement in customer service	-0.077	0
28	Led to improved job satisfaction	-0.169	-1
33	Promoted a learning culture within the organisation	-0.188	-1
30	Helped people in dealing with the uncertainty and challenges inherent in organisational change	-0.230	-1
16	Led to an improvement and promotion of teamwork	-0.360	-1
26	Led to an improvement in performance	-0.527	-1
15	Resulted in a more relaxed and civilised culture within the organisation	-0.611	-1
19	Led to greater work-life balance	-0.749	-1
11	Been too overwhelming for people	-0.754	-2
39	Aided in skills transfer during the process of succession planning	-0.778	-2
10	Sometimes resulted in delayed progress and slower decision taking	-0.867	-2
31	Led to an improvement in management of teams	-0.879	-2
36	Led to an improvement in stress management and reduced anxiety levels	-0.916	-2
20	Led to an improvement in time management skills	-1.037	-3
47	Built the brand of the organisation	-1.058	-3
25	Led to an improvement in staff retention	-1.060	-3
27	Increased productivity	-1.604	-3
23	Increased people's networking ability	-1.635	-4
43	Aided the understanding of the politics within the organisation	-1.687	-4
50	Led to an increase in revenues	-1.733	-4
42	Helped new appointments make sense of the culture of the organisation	-1.748	-5
49	Not really had any impact at the organisation	-1.952	-5

Table 8 - Factor 1 significant loading sorts

						FACTOR 1					
Sort no	Age	Gender	Have you received coaching as part of your affiliation with Old Mutual Wealth?	Number of years experience at Old Mutual Wealth.	Have you provided coaching to others during your affiliation?	Most agree statements	Participant's comments on most agree statements	Least agree statements	Participant's comments on most least statements	Feedback on statements which you where unsure about and why?	Anything else worth mentioning regarding this research?
5	30	Male	Yes	1.5	Yes	2. Improved quality of communication 7. Improved confidence	I am having more valuable discussions with clients Being sure of your value add leads to better interactions	30. Helped people in dealing with the uncertainty and challenges inherent in organisational change 49. Not really had any impact at the organisation	Not relevant Can't see what point two is on screen	I am a planner and many of the statements relate to office staff and are not relevant to me.	The coaching that I received has been very valuable and has significantly enhanced my practice and client interactions
10	42	Female	Yes	1	Yes	5. Improved openness to new thinking and fresh ideas 9. Led to greater empathy within the organisation	Expanded Structure of Interpretation Understanding of other's blind spots and limited structure of interpretation	42. Helped new appointments make sense of the culture of the organisation 50. Led to an increase in revenues	Had no impact on revenues in my space Was not shared with new employees	Revenue - I don't see the correlation between the outcomes of this course and revenue in our roles. Perhaps more in the space of planner/client?	Too many options
15	42	Female	Yes	9	Yes	13. Led to a greater appreciation of diversity within the organization 18. Increased self-awareness	See people in different light and are more appreciative and tolerant. Very much aware that for different results I need to be the change. Always thinking how can I do/act or respond differently	43. Aided the understanding of the politics within the organisation 50. Led to an increase in revenues	Politics is usually driven by a bottom line profit or ego driven, I cannot see the link between politics and coaching. We are down on bottom line sales and inflows	Difficult to rank the statements in this way and if I need to think about it more, I might change the order around	Not sure that the financial planners exposed to coaching will be able sort these statements in order that will not compramise the study. They have been exposed to little life coaching but more mentoring and training
27	37	Male	Yes	1	Yes	18. Increased self-awareness 32. Led to an improvement in people's emotional intelligence	Helped to do self examination Helped to understand people's structure of interpretation	47. Built the brand of the organisation 49. Not really had any impact at the organisation	Difficult to see the broader impact on the organisation. Building the brand takes many years of hard work and trust	N/A	n/a
31	39	Male	Yes	4	Yes	18. Increased self-awareness 40. Aided in uncovering blind spots	The course was extremely introspective. Gave us a chance to step back out of ourselves and take a look in from a more objective perspective.	47. Built the brand of the organisation 50. Led to an increase in revenues	There is simply no way to measure the effect that we have in monetary terms. We could consider a general gauge, but the numbers would be mixed with the influence of many other faculties. The part that we play is too small and specific to influence the brand. We work behind the scenes with a very small part of the bigger business.	none	none
40	32	Male	Yes	3	Yes	32. Led to an improvement in people's emotional intelligence 37. Increased hope and well-being	Improved Emotional Intelligence Being Self-Confident	33. Promoted a learning culture within the organisation 49. Not really had any impact at the organisation	Improved Management Skills Improved organisational culture	It needs to be apart of management training to effect management	It could improve culture if more people were apart of coaching
59	28	Male	Yes	3	No	2. Improved quality of communication 5. Improved openness to new thinking and fresh ideas	Omdat kommunikasie beter kan wees en meer transparant. Nuwe maner van goed doen en vir kliente dit so te wys is vervullend	19. Led to greater work-life balance 50. Led to an increase in revenues	Werk nou nog meer as voorheen met al die prosesse. Nog geen nuwe kliente of spesifieke aankope agv dit gekry nie	N/A	n/a
87	53	Female	Yes	2	Yes	2. Improved quality of communication 37. Increased hope and well-being	The coaching course had a big impact on us on a personal level, in increasing hope and well-being. Dealing with challenging and complex environments and clients. I have also observed an increased tolerance It will take some time before these principles will be felt by customers and the rest of the bussiness. It did make us more marketable.	15. Resulted in a more relaxed and civilised culture within the organisation 27. Increased productivity	As mentioned above, we have not seen increased productivity - time lapse between survey and completion of course is to short. In order for coaching principles to permeate organisation it should be continually re-inforced	Linking coaching to productivity - One sees benefits of any coaching program - over the long term	no

Table 9 - Factor 1 interpretation crib sheet

Factor 1 - interpretation crib sheet
Items ranked at + 5
18   Increased self-awareness +5
32   Led to an improvement in people's emotional intelligence +5
Items ranked higher in factor 1 array than in other factor arrays
02   Improved quality of communication +4
09   Led to greater empathy within the organisation +3
13   Led to a greater appreciation of diversity within the organization +1
21   Helped people to reflect and act in a more purposeful way +4
34   Improved growth and development in people's personal life +4
45   Helped to harness the full potential and talents of people +1
Items ranked lower in factor 1 array than in other factor arrays
23   Increased people's networking ability -4
27   Increased productivity -3
43   Aided the understanding of the politics within the organisation -4
47   Built the brand of the organisation -3
50   Led to an increase in revenues -4
Items ranked at –5
42   Helped new appointments make sense of the culture of the organisation -5
49   Not really had any impact at the organisation -5
Additional items
29   Aided career and talent development +2
33   Promoted a learning culture within the organisation -1
37   Increased hope and well-being +2
39   Aided in skills transfer during the process of succession planning -2

Factor 1 Interpretation: Self-awareness, EQ and empathy has improved, but not productivity

Factor 1 has an eigenvalue of 6.96 and explains 8% of the study variance. Eight participants are significantly associated with this factor of which five are male and three are female. In total they have an average age of 37.88 years. Their average years of experience with Old Mutual Wealth are 3.06 years. All eight participants have reported that they had received coaching as part of their affiliation with Old Mutual Wealth and seven reported also having provided coaching to others during their affiliation with Old Mutual Wealth. Only one participant reported not having provided coaching to others.

It can definitely be said that coaching has had an impact at the organisation (49: -5). Although it has not really helped new employees make sense of the culture of the organisation (42: -5) or aided in helping to understand the politics within the organisation (43: -4), coaching has helped people to reflect and act in a more purposeful way (21: +4). That said the current opinion is that it has not led to any increase in productivity (27: -3) nor has it been associated with an increase in revenues (50: -4).

Due to coaching the organisation has seen an improvement in the quality of communication (02: +4) of which participant 5 has experienced in terms of "having more valuable discussions with clients". This improvement coincided with an increase in hope and well-being (37: +2), the harnessing of the full potential and talents of people (45: +1), greater empathy (09: +3) and a greater appreciation for diversity within the organisation (13: +1). These reported improvements have however not yet resulted in building the brand associated with the organisation (47: -3) as participant 27 explains that "building the brand takes many years of hard work and trust". It could potentially further be related to the fact that coaching has not really aided an improvement in people's networking ability (23: -4) nor has it promoted a learning culture within the organisation (33: -1). Coaching has also not aided the transferring of skills during the process of succession planning (39: -2), but is considered to have aided career and talent development (29: +2)

The greatest impact of coaching has however been in the growth and development in people's personal lives (34: +4). The most significant evidence of this can be seen in the improvement in people's emotional intelligence (32: +5) and their self-awareness (18: +5).

4.2.2. Factor 2: Understanding personal values has helped provide greater value to our customers, although openness to new thinking has not improved.

Table 10 - Factor 2 factor array score sheet

No.	Statement	Z-SCORES	
	Factor Score - Factor 2		
47	Built the brand of the organisation	2.130	+5
48	Helped people to provide greater value to customers	2.031	+5
46	Given the organisation an edge on its competitors	1.884	+4
51	Helped people uncover their personal values in life	1.550	+4
7	Improved confidence	1.427	+4
41	Been a confidential support function	1.287	+3
2	Improved quality of communication	1.248	+3
34	Improved growth and development in people's personal life	1.128	+3
40	Aided in uncovering blind spots	1.002	+3
39	Aided in skills transfer during the process of succession planning	0.888	+2
37	Increased hope and well-being	0.876	+2
29	Aided career and talent development	0.571	+2
27	Increased productivity	0.490	+2
33	Promoted a learning culture within the organisation	0.477	+2
32	Led to an improvement in people's emotional intelligence	0.475	+1
44	Functioned as a sounding board in order to crystallise thinking and decision making	0.445	+1
38	Increased effectiveness of people	0.397	+1
45	Helped to harness the full potential and talents of people	0.332	+1
12	Aided creation of vision and sharing it with others	0.173	+1
42	Helped new appointments make sense of the culture of the organisation	0.157	+1
28	Led to improved job satisfaction	0.113	+1
31	Led to an improvement in management of teams	0.089	0
35	Reinforced training and skills development interventions	0.083	0
21	Helped people to reflect and act in a more purposeful way	-0.040	0
30	Helped people in dealing with the uncertainty and challenges inherent in organisational change	-0.053	0
19	Led to greater work-life balance	-0.068	0
6	Led to a greater sense of empowerment amongst employees within the organisation	-0.081	0
20	Led to an improvement in time management skills	-0.112	0
1	Led to an improvement of leadership skills	-0.153	0
36	Led to an improvement in stress management and reduced anxiety levels	-0.207	0
22	Led to an improvement in goal attainment	-0.212	-1
13	Led to a greater appreciation of diversity within the organization	-0.213	-1
8	Improved conflict management skills	-0.241	-1
17	Led to an improvement in positive attitudes and morale within the organisation	-0.322	-1
23	Increased people's networking ability	-0.354	-1
3	Led to an improvement of trust within the organisation	-0.407	-1
16	Led to an improvement and promotion of teamwork	-0.550	-1
26	Led to an improvement in performance	-0.601	-2
43	Aided the understanding of the politics within the organisation	-0.615	-2
9	Led to greater empathy within the organisation	-0.644	-2
4	Improved relationships within the organisation	-0.675	-2
24	Led to an improvement in customer service	-0.739	-2
18	Increased self-awareness	-0.764	-3
15	Resulted in a more relaxed and civilised culture within the organisation	-0.857	-3
50	Led to an increase in revenues	-0.933	-3
5	Improved openness to new thinking and fresh ideas	-1.086	-3
14	Increased dedication and commitment amongst employees	-1.267	-4
25	Led to an improvement in staff retention	-1.540	-4
10	Sometimes resulted in delayed progress and slower decision taking	-1.906	-4
11	Been too overwhelming for people	-2.203	-5
49	Not really had any impact at the organisation	-2.412	-5

Table 11 - Factor 2 significant loading sorts

						FACTOR 2					
Sort no	Age	Gender	Have you received coaching as part of your affiliation with Old Mutual Wealth?	Number of years experience at Old Mutual Wealth.	Have you provided coaching to others during your affiliation?	Most agree statements	Participant's comments on most agree statements	Least agree statements	Participant's comments on most least statements	Feedback on statements which you where unsure about and why?	Anything else worth mentioning regarding this research?
28	52	Female	Yes	13	No	8. Improved conflict management skills 47. Built the brand of the organisation	BRAND OF COMPANY IS IMPORTANT FOR ME wE CAN MAKE A DIFFERENCE IN OUR CLIENTS LIFE	45. Helped to harness the full potential and talents of people 50. Led to an increase in revenues	iT DONT FIT ALL MY CUSTOMERS cLIENT NOT ALWAYS PROVIDE US WITH THE CORRECT INFO	SOMETIMES ITS MISLEADING NOT SURE WHAT INFO THEY NEED	no
30	44	Male	Yes	1	Yes	41. Been a confidential support function 46. Given the organisation an edge on its competitors	Only organisation offering coaching True value to planning for clients	25. Led to an improvement in staff retention 49. Not really had any impact at the organisation	Not going to improve staff retention Not changing culture yet	none	none
34	41	Male	Yes	3	Yes	48. Helped people to provide greater value to customers 51. Helped people uncover their personal values in life	Clients are more important If clients are happy then we are happy	10. Sometimes resulted in delayed progress and slower decision taking 11. Been too overwhelming for people	Just disagree Not how I feel	none	no
51	27	Male	Yes	2	No	2. Improved quality of communication 8. Improved conflict management skills	TBA Tba	11. Been too overwhelming for people 43. Aided the understanding of the politics within the organisation	tba tba	tba	DIDNOT AGREE WITH THE SORTING OUT OF ANSERS ON THE SECOND SCREEN, FOCED TO CHANGE OPINION
55	35	Male	Yes	3	Yes	2. Improved quality of communication 7. Improved confidence	Communication is very important We have to trust in our systems and be confident in our advice	10. Sometimes resulted in delayed progress and slower decision taking 11. Been too overwhelming for people	NA NA	na	IWP is an awesome tool
73	61	Male	Yes	15	Yes	46. Given the organisation an edge on its competitors 47. Built the brand of the organisation	Ensured Partners are competent with their programs Ensure clients are familiarizing them with our Brand	24. Led to an improvement in customer service 49. Not really had any impact at the organisation	Already resonably familiar with training programs Already striving to maximise productivity	no	no
80	30	Male	Yes	6	Yes	2. Improved quality of communication 48. Helped people to provide greater value to customers	Edge on competetors provide greater value	36. Led to an improvement in stress management and reduced anxiety levels 49. Not really had any impact at the organisation	no impactr to overwhelming	none	none

Table 12 - Factor 2 interpretation crib sheet

Factor 2 - interpretation crib sheet	
Items ranked at + 5	
47	Built the brand of the organisation +5
48	Helped people to provide greater value to customers +5
Items ranked higher in factor 2 array than in other factor arrays	
40	Aided in uncovering blind spots +3
42	Helped new appointments make sense of the culture of the organisation +1
45	Helped to harness the full potential and talents of people +1
51	Helped people uncover their personal values in life +4
Items ranked lower in factor 2 array than in other factor arrays	
04	Improved relationships within the organisation -2
05	Improved openness to new thinking and fresh ideas -3
14	Increased dedication and commitment amongst employees -4
15	Resulted in a more relaxed and civilised culture within the organisation -3
17	Led to an improvement in positive attitudes and morale within the organisation -1
18	Increased self-awareness -3
25	Led to an improvement in staff retention -4
26	Led to an improvement in performance -2
Items ranked at –5	
11	Been too overwhelming for people -5
49	Not really had any impact at the organisation -5
Additional items	
07	Improved confidence +4
10	Sometimes resulted in delayed progress and slower decision taking -4
22	Led to an improvement in goal attainment -1
24	Led to an improvement in customer service -2
37	Increased hope and well-being +2
41	Been a confidential support function +3

Factor 2 Interpretation: Understanding personal values has helped provide greater value to our customers, although openness to new thinking has not improved

Factor 2 has an eigenvalue of 6.09 and explains 7% of the study variance. Seven participants are significantly associated with this factor of which six are male and one is female. In total they have an average age of 41.43 years. Their average years of experience with Old Mutual Wealth are 6.14 years. All eight participants have reported that they had received coaching as part of their affiliation with Old Mutual Wealth and five reported also having provided coaching to others during their affiliation with Old Mutual Wealth.

Coaching has definitely had an impact at the organisation (49: -5) and people have not experienced the coaching approach to be too overwhelming (11: -5) or thought that it has delayed any progress and decision taking (10: -4).

No significant improvement in openness to new thinking and fresh ideas (05: -3) or increase in people's self-awareness (18: -3) has been seen. A reported increase in hope and well-being (37: +2) has not led to any improvement in positive attitudes or morale within the organisation (17: -1), or to a more relaxed and civilised culture (15: -3). It has also not resulted in an increase in dedication and commitment amongst employees (14: -4) or any increase in goal attainment (22: -1). Relationships within the organisation have not improved (04: -2) neither has coaching helped the organisation to retain more staff (25: -4). Through coaching people have however been helped to harness their full potential and talents (45: +1), but this impact has not yet transpired into any significant performance improvements (26: -2).

Functioning as a confidential support function (41: +3), coaching has really aided people in uncovering their blind spots (40: +3). Although it has not led to an improvement in customer service (24: -2), it has helped people to provide greater value to their customers (48: +5) as participant 28 beliefs that they are now equipped to "make a difference in …[their] client's life".

By aiding people in uncovering their personal values in life (51: +4) and improving confidence levels (07: +4) coaching has really helped people to provide greater value to customers (48: +5) and in so doing has resulted in building the brand of the organisation (47: +5). The organisation has definitely obtained an edge on its competitors (46: +4) which participant 30 attributes to the fact that Old Mutual Wealth is currently the "only organisation [which is] offering coaching".

4.2.3. Factor 3: Confidence, goal attainment and teamwork have improved with no improvement in customer value.

Table 13 - Factor 3 factor array score sheet

No.	Statement	Z-SCORES	
	Factor Score - Factor 3		
7	Improved confidence	2.099	+5
12	Aided creation of vision and sharing it with others	1.567	+5
22	Led to an improvement in goal attainment	1.566	+4
5	Improved openness to new thinking and fresh ideas	1.410	+4
2	Improved quality of communication	1.357	+4
6	Led to a greater sense of empowerment amongst employees within the organisation	1.268	+3
1	Led to an improvement of leadership skills	1.204	+3
24	Led to an improvement in customer service	0.947	+3
27	Increased productivity	0.895	+3
20	Led to an improvement in time management skills	0.858	+2
18	Increased self-awareness	0.842	+2
28	Led to improved job satisfaction	0.828	+2
29	Aided career and talent development	0.826	+2
38	Increased effectiveness of people	0.716	+2
23	Increased people's networking ability	0.698	+1
21	Helped people to reflect and act in a more purposeful way	0.675	+1
16	Led to an improvement and promotion of teamwork	0.443	+1
4	Improved relationships within the organisation	0.420	+1
8	Improved conflict management skills	0.355	+1
26	Led to an improvement in performance	0.339	+1
13	Led to a greater appreciation of diversity within the organization	0.324	+1
3	Led to an improvement of trust within the organisation	0.304	0
35	Reinforced training and skills development interventions	0.300	0
17	Led to an improvement in positive attitudes and morale within the organisation	0.121	0
9	Led to greater empathy within the organisation	0.088	0
33	Promoted a learning culture within the organisation	-0.001	0
19	Led to greater work-life balance	-0.058	0
15	Resulted in a more relaxed and civilised culture within the organisation	-0.071	0
14	Increased dedication and commitment amongst employees	-0.106	0
42	Helped new appointments make sense of the culture of the organisation	-0.116	0
32	Led to an improvement in people's emotional intelligence	-0.317	-1
25	Led to an improvement in staff retention	-0.452	-1
45	Helped to harness the full potential and talents of people	-0.468	-1
39	Aided in skills transfer during the process of succession planning	-0.543	-1
44	Functioned as a sounding board in order to crystallise thinking and decision making	-0.571	-1
34	Improved growth and development in people's personal life	-0.573	-1
47	Built the brand of the organisation	-0.589	-1
31	Led to an improvement in management of teams	-0.617	-2
30	Helped people in dealing with the uncertainty and challenges inherent in organisational change	-0.631	-2
50	Led to an increase in revenues	-0.654	-2
48	Helped people to provide greater value to customers	-0.656	-2
51	Helped people uncover their personal values in life	-0.786	-2
40	Aided in uncovering blind spots	-0.912	-3
46	Given the organisation an edge on its competitors	-0.924	-3
37	Increased hope and well-being	-0.997	-3
41	Been a confidential support function	-0.998	-3
36	Led to an improvement in stress management and reduced anxiety levels	-1.247	-4
43	Aided the understanding of the politics within the organisation	-1.598	-4
11	Been too overwhelming for people	-1.650	-4
10	Sometimes resulted in delayed progress and slower decision taking	-2.131	-5
49	Not really had any impact at the organisation	-2.784	-5

Table 14 - Factor 3 significant loading sorts

FACTOR 3

Sort no	Age	Gender	Have you received coaching as part of your affiliation with Old Mutual Wealth?	Number of years experience at Old Mutual Wealth.	Have you provided coaching to others during your affiliation?	Most agree statements	Participant's comments on most agree statements	Least agree statements	Participant's comments on most least statements	Feedback on statements which you where unsure about and why?	Anything else worth mentioning regarding this research?
9	56	Male	Yes	19	No	6. Led to a greater sense of empowerment amongst employees within the organisation 12. Aided creation of vision and sharing it with others	PERSONAL GROWTH INPROVE COMMUNICATION	10. Sometimes resulted in delayed progress and slower decision taking 46. Given the organisation an edge on its competitors	RED TAPE LACK OF COMMUNICATION	none	none
25	39	Male	Yes	9	No	7. Improved confidence 28. Led to improved job satisfaction	Knowledge is confidence and dealing with clients confidently due to improved knowledge and good future planning is powerful Helping people to create a road on which to travel in order to attain their goals is meaningful	8. Improved conflict management skills 49. Not really had any impact at the organisation	It is still early for it to have an impact on the organisation but it will do in the future. I am not in management but the conflict is difficult to have sometimes when one follows the steps.	I do not only deal with investments and other parts of my job need to be done and it is difficult sometimes to follow the necessary steps everywhere.	I am enjoying the exposure to this that I aam getting and view it as the future for this type of business.
37	54	Male	Yes	2	No	7. Improved confidence 9. Led to greater empathy within the organisation	More skilled as a result of the coaching Better able to listen to others	10. Sometimes resulted in delayed progress and slower decision taking 49. Not really had any impact at the organisation	Would surely have an impact Should lead to more motivated staff	Some were too cryptic	nothing
39	28	Male	Yes	4	No	19. Led to greater work-life balance 29. Aided career and talent development	Helped me realise what my role should be and that i was taking on roles that were not mine to take on. Helped me realise what my passions are within my job description and which direction i want to go forward with, within the industry.	10. Sometimes resulted in delayed progress and slower decision taking 49. Not really had any impact at the organisation	I dont think the coaching ever delayed anything for me if anything it sped up processes. The coaching impacted my role at the organisation in huge way.	Not really	I dont feel like there are any negatives to the coaching process at all, obviously i had to put some of the questions in the negative columns but i feel that as a whole the coaching is great and allows you to get an outsiders perspective of your issues which helps a lot.
54	55	Male	Yes	3	No	1. Led to an improvement of leadership skills 6. Led to a greater sense of empowerment amongst employees within the organisation	Knowledge is power Training will always improve	11. Been too overwhelming for people 49. Not really had any impact at the organisation	The industry is based on continued learning Training will ALWAYS have an impact whether positive or negative	none	none
56	40	Female	Yes	1	No	4. Improved relationships within the organisation 50. Led to an increase in revenues	More focused on what needs to be achieved and can get there quicker Easier to understand what each person's role is and understanding people	11. Been too overwhelming for people 49. Not really had any impact at the organisation	Def not overwhelming, it actually makes life a lot easier Had a huge impact on the business, assist especially new people to understand and get going with business	none	no
77	68	Male	Yes	43	Yes	15. Resulted in a more relaxed and civilised culture within the organisation 20. Led to an improvement in time management skills	Very Important Very Important	10. Sometimes resulted in delayed progress and slower decision taking 11. Been too overwhelming for people	Very Important Very Important	none	no
78	26	Male	Yes	3	No	5. Improved openness to new thinking and fresh ideas 22. Led to an improvement in goal attainment	I personally experienced it during the training My thoughts were in the same thinking patterns and mindset	25. Led to an improvement in staff retention 50. Led to an increase in revenues	It was how I personally felt It was how I personally felt	N/A	none
84	59	Female	Yes	2	No	4. Improved relationships within the organisation 48. Helped people to provide greater value to customers	Can't read the statement from this screen and can't go back!! The Old Mutual Wealth coaching definitely improved the value of our offering to customers through improved knowledge and better use of the available planning tools	13. Led to a greater appreciation of diversity within the organization 31. Led to an improvement in management of teams	Can't read the statement from this screen and can't go back!! No change in management style or culture from management. Micro management from the top continues, creating interference with individual business planning and goal setting which would result in achievement of goals by the end of the business planning period.	.	.

Table 15 - Factor 3 interpretation crib sheet

Factor 3 - interpretation crib sheet
Items ranked at + 5
07   Improved confidence +5
12   Aided creation of vision and sharing it with others +5
Items ranked higher in factor 3 array than in other factor arrays
01   Led to an improvement of leadership skills +3
02   Improved quality of communication +4
06   Led to a greater sense of empowerment amongst employees within the organisation +3
08   Improved conflict management skills +1
13   Led to a greater appreciation of diversity within the organization +1
27   Increased productivity +3
38   Increased effectiveness of people +2
Items ranked lower in factor 3 array than in other factor arrays
34   Improved growth and development in people's personal life -1
40   Aided in uncovering blind spots -3
43   Aided the understanding of the politics within the organisation -4
44   Functioned as a sounding board in order to crystallise thinking and decision making -1
45   Helped to harness the full potential and talents of people -1
46   Given the organisation an edge on its competitors -3
Items ranked at –5
10   Sometimes resulted in delayed progress and slower decision taking -5
49   Not really had any impact at the organisation -5
Additional items
05   Improved openness to new thinking and fresh ideas +4
11   Been too overwhelming for people -4
16   Led to an improvement and promotion of teamwork +1
23   Increased people's networking ability +1
24   Led to an improvement in customer service +3
28   Led to improved job satisfaction +2
31   Led to an improvement in management of teams -2
36   Led to an improvement in stress management and reduced anxiety levels -4
48   Helped people to provide greater value to customers -2

Factor 3 Interpretation: Confidence, goal attainment and teamwork have improved with no improvement in customer value

Factor 3 has an eigenvalue of 6.96 and explains 8% of the study variance. Nine participants are significantly associated with this factor of which seven are male and two are female. In total they have an average age of 47.22 years. Their average years of experience with Old Mutual Wealth are 9.56 years. All nine participants have reported that they had received coaching as part of their affiliation with Old Mutual Wealth and one reported also having provided coaching to others during their affiliation with Old Mutual Wealth.

Coaching has definitely not delayed progress or resulted in slower decision taking (10: -5) as can be seen from participant 39's comment: "I don't think the coaching ever delayed anything for me if anything it sped up processes". Various other impacts at the organisation have been experienced (49: -5). Since coaching has been implemented at the organisation people have not really been able to provide greater value to their customers (48: -2), although they feel that it has aided them in improving their service to their customers (24: +3). The opinion is therefore that coaching has not given the organisation and edge on its competitors (46: -3).

People's understanding of politics within the organisation has remained unaffected (43: -4) as has their ability to manage stress and overall anxiety levels (36: -4). Although coaching has led to improved job satisfaction (28: +2) and definite increases in productivity (27: +3) people still feel that their full potential and talents have not yet been harnessed (45: -1).

Accompanied by an increase in people's networking ability (23: +1) and improved leadership skills (01: +3), people within the organisation experience a much greater sense of empowerment (06: +3). This has further resulted in a significant improvement in people's openness to new thinking and fresh ideas (05: +4). There has been a definite improvement and promotion of teamwork (16: +1) which has coincided with better conflict management (08: +1) and a greater appreciation for diversity (13: +1). That said no significant improvement in the management of teams (31: -2) has been experienced. Participant 84 comments by saying: "No change in management style or culture from management. Micro management from the top continues, creating interference with individual business planning and goal setting which would result in achievement of goals by the end of the business planning period."

Although coaching has not really aided people in crystallising their thinking or helped with making decisions (44: -1), it has definitely helped the formulation of vision and the sharing of it with others (12: +5). This process has further been supported by an improvement in the quality of communication (02: +4).

People have responded well to coaching, as can be seen from the comment from participant 40 who says that it "makes life a lot easier". It has therefore not found to be too overwhelming for people (11: -4). Overall the greatest takeaway for the people associated with the organisation has been an increase in confidence (07: +5) as people now feel "more skilled as a result of the coaching" (participant 37) and are therefore able to deal "with clients confidently due to improved knowledge" (participant 25).

4.2.4. Factor 4: Although resulting in improved customer service and greater customer value, coaching has been too overwhelming for people and has not helped to reduce anxiety levels.

Table 16 - Factor 4 factor array score sheet

No.	Statement	Z-SCORES	
	Factor Score - Factor 4		
24	Led to an improvement in customer service	2.611	+5
48	Helped people to provide greater value to customers	1.954	+5
35	Reinforced training and skills development interventions	1.675	+4
10	Sometimes resulted in delayed progress and slower decision taking	1.591	+4
11	Been too overwhelming for people	1.567	+4
5	Improved openness to new thinking and fresh ideas	1.382	+3
33	Promoted a learning culture within the organisation	1.180	+3
18	Increased self-awareness	0.996	+3
39	Aided in skills transfer during the process of succession planning	0.951	+3
21	Helped people to reflect and act in a more purposeful way	0.945	+2
22	Led to an improvement in goal attainment	0.776	+2
49	Not really had any impact at the organisation	0.592	+2
47	Built the brand of the organisation	0.590	+2
7	Improved confidence	0.556	+2
2	Improved quality of communication	0.490	+1
12	Aided creation of vision and sharing it with others	0.485	+1
26	Led to an improvement in performance	0.380	+1
6	Led to a greater sense of empowerment amongst employees within the organisation	0.352	+1
4	Improved relationships within the organisation	0.302	+1
8	Improved conflict management skills	0.159	+1
3	Led to an improvement of trust within the organisation	0.091	+1
44	Functioned as a sounding board in order to crystallise thinking and decision making	0.044	0
17	Led to an improvement in positive attitudes and morale within the organisation	0.021	0
20	Led to an improvement in time management skills	-0.031	0
25	Led to an improvement in staff retention	-0.052	0
40	Aided in uncovering blind spots	-0.072	0
45	Helped to harness the full potential and talents of people	-0.081	0
42	Helped new appointments make sense of the culture of the organisation	-0.095	0
29	Aided career and talent development	-0.165	0
50	Led to an increase in revenues	-0.216	0
51	Helped people uncover their personal values in life	-0.229	-1
43	Aided the understanding of the politics within the organisation	-0.269	-1
13	Led to a greater appreciation of diversity within the organization	-0.458	-1
19	Led to greater work-life balance	-0.507	-1
34	Improved growth and development in people's personal life	-0.529	-1
14	Increased dedication and commitment amongst employees	-0.592	-1
1	Led to an improvement of leadership skills	-0.627	-1
32	Led to an improvement in people's emotional intelligence	-0.634	-2
23	Increased people's networking ability	-0.666	-2
38	Increased effectiveness of people	-0.684	-2
27	Increased productivity	-0.766	-2
30	Helped people in dealing with the uncertainty and challenges inherent in organisational change	-0.770	-2
46	Given the organisation an edge on its competitors	-0.777	-3
9	Led to greater empathy within the organisation	-1.056	-3
28	Led to improved job satisfaction	-1.069	-3
15	Resulted in a more relaxed and civilised culture within the organisation	-1.159	-3
41	Been a confidential support function	-1.164	-4
16	Led to an improvement and promotion of teamwork	-1.301	-4
37	Increased hope and well-being	-1.447	-4
31	Led to an improvement in management of teams	-1.743	-5
36	Led to an improvement in stress management and reduced anxiety levels	-2.532	-5

Table 17 - Factor 4 significant loading sorts

FACTOR 4

Sort no	Age	Gender	Have you received coaching as part of your affiliation with Old Mutual Wealth?	Number of years experience at Old Mutual Wealth.	Have you provided coaching to others during your affiliation?	Most agree statements	Participant's comments on most agree statements	Least agree statements	Participant's comments on most least statements	Feedback on statements which you where unsure about and why?	Anything else worth mentioning regarding this research?
20	47	Male	Yes	0.4	No	41. Been a confidential support function / 42. Helped new appointments make sense of the culture of the organisation	Very helpful in integrating my team / Helped with confidentiality in our move	11. Been too overwhelming for people / 49. Not really had any impact at the organisation	Has been a great asset to our team / We never had coaches at our previous company and they are making a huge impact in my practice, especially Danielle	Not unsure	Very happy with the integration of our team
42	44	Female	No	3	No	22. Led to an improvement in goal attainment / 24. Led to an improvement in customer service	Have not completed the process coaching process / completed the process coaching process	37. Increased hope and well-being / 41. Been a confidential support function	completed the process coaching process / completed the process coaching process	Have not had coaching yet, and based my answers on the experience thus far in the IWP modules	no
43	30	Male	Yes	1.3	No	24. Led to an improvement in customer service / 48. Helped people to provide greater value to customers	Customers enjoy the PWM planning experience / Our extensive planning at PWM is not offered everywhere	30. Helped people in dealing with the uncertainty and challenges inherent in organisational change / 36. Led to an improvement in stress management and reduced anxiety levels	Dealing with change in PWM was unsteady and could have been handled much better. offered no certainty of whats next? / PWM changes caused anxiety as new couches didnt seem equipped to deal with most of my issues	I found the statemet on "improved personal life' confusing, Coaches I have dealt with only offer technical assistance on work related issues.	In general, I have had a mild experience with the coaches. they have not brought any thing groundbreaking to my work and practice. In most cases it didn't seem like they could give me solutions, so I had to find ways of helping myself and figuring things myself
66	50	Female	Yes	6	No	10. Sometimes resulted in delayed progress and slower decision taking / 24. Led to an improvement in customer service	I can only refer to my experience at branch level / I can only refer to my experience at branch level	16. Led to an improvement and promotion of teamwork / 23. Increased people's networking ability	I can only refer to my experience at branch level / I can only refer to my experience at branch level	I never dealt with that situation and have no reference, only my personal experience	It is time consuming and a lot of information and I struggled to get a snapshot of my answer to comment on
69	41	Male	Yes	2	Yes	24. Led to an improvement in customer service / 48. Helped people to provide greater value to customers	5 / 5	29. Aided career and talent development / 36. Led to an improvement in stress management and reduced anxiety levels	3 / 3	am not sure what the question intended to achieve	if only coaching was a formalised when I joined Wealth and not when I am two years into the role

Table 18 - Factor 4 interpretation crib sheet

Factor 4 - interpretation crib sheet	
Items ranked at + 5	
24	Led to an improvement in customer service +5
48	Helped people to provide greater value to customers +5
Items ranked higher in factor 4 array than in other factor arrays	
08	Improved conflict management skills +1
10	Sometimes resulted in delayed progress and slower decision taking +4
11	Been too overwhelming for people +4
25	Led to an improvement in staff retention 0
33	Promoted a learning culture within the organisation +3
35	Reinforced training and skills development interventions +4
39	Aided in skills transfer during the process of succession planning +3
49	Not really had any impact at the organisation +2
Items ranked lower in factor 4 array than in other factor arrays	
15	Resulted in a more relaxed and civilised culture within the organisation -3
16	Led to an improvement and promotion of teamwork -4
28	Led to improved job satisfaction -3
32	Led to an improvement in people's emotional intelligence -2
34	Improved growth and development in people's personal life -1
37	Increased hope and well-being -4
38	Increased effectiveness of people -2
41	Been a confidential support function -4
46	Given the organisation an edge on its competitors -3
Items ranked at –5	
31	Led to an improvement in management of teams -5
36	Led to an improvement in stress management and reduced anxiety levels -5
Additional items	
51	Helped people uncover their personal values in life -1

Factor 4 Interpretation: Although resulting in improved customer service and greater customer value, coaching has been too overwhelming for people and has not helped to reduce anxiety levels

Factor 4 has an eigenvalue of 6.09 and explains 7% of the study variance. Five participants are significantly associated with this factor of which three are male and two are female. In total they have an average age of 42.4 years. Their average years of experience with Old Mutual Wealth are 2.54 years. Four participants have reported that they had received coaching and one participant reported not having received coaching as part of their affiliation with Old Mutual Wealth.

Factor 4 is definitely of the opinion that coaching has not led to any improvement in the management of teams (31: -5), nor has it improved or promoted teamwork (16: -4). People's way of dealing with stress has not improvement and therefore no reduction in anxiety levels has been seen (36: -5). Participant 43 attributes this to the fact that: "PWM changes [have in fact] caused anxiety as new coaches didn't seem equipped to deal with most of my issues". Coaching has not managed to provide people with confidential support (41: -4). No improvement in job satisfaction can be seen (28: -3) nor has coaching increased people's sense of hope and well-being (37: -4).

People have experienced coaching to be too overwhelming for them (11: +4) and therefore coaching has not resulted in any improvement in people's emotional intelligence (32: -2). Although conflict management skills have improved (08: +1) it has not resulted in a more relaxed and civilised culture within the organisation (15: -3). The opinion regarding the impact which coaching has had on staff retention seems to lean toward an expected improvement in staff retention (25: 0).

Progress and decision taking has definitely sometimes been delayed (10: +4) due to the coaching approach adopted by the organisation and has therefore not resulted in any perceived increase in people's effectiveness (38: -2).

Coaching has mainly been experienced as a tool to reinforce training and skills development interventions (35: +4) and has also aided transferring of skills during the process of succession planning (39: +3). Participant 43 says that "Coaches I have dealt with only offer technical assistance on work related issues." It has therefore promoted a learning culture within the

organisation (33: +3), but has not really assisted more personal development (34: -1) neither has it helped people to uncover their personal values in life (51: -1).

The impacts already mentioned are however not regarded as significant to the organisation (49: +2). Even though the most significant impact of coaching can be seen in improved customer service (24: +5) which in turn has helped people to provide greater value to their customers (48: +5), it has not translated into giving the organisation an edge on its competitors (46: -3).

4.2.5. Factor 4b: Although anxiety levels have decreased, customer service has not improved.

Factor 4 has been categorized as a bi-polar factor due to having significant sorts loading both positive and negative. The factor 4 interpretation has been done from the viewpoint of the positive pole and therefore as a result of Sort 20's significant negative loading a second interpretation of Factor 4 is required from the viewpoint of the negative pole as per the recommendations from Watts and Stenner (2012). "An explanation of the negative viewpoint is ordinarily achieved through interpretation of a factor array that is the mirror image or direct opposite of that created for the positive viewpoint" (Watts & Stenner, 2012, p. 165). For this reason the factor score and factor array for Factor 4 was inversed to obtain a mirror image of Factor 4 and was then subjected to the normal process of interpretation as a new factor called Factor 4b.

Table 19 - Factor 4b factor array score sheet

No.	Statement	Z-SCORES	
	Factor Score - Factor 4b		
36	Led to an improvement in stress management and reduced anxiety levels	2.532	+5
31	Led to an improvement in management of teams	1.743	+5
37	Increased hope and well-being	1.447	+4
16	Led to an improvement and promotion of teamwork	1.301	+4
41	Been a confidential support function	1.164	+4
15	Resulted in a more relaxed and civilised culture within the organisation	1.159	+3
28	Led to improved job satisfaction	1.069	+3
9	Led to greater empathy within the organisation	1.056	+3
46	Given the organisation an edge on its competitors	0.777	+3
30	Helped people in dealing with the uncertainty and challenges inherent in organisational change	0.770	+2
27	Increased productivity	0.766	+2
38	Increased effectiveness of people	0.684	+2
23	Increased people's networking ability	0.666	+2
32	Led to an improvement in people's emotional intelligence	0.634	+2
1	Led to an improvement of leadership skills	0.627	+1
14	Increased dedication and commitment amongst employees	0.592	+1
34	Improved growth and development in people's personal life	0.529	+1
19	Led to greater work-life balance	0.507	+1
13	Led to a greater appreciation of diversity within the organization	0.458	+1
43	Aided the understanding of the politics within the organisation	0.269	+1
51	Helped people uncover their personal values in life	0.229	+1
50	Led to an increase in revenues	0.216	0
29	Aided career and talent development	0.165	0
42	Helped new appointments make sense of the culture of the organisation	0.095	0
45	Helped to harness the full potential and talents of people	0.081	0
40	Aided in uncovering blind spots	0.072	0
25	Led to an improvement in staff retention	0.052	0
20	Led to an improvement in time management skills	0.031	0
17	Led to an improvement in positive attitudes and morale within the organisation	-0.021	0
44	Functioned as a sounding board in order to crystallise thinking and decision making	-0.044	0
3	Led to an improvement of trust within the organisation	-0.091	-1
8	Improved conflict management skills	-0.159	-1
4	Improved relationships within the organisation	-0.302	-1
6	Led to a greater sense of empowerment amongst employees within the organisation	-0.352	-1
26	Led to an improvement in performance	-0.380	-1
12	Aided creation of vision and sharing it with others	-0.485	-1
2	Improved quality of communication	-0.490	-1
7	Improved confidence	-0.556	-2
47	Built the brand of the organisation	-0.590	-2
49	Not really had any impact at the organisation	-0.592	-2
22	Led to an improvement in goal attainment	-0.776	-2
21	Helped people to reflect and act in a more purposeful way	-0.945	-2
39	Aided in skills transfer during the process of succession planning	-0.951	-3
18	Increased self-awareness	-0.996	-3
33	Promoted a learning culture within the organisation	-1.180	-3
5	Improved openness to new thinking and fresh ideas	-1.382	-3
11	Been too overwhelming for people	-1.567	-4
10	Sometimes resulted in delayed progress and slower decision taking	-1.591	-4
35	Reinforced training and skills development interventions	-1.675	-4
48	Helped people to provide greater value to customers	-1.954	-5
24	Led to an improvement in customer service	-2.611	-5

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Table 20 - Factor 4b interpretation crib sheet

Factor 4b - interpretation crib sheet
Items ranked at + 5
31   Led to an improvement in management of teams +5
36   Led to an improvement in stress management and reduced anxiety levels +5
Items ranked higher in factor 4b array than in other factor arrays
09   Led to greater empathy within the organisation +3
13   Led to a greater appreciation of diversity within the organization +1
14   Increased dedication and commitment amongst employees +1
15   Resulted in a more relaxed and civilised culture within the organisation +3
16   Led to an improvement and promotion of teamwork +4
19   Led to greater work-life balance +1
23   Increased people's networking ability +2
25   Led to an improvement in staff retention 0
28   Led to improved job satisfaction +3
30   Helped people in dealing with the uncertainty and challenges inherent in organisational change +2
37   Increased hope and well-being +4
38   Increased effectiveness of people +2
41   Been a confidential support function +4
43   Aided the understanding of the politics within the organisation +1
Items ranked lower in factor 4b array than in other factor arrays
02   Improved quality of communication -1
05   Improved openness to new thinking and fresh ideas -3
07   Improved confidence -2
12   Aided creation of vision and sharing it with others -1
18   Increased self-awareness -3
21   Helped people to reflect and act in a more purposeful way -2
22   Led to an improvement in goal attainment -2
33   Promoted a learning culture within the organisation -3
35   Reinforced training and skills development interventions -4
39   Aided in skills transfer during the process of succession planning -3
Items ranked at –5
24   Led to an improvement in customer service -5
48   Helped people to provide greater value to customers -5
Additional items
10   Sometimes resulted in delayed progress and slower decision taking -4
11   Been too overwhelming for people -4
27   Increased productivity +2
46   Given the organisation an edge on its competitors +3
49   Not really had any impact at the organisation -2

Factor 4b Interpretation: Although anxiety levels have decreased, customer service has not improved

Factor 4b is a mirror image of Factor 4 and therefore shares in the same demographical and other participant information of Factor 4. It has an eigenvalue of 6.09 and explains 7% of the study variance. Five participants are significantly associated with this factor of which three are male and two are female. In total they have an average age of 42.4 years. Their average years of experience with Old Mutual Wealth are 2.54 years. Four participants have reported that they had received coaching and one participant reported not having received coaching as part of their affiliation with Old Mutual Wealth.

Factor 4b is of the opinion that coaching has had an impact at the organisation worth mentioning (49: -2). Although that impact has not translated to improved customer service (24: -5) or greater customer value (48: -5), it has given the organisation an edge on its competitors (46: +3).

Coaching has not really functioned as a tool to reinforce training and skills development interventions (35: -4) or aided in transferring skills during the process of succession planning (39: -3). It can also not be said that coaching has really promoted a culture of learning within the organisation (33: -3) as people have not shown a greater openness to new thinking and fresh ideas (05: -3).

People feel that coaching has significantly increased their sense of hope and well-being (37: +4), has really provided them with a confidential support function (41: +4) and has coincided with a much greater sense of job satisfaction (28: +3). People's confidence levels have remained unaffected (07: -2) as has their understanding and awareness of themselves (18: -3).

People have definitely not experienced coaching as overwhelming (11: -4), neither has it resulted in delayed progress or slower decision taking (10: -4). Coaching has sometimes aided people in understanding the politics within the organisation (43: +1) which has coincided with an increase in people's networking ability (23: +2). People are also now better positioned to deal with the uncertainty and challenges associated with organisation change (30: +2).

Although coaching has not helped people to reflect and act in a more purposeful way (21: -2), people are experiencing a greater work-life balance (19: +1) which has coincided with an increase in their dedication and commitment (14: +1) and has improved their effectiveness (28:

+2) and productivity (27: +2). These impacts have however not improved people's ability to set and strive towards certain goals (22: -2).

The impact which coaching has had on staff retention is still currently unknown (25: 0). It has also not really aided the creation of vision (12: -1) or resulted in an improvement in the quality of communication within the organisation (02: -1).

The culture within the organisation has really become much more relaxed and civilised (15: +3) which could be attributed to a much greater sense of empathy within the organisation (09: +3). There has been a definite improvement in teamwork (16: +4) and management of teams (31: +5). This has coincided with a much greater appreciation for diversity within the organisation (13: +1). The resulted overall impact of coaching has been that it has improved people's ability to manage stress and has reduced their anxiety levels (36: +5).

4.2.6. Factor 5

When starting to analyse Factor 5 it was established that Factor 5 only contains one significant loading Q sort namely Sort 70. Therefore in line with the criteria set out by Brown (as cited in Watts & Stenner, 2012) of only accepting factors for a research study which contain two or more significant loading Q sorts, it was decided to discard Factor 5 for purposes of this research study. The interpretations of all other identified factors where therefore done while not taking into account Factor 5 or its factor array.

4.2.7. Factor 6: Performance has improved, as has goal attainment.

Table 21 - Factor 6 factor array score sheet

No.	Statement	Z-SCORES	
	Factor Score - Factor 6		
22	Led to an improvement in goal attainment	2.200	+5
26	Led to an improvement in performance	1.988	+5
48	Helped people to provide greater value to customers	1.762	+4
5	Improved openness to new thinking and fresh ideas	1.601	+4
7	Improved confidence	1.558	+4
46	Given the organisation an edge on its competitors	1.485	+3
24	Led to an improvement in customer service	1.272	+3
20	Led to an improvement in time management skills	1.000	+3
44	Functioned as a sounding board in order to crystallise thinking and decision making	0.899	+3
28	Led to improved job satisfaction	0.899	+2
41	Been a confidential support function	0.880	+2
27	Increased productivity	0.854	+2
47	Built the brand of the organisation	0.815	+2
21	Helped people to reflect and act in a more purposeful way	0.653	+2
13	Led to a greater appreciation of diversity within the organization	0.576	+1
38	Increased effectiveness of people	0.526	+1
4	Improved relationships within the organisation	0.525	+1
51	Helped people uncover their personal values in life	0.474	+1
17	Led to an improvement in positive attitudes and morale within the organisation	0.099	+1
18	Increased self-awareness	0.055	+1
40	Aided in uncovering blind spots	0.002	+1
32	Led to an improvement in people's emotional intelligence	-0.013	0
34	Improved growth and development in people's personal life	-0.045	0
45	Helped to harness the full potential and talents of people	-0.048	0
2	Improved quality of communication	-0.076	0
3	Led to an improvement of trust within the organisation	-0.088	0
39	Aided in skills transfer during the process of succession planning	-0.117	0
35	Reinforced training and skills development interventions	-0.122	0
1	Led to an improvement of leadership skills	-0.184	0
12	Aided creation of vision and sharing it with others	-0.205	0
36	Led to an improvement in stress management and reduced anxiety levels	-0.219	-1
50	Led to an increase in revenues	-0.251	-1
15	Resulted in a more relaxed and civilised culture within the organisation	-0.253	-1
14	Increased dedication and commitment amongst employees	-0.263	-1
33	Promoted a learning culture within the organisation	-0.390	-1
16	Led to an improvement and promotion of teamwork	-0.438	-1
29	Aided career and talent development	-0.506	-1
37	Increased hope and well-being	-0.715	-2
19	Led to greater work-life balance	-0.811	-2
31	Led to an improvement in management of teams	-0.845	-2
25	Led to an improvement in staff retention	-0.896	-2
10	Sometimes resulted in delayed progress and slower decision taking	-1.037	-2
9	Led to greater empathy within the organisation	-1.116	-3
43	Aided the understanding of the politics within the organisation	-1.199	-3
42	Helped new appointments make sense of the culture of the organisation	-1.250	-3
6	Led to a greater sense of empowerment amongst employees within the organisation	-1.255	-3
8	Improved conflict management skills	-1.299	-4
23	Increased people's networking ability	-1.357	-4
30	Helped people in dealing with the uncertainty and challenges inherent in organisational change	-1.554	-4
49	Not really had any impact at the organisation	-1.577	-5
11	Been too overwhelming for people	-1.994	-5

Table 22 - Factor 6 significant loading sorts

						FACTOR 6					
Sort no	Age	Gender	Have you received coaching as part of your affiliation with Old Mutual Wealth?	Number of years experience at Old Mutual Wealth.	Have you provided coaching to others during your affiliation?	Most agree statements	Participant's comments on most agree statements	Least agree statements	Participant's comments on most least statements	Feedback on statements which you where unsure about and why?	Anything else worth mentioning regarding this research?
2	55	Female	Yes	2	Yes	20. Led to an improvement in time management skills / 24. Led to an improvement in customer service	n/a / n/a	6. Led to a greater sense of empowerment amongst employees within the organisation / 8. Improved conflict management skills	n/a / n/a	inappropriate range of questions for this survey	n/a
7	64	Male	Yes	4	Yes	38. Increased effectiveness of people / 48. Helped people to provide greater value to customers	It enhanced my skills / Better understanding of goals	10. Sometimes resulted in delayed progress and slower decision taking / 11. Been too overwhelming for people	It is not true / Is not really applicable	Not really	none
46	39	Male	Yes	1	No	7. Improved confidence / 44. Functioned as a sounding board in order to crystallise thinking and decision making	nil / nil	23. Increased people's networking ability / 37. Increased hope and well-being	nil / nil	nil	nil
49	30	Male	Yes	3	No	22. Led to an improvement in goal attainment / 26. Led to an improvement in performance	Improvement in performance / improvement in job satisfaction	30. Helped people in dealing with the uncertainty and challenges inherent in organisational change / 43. Aided the understanding of the politics within the organisation	overwhelming / career development	none	51 statements is too much- tedious exercise
52	36	Male	Yes	2	Yes	22. Led to an improvement in goal attainment / 48. Helped people to provide greater value to customers	Help people to achieve their goals / Build a Brand for organisation	36. Led to an improvement in stress management and reduced anxiety levels / 43. Aided the understanding of the politics within the organisation	Been overwhelming for people / Improvement in Stress	N/A	n/a
60	44	Female	Yes	14	Yes	18. Increased self-awareness / 44. Functioned as a sounding board in order to crystallise thinking and decision making	Coaching has allowed people an opportunity to show up and discover their true potential, when given a safe space to really think and reflect. / Opening peoples minds to wonderful opportunities within themselves and their surroundings. Becoming aware of how they show up with others.	42. Helped new appointments make sense of the culture of the organisation / 49. Not really had any impact at the organisation	coaching has most definitely had a positive impact with myself and clients. Clients reinforce this sentiment verbally during my engagements and it is evident in the new language they use, the culture and feelings in the office. / When people get to re-discover themselves, this breeds a platform of curiosity and awareness for greater things, than ever before.	none	Too many statements- and not having the ability to scroll down - to recap on your top 2 negatives and top 2 positives.
75	28	Male	Yes	7	Yes	20. Led to an improvement in time management skills / 26. Led to an improvement in performance	fast results / quick turn around times	11. Been too overwhelming for people / 25. Led to an improvement in staff retention	staff and clients find process overwhelming at first / more work overload	none	none

Table 23 - Factor 6 interpretation crib sheet

Factor 6 - interpretation crib sheet	
Items ranked at + 5	
22	Led to an improvement in goal attainment +5
26	Led to an improvement in performance +5
Items ranked higher in factor 6 array than in other factor arrays	
13	Led to a greater appreciation of diversity within the organization +1
20	Led to an improvement in time management skills +3
Items ranked lower in factor 6 array than in other factor arrays	
06	Led to a greater sense of empowerment amongst employees within the organisation -3
08	Improved conflict management skills -4
23	Increased people's networking ability -4
29	Aided career and talent development -1
30	Helped people in dealing with the uncertainty and challenges inherent in organisational change -4
Items ranked at –5	
11	Been too overwhelming for people -5
49	Not really had any impact at the organisation -5
Additional items	
05	Improved openness to new thinking and fresh ideas +4
07	Improved confidence +4
19	Led to greater work-life balance -2
21	Helped people to reflect and act in a more purposeful way +2
24	Led to an improvement in customer service +3
27	Increased productivity +2
42	Helped new appointments make sense of the culture of the organisation -3
43	Aided the understanding of the politics within the organisation -3
46	Given the organisation an edge on its competitors +3
48	Helped people to provide greater value to customers +4

Factor 6 Interpretation: Performance has improved, as has goal attainment

Factor 6 has an eigenvalue of 6.09 and explains 7% of the study variance. Seven participants are significantly associated with this factor of which five are male and two are female. In total they have an average age of 42.29 years. Their average years of experience with Old Mutual Wealth are 4.71 years. All seven participants reported that they have received coaching and five participants reported also having provided coaching to others during their affiliation with Old Mutual Wealth.

Even though employees do not experience a greater sense of empowerment (06: -3) since the coaching interventions undertaken, they are of the opinion that it has had numerous other significant impacts at the organisation (49: -5). Participant 60 says that "coaching has most definitely had a positive impact with myself and clients. Clients reinforce this sentiment verbally during my engagements and it is evident in the new language they use, the culture and feelings in the office". People have not been overwhelmed by the coaching approach (11: -5) and it has significantly improved confidence levels (07: +4) and openness to new thinking and fresh ideas (05: +4). When commenting on statements 18 and 44 participant 60 noted that "Coaching has allowed people an opportunity to show up and discover their true potential, when given a safe space to really think and reflect."

Through helping to improve customer service (24: +3), people are now much better equipped to provide greater value to their customers (48: +4). This has translated into giving the organisation an edge on its competitors (46: +3).

Coaching has not really assisted new appointments in making sense of the organisational culture (42: -3) or its politics (43: -3). There is however a much greater appreciation for diversity within the organisation (13: +1) which has unfortunately not coincided with an improvement in conflict management skills (08: -4).

Although there has been no impact on things like people's networking ability (23: -4), the process of career and talent development (29: -1) or change management (30: -4), coaching has helped people to manage their time more effectively (20: +3).

People now reflect and act in a more purposeful way (21: +2), which in combination with an increase in productivity (27: +2) has resulted in a significant improvement in goal attainment (22: +5). This has unfortunately not improved people's work-life balance (19: -2), but has led to a significant improvement in people's overall performance (26: +5). Participant 75 attributes this to achieving what he calls "fast results"

4.2.8. Factor 7: With a positive morale and a more relaxed culture, the organisation now has an edge on its competitors, although leadership skills have remained unaffected.

Table 24 - Factor 7 factor array score sheet

No.	Statement	Z-SCORES	
	Factor Score - Factor 7		
46	Given the organisation an edge on its competitors	2.180	+5
48	Helped people to provide greater value to customers	1.760	+5
47	Built the brand of the organisation	1.729	+4
29	Aided career and talent development	1.448	+4
17	Led to an improvement in positive attitudes and morale within the organisation	1.382	+4
4	Improved relationships within the organisation	1.379	+3
5	Improved openness to new thinking and fresh ideas	1.165	+3
3	Led to an improvement of trust within the organisation	1.060	+3
12	Aided creation of vision and sharing it with others	0.968	+3
38	Increased effectiveness of people	0.958	+2
7	Improved confidence	0.862	+2
15	Resulted in a more relaxed and civilised culture within the organisation	0.764	+2
37	Increased hope and well-being	0.720	+2
24	Led to an improvement in customer service	0.668	+2
14	Increased dedication and commitment amongst employees	0.445	+1
28	Led to improved job satisfaction	0.363	+1
50	Led to an increase in revenues	0.330	+1
33	Promoted a learning culture within the organisation	0.257	+1
27	Increased productivity	0.231	+1
39	Aided in skills transfer during the process of succession planning	0.145	+1
42	Helped new appointments make sense of the culture of the organisation	0.131	+1
22	Led to an improvement in goal attainment	0.128	0
30	Helped people in dealing with the uncertainty and challenges inherent in organisational change	0.080	0
40	Aided in uncovering blind spots	0.055	0
31	Led to an improvement in management of teams	0.010	0
2	Improved quality of communication	-0.008	0
26	Led to an improvement in performance	-0.014	0
10	Sometimes resulted in delayed progress and slower decision taking	-0.035	0
32	Led to an improvement in people's emotional intelligence	-0.039	0
45	Helped to harness the full potential and talents of people	-0.077	0
35	Reinforced training and skills development interventions	-0.118	-1
44	Functioned as a sounding board in order to crystallise thinking and decision making	-0.176	-1
36	Led to an improvement in stress management and reduced anxiety levels	-0.192	-1
13	Led to a greater appreciation of diversity within the organization	-0.245	-1
34	Improved growth and development in people's personal life	-0.278	-1
9	Led to greater empathy within the organisation	-0.365	-1
16	Led to an improvement and promotion of teamwork	-0.377	-1
41	Been a confidential support function	-0.414	-2
21	Helped people to reflect and act in a more purposeful way	-0.523	-2
18	Increased self-awareness	-0.543	-2
6	Led to a greater sense of empowerment amongst employees within the organisation	-0.838	-2
25	Led to an improvement in staff retention	-0.880	-2
11	Been too overwhelming for people	-1.034	-3
43	Aided the understanding of the politics within the organisation	-1.143	-3
51	Helped people uncover their personal values in life	-1.189	-3
23	Increased people's networking ability	-1.548	-3
19	Led to greater work-life balance	-1.644	-4
8	Improved conflict management skills	-1.656	-4
20	Led to an improvement in time management skills	-1.745	-4
1	Led to an improvement of leadership skills	-1.912	-5
49	Not really had any impact at the organisation	-2.226	-5

Table 25 - Factor 7 significant loading sorts

FACTOR 7

Sort no	Age	Gender	Have you received coaching as part of your affiliation with Old Mutual Wealth?	Number of years experience at Old Mutual Wealth.	Have you provided coaching to others during your affiliation?	Most agree statements	Participant's comments on most agree statements	Least agree statements	Participant's comments on most least statements	Feedback on statements which you where unsure about and why?	Anything else worth mentioning regarding this research?
3	26	Male	Yes	3	Yes	39. Aided in skills transfer during the process of succession planning 40. Aided in uncovering blind spots	4 3	19. Led to greater work-life balance 32. Led to an improvement in people's emotional intelligence	-3 -5	na	na
13	34	Male	Yes	1	No	7. Improved confidence 37. Increased hope and well-being	I cannot recall the exact statements. I don't have an option to look over the statements again I cannot recall the exact statements. I don't have an option to look over the statements again	43. Aided the understanding of the politics within the organisation 49. Not really had any impact at the organisation	I cannot recall the exact statements. I don't have an option to look over the statements again I cannot recall the exact statements. I don't have an option to look over the statements again	N/A	n/a
16	45	Male	Yes	3	Yes	46. Given the organisation an edge on its competitors 48. Helped people to provide greater value to customers	Improved client communication better understanding	36. Led to an improvement in stress management and reduced anxiety levels 49. Not really had any impact at the organisation	impact on organisation not sure	non	no
57	46	Male	Yes	1.5	No	3. Led to an improvement of trust within the organisation 15. Resulted in a more relaxed and civilised culture within the organisation	Personal Experience Personal Experience	8. Improved conflict management skills 23. Increased people's networking ability	My own observation n/a	N/A	n/a
72	57	Male	Yes	1	No	17. Led to an improvement in positive attitudes and morale within the organisation 29. Aided career and talent development	Own experience Own experience	1. Led to an improvement of leadership skills 8. Improved conflict management skills	Limited actual experience Own or Limited experience	Not actual experience	no

Table 26 - Factor 7 interpretation crib sheet

Factor 7 - interpretation crib sheet
Items ranked at + 5
46 Given the organisation an edge on its competitors +5
48 Helped people to provide greater value to customers +5
Items ranked higher in factor 7 array than in other factor arrays
03 Led to an improvement of trust within the organisation +3
04 Improved relationships within the organisation +3
14 Increased dedication and commitment amongst employees +1
17 Led to an improvement in positive attitudes and morale within the organisation +4
29 Aided career and talent development +4
38 Increased effectiveness of people +2
42 Helped new appointments make sense of the culture of the organisation +1
50 Led to an increase in revenues +1
Items ranked lower in factor 7 array than in other factor arrays
08 Improved conflict management skills -4
19 Led to greater work-life balance -4
20 Led to an improvement in time management skills -4
21 Helped people to reflect and act in a more purposeful way -2
34 Improved growth and development in people's personal life -1
44 Functioned as a sounding board in order to crystallise thinking and decision making -1
51 Helped people uncover their personal values in life -3
Items ranked at –5
01 Led to an improvement of leadership skills -5
49 Not really had any impact at the organisation -5
Additional items
05 Improved openness to new thinking and fresh ideas +3
18 Increased self-awareness -2
47 Built the brand of the organisation +4

Factor 7 Interpretation: With a positive morale and a more relaxed culture, the organisation now has an edge on its competitors, although leadership skills have remained unaffected

Factor 7 has an eigenvalue of 3.48 and explains 4% of the study variance. Five participants are significantly associated with this factor of which all are male. In total they have an average age of 41.6 years. Their average years of experience with Old Mutual Wealth are 1.9 years. All five participants reported that they have received coaching and two participants reported also having provided coaching to others during their affiliation with Old Mutual Wealth.

People's leadership skills have definitely not been impacted by the coaching interventions undertaken (01: -5), but there are numerous other significant impacts which coaching has had (49: -5). Although people's time management skills (20: -4), conflict management skills (08: -4) and overall work-life balance (19: -4) have definitely not improved, people's dedication and commitment (14: +1) and overall effectiveness (38: +2) have shown noteworthy improvements. These improvements have however not translated into any improvement in people's ability to reflect and act in a more purposeful way (21: -2).

New appointees are now much better positioned to make sense of the organisation's culture (42: +1). Levels of trust within the organisation have definitely been positively impacted (03: +3) which has also resulted in better relationships within the workplace (04: +3). Overall morale of the organisation has definitely become positive (17:+4) and career and talent development initiatives have been aided by the coaching interventions undertaken (29: +4). Openness to new thinking and fresh ideas has also definitely improved (05: +3).

Coaching has definitely not helped people in uncovering their personal values in life (51: -3) and people have also not experienced any significant growth or development in their personal lives (34: -1). Levels of self-awareness have remained unaffected (18: -2).

People have also not experienced coaching as a sounding board function in order to aid them in crystallising their thinking and decision taking (44: -1). There is however an opinion that coaching has led to an increase in revenues (50: +1), which is mainly due to being able to provide greater value to customers (48: +5). It has helped the organisation to build its brand (47: +4) which has further resulted in the organisation obtaining an edge on its competitors (46: +5).

Participant 16 attributes these improvements to "improved client communication" and a "better understanding".

4.2.9. Factor 8: Coaching has mainly functioned as a sounding board to crystalize thinking and decision taking without impacting levels of empathy.

Table 27 - Factor 8 factor array score sheet

No.	Statement	Z-SCORES	
	Factor Score - Factor 8		
5	Improved openness to new thinking and fresh ideas	2.399	+5
44	Functioned as a sounding board in order to crystallise thinking and decision making	2.180	+5
21	Helped people to reflect and act in a more purposeful way	1.673	+4
12	Aided creation of vision and sharing it with others	1.419	+4
18	Increased self-awareness	1.193	+4
35	Reinforced training and skills development interventions	1.184	+3
6	Led to a greater sense of empowerment amongst employees within the organisation	1.158	+3
40	Aided in uncovering blind spots	1.114	+3
7	Improved confidence	1.072	+3
41	Been a confidential support function	0.971	+2
38	Increased effectiveness of people	0.890	+2
2	Improved quality of communication	0.874	+2
20	Led to an improvement in time management skills	0.873	+2
48	Helped people to provide greater value to customers	0.658	+2
45	Helped to harness the full potential and talents of people	0.632	+1
33	Promoted a learning culture within the organisation	0.525	+1
23	Increased people's networking ability	0.494	+1
22	Led to an improvement in goal attainment	0.489	+1
32	Led to an improvement in people's emotional intelligence	0.483	+1
30	Helped people in dealing with the uncertainty and challenges inherent in organisational change	0.105	+1
28	Led to improved job satisfaction	0.095	+1
14	Increased dedication and commitment amongst employees	0.057	0
26	Led to an improvement in performance	0.010	0
10	Sometimes resulted in delayed progress and slower decision taking	-0.013	0
39	Aided in skills transfer during the process of succession planning	-0.047	0
46	Given the organisation an edge on its competitors	-0.063	0
29	Aided career and talent development	-0.066	0
17	Led to an improvement in positive attitudes and morale within the organisation	-0.149	0
27	Increased productivity	-0.172	0
36	Led to an improvement in stress management and reduced anxiety levels	-0.269	0
42	Helped new appointments make sense of the culture of the organisation	-0.327	-1
34	Improved growth and development in people's personal life	-0.390	-1
4	Improved relationships within the organisation	-0.395	-1
50	Led to an increase in revenues	-0.401	-1
24	Led to an improvement in customer service	-0.408	-1
37	Increased hope and well-being	-0.434	-1
8	Improved conflict management skills	-0.763	-1
15	Resulted in a more relaxed and civilised culture within the organisation	-0.792	-2
47	Built the brand of the organisation	-0.810	-2
25	Led to an improvement in staff retention	-0.866	-2
13	Led to a greater appreciation of diversity within the organization	-0.899	-2
51	Helped people uncover their personal values in life	-0.974	-2
3	Led to an improvement of trust within the organisation	-0.994	-3
19	Led to greater work-life balance	-1.036	-3
1	Led to an improvement of leadership skills	-1.140	-3
16	Led to an improvement and promotion of teamwork	-1.225	-3
31	Led to an improvement in management of teams	-1.255	-4
11	Been too overwhelming for people	-1.479	-4
43	Aided the understanding of the politics within the organisation	-1.671	-4
9	Led to greater empathy within the organisation	-1.689	-5
49	Not really had any impact at the organisation	-1.818	-5

Table 28 - Factor 8 significant loading sorts

						FACTOR 8					
Sort no	Age	Gender	Have you received coaching as part of your affiliation with Old Mutual Wealth?	Number of years experience at Old Mutual Wealth.	Have you provided coaching to others during your affiliation?	Most agree statements	Participant's comments on most agree statements	Least agree statements	Participant's comments on most/least statements	Feedback on statements which you where unsure about and why?	Anything else worth mentioning regarding this research?
12	43	Male	Yes	16	No	**39. Aided in skills transfer during the process of succession planning** **40. Aided in uncovering blind spots**	Template & process going forward Building a successful process	**8. Improved conflict management skills** **49. Not really had any impact at the organisation**	Work in progress n/a	Well covered.	n/a
26	54	Male	Yes	3	No	**29. Aided career and talent development** **35. Reinforced training and skills development interventions**	I have seen the importance of upskilling in certain areas where I feel I am weak. People with recognisable talent can be assisted with skills in areas they are weak to improve their overall ability.	**9. Led to greater empathy within the organisation** **11. Been too overwhelming for people**	I don't believe that the coaching can be overwhelming as you are able to focus on those areas where you have concerns. I don't believe empathy with the orgnisation comes into question	Greater appreciation of divrsity is a statement I don't really understand? Is it people diversity, skills diversity?	Empathy with the organisation, I am seeing this as empathy with the fincal challges faced in building our offering and brand?
44	55	Female	Yes	6	No	**5. Improved openness to new thinking and fresh ideas** **20. Led to an improvement in time management skills**	Assist me to look at my ractice and how I work with vision and perspective Managing my time has always been seemingly too difficult. I now have some structure and I am improving which creates some relief in my daily life	**42. Helped new appointments make sense of the culture of the organisation** **51. Helped people uncover their personal values in life**	This has never been discussed and I always feel that being in a small branch office, the organisation does not confide in us as to what is happening and why. I generally have the view that "I just work here and should keep my head down" This has not been my experience and the coaching has been more about practice management	As I can't go back from here and re-look at the various statements and as I was not expecting this questions I am not able to answer this section	I would have liked to have more time in coaching sessions. They have been very spread out and sometimes 2 or 3 months ga between sessions which has reduced their effectiveness substantially. It would have been far more valuable if I had had weekly or bi monthly coaching over a shorter period of time.
45	43	Male	Yes	3	Yes	**12. Aided creation of vision and sharing it with others** **44. Functioned as a sounding board in order to crystallise thinking and decision making**	Coaches enable my thought process by providing an unbiased opinion Coaches give the opportunity to verbalise your vision and opportunity to share your goals thus making it real	**11. Been too overwhelming for people** **24. Led to an improvement in customer service**	Currently no evidence of this can be noticed within Wealth I cannot see any evidence of people being overwhelmed just the opposite as the way in which the coaching is done enable people not be overwhelmed	none	none
50	42	Male	Yes	10	No	**5. Improved openness to new thinking and fresh ideas** **7. Improved confidence**	Open brainstorming I'm not sure	**19. Led to greater work-life balance** **49. Not really had any impact at the organisation**	I have no idea what the impact to the organisation is. I'm not sure	I'm uncertain as to how to interpret these statements in context of my own practice as opposed to the business as a whole.	No other than I do find tremendous personal value in the coaching.
61	48	Male	No	4	Yes	**5. Improved openness to new thinking and fresh ideas** **21. Helped people to reflect and act in a more purposeful way**	Meaningful conversations with clients Sense of purpose	**15. Resulted in a more relaxed and civilised culture within the organisation** **49. Not really had any impact at the organisation**	Opened up new possibilities No teamwork	none	Coaching opened up possibilities for our planners who embraced the experience

Table 29 - Factor 8 interpretation crib sheet

Factor 8 - interpretation crib sheet
Items ranked at + 5
05   Improved openness to new thinking and fresh ideas +5
44   Functioned as a sounding board in order to crystallise thinking and decision making +5
Items ranked higher in factor 8 array than in other factor arrays
06   Led to a greater sense of empowerment amongst employees within the organisation +3
21   Helped people to reflect and act in a more purposeful way +4
38   Increased effectiveness of people +2
40   Aided in uncovering blind spots +3
45   Helped to harness the full potential and talents of people +1
Items ranked lower in factor 8 array than in other factor arrays
03   Led to an improvement of trust within the organisation -3
13   Led to a greater appreciation of diversity within the organization -2
34   Improved growth and development in people's personal life -1
43   Aided the understanding of the politics within the organisation -4
Items ranked at –5
09   Led to greater empathy within the organisation -5
49   Not really had any impact at the organisation -5
Additional items
07   Improved confidence +3
11   Been too overwhelming for people -4
12   Aided creation of vision and sharing it with others +4
16   Led to an improvement and promotion of teamwork -3
18   Increased self-awareness +4
27   Increased productivity 0
31   Led to an improvement in management of teams -4
51   Helped people uncover their personal values in life -2

Factor 8 Interpretation: Coaching has mainly functioned as a sounding board to crystalize thinking and decision taking without impacting levels of empathy

Factor 8 has an eigenvalue of 6.09 and explains 7% of the study variance. Six participants are significantly associated with this factor of which five are male and one is female. In total they have an average age of 47.5 years. Their average years of experience with Old Mutual Wealth are 7 years. Five of the six participants reported that they have received coaching and two participants reported also having provided coaching to others during their affiliation with Old Mutual Wealth.

Coaching has definitely had numerous impacts at the organisation (49: -5), although greater empathy within the organisation is definitely not one of them (09: -5). People have really been helped to uncover certain of their blind spots (40: +3) which has also aided in harnessing their full potential (45: +1).

There has been no improvement in levels of trust within the organisation (03: -3) and therefore people's appreciation for diversity also seems to be unaffected (13: -2). Coaching has definitely not been able to assist people in better understanding the politics within the organisation (43: -3), neither has it improved teamwork (16: -3) or the management of teams (31: -4).

Although people have coped well with the coaching interventions and have not found them too overwhelming (11: -4), coaching has not been able to ensure growth and development in people's personal lives (34: -1) neither has it helped people uncover their own personal values (51: -2). In response to statement 51, participant 44 says that "coaching has been more about practice management". There has however been a definite increase in people's level of self-awareness (18: +4).

With improved confidence (07: +3), more established vision and the ability to share it with others (12: +4), people are operating much more effectively since the coaching interventions (38: +2). In conjunction with a heightened sense of empowerment amongst employees of the organisation (06: +3), people are now able to reflect and act in a much more purposeful way (21: +4) of which the impact on productivity is still unknown (27: 0). Participant 61 attributes these positive impacts having a "sense of purpose".

With a significantly greater openness to new thinking and fresh ideas (05: +5), which participant 50 calls "open brainstorming", people have found coaching to be most useful in functioning as a sounding board to assist them in crystalizing their thinking and decision making (44: +5). Participant 44 has made the following observation: Coaching has "assist[ed] me to look at my practice and how I work with vision and perspective". Participant 45 seems to echo this sentiment when saying that: "Coaches enable my thought process by providing an unbiased opinion. Coaches give the opportunity to verbalise your vision and opportunity to share your goals thus making it real". Participant 61 further ads by saying that "coaching opened up possibilities for our planners who embraced the experience."

4.2.10. Conclusion

The eight extracted factors shown and interpreted above are indicative of eight very different opinions regarding the impact which coaching has had at the organisation. Their specific opinions will be analysed and discussed in more detail in section 5.1.

4.3   Individual P set group Q sort findings

In an attempt to provide additional value to the organisation with whom this research was conducted, the researcher has tried to determine if there are any similarities or significant differences between the opinions recorded by the three distinctive groups identified in the P set namely the:

- 2015 financial advisor intake
- 2016 financial advisor intake
- coaches and internal staff

In order to make such comparison at all possible, the researcher had to obtain a way of summarising each individual group's collection of Q sorts into one factor of opinion which would account for the largest portion of that individual group.

> It is usual in factor analysis that the first factor extracted will account for the largest amount of study variance with successive factors steadily decreasing in size. The same would happen if I asked you to explain what you have in common with your friends. You would identify the biggest and most important factor first, i.e. the most meaningful reason, then the next biggest, then the next biggest, and so on until you had nothing left in common and/or you could only think of differences. (Watts & Stenner, 2012, p. 100)

In line with this reasoning it was decided, in a similar fashion to what was done in section 4.2, to run each individual group's collection of Q sorts (refer to Table 3 in section 4.2) through the PQMethod computer package individually and only extract one factor for each collection of Q sorts. This process had to be run three times in order to generate the following three factors:

- "2015 Intake" – generated only from Q sorts completed by the 2015 financial advisor intake
- "2016 Intake" – generated only from Q sorts completed by the 2016 financial advisor intake
- "Coaches" – generated only from the Q sorts completed by the coaches and internal support staff at Old Mutual Wealth.

In the section that follows, the details regarding these factors will be discussed in more detail and an interpretation of each factor will be attempted.

4.3.1. Factor "2015 Intake": People exhibit a much greater openness to new thinking and fresh ideas which has coincided with greater levels of confidence.

Table 30 – Factor "2015 Intake" rotated factor matrix

No	QSORT	FACTOR "2015 Intake"
1	Sort1	0.7658X
2	Sort5	0.6078X
3	Sort6	0.5568X
4	Sort7	0.6385X
5	Sort11	0.6763X
6	Sort12	0.4410X
7	Sort19	0.6018X
8	Sort20	0.1334
9	Sort21	0.5891X
10	Sort22	0.6795X
11	Sort24	0.5257X
12	Sort25	0.4004X
13	Sort26	0.6492X
14	Sort29	0.4642X
15	Sort32	0.7673X
16	Sort36	0.7233X
17	Sort41	0.5926X
18	Sort43	0.3083
19	Sort44	0.5067X
20	Sort45	0.5768X
21	Sort46	0.2988
22	Sort47	0.0146
23	Sort48	-0.1245
24	Sort49	0.5981X
25	Sort50	0.5169X
26	Sort53	0.3263
27	Sort54	0.3833X
28	Sort56	0.2277
29	Sort57	0.2495
30	Sort59	0.6048X
31	Sort62	0.3651X
32	Sort63	0.3446
33	Sort65	0.5182X
34	Sort68	0.1694
35	Sort69	0.2933
36	Sort70	-0.0222
37	Sort72	0.2954
38	Sort73	0.2723
39	Sort74	0.7403X
40	Sort77	0.2798
41	Sort79	0.4558X
42	Sort81	0.3088
43	Sort82	0.4969X
44	Sort83	0.5287X
45	Sort85	0.6617X
46	Sort86	0.5460X
	% expl.Var.	24
	Eigenvalue	11.04

X indicating a defining sort

Table 31 - Factor "2015 Intake" factor array score sheet

No.	Statement	Z-SCORES	
	Factor Score - Factor "2015 Intake"		
5	Improved openness to new thinking and fresh ideas	2.196	+5
7	Improved confidence	1.996	+5
48	Helped people to provide greater value to customers	1.447	+4
2	Improved quality of communication	1.407	+4
21	Helped people to reflect and act in a more purposeful way	1.393	+4
18	Increased self-awareness	1.305	+3
22	Led to an improvement in goal attainment	1.139	+3
38	Increased effectiveness of people	1.125	+3
12	Aided creation of vision and sharing it with others	1.054	+3
24	Led to an improvement in customer service	0.942	+2
44	Functioned as a sounding board in order to crystallise thinking and decision making	0.912	+2
28	Led to improved job satisfaction	0.848	+2
46	Given the organisation an edge on its competitors	0.803	+2
35	Reinforced training and skills development interventions	0.731	+2
40	Aided in uncovering blind spots	0.646	+1
29	Aided career and talent development	0.567	+1
26	Led to an improvement in performance	0.560	+1
45	Helped to harness the full potential and talents of people	0.374	+1
41	Been a confidential support function	0.371	+1
33	Promoted a learning culture within the organisation	0.330	+1
32	Led to an improvement in people's emotional intelligence	0.229	+1
47	Built the brand of the organisation	0.165	0
27	Increased productivity	0.143	0
20	Led to an improvement in time management skills	0.109	0
6	Led to a greater sense of empowerment amongst employees within the organisation	0.054	0
17	Led to an improvement in positive attitudes and morale within the organisation	-0.045	0
14	Increased dedication and commitment amongst employees	-0.058	0
34	Improved growth and development in people's personal life	-0.085	0
16	Led to an improvement and promotion of teamwork	-0.151	0
51	Helped people uncover their personal values in life	-0.247	0
4	Improved relationships within the organisation	-0.251	-1
30	Helped people in dealing with the uncertainty and challenges inherent in organisational change	-0.300	-1
1	Led to an improvement of leadership skills	-0.396	-1
3	Led to an improvement of trust within the organisation	-0.423	-1
39	Aided in skills transfer during the process of succession planning	-0.460	-1
50	Led to an increase in revenues	-0.492	-1
37	Increased hope and well-being	-0.564	-1
15	Resulted in a more relaxed and civilised culture within the organisation	-0.729	-2
23	Increased people's networking ability	-0.814	-2
13	Led to a greater appreciation of diversity within the organization	-0.935	-2
42	Helped new appointments make sense of the culture of the organisation	-1.027	-2
19	Led to greater work-life balance	-1.113	-2
10	Sometimes resulted in delayed progress and slower decision taking	-1.123	-3
36	Led to an improvement in stress management and reduced anxiety levels	-1.151	-3
8	Improved conflict management skills	-1.206	-3
9	Led to greater empathy within the organisation	-1.218	-3
25	Led to an improvement in staff retention	-1.295	-4
31	Led to an improvement in management of teams	-1.424	-4
43	Aided the understanding of the politics within the organisation	-1.465	-4
11	Been too overwhelming for people	-1.787	-5
49	Not really had any impact at the organisation	-2.087	-5

Table 32 - Factor "2015 Intake" interpretation crib sheet

Factor "2015 Intake" - interpretation crib sheet
Items ranked at + 5
05   Improved openness to new thinking and fresh ideas +5
07   Improved confidence +5
Items ranked higher in factor "2015 Intake" array than in other factor arrays
02   Improved quality of communication +4
12   Aided creation of vision and sharing it with others +3
14   Increased dedication and commitment amongst employees 0
15   Resulted in a more relaxed and civilised culture within the organisation -2
16   Led to an improvement and promotion of teamwork 0
19   Led to greater work-life balance -2
20   Led to an improvement in time management skills 0
21   Helped people to reflect and act in a more purposeful way +4
25   Led to an improvement in staff retention -4
28   Led to improved job satisfaction +2
33   Promoted a learning culture within the organisation +1
35   Reinforced training and skills development interventions +2
36   Led to an improvement in stress management and reduced anxiety levels -3
38   Increased effectiveness of people +3
41   Been a confidential support function +1
42   Helped new appointments make sense of the culture of the organisation -2
43   Aided the understanding of the politics within the organisation -4
44   Functioned as a sounding board in order to crystallise thinking and decision making +2
45   Helped to harness the full potential and talents of people +1
50   Led to an increase in revenues -1
Items ranked lower in factor "2015 Intake" array than in other factor arrays
01   Led to an improvement of leadership skills -1
03   Led to an improvement of trust within the organisation -1
04   Improved relationships within the organisation -1
06   Led to a greater sense of empowerment amongst employees within the organisation 0
08   Improved conflict management skills -3
09   Led to greater empathy within the organisation -3
10   Sometimes resulted in delayed progress and slower decision taking -3
13   Led to a greater appreciation of diversity within the organization -2
29   Aided career and talent development +1
31   Led to an improvement in management of teams -4
34   Improved growth and development in people's personal life 0
37   Increased hope and well-being -1
46   Given the organisation an edge on its competitors +2
51   Helped people uncover their personal values in life 0
Items ranked at –5
11   Been too overwhelming for people -5
49   Not really had any impact at the organisation -5
Additional items
48   Helped people to provide greater value to customers +4

Factor "2015 Intake" Interpretation: People exhibit a much greater openness to new thinking and fresh ideas which has coincided with greater levels of confidence

Factor "2015 Intake" has an eigenvalue of 11.04 and explains 24% of the study variance associated with the 46 responses received from the 2015 financial advisor intake P set group (refer to Table 3 in section 4.2). 30 participants are significantly associated with this factor of which 27 are male and three are female. In total they have an average age of 47.7 years. Their average years of experience with Old Mutual Wealth are 7.13 years. 29 of the 30 participants reported that they have received coaching and 12 participants reported also having provided coaching to others during their affiliation with Old Mutual Wealth.

Factor "2015 Intake" is of the opinion that coaching has definitely not been too overwhelming for people (11: -5) and has not resulted in delaying progress and decision taking (10: -3). Although it has had numerous impacts at the organisation (49: -5), it has definitely not yet aided in improving the management of teams (31: -4) and thus the effect on teamwork is also still relatively unknown (16: 0).

People are not really acting with greater empathy (09: -3) and conflict management skills have been unaffected (08: -3). Appreciation for diversity has also not improved (13:-2), neither has coaching been able to assist people's understanding of organisational politics (43: -4). Staff retention has not been positively impacted (25: -4) although people's level of job satisfaction has improved (28: +2).

Coaching has reinforced training and skills development interventions (35: +2) and has helped people to reflect and act in a much more purposeful way (21: +4), which in combination with significantly increased effectivity (38: +3) has resulted in significantly greater value delivery to customers (48: +4).

Since the coaching interventions undertaken people are feeling very confident (07: +5) and have experienced a definite improvement in the quality of communication (02: +4). By functioning as a sounding board (44: +2) coaching has aided the creation and sharing of vision (12: +3). These impacts have further been supported by a much greater openness to new thinking and fresh ideas. (05: +5).

4.3.2. Factor "2016 Intake": People are now able to provide greater value to customers.

Table 33 - Factor "2016 Intake" rotated factor matrix

No	QSORT	FACTOR "2016 Intake"
1	Sort2	0.2700
2	Sort3	0.4269X
3	Sort4	0.5001X
4	Sort8	0.3302
5	Sort9	0.2663
6	Sort13	0.6201X
7	Sort14	0.6572X
8	Sort28	0.3194
9	Sort34	0.1297
10	Sort35	0.4165X
11	Sort37	0.4463X
12	Sort38	0.3149
13	Sort39	0.4002X
14	Sort42	0.4984X
15	Sort51	0.5815X
16	Sort52	0.7936X
17	Sort55	0.5423X
18	Sort58	0.6334X
19	Sort64	0.7007X
20	Sort66	0.0788
21	Sort67	0.5303X
22	Sort71	0.4043X
23	Sort75	0.4398X
24	Sort76	0.1599
25	Sort78	0.6955X
26	Sort80	0.4609X
27	Sort84	0.6023X
	% expl.Var.	24
	Eigenvalue	6.48

X indicating a defining sort

Table 34 - Factor "2016 Intake" factor array score sheet

No.	Statement	Z-SCORES	
	Factor Score - Factor "2016 Intake"		
48	Helped people to provide greater value to customers	2.083	+5
22	Led to an improvement in goal attainment	1.871	+5
7	Improved confidence	1.800	+4
2	Improved quality of communication	1.452	+4
24	Led to an improvement in customer service	1.363	+4
46	Given the organisation an edge on its competitors	1.187	+3
47	Built the brand of the organisation	1.112	+3
5	Improved openness to new thinking and fresh ideas	0.950	+3
12	Aided creation of vision and sharing it with others	0.918	+3
27	Increased productivity	0.812	+2
21	Helped people to reflect and act in a more purposeful way	0.792	+2
26	Led to an improvement in performance	0.657	+2
29	Aided career and talent development	0.655	+2
44	Functioned as a sounding board in order to crystallise thinking and decision making	0.518	+2
18	Increased self-awareness	0.501	+1
39	Aided in skills transfer during the process of succession planning	0.498	+1
38	Increased effectiveness of people	0.488	+1
35	Reinforced training and skills development interventions	0.373	+1
4	Improved relationships within the organisation	0.365	+1
6	Led to a greater sense of empowerment amongst employees within the organisation	0.186	+1
17	Led to an improvement in positive attitudes and morale within the organisation	0.167	+1
3	Led to an improvement of trust within the organisation	0.167	0
28	Led to improved job satisfaction	0.159	0
41	Been a confidential support function	0.156	0
40	Aided in uncovering blind spots	0.126	0
13	Led to a greater appreciation of diversity within the organization	0.056	0
45	Helped to harness the full potential and talents of people	0.040	0
51	Helped people uncover their personal values in life	0.002	0
34	Improved growth and development in people's personal life	-0.015	0
32	Led to an improvement in people's emotional intelligence	-0.042	0
33	Promoted a learning culture within the organisation	-0.104	-1
37	Increased hope and well-being	-0.114	-1
1	Led to an improvement of leadership skills	-0.181	-1
16	Led to an improvement and promotion of teamwork	-0.203	-1
8	Improved conflict management skills	-0.361	-1
23	Increased people's networking ability	-0.378	-1
50	Led to an increase in revenues	-0.500	-1
20	Led to an improvement in time management skills	-0.585	-2
14	Increased dedication and commitment amongst employees	-0.673	-2
15	Resulted in a more relaxed and civilised culture within the organisation	-0.758	-2
9	Led to greater empathy within the organisation	-0.825	-2
10	Sometimes resulted in delayed progress and slower decision taking	-0.875	-2
19	Led to greater work-life balance	-0.893	-3
30	Helped people in dealing with the uncertainty and challenges inherent in organisational change	-0.930	-3
42	Helped new appointments make sense of the culture of the organisation	-0.995	-3
31	Led to an improvement in management of teams	-1.384	-3
36	Led to an improvement in stress management and reduced anxiety levels	-1.495	-4
25	Led to an improvement in staff retention	-1.753	-4
43	Aided the understanding of the politics within the organisation	-2.025	-4
11	Been too overwhelming for people	-2.030	-5
49	Not really had any impact at the organisation	-2.333	-5

Table 35 - Factor "2016 Intake" interpretation crib sheet

Factor "2016 Intake" - interpretation crib sheet
Items ranked at + 5
22   Led to an improvement in goal attainment +5
48   Helped people to provide greater value to customers +5
Items ranked higher in factor "2016 Intake" array than in other factor arrays
02   Improved quality of communication +4
03   Led to an improvement of trust within the organisation 0
06   Led to a greater sense of empowerment amongst employees within the organisation +1
08   Improved conflict management skills -1
10   Sometimes resulted in delayed progress and slower decision taking -2
12   Aided creation of vision and sharing it with others +3
15   Resulted in a more relaxed and civilised culture within the organisation -2
17   Led to an improvement in positive attitudes and morale within the organisation +1
23   Increased people's networking ability -1
24   Led to an improvement in customer service +4
25   Led to an improvement in staff retention -4
26   Led to an improvement in performance +2
27   Increased productivity +2
29   Aided career and talent development +2
39   Aided in skills transfer during the process of succession planning +1
43   Aided the understanding of the politics within the organisation -4
44   Functioned as a sounding board in order to crystallise thinking and decision making +2
46   Given the organisation an edge on its competitors +3
47   Built the brand of the organisation +3
50   Led to an increase in revenues -1
Items ranked lower in factor "2016 Intake" array than in other factor arrays
01   Led to an improvement of leadership skills -1
05   Improved openness to new thinking and fresh ideas +3
14   Increased dedication and commitment amongst employees -2
16   Led to an improvement and promotion of teamwork -1
18   Increased self-awareness +1
19   Led to greater work-life balance -3
20   Led to an improvement in time management skills -2
21   Helped people to reflect and act in a more purposeful way +2
28   Led to improved job satisfaction 0
30   Helped people in dealing with the uncertainty and challenges inherent in organisational change -3
32   Led to an improvement in people's emotional intelligence 0
33   Promoted a learning culture within the organisation -1
34   Improved growth and development in people's personal life 0
35   Reinforced training and skills development interventions +1
36   Led to an improvement in stress management and reduced anxiety levels -4
37   Increased hope and well-being -1
38   Increased effectiveness of people +1
40   Aided in uncovering blind spots 0
41   Been a confidential support function 0
45   Helped to harness the full potential and talents of people 0
51   Helped people uncover their personal values in life 0
Items ranked at −5
11   Been too overwhelming for people -5
49   Not really had any impact at the organisation -5
Additional items
07   Improved confidence +4

Factor "2016 Intake" Interpretation: People are now able to provide greater value to customers

Factor "2016 Intake" has an eigenvalue of 6.48 and explains 24% of the study variance associated with the 27 responses received from the 2016 financial advisor intake P set group (refer to Table 3 in section 4.2). 19 participants are significantly associated with this factor of which 15 are male and four are female. In total they have an average age of 39.58 years. Their average years of experience with Old Mutual Wealth are 3.37 years. 18 of the 19 participants reported that they have received coaching and 10 participants reported also having provided coaching to others during their affiliation with Old Mutual Wealth.

Factor "2016 Intake" is also of the opinion that coaching has definitely not been too overwhelming for people (11: -5). Although it has had numerous impacts at the organisation (49: -5), it has definitely not yet led to an improvement in people's ability to manage stress or led to a reduction in levels of anxiety (36: -4).

The way in which people deal with the uncertainty and challenges inherent in organisational change has been relatively unaffected by the coaching interventions undertaken (30: -3), as has people's time management skills (20: -2). People also do not seem to portray greater commitment or dedication since the coaching interventions undertaken (14: -2).

It is still unknown if coaching has aided people in uncovering their own personal values in life (51: 0) and people are not showing any increase in their sense of hope and well-being (37: -1). With no significant improvement in work-life balance (19: -3) staff retention has also not really increased (25: -4).

Coaching has aided the creation of vision and the sharing of it with others (12: +3). By aiding career and talent development (29: +2), the organisation has seen an improvement in performance (26: +2) and productivity (27: +2) coupled with a greater sense of empowerment amongst employees of the organisation (06: +1). Coaching has resulted in a definite improvement in the quality of communication (02: +4) which, in combination with greater confidence (07: +4) and a significant improvement in in customer service (24: +4), has helped the organisation to build its brand (47: +3) and resulted in giving it an edge on its competitors (46: +3).

People are of the opinion that the most significant impact of coaching has however been its positive impact on goal attainment (22: +5) and the way in which it has assisted people to provide greater value to customers (48: +5).

4.3.3. Factor "Coaches": People are now more self-aware and emotionally intelligent.

Table 36 - Factor "Coaches" rotated factor matrix

No	QSORT	FACTOR "Coaches"
1	Sort10	0.7225X
2	Sort15	0.6375X
3	Sort16	0.5361X
4	Sort17	0.6375X
5	Sort18	0.6160X
6	Sort23	0.7009X
7	Sort27	0.6627X
8	Sort30	0.3488
9	Sort31	0.6668X
10	Sort33	0.7119X
11	Sort40	0.4914X
12	Sort60	0.4133X
13	Sort61	0.4442X
14	Sort87	0.5942X
	% expl.Var.	35
	Eigenvalue	4.90

X indicating a defining sort

Table 37 - Factor "Coaches" factor array score sheet

No.	Statement	Z-SCORES	
	Factor Score - Factor "Coaches"		
18	Increased self-awareness	2.009	+5
32	Led to an improvement in people's emotional intelligence	1.915	+5
21	Helped people to reflect and act in a more purposeful way	1.685	+4
2	Improved quality of communication	1.429	+4
5	Improved openness to new thinking and fresh ideas	1.390	+4
34	Improved growth and development in people's personal life	1.192	+3
46	Given the organisation an edge on its competitors	1.013	+3
7	Improved confidence	0.874	+3
48	Helped people to provide greater value to customers	0.779	+3
4	Improved relationships within the organisation	0.740	+2
40	Aided in uncovering blind spots	0.732	+2
44	Functioned as a sounding board in order to crystallise thinking and decision making	0.700	+2
35	Reinforced training and skills development interventions	0.657	+2
51	Helped people uncover their personal values in life	0.615	+2
38	Increased effectiveness of people	0.548	+1
45	Helped to harness the full potential and talents of people	0.493	+1
29	Aided career and talent development	0.430	+1
13	Led to a greater appreciation of diversity within the organization	0.426	+1
37	Increased hope and well-being	0.357	+1
33	Promoted a learning culture within the organisation	0.344	+1
41	Been a confidential support function	0.318	+1
1	Led to an improvement of leadership skills	0.305	0
28	Led to improved job satisfaction	0.288	0
24	Led to an improvement in customer service	0.223	0
3	Led to an improvement of trust within the organisation	0.208	0
6	Led to a greater sense of empowerment amongst employees within the organisation	0.191	0
9	Led to greater empathy within the organisation	0.143	0
30	Helped people in dealing with the uncertainty and challenges inherent in organisational change	0.070	0
22	Led to an improvement in goal attainment	0.022	0
16	Led to an improvement and promotion of teamwork	-0.063	0
17	Led to an improvement in positive attitudes and morale within the organisation	-0.072	-1
8	Improved conflict management skills	-0.096	-1
47	Built the brand of the organisation	-0.119	-1
12	Aided creation of vision and sharing it with others	-0.194	-1
26	Led to an improvement in performance	-0.359	-1
14	Increased dedication and commitment amongst employees	-0.401	-1
31	Led to an improvement in management of teams	-0.594	-1
10	Sometimes resulted in delayed progress and slower decision taking	-0.717	-2
15	Resulted in a more relaxed and civilised culture within the organisation	-0.780	-2
39	Aided in skills transfer during the process of succession planning	-0.784	-2
27	Increased productivity	-0.836	-2
20	Led to an improvement in time management skills	-0.995	-2
19	Led to greater work-life balance	-1.019	-3
11	Been too overwhelming for people	-1.190	-3
36	Led to an improvement in stress management and reduced anxiety levels	-1.207	-3
23	Increased people's networking ability	-1.426	-3
42	Helped new appointments make sense of the culture of the organisation	-1.463	-4
25	Led to an improvement in staff retention	-1.486	-4
50	Led to an increase in revenues	-1.968	-4
43	Aided the understanding of the politics within the organisation	-2.039	-5
49	Not really had any impact at the organisation	-2.287	-5

Table 38 - Factor "Coaches" interpretation crib sheet

Factor Coaches - interpretation crib sheet
Items ranked at + 5
18   Increased self-awareness +5
32   Led to an improvement in people's emotional intelligence +5
Items ranked higher in factor Coaches array than in other factor arrays
01   Led to an improvement of leadership skills 0
02   Improved quality of communication +4
03   Led to an improvement of trust within the organisation 0
04   Improved relationships within the organisation +2
08   Improved conflict management skills -1
09   Led to greater empathy within the organisation 0
10   Sometimes resulted in delayed progress and slower decision taking -2
11   Been too overwhelming for people -3
13   Led to a greater appreciation of diversity within the organization +1
15   Resulted in a more relaxed and civilised culture within the organisation -2
16   Led to an improvement and promotion of teamwork 0
21   Helped people to reflect and act in a more purposeful way +4
25   Led to an improvement in staff retention -4
30   Helped people in dealing with the uncertainty and challenges inherent in organisational change 0
31   Led to an improvement in management of teams -1
33   Promoted a learning culture within the organisation +1
34   Improved growth and development in people's personal life +3
35   Reinforced training and skills development interventions +2
36   Led to an improvement in stress management and reduced anxiety levels -3
37   Increased hope and well-being +1
40   Aided in uncovering blind spots +2
41   Been a confidential support function +1
44   Functioned as a sounding board in order to crystallise thinking and decision making +2
45   Helped to harness the full potential and talents of people +1
46   Given the organisation an edge on its competitors +3
51   Helped people uncover their personal values in life +2
Items ranked lower in factor Coaches array than in other factor arrays
06   Led to a greater sense of empowerment amongst employees within the organisation 0
07   Improved confidence +3
12   Aided creation of vision and sharing it with others -1
17   Led to an improvement in positive attitudes and morale within the organisation -1
19   Led to greater work-life balance -3
20   Led to an improvement in time management skills -2
22   Led to an improvement in goal attainment 0
23   Increased people's networking ability -3
24   Led to an improvement in customer service 0
26   Led to an improvement in performance -1
27   Increased productivity -2
28   Led to improved job satisfaction 0
29   Aided career and talent development +1
38   Increased effectiveness of people +1
39   Aided in skills transfer during the process of succession planning -2
42   Helped new appointments make sense of the culture of the organisation -4
47   Built the brand of the organisation -1
48   Helped people to provide greater value to customers +3
50   Led to an increase in revenues -4
Items ranked at –5
43   Aided the understanding of the politics within the organisation -5
49   Not really had any impact at the organisation -5
Additional items
05   Improved openness to new thinking and fresh ideas +4

Factor "Coaches" Interpretation: People are now more self-aware and emotionally intelligent

Factor "Coaches" has an eigenvalue of 4.9 and explains 35% of the study variance associated with the 14 responses received from the coaches and internal staff P set group (refer to Table 3 in section 4.2). 13 participants are significantly associated with this factor of which six are male and seven are female. In total they have an average age of 42.15 years. Their average years of experience with Old Mutual Wealth are 3.88 years. 12 of the 13 participants reported that they have received coaching and all 13 participants reported also having provided coaching to others during their affiliation with Old Mutual Wealth.

The coaches and other support staff from Old Mutual Wealth are of the opinion that coaching has had an impact at the organisation (49: -5). The least impact has however been on helping people to understand the politics within the organisation (43: -5). Coaching has not really resulted in additional revenues (50: -4) or assisted new appointments make sense of the culture of the organisation (42: -4). It has however helped to reinforce training and skills development interventions (35: +2). The current state of people's work-life balance has remained unaffected (19: -3), as has their time management skills (20: -2) and networking ability (23: -3). Although people are reflecting and acting in a more purposeful way (21: +4), it has not coincided with any noticeable increase in goal attainment (22: 0), productivity (27: -2) or overall performance (26: -1).

People have been assisted to uncover their own personal values in life (51: +2) which has further resulted in significant growth and development in people's personal lives (34: +3). Coaching has functioned as a sounding board which has helped to crystallise thinking (44: +2) and uncover blind spots (40: +2).

Relationships have been strengthened (04: +2) and quality of communication has definitely improved (02: +4) which has further coincided with a greater appreciation for diversity (13: +1).

Most significantly however, people have experienced a definite improvement in their levels of self-awareness (18: +5) and emotional intelligence (32: +5). These, together with a much greater openness to new thinking and fresh ideas (04: +4), are potentially the biggest factors contributing to the opinion that people are now positioned to provide greater value to customers (48: +3) and has given the organisation an edge on its competitors (46: +3).

4.3.4. Conclusion

The three factors shown and interpreted above have attempted to account for the opinion of the largest portion of each individual P set group. Section 5.2 will attempt to analyse and discuss the alignment and misalignment in their opinions in more detail.

5. Research Analysis and Discussion

"What impact has coaching had at Old Mutual Wealth?" This has been this research study's main research question which has consistently been aimed at exploring possible impacts which coaching has had at the organisation instead of proving that those impacts occurred. In Section 4 of this report, eight distinctive factors of opinion where interpreted of which one was a bi-polar factor. Watts and Stenner (2012) point out that in the analysis and discussion section of a Q methodology research report it is the participants' viewpoints that really matter. "The discussion section is all about demonstrating why and how they matter" (Watts & Stenner, 2012, pp. 182–183). The following subsections will therefore analyse and discuss the different opinions in greater detail in an attempt to demonstrate why and how they matter.

5.1 Analysis and discussion regarding the impact which coaching has had at Old Mutual Wealth

From the eight different factors interpreted as part of section 4.2 the following summary of viewpoints has surfaced:

- **Factor 1:** Self-awareness, EQ and empathy has improved, but not productivity.
- **Factor 2:** Understanding personal values has helped provide greater value to our customers, although openness to new thinking has not improved.
- **Factor 3:** Confidence, goal attainment and teamwork have improved with no improvement in customer value.
- **Factor 4:** Although resulting in improved customer service and greater customer value, coaching has been too overwhelming for people and has not helped to reduce anxiety levels.
- **Factor 4b:** Although anxiety levels have decreased, customer service has not improved.
- **Factor 6:** Performance has improved, as has goal attainment.
- **Factor 7:** With a positive morale and a more relaxed culture, the organisation now has an edge on its competitors, although leadership skills have remained unaffected.
- **Factor 8:** Coaching has mainly functioned as a sounding board to crystalize thinking and decision taking without impacting levels of empathy.

These viewpoints are a strong reflection of the most distinguishing statements shown in Table 50 in Appendix F.

When analysing these viewpoints in more detail it is important to firstly look at the impacts of coaching which have been ranked the highest in all eight identified factors.

Table 39 - Q set statements loading at +5 per Factor

All Q set statements loading at +5	Factors
05 Improved openness to new thinking and fresh ideas	8
07 Improved confidence	3
12 Aided creation of vision and sharing it with others	3
18 Increased self-awareness	1
22 Led to an improvement in goal attainment	6
24 Led to an improvement in customer service	4
26 Led to an improvement in performance	6
31 Led to an improvement in management of teams	4b
32 Led to an improvement in people's emotional intelligence	1
36 Led to an improvement in stress management and reduced anxiety levels	4b
44 Functioned as a sounding board in order to crystallise thinking and decision making	8
46 Given the organisation an edge on its competitors	7
47 Built the brand of the organisation	2
48 Helped people to provide greater value to customers	2, 4, 7

These impacts therefore represent the impacts which the various factors agree with the most strongly. From Table 39 it is important to mention that one of coaching's main aims, namely improving people's self-awareness (Goleman, 2004; Grant et al., 2009; Howard & Loos, 2005; Rumboll, 2005; Yodaiken, 2009) has been listed by one of the eight factors as one of the most significant impacts of coaching.

Apart from the rest of the significant impacts listed in Table 39, another important point to make is that the only impact which has been ranked the highest by more than one factor is statement 48. Three of the eight factors are therefore of the opinion that coaching has definitely helped the organization to provide greater value to their customers. In total these three factors account for 18% of the total study variance.

Table 40 - Q set statements loading at -5 per Factor

All Q set statements loading at -5		Factors
01	Led to an improvement of leadership skills	7
09	Led to greater empathy within the organisation	8
10	Sometimes resulted in delayed progress and slower decision taking	3
11	Been too overwhelming for people	2, 6
24	Led to an improvement in customer service	4b
31	Led to an improvement in management of teams	4
36	Led to an improvement in stress management and reduced anxiety levels	4
42	Helped new appointments make sense of the culture of the organisation	1
48	Helped people to provide greater value to customers	4b
49	Not really had any impact at the organisation	1, 2, 3, 6, 7, 8

Table 40 lists the impacts of coaching which the different factors have least agreed with. It is important to note that six of the eight factors, which account for 41% of the total study variance, agree strongly with the fact that coaching has definitely had an impact at the organization. Another important point to make is that two of the eight factors, which account for 14% of the total study variance, strongly believe that coaching has not been too overwhelming for people.

5.1.1. Q set statement ranking similarly by 50% or more of the factors identified

In an attempt to determine where the biggest alignment is in terms of opinion of the eight factors Table 41 was drawn up to show those Q set statements which have been ranked similarly by 50% or more of the factors identified.

Table 41 - Q set statements ranked similarly by 50% or more of the factors identified

Q set statements		FACTORS							
		1	2	3	4	4b	6	7	8
04	Improved relationships within the organisation	+1	-2	+1	+1	-1	+1	+3	-1
13	Led to a greater appreciation of diversity within the organization	+1	-1	+1	-1	+1	+1	-1	-2
16	Led to an improvement and promotion of teamwork	-1	-1	+1	-4	+4	-1	-1	-3
17	Led to an improvement in positive attitudes and morale within the organisation	0	-1	0	0	0	+1	+4	0
34	Improved growth and development in people's personal life	+4	+3	-1	-1	+1	0	-1	-1
38	Increased effectiveness of people	0	+1	+2	-2	+2	+1	+2	+2
45	Helped to harness the full potential and talents of people	+1	+1	-1	0	0	0	0	+1
49	Not really had any impact at the organisation	-5	-5	-5	+2	-2	-5	-5	-5

As already mentioned earlier, there are six of the eight factors which have ranked statement 49 as "Least Agree with" (49: -5) and therefore are of the opinion that coaching has definitely had an impact at the organisation.

Statement 17 and 45 which have been ranked at 0 by five and four factors respectively, seem to indicate that currently these factors are not yet able to positively say that coaching has or has not impacted people's attitudes and morale within the organisation (Howard & Loos, 2005; Rumboll, 2005; Theeboom et al., 2014) or whether it has or has not helped to harness people's full potential and talents (Skiffington & Zeus, as cited in Harrison, 2008; Meyer, 2007).

By ranking statements 16 and 34 at -1, four of the eight factors seem to be less convinced regarding the impact which coaching has had on the improvement and promotion of teamwork (Harrison, 2008; Howard & Loos, 2005; McGovern et al., 2001; Meyer, 2007; PricewaterhouseCoopers, 2013; Rumboll, 2005) and its ability to lead to improved growth and development in people's personal lives (Farr, 2006; Howard & Loos, 2005; Rumboll, 2005; Yodaiken, 2009).

By rating statement 4 at +1, five of the eight factors seem to support the findings from the literature review that coaching has helped to improve relationships within the organisation (Harrison, 2008; Howard & Loos, 2005; Kilburg, 1996; McGovern et al., 2001; Meyer, 2007; Rumboll, 2005; Yodaiken, 2009).

Four of the eight factors, which ranked statement 13 at +1, also seem to support the literature review findings which say that coaching can lead to a greater appreciation of diversity (Howard & Loos, 2005; Levenson, 2009; Meyer, 2007; Rumboll, 2005).

There is however a stronger agreement amongst factors that coaching has helped to improve people's effectiveness (Rock & Donde, 2008) as four of the eight factors have ranked statement 38 at +2.

5.1.2. Q set statements with the least similarity amongst factors

It is also important to understand those impacts of coaching regarding which the eight factors of opinion differ the most. For this reason the Q set statements have been sorted to display those statements which have not been ranked similarly by any factors or which has only two factors which have ranked it similarly. These statements have been listed in Table 42.

Table 42 - Q set statements with the least similarity amongst factors

Q set statements	FACTORS							
	1	2	3	4	4b	6	7	8
01 Led to an improvement of leadership skills	+2	0	+3	-1	+1	0	-5	-3
18 Increased self-awareness	+5	-3	+2	+3	-3	+1	-2	+4
22 Led to an improvement in goal attainment	0	-1	+4	+2	-2	+5	0	+1
24 Led to an improvement in customer service	0	-2	+3	+5	-5	+3	+2	-1
39 Aided in skills transfer during the process of succession planning	-2	+2	-1	+3	-3	0	+1	0
41 Been a confidential support function	0	+3	-3	-4	+4	+2	-2	+2

Firstly, it is important to mention that there are no statements which have not been ranked similarly by any factors. There are six statements which have been ranked similarly by only two factors. Table 42 also shows us that these statements' rankings range between both the negative and positive ends of the ranking spectrum. Therefore it seems that there is no real alignment in opinion regarding these impacts. Opinions regarding the significance of these six impacts of coaching are therefore quite different and therefore do not really support our literature review findings related to these impacts.

5.1.3. Graphical representation of the factor arrays for the eight extracted factors

Figures 5 to 7 shown on the next three pages provide us with a graphical representation of the factor arrays for the eight extracted factors. It allows us to more easily visualise the trends in which the different impacts of coaching have been ranked by the eight factors. Visually it also aids to understand the similarities and the differences in which the impacts of coaching have been ranked by the eight factors. These similarities and differences have already been discussed in the sections 5.1.1 to 5.1.2 of this research report.
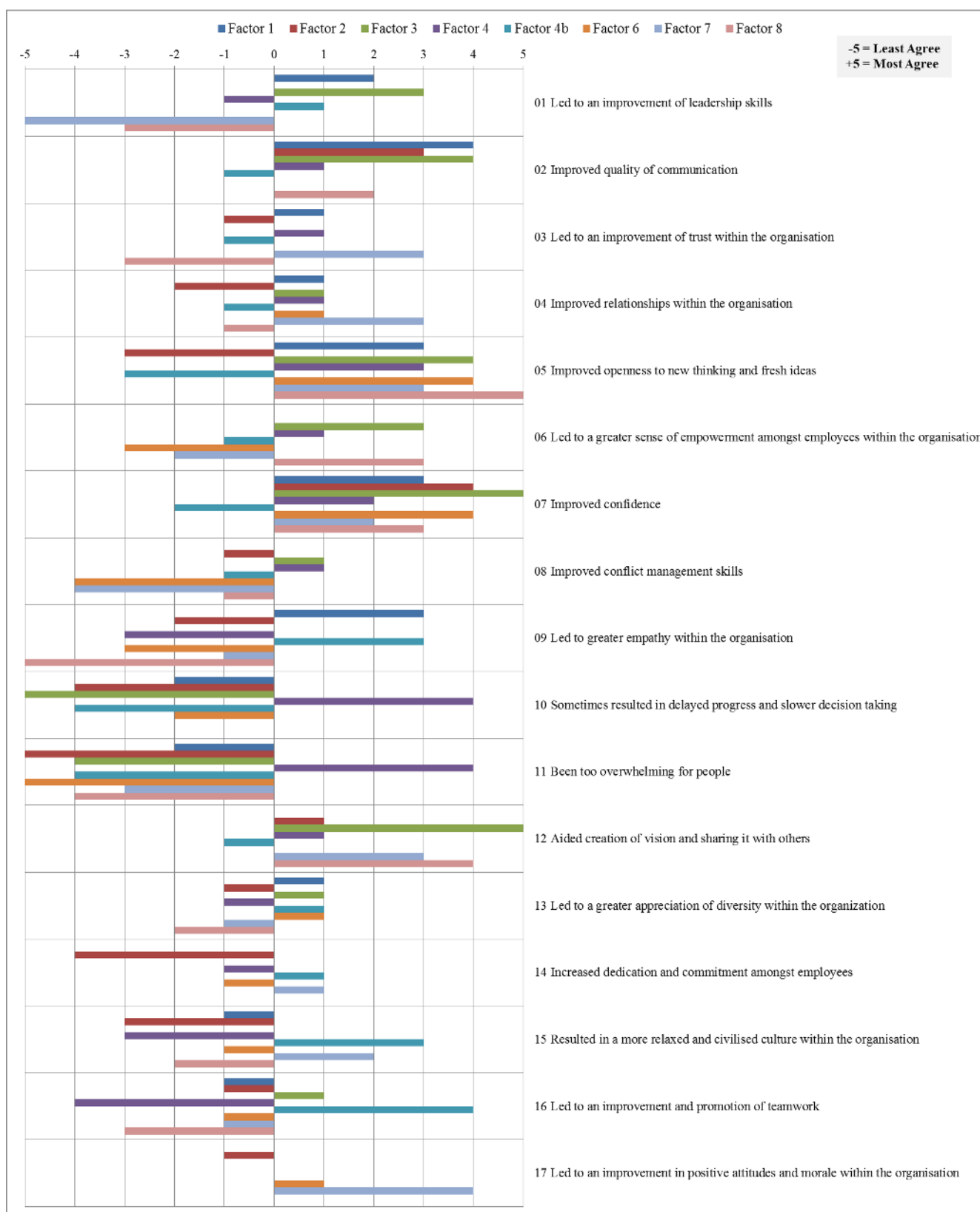
Figure 5 - Graphical representation of the factor arrays for the eight extracted factors PART 1 of 3

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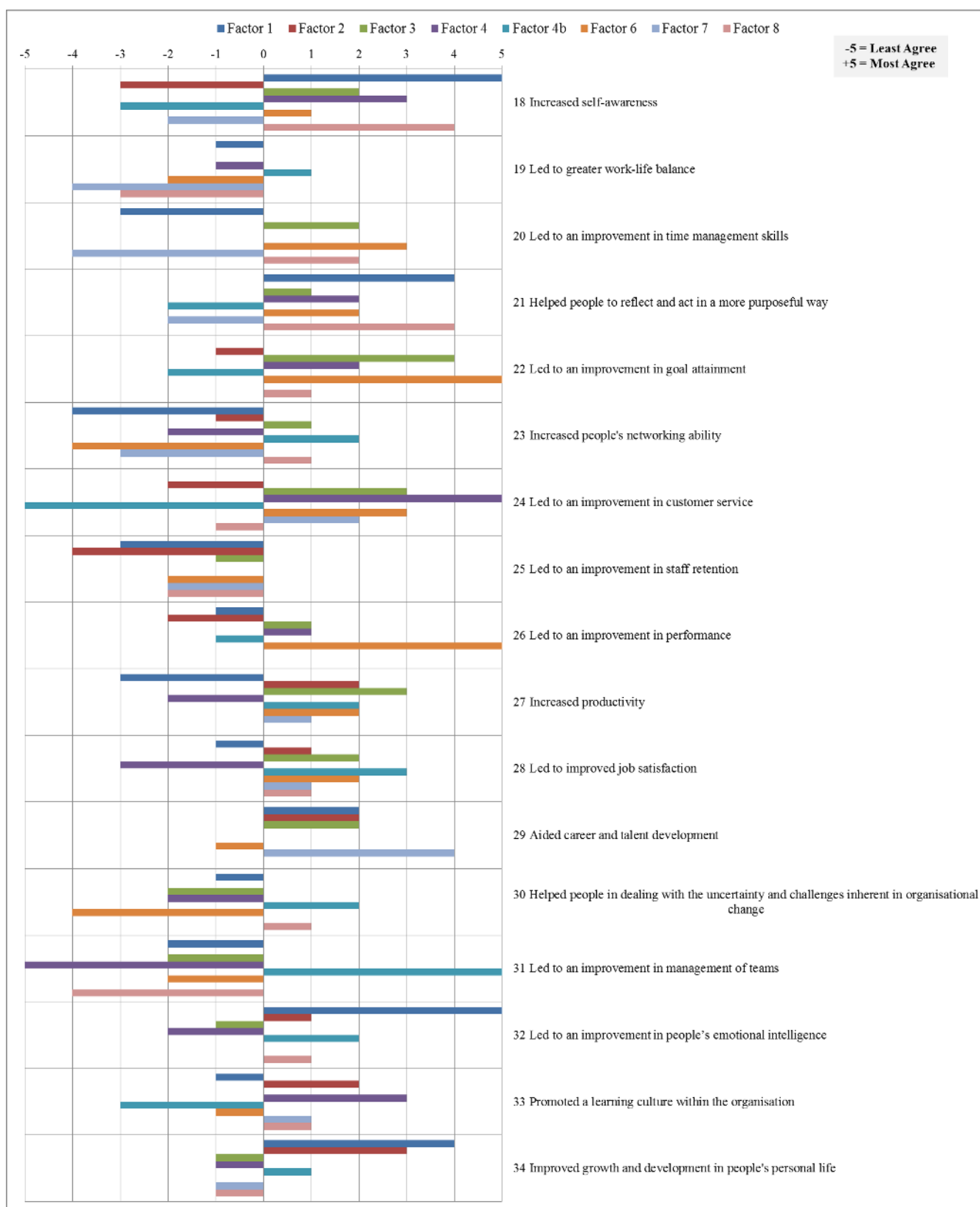
Figure 6 - Graphical representation of the factor arrays for the eight extracted factors PART 2 of 3

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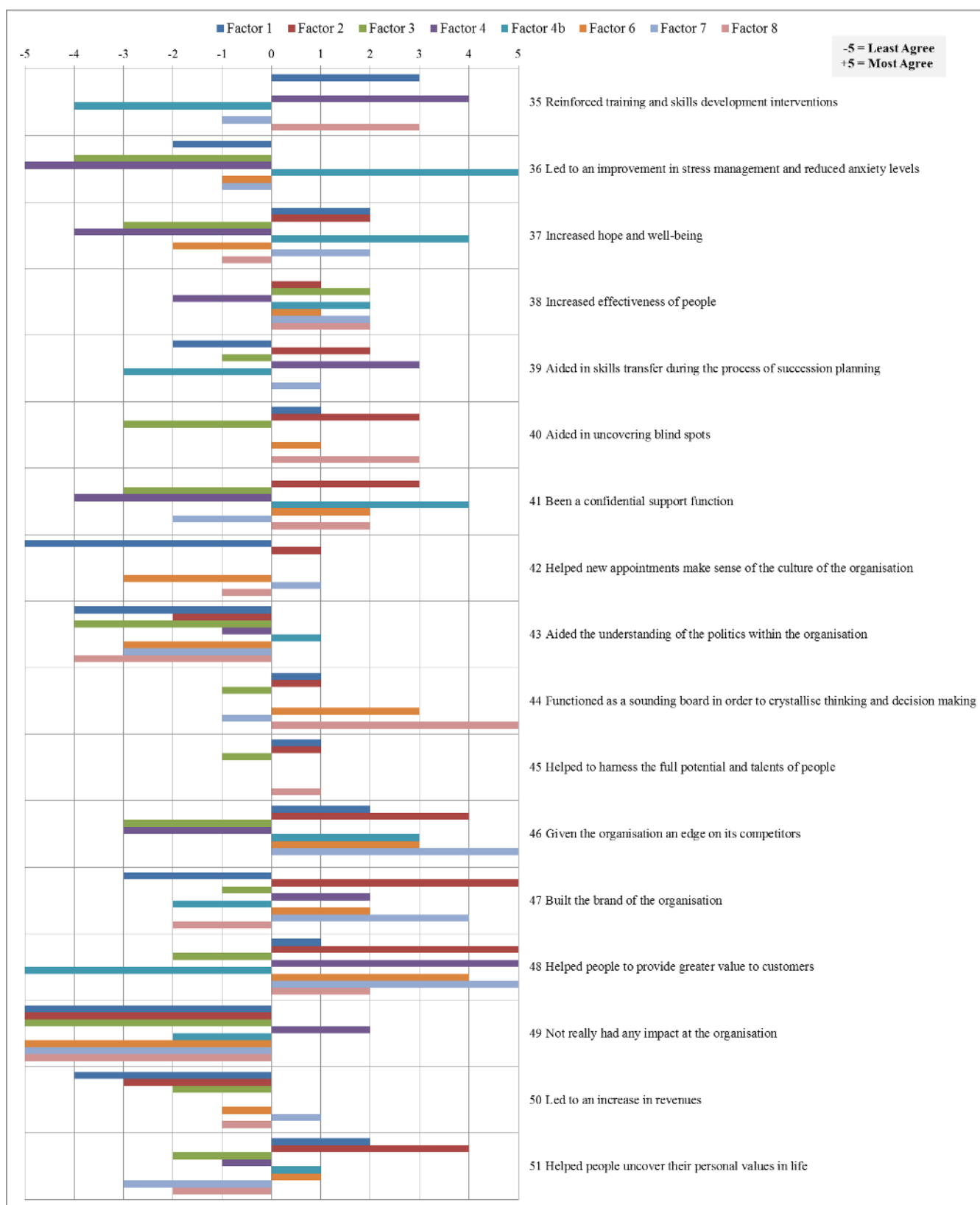
Figure 7 - Graphical representation of the factor arrays for the eight extracted factors PART 3 of 3

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5.1.4. Perceptual maps of specific Q set statement rankings

When using the different factor arrays from each factor and plotting them onto a perceptual map certain relationships start to appear in terms of the impacts discussed and how certain impacts coincide and do not coincide with others. In the context the industry within which this research has been conducted, a big focus of coaching has been to help people uncover their personal values in life (Bradley et al., 2015; Valentine, 2015) in order to help them provide greater value to their customers (KPMG, 2016a; Valentine, 2015). For this reason and the fact that statement 48 is the only impact which has been ranked the highest by more than one factor, it was decided to map these two impacts on a perceptual map in relation to each other.
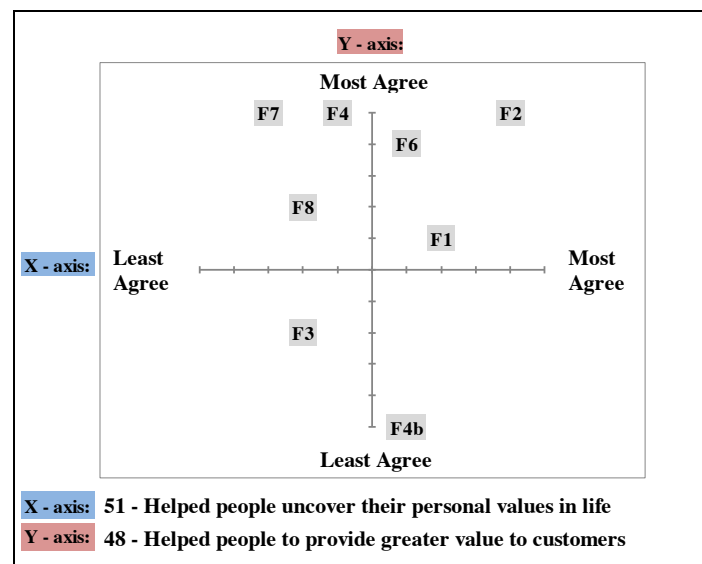
Figure 8 - Perceptual map - Statement 51 vs 48

Figure 8 illustrates this relationship. Four out of the eight factors are of the opinion that coaching has helped them uncover their personal values in life of which only three feel that it has coincided with an increase in their ability to provide customers with greater value (F1, F2 & F6). This matters because, although these results do not totally contradict what had been a main aim of the coaching interventions, they do not significantly support the aim either as there appears to be no real correlation between the two reported impacts. The majority of the viewpoints identified are of the opinion that coaching has helped them provide greater value to their customers, but they are however divided in terms of whether it coincided with them uncovering their own personal values in life.

In section 2.6.24 it was mentioned that it has already been documented in literature that coaching has shown to help improve customer service (Goldsmith et al., 2000; Harrison, 2008; McGovern et al., 2001; Politzer, 2007). The literature reviewed however did not mention whether coaching had also helped to provide greater value to customers.
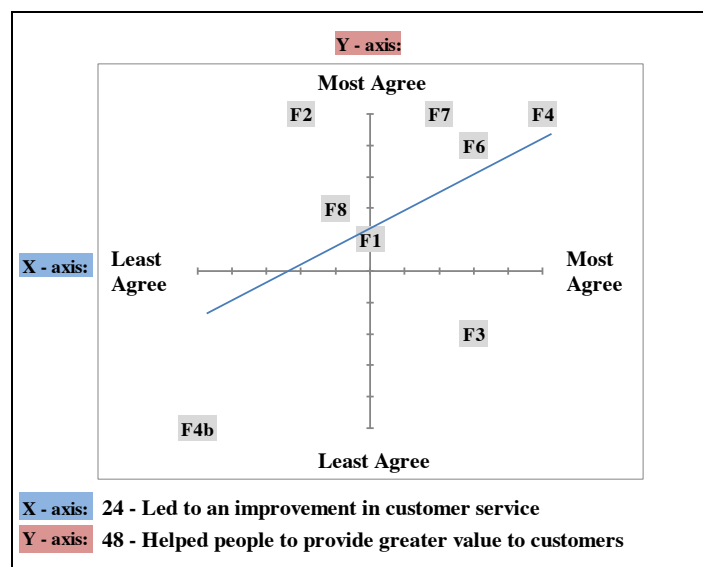
Figure 9 - Perceptual map - Statement 24 vs 48

Figure 9 illustrates the relationship of reported improvement in customer service and how it coincided with helping people to provide greater value to customers according to the eight factors identified. The different opinions therefore seem to confirm that people have experienced a positive correlation in terms of improvement in customer service and being able to provide greater value to their customers as a result of the coaching interventions. This is important to know as it confirms that coaching has helped to convert improvements in customer service into being able to provide greater value to customers.
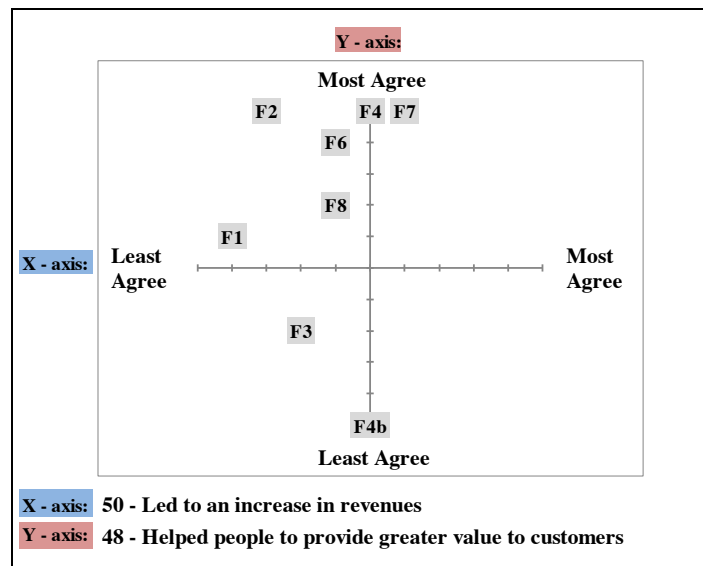
Figure 10 - Perceptual map - Statement 50 vs 48

When considering the impact of coaching has had on the revenues, it can be seen from Figure 10 that although the six of the eight factors identified are of the opinion that coaching has helped them to provide greater value to their customers, only one factor (F7) is leaning towards the opinion that it has also led to an increase in revenues.
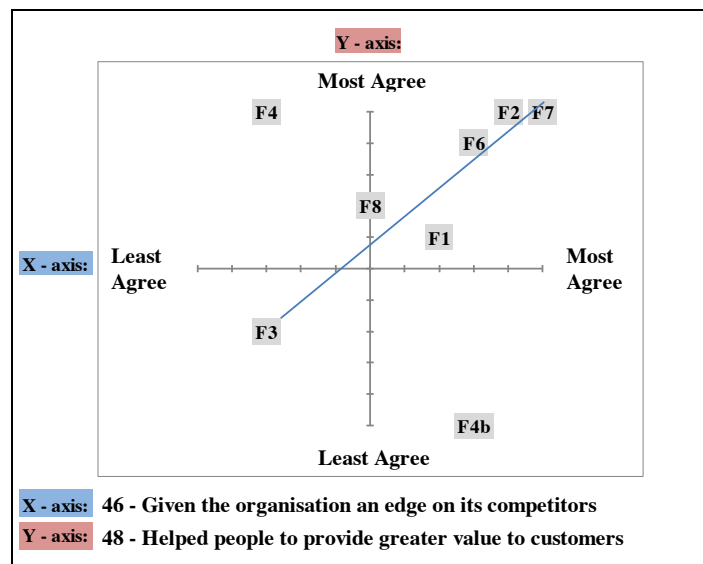
Figure 11 - Perceptual map - Statement 46 vs 48

Figure 11 shows us that, excluding Factor 4 and its bi-polar Factor 4b, the rest of the factors identified seem to indicate a positive correlation between the impact which coaching has had on

helping people to provide greater value to their customers and giving the organization an edge on its competitors.
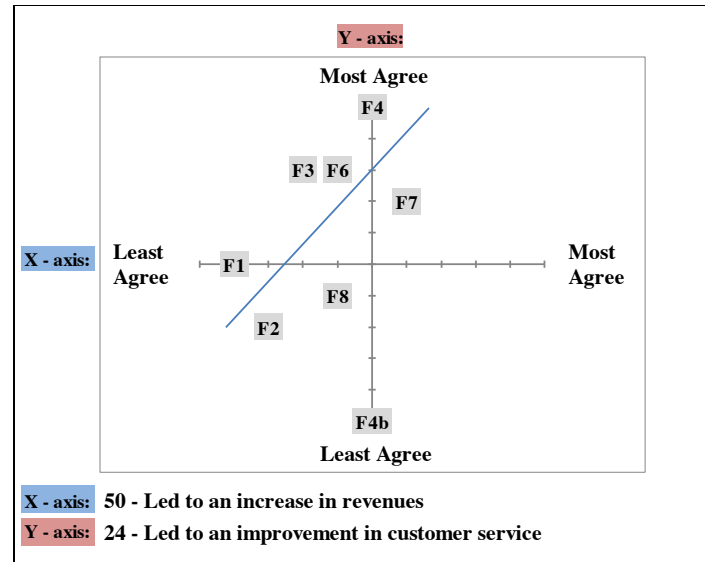
Figure 12 - Perceptual map - Statement 50 vs 24

When inspecting the relationship between reported improvements in customer service and the coinciding impact on revenues in Figure 12 above, it can be seen that the current opinions are that, apart from Factor 7, that coaching has not led to an increase in revenues. A marginal positive correlation (excluding Factor 4b) can however be witnessed between coaching's impact on customer service and people's opinion on whether it coincided with an increase in revenues.

5.1.5. Average rankings of Q set statements calculated from all 87 Q sorts

As an additional analysis step, the researcher has averaged the rankings recorded for each Q set statement as they had been ranked by all 87 participants. This process is not in line with Q methodology, but does provide an overview of the impacts of coaching ranked the highest and the lowest for the complete set of responses captured. Therefore it provides a good indication of the collective opinion of all 87 participants regarding those impacts of coaching they most agree with occurred at the organization and those impacts which they least agree with occurred at the organization.

As already mentioned, there is a strong collective opinion that coaching has definitely had an impact on the organization (49: -3.1) and has not been too overwhelming for people (11: -2). It has not really aided the understanding of politics within the organization (43: -2.1). The collective opinion also does not believe that coaching has helped the organization to retain more staff (25: -2) which contradicts the finding in the literature review that coaching can aid staff retention (Skiffington & Zeus, as cited in Harrison, 2008; Meyer, 2007; Politzer, 2007; PricewaterhouseCoopers, 2013).

The collective opinion believes that coaching has definitely helped people to provide greater value to customers (48: +1.8) as on average this statement has been ranked the 3rd highest impact out of the total 51 impacts listed. This impact is important to highlight as it aligns with the current focus within the financial services industry as set out in the recently released retail distribution review white paper (KPMG, 2016a). The second most significant impact of coaching seems to have been the fact that it has helped to improved openness to new thinking and fresh ideas (05: +2) (Howard & Loos, 2005). However, the most significant impact according to the collective opinion is that coaching has helped to improve people's confidence (07: +2.4) which therefore support the findings from the literature review (Grant et al., 2009; Howard & Loos, 2005; Rumboll, 2005).

In total the collective opinion indicated that 26 of the 51 highlighted findings were positively impacted by coaching whilst two findings were not recording any impact due to coaching. Figure 13 provides a graphical representation of the collective opinion regarding the impact which coaching has had at the organization.

		Statement
-0.4		01 Led to an improvement of leadership skills
1.6		02 Improved quality of communication
-0.1		03 Led to an improvement of trust within the organisation
0.2		04 Improved relationships within the organisation
2.0		05 Improved openness to new thinking and fresh ideas
0.3		06 Led to a greater sense of empowerment amongst employees within the organisation
2.4		07 Improved confidence
-1.0		08 Improved conflict management skills
-1.0		09 Led to greater empathy within the organisation
-1.2		10 Sometimes resulted in delayed progress and slower decision taking
-2.0		11 Been too overwhelming for people
1.2		12 Aided creation of vision and sharing it with others
-0.2		13 Led to a greater appreciation of diversity within the organization
-0.6		14 Increased dedication and commitment amongst employees
-0.8		15 Resulted in a more relaxed and civilised culture within the organisation
-0.3		16 Led to an improvement and promotion of teamwork
0.3		17 Led to an improvement in positive attitudes and morale within the organisation
1.4		18 Increased self-awareness
-1.2		19 Led to greater work-life balance
-0.3		20 Led to an improvement in time management skills
1.5		21 Helped people to reflect and act in a more purposeful way
1.3		22 Led to an improvement in goal attainment
-1.1		23 Increased people's networking ability
1.2		24 Led to an improvement in customer service
-2.0		25 Led to an improvement in staff retention
0.5		26 Led to an improvement in performance
0.0		27 Increased productivity
0.7		28 Led to improved job satisfaction
0.8		29 Aided career and talent development
-0.5		30 Helped people in dealing with the uncertainty and challenges inherent in…
-1.5		31 Led to an improvement in management of teams
0.4		32 Led to an improvement in people's emotional intelligence
0.6		33 Promoted a learning culture within the organisation
0.2		34 Improved growth and development in people's personal life
1.0		35 Reinforced training and skills development interventions
-1.6		36 Led to an improvement in stress management and reduced anxiety levels
-0.3		37 Increased hope and well-being
0.8		38 Increased effectiveness of people
0.0		39 Aided in skills transfer during the process of succession planning
0.5		40 Aided in uncovering blind spots
0.3		41 Been a confidential support function
-1.1		42 Helped new appointments make sense of the culture of the organisation
-2.1		43 Aided the understanding of the politics within the organisation
0.8		44 Functioned as a sounding board in order to crystallise thinking and decision making
0.1		45 Helped to harness the full potential and talents of people
1.0		46 Given the organisation an edge on its competitors
0.6		47 Built the brand of the organisation
1.8		48 Helped people to provide greater value to customers
-3.1		49 Not really had any impact at the organisation
-1.0		50 Led to an increase in revenues
-0.1		51 Helped people uncover their personal values in life

Figure 13 - Average ranking per statement calculated from all 87 participants' Q sorts

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5.1.6. Conclusion

The eight factors extracted represented eight distinctive opinions regarding what impact coaching has had at the organization. These factors however also had certain similarities. Six out of the eight factors strongly agreed to the fact that coaching had definitely had an impact at the organisation. The impact ranked the highest and on which the highest number of factors agreed was the fact that coaching has helped people to be more effective.

The perceptual maps, used to illustrate the relationships between certain impacts of coaching, indicated that the majority of the viewpoints identified are of the opinion that coaching has helped people provide greater value to their customers, but there are mixed opinions regarding whether it coincided with people also uncovering their own personal values in life.

The collective opinion, calculated using the average of all 87 participants' rankings of the 51 Q set statements, indicated a strong opinion that coaching has helped to improve people's confidence; their openness to new thinking and fresh ideas; and has also helped people to provide greater value to customers. The last impact is important to highlight as it is currently a priority within the financial services industry as set out in the recently released retail distribution review white paper (KPMG, 2016a).

The collective opinion also strongly believe that coaching has not been too overwhelming for people, nor has is aided people in understanding the politics within the organisation. More importantly however is that the collective opinion believes that coaching has definitely not led to an improvement in staff retention.

5.2   Analysis and discussion regarding alignment of the individual P set group factors

Section 4.2 tried to measure the opinions recorded by the three distinctive groups identified in the P set in an attempt to determine if there are any similarities or significant differences between them. The factors of opinion identified are the following:

- **Factor "2015 Intake":** People exhibit a much greater openness to new thinking and fresh ideas which has coincided with greater levels of confidence.
- **Factor "2016 Intake":** People are now able to provide greater value to customers.
- **Factor "Coaches":** People are now more self-aware and emotionally intelligent.

The factors extracted each have their own factor arrays which represent an opinion and are presented in the same format as a normal Q sort. The three factors are therefore comparable in terms of their factor arrays, even though they are all from a different collection of Q sorts. Using their factor arrays as individual Q sorts and inputting them into PQMethod the following correlation matrix was obtained for the three individual groupings' factor arrays.

Table 43 - Correlation matrix for individual P set group factor arrays

Correlation matrix			
	2015 Intake	2016 Intake	Coaches
2015 Intake	100%	85%	75%
2016 Intake	85%	100%	64%
Coaches	75%	64%	100%

As can be seen from the correlation matrix above, there appears to be a significant correlation between all three factors of which the correlation between the "2015 Intake" and "2016 Intake" appear to be the strongest and the correlation between the "Coaches" and the "2016 Intake" appear to be the weakest. The strong correlation between the opinions of the coaches and the financial advisors is an important point to highlight at it points to the fact that the experiences of the coachees and that of the coaches seem to be quite strongly aligned. Coachees seem to therefore experience and agree with the impacts which the coaches think are also taking place at the organization.

However, this would be a good time to reiterate the fact that "Q methodology does not seek to make claims to larger representative groups, [and] it is less concerned with participant sampling techniques" (M. Brown, 2004, p. 4). It therefore does not try to, for example, say that 60% of the population hold a factor 1 viewpoint, 35% hold a factor 2 viewpoint, and so on (Small, 2011). It is explorative only and can only measure the opinions of the respondents who have completed the Q sorts (Watts & Stenner, 2012).

Knowing this, the three extracted factors do however provide an indication of the strongest opinions which currently exist within each collection of Q sorts relevant to each individual P set group. Therefore, without trying to claim representation, the analysis of these three extracted factors should provide some sort of indication of alignment or misalignment between the experienced impacts of coaching as reported by each individual P set group.

5.2.1. Graphical representation of the factor arrays for the three P set groups

Figures 14 to 15 shown on the next two pages provide us with a graphical representation of the factor arrays for the factors extracted for the three P set groups. It allows us to more easily visualise the trends in which the different impacts of coaching have been ranked by these three factors. Visually it also aids to understand the similarities and the differences in these three opinions. These similarities and differences will be discussed in more detail in sections 5.2.2 to 5.2.7 of this research report.
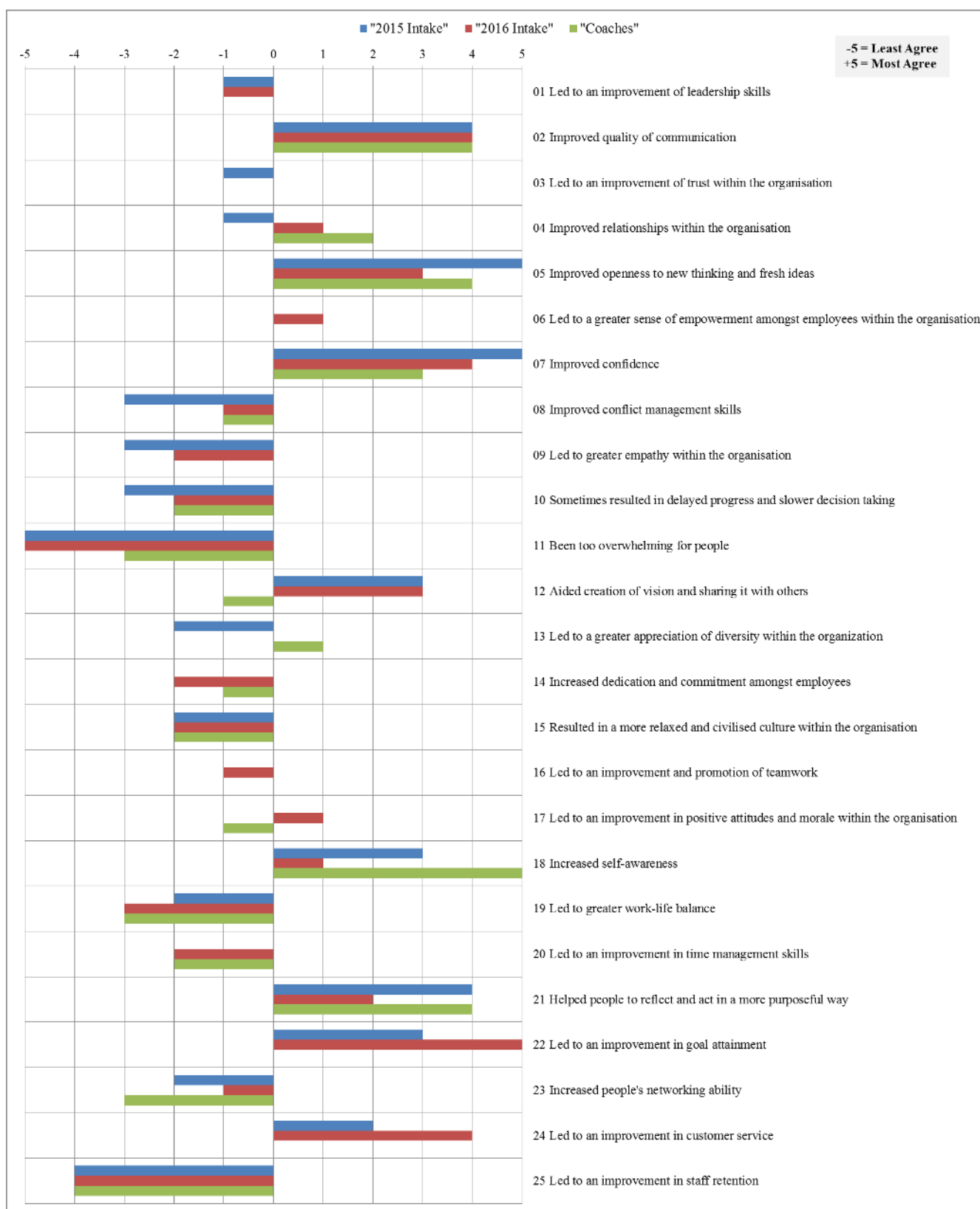
Figure 14 - Graphical representation of the factor arrays for the three P set groups PART 1 of 2

Figure 15 - Graphical representation of the factor arrays for the three P set groups PART 2 of 2

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5.2.2. Impacts of coaching ranked highest by each factor

The "2015 Intake" ranked greater openness to new thinking and fresh ideas (05: +5) as the impact of coaching which they most agreed with and greater levels of confidence (07: +5) as the second most significant impact of coaching. The "2016 Intake" however only ended up ranking statement five as the eighth most significant impact of coaching (05: +3), but had a similar opinion in terms of the improved confidence levels by ranking it as the third most significant of coaching (07: +4). "Coaches" are slightly more inclined to agree with the "2015 Intake" than the "2016 Intake" in terms of coaching's impact on openness to new thinking and fresh ideas by ranking it the fifth most significant impact of coaching (05: +4). In terms of improved confidence they are however less convinced and have ranked it as the eighth most significant impact of coaching (07: +3).

The "2016 Intake" believe that the most significant impact has been coaching's ability to aid people in providing greater value to customers (48: +5). This is a very important point to mention as it aligns with the current focus in the financial services industry as set out in the recently released retail distribution review white paper (KPMG, 2016a). The "2015 Intake" feel similarly convinced that coaching has aided delivery of greater customer value but have ranked it slightly lower as the third most significant impact of coaching (48: +4). This difference in opinion seems to indicate that the most recent coaching interventions have already aided in having a bigger impact in driving the outcomes which align with the current focus in the financial services industry.

The "2016 Intake" also ranked improvement in goal attainment as the second most significant impact (22: +5). The "2015 Intake" feels that goal attainment has not improved as much as the "2016 Intake" belief as they have ranked it the seventh most significant impact (22: +3).

"Coaches" seem to be less convinced regarding both impacts as they have ranked customer value at ninth place (48: +3) and goal attainment much lower at a neutral position of 29th place (22: 0).

"Coaches" have ranked increased self-awareness as the most significant impact of coaching (18: +5) which they believe has also helped to improve people's emotional intelligence which is ranked second (32: +5). However, the "2015 Intake" has only ranked it sixth (18: +3) and the

"2016 Intake" has ranked it 15th place (18: +1). Both the "2015 Intake" and the "2016 Intake" are also less convinced regarding coaching's impact on emotional intelligence by ranking it 21st place (32: +1) and 30th place (32: 0).

5.2.3. Impacts of coaching ranked lowest by each factor

When looking at the impacts of coaching which the factors have least agreed with we can see that all three factor have ranked statement 49 last and therefore believe that coaching has definitely had an impact at the organisation. Both the "2015 Intake" and the "2016 Intake" also strongly believe that coaching has not been too overwhelming for people (11: -5) whereas the "Coaches" do feel similar, but seem to be slightly less convinced by ranking it at eighth place in terms of the "least agree with" statements (11: -3).

5.2.4. Impacts of coaching with a similar ranking by all three factors

From Table 44 it can be seen that there are four impacts of coaching which have been ranked similarly by all three factors. It was already mentioned all three factors share the opinion that coaching has definitely had an impact at the organisation (49: -5). It is however also worth mentioning that all three factors equally believe that coaching has not aided any improvement in staff retention (25: -4).

On the positive side, all factors are of the opinion that coaching has functioned as a sounding board in order to crystallise thinking and decision making (44: +2). A more significant impact has however been the improvement in quality of communication (02: +4).

5.2.5. Specific impacts worth mentioning

The "Coaches" and "2016 Intake" have a similar opinion regarding the fact that coaching has given the organisation an edge on its competitors (46: +3), whereas the "2015 Intake" seems slightly less convinced (46: +2).

The "2016 Intake" and "2015 Intake" both believe that coaching has led to an improvement in people's performance (26: +2 and 26: +1 respectively), whereas the "Coaches" seems to disagree (26: -1).

It seems everyone have mixed opinions regarding whether coaching has helped to build the brand of OMW. The "2016 Intake" feel very strong about this particular impact (47: +3), the

"2015 Intake" has a neutral opinion (47: 0) and the "Coaches" do not believe that coaching has helped to build the brand of the organisation (47: -1).

The "Coaches" definitely believe that coaching has helped people to uncover their personal values in life (51: +2), whereas the "2015 Intake" and the "2016 Intake" have a neutral opinion regarding the matter (51: 0).

Table 44 - Factor arrays for "2015 Intake", "2016 Intake" and "Coaches"

No.	Statement	FACTORS		
		"2015 Intake"	"2016 Intake"	"Coaches"
1	Led to an improvement of leadership skills	-1	-1	0
2	**Improved quality of communication**	**+4**	**+4**	**+4**
3	Led to an improvement of trust within the organisation	-1	0	0
4	Improved relationships within the organisation	-1	+1	+2
5	Improved openness to new thinking and fresh ideas	+5	+3	+4
6	Led to a greater sense of empowerment amongst employees within the organisation	0	+1	0
7	Improved confidence	+5	+4	+3
8	Improved conflict management skills	-3	-1	-1
9	Led to greater empathy within the organisation	-3	-2	0
10	Sometimes resulted in delayed progress and slower decision taking	-3	-2	-2
11	Been too overwhelming for people	-5	-5	-3
12	Aided creation of vision and sharing it with others	+3	+3	-1
13	Led to a greater appreciation of diversity within the organization	-2	0	+1
14	Increased dedication and commitment amongst employees	0	-2	-1
15	Resulted in a more relaxed and civilised culture within the organisation	-2	-2	-2
16	Led to an improvement and promotion of teamwork	0	-1	0
17	Led to an improvement in positive attitudes and morale within the organisation	0	+1	-1
18	Increased self-awareness	+3	+1	+5
19	Led to greater work-life balance	-2	-3	-3
20	Led to an improvement in time management skills	0	-2	-2
21	Helped people to reflect and act in a more purposeful way	+4	+2	+4
22	Led to an improvement in goal attainment	+3	+5	0
23	Increased people's networking ability	-2	-1	-3
24	Led to an improvement in customer service	+2	+4	0
25	**Led to an improvement in staff retention**	**-4**	**-4**	**-4**
26	Led to an improvement in performance	+1	+2	-1
27	Increased productivity	0	+2	-2
28	Led to improved job satisfaction	+2	0	0
29	Aided career and talent development	+1	+2	+1
30	Helped people in dealing with the uncertainty and challenges inherent in organisational change	-1	-3	0
31	Led to an improvement in management of teams	-4	-3	-1
32	Led to an improvement in people's emotional intelligence	+1	0	+5
33	Promoted a learning culture within the organisation	+1	-1	+1
34	Improved growth and development in people's personal life	0	0	+3
35	Reinforced training and skills development interventions	+2	+1	+2
36	Led to an improvement in stress management and reduced anxiety levels	-3	-4	-3
37	Increased hope and well-being	-1	-1	+1
38	Increased effectiveness of people	+3	+1	+1
39	Aided in skills transfer during the process of succession planning	-1	+1	-2
40	Aided in uncovering blind spots	+1	0	+2
41	Been a confidential support function	+1	0	+1
42	Helped new appointments make sense of the culture of the organisation	-2	-3	-4
43	Aided the understanding of the politics within the organisation	-4	-4	-5
44	**Functioned as a sounding board in order to crystallise thinking and decision making**	**+2**	**+2**	**+2**
45	Helped to harness the full potential and talents of people	+1	0	+1
46	Given the organisation an edge on its competitors	+2	+3	+3
47	Built the brand of the organisation	0	+3	-1
48	Helped people to provide greater value to customers	+4	+5	+3
49	**Not really had any impact at the organisation**	**-5**	**-5**	**-5**
50	Led to an increase in revenues	-1	-1	-4
51	Helped people uncover their personal values in life	0	0	+2

5.2.6. Other takeaways worth mentioning

When inspecting Figures 14 to 15 which provides a graphical presentation of the three factors' factor arrays, some additional patterns emerge which are worth mentioning.

All three factors seem less convinced that coaching has had an impact on the following as they have rated these statements as either neutral or only negative:

- 01 Led to an improvement in leadership skills
- 03 Led to an improvement of tryst within the organisation
- 08 Improved conflict management skills
- 09 Led to greater empathy within the organisation
- 10 Sometimes resulted in delayed progress and slower decision taking
- 11 Been too overwhelming for people
- 14 Increased dedication and commitment amongst employees
- 15 Resulted in a more relaxed and civilised culture within the organisation
- 16 Led to an improvement and promotion of teamwork
- 19 Led to greater work-life balance
- 20 Led to an improvement in time management skills
- 23 Increased people's networking ability
- 25 Led to an improvement in staff retention
- 30 Helped people in dealing with the uncertainty and challenges inherent in organisational change
- 31 Led to an improvement in management of teams
- 36 Led to an improvement in stress management and reduced anxiety levels
- 42 Helped new appointments make sense of the culture of the organisation
- 43 Aided the understanding of the politics within the organisation
- 49 Not really had any impact at the organisation
- 50 Led to an increase in revenues

All three factors seem to agree that coaching has had an impact on the following as they have rated these statements as either neutral or only positive:

- 02 Improved quality of communication
- 05 Improved openness to new thinking and fresh ideas
- 06 Led to a greater sense of empowerment amongst employees within the organisation
- 07 Improved confidence
- 18 Increased self-awareness
- 21 Helped people to reflect and act in a more purposeful way
- 22 Led to an improvement in goal attainment
- 24 Led to an improvement in customer service
- 28 Led to improved job satisfaction
- 29 Aided career and talent development
- 32 Led to an improvement in people's emotional intelligence
- 34 Improved growth and development in people's personal life
- 35 Reinforced training and skills development interventions
- 38 Increased effectiveness of people
- 40 Aided in uncovering blind spots
- 41 Been a confidential support function
- 44 Functioned as a sounding board in order to crystallise thinking and decision making
- 45 Helped to harness the full potential and talents of people
- 46 Given the organisation an edge on its competitors
- 48 Helped people to provide greater value to customers
- 51 Helped people uncover their personal values in life

5.2.7. Conclusion

From the above analysis it became clear that the opinions of the 2015 and 2016 financial advisor intake are quite closely aligned, whereas the opinion of the coaches and other internal staff seem to be less aligned. A reason for this could potentially be the language and understanding which the coaches and internal support staff have been exposed to during their coaching training course. This was most evident in their ranking of self-awareness and emotional intelligence as the two most significant impacts of coaching. These are usually the terminology used during coaching training courses and therefore might be the reason the coaches where still very much focussed on these kinds of impacts.

The close alignment in the opinions of the 2015 and 2016 financial advisor intakes could be interpreted to indicate that the newly acquired coaching skills which the organisation's coaches have been taught during the recent ACC program have not yet resulted in any significant change in the coaching experiences of the two groups. It could be attributed to the fact that the organisation's coaches have not yet had sufficient time to apply their newly acquired coaching skills to drive a different set of outcomes.

However, the close alignment in opinions does not need to indicate a negative outcome. If the outcomes of the new financial advisor intakes do not require being significantly different from those experienced by financial advisor intakes prior to the ACC program, then it would be expected that these groups' opinions would be so closely aligned. However, an important point to reiterate, also mentioned in section 5.2.2, is that the "2016 Intake" most strongly agreed with the fact that coaching has helped them to provide greater value to their customers (48: +5). The "2015 Intake" agreed with this impact, but ranked it only the 3rd highest. Although both opinions are closely aligned, it seems to indicate that the new coaching interventions have already aided in having a bigger impact in driving the outcomes which align with the current focus in the financial services industry as set out in the recently released retail distribution review white paper (KPMG, 2016a).

The last point to make is that the high level of correlation between all three factors does provide a positive sense of comfort as the experiences of the coaches and internal staff does seem to align somewhat with that of the 2015 and 2016 financial advisor intakes. There are however differences in opinion which are worthwhile investigating. It will help to determine what the reasons are for the misalignment and what interventions or changes in the coaching approach needs to be applied in order to ensure that all participants manage to improve in the areas which are most needed within the organisation.

6.   Research Conclusion

This research study aimed at addressing the research question: "What impact has coaching had at Old Mutual Wealth?" The approach adopted focussed on measuring the subjectivity related to people's opinions regarding what impact coaching has had at Old Mutual Wealth. The literature review conducted indicated that the different impacts which coaching can have at an organisation are quite extensive and extremely interrelated. Q methodology was therefore determined to be the most appropriate research methodology for measuring the subjectivity inherent to the current opinions as it would also be able to cater for the interrelationship between all the various impacts.

In total eight factors where extracted, interpreted and analysed. These factors indicated eight distinctive opinions regarding what impact coaching has had at the organization. These factors however also had certain similarities. Six out of the eight factors strongly agreed to the fact that coaching had definitely had an impact at the organisation. The impact ranked the highest and on which the highest number of factors agreed was the fact that coaching has helped people to be more effective.

The collective opinion was also calculated using the average of all 87 participants' rankings of the 51 Q set statements. The collective opinion reinforced the findings from the eight extracted factors, but also indicated a strong opinion that coaching has helped to improve people's confidence; their openness to new thinking and fresh ideas; and has also helped people to provide greater value to customers. The collective opinion also strongly believes that coaching has not been too overwhelming for people, nor has is aided people in understanding the politics within the organisation or improved staff retention.

As a final step, it was decided the measure the alignment between the opinions of the 2015 and 2016 financial advisor intakes and the group of coaches and other support staff at Old Mutual Wealth. Findings indicated that there were significant correlation between all three groups' opinions with the correlation between the "2015 Intake" and "2016 Intake" to be the strongest and that of the "Coaches" and the "2016 Intake" to be the weakest. However, an important point to highlight again is that the "2016 Intake" believed that the most significant impact of coaching

had been its ability to aid people in providing greater value to customers (48: +5). It is important because it aligns with the current focus in the financial services industry as set out in the recently released retail distribution review white paper (KPMG, 2016a). The "2015 Intake" felt similarly convinced that coaching had aided delivery of greater customer value but have ranked it slightly lower as the third most significant impact of coaching (48: +4). This difference in opinion seemed to indicate that the most recent coaching interventions have already aided in having a bigger impact in driving the outcomes which align with the current focus in the financial services industry.

However, taking the above into account, it is important to reiterate that this research study has not attempted to prove the numerous opinions identified, nor has it attempted to be representative of the whole organisation. It was explorative only and could therefore only measure the opinions of the participants who had completed the Q sorts (Watts & Stenner, 2012). The opinions identified in this study do however provide an indication of how coaching can impact an organisation. They should therefore definitely help to increase awareness regarding the benefits of coaching as suggested in the report published by PricewaterhouseCoopers (2016).

7.   Future Research Directions

As mentioned already, this research study has not attempted to prove the numerous opinions identified, nor has it attempted to be representative of the whole organisation. The researcher therefore proposes that future research studies are conducted with the aim of proving those impacts of coaching which the participants of this research study has most agreed with, but also to verify the non-occurrence of those impacts which the participants least agreed with. These future research studies should not only be conducted within the organisation which participated in this research study, as it would also be of value to verify the occurrence and non-occurrence of these coaching impacts at similar financial services organisations.

Another approach worth taking would be to also investigate how the most significant impacts identified in this research study have attributed to each other. As mentioned already, it was found that the different impacts which coaching can have at an organisation are quite extensive and extremely interrelated. Therefore it would be of definite interest to understand the interrelationship between the improvements in confidence, effectiveness, openness to new thinking and fresh ideas and how it has helped people to provide greater value to customers. The particular study could further be expanded to also investigate the interrelationship between those impacts which have been ranked the lowest, to try and understand why the occurrence of certain impacts decline when those of other impacts increase.

Lastly, in following up on the work being done at Old Mutual Wealth in terms of the ACC course attended by the organisation's coaches, it would also be of value to perform a similar study to the one conducted in this research report at a future point in time. The opinions measured at this future point in time could then be compared against those which emerged during this research study. Doing so one would be able to identify how opinions have changed since the organisation has had a more extended period of time to use their newly acquired coaching skills. The opinions which may surface at this future point in time may be vastly different from those which emerged during the current study.

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Appendix A: Internal Coach Development: Associate Coaching Course

The Associate Coaching Course - Evoking Excellence in Others is a six-month intensive programme in the application of the principles of Integral Coaching. Under the auspices of our learning partner, New Ventures West, the Associate Coaching Course is recognised by the International Coach Federation (ICF), the largest coach trainer accreditation body in the world, delivering 90 hours of ICF Approved Coach Specific Training Hours (ACSTH).

Students meet as a group for three sessions spread out over the six months. The balance of work between sessions is self-paced, including readings, written assignments, and three detailed case studies, requiring applications of this coaching method with clients. The course makes use of an e- learning platform for the inter-session periods. Students are put into groups (pods) and assigned a pod mentor. The mentors hold pod meetings, observe coaching sessions and provide written and verbal feedback. Pod mentors provide feedback to students on their written and action-learning assignments.

Close contact is maintained with students through letters and between-session assignments, especially while participants are implementing their client coaching programmes. Essentially, this course is an intensive coach training and apprenticeship programme designed for participants to emerge as skilled coach practitioners in their areas of work.

Purpose & Outcomes
- Participants learn and apply a rigorous coaching method throughout a six-month period.
- Participants leave the programme able to design, present and conduct coaching programmes.
- Participants develop a deeper awareness of their own development needs, by undertaking a personal development programme, and receive support as they undertake their development practices.

Skills Acquired
- How to see the world (Structure of Interpretation) through someone else's eyes and consequently speak in a way that others can hear and understand.

- How to skilfully coach people along the continuum of performance from unacceptable to outstanding so that performance continues to improve as people build competencies necessary to support their growth.

- How to make grounded, behaviour-based assessments of the competencies of others and ourselves.

- How to design, present and conduct short- and longer-term coaching programmes.

- Develop a contextual understanding of the differences between teaching, counselling, managing, leading, mentoring and coaching, and when to use each type of intervention.

- How to use integral models to observe and understand the behaviour of others.

- How to effectively coach people in the midst of resistance.

- How to respond authentically to clients without using techniques or canned answers.

Target Audience

- People interested in evoking excellence in others while also being open to receiving coaching themselves so they too can bring forward excellence in their own endeavours.

- People willing to freely question their assumptions and try out new methods.

- People in leadership positions wanting to support and sustain the development of new competencies in their staff.

- People in organisations working as advisors, coaches, and specialists supporting human resource development.

- Consultants and private practitioners wanting to deepen or develop their coaching skillset as they support client growth.

(Centre for Coaching, 2017)

Appendix B: Concourse mapping to literature review

Table 45 - Concourse mapping to literature review themes identified

Identified impact from literature review	Theme	Possible Q set statement – Coaching at OMW has had the following impact:
"Quite a few senior managers mentioned that they had either moved from a 'directive to a more democratic and coaching style' of leadership. Some also described their style as being more 'affiliative'." (Howard & Loos, 2005, p. 61)	1. Leadership skills	Increased democratic/inclusive leadership styles within teams.
"a movement away from an "autocratic style to that of a democratic one." (Howard & Loos, 2005, p. 61)		Truer and fairer leadership.
In the context of business, coaching has proved effective to "aid to developing style of leadership" (Rumboll, 2005, p. 92).		Aided development of leadership skills.
"Some team members were aware of a feeling of being included, particularly in the decision-making process. One felt that he/she was 'part of something bigger and … not just a manager of a department'." (Howard & Loos, 2005, p. 64)		
"One manager evaluated the change as one of 'moving my leadership capability to a place where I am more true and fair to my people (reports), we need to stand up for what I (we) believe in.' This is evidence of human values now being expressed in the workplace." (Howard & Loos, 2005, p. 64).		
"they saw the positive outcomes of this interior process in terms of		

changed leadership behaviour" (Howard & Loos, 2005, p. 97) "external coaching had a strong impact on the leadership skills and effectiveness of the people coached, and a significantly smaller, though noticeable, impact on the people the next level down." (Rock & Donde, 2008, p. 11) "Senior managers attested to a stronger and more visible leadership team. … Middle management also expressed support for the noticeable growth and development in the senior leadership team." (Howard & Loos, 2005, p. 74). Coaching and mentoring so popular today because they "are excellent tools for management and leadership development" (Meyer, 2007, p. 2).		
"The results show that senior managers have learned to listen more attentively. … to understand others more, they had to begin to listen more" (Howard & Loos, 2005, p. 61). "it was evident that one of the key focuses of coaching is developing conversation proficiencies, which according to the literature lead to deeper and more meaningful communication, which is necessary to build stronger and more meaningful relationships" (Yodaiken, 2009, p. 68). "articulated a new understanding of the importance of speaking and listening within the realms of effective communication. The literature shows that through quality communication we develop shared meaning and coordination of action with others (Sieler,	2. Listening skills and quality of communication	Improved listening skills. Improved understanding of people. Improved quality of communication. Greater openness with one another to have mature conversations. Less judgement of people within conversations. Increased willingness of employees to communicate with one another without the use of email.

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2003a). " (Yodaiken, 2009, p. 68)
"more aware of the importance of being very specific and careful of the type of language and tone of language used when defining specific tasks or actions that needed to be completed by their team" (Yodaiken, 2009, p. 68).
"Part of the active listening process that was described was suspending judgment and allowing people the space and opportunity to convey what was important to them. Individuals described how they now listened with real interest and attention" (Yodaiken, 2009, p. 68).
"In addition to this, there was an overwhelming sense that within the organisation the number of conversations had increased. When prior to the coaching initiative the preferred medium for communicating was often email, … Post the coaching initiative, individuals also reported being more open and willing to communicate with one another" (Yodaiken, 2009, pp. 68 – 69).
"coaching participants had developed a new style of questioning which aided their ability to effectively communicate with other members in the organisation. They reported the effectiveness of asking questions which opened up discussions, instead of closing them down. The coaching participants, through open questioning, reported that they were aiming to facilitate thinking and problem solving within their team, guiding, probing and allowing the reports to come to solutions on their own." (Yodaiken, 2009, p. 69)
"Many also reported the success of this type of communication

outside of their work environment, where their ability to relate to family and friends had significantly improved" (Yodaiken, 2009, p. 69).

"With respect to communication and conversation, coaching appeared to have resulted in not only a greater proficiency at the skills associated with these concepts but also a much greater awareness of the importance and impact of these, leading to both higher quality and more frequent conversations" (Yodaiken, 2009, p. 71).

Amongst the list of the most common items measured during investigations on the return on investment of coaching is improvement in quality of interaction and communication between leaders and direct reports (Politzer, 2007).

Key findings from Miller (as cited in Grant et al., 2010) indicated that there were no significant differences in interpersonal communication skills post coaching versus what was measured pre coaching.

"felt that coaching has improved the quality of communication with their superior. … Common themes included being more able to conduct a structured and logical conversation using the 'courageous conversations' framework. Respondents felt that coaching has helped them to be more open with each other, and for more mature conversations to take place" (Harrison, 2008, p. 69).

| 3. | Trust | Improvement in levels of trust within the |

"Certain respondents identified the acquisition or enhancement of trust as an emerging value… Some felt more comfortable in

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	Quotes	Summary
	"entrusting tasks to others, resulting in more delegation… Senior managers indicated that their need to know everything had diminished considerably… had learnt to become less of a 'control freak.'" (Howard & Loos, 2005, p. 62).	organisation.
		Fewer notions of hidden agendas and a willingness to share with team members.
	"in terms of trust, bonds appear to have been built across teams and between managers and direct reports because of a new sense of openness and trust between these groups." (Yodaiken, 2009, p. 71)	Greater honesty and accountability between individuals in the workplace.
	"According to some senior managers, improved levels of openness have led to less suspicion and more trust. One leader commented that 'Notions of hidden agendas have been debunked,' while another was impressed by a new 'willingness to share with team members'" (Howard & Loos, 2005, p. 87)	Has led to feelings of apprehension and uncertainty.
	"Higher trust levels have come though quite strongly in all three sections of the results. This has resulted in more honesty and accountability between individuals in the workplace." (Howard & Loos, 2005, p. 87)	
	"One middle manager stated that trust between individuals had deteriorated as a result of the intervention, while a senior manager suggested that the program had 'Opened up a can of worms'. These statements suggest that the climate of trust within which the intervention had taken place was not sufficiently established, leaving some managers with feelings of apprehension and uncertainty." (Howard & Loos, 2005, p. 91)	
4. Relationships	"improvement in their relationships with others. … Middle managers had noticed that there had been a 'dramatic reduction in	Improved relationships within the organisation.

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Reduction in blame culture.	blame culture' " (Howard & Loos, 2005, p. 62)

"I can clearly see that I am a lot more effective in terms of relationships that I have got with my colleagues." (Rumboll, 2005, p. 91)

A typical goal of executive coaching is to "increase flexibility in and ability to develop and maintain effective interpersonal relationships within a diverse workforce" (Kilburg, 1996, p. 140).

"they saw the positive outcomes of this interior process in terms of … improved workplace relationships" (Howard & Loos, 2005, p. 97).

"They felt that this has enabled them to build 'better relationships' with their seniors, colleagues and subordinates" (Harrison, 2008, p. 68).

Improved relationships with direct reports have been reported as an intangible business impact of coaching (McGovern et al., 2001).

Improved relationships with stakeholders have been reported as an intangible business impact of coaching (McGovern et al., 2001).

Improved relationships with peers have been reported as an intangible business impact of coaching (McGovern et al., 2001).

"They expressed that their managers' new way of communicating and interacting with them had improved their relationship" (Yodaiken, 2009, p. 67). |

Coaching and mentoring so popular today because they "promote teamwork and sound working relationships" (Meyer, 2007, p. 2).		
"One senior manager responded that he had created a climate which is 'more open, approachable and authentic'. Another said that he noticed that 'others are now able to approach him.'" (Howard & Loos, 2005, p. 62) "Respondents regularly noted that coaching has motivated and helped them to engender a more open and deeper understanding and helping spirit."(Harrison, 2008, p. 68) "Some middle managers noticed a marked improvement in the previously rigid senior leadership style, and saw encouraging signs of flexibility and openness to new thinking and fresh ideas... they generally became more receptive to others." (Howard & Loos, 2005, p. 76) "senior and middle managers displayed increased openness. Most individuals felt a greater freedom to question, to share their point of view and to engage in straight talking. Senior managers had the following to say: 'More willing to speak and to approach things in a positive manner'" (Howard & Loos, 2005, p. 86) "take a more considered approach by listening and trying to see the other person's point of view" (Harrison, 2008, p. 67)	5. Approachability and openness	Greater approachability and openness to new thinking and fresh ideas. Freedom to question things and share points of view.
Coachees feel empowered and "the environment now 'allows people to think for themselves.'" (Howard & Loos, 2005, p. 63)	6. Empowerment of employees	Greater sense of empowered amongst employees within the organisation.

"Higher levels of involvement were recorded, indicating a shift away from the old system of isolation of tasks and activities. One middle manager mentioned that 'people have been empowered' and have become 'decision-makers in their own roles.' These statements indicate that individuals have become sufficiently committed, confident and empowered to add their contribution to the business." (Howard & Loos, 2005, p. 87) "Direct reports indicated that they felt that management had started to give them more responsibility and were delegating more, indicating to them that management had developed a sense of trust in their abilities to perform more complex tasks and functions in the organisation." (Yodaiken, 2009, p. 69) Coaching and mentoring so popular today because they "build competence and capacity in an organisation" (Meyer, 2007, p. 2).	Greater involvement and contribution by employees to the organisation.
7. Confidence levels "Senior managers have generally felt more confident about their leadership skills since the integral coaching intervention." (Howard & Loos, 2005, p. 63) "After the executive coaching experience I'm confident and I'm comfortable with myself and I don't put myself into a corner"(Rumboll, 2005, p. 90) In the context of business, coaching has proved effective in "building confidence" (Rumboll, 2005, p. 92). In the context of business, coaching has proved effective in "battling with the courage required for a leadership position"	Greater confidence in own abilities. **Note:** It was decided to focus on confidence in overall abilities instead of only certain leadership abilities.

(Rumboll, 2005, p. 92).		
"from the data that emerged from the interviews both self-confidence and realistic self- assessment came through strongly. With regards to self-confidence, many of the coaching participants articulated the feeling of confidence in their ability to perform their jobs better, with specific focus on their ability to lead their teams. They indicated that they had developed a set of new competencies for leading in a new way, which were reportedly beginning to yield positive results and experiences for both the participants and their reports. " (Yodaiken, 2009, p. 65)		
"This new found sense of self-confidence additionally led to individuals being more willing and open to sharing their ideas and views. Many individuals who would normally have been too shy or lacked the confidence to speak up were now reportedly contributing to management team meetings and receiving admirable feedback on ideas and suggestions for improvements and new projects" (Yodaiken, 2009, p. 65)		
"Qualitative responses indicated participants found coaching helped increase self-confidence" (Grant et al., 2009, p. 396).		
"Two middle managers reported that difficult conversations were being handled more skilfully." (Howard & Loos, 2005, p. 63) "being able to have 'difficult conversations' with colleagues"(Harrison, 2008, p. 67) "When dealing with difficult customers, they reported being more	8. Conflict management	Improved conflict management skills.

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capable of viewing the exchange objectively, realising that the customers harsh words were not a personal attack but rather the manifestation of their frustration with the problem, when prior to the coaching initiative an interaction with a difficult customer would have left the person feeling emotionally drained. The developed sense of self-awareness and understanding of emotions appeared to facilitate a more constructive approach to dealing with interactions of such a nature." (Yodaiken, 2009, p. 66)

"Respondents also reported a greater synergy between divisions, brought about by being able to have 'difficult conversations' with colleagues, to give and receive 'feedback' and take a more considered approach by listening and trying to see the other person's point of view." (Harrison, 2008, p. 67)

Blattner and Bacigalupo (2007) highlight the importance of self-awareness in regards to managing the tensions and different concerns within teams and organisations.

"evident in the data where interviewees reported swifter resolution to minor conflicts and trivial arguments within the management teams, … Management seemed better able to deal with these conflicts in a mature and timely fashion through having open dialogues that were largely free from charged emotions, resulting in less frustration and hurt feelings and focusing the attention back to achieving the common objectives." (Yodaiken, 2009, p. 66)

"The data revealed that this new sense of trust had not only strengthened relationships but had also given people the confidence

to deal with conflict and confrontation positively, through active dialogues and feedback. Individuals reported that knowing feedback would be viewed positively and that the person receiving the feedback would be grateful for the feedback, made the process important." (Yodaiken, 2009, p. 70)

"The coach's role is not every time there's a change, to help me cope with the change. The coach's role is for me to understand in general how I cope with issues and then there must come a point where it's possible for the coach to step back and then for me to have built that capacity within myself.

Otherwise it becomes too expensive on (sic) a way and you become dependent on someone else and I think the whole purpose is for me to become an independent person capable of coping with issues." (Rumboll, 2005, pp. 90 – 91)

Reduced conflict has been reported as an intangible business impact of coaching (McGovern et al., 2001)

In the context of business, coaching has proved effective in "dealing with conflict situations" (Rumboll, 2005, p. 92).

A typical goal of executive coaching is to "increase the client's ability to manage self and others in conditions of environmental and organizational turbulence, crisis, and conflict" (Kilburg, 1996, p. 140).

9. Empathy and emotion	Greater empathy within the organisation.
"Although senior managers were not aware of expressing more emotion in the workplace, middle managers noticed a change.	

Quotes	Theme	Description
Some remarked that they had experienced the 'human touch' in the workplace, where 'lots of empathy' was expressed." (Howard & Loos, 2005, p. 64).		
"Can have disadvantages e.g. things may not get done because of new style" (Howard & Loos, 2005, p. 65). "Impact - some resistance to this, because people would like decisions to be taken by boss." (Howard & Loos, 2005, p. 65). "They often want to get answer now! Difficult to move people to this way of doing things" (Howard & Loos, 2005, p. 65). "We do not always need a coaching-style - sometimes we need … directive behaviour is required, e.g. career opportunities - sometimes we need straight talking" (Howard & Loos, 2005, p. 66). "A more worrying development is the suggestion by both categories of managers that certain individuals may be using coaching techniques in inappropriate situations." (Howard & Loos, 2005, p. 100)	10. Delayed progress and decision taking due to use of a coaching style of leadership/management	The coaching approach has sometimes resulted in delayed progress and decision taking.
"One revealing comment indicates that the new style of leadership 'was bit of a shock to direct reportees,' and there can be no doubt that some of the participants in the current program found it an overwhelming experience" (Howard & Loos, 2005, p. 68).	11. Too overwhelming	The coaching approach has been too overwhelming for employees.
"When senior leaders create vision for others, it is rooted in deep self-insight, a belief in human potential, and the ability to convince	12. Conception, communication and implementation of vision	Has aided conception, communication and implementation of vision across teams and

Theme	Description	Evidence
		individuals.
		...others to share in it. One senior manager noted that he (she) could see the 'benefits for the team in the future' whilst another expressed the view that 'a stronger focus on coaching will benefit the team'." (Howard & Loos, 2005, p. 74).
13. Valuing diversity	Has led to a greater appreciation of diversity within the organization.	"Certain senior respondents expressed an appreciation for the benefits of diversity amongst themselves. One senior manager stated that 'we value the diversity of the team – we trust each other without question.' This assertion was supported by the observation that the integral coaching intervention 'sensitised people to challenges each of us are facing and more aware of what each person faces.'" (Howard & Loos, 2005, pp. 74 & 75).

In the context of business, coaching has proved effective in "managing diversity, black economic empowerment and employment equity" (Rumboll, 2005, p. 92).

Coaching and mentoring so popular today because they "accelerate employment equity and black economic empowerment" (Meyer, 2007, p. 2).

Example 7 (Levenson, 2009, no. 116) showed how coaching leads to improvement in the capacity and ability of coachees to interact with people with contrary beliefs. |
| 14. Dedication & commitment | Increased dedication and commitment within the organisation. | "Senior management noticed an increased level of dedication in the workplace, which was not prevalent before." (Howard & Loos, 2005, p. 75).

Increased organisational commitment has been reported as an |

intangible business impact of coaching (McGovern et al., 2001) "Interviewees spoke of the high level of commitment to one another and to the organisation with respects to following through with completing the tasks and actions that had been assigned to them." (Yodaiken, 2009, p. 69) According to a Head of experience and engagement (as cited in PricewaterhouseCoopers, 2013) "coaching is a driver of [employee] engagement and we know engagement is linked to the bottom line" (p. 12). "Compared to controls, coaching … increased resilience and workplace well-being"(Grant et al., 2009, p. 396) "Sustained superior performance occurs, most of all, because people are committed to do their level best all the time. Coaching is a proven strategy for building such commitment." (Coe et al., 2013, p. 1) "The literature reviewed clearly shows the link between effectively managing promises and trust through commitments to one another" (Sieler, as cited in Yodaiken, 2009, p. 69).		
"Some respondents drew attention to a shift in the corporate mood towards a more relaxed and civilised one, and one asserted that there was a 'nice balance between formality and informality.' "(Howard & Loos, 2005, p. 75). "Eighteen months after the integral coaching intervention began,	15. Relaxed and civilised culture and environment	Has resulted in a more relaxed and civilised culture within the organisation.

management noticed that not only were their teams and peers more relaxed, but that this had generated more personal contact and a culture of care. Despite this relaxation of authoritarian control, individuals were still able to focus on team delivery." (Howard & Loos, 2005, p. 87)		
"Senior managers observed a definite climate-shift in favour of more effective teamwork, not only in their own teams but also across functions. They attributed this to improved levels of openness and trust. They also found the climate more conducive to a greater expression of camaraderie. Themes such as team support and collaboration have developed within the organisation. One senior manager stated that it is 'important to let people know that they are not alone, that he was available for support.' Not only have individuals experienced greater openness within their teams, they have also felt confident enough to interact with other functions (departments) within the organisation. One senior manager stated that 'cross functional collaboration has improved significantly.' " (Howard & Loos, 2005, p. 86) "a more collaborative approach" (Harrison, 2008, p. 67) In the context of business, coaching has proved effective in "teaching collaborative thinking" (Rumboll, 2005, p. 92). "Higher levels of teamwork have shown up quite strongly in the results, and the senior leadership has generally been pleased with the progress that has been made in terms of team cohesion and responsibility." (Howard & Loos, 2005, p. 86)	16. Teamwork and collaboration	Improvement and promotion of teamwork.

	Has led to people approaching problems in a can-
	17. Attitude & positivity
Improved teamwork has been reported as an intangible business impact of coaching (McGovern et al., 2001) "Some senior managers believed that positive teamwork efforts were conducive to a more solutions-focussed approach within the workplace. According to the data, 'barriers have been removed substantially' as a result of improved levels of accountability, and 'problems have diminished' … These themes were also supported by middle managers, one of whom claimed to have experienced a 'dramatic reduction in blame culture'." (Howard & Loos, 2005, p. 75) "Respondents commonly felt that coaching has improved the manner in which individuals interact with their team members, listing specifically improvements in constructive criticism, speed of response, problem-solving and coordination during team meetings." (Harrison, 2008, p. 72) Coaching and mentoring so popular today because they "promote teamwork and sound working relationships" (Meyer, 2007, p. 2). According to a Vice Precedent of HR (as cited in PricewaterhouseCoopers, 2013) coaching has led improved teamwork. An examples is mentioned a "person [whom] had one kind of behaviour and attitudes, they went through the coaching process and they presented a different attitude and a change in the way they are managing the team" (p. 12).	"Senior managers have noticed an improvement in terms of attitudinal behaviour in the more enthusiastic teams. One

respondent remarked that 'people are approaching problems in a can-do way,' and another noted that there were 'positive feeling in the group'" (Howard & Loos, 2005, p. 86).		do way. Improvement in positive attitudes within the organisation.
"Trigger for New Behaviour" (Rumboll, 2005, p. 102).		
A meta-analysis on the effects of coaching on individual level outcomes in an organizational context conducted by Theeboom, Beersma, and van Vianen (2014) indicated that coaching is an effective tool for improving work and career attitudes.		
"According to management, integral coaching has facilitated the reduction of barriers and the resolution of problems in the workplace. Individuals have learned to approach challenges differently, one senior manager has discovered that a distinction should be made 'between challenging the person versus the situation'" (Howard & Loos, 2005, p. 88).		
"Some senior managers believed that positive teamwork efforts were conducive to a more solutions-focussed approach within the workplace" (Howard & Loos, 2005, p. 75).		
"findings provide evidence that a number of senior managers had developed a greater capacity for self-reflection and personal awareness" (Howard & Loos, 2005, p. 97) In the context of business, coaching has proved effective in "creating an environment for self-reflection about behaviour"	18. Self awareness	Increased self-awareness of employees.

(Rumboll, 2005, p. 92). "Many of them expressed that through the process of constant self-reflection, they were easily able to recognize and draw on their strengths, and were not only able to identify areas of weaknesses, but were able to accept them and look at them as a challenges and opportunity for growth." (Yodaiken, 2009, p. 66) "Qualitative responses indicated participants found coaching helped increase … personal insight…"(Grant et al., 2009, p. 396) "Self-aware people know—and are comfortable talking about—their limitations and strengths, and they often demonstrate a thirst for constructive criticism" (Goleman, 2004, p. 5).		
"One of the things that I benefited from with the coaching was around my own development. Looking at my own work-life balance" (Rumboll, 2005, p. 90). In the context of business, coaching has proved effective in helping coachees establish healthy "work-life balances" (Rumboll, 2005, p. 92). A typical goal of executive coaching is to "improve the client's ability to manage the tensions between organizational, family, community, industry, and personal needs and demands" (Kilburg, 1996, p. 140).	19. Work-life balance	Improvement in ability to manage work-life balance.
"I think there were particular issues such as time management that I got my mind around and I'm doing it much better now and	20. Time management	Improvement in time management skills.

Quote	Theme	Summary
therefore I am performing at a higher level, because of, not so much the coaching itself, but some of the understanding from coaching enabled me to focus more on the right things and therefore I'm having a greater impact on the business and I'm rushing around less" (Rumboll, 2005, p. 90). In the context of business, coaching has proved effective in improving "time management" (Rumboll, 2005, p. 92).		
"'Initially when I went to her I was looking to her for guidance and support and I was feeling very unsure of myself. Now I go to her for that almost that strategic conversation that I can't afford to have right off, pat, with someone in the business, because I'm not sure how it will be received and I want to check my thinking and kind of look at the broader picture'" (Rumboll, 2005, p. 91). In the context of business, coaching has proved effective in "an organisational shift in strategic direction" (Rumboll, 2005, p. 92). "To the extent that coaching sensitizes people to reflect and act in a more purposeful way, it is again strategic in nature, helping to align the organisation with the people who are in it" (Lyons, 2011, p. 91). Amongst the list of the most common items measured during investigations on the return on investment of coaching is improvement of strategic planning dynamic (Politzer, 2007).	21. Strategic	Aided strategic planning via strategic reflection conversations. Has helped people act in a more purposeful way.
"'I mean from a goal setting perspective, I think it helps you focus. It really does help you focus'". (Rumboll, 2005, p. 91)	22. Goal attainment	Improvement in goal attainment. Aided establishing of goals.

"It provided evidence that a cognitive-behavioural, solution-focused life coaching group programme is effective in increasing goal striving, well-being, and hope. The results also suggest that gains can be maintained over time." (Green et al., 2006, p. 149)

"coachees of professional coaches were more engaged in the coaching process, had greater goal commitment and progression, and greater well-being in terms of environmental mastery; other facets of well-being did not change. The results suggest that the presence of a supportive person may be a necessary but insufficient condition for enhancing goal striving" (Spence & Grant, 2007, p. 185)

"Compared to controls, coaching enhanced goal attainment…" (Grant et al., 2009, p. 396)

A meta-analysis on the effects of coaching on individual level outcomes in an organizational context conducted by Theeboom, Beersma, and van Vianen (2014) indicated that coaching is an effective tool for improving goal-attainment.

"coaching process facilitates goal attainment by helping individuals to: (i) identify desired outcomes, (ii) establish specific goals, (iii) enhance motivation by identifying strengths and building self-efficacy, (iv) identify resources and formulate specific action plans, (v) monitor and evaluate progress towards goals, and (vi) modify action plans based on feedback." (Grant et al., 2010, p. 127) For this reason coaching is particularly useful in helping to move from a position of knowledge and intentions to a situation of goal

	attainment and behavioural change (Kauffman, 2006).	
23. Networking	"'Looking at the various networks that the coach was able to provide me support with. He was able to refer me to different people that I could network with depending on what kind of information I needed or what kind of support that I needed. So the networking was important as well for me'; 'Networking was also one of the key areas that I had a key problem around and that has improved significantly'" (Rumboll, 2005, p. 89). In the context of business, coaching has proved effective in "increasing networking ability and the managing of network" (Rumboll, 2005, p. 92).	Increased networking ability.
24. Customer service	"SEC [strategic executive coaching] helps executives become more effective; effective executives create more satisfied employees; satisfied employees create more satisfied customers; satisfied customers create higher profits" (Goldsmith et al., 2000, p. 29) "felt that coaching has improved the level of customer service. … Respondents frequently cited that coaching has helped them to view confrontation from a logical and rational perspective rather than from an emotional one. Coaching has also facilitated a change in the staff's perceptions of customer complaints. The chief benefit of this approach has been that staff are now more adept at helping customers resolve their problems" (Harrison, 2008, p. 70). Improved customer service has been reported as a tangible business	Improvement in customer service. Increased client retention.

impact of coaching (McGovern et al., 2001). Improved relationships with clients have been reported as an intangible business impact of coaching (McGovern et al., 2001) Amongst the list of the most common items measured during investigations on the return on investment of coaching is improvement of customer service and client retention (Politzer, 2007). "greater customer loyalty and retention" (Goldsmith et al., 2000, p. 125).		
25. Staff retention	" …felt that coaching has improved employee retention… Many felt that coaching had enabled them to recognise and deal more effectively with personnel problems before they escalated to 'pitch point.' Central to this is the confidence that coaching has given them to approach their subordinates and work with them to resolve issues." (Harrison, 2008, p. 73) Skiffington and Zeus (as cited in Harrison, 2008) report that coaching yields "higher staff retention" (p. 33). Coaching and mentoring so popular today because they "contribute to employee retention" (Meyer, 2007, p. 2). Amongst the list of the most common items measured during investigations on the return on investment of coaching is improvement of staff retention (Politzer, 2007). According to a Lead Consultant in culture, change and engagement	Improvement in staff retention.

(as cited in PricewaterhouseCoopers, 2013) coaching has led to reduced attrition. There has been "lots of cost avoidance through decreasing [staff] turnover, career advancement, personal effectiveness" (p. 12).		
"Improved team performance and EVA" (Harrison, 2008, p. 67) "Eighty-two percent of the respondents felt that coaching has improved their team's performance, while the remaining eighteen percent felt that it has not. Commonly-cited benefits of coaching to team performance include an improved problem-solving capacity (due to greater mutual trust), deeper emotional understanding and a more collaborative approach" (Harrison, 2008, p. 67). Skiffington and Zeus (as cited in Harrison, 2008) report that coaching yields "improvement in individual work performance" (p. 33). In the context of business, coaching has proved effective in "helping fast tracked executives with performance/confidence issues" (Rumboll, 2005, p. 93). Coaching and mentoring so popular today because they "assist with the implementation of performance management" (Meyer, 2007, p. 2). Coaching and mentoring so popular today because they "help a company achieve its business objectives" (Meyer, 2007, p. 2). Amongst the list of the most common items measured during	26. Team, individual & business performance	Improved team performance and effectiveness Improved individual performance and effectiveness Improved business performance and effectiveness.

investigations on the return on investment of coaching is improvement of individual and team performance (Politzer, 2007).

"is by helping executives avoid derailment, where derailment means failure to deliver on performance objectives with negative impacts on current or future employment" (Levenson, 2009, p. 113). It cannot stop derailment but "does have the potential to help executives who have the capability and desire to change" (Levenson, 2009, p. 114).

A meta-analysis on the effects of coaching on individual level outcomes in an organizational context conducted by Theeboom, Beersma, and van Vianen (2014) indicated that coaching is an effective tool for improving the performance and skills of individuals in organisations.

"Sustained superior performance occurs, most of all, because people are committed to do their level best all the time. Coaching is a proven strategy for building such commitment" (Coe et al., 2013, p. 1).

"This appears to have resulted in quicker problem solving competencies within divisions" (Harrison, 2008, p. 68).

"Commonly-cited benefits of coaching to team performance include an improved problem-solving capacity (due to greater mutual trust)" (Harrison, 2008, p. 67).

When an organisation invests in coaching of employees in critical positions which leads to an increase their performance, they can

	27. Productivity	Increased productivity.
avoid the costs associated with replacing those individuals which may sometimes amount to 2.5 times the person's annual salary. (Isbell, 2010). Levenson (2009) says that it is "difficult to draw a direct line from coaching to improved business performance, particularly because positive business impacts appear to be achieved when coaching is combined with other interventions and process improvements. Coaching alone may be too limited to directly impact the business" (p.117). A typical goal of executive coaching is to "improve the effectiveness of the organization or team" (Kilburg, 1996, p. 140).	"Improved division productivity" (Harrison, 2008, p. 68). "respondents felt that coaching has improved the productivity of their division" (Harrison, 2008, p. 68) Increased productivity has been reported as a tangible business impact of coaching (McGovern et al., 2001) Amongst the list of the most common items measured during investigations on the return on investment of coaching is improvement of productivity of the division (profit and loss) or global organization (Politzer, 2007). Coaching can create an environment where employees "respond much better to adversity, [and] don't worry that they will be blamed for the failures" (Levenson, 2009, no. 115). They grow in their	

Theme	Evidence	Result
	"resilience, [and] willingness to take risks" (Levenson, 2009, no. 115). This results in greater productivity.	
28. Happier work environment	"Some managers reported that their subordinates seemed happier, reported on time and took each other more seriously since undergoing coaching" (Harrison, 2008, p. 72). Skiffington and Zeus (as cited in Harrison, 2008) report that coaching yields "improved morale" (p. 33).	Created a happy work environment. Improved morale.
29. Job satisfaction	"they were better able to communicate and interact with their colleagues, suspend judgment, put themselves in other people's shoes and be more understanding and patient. Many interviewees reported a new sense of well being, happiness and satisfaction with their jobs and with their relationships both at work and at home." (Yodaiken, 2009, pp. 67 – 68) Improved job satisfaction been reported as an intangible business impact of coaching (McGovern et al., 2001) Skiffington and Zeus (as cited in Harrison, 2008) report that coaching yields "increased job satisfaction" (p. 33). Coaching and mentoring so popular today because they "contribute to job satisfaction t" (Meyer, 2007, p. 2).	Has led to improved job satisfaction
30. Identifying new talent and career development	"Management indicated that through the process of delegating, they had started to identify new talent within the organisation, looking to groom individuals into more senior positions to fill voids."	Aided career development in order to advance professionally.

		Accelerated leader development from a junior to a very senior position. Aided identification of new talent.
(Yodaiken, 2009, p. 69) "Accelerated Leader Development from a Junior to a Very Senior Position" (Rumboll, 2005, p. 89) In the context of business, coaching has proved effective in "newly appointed leaders" (Rumboll, 2005, p. 92). Coaching and mentoring so popular today because they "assist with career development" (Meyer, 2007, p. 2). A typical goal of executive coaching is to "improve the client's ability to manage his or her career and to advance professionally" (Kilburg, 1996, p. 140). According to a Lead Coaching Consultant in culture, change and engagement (as cited in PricewaterhouseCoopers, 2013) coaching impacts leadership development and performance. He says: "I have two clients who I have seen through the process attribute a large portion of their success and advancement of their career to coaching" (p. 12).		
In the context of business, coaching has proved effective in "periods of transition from one level to another" (Rumboll, 2005, p. 92). "Qualitative responses indicated participants found coaching helped ... participants deal with organisational change. Findings indicate that short-term coaching can be effective, and that evidence- based executive coaching can be valuable as an applied positive psychology in helping people deal with the uncertainly and	31. Change management	Helped people in dealing with the uncertainty and challenges inherent in organisational change.

	32. Management of teams	Improvement in management of teams.

challenges inherent in organisational change" (Grant et al., 2009, p. 396).

In the context of business, coaching has proved effective in "managing teams" (Rumboll, 2005, p. 92).

Amongst the list of the most common items measured during investigations on the return on investment of coaching is improvement of leadership and management effectiveness (Politzer, 2007).

A typical goal of executive coaching is to "increase the client's capacity to manage an organization —planning, organizing, staffing, leading, controlling, cognitive complexity, decision snaking, tasks, jobs, roles, etc." (Kilburg, 1996, p. 140).

According to a Vice Precedent of HR (as cited in PricewaterhouseCoopers, 2013) coaching has led improved teamwork. An examples is mentioned a "person [whom] had one kind of behaviour and attitudes, they went through the coaching process and they presented a different attitude and a change in the way they are managing the team" (p. 12).

"Qualitative responses indicated participants found coaching helped … build management skills"(Grant et al., 2009, p. 396)

Coaching helps leaders become more assertive when managing their workers (Levenson, 2009). Example 5 mentioned in Levenson (2009) shows how coaching was the initiating event which was needed to start the process of reflection so as to identify areas which

required redesign, like the internal management practices, culture and structures so as to create an ultimately more successful working environment. This is further supported by Example 6 (Levenson, 2009) which talks about coaching which helped to create a "high-performing environment" (p. 116) and increase trust and reliability of the organisation. In the context of business, coaching has proved effective in "managing the strategy committee/ executive committee" (Rumboll, 2005, p. 92).	33. Emotional intelligence	Led to an improvement in people's emotional intelligence.
In the context of business, coaching has proved effective in "developing emotional intelligence" (Rumboll, 2005, p. 92). "deeper emotional understanding" (Harrison, 2008, p. 67). "Many of the direct reports and middle management described events, prior to the coaching initiative, where members of the senior management team would become angry and irritated during meetings. This often had the effect of breaking down communication, relationships becoming strained and tension developing. The interviewees expressed that this kind of outburst was very rare now and that managers were much more in control of their emotions and aware of how these emotional eruptions negatively affected the functioning of the business as a whole" (Yodaiken, 2009, p. 67). "the process of subsequently understanding emotions and their emotional responses to people and situations had helped them shift from feeling overwhelmed by emotions to being able to identify		

them, accept them and shift them from impacting their moods negatively" (Yodaiken, 2009, p. 67).

Amongst the list of the most common items measured during investigations on the return on investment of coaching is improvement of emotional intelligence (Politzer, 2007).

A typical goal of executive coaching is to "increase the range, flexibility, and effectiveness of the client's behavioural repertoire" (Kilburg, 1996, p. 140).

A typical goal of executive coaching is to "increase psychological and social awareness and understanding" (Kilburg, 1996, p. 140).

A typical goal of executive coaching is to "increase tolerance of ambiguity" (Kilburg, 1996, p. 140).

A typical goal of executive coaching is to "increase tolerance and range of emotional responses" (Kilburg, 1996, p. 140).

A typical goal of executive coaching is to "increase the client's awareness and knowledge of motivation, learning, group dynamics, organizational behaviour, and other components of the psychosocial and organizational domains of human behaviour" (Kilburg, 1996, p. 140).

A typical goal of executive coaching is to "decrease acting out of emotions, unconscious conflicts, and other psychodynamic patterns" (Kilburg, 1996, p. 140).

Behaviour changes such as "communication style, motivating

others, influence skills, listening skills, demonstrating empathy for others, building trusting relationships, anger management, giving performance feedback, agenda setting, building cross-functional relationships, building credibility, and using emotion as a leadership tool" (Levenson, 2009, p. 114).		
Skiffington and Zeus (as cited in Harrison, 2008) report that coaching yields "increased openness to learning and development" (p. 33). "senior managers had become more open and willing to learn from each other. … This environment enabled the team to engage with others more freely, making it easier to 'sound board and get ideas' " (Howard & Loos, 2005, p. 64). Employees "observed the change in the environment and described it as a 'learning' one. Others noticed 'more opportunities being created' " (Howard & Loos, 2005, p. 64). "In answer to the question: Does integral coaching create an environment for new ways of thinking and learning? the research team believe that the answer is yes" (Howard & Loos, 2005, p. 101). Coaching and mentoring so popular today because they "promote a learning culture in an organisation" (Meyer, 2007, p. 2). A typical goal of executive coaching is to "improve the client's capacity to learn and grow" (Kilburg, 1996, p. 140).	34. Learning environment and culture	Increased openness to learning and development. Promoted a learning culture within the organisation. Created an environment for new ways of thinking and learning.

Theme	Responses	Supporting literature
35. Personal growth and development	Has had a positive impact on my personal life. Led to personal growth and development. Improved growth and development in my personal life.	" 'Even outside work itself, because those are skills that are not necessarily only applicable to work situations. Like I said to you that it's a process you use for personal development both within and outside the organisation' " (Rumboll, 2005, p. 91). Farr (2006) says that coaching facilitates personal growth. Some coachees "applied the coaching principles in their personal lives and found this to be very positive and enriching" (Howard & Loos, 2005, p. 64). "Other individuals reported that the feedback received from peers, managers and subordinates had really assisted them in making the necessary changes to improving, both in the manner of performing specific tasks in the organisation and in improving in areas of personal development." (Yodaiken, 2009, p. 70)
36. Reinforces training and skills development interventions.	Reinforced training and skills development interventions.	Coaching and mentoring is so popular today because they "support and reinforce training and skills development interventions" (Meyer, 2007, p. 2). A study done by Miller, Yahne, Moyers, Martinez, and Pirritano (2004) showed that when coaching was used in combination with training it increased post-training proficiency. Coaching and mentoring so popular today because they "can help with the induction and orientation of new employees and managers" (Meyer, 2007, p. 2). "what actually happens after training if no coaching is provided: old

behaviors quickly resurface, and sustained performance improvements never materialize. Without coaching, the opportunity that training provides for permanently improving behavior—and for the improved results that could have followed—is lost. By not providing coaching to people after providing them with behaviorally based skill training, we set them up to fail." (Crane, 2007, p. 22)

| 37. Stress management and anxiety levels | A typical goal of executive coaching is to "improve the client's stress management skills and stress hardiness" (Kilburg, 1996, p. 140).

Key findings from Taylor (as cited in Grant et al., 2010) indicated that compared to training, coaching reduces stress much more.

"Coaching may help to reduce stress directly if an individual is seeking coaching in order to deal with stress" (Hearn, as cited in Gyllensten & Palmer, 2005, p. 16).

"coaching could also help to reduce stress indirectly. In this scenario an individual may seek coaching for a variety of rea- sons, for example to improve performance, increase efficiency, achieve work related goals, or improve communication skills. When the coachee improves in the area targeted by coaching intervention, it is possible that they will become less stressed or pressured" (Gyllensten & Palmer, 2005, p. 16).

"Compared to controls, coaching ....reduced … stress" (Grant et | Improvement in stress management and reduced anxiety levels. |

		Increased hope and well-being.
	38. Hope & well-being	
al., 2009, p. 396).		

"It provided evidence that a cognitive-behavioural, solution-focused life coaching group programme is effective in increasing goal striving, well-being, and hope. The results also suggest that gains can be maintained over time" (Green et al., 2006, p. 149).

"Life coaching was associated with significant increases in levels of cognitive hardiness and hope, and significant decreases in levels of depression" (Green et al., 2007, p. 24).

"coachees of professional coaches were more engaged in the coaching process, had greater goal commitment and progression, and greater well-being in terms of environmental mastery; other facets of well-being did not change. The results suggest that the presence of a supportive person may be a necessary but insufficient condition for enhancing goal striving" (Spence & Grant, 2007, p. 185).

"The results showed no effect of coaching on self-reported sickness absence due to psychosocial health complaints. Based on objective data, a 14% reduction in sickness absence duration was achieved in the intervention group as compared to the control group (15.6 vs. 18.1 days). Employees who participated in the coaching, reported statistically significant and clinically relevant improved health, declined psychological distress, less burnout, less need for recovery, and an increased satisfaction with life." (Duijts et al., 2008, p. 765).

"Compared to controls, coaching … reduced depression" (Grant et

	al., 2009, p. 396). Gives people "a positive view of the future" (Levenson, 2009, p. 115). A meta-analysis on the effects of coaching on individual level outcomes in an organizational context conducted by Theeboom, Beersma, and van Vianen (2014) indicated that coaching is an effective tool for improving well-being of individuals in organisations.	
39. Coping	A meta-analysis on the effects of coaching on individual level outcomes in an organizational context conducted by Theeboom, Beersma, and van Vianen (2014) indicated that coaching is an effective tool for helping individuals towards coping better.	Improved ability to cope.
40. Effectiveness of people	"coaching had a strong impact on the … effectiveness of the people coached, and a significantly smaller, though noticeable, impact on the people the next level down" (Rock & Donde, 2008, p. 11).	Increased effectiveness of employees.
41. Organizational strength	Increased organizational strength has been reported as a tangible business impact of coaching (McGovern et al., 2001).	Increased organisational strength.
42. Quality	Improved quality has been reported as a tangible business impact of coaching (McGovern et al., 2001)	Increased quality.
43. Lobbying support	In the context of business, coaching has proved effective in "learning how to lobby support" (Rumboll, 2005, p. 92).	Has aided learning how to lobby support.
44. Simulating upcoming events or	In the context of business, coaching has proved effective in	Aided simulating upcoming events or

Item	Source quote	Outcome
	"simulating upcoming events/presentations to board" (Rumboll, 2005, p. 92).	presentations.
45. Separating out operational from strategic issues	In the context of business, coaching has proved effective in "separating out operational from strategic issues" (Rumboll, 2005, p. 92).	Aided discerning between operational versus strategic issues.
46. Succession planning and skills transfer	Coaching and mentoring is so popular today because they "promote succession planning and skills transfer" (Meyer, 2007, p. 2). Coaching and mentoring so popular today because they "support the principles of sound corporate governance, in particular the emphasis on succession planning and human capital development" (Meyer, 2007, p. 2).	Had aided in skills transfer during the process of succession planning.
47. Uncovering blind spots	In the context of business, coaching has proved effective in "uncovering executives' blind spots" (Rumboll, 2005, p. 92).	Has aided in uncovering blind spots.
48. Management versus leadership	In the context of business, coaching has proved effective to "guide understanding of [the] difference between management and leadership" (Rumboll, 2005, p. 92).	Has guided the understanding of the difference between management and leadership.
49. Confidential support function	In the context of business, coaching has proved effective as a "confidential support function" (Rumboll, 2005, p. 92).	Has been a confidential support function.
50. Making sense of the culture of the organisation	In the context of business, coaching has proved effective in "helping new appointments make sense of the culture of the organisation" (Rumboll, 2005, p. 92).	Has helped new appointments make sense of the culture of the organisation.
51. Understanding the politics of the	In the context of business, coaching has proved effective in	Has aided the understanding of the politics within

"understanding the politics of the organisation" (Rumboll, 2005, p. 92).	organisation	the organisation.
In the context of business, coaching has proved effective as a "vehicle to help leaders crystallise decision making" (Rumboll, 2005, p. 93). In the context of business, coaching has proved effective as a "sounding board" (Rumboll, 2005, p. 93).	52. Vehicle to crystallise thinking and decision making	Functioned as a sounding board in order to crystallise thinking and decision making.
Skiffington and Zeus (as cited in Harrison, 2008) report that coaching yields an "ability to use talent and potential more effectively" (p. 33) and promotes "growth and self-actualisation of the individual" (p. 33). Coaching and mentoring so popular today because they "harness the full potential and talents of employees" (Meyer, 2007, p. 2).	53. Using talent and potential	Helped to harness the full potential and talents of employees.

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Appendix C: Condensed mapping of coaching impact themes to relevant articles from literature review

Table 46 - Meta-analysis of impacts of coaching

Impact of coaching themes identified	Relevant articles from literature review
1. Leadership skills	(Howard & Loos, 2005; Meyer, 2007; Rock & Donde, 2008; Rumboll, 2005)
2. Listening skills and quality of communication	(Miller, as cited in Grant et al., 2010; Harrison, 2008; Howard & Loos, 2005; Politzer, 2007; Yodaiken, 2009)
3. Trust	(Howard & Loos, 2005; Yodaiken, 2009)
4. Relationships	(Harrison, 2008; Howard & Loos, 2005; Kilburg, 1996; McGovern et al., 2001; Meyer, 2007; Rumboll, 2005; Yodaiken, 2009)
5. Approachability and openness	(Harrison, 2008; Howard & Loos, 2005)
6. Empowerment of employees	(Howard & Loos, 2005; Meyer, 2007; Yodaiken, 2009)
7. Confidence levels	(Grant et al., 2009; Howard & Loos, 2005; Rumboll, 2005; Yodaiken, 2009)
8. Conflict management	(Blattner & Bacigalupo, 2007; Harrison, 2008; Howard & Loos, 2005; Kilburg, 1996; McGovern et al., 2001; Rumboll, 2005; Yodaiken, 2009)
9. Empathy and emotion	(Howard & Loos, 2005)
10. Delayed progress and decision taking	(Howard & Loos, 2005)
11. Too overwhelming	(Howard & Loos, 2005)
12. Conception, communication and implementation of vision	(Howard & Loos, 2005)
13. Valuing diversity	(Howard & Loos, 2005; Levenson, 2009; Meyer, 2007; Rumboll, 2005)
14. Dedication & commitment	(Coe et al., 2013; Grant et al., 2009; Howard & Loos, 2005; McGovern et al., 2001; PricewaterhouseCoopers, 2013; Sieler, as cited in

	Yodaiken, 2009)
15. Relaxed and civilised culture and environment	(Howard & Loos, 2005)
16. Teamwork and collaboration	(Harrison, 2008; Howard & Loos, 2005; McGovern et al., 2001; Meyer, 2007; PricewaterhouseCoopers, 2013; Rumboll, 2005)
17. Attitude & positivity	(Howard & Loos, 2005; Rumboll, 2005; Theeboom et al., 2014)
18. Self awareness	(Goleman, 2004; Grant et al., 2009; Howard & Loos, 2005; Rumboll, 2005; Yodaiken, 2009)
19. Work-life balance	(Kilburg, 1996; Rumboll, 2005)
20. Time management	(Rumboll, 2005)
21. Strategic	(Lyons, 2011; Politzer, 2007; Rumboll, 2005)
22. Goal attainment	(Grant et al., 2009; Green et al., 2006; Kauffman, 2006; Rumboll, 2005; Spence & Grant, 2007; Theeboom et al., 2014)
23. Networking	(Rumboll, 2005)
24. Customer service	(Goldsmith et al., 2000; Harrison, 2008; McGovern et al., 2001; Politzer, 2007)
25. Staff retention	(Harrison, 2008; Meyer, 2007; Politzer, 2007; PricewaterhouseCoopers, 2013)
26. Team, individual & business performance	(Coe et al., 2013; Harrison, 2008; Isbell, 2010; Kilburg, 1996; Levenson, 2009; Meyer, 2007; Politzer, 2007; Rumboll, 2005; Theeboom et al., 2014)
27. Productivity	(Harrison, 2008; Levenson, 2009; McGovern et al., 2001; Politzer, 2007)
28. Happier work environment	(Harrison, 2008)
29. Job satisfaction	(Harrison, 2008; McGovern et al., 2001; Meyer, 2007; Yodaiken, 2009)
30. Identifying new talent and career development	(Kilburg, 1996; Meyer, 2007; PricewaterhouseCoopers, 2013; Rumboll, 2005; Yodaiken, 2009)
31. Change management	(Grant et al., 2009; Rumboll, 2005)

32. Management of teams	(Grant et al., 2009; Kilburg, 1996; Levenson, 2009; Politzer, 2007; PricewaterhouseCoopers, 2013; Rumboll, 2005)
33. Emotional intelligence	(Harrison, 2008; Kilburg, 1996; Levenson, 2009; Politzer, 2007; Rumboll, 2005; Yodaiken, 2009)
34. Learning environment and culture	(Harrison, 2008; Howard & Loos, 2005; Kilburg, 1996; Meyer, 2007)
35. Personal growth and development	(Farr, 2006; Howard & Loos, 2005; Rumboll, 2005; Yodaiken, 2009)
36. Reinforces training and skills development interventions.	(Crane, 2007; Meyer, 2007; Miller et al., 2004)
37. Stress management and anxiety levels	(Grant et al., 2009, 2010; Gyllensten & Palmer, 2005; Kilburg, 1996)
38. Hope & well-being	(Duijts et al., 2008; Grant et al., 2009; Green et al., 2006; Levenson, 2009; Spence & Grant, 2007; Theeboom et al., 2014)
39. Coping	(Theeboom et al., 2014)
40. Effectiveness of people	(Rock & Donde, 2008)
41. Organizational strength	(McGovern et al., 2001)
42. Quality	(McGovern et al., 2001)
43. Lobbying support	(Rumboll, 2005)
44. Simulating upcoming events or presentations.	(Rumboll, 2005)
45. Separating out operational from strategic issues	(Rumboll, 2005)
46. Succession planning and skills transfer	(Meyer, 2007)
47. Uncovering blind spots	(Rumboll, 2005)
48. Management versus leadership	(Rumboll, 2005)
49. Confidential support function	(Rumboll, 2005)
50. Making sense of the culture of the organisation	(Rumboll, 2005)
51. Understanding the politics of the organisation	(Rumboll, 2005)
52. Vehicle to crystallise thinking and decision making	(Rumboll, 2005)
53. Using talent and potential	(Skiffington & Zeus, as cited in Harrison, 2008; Meyer, 2007)

Appendix D: Email invitation example sent to participants in the research study

Subject: Integrated Wealth Planning Survey - What impact has coaching had at Old Mutual Wealth?

Your private url is: http://application.qsortware.net/open/0e665b96-9062-4047-ae2a-c6b8e2d885ed

Brief overview of Research Project and its purpose

Old Mutual Wealth has recently agreed to partake in a research study aimed at assessing the impact of coaching by measuring the different opinions and viewpoints which currently exist regarding the impact which coaching has had at OMW.

Measuring the impact of coaching is considered important because it will allow OMW to assess whether the actual impact of coaching aligns with the intended impact of the coaching interventions undertaken. Understanding the impact of coaching also provides context in terms of the return on investment of coaching interventions.

What is coaching?

Coaches work alongside individuals to help improve their performance at work, regardless of whether or not they could do that work themselves. What a coach can do, is help someone see opportunities for improvement, as well as practical ways forward. A coach has the essential role of providing a safe context for the coachee to learn new distinctions that expand how they are observing, enabling them to become a different and more powerful observer (with power being interpreted as the capacity to take effective action). The role of a coach is to understand the client's structure of interpretation and then in partnership alter this structure so that the actions that follow bring about the intended outcome.

After being coached, coachees can take new action because they are able to observe something that they were not able to observe before. Once this observation becomes part of the structure of interpretation of the coachee, the coachee is able to be independent of the coach and is able to respond to all similar situations in the future without need for the coach.

Survey

In the survey you will be asked to read through 51 statements regarding the impact which coaching could have had at Old Mutual Wealth. Afterwards you will be asked to rank these statements on a scale from MOST AGREE WITH (+5) to LEAST AGREE WITH (-5).

Your final ranking/sorting of statements will then present your opinion regarding what the actual impact of coaching has been at Old Mutual Wealth, which would range from the impacts you agree with the strongest versus those you agree with the least.

Please click on the link provided in this email and follow the onscreen instructions in order to complete the online survey. The survey is expected to take approximately **15 minutes** to complete. Your contribution towards this research project is greatly appreciated.

Please note that although you email address will be recorded as part of this survey it will only be used for control purposes so as to ensure non-duplicate responses. Anonymity of all responses will be strictly adhered to and no identifiable information will be disclosed at any point during this research project.

Ethical Approval

This research has been approved by the UCT Commerce Faculty Ethics in Research Committee. Your participation in this research is voluntary. You can choose to withdraw from the research at any time. There are no known risks or dangers to you associated with this study. Unless you provide an explicit approval, the researchers will not attempt to identify you with the responses to the survey, or to name you as a participant in the study, nor will they facilitate anyone else's doing so.

Should you have any questions regarding the research please feel free to contact the researcher at ostfer001@gsb.uct.ac.za.

Participant declaration

By completing the survey in the provided link, you acknowledge that you are participating in this study out of your own free will. You understand that you may refuse to participate or stop participating at any time without penalty.

Example survey screen shots

If at any stage during this survey you have perhaps forgotten some of the instructions mentioned on an earlier screen and would like to read through them again, you can click on the link below which will provide you with example screen shots of all the different screens within the survey.

https://drive.google.com/open?id=0BwGDGbS2Cqlda0g1b1RCeUJ2cG8

Appendix E: Example screenshots from the online Q sort survey

Overview of Research Project

Brief overview of Research Project and its purpose

Old Mutual Wealth has recently agreed to partake in a research study aimed at assessing the impact of coaching by measuring the different opinions and viewpoints which currently exist regarding the impact which coaching has had at OMW.

Measuring the impact of coaching is considered important because it will allow OMW to assess whether the actual impact of coaching aligns with the intended impact of the coaching interventions undertaken. Understanding the impact of coaching also provides context in terms of the return on investment of coaching interventions.

In the survey you will be asked to read through 51 statements regarding the impact which coaching could have had at Old Mutual Wealth. Afterwards you will be asked to rank these statements on a scale from MOST AGREE WITH (+5) to LEAST AGREE WITH (-5).

Your final ranking/sorting of statements will then present your opinion regarding what the actual impact of coaching has been at Old Mutual Wealth, which would range from the impacts you agree with the strongest versus those you agree with the least.

OK

Step 1 of 4 - Instructions

INSTRUCTIONS:

Step 1: Stage 1
In the following section you will be asked to read through 51 statements regarding the impact which coaching could have had at Old Mutual Wealth carefully and split them up into three piles:

- a pile for statements you "AGREE WITH"
- a pile for statements you do "DISAGREE WITH"
- a pile for for the rest called "NEUTRAL"

Please drag the statements into one of the three piles. Changes can be made later.

Step 1: Stage 2
After stage 1 you have to rank the 51 statements in order of "MOST AGREE WITH" to "LEAST AGREE WITH".

Take the statements from the "AGREE WITH" pile and read them again. You can scroll through the statements by using the scroll bar. Next, select the two statements you MOST AGREE WITH and place them on the right side of the score sheet below the "+5".

Then read the statements in the "DISAGREE WITH" pile again. Just like before, select the two statements you LEAST AGREE WITH and place them on the left side of the score sheet below the "-5".

Next, select the statements you AGREE WITH/DISAGREE WITH the second most and place them under "+4"/"-4".

Follow this procedure for all the statements in the "AGREE WITH" and "DISAGREE WITH" pile. Finally, read the "NEUTRAL" statements again and arrange them in the remaining open boxes of the score sheet.

THESE INSTRUCTIONS WILL BE REPEATED ON THE FOLLOWING PAGES

OK

INSTRUCTIONS: Read the following 51 statements regarding the impact which coaching could have had at Old Mutual Wealth carefully and split them up into three piles: a pile for statements you "AGREE WITH", a pile for statements you "DISAGREE WITH", and a pile for the rest. Please drag the statements into one of the three piles. Changes can be made later.

Drag the following item into one of the boxes below:

Led to an improvement of leadership skills.

AGREE WITH

NEUTRAL

DISAGREE WITH

Continue

Coaching at OMW has had the following impact. It has ... / Step 1 of 1...

INSTRUCTIONS: Read the following 50 statements regarding the impact which coaching could have had at Old Mutual Wealth carefully and split them up into three piles: a pile for statements you "AGREE WITH", a pile for statements you "DISAGREE WITH", and a pile for the rest. Please drag the statements into one of the three piles. Changes can be made later.

Drag the following item into one of the boxes below:

DISAGREE WITH

1	Not really had any impact at the organisation.
2	Led to an increase in revenues.
3	Aided creation of vision and sharing it with others
4	Increased hope and well-being.
5	Led to an improvement in staff retention.
6	Been too overwhelming for employees.
7	Sometimes resulted in delayed progress and slower decision taking.
8	Increased productivity.

NEUTRAL

1	Improved relationships within the organisation.
2	Improved openness to new thinking and fresh ideas.
3	Let to a greater sense of empowerment amongst employees within the organisation.
4	Improved confidence.
5	Improved conflict management skills.
6	Led to greater empathy within the organisation.
7	Increased dedication and commitment amongst employees.
8	Led to an improvement in positive attitudes and morale within the organisation.
9	Increased self-awareness.
10	Led to greater work-life balance.
11	Led to an improvement in time management skills.
12	Helped people to act in a more purposeful way.
13	Led to an improvement in goal attainment.
14	Increased people's networking ability.
15	Led to an improvement in customer service.
16	Led to an improvement in performance.
17	Led to improved job satisfaction
18	Aided in skills transfer during the process of succession planning.
19	Aided in uncovering blind spots.
20	Been a confidential support function for employees.
21	Helped to harness the full potential and talents of employees.

AGREE WITH

1	Led to an improvement of leadership skills.
2	Improved quality of communication.
3	Led to an improvement of trust within the organisation.
4	Led to a greater appreciation of diversity within the organization.
5	Resulted in a more relaxed and civilised culture within the organisation.
6	Led to an improvement and promotion of teamwork.
7	Aided career and talent development.
8	Helped people in dealing with the uncertainty and challenges inherent in organisational change.
9	Led to an improvement in management of teams.
10	Led to an improvement in people's emotional intelligence.
11	Promoted a learning culture within the organisation.
12	Improved growth and development in people's personal life.
13	Reinforced training and skills development interventions.
14	Led to an improvement in stress management and reduced anxiety levels.
15	Increased effectiveness of people.
16	Helped new appointments make sense of the culture of the organisation.
17	Aided the understanding of the politics within the organisation.
18	Functioned as a sounding board in order to crystallise thinking and decision making.
19	Given the organisation an edge on its competitors.
20	Built the brand of the organisation.
21	Helped employees to provide greater value to customers.

Continue

Coaching at OMW has had the following impact. It has ... / Step 1 of 1...

INSTRUCTIONS: In the following section you have to rank the 50 statements in order of "MOST AGREE WITH" to "LEAST AGREE WITH". Take the statements from the "AGREE WITH" pile and read them again. You can scroll through the statements by using the scroll bar. Next, select the two statements you MOST AGREE WITH and place them on the right side of the score sheet below the "+5". Now read the statements in the "DISAGREE WITH" pile again. Just like before, select the two statements you LEAST AGREE WITH and place them on the left side of the score sheet below the "-5". Next, select the statements you AGREE WITH/DISAGREE WITH the second most and place them under "+4"/"-4". Follow this procedure for all the statements in the "AGREE WITH" and "DISAGREE WITH" piles. Finally, read the "NEUTRAL" statements again and arrange them in the remaining, open boxes of the

Drag the items to the boxes below:

DISAGREE WITH

1. Not really had any impact at the organisation.
2. Led to an increase in revenues.
3. Aided creation of vision and sharing it with others
4. Increased hope and well-being.
5. Led to an improvement in staff retention.
6. Been too overwhelming for employees.
7. Sometimes resulted in delayed progress and slower decision taking.
8. Increased productivity.

NEUTRAL

1. Improved relationships within the organisation.
2. Improved openness to new thinking and fresh ideas.
3. Let to a greater sense of empowerment amongst employees within the organisation.
4. Improved confidence.
5. Improved conflict management skills.
6. Led to greater empathy within the organisation.
7. Increased dedication and commitment amongst employees.
8. Led to an improvement in positive attitudes and morale within the

AGREE WITH

1. Led to an improvement of leadership skills.
2. Improved quality of communication.
3. Led to an improvement of trust within the organisation.
4. Led to a greater appreciation of diversity within the organization.
5. Resulted in a more relaxed and civilised culture within the organisation.
6. Led to an improvement and promotion of teamwork.
7. Aided career and talent development.
8. Helped people in dealing with the uncertainty and challenges inherent in organisational change

LEAST AGREE WITH -5 (2)	Less Agree -4 (3)	Less Agree -3 (4)	Less Agree -2 (6)	Less Agree -1 (6)	0 (8)	More Agree +1 (6)	More Agree +2 (6)	More Agree +3 (4)	More Agree +4 (3)	MOST AGREE WITH +5 (2)
2 item(s) missing	3 item(s) missing	4 item(s) missing	6 item(s) missing	6 item(s) missing	8 item(s) missing	6 item(s) missing	6 item(s) missing	4 item(s) missing	3 item(s) missing	2 item(s) missing

Continue

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Coaching at OMW has had the following impact. It has … / Step 1 of 1…

INSTRUCTIONS: In the following section you have to rank the 50 statements in order of "MOST AGREE WITH" to "LEAST AGREE WITH". Take the statements from the "AGREE WITH" pile and read them again. You can scroll through the statements by using the scroll bar. Next, select the two statements you MOST AGREE WITH and place them on the right side of the score sheet below the "+5". Now read the statements in the "DISAGREE WITH" pile again. Just like before, select the two statements you LEAST AGREE WITH and place them on the left side of the score sheet below the "-5". Next, select the statements you AGREE WITH/DISAGREE WITH the second most and place them under "+4"/"-4". Follow this procedure for all the statements in the "AGREE WITH" and "DISAGREE WITH" piles. Finally, read the "NEUTRAL" statements again and arrange them in the remaining open boxes of the

Drag the items to the boxes below:

DISAGREE WITH	NEUTRAL	AGREE WITH

LEAST AGREE WITH -5 (2)
1. Not really had any impact at the organisation.
2. Been too overwhelming for employees.

OK!

Less Agree -4 (3)
1. Led to an improvement in staff retention.
2. Increased hope and well-being.
3. Increased productivity.

OK!

Less Agree -3 (4)
1. Led to greater empathy within the organisation.
2. Led to an increase in revenues.
3. Improved relationships within the organisation.
4. Aided creation of vision and sharing it with others

OK!

Less Agree -2 (6)
1. Sometimes resulted in delayed progress and slower decision taking.
2. Increased self-awareness.
3. Increased dedication and commitment amongst employees.
4. Led to an improvement in positive attitudes and morale within the organisation.
5. Led to an improvement in time

OK!

Less Agree -1 (6)
1. Led to an improvement in goal attainment.
2. Improved confidence.
3. Aided in skills transfer during the process of succession planning.
4. Aided in uncovering blind spots.
5. Been a confidential support function for employees.
6. Led to an improvement in performance.

OK!

0 (8)
1. Led to greater work-life balance.
2. Helped people to act in a more purposeful way.
3. Led to an improvement in customer service.
4. Let to a greater sense of empowerment amongst employees within the organisation.
5. Helped to harness the full potential and talents of employees.
6. Led to

OK!

More Agree +1 (6)
1. Helped employees to provide greater value to customers.
2. Aided the understanding of the politics within the organisation.
3. Led to a greater appreciation of diversity within the organization.
4. Led to an improvement of trust within the organisation.
5. Improved quality of

OK!

More Agree +2 (6)
1. Increased effectiveness of people.
2. Led to an improvement in stress management and reduced anxiety levels.
3. Led to an improvement in people's emotional intelligence.
4. Built the brand of the organisation.
5. Functioned as a sounding board in order to crystallise thinking and

OK!

More Agree +3 (4)
1. Improved growth and development in people's personal life.
2. Reinforced training and skills development interventions.
3. Led to an improvement in management of teams.
4. Helped new appointments make sense of the culture of the organisation.

OK!

More Agree +4 (3)
1. Aided career and talent development.
2. Led to an improvement of teamwork.
3. Promoted a learning culture within the organisation.

OK!

MOST AGREE WITH +5 (2)
1. Resulted in a more relaxed culture and civilised culture within the organisation.
2. Helped people in dealing with the uncertainty and challenges inherent in organisational change.

OK!

Continue

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In the following section briefly please explain why you MOST AGREE WITH and LEAST AGREE WITH each of the two statements you have ranked under the categories "+5" and "-5".

OK

Step 2 of 4 - Most agree with & Least agree with

User Information

Most Agree with (+5) 1st Statement:	Explanation 1
Most Agree with (+5) 2nd Statement:	Explanation 2
Least Agree with (-5) 1st Statement:	Explanation 3
Least Agree with (-5) 2nd Statement:	Explanation 4

OK

On the following page, please provide some information regarding your background.

OK

Step 3 of 4 - Background information

User Information

Age::

Gender:: Male

Number of years experience at Old Mutual Wealth::

Have you received coaching as part of your affiliation with OMW?: Yes

Have you provided coaching to others during your affiliation?: Yes

OK

Step 4 of 4

Finally, please provide feedback regarding any statements which you where unsure about and why?

For example: I found the statement on "improved confidence" to be very ambiguous and therefore I interpreted it as improved confidence in my own abilities.

OK

Step 4 of 4 - Feedback on statements & research study

User Information

Feedback on statements which you where unsure about and why?:

Feedback

Anything else worth mentioning regarding this research?:

Anything else

OK

Thank you and SAVE YOUR DATA

Thank you for taking the time to complete this questionnaire.

In the following screen you will be asked to save your data.

If you are happy with your responses, then please choose to **save your data** in the following step. Saving your data will submit your responses to the researcher for analysis. Saving your data will also mean that your response will be closed for any further submissions.

Otherwise, if you would like to redo the questionnaire, please choose not to save your data in the following step and then restart the questionnaire by clicking on your emailed link.

Please note that choosing not to save your data will mean that all your sorting of statements and answers will be lost and will have to be redone.

OK

Procedure completed ☒

? The procedure is now completed. Would you like to save your data?

Yes   No

Appendix F: Additional outputs obtained from PQMethod computer package

Table 47 - Correlation matrix between all 87 Q sorts

Note: Quantities presented above represent percentages

Table 48 - Unrotated factor matrix for eight extracted factors

QSORT	FACTORS							
	1	2	3	4	5	6	7	8
Sort1	0.7821	0.0791	0.0156	0.0320	0.1454	-0.1339	-0.2201	0.1508
Sort2	0.2029	-0.0882	-0.2864	0.2754	-0.2559	-0.2164	-0.1822	0.0953
Sort3	0.4034	-0.3282	0.1020	0.1319	-0.2052	0.1325	0.1896	-0.0041
Sort4	0.5447	-0.0148	-0.2759	-0.2137	-0.1271	-0.1283	0.0844	0.0998
Sort5	0.6393	0.2193	0.1633	-0.1399	0.1119	0.0110	0.0428	0.1020
Sort6	0.5319	0.0302	0.2609	0.2261	-0.1132	-0.0299	0.1425	-0.1357
Sort7	0.6132	-0.3478	-0.2180	-0.0023	0.0352	-0.2629	0.1000	0.0773
Sort8	0.4286	-0.3519	0.3259	-0.1092	0.1902	-0.0818	-0.1266	-0.0520
Sort9	0.3416	0.4325	-0.3150	-0.0329	0.2580	0.1133	-0.0658	-0.0124
Sort10	0.5880	0.3389	0.1039	-0.1742	-0.1330	-0.2440	-0.3089	-0.0613
Sort11	0.6509	0.0907	-0.1733	0.1367	0.1504	-0.0597	0.2381	-0.0199
Sort12	0.3952	0.1272	0.0046	-0.0269	0.3669	0.0846	0.2345	0.0461
Sort13	0.6133	0.0310	-0.1364	-0.0564	-0.1730	-0.0617	0.1328	0.1698
Sort14	0.6729	-0.1031	0.1999	0.3100	-0.1231	-0.0586	-0.0022	-0.0891
Sort15	0.4669	0.1767	0.1620	-0.2250	0.0835	-0.1498	-0.1645	0.0974
Sort16	0.5647	0.0355	0.0898	-0.0037	-0.3417	0.0458	0.1327	0.0251
Sort17	0.5857	0.2337	0.4154	0.0454	0.0089	0.0264	0.1541	0.1630
Sort18	0.4309	0.3499	0.2436	-0.2794	0.3187	0.0681	0.1480	-0.1976
Sort19	0.5957	-0.0639	0.1075	-0.2328	0.1865	-0.0098	-0.0809	-0.1268
Sort20	0.1274	-0.1558	-0.1983	-0.4392	0.0933	0.1768	0.1997	-0.1630
Sort21	0.6020	0.0432	-0.3364	-0.1043	0.1389	0.1451	0.2385	0.0103
Sort22	0.6701	-0.1448	-0.2470	0.0623	0.2896	0.0871	-0.1477	-0.1280
Sort23	0.6969	-0.2267	0.2800	-0.1792	0.0823	-0.1397	-0.0443	0.0136
Sort24	0.5085	-0.1955	-0.1800	0.2126	-0.0005	-0.2093	0.2490	0.1802
Sort25	0.4095	0.3149	-0.2863	0.0000	-0.1498	0.0390	0.2506	-0.1788
Sort26	0.6005	-0.0312	0.0817	0.2293	0.2319	-0.0428	0.0163	-0.0398
Sort27	0.3893	0.2343	0.2149	-0.5285	0.1206	-0.2272	-0.0717	0.0881
Sort28	0.3108	-0.1069	0.1663	-0.2124	-0.1097	0.0998	-0.1724	-0.1206
Sort29	0.5291	0.2492	-0.1286	0.0180	-0.4177	0.1712	0.1201	0.0186
Sort30	0.3390	-0.3876	0.2937	-0.4024	-0.0880	0.0645	-0.1496	-0.0870
Sort31	0.4449	0.4769	0.0657	-0.3076	0.1621	-0.2344	-0.0519	0.0657
Sort32	0.7396	0.1326	-0.0101	0.0770	0.1260	-0.0946	0.1620	0.0013
Sort33	0.6745	0.0953	-0.0858	-0.3396	-0.1168	-0.2478	-0.1198	0.1798
Sort34	0.0802	-0.2501	-0.0585	-0.3682	-0.0240	0.1076	-0.1851	0.0520
Sort35	0.3334	-0.0754	-0.2932	-0.1198	-0.3154	0.1857	-0.1301	-0.2016
Sort36	0.6689	-0.0948	-0.1017	0.1705	0.3643	-0.0611	-0.0808	-0.1570
Sort37	0.4868	0.1661	-0.1634	-0.1095	0.2013	0.1778	-0.4098	-0.0908
Sort38	0.2867	-0.1248	0.0652	0.1588	0.0809	0.3568	-0.1192	0.1689
Sort39	0.3866	0.2652	-0.4304	0.0295	0.2380	0.0175	-0.1995	-0.1343
Sort40	0.4330	0.2709	-0.1236	-0.2532	0.0830	-0.1073	0.1251	0.1938
Sort41	0.5805	0.0598	-0.1502	-0.1097	0.3190	-0.0883	-0.0711	-0.1706
Sort42	0.4232	0.1130	-0.0638	0.3575	-0.3951	0.0255	-0.0361	0.0734
Sort43	0.2758	0.1062	0.1913	0.5677	-0.1152	0.0298	-0.0956	0.1004
Sort44	0.4455	0.1605	0.0558	0.2808	0.2455	-0.3559	0.1076	-0.2686
Sort45	0.5328	-0.1295	0.1980	0.0830	0.2748	0.0642	0.0612	-0.4875
Sort46	0.2607	-0.2316	0.0972	0.2020	-0.0935	-0.4162	-0.0281	-0.1037
Sort47	0.0408	0.3548	0.1872	-0.1439	-0.1760	0.0409	0.1394	0.0655
Sort48	-0.1424	0.3831	-0.0392	0.4265	-0.0647	-0.1777	-0.1868	-0.2664
Sort49	0.6338	-0.1088	-0.2060	0.0617	-0.1471	-0.2122	-0.0624	0.0063
Sort50	0.4955	0.1927	0.3152	0.1196	-0.0736	-0.0954	0.2041	-0.2298
Sort51	0.5128	-0.0181	0.0189	-0.1512	0.0845	0.0808	-0.4650	0.1064
Sort52	0.6950	-0.1599	-0.1044	0.1000	-0.2272	-0.0032	-0.1423	0.2216
Sort53	0.3608	0.4433	-0.5489	-0.2338	0.0653	0.0787	0.0536	0.0197
Sort54	0.3825	-0.1570	-0.3554	0.1985	-0.0871	0.1348	-0.1289	-0.3118
Sort55	0.5376	-0.5203	0.0629	-0.3677	-0.0413	0.0358	-0.0352	0.0547
Sort56	0.2108	0.1091	-0.5880	0.0367	0.2195	0.2508	0.0784	-0.1571
Sort57	0.2186	-0.0599	-0.1425	-0.0749	-0.2580	0.0081	0.4682	0.1059
Sort58	0.7154	-0.0956	0.0245	0.2764	0.1494	-0.2618	0.1827	0.0482
Sort59	0.6476	0.0729	0.2826	-0.0221	-0.1304	-0.1564	-0.0688	0.1526
Sort60	0.4293	-0.2024	-0.0936	-0.1898	0.1632	-0.3265	0.1817	-0.0274
Sort61	0.5794	-0.0027	0.3018	0.1705	0.1757	0.1731	-0.0367	-0.1245
Sort62	0.3816	0.1089	0.5501	0.2589	0.0012	0.2138	0.0224	0.0730
Sort63	0.3703	-0.3659	0.0257	0.1481	0.1481	-0.0436	-0.1602	0.1636
Sort64	0.6712	-0.1506	-0.0899	0.2560	-0.0174	0.1757	0.1309	0.2806
Sort65	0.5266	0.0864	0.3844	0.1273	0.0303	0.0900	-0.1405	0.0328
Sort66	0.1214	0.1116	0.1940	0.4109	-0.2891	0.0836	0.0567	0.1203
Sort67	0.5656	-0.3999	0.1159	-0.0803	-0.1711	0.0904	0.2539	-0.1506
Sort68	0.1974	0.4435	-0.0752	0.1000	0.0493	0.0173	0.1603	-0.2293
Sort69	0.2883	0.3384	0.2046	0.4698	-0.2584	0.2397	-0.1472	0.0533
Sort70	-0.0345	0.0754	-0.0597	0.0118	0.3532	0.1010	0.0106	0.3921
Sort71	0.3586	0.2361	-0.1737	-0.2454	-0.3204	0.0910	-0.1808	-0.1944
Sort72	0.2665	-0.3561	0.1424	-0.0893	0.0283	0.2165	0.4004	0.1516
Sort73	0.2691	-0.4503	0.0721	-0.0924	0.0864	0.1819	-0.1241	0.0089
Sort74	0.6930	-0.0853	0.1628	0.2259	-0.1068	-0.0594	0.0749	-0.1461
Sort75	0.3859	-0.2241	-0.1580	0.1373	0.1271	0.0301	-0.1493	0.2932
Sort76	0.1380	0.4713	-0.2723	0.3902	-0.1152	0.0359	-0.2750	0.0477
Sort77	0.2663	-0.2207	-0.3784	0.0280	0.3218	0.0609	-0.1687	0.1365
Sort78	0.6957	0.2041	-0.1683	-0.0328	-0.0074	0.0512	-0.0726	-0.1562
Sort79	0.4761	-0.3065	0.3227	0.2611	-0.1017	-0.1681	-0.1023	0.1932
Sort80	0.4342	-0.2038	0.0490	-0.2227	-0.1145	0.1155	0.1099	0.0606
Sort81	0.3271	0.0166	0.0460	-0.1244	-0.0874	0.2174	-0.2879	0.0949
Sort82	0.4803	-0.2794	0.1752	0.1481	-0.1875	0.1480	0.0267	0.0923
Sort83	0.4878	0.0538	0.3432	0.0052	0.1177	0.0712	0.1631	0.1797
Sort84	0.5832	0.0183	-0.1685	0.1950	-0.0899	0.1438	0.0156	-0.0475
Sort85	0.6791	-0.4062	-0.0773	0.1403	-0.0656	0.0467	-0.0340	0.1245
Sort86	0.5902	0.1599	-0.2876	-0.0840	0.0685	0.0145	-0.2431	0.1428
Sort87	0.4124	0.4320	0.2147	-0.3002	-0.0674	0.1434	0.0596	0.1280
% expl.Var.	24	6	5	5	3	2	3	2
Eigenvalue	20.74	5.0499	4.4431	4.2743	3.0062	2.0183	2.5619	1.9999

Table 49 - Rotated factor matrix for eight extracted factors with an X indicating a defining sort

QSORT	FACTORS							
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Sort1	0.4780	0.2429	0.3311	0.2548	-0.1081	0.4081	-0.0376	0.2961
Sort2	-0.0633	-0.0465	0.1715	0.2073	0.1426	0.4838X	-0.0335	-0.1655
Sort3	-0.0907	0.3021	-0.0220	0.2653	0.0959	0.1972	0.3688X	0.1984
Sort4	0.3372	0.1459	0.3156	-0.0406	0.1005	0.3431	0.3231	0.0036
Sort5	0.5400X	0.1570	0.1972	0.1862	-0.0901	0.0733	0.1582	0.3157
Sort6	0.1665	0.0581	0.0009	0.3775	0.1539	0.1682	0.1899	0.4402
Sort7	0.1154	0.2551	0.2066	-0.0554	-0.0131	0.6144X	0.2829	0.2215
Sort8	0.1577	0.4908	-0.1166	-0.0024	-0.0434	0.2168	-0.0526	0.3954
Sort9	0.2915	-0.1507	0.5890X	0.0241	-0.1252	-0.0544	-0.0338	0.1144
Sort10	0.6543X	0.0855	0.2048	0.1826	0.2747	0.2107	-0.1575	0.1511
Sort11	0.2113	-0.0375	0.3891	0.1318	-0.0758	0.3005	0.3042	0.4006
Sort12	0.2183	0.0102	0.2423	-0.0073	-0.2877	-0.0121	0.2000	0.3776X
Sort13	0.3428	0.1216	0.2506	0.1841	0.0471	0.3264	0.3697X	0.0678
Sort14	0.1325	0.1921	0.0792	0.4555	0.1456	0.3611	0.1282	0.4356
Sort15	0.5477X	0.1719	0.0927	0.0575	-0.0204	0.1330	-0.0661	0.1676
Sort16	0.2901	0.1623	0.0928	0.3437	0.2283	0.1661	0.3625X	0.1303
Sort17	0.4947	0.0814	-0.0479	0.4120	-0.1152	0.0302	0.2138	0.3742
Sort18	0.4994	0.0345	0.1714	-0.0636	-0.0374	-0.2555	0.0774	0.5059
Sort19	0.3553	0.3701	0.2118	-0.0353	0.0389	0.1245	0.0417	0.3926
Sort20	0.0377	0.2530	0.2146	-0.3829X	0.0719	-0.1486	0.3000	0.0615
Sort21	0.1994	0.1146	0.5346	-0.0170	-0.0841	0.1439	0.4091	0.2269
Sort22	0.0758	0.3224	0.5571	0.0492	-0.0636	0.3007	0.0128	0.3839
Sort23	0.4008	0.4712	-0.0097	0.0737	0.0159	0.3190	0.1199	0.4140
Sort24	0.0471	0.0209	0.1477	0.1257	-0.1195	0.5408	0.3571	0.1953
Sort25	0.2056	-0.2095	0.4247X	0.0937	0.2354	0.0358	0.3380	0.1458
Sort26	0.1478	0.1269	0.2186	0.2346	-0.1216	0.2826	0.0467	0.4906X
Sort27	0.7257X	0.1704	-0.0064	-0.1888	-0.0016	0.0166	-0.0076	0.1388
Sort28	0.1962	0.3836X	0.0359	0.0681	0.2058	-0.0165	-0.0037	0.1131
Sort29	0.2905	0.0122	0.3268	0.3962	0.2757	0.0582	0.3866	-0.0190
Sort30	0.2036	0.6525X	-0.1416	-0.0802	0.1865	0.0395	0.0671	0.1436
Sort31	0.7224X	-0.0935	0.2005	-0.0534	-0.0310	0.0441	-0.0420	0.1850
Sort32	0.3706	0.0381	0.3087	0.1971	-0.0497	0.2934	0.2474	0.4461
Sort33	0.6445	0.2400	0.2408	0.0108	0.1031	0.3798	0.1489	0.0182
Sort34	0.0804	0.4280X	0.0610	-0.1928	0.0384	-0.0033	0.0070	-0.1581
Sort35	0.0144	0.2548	0.3876	0.0793	0.3884	0.0735	0.1526	-0.0866
Sort36	0.1077	0.1953	0.4208	0.0768	-0.0993	0.3528	-0.0344	0.5433
Sort37	0.2870	0.2761	0.5541X	0.0930	0.0069	0.0178	-0.2364	0.1450
Sort38	-0.0507	0.3209	0.1772	0.3336	-0.2181	-0.0170	0.0376	0.0793
Sort39	0.1664	-0.0709	0.6578X	-0.0266	-0.0043	0.1324	-0.1349	0.1370
Sort40	0.5112X	-0.0319	0.2577	-0.0506	-0.1137	0.1189	0.2243	0.0564
Sort41	0.2912	0.1477	0.4351	-0.1075	-0.0169	0.2106	-0.0169	0.4081
Sort42	0.0764	-0.0472	0.1838	0.5501X	0.2014	0.2768	0.1595	-0.0094
Sort43	-0.0354	-0.0971	0.0037	0.6248X	-0.0485	0.1961	-0.0786	0.1775
Sort44	0.1662	-0.2418	0.1380	0.0708	0.0507	0.3245	-0.0570	0.5962X
Sort45	0.0162	0.2426	0.1836	0.0427	0.1472	0.0374	0.0177	0.7414X
Sort46	0.0040	0.0260	-0.1611	0.0654	0.1779	0.4940X	-0.0366	0.2397
Sort47	0.3328	-0.1505	-0.0906	0.1324	0.0787	-0.2287	0.1422	-0.0427
Sort48	-0.0896	-0.4813	0.0834	0.2286	0.2192	0.0188	-0.3723	0.0784
Sort49	0.2130	0.1621	0.2927	0.1451	0.1707	0.5268X	0.1592	0.1413
Sort50	0.2948	-0.0610	-0.0263	0.2803	0.2097	0.0593	0.1745	0.5075X
Sort51	0.3544	0.4535X	0.3040	0.1609	-0.0331	0.1623	-0.2188	0.0527
Sort52	0.2275	0.3458	0.2684	0.3764	0.0494	0.4723X	0.1985	0.0241
Sort53	0.3639	-0.1764	0.6885	-0.1174	0.0117	-0.0073	0.1922	-0.0890
Sort54	-0.2125	0.1613	0.4858X	0.1267	0.2751	0.2233	0.0408	0.1608
Sort55	0.1767	0.7003X	0.0319	-0.1109	0.0593	0.2776	0.2689	0.1351
Sort56	-0.1399	-0.0787	0.6898X	-0.1238	-0.0550	-0.0198	0.1437	0.0659
Sort57	0.0564	-0.0470	0.0230	0.0155	0.0729	0.1182	0.5898X	-0.0318
Sort58	0.1956	0.0393	0.1546	0.2198	-0.1134	0.5416	0.2239	0.5062
Sort59	0.5104X	0.2157	-0.0158	0.3379	0.0529	0.2928	0.1022	0.2327
Sort60	0.2201	0.1342	0.0771	-0.2713	-0.0139	0.3989X	0.2209	0.2880
Sort61	0.1651	0.2664	0.1407	0.3507	-0.0493	0.0273	0.0148	0.5377X
Sort62	0.1939	0.1534	-0.1553	0.5671	-0.1107	-0.1104	0.0391	0.3819
Sort63	-0.0096	0.3808	0.0596	0.0979	-0.1885	0.3736	-0.0242	0.1524
Sort64	0.0767	0.2464	0.2974	0.4232	-0.2160	0.3442	0.3748	0.1846
Sort65	0.3127	0.2419	0.0171	0.4347	-0.0325	0.0527	-0.0504	0.3559
Sort66	-0.0388	-0.1251	-0.1123	0.5455X	0.0417	0.0563	0.0970	0.0160
Sort67	0.0239	0.4377	0.0134	0.0972	0.2103	0.2081	0.4636	0.3467
Sort68	0.1772	-0.3388	0.2756	0.1028	0.1177	-0.1305	0.0662	0.2537
Sort69	0.0900	-0.1050	0.1180	0.7455X	0.0778	-0.0578	-0.0623	0.0822
Sort70	0.0684	-0.0203	0.0919	-0.0189	-0.5266X	-0.0360	-0.0250	-0.0793
Sort71	0.3255	0.1181	0.3621	0.0915	0.4310	-0.0355	0.0562	-0.0812
Sort72	-0.0511	0.3293	-0.1092	0.0286	-0.1880	0.0152	0.5125X	0.1874
Sort73	-0.0962	0.5458X	0.0405	0.0018	-0.0609	0.1122	0.0508	0.1312
Sort74	0.1632	0.1795	0.1147	0.3677	0.1797	0.3265	0.1988	0.4704
Sort75	0.0197	0.2738	0.2381	0.1636	-0.2705	0.3677X	0.0321	0.0103
Sort76	0.0784	-0.3430	0.4233	0.4195	0.0498	0.0844	-0.2320	-0.1329
Sort77	-0.0852	0.2342	0.4276X	-0.1119	-0.2819	0.2799	-0.0474	0.0217
Sort78	0.3517	0.1186	0.5159X	0.1818	0.1764	0.1624	0.1120	0.2835
Sort79	0.1039	0.3125	-0.2051	0.3955	-0.0523	0.4628	0.0309	0.2331
Sort80	0.1905	0.3822X	0.0702	0.0463	0.0585	0.0995	0.3343	0.0987
Sort81	0.2290	0.3521	0.1987	0.2186	0.0347	-0.0213	-0.0564	-0.0556
Sort82	0.0174	0.3772	-0.0067	0.3809	0.0361	0.2177	0.2470	0.1740
Sort83	0.3428	0.1783	-0.0496	0.2697	-0.2119	0.0338	0.2172	0.3446
Sort84	0.0767	0.1242	0.4094X	0.3270	0.0885	0.2165	0.2103	0.2083
Sort85	0.0167	0.4613	0.2235	0.2659	-0.0281	0.4841	0.2553	0.2022
Sort86	0.3801	0.1725	0.5355	0.1253	-0.0534	0.2614	-0.0062	0.0157
Sort87	0.6245X	0.0623	0.1201	0.1943	0.0043	-0.2275	0.1821	0.0842
% expl.Var.	**8**	**7**	**8**	**7**	**2**	**7**	**4**	**7**
Eigenvalue	**6.96**	**6.09**	**6.96**	**6.09**	**1.74**	**6.09**	**3.48**	**6.09**

Table 50 - Distinguishing statements for the initial eight extracted factors

No.	Statement	F1 Q-SV	F1 Z-SCR	F2 Q-SV	F2 Z-SCR	F3 Q-SV	F3 Z-SCR	F4 Q-SV	F4 Z-SCR	F5 Q-SV	F5 Z-SCR	F6 Q-SV	F6 Z-SCR	F7 Q-SV	F7 Z-SCR	F8 Q-SV	F8 Z-SCR
Distinguishing Statements for Factor 1																	
18	Increased self-awareness	5	2.20*	-3	-0.76	2	0.84	3	1	-3	-1.18	1	0.06	-2	-0.54	4	1.19
32	Led to an improvement in people's emotional intelligence	5	1.85	1	0.47	-1	-0.32	-2	-0.63	2	0.79	0	-0.01	0	-0.04	1	0.48
9	Led to greater empathy within the organisation	3	0.93*	-2	-0.64	0	0.09	-3	-1.06	-1	-0.39	-3	-1.12	-1	-0.36	-5	-1.69
46	Given the organisation an edge on its competitors	2	0.78	4	1.88	-3	-0.92	-3	-0.78	-1	-0.39	3	1.49	5	2.18	0	-0.06
20	Led to an improvement in time management skills	-3	-1.04	0	-0.11	2	0.86	0	-0.03	0	0	3	1	-4	-1.75	2	0.87
27	Increased productivity	-3	-1.60*	2	0.49	3	0.9	-2	-0.77	0	0	2	0.85	1	0.23	0	-0.17
Distinguishing Statements for Factor 2																	
51	Helped people uncover their personal values in life	2	0.74	4	1.55	-2	-0.79	-1	-0.23	1	0.39	1	0.47	-3	-1.19	-2	-0.97
5	Improved openness to new thinking and fresh ideas	3	1.25	-3	-1.09*	4	1.41	3	1.38	5	1.97	4	1.6	3	1.16	5	2.4
Distinguishing Statements for Factor 3																	
7	Improved confidence	3	1.01	4	1.43	5	2.1	2	0.56	-1	-0.39	4	1.56	2	0.86	3	1.07
22	Led to an improvement in goal attainment	0	0.32	-1	-0.21	4	1.57	2	0.78	1	0.39	5	2.2	0	0.13	1	0.49
16	Led to an improvement and promotion of teamwork	-1	-0.36	-1	-0.55	1	0.44*	-4	-1.3	-2	-0.79	-1	-0.44	-1	-0.38	-3	-1.23
48	Helped people to provide greater value to customers	1	0.56	5	2.03	-2	-0.66*	5	1.95	5	1.97	4	1.76	5	1.76	2	0.66
Distinguishing Statements for Factor 4																	
24	Led to an improvement in customer service	0	-0.08	-2	-0.74	3	0.95	5	2.61*	1	0.39	3	1.27	2	0.67	-1	-0.41
11	Been too overwhelming for people	-2	-0.75	-5	-2.2	-4	-1.65	4	1.57*	-1	-0.39	-5	-1.99	-3	-1.03	-4	-1.48
33	Promoted a learning culture within the organisation	-1	-0.19	2	0.48	0	0	3	1.18	-1	-0.39	-1	-0.39	1	0.26	1	0.52
38	Increased effectiveness of people	0	0.23	1	0.4	2	0.72	-2	-0.68*	3	1.18	1	0.53	2	0.96	2	0.89
28	Led to improved job satisfaction	-1	-0.17	1	0.11	2	0.83	-3	-1.07*	1	0.39	2	0.9	1	0.36	1	0.1
36	Led to an improvement in stress management and reduced anxiety levels	-2	-0.92	0	-0.21	-4	-1.25	-5	-2.53*	4	1.58	-1	-0.22	-1	-0.19	0	-0.27
Distinguishing Statements for Factor 5																	
31	Led to an improvement in management of teams	-2	-0.88	0	0.09	-2	-0.62	-5	-1.74	4	1.58*	-2	-0.84	0	0.01	-4	-1.25
36	Led to an improvement in stress management and reduced anxiety levels	-2	-0.92	0	-0.21	-4	-1.25	-5	-2.53	4	1.58*	-1	-0.22	-1	-0.19	0	-0.27
21	Helped people to reflect and act in a more purposeful way	4	1.32	0	-0.04	1	0.68	2	0.94	-5	-1.97*	2	0.65	-2	-0.52	4	1.67
Distinguishing Statements for Factor 6																	
22	Led to an improvement in goal attainment	0	0.32	-1	-0.21	4	1.57	2	0.78	1	0.39	5	2.2	0	0.13	1	0.49
26	Led to an improvement in performance	-1	-0.53	-2	-0.6	1	0.34	1	0.38	-2	-0.79	5	1.99*	0	-0.01	0	0.01
18	Increased self-awareness	5	2.2	-3	-0.76	2	0.84	3	1	-3	-1.18	1	0.06	-2	-0.54	4	1.19
30	Helped people in dealing with the uncertainty and challenges inherent in organisational change	-1	-0.23	0	-0.05	-2	-0.63	-2	-0.77	0	0	-4	-1.55*	0	0.08	1	0.11
Distinguishing Statements for Factor 7																	
29	Aided career and talent development	2	0.73	2	0.57	2	0.83	0	-0.17	-1	-0.39	-1	-0.51	4	1.45	0	-0.07
17	Led to an improvement in positive attitudes and morale within the organisation	0	0.04	-1	-0.32	0	0.12	0	0.02	-3	-1.18	1	0.1	4	1.38*	0	-0.15
3	Led to an improvement of trust within the organisation	1	0.36	-1	-0.41	0	0.3	1	0.09	-1	-0.39	0	-0.09	3	1.06	-3	-0.99
15	Resulted in a more relaxed and civilised culture within the organisation	-1	-0.61	-3	-0.86	0	-0.07	-3	-1.16	-5	-1.97	-1	-0.25	2	0.76*	-2	-0.79
19	Led to greater work-life balance	-1	-0.75	0	-0.07	0	-0.06	-1	-0.51	2	0.79	-2	-0.81	-4	-1.64	-3	-1.04
20	Led to an improvement in time management skills	-3	-1.04	0	-0.11	2	0.86	0	-0.03	0	0	3	1	-4	-1.75	2	0.87
1	Led to an improvement of leadership skills	2	0.7	0	-0.15	3	1.2	-1	-0.63	4	1.58	0	-0.18	-5	-1.91*	-3	-1.14
Distinguishing Statements for Factor 8																	
44	Functioned as a sounding board in order to crystallise thinking and decision making	1	0.55	1	0.45	-1	-0.57	0	0.04	3	1.18	3	0.9	-1	-0.18	5	2.18
9	Led to greater empathy within the organisation	3	0.93	-2	-0.64	0	0.09	-3	-1.06	-1	-0.39	-3	-1.12	-1	-0.36	-5	-1.69

Distinguishing statements of each factor at the p < 0.05 level. An asterisk (*) indicates significance at p < 0.01. Both the factor Q sort value (Q-SV) and the z-score (Z-SCR) are shown.

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Table 51 - Correlation matrix between sorts for the 2015 financial advisor intake P set

#	Sorts	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
1	Sort1	100	50	43	60	51	22	43	2	40	58	43	21	55	34	55	66	49	27	46	32	23	0	-16	53	41	25	25	28	5	56	30	37	45	15	28	2	9	16	44	25	44	30	25	37	48	56
2	Sort5	50	100	40	44	38	33	39	24	34	33	14	33	45	34	50	38	40	19	33	31	6	2	-10	37	28	18	2	7	11	42	36	31	37	29	28	5	21	16	42	5	31	30	8	30	48	48
3	Sort6	43	40	100	34	30	6	35	4	33	19	24	29	47	38	50	36	21	21	33	44	30	4	-1	22	45	-11	16	-6	12	47	37	12	43	20	28	5	29	12	51	-3	48	-6	26	32	31	13
4	Sort7	60	44	34	100	43	-1	30	32	44	53	58	37	43	22	40	57	39	14	34	29	22	-18	-31	54	18	12	31	9	24	34	7	56	6	-4	29	-10	15	19	42	32	30	9	26	32	43	43
5	Sort11	51	38	30	43	100	39	36	-4	43	48	33	37	46	43	57	59	43	25	42	42	18	7	8	38	38	43	23	34	28	27	12	12	21	31	16	0	28	-4	52	24	16	16	37	20	53	38
6	Sort12	22	33	6	-1	39	100	42	19	29	24	10	16	26	11	53	31	46	11	29	34	18	15	-16	10	27	43	6	20	8	21	20	-2	26	19	4	26	38	6	22	16	9	15	37	30	36	20
7	Sort19	43	39	35	30	36	42	100	15	36	47	16	9	46	7	40	45	50	-31	16	41	5	-14	-16	31	32	19	19	24	32	36	27	9	29	2	-6	-9	34	42	40	24	34	23	32	36	14	20
8	Sort20	2	24	4	32	-4	19	15	100	-19	-15	-11	3	4	-6	2	18	14	-31	6	10	2	-24	-45	3	-7	14	-1	16	32	-12	5	9	6	-11	-22	-6	14	3	1	17	-16	13	-1	5	-2	4
9	Sort21	40	34	33	44	43	29	36	-19	100	56	41	32	30	38	59	39	51	-8	14	34	-11	6	-14	33	21	43	25	44	19	32	24	13	20	16	8	11	24	20	31	26	15	-7	21	20	44	42
10	Sort22	58	33	19	53	48	24	47	-15	56	100	42	26	55	24	44	65	51	21	39	34	5	-14	-15	44	22	34	43	38	32	25	17	31	27	16	11	2	9	29	49	35	24	21	25	16	44	44
11	Sort24	43	14	24	58	33	10	16	2	41	42	100	17	43	27	42	31	28	16	38	15	23	-9	-11	41	22	20	33	9	27	35	17	40	9	4	2	-10	13	7	41	19	33	-13	30	28	48	29
12	Sort25	21	33	29	23	37	16	9	27	32	26	17	100	11	59	32	20	13	-5	31	13	16	6	3	30	21	46	20	31	34	7	4	5	25	39	17	-8	-6	-17	26	-1	-3	16	3	11	19	22
13	Sort26	55	48	47	43	46	26	46	-1	30	55	43	11	100	8	49	44	46	33	49	46	19	-5	-3	39	26	14	22	18	9	36	24	24	21	16	14	11	20	22	54	19	32	19	25	39	42	34
14	Sort29	34	34	38	22	43	11	7	-6	38	24	27	59	8	100	32	21	19	19	20	8	5	13	4	37	31	16	-1	27	30	28	17	16	31	14	30	-13	-2	-10	34	0	20	25	14	38	38	21
15	Sort32	55	45	50	45	57	53	40	57	59	51	28	59	44	32	100	57	52	7	41	53	30	18	4	49	39	33	35	30	11	57	24	16	39	17	2	16	27	16	47	19	34	25	46	46	57	7
16	Sort36	66	38	36	57	59	31	45	18	39	56	31	20	44	21	48	100	52	21	58	53	31	-14	-14	49	35	23	35	30	-14	37	24	31	37	25	17	9	3	19	47	43	34	25	23	21	48	40
17	Sort41	49	40	21	39	43	46	50	14	51	51	28	13	46	19	52	52	100	7	43	16	15	3	4	30	26	40	30	28	5	34	3	10	37	22	3	3	13	19	35	26	15	22	18	29	29	47
18	Sort43	27	19	21	14	25	11	4	-31	-8	21	16	-5	33	19	17	21	7	100	37	16	6	22	11	16	29	-8	13	-8	-9	32	49	11	37	8	48	-1	1	-2	44	-4	18	27	43	17	13	1
19	Sort44	46	38	33	34	37	16	16	6	14	39	38	31	49	20	41	58	43	37	100	43	20	12	-6	24	46	16	21	1	5	36	29	20	37	30	16	-14	-14	-23	40	2	16	8	2	11	19	17
20	Sort45	32	31	44	29	46	26	41	2	34	34	15	13	46	8	53	53	16	16	43	100	26	6	0	23	14	7	20	22	-8	25	27	21	28	17	14	-11	27	28	45	30	31	13	30	26	38	20
21	Sort46	23	6	30	22	11	11	13	-2	-11	5	23	16	19	5	30	20	15	6	20	26	100	-10	11	34	32	11	13	-16	2	6	11	12	0	29	30	-1	27	-1	10	-36	34	6	24	-9	12	7
22	Sort47	0	2	4	-18	7	15	5	-24	6	-14	-9	6	-5	13	18	-14	3	22	12	6	-10	100	11	-6	-4	10	-9	3	-10	5	9	17	5	15	6	-14	3	-3	10	-20	7	13	-5	-8	-25	7
23	Sort48	-16	-10	-1	-31	8	-16	-16	-45	-14	-15	-11	3	-3	4	4	-14	4	11	-6	0	11	11	100	-6	3	10	-2	22	-30	-17	-4	-11	28	12	25	-8	-39	-24	7	-20	-8	28	-8	-8	-25	-5
24	Sort49	53	37	22	54	49	10	31	3	33	44	41	30	39	37	37	49	30	16	24	23	34	-4	-6	100	37	22	37	14	11	38	6	31	15	12	18	2	-2	20	40	27	36	3	18	19	52	46
25	Sort50	41	28	45	18	38	34	32	-7	21	22	22	21	26	31	39	35	26	29	46	36	32	10	3	37	100	11	21	5	-2	47	34	-7	40	17	30	-13	7	2	0	27	25	9	35	16	52	15
26	Sort53	25	18	-11	12	43	16	19	14	43	34	20	46	14	16	33	23	40	-8	16	7	11	13	10	22	11	100	10	56	25	16	-16	-21	4	25	6	9	-7	-2	12	30	-29	31	-5	10	3	52
27	Sort54	25	2	16	31	23	6	2	10	-11	43	33	16	19	-1	30	35	30	13	20	20	13	-9	-2	37	21	10	100	29	6	12	11	12	0	17	-3	-20	-1	16	28	31	8	-9	26	-1	3	40
28	Sort56	28	28	29	-3	16	4	-6	-22	8	38	9	16	18	27	20	30	28	-8	-8	17	-16	-16	22	18	5	56	29	100	5	-13	-18	-13	-11	25	7	20	-1	20	10	31	-13	6	1	-9	18	25
29	Sort57	5	11	-10	-20	34	26	-9	-16	11	11	27	34	-6	30	11	-14	5	-9	1	-28	2	10	-30	-6	-2	25	6	5	100	10	-6	-4	12	4	-4	7	35	7	31	-36	13	-4	15	-25	-9	2
30	Sort59	56	42	47	34	27	21	31	32	32	25	35	7	36	28	57	37	34	32	36	23	6	11	-17	38	47	16	37	-13	10	100	41	15	44	-10	27	-12	18	14	52	16	39	24	28	38	18	36
31	Sort62	30	36	37	7	12	20	27	-16	5	17	17	4	24	17	22	24	3	16	29	27	2	15	-4	6	34	-16	21	-18	-6	41	100	14	46	16	37	-4	17	-2	29	-18	37	3	35	29	52	15
32	Sort63	37	31	12	56	43	-2	9	15	13	31	40	5	27	16	39	31	10	11	20	21	17	-27	-11	31	-7	-21	12	-13	5	15	14	100	27	2	30	-4	-1	23	31	27	30	2	28	40	38	19
33	Sort65	45	29	43	6	21	26	29	-11	20	27	9	25	21	31	39	37	37	37	20	28	29	5	28	15	40	4	0	-11	12	44	46	27	100	7	35	14	11	20	42	17	33	30	34	49	3	13
34	Sort68	15	20	6	-4	31	19	2	-11	16	16	4	39	16	14	14	15	22	8	30	17	30	15	12	12	17	25	17	25	4	-10	16	2	7	100	31	12	-7	-25	10	-2	-14	-9	-9	9	46	7
35	Sort69	28	28	29	9	16	4	-6	-22	8	11	2	17	14	30	20	17	3	48	16	14	8	6	25	18	5	6	5	10	27	-4	37	30	35	31	100	0	-14	-8	33	0	25	23	18	12	25	16
36	Sort70	2	5	-10	-20	36	26	-9	-6	11	2	-10	-6	11	-13	11	9	3	-1	-14	-11	11	-14	-8	2	26	9	-3	7	-9	-12	-4	-4	14	12	0	100	10	7	-12	9	-3	-7	-6	-3	12	0
37	Sort72	9	21	29	15	28	38	34	5	24	9	13	11	39	-2	27	3	13	1	-14	27	27	3	-39	-2	26	-7	-20	10	35	35	17	-7	11	-7	-14	10	100	36	-12	10	26	35	25	35	-3	16
38	Sort73	16	36	37	7	16	6	42	3	20	29	7	-17	22	-10	16	19	19	-2	-23	28	9	-3	-24	20	2	-2	16	20	35	18	-2	23	20	-25	-8	7	36	100	35	17	33	21	19	40	16	38
39	Sort74	44	42	51	42	52	22	40	1	31	49	41	26	54	34	57	47	35	44	40	45	-18	10	7	40	39	12	28	3	31	52	29	31	42	10	33	-12	36	35	100	8	47	23	47	42	46	17
40	Sort77	25	5	-3	6	24	16	24	7	26	35	19	-1	19	0	19	43	26	-4	2	8	13	-36	-20	27	-7	30	31	2	16	16	-18	27	17	7	19	10	9	17	8	100	-3	13	18	25	40	31
41	Sort79	44	31	48	30	16	9	34	-16	15	16	33	-3	32	20	34	34	15	18	16	31	6	5	-8	36	40	4	8	-11	23	37	37	30	33	34	47	17	25	33	47	-3	100	9	40	32	46	7
42	Sort81	30	30	-6	-4	31	15	-6	13	16	21	-13	16	16	25	10	15	22	43	30	17	7	7	28	12	17	-9	17	25	11	24	3	28	-9	-9	18	3	35	21	23	13	9	100	17	28	-10	35
43	Sort82	25	8	26	32	37	19	32	-1	-7	25	30	3	25	14	33	47	18	17	17	13	-5	13	-8	18	35	-5	-9	11	47	28	35	34	30	-9	23	-6	25	19	47	18	40	17	100	48	26	8
44	Sort83	37	30	32	20	30	40	36	5	20	16	28	11	39	38	46	21	29	13	17	34	26	26	-8	19	36	10	-1	-9	23	37	35	30	49	9	19	3	25	19	42	13	32	28	48	100	26	23
45	Sort85	48	31	43	13	38	20	14	-2	44	54	48	19	42	38	46	48	29	13	15	38	12	-9	-25	52	16	3	46	-1	18	52	40	3	46	25	12	-3	25	40	46	15	63	12	40	26	100	38
46	Sort86	56	48	13	43	38	20	36	4	42	44	29	22	34	21	57	40	47	1	17	20	7	7	-5	46	15	52	40	25	2	36	7	19	13	7	16	0	16	38	17	31	7	35	8	23	38	100

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Note: Quantities presented above represent percentages

Table 52 - Correlation matrix between sorts for the 2016 financial advisor intake P set

Sorts	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
1 Sort2	100	8	18	5	-1	9	25	-7	19	7	5	0	17	31	0	31	10	8	19	9	20	11	26	34	6	-10	20
2 Sort3	8	100	14	17	-14	36	46	15	4	16	-2	27	-11	20	14	45	28	39	43	0	58	9	25	-9	16	23	36
3 Sort4	18	14	100	18	28	30	17	1	-4	23	39	0	9	24	13	44	43	38	38	-10	36	25	27	10	43	28	35
4 Sort8	5	17	18	100	-12	16	28	20	11	3	22	17	2	14	47	33	48	28	23	-8	38	-18	13	-30	21	31	6
5 Sort9	-1	-14	28	-12	100	21	-4	3	-12	20	36	10	44	11	14	13	3	20	13	-15	-1	20	28	25	46	1	21
6 Sort13	9	36	30	16	21	100	47	35	15	25	12	-1	18	31	32	53	24	55	50	4	27	35	22	15	39	39	29
7 Sort14	25	46	17	28	-4	47	100	33	8	11	12	17	19	36	35	47	36	65	50	28	38	24	21	9	38	28	47
8 Sort28	-7	15	1	20	3	35	33	100	20	22	21	-12	14	-2	29	24	28	21	20	-2	29	18	2	-17	27	30	8
9 Sort34	19	4	-4	11	-12	15	8	20	100	4	13	9	-7	-23	25	16	31	-18	1	-13	18	23	9	0	2	7	2
10 Sort35	7	16	23	3	20	25	11	22	4	100	14	21	27	28	20	23	25	7	15	-1	25	32	18	3	35	32	36
11 Sort37	5	-2	39	22	36	12	12	21	13	14	100	20	48	13	35	39	15	10	21	-17	5	36	15	34	44	8	25
12 Sort38	0	27	0	17	10	-1	17	-12	9	21	20	100	2	13	27	25	31	17	29	10	12	7	29	2	24	19	21
13 Sort39	17	-11	9	2	44	18	19	14	-7	27	48	2	100	27	40	23	4	30	19	7	-10	26	21	26	45	8	26
14 Sort42	31	20	24	14	11	31	36	-2	-23	28	13	13	27	100	19	46	7	34	31	34	23	20	9	30	40	26	41
15 Sort51	0	14	13	47	14	32	35	29	25	20	35	27	40	19	100	50	47	28	39	-2	13	30	30	2	36	29	26
16 Sort52	31	45	44	33	13	53	47	24	16	23	39	25	23	46	50	100	44	52	56	14	43	21	34	18	41	25	48
17 Sort55	10	28	43	48	3	24	36	28	31	25	15	31	4	7	47	44	100	34	38	-14	47	8	21	-35	33	52	25
18 Sort58	8	39	38	28	20	55	65	21	-18	7	10	17	30	34	28	52	34	100	53	18	39	9	30	0	44	32	42
19 Sort64	19	43	38	23	13	50	50	20	1	15	21	29	19	31	39	56	38	53	100	18	43	6	36	23	39	40	46
20 Sort66	9	0	-10	-8	-15	4	28	-2	-13	-1	-17	10	7	34	-2	14	-14	18	18	100	1	7	10	19	5	-2	-4
21 Sort67	20	58	36	38	-1	27	38	29	18	25	5	12	-10	23	13	43	47	39	43	1	100	10	13	-11	29	37	38
22 Sort71	11	9	25	-18	20	35	24	18	23	32	36	7	26	20	30	21	8	9	6	7	10	100	13	25	29	18	34
23 Sort75	26	25	27	13	28	22	21	2	9	18	15	29	21	9	30	34	21	30	36	10	13	13	100	5	20	25	15
24 Sort76	34	-9	10	-30	25	15	9	-17	0	3	34	2	26	30	2	18	-35	0	23	19	-11	25	5	100	22	-29	21
25 Sort78	6	16	43	21	46	39	38	27	2	35	44	24	45	40	36	41	33	44	39	5	29	29	20	22	100	31	43
26 Sort80	-10	23	28	31	1	39	28	30	7	32	8	19	8	26	29	25	52	32	40	-2	37	18	25	-29	31	100	14
27 Sort84	20	36	35	6	21	29	47	8	2	36	25	21	26	41	26	48	25	42	46	-4	38	34	15	21	43	14	100

Note: Quantities presented above represent percentages

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Table 53 - Correlation matrix between sorts for the Coaches and internal staff P set

	Sorts	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Sort10	100	66	39	38	34	45	48	18	56	59	37	22	33	44
2	Sort15	66	100	30	34	31	39	56	13	43	55	25	31	25	32
3	Sort16	39	30	100	48	20	42	16	15	23	51	16	24	39	48
4	Sort17	38	34	48	100	46	40	41	31	44	32	33	18	36	40
5	Sort18	34	31	20	46	100	38	47	25	57	21	47	16	38	45
6	Sort23	45	39	42	40	38	100	40	43	39	52	21	48	50	30
7	Sort27	48	56	16	41	47	40	100	29	58	47	29	33	12	43
8	Sort30	18	13	15	31	25	43	29	100	8	26	16	20	19	11
9	Sort31	56	43	23	44	57	39	58	8	100	44	39	35	10	46
10	Sort33	59	55	51	32	21	52	47	26	44	100	44	41	22	38
11	Sort40	37	25	16	33	47	21	29	16	39	44	100	22	12	37
12	Sort60	22	31	24	18	16	48	33	20	35	41	22	100	12	0
13	Sort61	33	25	39	36	38	50	12	19	10	22	12	12	100	37
14	Sort87	44	32	48	40	45	30	43	11	46	38	37	0	37	100

Note: Quantities presented above represent percentages