A case study: the role of internal coaching in leader development

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A research project submitted to the Gordon Institute of Business Science, University of Pretoria, in partial fulfilment of the requirements for the degree of Master of Philosophy (Change Leadership).

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II. Abstract

Internal coaching has become a financially viable alternative to external coaching for developing middle managers for leadership roles, yet limited research explains how it works or what makes it effective. Organisations that invest in internal coaching programmes for purposes of leader development lack evidence-based research on sustainable implementation, thus increasing the risk of inefficient use of organisational resources and minimal leader developmental outcomes.

This study examines how internal coaching contributes to leader development within a South African state-owned energy utility's technical leadership programme as a case study. Qualitative thematic analysis was done from the semi-structured interviews conducted with five internal coaches and 12 coachees. The research applies Ely et al.'s (2010) integrated coaching evaluation framework and Avolio and Hannah's (2008) developmental readiness model to investigate internal coaching effectiveness factors and leader developmental outcomes.

The findings reveal that internal coaching effectiveness depends on the systematic integration of five interconnected factors namely coach core competencies, coach-coachee relationship quality, coachee readiness, organisational support systems, and coaching processes. These factors operate synergistically rather than independently, building developmental readiness that enables leader development. Internal coaching produces developmental outcomes following a progression from intrapersonal effectiveness through interpersonal capabilities to organisational effectiveness and career advancement readiness.

This research extends Ely et al.'s (2010) framework by categorising organisational support systems as a fifth distinct evaluation criterion alongside the original four factors and signifies how internal coaching processes build Avolio and Hannah's (2008) readiness components that enable leader development. Recommendations for organisations include selecting and developing internal coaches, assessing coachee readiness, designing internal coaching processes, establishing organisational support systems, and evaluating internal coaching's impact more broadly.

III. Keywords

Internal Coaching, Internal Coach, Coachee, Leader Development, Leadership Development

IV. Declaration

I declare that this research project is my own work. It is submitted in partial fulfilment of the requirements for the degree of Master of Philosophy [Change Leadership] at the Gordon Institute of Business Science, University of Pretoria. It has not been submitted before for any degree or examination in any other University. I further declare that I have obtained the necessary authorisation and consent to carry out this research.

Date: 21 November 2025

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1. Chapter 1: Introduction

Internal coaching, a modality of workplace coaching, is increasingly being used within organisations as an alternative to external coaching for leader development (Wang et al., 2021). While external coaching is popular for leader development, particularly for senior managers and executives, internal coaching offers a cost-effective alternative that leverages internal coaches' organisational knowledge and experience to enhance managers' leadership competencies (Baker et al., 2021). However, research into internal coaching's effectiveness and contribution to leader development remains underexplored (Boak & Crabbe, 2019; Cannon-Bowers et al., 2023; Gan et al., 2021; Gavin & Bernardi, 2023; Wang et al., 2021). This gap creates uncertainty for organisations investing resources in internal coaching programmes and limits understanding of how internal coaching produces leader developmental outcomes. This study addresses these gaps by exploring how internal coaching contributes to leader development, what factors determine its effectiveness, and what leader developmental outcomes emerge from internal coaching practice (Bozer & Jones, 2021).

1.1 Business Relevance and Context

Organisations are facing escalating leadership challenges requiring managers to navigate complex, ambiguous, and rapidly changing environments. Some of these challenges include virtual work, digital transformations, technological disruptions (Moldoveanu & Narayandas, 2019), climate change impacts on operations, lack of human performance, evolving business landscape and increased competition for products and services (Glover & Quisenberry, 2021). Simultaneously, managers experience sustained operational pressure, high stress levels, and burnout, contributing to high turnover rates and prolonged acting or interim leadership arrangements (McBride et al., 2021). These challenges compromise organisational performance through reduced productivity, diminished employee morale, weakened team culture, and damaged business relationships (Bond & Naughton, 2011). The challenges create demand for competent leaders who possess technical expertise and leadership capabilities thus justifying the need for effective leader development practices (Glover & Quisenberry, 2021).

In response, organisations allocate significant resources to leader development initiatives including formal training and development programmes, talent management systems, and workplace coaching interventions (Athanasopoulou & Dopson, 2018; Cannon-Bowers et al., 2023; Day et al., 2021; Jordan & Henderson, 2024; Mangion-Thornley, 2021; Thuraiappah, 2021; Vogel et al., 2021) to build a talent pool of managers with relevant leaders

skills for senior leader roles (Gan et al., 2021; Glover & Quisenberry, 2021; Liu et al., 2021; Roupnel et al., 2019; Vogel et al., 2021). However, traditional leader development approaches show limited success. Managers struggle to translate leadership awareness into practical action (Day et al., 2021), fail to build critical leadership capabilities required for current and future challenges (Moldoveanu & Narayandas, 2019; Thuraiappah, 2021), and lack confidence in their leadership capacity (Thuraiappah, 2021). Moreover, the return on investment and impact of leader development initiatives remain largely unknown (Athanasopoulou & Dopson, 2018; Day et al., 2021; Mangion-Thornley, 2021; Moldoveanu & Narayandas, 2019).

External coaching, particularly executive and leadership coaching, has established credibility as an effective leader development tool for senior managers (De Haan & Nilsson, 2023; Gan et al., 2021). However, external coaching typically serves only senior leadership levels due to significant cost implications (De Haan & Nilsson, 2023; Gan et al., 2021; Jordan & Henderson, 2024), leaving middle managers with limited coaching access to meet their developmental needs during career transitions (Lai & Palmer, 2019). This gap creates a business imperative whereby organisations require scalable, cost-effective coaching approaches that support middle managers' leader development and prepare them for progression to senior roles.

Internal coaching’s relevance and credibility is enhanced by addressing this business need by providing coaching support through in-house employed coaches who understand organisational culture, dynamics, politics, and operational realities (Ebrahimi, 2024; Mukherjee, 2012; Schalk & Landeta, 2017). This contextual knowledge enables internal coaches to provide relevant guidance that connects leadership concepts with organisational practice (McBride et al., 2021). De Haan and Nilsson's (2023) meta-analysis supports customised, flexible coaching for managers' learning and leader development, lending credibility to internal coaching's contribution. Consequently, organisations increasingly deploy internal coaching for middle managers' leader development, motivated by time efficiency, cost effectiveness, and resource optimisation (Wang et al., 2021).

Despite growing organisational adoption, internal coaching research remains nascent (Jordan & Henderson, 2024), with limited empirical evidence explaining how internal coaching operates, what factors determine effectiveness, and how it produces leader development outcomes (Lai & Palmer, 2019; Pandolfi, 2020; Robson & Boak, 2025; Wang et al., 2021). This knowledge gap creates significant business risk. Organisations implementing internal coaching programmes without evidence-based understanding of effectiveness factors invest resources inefficiently thus failing to realise leader developmental benefits. Furthermore, the inability to validate coaching effectiveness and developmental outcomes undermines organisational confidence in internal coaching as a legitimate leader development intervention

(Athanasopoulou & Dopson, 2018; Baker et al., 2021; Day et al., 2021; Mangion-Thornley, 2021).

1.2 Theoretical Grounding and Research Framework

The research literature is predominantly focussed on external coaching (Cannon-Bowers et al., 2023; Vogel et al., 2021) due to its importance for leader development and performance (Feldman & Lankau, 2005). In addition, empirical research done on workplace coaching's effectiveness, which includes internal coaching, is limited (Boak & Crabbe, 2019; Cannon-Bowers et al., 2023; Gan et al., 2021; Gavin & Bernardi, 2023; Jones et al., 2018) with most research studies focussed primarily on external coaching for leader development and less attention given to internal coaching approaches (Lai & Palmer, 2019; Robson & Boak, 2025, Wang et al., 2021).

From a formative evaluation perspective, Passmore and Evans-Krimme (2021) questions the factors, ingredients and tools that make coaching assignments successful whilst Wang et al. (2021) specifically questions the way coaches' background and credentials impact on internal coaching outcomes. Also, from a summative evaluation perspective, the coaching effects on managers are not addressed in any of the published systematic reviews on coaching effectiveness (McInerney et al., 2021) with limited evaluation research into the effectiveness of leader development practices including internal coaching (Baker et al., 2021; Day et al., 2021; Mangion-Thornley, 2021).

Therefore, this research adopts a theoretical foundation integrating two frameworks that address different dimensions of internal coaching's contribution to leader development. Ely et al.'s (2010) integrated coaching evaluation framework provides the overarching structure for examining internal coaching effectiveness through formative and summative dimensions, while Avolio and Hannah's (2008) leader developmental readiness framework explains the individual-level psychological factors that enable leader development. Together, these frameworks provide sufficient theoretical grounding for investigating how internal coaching contributes to leader development.

Ely et al.'s (2010) integrated coaching evaluation framework synthesises coaching research into formative and summative evaluation criteria. The formative dimension encompasses effectiveness factors including coach characteristics (qualifications, experience, competencies), coachee characteristics (readiness, commitment, developmental orientation), the coach-coachee relationship (rapport, trust, psychological safety), and coaching process characteristics (structure, tools, methodology) (Ely et al., 2010, p. 586). The summative dimension examines developmental outcomes across four levels: reactions (satisfaction, perceived value), learning (awareness, insights, knowledge acquisition), behaviour (skill application, performance change), and results (goal achievement,

organisational impact) (Ely et al., 2010, p. 589). This framework enables systematic investigation of both factors that determine coaching effectiveness and outcomes, directly addressing this study's research questions (Ely et al., 2010; Gavin & Bernardi, 2023; Wang et al., 2021).

Avolio and Hannah's (2008) leader developmental readiness framework complements Ely et al.'s (2010) evaluation framework by explaining the psychological factors that enable individuals to benefit from leader developmental experiences. The framework identifies five interconnected readiness components: learning goal orientation (focus on growth rather than performance demonstration), developmental efficacy (confidence in ability to develop), self-concept clarity (understanding of values, strengths, limitations), self-complexity (multiple role identities enabling perspective-taking), and metacognitive ability (capacity for self-reflection and thinking about thinking) (p. 336). These five components operate synergistically to determine whether and how individuals engage with developmental interventions like internal coaching (Avolio & Hannah, 2008). By integrating this framework, the research examines not only what internal coaching provides but also what coachee characteristics enable effective engagement and leader developmental outcomes.

The integration of the frameworks addresses known gaps in coaching research. Bozer and Jones (2021) emphasise that workplace coaching research requires theoretical frameworks explaining why and how coaching phenomena produce effects. Ely et al.'s (2010) integrated framework provides structure for examining coaching's formative and summative dimensions, while Avolio and Hannah's (2008) framework explains the psychological mechanisms enabling leader development. This theoretical integration enables investigation of how coaching processes (structure, methods, relationships) interact with individual readiness factors (orientation, efficacy, self-awareness) to produce developmental outcomes (leadership capabilities, behavioural change, organisational effectiveness). This theoretical grounding provides explanations for understanding coaching effectiveness and practical guidance for optimising internal coaching implementation (Avolio & Hannah, 2008; Bozer & Jones, 2021; Day et al., 2021; Ely et al., 2010; Fukubayashi & Fuji, 2025).

1.3 Research Questions

This study addresses identified knowledge gaps in internal coaching research through investigation guided by theoretically grounded research questions. The primary research question (RQ) examines the key phenomenon of interest: How does internal coaching contribute to leader development? This question addresses the fundamental gap identified by Bozer and Jones (2021) regarding the need for empirical research explaining how coaching phenomena produce developmental effects. This research provides evidence-based understanding of internal coaching's role, mechanisms, and outcomes within organisational

contexts by investigating internal coaching's contribution to leader development (Ely et al., 2010; Bozer & Jones, 2021).

Two research sub-questions operationalise the primary research question by examining the dimensions of internal coaching's contribution. Research Sub-Question 1 (RSQ1) investigates: What are the factors that contribute to internal coaching effectiveness? This question addresses the formative dimension of coaching evaluation, systematically examining the coach, coachee, relationship, and process characteristics that determine whether coaching produces developmental outcomes (Fukubayashi & Fuji, 2025). Understanding effectiveness factors enables organisations to optimise coaching implementation by strengthening the elements that contribute to successful outcomes (Ely et al., 2010).

Research Sub-Question 2 (RSQ2) examines: What are the leader development outcomes of internal coaching? This question addresses the summative dimension of coaching evaluation, investigating the developmental changes that coaching produces across intrapersonal, interpersonal, and organisational effectiveness domains (Ely et al., 2010). This research provides evidence of internal coaching's developmental impact by examining outcomes through Avolio and Hannah's (2008) leader developmental readiness lens and Day et al.'s (2021) leader development framework. Understanding leader developmental outcomes enables organisations to establish realistic expectations, measure coaching impact, and show return on investment (Avolio & Hannah, 2008; Day et al., 2021; Ely et al., 2010).

Together, these research questions address the knowledge gaps identified in internal coaching literature (Boak & Crabbe, 2019; Cannon-Bowers et al., 2023; Gan et al., 2021; Gavin & Bernardi, 2023; Wang et al., 2021) by systematically investigating both factors that enable internal coaching effectiveness and outcomes. The questions provide structured investigation of internal coaching as a process (effectiveness factors) and an outcome (leader developmental results), enabling better understanding of internal coaching's contribution to leader development.

1.4 Research Aims

This research pursues theoretical and practical aims that address identified gaps in internal coaching knowledge and practice. Theoretically, the study aims to extend Ely et al.'s (2010) integrated coaching evaluation framework by demonstrating how its formative and summative criteria operate within internal coaching contexts. This includes identifying whether additional effectiveness factors beyond coach, coachee, relationship, and process characteristics influence internal coaching outcomes, and examining how these factors interact systematically rather than operating independently. The research also aims to extend Avolio and Hannah's (2008) leader developmental readiness framework by investigating how

coaching processes actively build the readiness components, “learning goal orientation, developmental efficacy, self-concept clarity, self-complexity, metacognitive ability,” that enable leader development, rather than depending on pre-existing readiness levels (p. 336).

The study further aims to develop an integrated conceptual framework that synthesises these theoretical perspectives, explaining how internal coaching creates value for leader development through the systematic interaction of effectiveness factors, leader developmental readiness, and coaching processes. This framework addresses Bozer and Jones' (2021) call for theory explaining why and how coaching phenomena make a difference, providing understanding and practical guidance for internal coaching implementation (Avolio & Hannah, 2008; Bozer & Jones, 2021; Day et al., 2021; Ely et al., 2010).

Practically, the study aims to identify the factors that contribute to internal coaching effectiveness, enabling organisations to strengthen these elements. This includes understanding the distinctive advantages and limitations of internal versus external coaching, clarifying how organisational context and support systems enable or constrain coaching effectiveness, and determining how coach competencies, relationship quality, and process structure contribute to developmental outcomes. This research provides guidance for organisations implementing or scaling internal coaching programmes by empirically identifying coaching effectiveness factors (Bozer & Jones, 2018; Fukubayashi & Fuji, 2025).

The research also aims to illustrate the specific leader development outcomes that internal coaching produces, enabling organisations to establish realistic expectations and measure coaching impact. This includes documenting how coaching builds self-awareness and self-management capabilities, develop leadership competencies across interpersonal and organisational domains, facilitates behavioural change and learning integration, and contributes to career advancement readiness. This research enables organisations to justify internal coaching investment through evidenced value creation by empirically documenting leader developmental outcomes (Athanasopoulou & Dopson, 2018; Gavin & Bernardi, 2023; Jones et al., 2018; Robson & Boak, 2025).

Finally, this research aims to improve internal coaching practice by providing evidence-based recommendations for optimising coaching effectiveness. This includes guidance for coach selection, development, and support; coachee preparation and readiness assessment; coaching process design and structure; organisational support system requirements; and evaluation approaches that capture coaching's broader impact (Bozer & Jones, 2018; Fukubayashi & Fuji, 2025). This study enables organisations to implement internal coaching more effectively, by translating research findings into practical recommendations, ultimately strengthening leadership capability and organisational performance.

1.5 Research Scope

This study examines internal coaching within defined boundaries that enable deeper investigation while acknowledging areas requiring future research. This research focuses on internal coaching as a specific coaching modality where coaches are employed in-house and provide coaching to colleagues within the same organisation, distinguishing it from external coaching provided by independent professional practitioners (Ebrahimi, 2024; Mukherjee, 2012; Schalk & Landeta, 2017). This focus enables investigation of internal coaching's distinctive characteristics including organisational knowledge, contextual understanding, and proximity advantages and limitations.

This study's theoretical scope encompasses Ely et al.'s (2010) integrated coaching evaluation framework, examining formative dimensions and summative dimensions. The research integrates Avolio and Hannah's (2008) leader developmental readiness framework within the summative evaluation dimension to examine how coaching builds the psychological factors enabling leader development. However, this study acknowledges that Ely et al.'s (2010) behaviour and results dimensions present methodological challenges in attributing behaviour change and individual results solely to coaching interventions, given the numerous influences on these dimensions (Athanasopoulou & Dopson, 2018; Day et al., 2021).

The research focuses specifically on leader development at the individual level, examining how internal coaching contributes to managers' development of leadership capabilities, self-awareness, and effectiveness. This scope excludes leadership development at team or organisational levels, which involves collective processes distinct from individual development (Day & Dragoni, 2015; Day et al., 2014, 2021) This study focussed on the individual as the primary unit of analysis, examining how coaching builds individual capacity while acknowledging that individual leader development ultimately influences team and organisational effectiveness.

The research context is confined to a single state-owned energy utility in South Africa, specifically examining internal coaching within the organisation's Generation Technical Leadership Programme (GTLP) for middle managers transitioning from technical roles to leadership positions. The organisation represents a complex institutional environment characteristic of state-owned enterprises in emerging economies, facing significant leadership development challenges while implementing innovative approaches to build leadership capacity (Scheepers & Swart, 2020). This context enables deep investigation of internal coaching within complex organisational realities characterised by complexity, resource constraints, operational pressure, and cultural diversity, thus revealing how organisational factors shape coaching effectiveness and leadership outcomes (Oc, 2018). This context enables theoretical contributions advancing internal coaching knowledge and practical guidance supporting evidence-based implementation. However, this single-organisation

scope limits generalisability to other organisational contexts, industries, or cultural settings, suggesting findings should be interpreted as context-specific insights requiring validation across diverse settings (Eisenhardt, 1989; Oc, 2018; Ridder, 2017).

Methodologically, this study employs qualitative thematic analysis of semi-structured interviews with internal coaches and coachees, examining their lived experiences and perceptions of coaching effectiveness and outcomes. This qualitative approach enables rich exploration of coaching phenomena but excludes quantitative measurement of coaching impact, comparative evaluation against external coaching or control groups, and longitudinal tracking of sustained outcomes over extended timeframes. These methodological boundaries reflect practical constraints while acknowledging areas requiring future research (Creswell et al., 2007; Saunders et al., 2023).

The temporal scope captures internal coaching experiences at a specific point in time rather than tracking developmental trajectories longitudinally. Participants reflect on completed or ongoing coaching relationships, providing retrospective and current perspectives. This cross-sectional design enables investigation of effectiveness factors and perceived outcomes but cannot substantiate causal relationships or assess sustainability of developmental changes over time. Future longitudinal research would complement these findings by examining how coaching effects evolve and persist beyond initial coaching engagement (Athanasopoulou & Dopson, 2018; Day et al., 2021; Ely et al., 2010).

1.6 Research Contribution

This research makes important theoretical, methodological, and practical contributions that advance internal coaching knowledge and practice. Theoretically, the study extends Ely et al.'s (2010) integrated coaching evaluation framework in several ways. This research establishes that organisational support systems (Human Resources structure, management sponsorship, and leadership programme integration) constitute a fifth distinct formative evaluation criterion alongside coach, coachee, relationship, and process characteristics (Athanasopoulou & Dopson, 2018; Bozer & Jones, 2018; Day et al., 2021; De Haan, 2019; Gan et al., 2021; Pandolfi, 2020; Plotkina & Sri Ramalu, 2024).

This research also challenges Ely et al.'s (2010) conceptualisation of formative and summative evaluation as sequential categories, demonstrating instead that these elements operate simultaneously and reciprocally in internal coaching contexts. This reconceptualisation reveals the dynamic mechanisms through which internal coaching contributes to leader development, providing more accurate theoretical understanding than sequential models suggest (Ely et al., 2010).

Furthermore, this research extends Ely et al.'s (2010) summative framework by demonstrating that internal coaching produces holistic developmental outcomes extending

beyond work-related domains suggesting that Ely et al.'s (2010) coaching evaluation criteria should explicitly include personal wellbeing and life satisfaction outcomes rather than focusing exclusively on work-related results. (Athanasopoulou & Dopson, 2018; Avolio & Gardner, 2005; Bowles et al., 2007; De Haan & Nilsson, 2023; Grant, 2017).

This study extends Avolio and Hannah's (2008) leader developmental readiness framework by revealing how coaching processes actively build readiness components rather than depending on pre-existing readiness levels. This represents an important theoretical contribution showing how developmental interventions can systematically build the readiness factors that enable leader development (Avolio & Hannah, 2008; Boysen, 2018; Mbokota & Myres, 2024; Plotkina & Sri Ramalu, 2024).

The research also identifies coaching literacy as a fundamental component of developmental readiness not explicitly identified in Avolio and Hannah's (2008) original framework. This finding extends the framework by suggesting that context-specific readiness components should be considered alongside general developmental readiness factors. Additionally, the research reveals that developmental readiness operates at individual and organisational levels, with organisational factors affecting whether individual readiness translates into coaching engagement. This multilevel perspective extends Avolio and Hannah's (2008) individual-focused framework to incorporate organisational developmental readiness as a parallel construct (Bozer & Jones, 2018; Gan et al., 2021; Pandolfi, 2020; Plotkina & Sri Ramalu, 2024).

This study's most significant theoretical contribution is the development of an integrated conceptual framework for internal coaching effectiveness that synthesises various theoretical perspectives to explain how internal coaching contributes to leader development. This framework confirms that coaching effectiveness depends on the systematic integration of five interconnected factors operating synergistically. The framework shows how these factors interact to build developmental readiness, which then enables leader development producing outcomes across intrapersonal, interpersonal, and organisational effectiveness domains. This integrated framework addresses calls for theory explaining why and how coaching phenomena make a difference, providing theoretical understanding and practical guidance (Avolio & Hannah, 2008; Bozer & Jones, 2021; Day & Dragoni, 2015; Day et al., 2014, 2021; Ely et al., 2010).

Methodologically, the research validated the value of systematic thematic analysis combined with coach and coachee experiences with internal coaching effectiveness and outcomes. The single-organisation case study design enables deep exploration within complex organisational realities, revealing how context shapes effectiveness factors and leader developmental outcomes (Oc, 2018). The integration of various theoretical frameworks

enables extensive examination from complementary perspectives, producing broader insights (Braun & Clarke, 2006; Eisenhardt, 1989; Grodal et al., 2021; Ridder, 2017).

Practically, the research provides evidence-based recommendations for organisations implementing or scaling internal coaching for leader development. These recommendations address implementation questions including how to select, develop, and support internal coaches; how to assess and prepare coachees for effective coaching engagement; how to structure coaching processes balancing consistency with flexibility; what organisational support systems enable coaching effectiveness; and how to evaluate coaching impact more broadly. This research enables organisations to implement internal coaching more effectively by translating theoretical findings into actions, ultimately strengthening leadership capability development (Bozer & Jones, 2018; Fukubayashi & Fuji, 2025).

Specifically, this research addresses knowledge gaps identified by scholars regarding how internal coaching operates, what factors enable effectiveness, and how it produces developmental outcomes (Boak & Crabbe, 2019; Cannon-Bowers et al., 2023; Gan et al., 2021; Gavin & Bernardi, 2023; Wang et al., 2021). This research moves the field from nascent exploration toward evidence-based practice by providing empirical evidence about internal coaching's mechanisms and outcomes (Jordan & Henderson, 2024). This contribution enables organisations to make informed decisions about internal coaching implementation, understand its distinctive characteristics, and optimise effectiveness factors systematically (Lai & Palmer, 2019; Pandolfi, 2020; Robson & Boak, 2025; Wang et al., 2021).

1.7 Organisation of Chapters

This dissertation is organised into seven chapters that systematically address the research questions through investigation of internal coaching's contribution to leader development. Following this introductory chapter establishing the research foundation, Chapter 2 presents a comprehensive literature review examining internal coaching research, leader development theory, and the theoretical frameworks underpinning this study. The literature review synthesises existing knowledge about workplace coaching effectiveness, internal coaching's distinctive characteristics, leader development processes, and the gaps this research addresses.

Chapter 3 defines the theoretical focus of this research, including the research questions that connect with the research problem and literature review. Chapter 4 details the research methodology and design, explaining the philosophical foundations guiding the study, the qualitative research approach adopted, the case study strategy employed, and the data collection and analysis methods used. Chapter 4 also establishes the study's methodological rigour and explains how research design choices enable credible investigation of the research questions.

Chapter 5 presents the research findings through systematic thematic analysis of participants interview data, revealing six interconnected themes organised according to the research questions. The findings chapter presents empirical evidence about coaching effectiveness factors and leader developmental outcomes, providing the foundation for theoretical discussion and practical recommendations. Chapter 6 discusses these findings in relation to existing literature and theoretical frameworks, analysing how the findings confirm, extend, or contradict current understanding while developing integrated theoretical insights about internal coaching's contribution to leader development.

Chapter 7 concludes the dissertation by synthesising principal theoretical conclusions addressing each research question, articulating the research's theoretical, methodological, and practical contributions, providing evidence-based recommendations for organisations implementing internal coaching, acknowledging research limitations, and suggesting directions for future research. Together, these chapters provide comprehensive investigation of internal coaching's contribution to leader development, advancing theoretical understanding and practical application within this emerging field.

2. Chapter 2: Literature Review

2.1 Introduction

This chapter systematically reviews academic literature examining how internal coaching contributes to leader development. The review synthesises existing knowledge across three interconnected areas: internal coaching as a workplace development modality, theoretical frameworks for evaluating coaching effectiveness, and leader development processes and outcomes. This review establishes the theoretical foundation for investigating internal coaching's effectiveness factors and developmental outcomes by comparing and integrating scholarly perspectives, while identifying important gaps that justify this research contribution (Bozer & Jones, 2021; Ely et al., 2010; Wang et al., 2021).

The literature review roadmap for Chapter 2, depicted in Figure 1 below, is organised into three main sections. Section 2.2 examines internal coaching's definition, characteristics, and strategic advantages while identifying research gaps requiring investigation. Sections 2.3 and 2.6 present the theoretical frameworks anchoring this study, specifically Ely et al.'s (2010) integrated coaching evaluation framework and its application to internal coaching contexts. Section 2.4 and 2.5 explores leader development theory through Avolio and Hannah's (2008) developmental readiness framework, examining how coaching builds psychological capabilities enabling leader development. The chapter concludes with Section 2.7, by synthesising these perspectives into research questions that guide investigation of internal coaching's contribution to leader development.

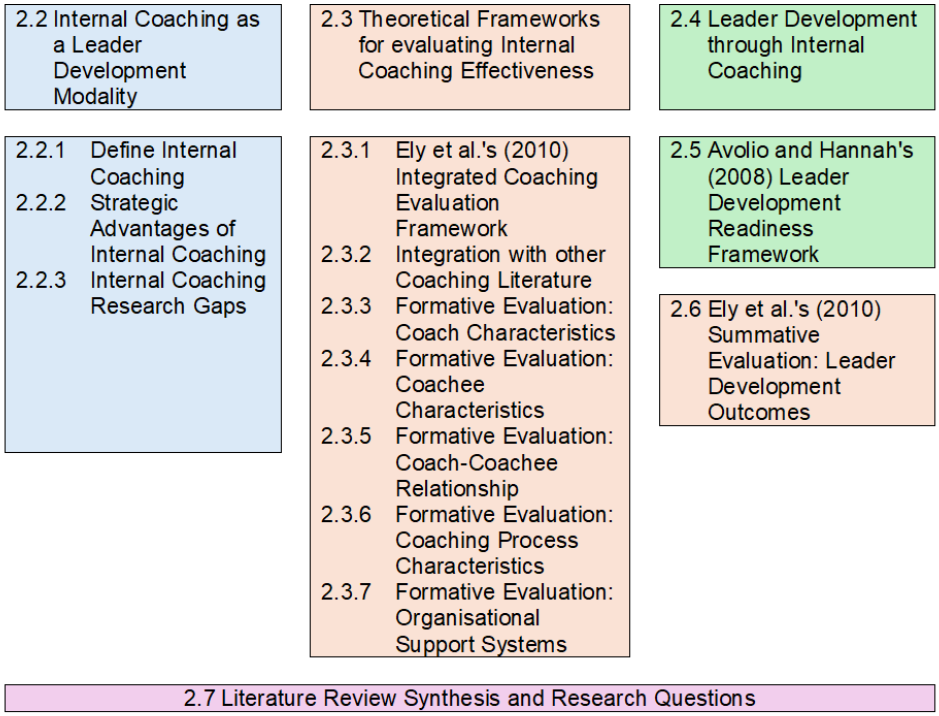

Figure 1: Literature Review Roadmap (Researcher's own compilation)

2.2 Internal Coaching as a Leader Development Modality

2.2.1 Defining Internal Coaching

Internal coaching represents a specific modality within the broader field of workplace coaching. Workplace coaching is defined as a “one-to-one custom-tailored, learning and development intervention that uses a collaborative, reflective, goal-focused relationship provided to all levels of employees by external or internal coaching practitioners who have no formal supervisory authority over the coachee” (Bozer & Jones, 2018, p. 342).

Internal coaching distinguishes itself through the coach's organisational positioning. Internal coaches comprise qualified coaching practitioners employed at similar or higher organisational positions as their coachees, with specific coaching responsibilities assigned within their job profiles or volunteering to coach colleagues (Robson & Boak, 2025; Schalk & Landeta, 2017). Internal coaches have no formal authority or supervisory relationships over their coachees (Feldman & Lankau, 2005) thus preserving psychological safety essential for developmental work (Feldman & Lankau, 2005). However, unlike external coaches operating as organisational outsiders, internal coaches possess embedded knowledge of organisational culture, power dynamics, structures, and operational realities that distinctively shapes their coaching approach (Ebrahimi, 2024; Gan et al., 2021; McBride et al., 2021; Schalk & Landeta, 2017).

The primary objective of internal coaching centres on helping coachees develop psychological and cognitive capabilities required for effective leadership through goal attainment, performance improvement, and leadership enhancement (Fukubayashi & Fuji, 2025). Internal coaches are deployed to develop leadership skills and improve job performance within the coachee's organisation (Cannon-Bowers et al., 2023; Jones et al., 2018), focusing on helping coachees psychologically and cognitively become effective leaders. This developmental focus positions internal coaching as a proactive investment in building leadership capability.

2.2.2 Strategic Advantages of Internal Coaching

Internal coaching offers several strategic advantages that differentiate it from external coaching. Internal coaches are considered more economical, accessible, and knowledgeable about organisational culture, power dynamics, and structures, making them better suited for supporting managers' leader development and transitions to senior leadership roles compared to externally appointed practitioners (Ebrahimi, 2024; Gan et al., 2021; Jones et al., 2016; Lai & Palmer, 2019; McBride et al., 2021; Mukherjee, 2012; Schalk & Landeta, 2017). This financial advantage enables organisations to extend coaching beyond senior leadership to

middle management levels where developmental needs often remain unaddressed due to budgetary constraints (Gan et al., 2021; Lai & Palmer, 2019).

Beyond cost considerations, internal coaches bring contextual knowledge that enhances developmental relevance. Their understanding of organisational culture, climate, and dynamics enables coaching conversations grounded in organisational realities (Gan et al., 2021; Mukherjee, 2012; Schalk & Landeta, 2017). Internal coaches comprehend management structures, processes, reporting protocols, and communication patterns that govern how things get done within the organisation (McBride et al., 2021). This organisational literacy enables internal coaches to translate theoretical leadership concepts into practical, contextually relevant guidance by understanding organisational norms, power dynamics, decision-making processes, and cultural expectations (Ebrahimi, 2024; Mukherjee, 2012; Schalk & Landeta, 2017).

Internal coaches also support coachees' diverse management and leadership needs by aligning them with organisational policies, processes, and information flows (Grant, 2017). They help coachees navigate specific organisational challenges such as managing relationships with senior leaders, understanding informal power structures, and adapting leadership approaches to organisational culture (Ebrahimi, 2024; Mukherjee, 2012; Schalk & Landeta, 2017). This proves valuable for technical professionals transitioning to leadership roles who understand their work's technical aspects but lack understanding of organisational dynamics and political realities. Internal coaches bridge this gap by providing leadership development support and organisational navigation guidance simultaneously (Ebrahimi, 2024; Wallace et al., 2021).

Due to its unique nature, internal coaching interventions are customised based on many factors including the coachee's leadership experiences and needs, the coach's knowledge and competencies, the coach-coachee interpersonal relationship quality, and the specific coaching processes employed (De Haan & Nilsson, 2023; Jones et al., 2018; Wang et al., 2021). This customisation distinguishes coaching from standardised training interventions, enabling developmental work responsive to individual needs within specific organisational contexts (Ely et al., 2010; Wallace et al., 2021).

2.2.3 Internal Coaching Research Gaps

Despite these potential advantages and growing organisational adoption, internal coaching research remains nascent with significant knowledge gaps (Jordan & Henderson, 2024). Limited empirical evidence explains how internal coaching operates as a developmental intervention, what factors determine its effectiveness, and how it produces leader development outcomes (Lai & Palmer, 2019; Pandolfi, 2020; Robson & Boak, 2025; Wang et al., 2021). This evidence gap creates significant business risk for organisations

implementing internal coaching programmes without evidence-based understanding of effectiveness factors, potentially investing resources inefficiently and failing to realise developmental benefits (Athanasopoulou & Dopson, 2018; Baker et al., 2021; Day et al., 2021).

The internal coaching literature requires systematic investigation of effectiveness factors, examination of developmental outcomes, and understanding of implementation conditions that enable success. Without such evidence, organisations lack guidance for selecting and developing internal coaches, structuring coaching processes, preparing coachees for engagement, creating organisational support systems, and evaluating coaching impact. This research addresses these important gaps by investigating how internal coaching contributes to leader development through systematic examination of effectiveness factors and developmental outcomes (Bozer & Jones, 2021).

2.3 Theoretical Framework for Evaluating Internal Coaching Effectiveness

2.3.1 Ely et al.'s Integrated Coaching Evaluation Framework

Ely et al.'s (2010) integrated coaching evaluation framework provides systematic structure for examining coaching effectiveness through formative and summative dimensions. The framework emerged from the review of coaching research, establishing evaluation criteria that enable process analysis and outcome assessment. This dual-perspective approach enables investigation of how coaching works and what coaching produces, directly addressing questions about effectiveness factors and developmental outcomes (Bozer & Jones, 2021; Fukubayashi & Fuji, 2025; Wang et al., 2021).

The formative dimension encompasses four effectiveness factor categories examining the conditions, processes, and relational dynamics that enable coaching success (Ely et al., 2010, p. 586). Coach characteristics include knowledge, skills, abilities, qualifications, experience, competencies, credibility, professionalism, and awareness of coachee industry and organisational contexts (Ely et al., 2010, p. 587). Coachee characteristics encompass readiness, commitment, developmental orientation, coaching knowledge and expectations, and organisational support systems (Ely et al., 2010, p. 586). The coach-coachee relationship involves rapport, trust, psychological safety, working alliance quality, and interpersonal compatibility. Coaching process characteristics address structure, methodology, assessment approaches, challenge and support mechanisms, tools, flexibility, and intervention design elements (Ely et al., 2010, p. 587).

The summative dimension examines developmental outcomes across four hierarchical levels: reactions, learning, behaviour, and results (Ely et al., 2010, p. 589). Reactions capture

participant satisfaction, perceived value, and emotional responses to coaching. Learning encompasses awareness development, insight generation, knowledge acquisition, and cognitive and affective changes during coaching. Behaviour examines skill application, performance change, and capability demonstration following coaching. Results assess goal achievement, performance impact, and organisational outcomes produced through coaching (Ely et al., 2010). As a caution, to measure behavioural outcomes require multi-source assessment beyond this study's scope and time, while results-level outcomes face attribution challenges given the number of influences on job performance and promotions (Ely et al., 2010).

This integrated framework makes it suitable for internal coaching investigation. The formative criteria enable systematic examination of factors contributing to coaching effectiveness, while summative criteria enable investigation of developmental outcomes produced through coaching (Ely et al., 2010). Together, these dimensions provide structured approach for comprehensive coaching evaluation (Fukubayashi & Fuji, 2025; Gavin & Bernardi, 2023; Wang et al., 2021). The framework provides a simple yet overarching theoretical structure to be applied and adapted for internal coaching to explore and understand effectiveness factors and specific leader development outcomes (Fukubayashi & Fuji, 2025).

2.3.2 Integration with Other Coaching Literature

Pandolfi's (2020) meta-analysis of frequently observed coaching ingredients assimilated from executive coaching literature aligns well with Ely et al.'s (2010) integrated coaching evaluation framework, with one important exception: organisational culture and support. Pandolfi (2020) corroborates that organisational culture and support warrant independent consideration rather than inclusion under coachee characteristics. According to Pandolfi (2020), coaching failures often result from organisations' lack of creating time, budget, and learning transfer opportunities. Plotkina and Sri Ramalu (2024) similarly emphasise that organisational culture and attitudes toward coaching determine resource allocation for coaching implementation.

While Ely et al. (2010) acknowledge organisational support, goals, and climate under the coachee criterion (p. 591), other literature suggests that organisational support should be a distinct formative evaluation criterion alongside coach, coachee, relationship, and process characteristics (Athanasopoulou & Dopson, 2018; Gan et al., 2021; Pandolfi, 2020; Plotkina & Sri Ramalu, 2024). This distinction recognises that organisational support creates enabling or constraining conditions affecting optimal alignment of other factors for producing sustainable developmental outcomes.

Ely et al.'s (2010) framework also aligns with International Coach Federation's (ICF, 2025) core competencies and contemporary coaching literature (Boysen, 2018; Gan et al.,

2021; Gavin & Bernardi, 2023; Plotkina & Sri Ramalu, 2024), suggesting theoretical coherence across coaching research domains. This alignment supports the framework's use as an overarching theoretical basis for exploring internal coaching effectiveness factors and developmental outcomes (Bozer & Jones, 2021). The formative evaluation aspects establish a solid basis for understanding internal coaching's unique and customised nature, how internal coaching works, and the active ingredients and factors making it effective for leader development (Cannon-Bowers et al., 2023; Wang et al., 2021).

2.3.3 Formative Evaluation: Coach Characteristics

The first criterion to be evaluated is the internal coach characteristics which represents an important determinant of coaching effectiveness, with research consistently identifying specific competencies, qualities, and capabilities that make coaching outcomes successful (Athanasopoulou & Dopson, 2018; Bozer & Jones, 2018; De Haan & Nilsson, 2023; Gan et al., 2021; Mbokota & Myres, 2024; Pandolfi, 2020; Plotkina & Sri Ramalu, 2024). Ely et al. (2010) notes that coaches require an array of core competencies comprising knowledge, skills, and abilities to meet changing needs of coachees and their organisations (p. 587), specifically mentioning competencies like motivation ability, behavioural science qualifications, coachee industry knowledge and awareness, credibility, and professionalism as influencing coaching success and effectiveness (Ely et al., 2010, p. 587).

Essential coaching competencies include communication skills that enable effective dialogue, goal-setting capabilities that establish clear developmental direction, and motivational skills that sustain coachee engagement (De Haan & Nilsson, 2023; Gan et al., 2021; Plotkina & Sri Ramalu, 2024). Beyond technical coaching skills, coaches require credibility, professionalism, and coaching expertise to establish trustworthy developmental relationships. Mukherjee (2012) emphasises that for coaching relationships to be fully effective, coaches must possess adequate knowledge, experience, qualifications, motivation, and belief in coachee potential.

For internal coaches specifically, organisational knowledge and business understanding represent additional important characteristics. Internal coaches need comprehension of management structures, processes, reporting protocols, and communication patterns to assist coachees with leader development goals situated within organisational contexts (McBride et al., 2021). Additionally, internal coaches require awareness of organisational culture, climate, and dynamics to shape coaching experiences appropriately for organisational realities (Gan et al., 2021; Mukherjee, 2012; Schalk & Landeta, 2017).

Importantly, internal coaches do not necessarily require leader development expertise themselves but rather need capabilities for facilitating leader learning and growth through the

coaching process (Fukubayashi & Fuji, 2025). This distinction emphasises coaching process and skilful coaching practice expertise over content expertise. Coachees also expect specific coach qualities including commitment, empathy, emotional intelligence, appropriate attitude, and reliability (Plotkina & Sri Ramalu, 2024), suggesting relational competencies complement technical coaching skills.

However, what remains unknown is which specific internal coach characteristics influence coaching effectiveness in leader development contexts (Wang et al., 2021). While literature identifies important coach qualities generally, systematic investigation is needed to understand how these characteristics operate specifically within internal coaching settings and how they contribute to leader development outcomes.

2.3.4 Formative Evaluation: Coachee Characteristics

The second criterion describes the coachee's readiness and commitment for coaching, their knowledge, expectations and assumptions about internal coaching and the organisational culture and support for internal coaching. Coachee characteristics significantly influence coaching effectiveness, with readiness and engagement determining whether coaching produces developmental benefits (Athanasopoulou & Dopson, 2018; Bozer & Jones, 2018; De Haan & Nilsson, 2023; Fukubayashi & Fuji, 2025).

In this study context, "coachees" are managers seeking internal coaching support to develop leadership capabilities and competencies required for effective leadership (Grant, 2017). These managers face developmental challenges intensified by changes and pressures operating at personal, professional, and organisational levels (Baker et al., 2021; Glover & Quisenberry, 2021), while simultaneously experiencing increased demands for experiential learning and adaptation during transitions to leader roles (Freedman, 2011).

Leadership transitions require greater accountability, responsibility, and new capabilities including communication skills, interpersonal competencies, collaboration abilities, and strategic thinking (McGill et al., 2019). While individual training and learning provide foundational support, managers transitioning to leader roles benefit from coaching that addresses self-management, interpersonal dynamics, communication effectiveness, and leadership skill development (Jones et al., 2018). This developmental approach enables holistic leader development producing optimal results (Athanasopoulou & Dopson, 2018; Avolio & Gardner, 2005; Day et al., 2014; Roupnel et al., 2019).

Research identifies several coachee characteristics as determinants for effective workplace coaching. Organisational support establishes enabling conditions, while coachee self-efficacy and goal orientation influence developmental engagement (Bozer & Jones, 2018). Positive coachee attitude and behaviour, readiness to engage, and commitment to change represent foundational requirements for coaching success (Bozer & Jones, 2021; Gan

et al., 2021). Additionally, Plotkina and Sri Ramalu (2024) highlight coachee self-awareness, motivation, and proactivity as important factors for successful coaching outcomes.

Coachee characteristics also include knowledge, expectations, and assumptions about internal coaching, as well as organisational culture's influence on coaching engagement (Athanasopoulou & Dopson, 2018; Bozer & Jones, 2018; De Haan & Nilsson, 2023; Fukubayashi & Fuji, 2025). These elements shape how coachees approach coaching relationships and determine their capacity to benefit from coaching interventions (Cannon-Bowers et al., 2023).

Confusion about coaching's nature can affect developmental readiness; coachees expecting mentorship (advice and direction) may experience coaching's facilitative approach as unhelpful, while those understanding coaching's self-discovery focus engage more appropriately (Plotkina & Sri Ramalu, 2024). This suggests coaching literacy (understanding coaching's nature and requirements) constitutes a basic readiness element (Bozer & Jones, 2018; Gan et al., 2021; Pandolfi, 2020). While literature identifies important coachee qualities generally, systematic investigation is needed to understand how these characteristics operate specifically within internal coaching settings and how they contribute to leader development outcomes.

2.3.5 Formative Evaluation: Coach-Coachee Relationship

The third criterion to be explored according to the meta-analysis reviews by Graßmann et al. (2020) and Sonesh et al. (2015) is the coachee-coach relationship which contributes significantly to positive coaching processes and outcomes (Wang et al., 2021).

The coach-coachee relationship represents an important effectiveness factor, with relationship quality significantly influencing coaching outcomes (De Haan & Nilsson, 2023; Theeboom et al., 2014). Strong coaching relationships is based on coachee-coach attraction, rapport, motivation, feedback, commitment, collaboration and trust (Bozer & Jones, 2018; Gan et al., 2021) creating conditions that enable open developmental exploration, vulnerable sharing, and authentic growth (Gan et al., 2021). Mukherjee (2012) emphasises that for coaching relationships to be fully effective, the coaching process must be structured to provide coachees with challenge and growth opportunities while maintaining trust and safety.

The effectiveness of internal coaching depends on the level of trust and confidentiality between the coachee and internal coach to allow for open and honest conversations and information exchange (Bozer & Jones, 2021). Jones et al. (2016) found that, internal coaching was more effective with coachees learning and performance however the coachees' affective learning outcomes were higher for individuals in highly complex jobs using external coaches compared to internal coaches, citing trust and confidentiality concerns associated with internal coaching (Jones et al., 2018). This concern is relevant for the suitability of internal coaches

particularly for coachees transitioning to senior levels and leader roles due to the complexity of these roles and the sharing of sensitive information with internal coaches and the need for higher assurances of confidentiality (Jordan & Henderson, 2024). So, the question of trust and confidentiality remains an important consideration in the internal coach-coachee relationship to be explored in this study due to the coachee and coach being in the same organisation (Jordan & Henderson, 2024).

For internal coaching specifically, relationship dynamics may differ from external coaching given coaches' organisational positioning. Internal coaches' embedded knowledge creates advantages and challenges for relationship development. Their organisational familiarity enables quick rapport building through shared understanding of organisational realities and common experiences (Mukherjee, 2012; Schalk & Landeta, 2017). However, their internal status may raise confidentiality concerns or create hesitation about discussing sensitive topics (Jones et al., 2016, 2018). Understanding how internal coaches and coachees develop and maintain effective working relationships despite these dynamics represents an important investigation area (Lai & Palmer, 2019).

The relationship also mediates how coaching interventions translate into developmental outcomes (Ely et al., 2010). This study examines coach-coachee relationship characteristics to understand how relationship quality influences internal coaching effectiveness and leader developmental outcomes.

2.3.6 Formative Evaluation: Coaching Process Characteristics

The fourth criterion, coaching process characteristics encompass the structural, methodological, and procedural elements that shape coaching interventions. According to Ely et al. (2010), coaching process characteristics consist of assessment, challenge, and support as elements influencing coaching effectiveness (p. 587). In the assessment phase, the internal coach uses assessment tools to gauge the coachee’s readiness and receptiveness for coaching (Bozer & Jones, 2021). In the challenge phase, the internal coach explores and co-creates the learning goals aligned with the coachee's leader developmental needs (Bozer & Jones, 2021), thus creating self-awareness and positive leader behaviourial changes (Fukubayashi & Fuji, 2025). In the support phase, the internal coach motivates and provides realistic feedback and support in a self-reflective way to enable the coachee to achieve their leader development goals and results through action (Bozer & Jones, 2021; Fukubayashi & Fuji, 2025).

Internal coaching interventions require customisation based on various factors including coachee's leadership experiences and needs, coach's knowledge and capabilities, interpersonal relationship quality, and specific coaching methodologies employed (De Haan & Nilsson, 2023; Jones et al., 2018; Wang et al., 2021). This customisation distinguishes

coaching from standardised training interventions, enabling developmental work responsive to individual needs.

De Haan and Nilsson's (2023) meta-analysis supports customised, flexible coaching approaches for managers' learning and leader development, lending credibility to internal coaching's tailored methodology. Key process elements include formal coaching agreements that establish mechanisms and professional boundaries, clarify roles and expectations, set boundaries, and create accountability structures (De Haan, 2019; Plotkina & Sri Ramalu, 2024). Systematic coaching methodology balances structure with flexibility, often utilising frameworks like the GROW model while integrating additional tools like strength-based exercises and cognitive-behavioural approaches, adapted to coachee needs (Fukubayashi & Fuji, 2025; Panchal & Riddell, 2020; Plotkina & Sri Ramalu, 2024; Wang et al., 2021).

Effective coaching processes incorporate goal setting emphasising clear, specific goals for motivation and performance; facilitation of coachee-generated solutions rather than providing advice; development of action plans focused on execution, measures, and feedback; and integration of assessment and diagnostic tools to address specific coachee development needs (Fukubayashi & Fuji, 2025; Panchal & Riddell, 2020; Plotkina & Sri Ramalu, 2024; Wang et al., 2021). The time and effort spent on each process aspect remains dynamic and depends on coachee needs (Bozer & Jones, 2021; Ely et al., 2010).

However, limited evidence explains which specific process characteristics contribute most significantly to internal coaching effectiveness or how process design influences developmental outcomes. This study explores coaching process characteristics to understand how processes are structured and implemented to enable effective leader development through internal coaching (Sonesh et al., 2015; Gan et al., 2021).

2.3.7 Formative Evaluation: Organisational Support Systems

Organisational support systems constitute a distinct effectiveness factor warranting independent consideration alongside coach, coachee, relationship, and process characteristics (Athanasopoulou & Dopson, 2018; Gan et al., 2021; Pandolfi, 2020; Plotkina & Sri Ramalu, 2024). While Ely et al. (2010) acknowledge organisational factors under coachee characteristics, organisational support systems operate at a different level, creating enabling or constraining conditions that affect whether individual coaching effectiveness can be sustained or scaled.

Organisational support encompasses a few dimensions. Management sponsorship provides resources, endorsement, and visibility, signaling coaching's legitimacy and importance (Gan et al., 2021; Pandolfi, 2020; Plotkina & Sri Ramalu, 2024). Leadership programme integration provides structure, legitimacy, and implementation mechanisms, creating legitimate space for coaching within demanding work schedules (Athanasopoulou &

Dopson, 2018; Day et al., 2021). Human Resource's structure provides coach development, oversight, awareness building, and needs assessment capabilities (De Haan, 2019; Pandolfi, 2020; Plotkina & Sri Ramalu, 2024).

The allocation of resources for implementing coaching is determined by organisational culture and attitudes toward coaching (Plotkina & Sri Ramalu, 2024). Pandolfi (2020) established that coaching failures often result from organisations' lack of creating time, budget, and learning transfer opportunities. Without systematic organisational support including management sponsorship, programme integration, and human resources alignment, even optimal alignment of other factors proves insufficient for sustained leader development (Athanasopoulou & Dopson, 2018; Gan et al., 2021; Pandolfi, 2020).

2.4 Leader Development Through Internal Coaching

Kjellström et al. (2020) defines leader development as "an expansion of a person's capability to be effective in a leadership role and process" (p. 437) and comprises intrapersonal, interpersonal (Mbokota & Reid, 2022), management and technical competencies (Liu et al., 2021; Wallace et al., 2021). To add, effective leader development considers a leader's "self-awareness, self-identity, self-efficacy" (Day & Dragoni, 2015, p. 143; Liu et al., 2021), competencies, mindset, and behaviour (Day et al., 2021; Dhar, 2025; Wallace et al., 2021).

The main goal of leader development is to improve managers contributions and performance at an individual level by learning and applying relevant leader competencies (Kjellström et al., 2020). At an individual level leaders need to develop intrapersonal, cognitive and metacognitive skills, individual identity and expertise as part of the leader development process (Day et al., 2014). According to Dhar (2025), the readiness of leaders to develop into leader roles depends on the leaders "positive ability, orientation, and openness to develop" (Avolio & Hannah, 2008, p. 336). Ideally, a leader's developmental needs should be matched with their current and future role and position enabling leaders to think and act differently (Day et al., 2014).

Leader development remains an underexplored topic within the leadership research field (Roupnel et al., 2019) with more scientific based insights required to address the current loss in leadership talent and provide solutions for growing the management talent pool (Halliwell et al., 2023). Leader development programmes are being used by many organisations, yet comprehensive theory of leader development is missing (Day et al., 2021) whilst the reinforcement of behaviours and practices through experiential learning, leader training and development and the quality thereof is also lacking in research (Liu et al., 2021; Vogel et al., 2021). Day et al. (2021) identified ongoing coaching, reflection and feedback as a source for leader development, thus supporting internal coaching as an appropriate

leadership practice for leader development within organisations (Vogel et al., 2021) but more scientific and theoretical research is needed to establish leader development outcomes of internal coaching (Halliwell et al., 2023). Importantly, the criterion selected for exploring leader development needs to consider the extent of learning and development that occurred because of internal coaching (Day et al., 2021).

2.5 Avolio and Hannah's Leader Developmental Readiness Framework

Leader development represents a complex process extending beyond knowledge acquisition to encompass identity development, capability building, and behavioural change (Day & Dragoni, 2015; Day et al., 2014). Avolio and Hannah's (2008) leader developmental readiness framework provides theoretical structure for understanding individual-level psychological factors that enable leaders to benefit from developmental experiences. The framework identifies five interconnected readiness components that determine whether and how individuals engage with developmental interventions like internal coaching: “learning goal orientation, developmental efficacy, self-concept clarity, self-complexity, and metacognitive ability” (Avolio & Hannah, 2008, p. 336).

Learning goal orientation represents “whether leaders engage in tasks focusing on achieving performance standards or conversely on learning and development” (Avolio & Hannah, 2008, p. 336). This orientation influences how leaders approach developmental experiences. Performance-oriented goals focus on successfully achieving and celebrating developmental milestones, while learning-oriented goals emphasise growth through reflection on positive and negative performance feedback (Avolio & Hannah, 2008; Jones et al., 2018). So, how could internal coaching help leaders with learning goal orientation?

Developmental efficacy represents “the level of confidence that leaders can develop specific abilities or skills for employment in specific leader roles” (Avolio & Hannah, 2008, p. 336; Jones et al., 2018). This construct parallels self-efficacy but focuses specifically on developmental capability. Developmental efficacy emerges through four pathways: mastery experiences that challenge existing thinking and mental models, role modelling through observation of successful leaders' development, persuasion through others' expectations and feedback about developmental potential, and psychological factors including tapping into developmental interests, emotions, and internal motivation (Avolio & Hannah, 2008; Day et al., 2014; Jones et al., 2018). So, how could internal coaching build leader’s developmental efficacy?

Self-concept clarity represents “the level of confidence and certainty leaders maintain over who they are” (Avolio & Hannah, 2008, p. 336). This clarity emerges primarily through adaptive self-reflection, enabling leaders to understand their values, strengths, limitations, and authentic selves. Internal coaching facilitates self-reflection through structured conversational

processes, opening coachees to constructive thinking that creates positive emotions in achieving learning goals, resulting in more self-awareness, self-knowledge, self-regulation, and effective choices (Avolio & Hannah, 2008; Day & Dragoni, 2015; Fukubayashi & Fuji, 2025; Schalk & Landeta, 2017). So, how could internal coaching enhance leader's self-concept clarity?

Self-complexity represents "the various dimensions of self through which leaders discriminate among and more robustly interpret leadership experiences" (Avolio & Hannah, 2008, p. 336). Greater self-complexity enables more sophisticated understanding of leadership situations, more nuanced interpretation of experiences, and more flexible responses to diverse leadership challenges. Internal coaching can develop coachees' self-complexity and level of complexity in their leader roles by helping them examine how they categorise various attributes important for leader self-development, such as confidence (Avolio & Hannah, 2008; Day & Dragoni, 2015; Fukubayashi & Fuji, 2025; Schalk & Landeta, 2017). So, how could internal coaching enhance leader's self-complexity?

Metacognitive ability represents "the leaders' capacity to examine their own leadership theories and make amendments based on new experiences accumulated over time" (Avolio & Hannah, 2008, p. 336; Day et al., 2014). This ability encompasses "awareness of cognitive processes, cognitive strengths and weaknesses, cognitive self-regulation," and capacity for examining one's own self-construct (Avolio & Hannah, 2008, p. 340; Day et al., 2014). Internal coaching enables coachees' metacognitive development through introspection, awareness of cognitive processes, and reflection that builds capacity for continuous learning from experience. So how could internal coaching help leaders improve their metacognitive ability?

2.6 Summative Evaluation: Leader Development Outcomes

Ely et al.'s (2010) summative coaching evaluation framework examines outcomes through four hierarchical levels: reactions, learning, behaviour, and results. This study focuses on reactions, learning, behaviour and results dimensions. The reactions and learning levels are integrated with Avolio and Hannah's (2008) leader developmental readiness constructs to examine how internal coaching contributes to building psychological capabilities enabling leader development (Avolio & Hannah, 2008; Day et al., 2021).

The summative reactions criterion explores coachee perceptions and feelings about the internal coaching process and its effectiveness toward achieving leader development needs (Ely et al., 2010). These reactions include satisfaction with coaching, perceived value of the coaching experience, and emotional responses to developmental work. While reactions alone provide insufficient evidence of developmental impact, they indicate engagement quality and provide early signals about coaching effectiveness (Ely et al., 2010).

The summative learning criterion explores coachee cognitive and affective learning progress due to internal coaching, resulting in changes in self-awareness, self-efficacy, attitude, and motivation levels (Avolio & Hannah, 2008; Day & Dragoni, 2015; Fukubayashi & Fuji, 2025; Jones et al., 2018; Schalk & Landeta, 2017). Learning outcomes map directly onto Avolio and Hannah's (2008) developmental readiness constructs, enabling investigation of how internal coaching develops the psychological capabilities that enable ongoing leader development.

The behaviour criterion explores coachee behaviour changes as leaders following internal coaching experiences (Day et al., 2021). While behaviour changes represent important developmental outcomes, measuring behaviour requires multi-source assessment including managers, subordinates, colleagues, and clients through instruments like 360-degree feedback surveys (Ely et al., 2010). These stakeholders fall outside this study's unit of analysis, making behavioural assessment methodologically unfeasible (Day et al., 2014).

The results criterion explores individual leader development outcomes such as new job positions, promotions, or improved performance (Athanasopoulou & Dopson, 2018; Ely et al., 2010; Jones et al., 2016). However, Day et al. (2014) emphasise that leader development is a process and using job position or performance as outcomes has limited meaning in research. Consequently, this study focuses on reactions and learning outcomes that directly reflect internal coaching's contribution to building developmental readiness and leadership capability and acknowledges the behavioural changes and individual results due to internal coaching.

2.7 Literature Review Synthesis and Research Questions

This literature review confirms that internal coaching research remains underexplored despite growing organisational adoption (Jordan & Henderson, 2024). Limited understanding exists about how internal coaching operates as a developmental intervention, what factors determine effectiveness, and how coaching produces leader development outcomes (Lai & Palmer, 2019; Pandolfi, 2020; Robson & Boak, 2025; Wang et al., 2021). This knowledge gap creates significant business risk for organisations implementing internal coaching programmes without evidence-based understanding of effectiveness factors or developmental outcomes.

This literature review establishes the theoretical basis for using two frameworks that address different dimensions of internal coaching's contribution to leader development. Ely et al.'s (2010) integrated coaching evaluation framework provides overarching structure for examining formative effectiveness factors and summative developmental outcomes. Avolio and Hannah's (2008) leader developmental readiness framework explains individual-level psychological factors that enable development. Therefore, this study addresses the following

research questions that emerged from literature analysis based on identified gaps and theoretical frameworks:

Primary Research Question (RQ): How does internal coaching contribute to leader development?

This overarching question guides investigation of internal coaching's role in developing leadership capability using Ely et al.'s (2010) integrated coaching framework (Bozer & Jones, 2021). The primary question is addressed through two research sub-questions examining effectiveness factors and leader developmental outcomes:

Research Sub-Question 1 (RSQ1): What are the factors that contribute to internal coaching effectiveness?

This sub-question explores internal coaching effectiveness through examination of Ely et al.'s (2010) coaching formative evaluation framework dimensions. Investigation of these effectiveness factors reveals what conditions, capabilities, processes, and organisational systems enable internal coaching to function as an effective leader development intervention.

Research Sub-Question 2 (RSQ2): What are the leader development outcomes of internal coaching?

This sub-question examines developmental outcomes using Ely et al.'s (2010) summative evaluation framework, focusing mainly on reactions and learning outcomes but understanding the behaviour and results outcomes as well. The question integrates Avolio and Hannah's (2008) leader developmental readiness constructs to investigate how internal coaching contributes to building the psychological capabilities that enable ongoing leader development. (Day et al., 2021).

These research questions enable systematic investigation of internal coaching's contribution to leader development while addressing important gaps in internal coaching literature identified throughout this review. This study provides evidence-based understanding that advances theoretical knowledge and practical application of internal coaching for leader development within organisational contexts, through the examination of effectiveness factors and developmental outcomes using established coaching and leader development theoretical frameworks (Avolio & Hannah, 2008; Day et al., 2021; Ely et al., 2010).

3. Chapter 3: Research Questions

Chapter 3 defines the academic focus of this research by presenting the research questions that guide this investigation. These research questions emerged directly from the research problem established in Chapter 1 and the literature review analysis presented in Chapter 2. The research questions operationalise the study's purpose of exploring how internal coaching contributes to leader development by systematically investigating the factors that enable coaching effectiveness and leader developmental outcomes.

As established in Chapter 1, organisations are increasingly implementing internal coaching for middle managers' leader development, yet limited empirical evidence explains how internal coaching operates, what factors determine its effectiveness, and how it produces leader developmental outcomes. This knowledge gap creates business risks whereby organisations invest resources (time, money, systems, people) without evidence-based understanding of what makes internal coaching work or what developmental benefits it produces. Chapter 2's literature review confirmed that internal coaching research remains underexplored despite growing organisational adoption, with scholars calling for systematic investigation of effectiveness factors and developmental outcomes within internal coaching contexts.

The research questions address these gaps through investigation using two frameworks introduced in Chapters 1 and 2. Ely et al.'s (2010) integrated coaching evaluation framework provides systematic structure for examining formative dimensions (effectiveness factors including coach characteristics, coachee characteristics, relationship quality, process design, and organisational support) (p. 591) and summative dimensions (developmental outcomes at reactions, learnings, behaviour and results level) (p. 589). Avolio and Hannah's (2008) leader developmental readiness framework explains the individual-level psychological capabilities (learning goal orientation, developmental efficacy, self-concept clarity, self-complexity, and metacognitive ability) that enable leaders to benefit from developmental interventions (Avolio & Hannah, 2008, p. 336). Together, these frameworks enable comprehensive investigation of how internal coaching contributes to leader development.

This chapter presents one primary research question and two research sub-questions that guide this investigation. The primary research question addresses the central phenomenon of interest, while the two sub-questions operationalise the investigation by examining distinct but interconnected dimensions of internal coaching's contribution.

The following research questions guide this investigation of internal coaching's contribution to leader development:

1. Primary Research Question (RQ): How does internal coaching contribute to leader development?

This primary research question addresses the central phenomenon investigated in this study. The question focuses specifically on understanding the mechanisms, processes, and outcomes through which internal coaching supports managers' development of leadership capabilities. As established in Chapter 1, organisations face escalating leadership challenges requiring managers who possess technical expertise and leadership capabilities, yet traditional leader development approaches show limited success in building critical leadership capabilities and translating leadership awareness into practical action. Chapter 2's literature review confirmed that while internal coaching offers strategic advantages including cost effectiveness, contextual knowledge, and organisational alignment, limited empirical evidence explains how internal coaching operates as a developmental intervention.

This research question addresses Bozer and Jones' (2021) call for empirical research explaining how coaching phenomena produce developmental effects. The question investigates internal coaching's contribution through systematic examination using Ely et al.'s (2010) integrated coaching evaluation framework, which provides structure for examining the formative factors that enable coaching effectiveness and the summative outcomes that coaching produces.

The primary research question is operationalised through two complementary research sub-questions that examine distinct dimensions of internal coaching's contribution to leader development:

1.1 Research Sub-Question 1 (RSQ1): What are the factors that contribute to internal coaching effectiveness?

This research sub-question addresses Ely et al.'s (2010) formative evaluation criteria of coaching evaluation by systematically investigating the conditions, capabilities, processes, and systems that determine whether internal coaching produces developmental outcomes. Chapter 2's literature review established that coaching effectiveness depends on multiple interconnected factors create enabling conditions. However, as the literature review confirmed, limited evidence explains which specific factors contribute most significantly to internal coaching effectiveness within leader development contexts, or how these factors operate.

The question also examines whether additional effectiveness factors beyond Ely et al.'s (2010) framework emerge within internal coaching contexts, and how these factors interact to enable or constrain coaching effectiveness.

Understanding effectiveness factors addresses practical implementation questions that organisations face when deploying internal coaching for leader development.

1.2 Research Sub-Question 2 (RSQ2): What are the leader development outcomes of internal coaching?

This research sub-question addresses Ely et al.'s (2010) summative evaluation criteria of coaching evaluation, specifically the reactions (satisfaction, perceived value, engagement quality) and learning outcomes (awareness development, insight generation, knowledge acquisition, cognitive and affective changes), which directly reflect internal coaching's developmental contribution. This research sub-question also attempts to address Ely et al.'s (2010) behaviour outcomes (skill application, performance change, and capability demonstration) following coaching and results outcomes (goal achievement, performance impact, and organisational outcomes) produced through coaching (Ely et al., 2010). As acknowledged in Chapter 2, behavioural changes require multi-source assessment beyond this study's scope and time, while results-level outcomes face attribution challenges given various influences on job performance and promotions.

Chapter 1 established that organisations require evidence of developmental impact to justify investment in internal coaching, yet return on investment and impact of leader development initiatives remain largely unknown. Chapter 2's literature review confirmed that limited empirical evidence exist that documents what developmental outcomes internal coaching produces.

The investigation of learning outcomes integrates Avolio and Hannah's (2008) leader developmental readiness framework to examine how internal coaching develops individual psychological capabilities that enable leaders to benefit from developmental interventions.

This research enables organisations to establish realistic expectations for internal coaching, measure coaching impact comprehensively, and substantiate value creation through leadership capability development.

The next chapter presents the research methodology and design, explaining how these research questions guided the development of qualitative research approach, case study strategy, data collection methods, and thematic analysis procedures that enable systematic investigation of internal coaching's contribution to leader development.

4. Chapter 4: Research Methodology and Design

4.1 Choice of Methodology

According to the literature review, internal coaching research is nascent, and its phenomenon is partially understood (Jordan & Henderson, 2024) yet "what is missing is any form of comprehensive theory of leader development" (Day et al., 2021, p. 3) so an interpretivist research philosophy normally associated with qualitative research, was adopted to answer this study's research questions (RQ, RSQ1, RSQ2) (Steenhuis & de Bruijn, 2006). Internal coaching like other workplace coaching modalities is unique and complex with varied processes, realities, practices and experiences therefore interpretivism offered the researcher an opportunity to explore the different perspectives of several coachees and coaches to better understand how internal coaching works and make sense of the factors and processes that make it effective or non-effective in leader development (Fukubayashi & Fuji, 2025; Gavin & Bernardi, 2023; Robson & Boak, 2025, Saunders et al., 2023).

For this study, qualitative methodology was best suited to answer the research question "how does internal coaching contribute to leader development?" and to understand the internal coaching phenomenon and how it works (Athanasopoulou & Dopson, 2018). Therefore, a mono-method qualitative inductive approach was followed by exploring the internal coaching phenomenon through semi-structured interviews as the primary source of qualitative data collection from a sample of 17 participants thus providing greater understanding and description of internal coaching and its effectiveness and contribution to leader development (Crane et al., 2018; Creswell et al., 2007; Dorobantu et al., 2024; Gavin & Bernardi, 2023; Ridder, 2017; Saunders et al., 2023).

4.2 Research Design

The researcher sought to understand the phenomenon of internal coaching, how it works and its effectiveness in leader development through different perspectives, interpretations and worldviews. A single case design (illustrated in Figure 6, Appendix C) was used to answer the research questions (RQ, RSQ1, RSQ2) by scientifically exploring the real-life phenomenon and relationship of internal coaching and leader development constructs within an organisational context thereby extending existing coaching theory (Eisenhardt, 1989; Ridder, 2017; Saldaña, 2014).

This study covered a cross-sectional time horizon by conducting thematic format semi-structured interviews based on a sample of the Energy Utility Generation case organisation participants. The qualitative interviews were arranged and conducted with the participants over a two-month period (Saunders et al., 2023).

In summary, the research design was based on an interpretivist paradigm using an inductive exploratory qualitative methodology based on a single organisation case selection (Alvesson & Sandberg, 2011; Saunders et al., 2023; Steenhuis & de Bruijn, 2006; Turner III, 2010).

4.3 Population

The population included all organisations implementing internal coaching programme for leader development purposes. The researcher selected the Energy Utility Generation as a suitable organisation because it has conducted internal coaching within its leader development programmes for the past three years, thus justifying its use of a single organisation sample for this case design (illustrated in Figure 6, Appendix C) (Eisenhardt, 1989, Eskom, 2022).

Energy Utility Generation is a division of Energy Utility state owned company that generates electricity and was used as the sample organisation and context for this research study (Martinsuo & Huemann, 2021). Energy Utility Generation launched the Generation Technical Leadership Programme (GTLP) for managers in April 2022, to strengthen the pipeline of leaders available to improve operational, financial, environmental, and human performance in a sustainable manner. Internal coaches were assigned to the coachees (managers) of the GTLP to help them with their leader development (Eisenhardt, 1989; Eskom, 2022).

Over the period April 2022 to March 2025, 80 coachees from Energy Utility Generation enrolled on the GTLP and ten Energy Utility internal coaches were assigned to the GTLP coachees (Creswell et al., 2007; Saunders et al., 2023).

Martinsuo and Huemann (2021) stressed the importance of collecting the right data from the right cases to ensure validity and verification of the research findings hence Energy Utility's GTLP coachees and their assigned coaches were used as the unit of analysis for collecting source data through virtual semi-structured interviews for deeper exploration (Leonard-Cross, 2010) of internal coaching's effectiveness in leader development (Eva et al., 2021).

4.4 Case Selection

This study explored the relationship between internal coaching and leader development therefore a non-probability purposive sampling technique (Ridder, 2017; Saunders et al., 2023) was used to select the participants from a list of GTLP coachees and their assigned coaches (dyads) to get different but validated perspectives in their response to the interview protocol questions.

Purposive sampling was suitable in this case study research considering the small sample size of 20 (Saunders et al. 2023). The final research participant list comprising of 12 coachees and five coaches (refer to Tables 2 and 3, Chapter 5) was based on the following sampling criteria: (a) coachees who graduated from GTLP since April 2022 and were coached by an internal coach during the programme; (b) coachees from different power stations and head office business units; (c) coachees from different management levels; (d) coachees from different technical and administrative functions; (e) coachees and their assigned coach pairing (dyads) and (f) at least one internal coaching session conducted during the programme (Alvesson & Sandberg, 2011; De Haan & Nilsson, 2023; Saunders et al., 2023).

Internal coaches added valuable insights about the coach and coachee characteristics, the coachee-coach relationship, coaching process and individual leader development outcomes (Leonard-Cross, 2010) therefore a sample size of five GTLP internal coaches were interviewed to validate the data (Bono & McNamara, 2011).

An appropriate and credible non-probability purposive sample size of 17 GTLP participants that is, 12 coachees and five coaches was selected for interviews based on the sampling criteria and exceeded Guest et al.'s (2006) study findings that data saturation occurred within the first 12 interviews (Saunders et al., 2023) though no sample size is necessary that represents a larger population (Martinsuo & Huemann, 2021; Ridder, 2017).

Considering that the researcher is employed within Energy Utility Generation as an internal coach, the researcher did not interview GTLP coachees assigned to him as the coach (Othman & Hamid, 2018; Raskind et al., 2019).

4.5 Level of Analysis and Unit of Analysis

The level of analysis was the GTLP internal coaching and the unit of analysis for data collection and analysis was at an individual level i.e., the coachees and their assigned coaches (illustrated in Figure 6, Appendix C) (Creswell et al., 2007; Saunders et al., 2023).

4.6 Research Instrument

The researcher used two interview protocols, one for the coachee participants (included in Appendix D) and another for the coach participants (included in Appendix E), as the research instruments for conducting the semi-structured interviews and guiding the case study data collection from the research participants (Saunders et al., 2023; Steenhuis & de Bruijn, 2006).

Both interview protocols were designed with similar types of questions, except for the background information, aligned to the research sub-questions (RSQ 1 and RSQ 2) to get triangulation of responses by the coaching dyads. The interview protocols were designed by applying and adapting Ely et al.'s (2010) integrated coaching evaluation framework to internal

coaching and the relevant formative and summative evaluation criteria aligned to the research scope. The formative evaluation answered (RSQ1) and identified the strengths and weakness of internal coaching inputs and process to improve and make it effective as an intervention for leader development (Fukubayashi & Fuji, 2025; Turner III, 2010). The summative evaluation together with Avolio and Hannah's (2008) leader development constructs answered (RSQ2) to indicate whether internal coaching had the desired effects and outcomes on coachees' leader development (Avolio & Hannah, 2008; Day et al., 2021). Given the limited literature sourced on internal coaching, other relevant literature authors findings linked to workplace coaching and leadership development outcomes were also used to explore and answer the research questions in more detail (Boysen, 2018; Gan et al., 2021; Gavin & Bernardi, 2023; Mukherjee, 2012; Pandolfi, 2020; Taylor et al., 2019).

4.7 Data Gathering Process

Post ethical clearance approvals by Energy Utility and GIBS Ethical Clearance Committee, the researcher requested initial consent for interviews via e-mail communication to the sample list of research participants, providing the study's purpose, benefits and type of data access required as part of the participant's information pack. Upon consent, virtual online interview appointments were scheduled in the diaries with the research participants. On a positive note, the researcher did not experience any concerns related to the duration of the online interviews, the sensitivity of the research, the anonymity and confidentiality of data, information, personal and employment details. All informed consent forms (see sample in Appendix A) were signed by the research participants before the interviews. All communication and correspondence with the research participants were done in English and in a pleasant and inviting way (Saunders et al., 2023).

Using a case study approach (illustrated in Figure 6, Appendix C), primary data and information was collected from 17 selected research participants comprising of 12 coachees and five assigned coaches based on the sample criteria and size indicated in Section 4.4 above, through semi-structured interviews using the interview protocols (Golafshani, 2003; Ridder, 2017). The triangulation of data was possible through the interviews conducted on the coachees and their assigned coaches (dyads) as the unit of analysis (Golafshani, 2003; Ridder, 2017). The interviews were recorded and transcribed using online MS Teams platform (Ridder, 2017; Saunders et al., 2023) and the recordings and transcriptions formed the primary sources for data analysis (Saldaña, 2014).

The interview notes, MS Teams original recordings and transcripts were saved on the researcher's work laptop with password protection and backed up on an external hard drive and iCloud and will be stored for a minimum period of 10 years. All MS Teams interview transcripts were cleaned and checked against the original recordings for correctness and

accuracy of participant's responses and anonymised (Vaismoradi et al., 2016). Throughout this process, the researcher acted and adhered to the research ethics guidelines (Othman & Hamid, 2018; Saunders et al., 2023).

4.8 Data Analysis Approach

The researcher was guided by Saldaña's (2014) Qualitative Data Analysis Strategy for recording, transcribing, coding and analysing the qualitative data from the case sample selection (Saldaña, 2014). Each participant's semi-structured interview was recorded and transcribed using MS Teams, cleaned, anonymised, uploaded and coded using ATLAS.ti software (Othman & Hamid, 2018; Saunders et al., 2023). The interview guide questions shown in Appendices D and E for the research sub-questions (RSQ1 and RSQ 2) were similar for both the coachee and coach participants.

Thematic Analysis Process

Braun and Clarke's (2006) six-phase methodology for "identifying, analysing, and interpreting the patterns of meaning within and across the qualitative data" was followed for the thematic analysis, providing rigor and analytical flexibility (Clarke & Braun, 2017, p 297). Adequate time was allocated in conducting all six phases of the analysis, allowing for continued refinement of emerging themes while considering the theoretical frameworks of Ely et al. (2010) and Avolio and Hannah (2008).

Figure 2 below summarises the thematic analysis process followed, commencing with approximately 1000 primary codes (detailed in Table 7, Appendix I), translated into 34 secondary codes (detailed in Table 6, Appendix H), the conceptual leap to 12 sub-themes and finally the resultant six themes (shown in Table 1) which are aligned to the research questions (RSQ1 and RSQ2) (Golafshani, 2003; Ridder, 2017).

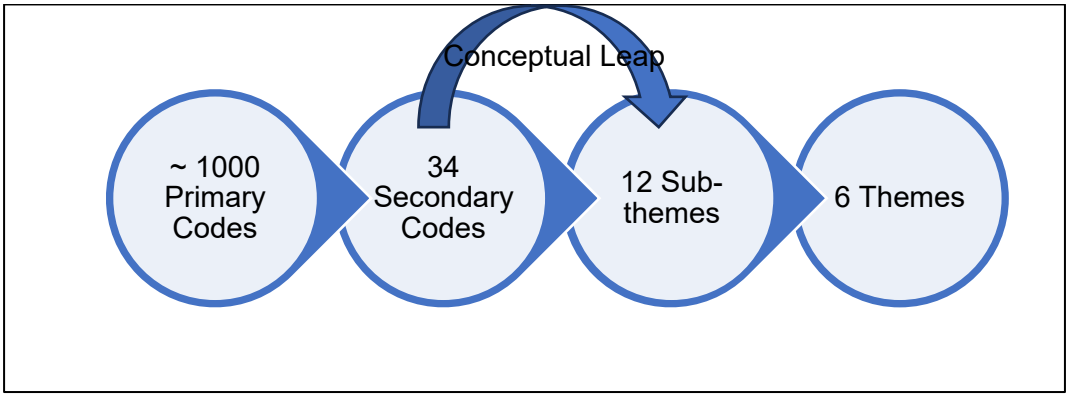

Figure 2: Thematic Analysis Process (Researcher's own compilation)

Phase 1: Data Familiarisation: Following the 17 semi-structured interview recordings, and clean-up of the transcriptions from MS Teams, the researcher reviewed the

data through several readings, making initial notes about patterns, meanings and possible themes relevant to internal coaching effectiveness and leader development outcomes. The initial reading identified strong connections to coachee's developmental readiness constructs proposed by Avolio and Hannah (2008) that shaped their coaching experiences (Braun & Clarke, 2006; Crane et al., 2018).

Phase 2: Initial Coding: The researcher worked systematically through each interview transcript, identifying relevant features aligned with the research questions (RSQ 1 and RSQ 2). The clean version of transcripts was uploaded into ATLAS.ti software, thereafter the researcher generated approximately 1,000 primary codes capturing participant's experiences and insights aligned to the research questions and avoiding duplications. Thereafter the coding was done inductively with sufficient level of detail and rigor for the coaching input and relationship factors, coaching processes, and coaching developmental outcomes. During this phase, the researcher remained aware of Ely et al.'s (2010) formative evaluation criteria and summative evaluation criteria and Avolio and Hannah's (2008) leader developmental readiness components, coding instances where participants described learning orientations, efficacy beliefs, self-awareness, complexity of thinking, and metacognitive reflection.

The primary codes were labelled under two groups namely, coach responses with a pre-fix (CO) and coachee responses with a pre-fix (CE). The secondary codes were labelled under three groups namely coaching inputs, coaching process and coaching outcomes as shown in Appendix H, Table 6 (Braun & Clarke, 2006; Raskind et al., 2019; Saldaña, 2014; Turner III, 2010).

The process of data coding for each transcript was monitored to check for data saturation. However, after 12 coachee and five coach interview transcripts, data saturation was not possible. The maximum number of new codes captured for the coachee and coach participants was 95 and 76 respectively and the minimum was 30 and 52 respectively. However, as shown on the data saturation graph in Figure 3, there was a declining trend of new codes across the 17 interview participants data suggesting sufficient primary data was collected for further analysis (Eisenhardt, 1989; Guest et al., 2006; Steenhuis & de Bruijn, 2006).

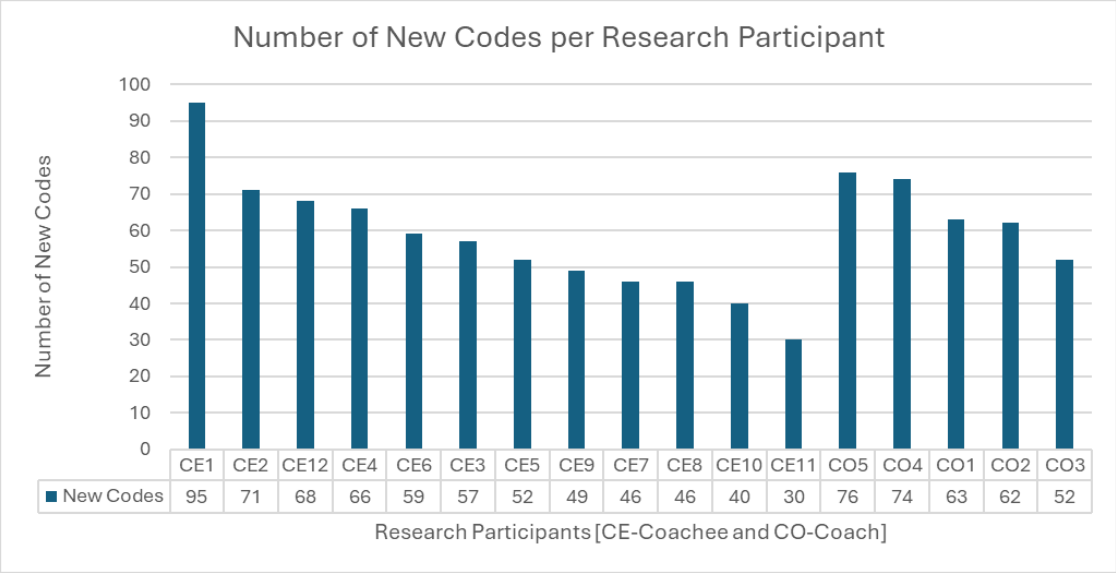

Figure 3: Data Saturation Graph (Researcher's own compilation)

Phase 3: Theme Development: The researcher reviewed and grouped the dataset of primary codes several times using Atlas.ti software to create 34 secondary codes using the prefixes shown in Table 6, Appendix H (Grodal et al., 2021). Thereafter, the 34 secondary codes were grouped into 12 sub-themes, as part of the conceptual leap (Figure 2), using thematic maps to understand relationships between the secondary codes and emerging patterns that captured meaningful aspects of internal coaching's contribution to leader development. This phase examined the 12 sub-themes and its interconnectedness, for instance with how coach competencies enabled relationship building thus facilitating coachee engagement and producing leader developmental outcomes (Braun & Clarke, 2006; Saldaña, 2014).

Phase 4: Theme Review: The researcher reviewed and refined the 12 sub-themes through two levels of review into six themes as detailed in Table 1. Firstly, the researcher examined the primary coded extracts and secondary codes within each theme for coherence and internal consistency. Secondly, the researcher validated the 12 sub-themes and six themes against the dataset to ensure they accurately represented the data patterns and addressed the research questions (RSQ) and sub-questions (RSQ1 and RSQ2). During this phase, the researcher paid attention to contradictions and tensions within the six themes revealing important insights about the complexity of internal coaching (Braun & Clarke, 2006).

In summary, the primary codes were analysed and consolidated into the resultant secondary codes, sub-themes and themes shown in Table 1. In general, there was strong correlations of the data by the coaching dyads for the research sub-questions, sub themes and themes (Golafshani, 2003; Ridder, 2017).

Table 1: Thematic Structure Overview

Research Question	Themes	Sub-Themes	Secondary Codes (Number of Primary Codes)
RSQ1	1. Theme 1: Internal Coach Core Competencies	1.1 Sub-theme 1.1: Internal Coach Characteristics and Capabilities	1.1.1 Coach Experience (53) 1.1.2 Coach Motivation (26) 1.1.3 Coach Knowledge (18)
		1.2 Sub-theme 1.2: Internal Coach Competencies	1.2.1 Coach Presence (23) 1.2.2 Coach Active Listening (16) 1.2.3 Coach Questioning (16)
		1.3 Sub-theme 1.3: Relationship Building and Trust Development	1.3.1 Coach Commitment (29) 1.3.2 Coach Rapport (68) 1.3.3 Coach Ethics (7)
RSQ1	2. Theme 2: Coach-Coachee Relationship Quality	2.0 Sub-theme 2.0: Coach-Coachee Relationship Quality	2.0.0 Coach-Coachee Relationship Quality (34)
RSQ1	3. Theme 3: Coachee Readiness	3.0 Sub-theme 3.0: Coachee Engagement and Development Readiness	3.0.1 Coachee Commitment (32) 3.0.2 Coachee Accountability (26) 3.0.3 Coachee Attributes and Development Readiness (7)
RSQ1	4. Theme 4: Organisational Support Systems	4.0 Sub-theme 4.0: Organisational Support and Enablement	4.0.1 Human Resources Structure (36) 4.0.2 Management Sponsorship (26) 4.0.3 Leadership Programme Integration (41)
RSQ1	5. Theme 5: Internal Coaching Process	5.0 Sub-theme 5.0: Coaching Process and Structure	5.0.1 Coaching Agreement (45) 5.0.2 Tools Integration and Assessment (59) 5.0.3 Goal Setting (7) 5.0.4 Solutions (4) 5.0.5 Action Planning (9)
RSQ2	6. Theme 6: Coachee Outcomes	6.1 Sub-theme 6.1: Coachee Self-Leadership Development Outcomes	6.1.1 Self-Awareness Development Process (46) 6.1.2 Self-Awareness (24) 6.1.3 Self-Management (28) 6.1.4 Personal Growth (27)
		6.2 Sub-theme 6.2: Coachee Leadership Development Capability	6.2.1 Leader Skills and Competencies Development (21) 6.2.2 Leadership Skills and Application (25) 6.2.3 Team Leadership (23) 6.2.4 Management (37) 6.2.5 Strategic Thinking (6)
		6.3 Sub-theme 6.3: Coachee Learning Integration and Application	6.3.1 Learning Application and Integration (44) 6.3.2 Behavioural Change (15)
		6.4 Sub-theme 6.4: Coachee Career Advancement	6.4.0 Career Advancement and Progression (38)
		6.5 Sub-theme 6.5: Internal Coaching Value Proposition	6.5.0 Internal Coaching Value (79)

Source: Researcher's own compilation

Phase 5: Theme Definition: The researcher defined and named each theme, clarifying its scope, boundaries, and contribution to understanding internal coaching effectiveness (RSQ1) and leader developmental outcomes (RSQ2). This involved writing detailed narrative analyses that captured the essence of each theme while demonstrating relationships between themes and connections to Ely et al.'s (2010) integrated coaching evaluation framework and Avolio and Hannah's (2008) developmental readiness framework and substantiated with relevant data extracts (Raskind et al., 2019; Saldaña, 2014).

Phase 6: Report Production: The researcher produced a scholarly analysis, selecting relevant data extracts of participants responses that supported each theme (detailed in Chapter 5) while situating findings within existing coaching and leadership development related literature. The analysis moved beyond description (what happened?) to interpretation (what it means?), making theoretical arguments about internal coaching's contribution to leader development (RSQ), the factors that contributed to internal coaching effectiveness (RSQ1) and the leader development outcomes of internal coaching (RSQ2), examining whether the findings confirm, extend or challenge existing coaching and leader development theoretical literature (detailed in Chapter 6) (Braun & Clarke, 2006; Ridder, 2017; Saunders et al., 2023; Vaismoradi et al., 2016).

This approach ensured rigour while remaining responsive to the depth and complexity of participants' experiences with internal coaching.

4.9 Ethical Clearance

Ethical clearance approvals were obtained from GIBS Ethical Clearance Committee and from the researchers' organisation for conducting the qualitative study and semi-structured interviews with participants. Informed consent and confidentiality statements were signed by all 17 participants before interviews were conducted (see sample in Appendix A). The interview protocols (see Appendices D and E) were also approved by GIBS Ethical Clearance Committee with minor changes made post the pilot interview but not requiring additional ethical clearance approval. No incentives were offered to participants of the research to participate in this study. Finally, participants identities remained anonymous during the data analysis and reporting stages of this study and all data was filed electronically without identifiers (Othman & Hamid, 2018; Saunders et al., 2023).

4.9 Research Quality and Rigour

The researcher followed a systematic and rigorous process that led to credible data analysis and defendable findings and conclusions that aligned with existing coaching and leadership literature (Grodal et al., 2021). The credibility of the research study was established

by citing relevant authors of peer-reviewed coaching and leadership development works within the literature review (Grodal et al., 2021).

To display rigour, the researcher clustered similar primary codes developed across all interview transcripts into 34 secondary codes, 12 sub-themes and six themes using Grodal et al.'s (2021) Active Categorisation Framework for Theory Development that formed the basis for theoretical insights (Grodal et al., 2021).

The researcher read the transcripts and the primary codes to ensure its accuracy and the findings (detailed in Chapter 5) were supported by quoting participants directly (Saldaña, 2014).

For transparency purposes, the research study included important information about the research design and methodology, sampling, the interview protocols, the data sources namely the participant's quotations and the data collection and analysis process (Pratt et al., 2020). Triangulation through multiple data gathering methods was not possible because the data for this research study was sourced from coachees and their assigned coaches (dyads) only through similar semi-structured interviews. However, Chapter 5 showed strong correlation of responses by coachees and coaches to the research questions thus validating the credibility and quality of the research data (Eisenhardt, 1989; Golafshani, 2003; Pratt et al., 2020).

The qualitative data was collected from 17 participants interviews and analysed with rigour, transparency, and integrity as described in Sections 4.7 and 4.8 above (Prat et al., 2020). The interview protocols and questions for the coaches and coachees were designed to explore, probe, and clarify perspectives to get rich and in-depth data of suitable quality (Alvesson & Sandberg, 2011; Gavin & Bernardi, 2023; Saunders et al., 2023; Turner III, 2010). The interview protocols were developed in consultation with the GIBS research supervisor to align with the research design and research questions (Bono & McNamara, 2011) and GIBS ethical clearance approval was obtained. Following the pilot interview, minor changes were made to the interview protocols without requiring ethical clearance approval (Othman & Hamid, 2018; Saunders et al., 2023).

A Participant Information Sheet containing relevant information about the interview process (Saunders et al., 2023), the research purpose and objectives, research ethics, anonymity and confidentiality of data, information, personal and employment details throughout the research process and voluntary consent forms were shared ahead timeously with the sample list of interview participants and before commencement with the interviews (Othman & Hamid, 2018; Saunders et al., 2023; Turner III, 2010).

One practice interview was conducted for testing the interview process and protocol (Turner III, 2010). A preliminary data analysis was done using the pilot test data (Turner III,

2010) and minor changes were made to the interview protocol in alignment with the research questions (Bono & McNamara, 2011, Saunders et al., 2023).

All interviews were conducted virtually and recorded using Microsoft Teams and the pilot interview was also used to check and resolve technical glitches (Saunders et al., 2023; Turner III, 2010). During the interviews, the researcher practiced neutrality without biased behaviour and questions or leading participants. The researcher asked open, exploratory, probing, clarifying and unbiased questions thus ensuring a credible research process (Saunders et al., 2023; Turner III, 2010). Interviews were conducted within 60 minutes though an extra 15 minutes was planned with each participant in case of overruns. The researcher remained independent and objective during the data analysis phase to avoid researcher's coaching bias (Alvesson & Sandberg, 2011; Saunders et al., 2023; Turner III, 2010).

The researcher's exploratory and probing skills and the interview protocol provided a consistent, transparent and credible basis for collection of the source data from the participants for evaluation and transferability of the research findings to similar organisational contexts (Saunders et al., 2023; Steenhuis & de Bruijn, 2006).

4.10 Limitations of Research Design and Methods

A single case study design limited transferability: This research employed one organisation case study design focused on Energy Utility Generation, a state-owned electricity utility operating under significant operational pressure and resource constraints (Eisenhardt, 1989; Eskom, 2022; Mbokota & Myres, 2024). This context presented unique characteristics that are not present in other organisations. These findings are not readily transferable to organisations operating in different sectors, operational contexts, or cultural settings.

Individual-level analysis excluded multiple perspectives: This study target sample for the qualitative semi-structured interviews was targeted on individual-level analysis, examining coaches and coachees, while excluding collective meso-level (team, group) and macro-level (organisational) perspectives (Gavin & Bernardi, 2023; Saunders et al., 2023; Vogel et al., 2021). This meant that the coachees (twelve participants) and their assigned internal coaches (5 participants) were the only sources of data and excluded the coachees' managers, peers, team members and customers perspectives who could have observed coaching outcomes differently, therefore the responses were biased on individual self-reporting without multiple stakeholder data (Bozer & Jones, 2021).

A mono-method qualitative approach limited triangulation: A mono-method qualitative approach using semi-structured interviews was employed as the sole data collection method without incorporating additional qualitative or quantitative methods enabling methodological triangulation (Creswell et al., 2007; Golafshani, 2003). In particular, Ely et al.'s (2010) behaviour and results dimensions presented methodological limitations in attributing

behaviour change and individual results solely to coaching interventions, given the various influences on these dimensions (Athanasopoulou & Dopson, 2018; Day et al., 2021). This constrained validity and reliability because findings could not be validated through multiple independent methods, and self-reported perceptions could not be verified against objective data. However, the findings in Chapter 5 exhibited strong correlation of responses from coach and coachee dyads providing some level of triangulation and validity of the data (Creswell et al., 2007; Gavin & Bernardi, 2023; Saunders et al., 2023; Steenhuis & de Bruijn, 2006).

The absence of a control group limited causal relationship claims: This research design lacked a control group of participants not receiving coaching during the leadership development programme, preventing direct comparison of outcomes (Boak & Crabbe, 2019). This meant this study could not definitively establish causal relationships because developmental changes could have occurred due to other factors including the leadership development programme itself or on-the-job experiences (Boak & Crabbe, 2019; Saunders et al., 2023).

A cross-sectional design precluded longitudinal assessment: This study collected data at a single point after coaching, without longitudinal data and measurement tracking development over extended periods (Athanasopoulou & Dopson, 2018; Day et al., 2021; Saunders et al., 2023). This meant the researcher could not assess sustainability of Ely et al.'s (2010) integrated coaching evaluation and Avolio and Hannah's (2008) leader development readiness and outcomes months or years after coaching or distinguish temporary changes from permanent leader developmental shifts.

The researcher's insider status created possible bias: The researcher's role as internal coach within Energy Utility Generation created a possibility for bias, influencing data collection, analysis, and interpretation (Othman & Hamid, 2018; Raskind et al., 2019). However, the research process remains auditable to review the adequacy, credibility and effectiveness thereof (Raskind et al., 2019).

5. Chapter 5: Findings

5.1 Introduction

The data analysis, findings and thematic analysis resulted in 34 secondary codes, 12 sub-themes and six themes. A conceptual internal coaching framework was developed (shown in Figure 4) illustrating the interconnected relationships between internal coaching inputs namely Theme 1 (Internal Coach Core Competencies), Theme 2 (Coach-Coachee Relationship Quality), Theme 3 (Coachee Readiness) and Theme 4 (Organisational Support Systems) through internal coaching process, Theme 5 (Internal Coaching Process) that responded to Research Sub-Question 1 (RSQ1): what are the factors that contribute to internal coaching effectiveness? The resultant internal coaching outputs, Theme 6 (Coachee Outcomes) responded to Research Sub-Question 2 (RSQ2): what are the leader development outcomes of internal coaching?

Braun and Clarke's (2006) six-phase framework (discussed in detail in Chapter 4) was used for the thematic analysis, providing rigor and analytical flexibility. The analysis process moved between the six phases, allowing for continued refinement of emerging themes while considering the theoretical frameworks of Ely et al. (2010) and Avolio and Hannah (2008). Chapter 5 presents the findings of the study and thematic analysis organised systematically by research questions, themes and where applicable sub-themes.

As a reminder from Chapter 4, Section 4.3, the researcher identified Energy Utility Generation as a sample for this case design for investigating internal coaching's contribution to leader development (illustrated in Figure 6, Appendix C). The Energy Utility Generation launched the Generation Technical Leadership Programme (GTLP) for managers to strengthen the pipeline of leaders available to improve operational, financial, environmental, and human performance in a sustainable manner. Internal coaches were assigned to the coachees (managers) of the GTLP to help them with their leader development (Eskom, 2022).

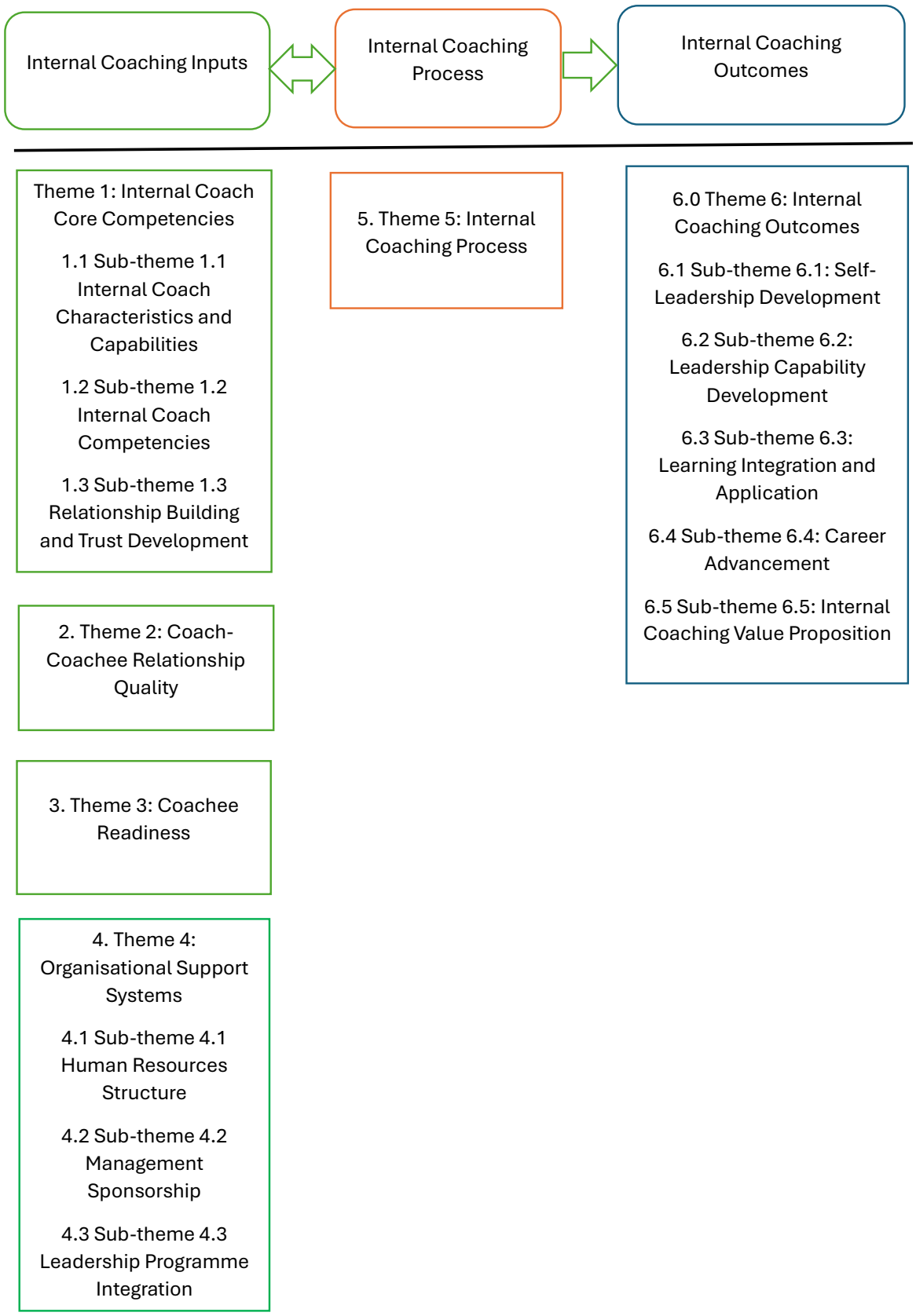

Figure 4: Conceptual Internal Coaching Framework (Researcher's own compilation)

Research Sub-Question 1 (RSQ1): How does internal coaching contribute to leader development?

In answering RSQ1, five themes (1-5) emerged. Theme 1: Internal Coach Core Competencies comprised sub-theme 1.1 which established credibility and contextual relevance with coaches bringing professional coaching expertise and deep organisational understanding, creating unique internal expertise and positioning; sub-theme 1.2 translated these characteristics and capabilities into effective practice and authentic conversations through technical coaching skills and care and sub-theme 1.3 created psychological safety for vulnerable conversations. Theme 2: Coach-Coachee Relationship Quality developed authentic engagements, strengthened by shared organisational employment, compatible personalities, and demographic factors. Theme 3: Coachee Readiness created momentum with coaching working best when coachees actively owned their development. Themes 4: Organisational Support Systems enabled coaching legitimacy and sustainability through support structures, resources, and formal leadership programme anchoring. Theme 5: Coaching Process created a structured coaching process while maintaining flexibility through frameworks like GROW combined with other assessment instruments. This structured flexibility approach provided consistency without rigidity, enabling adaptation and responsiveness to coachee needs.

These five themes (1-5) operated interdependently with coach competence requiring coachee engagement and readiness creating conditions where a number of factors combine and align for successful coaching effectiveness. What follows next are the thematic narratives, analysis and conclusions drawn from the data evidence for themes (1-5) in response to RSQ1.

5.2 Theme 1: Internal Coaching Core Competencies

5.2.1 Sub-theme 1.1: Internal Coach Characteristics and Capabilities

The findings and research participants responses highlighted that internal coaches brought three interconnected characteristics which established credibility and enabled effective coaching relationships namely professional experience, knowledge and coaching motivation.

Internal Coach Experience and Knowledge

Based on the responses, internal coaches possessed extensive organisational leadership, coaching experience and qualifications depicted in Table 2, which enhanced internal coaching's credibility. All five coaches (CO1-CO5) were employed full-time in management and human resources advisory roles whilst coaching voluntarily on the Generation Technical Leadership Programme (GTLP).

Table 2: Research Participant List (Coaches)

Coach	Assigned Coachees	Position	Grade	Gender	Highest Coaching Qualifications	Coaching Experience	Accreditation with Professional Coaching Bodies
Coach 1 (CO1)	Coachee 3 (CE3) Coachee 7 (CE7) Coachee 12 (CE12)	Middle Manager: HR Operations	M18	Female	Masters in Coaching and Behavioural Science	6-7 years	None
Coach 2 (CO2)	Coachee 1 (CE1)	Senior Advisor: Psychological Assessment Services	P15	Male	PhD Industrial Psychology Masters in Coaching	3 years	None
Coach 3 (CO3)	Coachee 10 (CE10)	Senior Advisor: Content Facilitator	M17	Female	Masters in Coaching and Behavioural Science	25 years	None
Coach 4 (CO4)	Coachee 4 (CE4) Coachee 8 (CE8) Coachee 11 (CE11)	Senior Manager: Coal	E-band	Male	Masters in ICT Professional Certificate in Coaching	7-8 years	None
Coach 5 (CO5)	Coachee 2 (CE2) Coachee 5 (CE5) Coachee 6 (CE6) Coachee 9 (CE9)	Senior Advisor Leadership and Talent Management	G15	Female	Honours in Industrial Psychology Professional Certificate in Coaching	8 years	None

Source: Researcher's own compilation based on research findings

Internal coaching experience ranged between three and 25 years with an average of seven years. This was confirmed by coachee 11 (CE11) who noted that:

"CO4 was well trained and experienced in terms of coaching and knew how to guide me throughout the whole process" (CE11). However, none of the coaches held professional coaching credentials with bodies like Coaching and Mentoring South Africa or International Coaching Federation.

All internal coaches possessed professional coaching qualifications, shown in Table 2, with the majority holding master's-level qualifications. This formal knowledge base reassured coachees like coachee 2 (CE2) being comfortable knowing

"the coach was also having the knowledge, the reference point on the aspect of coaching, it also gave me so much comfort, that this is someone who knows what they're doing" (CE2).

What made internal coaching unique was coaches' organisational experience and leadership which proved valuable like Coach 1 (CO1) who brought

"the experience that I have in management, in leadership, in administration, in governance because the coaching that we do in GTLP, it's about leadership development" (CO1). Similarly, coachee 10 (CE10) noted coach 3's (CO3)

"30 years of leadership background and business understanding contributed positively" (CE10). While coachee 8 (CE8) appreciated having

"someone who's in the industry who has gone through the process," noting "a level of understanding that's different from talking to a coach who doesn't understand the organisational environment" (CE8).

Internal coaches brought diverse professional backgrounds enriching their practice. For instance, Coach 2's (CO2) psychology background provided professional agility in coaching situations. Similarly, coachee 6 (CE6) benefited from coach 5's (CO5) human resource management experience:

"as people who are technical, who are mostly stressed at work, she was able to make me comfortable, to calm me down without asking about work and I ended up venting to her about what's happening at the time, but she's good when it comes to people's skills" (CE6).

The analysis of participant's responses reflected that internal coaches possessed sufficient organisational and leadership experience and coaching qualifications with coaches' internal knowledge enabling contextually relevant guidance. However, the lack of professional credentialling with coaching bodies represented a gap, suggesting an absence of external accountability mechanisms and quality standards beyond organisational contexts.

Coach Motivation

Internal coaches expressed a deep passion and love for coachee development focussing on leadership development, personal growth, and organisational performance which CO5 explained:

"that's why I signed up and that's why I even went and studied coaching. I love helping people to become the best version of themselves" (CO5). This passion inspired coachee engagement, as CE8 observed:

"I think someone who's interested in doing it and wants to be there" (CE8). Similarly, coachee 7 (CE7) noted CO1's genuine interest created motivation:

"knowing that this person is there for me and she wants to see me succeed, it made it different from other interventions like a training course" (CE7).

Importantly, internal coaches' motivation centred on individual development and organisational contribution therefore CO1 participated to make

"a vital contribution especially with leadership development," (CO1) whilst CO4 recognised

"there's a need now for some leadership development in the company." In addition, CE10 appreciated that CO3 was

"always looking for an outcome that will benefit not just myself but bringing it back to leadership, bringing it back to the team, bringing it back to the organisation" (CE10).

All coaches shared a passion for coachee development, while their individual motives differed, like CO3 who prioritised organisational outcomes whilst CO1 focused on individual potential. The findings suggests that diversity of coaches's motivation enriched the internal coaching pool whilst maintaining consistent commitment to coachee development.

5.2.2 Sub-theme 1.2: Internal Coach Core Competencies

The participants acknowledged that internal coaches exhibited three interconnected competencies: presence, listening, and questioning that translated into effective coaching practice and developmental conversations.

Coach Presence

Internal coaches felt they brought authentic engagement whilst maintaining appropriate boundaries with CO4 emphasising

"self-control" when navigating sensitive issues, "it was difficult sometimes to navigate through those issues without having good self-control" (CO4). Similarly, CE4 experienced how CO4

"could reach out and talk to me in a personal space but also being cautious that he doesn't make me feel that he's taking over my personal space" (CE4). While most coaches

maintained appropriate professional boundaries, CE3 felt CO1 encroached into her personal space, making her feel uncomfortable and questioning the coaching value:

"I felt like she was asking too much about my personal life, and I didn't see how that related to my work challenges" (CE3).

Apart from CE3's experience, internal coaches established non-judgmental presence creating psychological safety. Coachee 12 (CE12) and CE7 appreciated how CO1

"was non-judgmental and objective" (CE12, CE7). Likewise, CE1 contrasted his coaching with previous therapy:

"there was nothing I brought to the table where he judged me for. I felt that my therapist was judging the things that I said and this time, this coach never judged me" (CE1).

Internal coaches also exhibited patience and empathy and showed genuine care which coachee 3 (CE3) observed with CO1 who was

"very patient, very calm and always composed" (CE3), while CO4 showed empathy and extraordinary support during coachee 4's (CE4) family loss remarking:

"I also experienced a loss in my family. You sometimes don't expect that somebody you know at that level will really support you in that manner, but I found that he had supported me extremely well when I was in my deepest" (CE4).

Internal coaches exhibited practical presence by minimising distractions during the coaching sessions like CE7 explained:

"even when we are on MS Teams, we will try to put on the camera so that we could see each other and see that this person is not doing other things, they're here for me. When we're in physical session, we'll agree let's switch off the cell phone so that we are there for each other, nothing else" (CE7).

It is evident that most coaches maintained appropriate boundaries except for CE3 who felt CO1 encroached into her personal space. This reveals that optimal presence varied by coachee, suggesting internal coaches should negotiate professional boundaries individually as part of the coaching agreement process presented under Theme 5.

Coach Active Listening

Internal coaches exhibited active listening skills thus creating space for coachee self-discovery. For instance, CO4 developed strong bonds by

"listening to the coachee airing his trauma and stresses around what's happening in his personal environment" (CO4). Similarly, through active listening, CE8 felt heard:

"I feel like this person hears what I'm saying and is able to take my information and throw it back to me in a way that it can be useful for how I set myself up going forward" (CE8), while CE2 and Coachee 5 (CE5) confirmed how CO5

"was good at listening, when we say something, she does take note of it and she's not just relying on me" (CE2, CE5). CE12 explained how CO1 also practised reflective listening:

"by default she would speak and quote what I said to repeat it to me, then I would accept yes or no, or I would respond just to make sure it's clarified" (CE12). This reflective technique ensured coaches understood what their coachees were saying whilst giving them an opportunity to hear their own words reflected.

Coach Questioning

Internal coaches' strategic questioning facilitated coachee insight and problem-solving. For example, CO1 explained how insightful questions helped coachees

"realise the potential within themselves to deal with situations, overcome obstacles and be better leaders in their workplace" (CO1). Similarly, CE1 benefited from CO3's leading questions:

"How did you react? How did you feel? What would you have done differently, which then caused me to analyse these types of situations for myself" (CE1), while CO5 noted how questioning helped coachees

"see things differently and approach things differently" (CO5). Likewise, CE12 described how CO1

"will talk to what I said and try and ask a question so that I can see things differently" (CE12). Finally, CE6 realised that through appropriate questioning, "this is the way that I need to address or approach some of the things that I'm facing with my challenge" (CE6).

The findings confirmed that internal coaches and coachees were aligned on the core competencies exhibited by internal coaches which contributed to relationship building and trust.

5.2.3 Sub-theme 1.3: Relationship Building and Trust Development

Overall, effective coaching relationships emerged because of internal coaches' commitment, rapport-building capabilities, and ethical practice, creating relational mechanisms necessary for vulnerable conversations.

Coach Commitment

The data analysis reflected in Table 2, showed that most coaching sessions occurred physically during Generation Technical Leadership Programme (GTLP) block periods, with flexible virtual or hybrid sessions held accommodating coachees' training and workload constraints. This highlighted coaches' commitment to make themselves available like CE10 valuing CO3 who

"was always available. I don't know if that is a good or bad thing, but when I needed a session, she made space available in her diary for me" (CE10). Similarly, CE7 appreciated CO1's accessibility because she was

"available for me, even when we're not having sessions. If I wanted to just send an e-mail or call, she would say please do so. She was there for me" (CE7). Internal coaches were also flexible in accommodating coachees' demanding schedules. For instance, CE1 noted how CO2 understood

"where we come from, and the business must carry on" (CE1) while CE8 valued having a coach who was

"available to engage when she needed to meet" (CE8). Similarly, CE12 experienced flexibility with CO1, who was

"willing to take time out, even if it was not during the normal working hours, to talk to me" (CE12). In addition, CE11's coach expressed mutual understanding:

"Sometimes he would drive to the Academy of Learning in Midrand and sometimes we would talk after hours so you had that mutual understanding. His willingness to be flexible and accommodating" (CE11).

Internal coaches' commitment was characterised through thorough preparation which CO3 acknowledged,

"I do prepare so I don't just walk in thinking that, things will happen by itself." Similarly, CO4's approach was

"so I don't go to coaching sessions without having prepared quite thoroughly" (CO4) resulting in better relationships as observed by CE12,

"both coach and coachee committed to the goals, expectations and growth and behaviour as a leader" (CE12).

However, despite the strong commitment shown by coaches to enhance coaching effectiveness, it created coaching capacity challenges. For instance, CO4 had to decline coachees due to limited time and job responsibilities:

"there's just not enough time in the day to do my day job and to do coaching" (CO4). This created a tension where commitment required for effectiveness conflicted with coaches' organisational job demands, therefore limited internal coaching scalability.

Coach Rapport

The participants responses indicated that trust and psychological safety formed the foundation for effective internal coaching where coaches created safe spaces based on openness and trust allowing coachees to be vulnerable about their challenges.

For example, CO5 established rapport by creating transparent and open spaces for conversations:

"my ability to create that space where they feel safe, where they feel, they can talk to me" (CO5). Similarly, CE1 described CO2's approach:

"when he created a space then I thought I could trust this guy, but I don't know him. So, he created this environment. It was very conducive to me becoming more and more open to talking, exploring my own issues" (CE1).

In addition, internal coaches' personal qualities enhanced rapport like CE10 who found CO3

"open, friendly and approachable" with "a charm about her that she would just make you feel comfortable" (CE10). Similarly, CE11 appreciated CO4's authenticity:

"it was like I knew him for a long time. Once I opened up, I could trust my coach and we spoke about everything, and he was very good" (CE11). Moreover, CE1 noted CO2's body language which provided

"a noticeable positive sign of interest and interaction" (CE1), demonstrating how coaches' non-verbal communication reinforced verbal expressions of care and rapport.

An important finding that differentiated internal coaching from other coaching modalities was the organisational proximity with coaches and coachees being employed by the same organisation which facilitated closer relationship development. As CO5 explained, coachees were

"suspicious and sceptical of coaches that are external and unfamiliar with the environment" (CO5) but internal coaches

"worked and understood the organisational environment thus creating rapport and relationship" (CO5).

Another important feature that emerged is that trust developed through internal coaches confidentiality and investment. As in the case of CE10, who despite previous negative experiences, remained

"open and honest about her feelings and her views" (CE10) while CE12 decided to

"allow myself to be vulnerable so that I can trust the process" (CE12). Similarly, CO4 created space for CE4

"to be vulnerable because the sessions I think they can touch even on your personal space, because it helps you to reach into your inner thoughts" (CE4).

The findings indicated that rapport building established interconnected relationships where internal coaches created safe spaces through authenticity and confidentiality whilst coachees contributed through openness and vulnerability. Neither party alone could create effective rapport, it emerged from mutual investment creating positive reinforcement cycles and relationships.

Coach Ethics

Ethical practice by internal coaches established trust boundaries protecting both parties like CO4 who emphasised confidentiality because

"coachees share some very sensitive information and understanding that all our discussions are highly confidentia." (CO4). Similarly, CE9 and CE12 confirmed that coaches maintained confidentiality through signed ethical and confidentiality agreements establishing clear professional standards. In addition, CO4 understood role boundaries, referring coachees for professional help when necessary. Finally, internal coaches signed ethical and confidentiality agreements, establishing clear professional standards formalising boundaries.

5.2.4 Conclusion: Theme 1 - Internal Coach Core Competencies

Sub-theme 1.1 internal coaches' characteristics combined organisational and leadership experience, motivation, and formal coaching knowledge addressed RSQ1 by establishing credibility, enabling contextual relevance, and demonstrating commitment to individual and organisational development. Internal coaches bridged theoretical leadership concepts with practical organisational application. However, reliance on volunteer coaches with competing organisational roles created sustainability challenges, whilst the lack of external professional credentialling raised quality assurance concerns.

Internal coach competencies transformed coach characteristics and capabilities into effective practice. Presence created psychological safety enabling authentic engagement, listening facilitated exploration, and questioning promoted introspection and insight. Sub-theme 1.2 competencies worked interdependently: presence enabled listening, which informed questioning, which deepened presence through trust. These competencies created the conditions for coachees to engage authentically with their development challenges, establishing the foundation for coaching effectiveness (RSQ1).

Relationship building combined with coach commitment, rapport development, and ethical practice created relational foundations for coaching effectiveness. Sub-theme 1.3 elements address RSQ1 by demonstrating how trust and psychological safety emerged from systematic relationship-building efforts rather than occurring automatically. However, commitment required for strong relationships conflicted with coaches' other organisational responsibilities. CE3's discomfort whilst others thrived suggests relationship building depends heavily on coach-coachee compatibility (discussed under Theme 2) and coachee readiness (discussed under Theme 3).

5.3 Theme 2: Coach-Coachee Relationship Quality

The data analysis revealed that Theme 2: Coach-Coachee Relationship Quality stemmed from shared organisational employment, personality compatibility, and relationship

changes over time, underpinning unique characteristics of internal coaching relationships within organisational contexts.

Internal coaches and coachees shared organisational employment which facilitated easier relationship development like CO5 noted

"some coachees liked the fact that I'm in the organisation and that I understand the context" (CO5). Similarly, CE7 felt that organisational employment

"made it easier for the relationship to work, being employees, I think made it easier for the relationship to work" (CE7) with CE7 questioning whether external coaches could achieve similar openness.

Some internal coaches and coachees were able to relate with each other because of personality compatibility which influenced the coaching relationship quality. For example, CO1 recognised

"my personality and energy contributed a lot as a person" (CO1). Similary, CO4's systematic coaching approach suited CE8 who needed a coach matching her personality

"to push her to stay on track with her coaching outcomes" (CE8). On the other hand, CE5 valued the alignment of personalities for forming a relationship but preferred that coachees select their own coaches rather than assignment by GTLP Programme Management.

Another factor that emerged was the relational qualities which enhanced coach-coachee connection. This was evidenced by CO5's genuine nature which created ease:

"I'm a genuine person and therefore they just relax around me and then we have that relationship" (CO5). In other dyads, CE2's relationship worked because CO5

"made it very easy for me to get in sync with her" (CE2), whilst CE12's relationship with CO1 was

"healthy and based on honesty, openness and accountability" (CE12).

The data analysis indicated that some coach-coachee relationships developed over time like the dyad where CO3 built relationships during the leadership programme and continued post-programme. This was confirmed by CE10:

"after GTLP, the relationship didn't stop. I once contacted her about meeting etiquette, which was not the area of which we discussed during my period in GTLP and official coaching sessions, but she assisted with research, slides and best behaviour for operators, so she continued the relationship and continued to assist where she can" (CE10).

An interesting finding that emerged was the common demographic factors shared between coach and coachee dyads which facilitated easier connection. In this regard, CE10 acknowledged gender commonality:

"it's like a common thread to say we are both women in the organisation, so I think it was positive that we are of the same gender" (CE10). Similarly, CE7 related to CO1 based on race:

"she was a black woman, so she had certain experiences which are easily comparable to mine, because the trust was there, I brought the real issues which I was struggling with on the table and not sugar-coating things" (CE7).

Some internal coaches showed personal touches which strengthened coach-coachee relationships like CO4 who followed up on coachee concerns:

"how you're doing; haven't heard from you, what happened to the exam that you wrote, you're very stressed about it; what happened about this presentation that you're going to do with the Group Executive, how did it go?" (CO4). Similarly, CO5's human resources skills and personal care created approachability with CE6:

"so, our discussion was not always in a formal manner, but she was allowing me to open up, to check, how's the family? How's everyone and how am I doing at work" (CE6).

From the evidence, it was clear that internal coaching created unique collaborative coach-coachee relationships like CO4 observed transformative sessions where coachees

"have come in with a real big problem and they've walked out thinking, listen, I know how to solve this thing and guess what, I've solved it all on my own. All I needed was somebody to facilitate and tease all these options out of me. I think that's a very special kind of intervention" (CO4).

The coach-coachee relationships varied in intensity and duration with most coachees remaining fixed to GTLP boundaries whilst others like CE10 extended their relationship beyond GTLP. This variation suggests relationship quality depends on many factors including personality matching, demographic alignment, internal coach approach and responsiveness, and coachee needs.

The findings also highlighted that demographic similarity created tension with coaching's diversity imperatives. Whilst shared experiences enhanced initial comfort, they limited diverse perspectives that challenge coachees' assumptions. So, the preference for individual coach selection conflicted with organisational assignment practices, highlighting tensions between coachee agency and leadership programmatic efficiency.

5.3.1 Conclusion: Theme 2 - Coach-Coachee Relationship Quality

Theme 2 findings showed that coach-coachee relationship quality emerged from organisational proximity, personality compatibility, demographic factors, and evolving personal connection. These relationships transcended typical organisational interactions by combining professional development with genuine personal care by internal coaches. Theme 2 addressed RSQ1 with the coach-coachee relationship quality emerging as an important

effectiveness factor where the nature and depth of the coach-coachee connection directly influenced coachee developmental outcomes. Though, organisational proximity facilitated easier coach-coachee relationship development it also created possible confidentiality constraints (described under Theme 5) and coaching diversity perspective limitations.

5.4 Theme 3: Coachee Readiness

Based on the findings, coachee readiness patterns emerged which significantly influenced internal coaching effectiveness, with commitment, accountability, personal attributes, and development readiness creating conditions for developmental progress.

Coachee Commitment

The findings indicated that coachees who engaged actively characterised successful coaching relationships and outcomes. Along these lines, CO5 observed that coachees showing

"commitment, preparedness and willingness to get the help they needed and made efforts to meet with their coaches contributed to successful coaching relationships and coachee development outcomes" (CO5).

However, coachees' expressed that competing priorities and time sometimes undermined their commitment to coaching. In this regard, CO2 experienced session postponements, with CE1 explaining

"one of the limiting factors was the time, so sometimes we had to cancel sessions because it was not always easy to keep these appointments when things are really happening" (CE1). Similarly, CO1 noted coachees cancelled sessions due to GTLP homework and assignments while CE10 faced tight work schedules leading to cancellations of coaching session. However, other coachees like CE2 honoured coaching appointments by

"making time and showing interest," developing "a big, healthy relationship" (CE2). Similarly, coachees like CE11 demonstrated high commitment despite negative peer feedback therefore he remained

"determined and committed to make the coaching a success" even when peers claimed, "this coaching is not helping me, but I said no, it's up to you how you use the person because he's there" (CE11).

Another commitment area that manifested was the coachees' homework completion wherein CE7

"committed to doing the exercises and homework from the coaching sessions like reading a book or checking a certain framework and providing the feedback for further discussion and areas for improvement" (CE7). CO4 surmised the level of coachee

commitment with coaching effectiveness and outcomes by indicating that coachees who showed

"very little interest and only did the coaching sessions because they were asked to do it, didn't really strike me as having made much progress within GTLP or even post GTLP in their own places of business" (CO4).

According to CE1's opinion, coachees, GTLP and the organisation did not pay for internal coaching services, which could have contributed to the lack of financial accountability which affected commitment with CE1 suggesting that coachees would honour coaching appointments more consistently if the sessions were paid for.

Clear patterns emerged linking coachee commitment to developmental outcomes where highly committed coachees like CE7 and CE11 achieved better results compared to those participating due to programme requirements, suggesting coaching effectiveness depends on voluntary coachee engagement.

Coachee Accountability

Coachees showed deeper levels of accountability when it came to their development with CE3 acknowledging the investment made by the organisation:

"the amount of time and money spent by the organisation on her development and participation in the coaching sessions" (CE3). In addition, coachees provided progress feedback to leadership programme management, creating formal accountability structures.

Greater accountability emerged when coachees took ownership, for example, when CE12 became frustrated with the lack of clarity, she decided to lead by creating session agendas:

"I would set up an agenda intentionally because I wanted to make sure that we go through every detail that I have set for us to discuss" (CE12). In support, CO1 emphasised

"the coaching agenda is set by the coachees" (CO1) while CO2 and CO5 expected coachees to manage appointment scheduling and action follow-through. In response, CE2 displayed accountability through feedback, task reporting, and advance communication about missed appointments whilst CE5 valued accountability:

"soft accountability is something that I found extremely helpful though painful. I wanted somebody to hold me accountable in terms of what is it that I set out to do?" (CE5). Likewise, CE8 created

"an executable development plan" (CE8) and was accountable for giving feedback at subsequent coaching sessions.

However, not all coachees maintained accountability like CO4 noted

"some coachees did not follow through on actions from previous coaching sessions" (CO4) and sessions became

"just like a talk shop where we chatted generally about things and not really got to the performance related issues" (CO4).

The findings showed that coachees' accountability varied like CE12 who proactively structured sessions whilst others remained passive participants. This variation suggests accountability develops through coaching, with internal coaches playing important roles in establishing expectations and responsibilities.

Coachee Attributes and Development Readiness

Table 3 shows the list of research participants (coachees) interviewed for this research study, their assigned coaches, number of coaching sessions held, planned frequency of coaching sessions, mode of coaching (physical, virtual, hybrid), business unit employed at, position occupied during the GTLP and their gender. Based on the data analysis, all 12 coachees occupied various technical management positions at various business units, with nine physically located at power stations and three at head-office. Importantly, all coachees were employed in diverse management roles with varying experience levels, implying coachees entered the coaching sessions with different leadership abilities, work experience, and maturity affecting learning and coaching outcomes. Certain coachee attributes enhanced coaching effectiveness like CO5 emphasised coachees need to be

"goal-oriented, solution focussed and professional" and "do what you say you're going to do by listening and taking action" (CO5) while CE2 identified essential attributes like attitude and willingness to be

"coachable and teachable by receiving and understanding information and using it to achieve your goals" (CE2).

5.4.1 Conclusion: Theme 3 - Coachee Readiness

Theme 3 findings confirmed that coachee readiness represented an important but variable coaching effectiveness factor. Whilst all coachees participated in GTLP coaching, their commitment levels, accountability practices, and developmental attributes varied, directly affecting coaching effectiveness. Coachees demonstrated that internal coaching effectiveness emerged from engagements where coaches provided structure and support while coachees brought commitment, accountability, development readiness and coachability for development to occur.

Table 3: Research Participant List (Coachees)

Coachees	Assigned Coaches	Number of Coaching Sessions	Planned Frequency of Coaching Sessions	Mode of Coaching	Business Unit	Position	Gender
Coachee 1 (CE1)	Coach 2 (CO2)	10	Quarterly	Virtual	Head Office: Generation Primary Energy	Middle Manager: Operations	Male
Coachee 2 (CE2)	Coach 5 (CO5)	12	Quarterly	Physical	Head Office: Outage Management Office	Chief Technologist	Male
Coachee 3 (CE3)	Coach 1 (CO1)	5-6	6-8 weeks	Physical	Lethabo Power Station	Programme Manager	Female
Coachee 4 (CE4)	Coach 4 (CO4)	4-6	Ad-hoc	Physical	Arnot Power Station	Programme Manager	Male
Coachee 5 (CE5)	Coach 5 (CO5)	10	Monthly	Physical	Head Office: Office of the Group Executive	Middle Manager: Business Support	Male
Coachee 6 (CE6)	Coach 5 (CO5)	4	Ad-hoc	Physical	Tutuka Power Station	Acting Manager: Production	Male
Coachee 7 (CE7)	Coach 1 (CO1)	10-12	Monthly	Hybrid	Medupi Power Station	Compliance Manager	Male
Coachee 8 (CE8)	Coach 4 (CO4)	4-5	Ad-hoc	Physical	Kusile Power Station	Engineering Manager	Female
Coachee 9 (CE9)	Coach 5 (CO5)	5	Ad-hoc	Physical	Kendal Power Station	Engineering Manager: Boiler Plant	Male
Coachee 10 (CE10)	Coach 3 (CO3)	14	Monthly	Hybrid	Hendrina Power Station	Coal Manager	Female
Coachee 11 (CE11)	Coach 4 (CO4)	5	Quarterly	Hybrid	Lethabo Power Station	Maintenance Manager	Male
Coachee12 (CE12)	Coach 1 (CO1)	5	Quarterly	Hybrid	Tutuka Power Station	Acting Recovery Manager	Female

Source: Researcher's own compilation based on research findings

5.5 Theme 4: Organisational Support Systems

The findings confirmed that organisational Human Resources (HR) structure, management support, and leadership programme integration created conditions that enabled coaching effectiveness, suggesting that individual coach competence and coachee readiness prove insufficient without organisational support systems.

5.5.1 Sub-theme 4.1: Human Resources Structure

According to the internal coaches, the organisation's HR established formal structures supporting coaching practice with CO3 and CO4 valuing the coaching community of practice that provided

"supervision, experienced support and guidance for internal coaches," noting "we had different coaches attending the session, sharing some of the learnings, sharing some of their own experiences and I found that very useful where you could also put down your challenges that you face" (CO3, CO4).

CO5 explained the organisation has an HR department implementing coaching and mentoring programmes and conducting follow-up sessions with coachees to assess coaching relationship progress thus providing HR implementation oversight through monitoring mechanisms. CO5 also indicated the annual organisational effectiveness survey conducted by HR

"created awareness for mentoring and coaching and that is why people are now talking about mentorship and coaching in the organisation, and it helps us to identify who needs coaching and who needs mentoring" (CO5). CO5 explained that coachees were mainly from technical areas (detailed in Table 3) and did not

"understand the differences between mentoring and coaching before making a choice" (CO5). Similarly, CE9 and CE3 were never coached in their careers and wanted more information about coaching with CE3 feeling embarrassed that those colleagues attending GTLP had been coached and knew the requirements. Similarly, CE5 discovered mentoring and coaching differences, suggesting

"a gap within the organisation to orientate coachees on what coaching is and is not" (CE5).

Importantly, internal coach capacity emerged as a major resource challenge with CE5 highlighting the organisation has qualified internal coaches, however CO4 recommended training more, noting

"I think we need to have some sort of training programme to bring more coaches into the mainstream because the handful of coaches that we have are stretched. I've had to turn down opportunities to coach" (CO4). CO5 also confirmed needing

"to support training of internal coaches in the business to expand the pool of coaches to meet the demand for coaching" (CO5).

The findings indicated that organisational HR structure provided important support including coaching community of practice, educational resources, implementation oversight, and needs assessment mechanisms. However, significant gaps emerged such as insufficient coachee preparation and literacy and inadequate coach capacity.

5.5.2 Sub-theme 4.2: Management Sponsorship

The internal coaches confirmed that management showed commitment through financial investment in coaches' education. For instance, CO3 and CO5's coaching studies were paid for by the organisation through management support with CO5 noting

"one of the things the organisation has done is they allow people to go and study coaching through further studies like me...but that is just one way the organisation is showing commitment and ensuring that we have internal coaches" (CO5). The level of senior management support extended through internal coaching investment and recognition with CO3's emphasis that the organisation invested time and money in coaches and coachees training and development. CE1 confirmed that his workplace supported internal coaching as a development tool. Likewise, CE11 expressed appreciation for her senior manager's leadership development programme nomination:

"I really appreciate that nomination and we took it seriously to invest in a person who's in middle management position to be away for such a long time on training" (CE11).

CO2 applauded senior leaders who encouraged coachees and coaches to participate in the GTLP and internal coaching and CE6 described meaningful engagement from his general manager during GTLP:

"he wanted to know how I am doing at school" (CE6), while CE12 experienced similar accountability, by providing progress feedback to her manager. Similarly, CE7 characterised the organisational support ecosystem as

"phenomenal from my boss, my peers, including my own team," though qualifying "I think it was more because it was an organisational sanctioned programme. If it was not an organisational sanctioned programme, I don't think the support would have been that phenomenal" (CE7).

The findings highlighted an important tension between coaching and coachees' work realities. In this regard, CO5 articulated how the organisation's high-pressure environment created challenges for coachees:

"the biggest challenge is the time but the situation where our leaders are always firefighting, that makes us not to prioritise things like coaching especially in the Generation environment, it's always firefighting. It's always keeping the lights on and things like mentorship and coaching takes a back seat because of other bigger priorities" (CO5).

5.5.3 Sub-theme 4.3: Leadership Programme Integration

According to the participants, the Generation Technical Leadership Programme (GTLP) provided structural integration making internal coaching possible and legitimate by creating formal spaces, establishing expectations, and providing resources thus enabling coaching relationships to develop.

All coachees confirmed that the internal coach allocation was done automatically by the GTLP Programme Manager thus ensuring participation and removal of access barriers. All coachees were

"allocated a coach automatically in the GTLP programme, so no one really had a choice" (CE3). Interestingly, CE9 discovered internal coaching's value through GTLP exposure:

"It was after the GTLP that I realised the importance of coaching when I checked if the organisation had that, and this was introduced to me through the GTLP that's when I realised that it is lacking within the power station level" (CE9). CE12 explained that the GTLP Programme Manager would advocate for internal coaching by sharing her coaching experiences and

"would remind coachees to schedule time and appointments with their internal coaches" (CE12). CE7 and CE8 noted similar sentiments that

"internal coaching was possible because it was part of the GTLP making it easier for coachees to dedicate time to coaching," explaining "if it was not part of the GTLP programme, I'm not sure if things would have been easier but because it was in the programme it was easier because the coaching sessions were mostly in the afternoons after work" (CE7).

CO4 eluded that GTLP created coaching opportunities for internal coaches with CO4 offering coaching services after gaining his qualifications:

"I feel that some of the experience that I've had could impact on creating future leaders in the organisation and I offered my services after I got my coaching qualification. I was coaching internal people and then when GTLP came up and there was a need for coaches, and I put my name forward" (CO4). GTLP's support structure facilitated internal coaching implementation with CO3 appreciating GTLP's organisational framework:

"GTLP has got a huge structure behind it. I don't have to go and look for people, they have inner rhythm, they're in a programme" (CO3). CO3 also acknowledged that GTLP provided tools for learning and promoted internal coaching:

"I think it is the structure of the content, the rhythm and it's a given that when we deliver leadership content, we always promote coaching" (CO3). Internal coaching integration with GTLP received strong endorsement from the internal coaches with CO5 remarking that

"internal coaching must always be part of any leadership development programme" (CO5), while CO3 observed that

"internal coaching for coachees increased for the softer side of the GTLP content" (CO3). Finally, CE12 emphasised the business expected to see personal change, technical and leadership development and results, and

"the coaching helped with the coachee's leader development" (CE12). However, improvement opportunities emerged with CO2 suggesting

"the GTLP clarify the expectations for coaching for leadership behaviours and provide feedback on the impact of coaching through coachee's evaluation of internal coaching" (CO2) while CO5 requested that

"the organisation assess managers' application of learnings from the GTLP" (CO5). In addition, CE8 suggested

"the frequency of internal coaching should change to suit the coachee's needs with more pushing and engagement at the beginning and later follow through when the coachee had her feet on the ground" (CE8).

The findings highlighted the benefits of internal coaching's integration with GTLP creating a support ecosystem for coaching relationships. Leadership programme structure provided legitimacy, time allocation, coachee-coach matching, progress accountability, and developmental context with an ecosystem approach that proved essential for internal coaching effectiveness. However, internal coaching improvement opportunities emerged like evaluating the impact of coaching on leadership outcomes and adapting the frequency and timing of coaching sessions to suit coachees' needs.

5.5.4 Conclusion: Theme 4 - Organisational Support Systems

Theme 4 findings raised the importance of organisational support systems (HR structure, management sponsorship, and leadership programme integration) as key enablers of internal coaching effectiveness and successful implementation.

Organisational HR structure established enabling capabilities and deficiencies in supporting internal coaching effectiveness. The establishment of community of practice, programme oversight, and awareness mechanisms represented deliberate investment

in internal coaching structure. However, these positive elements remain undermined by Human Resources gaps in building coaching literacy and developing sufficient coach capacity.

Organisational management sponsorship was a key enabler for internal coaching effectiveness, through financial investment in coaching and leadership development programmes, active management sponsorship and advocacy, and structural accommodation for coaching time.

Internal coaching's integration with GTLP created a support ecosystem for coaching relationships and coaching effectiveness. In addition, suggested improvements include evaluating the impact of internal coaching on leadership outcomes and adapting the frequency and timing of coaching to suit coachees' needs.

Theme 4 findings confirmed how organisational support systems created structure for internal coaching to function as a leader development tool, whilst exposing tensions between organisational commitment to coachee development aspirations and operational imperatives undermining coaching effectiveness when operational demands create environments where internal coaching is de-prioritised despite formal organisational support.

5.6 Theme 5: Coaching Process

The findings clearly illustrated the use of systematic coaching processes by internal coaches which provided structural frameworks through which internal coaching relationships generated leader developmental outcomes. The coaching processes, examined how coaching agreements, processes, tools, and practices created roadmaps for development whilst maintaining flexibility to coachees' needs.

5.6.1 Sub-theme 5.1: Coaching Agreements

According to the internal coaches, agreements covered coaching orientation, ethical practice, confidentiality, non-disclosure protocols, goals, roles, responsibilities, and outcomes, creating structure by protecting both parties. CO5 further explained that coaches and coachees received agreement templates outlining

"the agreement process including goal clarification, session logistics such as coachee's attendance and preparations for coaching sessions, and relationship protocols" (CO5).

The findings showed that many coachees with technical backgrounds had experiences with mentoring but required coaching education. Therefore, CO1 provided

"a crash course in terms of how coaching is different from mentorship, counselling and consulting" (CO1) whilst CO2 conducted onboarding sessions explaining coaching

and contracting requirements. On the other hand, CE3, who was never coached, preferred orientation covering

"clarity of the rules of engagement, aims of coaching, setting of boundaries, discussable and non-discussable topics and respect for coachee's private and family life" (CE3).

Internal coaching session frequency and format emerged from agreements based on coachees' needs, gaps, and goals. As per Table 3, coaching sessions occurred monthly, quarterly or ad-hoc with a minimum of four and an average of seven sessions per coachee over the 18-month GTLP period. Despite virtual technology availability, most coaches planned physical sessions like CO5 and CE2 who

"made time to go and sit in a coffee table and carry on with our coaching session in a more relaxed and more intimate manner, which allows us to avoid distractions" (CE2). When physical meetings proved impossible, coaches provided virtual and telephone alternatives.

The findings raised the importance of coaching agreements which functioned as boundary-setting mechanisms addressing unique challenges of internal coaching and protecting coaching's developmental focus from organisational role confusion by defining internal coaching as distinct from other coaching modalities. However, the need for internal coaching education reveals a preparedness gap, with many coachees entering coaching without understanding internal coaching's nature.

5.6.2 Sub-theme 5.2: Coaching Process and Structure

Internal coaches demonstrated the use of established frameworks, particularly the GROW model, whilst integrating additional tools adapted to support specific coachee development needs by balancing structure with flexibility.

Tool Integration and Assessment

Coachees developmental experiences included the integration of various tools during the internal coaching process with CO1 employing

"an integrated approach to coaching" (CO1), combining self-discovery with practical workplace application that supported management and leadership capabilities.

The GROW model was the primary coaching structure used by internal coaches like CO1 who

"used the GROW model with most of my coachees, which is basically, what are your goals? What is your reality now? What are your different options and how are you going to realise those options that you've created for yourself" (CO1). Internal coaches supplemented GROW with other diverse tools with CO5 customising approaches and bringing in

"the understanding of what techniques would work for this person because of their context and because of what they're going through. I may decide to use a certain technique or exercise to help them address that issue" (CO5). Internal coaches used tools to address specific coachee challenges with CO4 helping CE4 diagnose workplace challenges:

"I remember at one stage I had a challenge at work with one of my leaders and I went to him to say this is the challenge I'm having, and he guided me in terms of the tools to really diagnose to say is it really a problem or is it something that can be easily addressed" (CE4). Reflection tools were used by some internal coaches to facilitate self-awareness with CO4 and CO5 introducing reflection tools helping CE4 and CE2 respectively to

"acknowledge their blind spots and shortcomings" (CE4). Similarly, CO5 conducted an exercise requiring coachees to write down worries, discard them, and focus on the session:

"I make them write whatever is worrying them about the plant. Then I make them throw it in the bin to say we are now focused on this" (CO5). CO5 utilised assessment tools like the Saboteur assessment for exploring CE5's relational issues and behaviour thus providing developmental insights. CO5 also shared personal stories creating

"openness and safe space" (CO5) helping CE9 and CE6 solve their challenges. CO4 provided career guidance supporting CE8's career path while CO2 identified a need for pre-coaching leadership assessments enabling coachees to understand developmental gaps. Furthermore, CO4 empowered CE8 with tools and information for independent leadership application.

The findings indicated mixed reception by coachees to the coaching approaches with CE10 finding CO3's sessions

"very structured and systematic" (CE10) whilst CE2 appreciated CO5's "flexibility" (CE2). In contrast, CE3 expected more structure, finding it

"difficult to adjust to the coaching process because she has never been coached before and there was no structure or methodology being followed" (CE3).

All internal coaches utilised GROW's first step for clarifying reasonable, realistic and achievable goals. CO1 asked CE7

"what my objectives about this coaching was all about" (CO1), establishing clear developmental direction.

All internal coaches utilised GROW's third step for facilitating problem-solving and option creation. CO2 conducted conversations asking CE1

"to reflect more to come up with solutions" (CO2) while CE4 found

"answers and solutions" (CE4) through coach guidance.

All internal coaches utilised GROW's final step for developing implementation plans and translating ideas into action. CO2 wrapped sessions with

"a kind of action for the next day" (CO2) while CO5 focused on

"action planning, execution, measures and feedback to achieve coachee's goals" (CO5). In addition, CO4 maintained notes of agreed action plans while CO5 reviewed previously discussed commitments. CE5 confirmed organic plan development:

"besides the normal things coming out organically in the discussions and we'll talk about them, we'll come up with a plan" (CE5). Finally, CO4 emphasised that sessions without actions became

"talk-shop" conversations, noting coaches' role is helping coachees "stay the right course to achieve their goals" (CO4).

From the findings emerged tensions between coaching structure and flexibility as a methodology challenge requiring balanced approaches through structured frameworks that were applied flexibly based on coachees' needs.

5.6.3 Conclusion: Theme 5 - Coaching Process

Theme 5 findings showed that systematic coaching processes provided structural frameworks translating coaching relationships into developmental progress. The GROW model and integrated assessment tools were utilised enabling professional growth whilst responding to individual coachee needs. However, methodology effectiveness depended on appropriate application and balance between rigidity and flexibility. Coaching agreements established professional boundaries distinguishing coaching from other developmental approaches. The combination of structure and flexibility enabled internal coaches to maintain standards whilst responding to diverse coachee needs, contexts, and learning styles.

Research Sub-Question 2 (RSQ2): What are the leader development outcomes of internal coaching?

5.7 Theme 6: Coaching Outcomes

The data analysis uncovered several coaching outcomes because of internal coaching namely self-leadership development, leadership capability development, learning integration and application and career advancement. The findings showed that leader development followed a systematic progression building from personal development toward organisational contributions. Self-leadership development (sub-theme 6.1) created a foundation through coachee self-awareness, coachee self-management, and personal growth. This personal effectiveness foundation showed that leaders cannot effectively lead others without first leading themselves.

Self-leadership enabled leadership capability development (sub-theme 6.2) encompassing leader identity, team leadership, management skills and strategic thinking.

Learning integration and application (sub-theme 6.3) converted theoretical knowledge into practical application through addressing real workplace challenges with internal coaching support, bridging the implementation gap between classroom training and work performance.

Career advancement (sub-theme 6.4) emerged from leadership capability development, confidence building, and strategic positioning instead of internal coaching directly causing promotions. Internal coaching prepared leaders for advancement by developing required competencies, building confidence to pursue opportunities, and clarifying career strategies, positioning coachees to pursue opportunities when they arose.

Coachees entered at different developmental stages based on prior experience and current capabilities and progressed at varying rates depending on engagement levels, coach quality, and organisational opportunities. Some focussed mainly on self-leadership while others emphasised leadership capability development or career advancement based on their specific needs and contexts.

What follows next are the thematic narratives, analysis and conclusions drawn from the data evidence for Theme 6 in response to RSQ2.

5.7.1 Sub-theme 6.1: Self-leadership Development Outcomes

The findings indicated that internal coaching developed self-leadership capabilities including self-awareness, self-management, and personal growth outcomes supporting leadership development (RSQ2).

Coachee Self-Awareness Development Process

Internal coaching facilitated deep self-understanding for coachees through goal clarity like CE9 who developed goals for

"achieving confidence, listening skills and trust" (CE9).

Internal coaches provided alternative perspectives that challenged coachees' self-perceptions. For instance, CE5 gained unexpected insights from CO5:

"even listening to me and then providing the level of insight that I didn't anticipate, for me that was one key success" (CE5). Similarly, CO1 helped CE3 reframe perceived weaknesses as strengths while CE3 felt

"being open, honest and straightforward with her manager was her biggest flaw" (CE3) but CO1 made her see the positive side. As a result, CE3 gained new perspectives:

"the coach did open up different views for me about myself, things that I always saw in a negative light that could be used to my benefit" (CE3).

Internal coaching enabled coachees to become vulnerable and discover self like CE4 who learned vulnerability facilitated deeper understanding:

"to understand who you are and be sensitive and in touch with your inner self and then when you have accepted yourself, it becomes easier to have a positive impact on others" (CE4). Similarly, CO2 focused on coachees' limiting beliefs and habits in their leadership while CE12 shared her

"fears and blind spots" (CE12) with her coach, exploring unjustified fears and CE1 learned about his personality type, discovering

"who I am, what I want to achieve" (CE1).

Internal coaches utilised reflection practices to enhance coachee self-awareness with CO4 encouraging introspection:

"sometimes I had to force them to take time out and go and do that introspection" (CO4), while CE6 benefited from his coach creating space to

"pull back from the stressful work environment, reflect and apply his mind, to realise more about himself and uncover the underlying issues to his problem and adjust and contribute positively to different situations" (CE6). In addition, CE11 gained

"wisdom and confidence in solving problems" (CE11) through reflection.

Internal coaches introduced coachees to journaling which facilitated ongoing reflection between coaching sessions like CE8 who started journaling, reflecting and checking career progress noting

"my habits and behaviours have changed, or rather my thoughts have changed towards how I was looking or how I was approaching my career, where I'm going?" (CE8).

Importantly, internal coaching provided space for coachees self-discovery under demanding operational environments. However, CO2 highlighted internal coaching helped when coachees were

"mentally stuck, overwhelmed or stuck with implementation" (CO2). Likewise, CO1 identified self-awareness as

"a major trait to be emphasised," noting "we tend to instil that in our coachees, to be self-aware of their behaviours of themselves, of their environment" (CO1) while CO4 observed coachees with strong self-awareness exhibited most success because they

"knew what made them tick, knew what their weak points were, knew what they were trying to chase in terms of self-improvement" (CO4). Similarly, CE12 discovered coaching provided space to

"find herself" and realise "the answers are within us; you just need somebody to tap into that space or help you tap into that space to find those things for yourself" (CE12). Furthermore, CO1 shared a case where a recently promoted manager realised that

"the coaching skills and the coaching techniques that were applied made her aware that she's not a failure" (CO1).

In summary, a number of mechanisms created self-awareness from alternative perspectives challenging self-perceptions, vulnerability enabling exploration, reflection practices building metacognitive ability, and protected space allowing self-examination. Importantly, self-awareness development appears foundational for other outcomes.

Coachee Outcomes: Self-Awareness

Emerging from the findings was self-awareness development which produced intangible changes in coachees' perspective and confidence extending beyond self-understanding to self-acceptance and self-efficacy. For example, CE12 changed her organisational perspective through introspection:

"I don't look at things the way I used to anymore. So, that's how I see Generation now, what is it that I can do to make it better" (CE12). Furthermore, CE12 overcame fears, gaining confidence to

"talk to a crowd without feeling that I'm not worth it" (CE12) while CE7 became

"more assertive" (CE7). CE2 developed realistic career ambitions after internal coaching by

"understanding himself as a leader and understanding others and becoming more realistic about his career ambitions" (CE2) while CE5 discovered his personality and relational patterns, noting personal effectiveness improved through reflection:

"the internal work that I have done like reflecting has started showing fruits" (CE5).

Internal coaching also addressed confidence levels that limited coachees leadership effectiveness like CO5 noted, most coachees were initially

"lacking confidence in managing and leading people" (CO5). Yet, CO3 observed coachees

"have grown in confidence and knew themselves better after internal coaching" (CO3). Similarly, CE6 overcame fear, increasing confidence and his senior manager observing

"huge improvement in his confidence levels since GTLP and internal coaching" (CE6).

CE9 also gained insights about his strengths, weaknesses, emotions, values and leadership style. Consequently,

"purpose is something that I gained that I did not set for myself" (CE9).

In summary, self-awareness development started with initial confusion, followed by coached reflection and perspective shifts, leading to clarity about identity, values, and direction. This awareness then enabled confidence development and purposeful action. The relationship between self-awareness and other outcomes appears foundational, without self-understanding, leaders struggle to develop other capabilities effectively.

Coachee Outcomes: Self-Management

The findings outlined how coachee self-awareness enabled improved self-management, demonstrating developmental progression from knowing oneself to managing oneself with CO4 emphasising performing

"to the best of their ability" (CO4) before pursuing self-improvement while CE1 created space for important work and

"free up my time to allow me to get more important, but more my level kind of work and deal with what I want to be part of and not get stuck with me moving into where my team is and supposed to deal with" (CE1).

Coachees emotional regulation improved through internal coaching with CE12 mastering

"being truthful about the facts, being open to different perspectives, speaking with courage and coping with the workload and GTLP pressure" (CE12). CE4 also realised

"approaching situations calmly provided clarity before responding" (CE4) and through self-reflection, CE3 learned to manage emotions before acting:

"I will calm down first and sleep on it. I would type a profuse e-mail and not send it and then the next morning I delete it" (CE3).

Self-management then enabled team leadership like CO1 emphasising coachees must

"self-manage so that they're able to manage others and the organisation" (CO1) while CE5 achieved synergy within his team through self-management. CE6 received internal coaching to manage GTLP and work priorities whilst addressing confidence limitations:

"the challenge that I highlighted with my coach was that as much as I'm a hard worker, I also believe that I'm limiting myself because my confidence level was not at its best" (CE6). Similarly, CE9 managed

"difficulties and challenges" by putting "certain things in place for me to deal with the issues at hand" (CE9).

Coachees' focus and clarity improved through internal coaching with CE7 becoming

"more assertive and focussed," managing to "filter the external noise about load shedding which impacted his mood" and "clear my mind and be able to focus" (CE7). Finally, CE1 initially could not see the benefits but internal coaching helped him

"understand his gaps and then fix it" (CE1).

In summary, self-management represented applied self-awareness, taking self-knowledge and using it to regulate coachees' behaviour, emotions, and attention. The progression from awareness to management appears sequential and cumulative when leaders must first understand themselves through awareness before directing themselves effectively through management.

Coachee Outcomes: Personal Growth

Coachees' personal growth encompassed confidence, resilience, and adaptability extending beyond professional leadership to holistic personal development. For instance, CE1 sought coaching for

"personal growth and unblocking personal development" based on team feedback, "this is honest feedback; I need to grow" (CE1). Similarly, CE11 and CE12 achieved personal growth through further studies and career guidance. In addition, CE10 aimed to improve leadership and personal life, recognising their interconnection while CE3 sought to

"be respected and to respect people" (CE3). On the other hand, CE8 received tools for personal capacity and

"started journaling and reflecting on her work and personal growth and development" (CE8).

Coachees work-life balance also improved through internal coaching. CO4 addressed coachees

"working Saturdays and Sundays and thinking that's normal and how to deal with work-life balance" (CO4). Similarly, CO5 made CE6 realise

"the importance of personal health and wellness," emphasising "it's not always about the things you do; it's also about you. You need to take care of yourself" (CE6).

Internal coaching contributed to coachees' overall effectiveness with CO2 commenting on

"how internal coaching sessions contribute to overall leadership effectiveness and personal development" (CO5). Likewise, CO1 narrated a case where a coachee

"was very scared to do presentations and by the time we finished our six months of coaching they were able to do presentations and even facilitate meetings" (CO1). Finally, CO5 noted GTLP coachees were

"hungry for growth" (CO5) wanting to grow personally and confirmed by CE5 who

"practised personal effectiveness" (CE5) while CO4 remarked that

"some of the coachees took off almost exponentially since coaching" (CO4).

In summary, self-leadership development signified interconnected outcomes where self-awareness enabled self-management, which facilitated personal growth. However, CE4 observed "there are some situations when you are under extreme pressure you tend to return to your old ways," highlighting challenges for coachees maintaining new behaviours in high-pressure environments.

5.7.2 Sub-theme 6.2: Leadership Capability Development

Internal coaching developed specific leadership competencies enabling effective team and organisational contributions. These capabilities build on self-leadership foundations, extending personal effectiveness into team and organisational leadership domains.

Coachee Outcomes: Leader Skills and Competencies Development

Leader development outcomes varied across participants, with the majority achieving 50-100% of developmental goals through internal coaching, though CE3 reported

"I won't say it necessarily came from the coaching sessions" (CE3). Yet, CO3 observed coachees'

"dedication and eagerness to enhance and become better because that is the whole process and the reason why GTLP exists for them to become better leaders within the organisation" (CO3). Furthermore, CE10 confirmed internal coaching's developmental focus and goal

"to develop leaders that will look after the people, that will look after the business and how do we get the best out of those leaders" (CE10).

Coachees' leadership perspectives shifted through internal coaching with CE2 learning to appreciate

"diverse perspectives and how people's personalities showed up at different times, places and discussions" asking "how do I appreciate the perspective of another person as a team" (CE2).

CE2 aspired to be

"a leader of gold" who would not "melt" under pressure and lead "people with empathy" (CE2) while CE12 remarked

"ultimately I think me walking out there, I should be able to say I'm going to be a better leader, and I understand this scenario better and I understand these people better" (CE12). Similarly, CE4 aimed to be a

"fully rounded leader" by "engaging positively and having an impact in other people's lives" (CE4).

Coachee Outcomes: Leadership Skills and Competencies Application

Internal coaching addressed leadership gaps in technical professionals with CO5 recounting coachees

"had technical knowledge but was lacking leaderships aspects," noting "most of the people that I coached in the GTLP were from an engineering and technical background, so they understood that they are very good technically, but the leadership aspects are what was lacking with most of them" (CO5).

Similarly, CO2's coachees needed

"clarity on whether to focus on technical leadership or personal leadership or organisational leadership" (CO2) while CO4's coachees needed leadership aligned with

"Organisation's brand values like leading with a heart of a servant" (CO4).

Coachees' leadership application extended beyond GTLP coaching like CE12 who talked to power station colleagues to change their perspectives:

"we do a lot of site walks and the site people can be very negative, so the one thing that I have gained is to help people to see things differently from where they are and to have an appreciation of us as a business" (CE12).

Coachees' understanding deepened through internal coaching like CE9 who understood himself and his organisational role better while CE3 achieved

"better comprehension of her managers" (CE3). Meanwhile, CE7 aspired to make the company great again:

"it's the love for the company; you realise this is a great organisation which I still want to be part and parcel off making it great again" (CE7). In addition, CE7 addressed her leadership skills gaps believing internal coaching would

"enhance my leadership skills, and I felt it will be worthwhile" (CE7).

In summary, leadership capability development involved more than skill acquisition; it entailed transformation from technical manager to leader and coachees had to reconceptualise themselves, integrating existing technical identity with leader identity.

Coachee Outcomes: Team Leadership

Coachees' team leadership capabilities improved where CE4 got the best out of his team in making positive contributions. CE4's team engagements improved:

"I'm able to now engage better" (CE4) while CE5's management enhanced team dynamics through regular touchpoints, task allocations and clear actions, focusing on

"managing the team. How do I build effective, high performing team? How do I improve the synergies" (CE5).

Coachees' relationship building enhanced team effectiveness with CE6 becoming a better manager and leader building trust, confidence, understanding and better relationships with his team. CE6 realised extending coaching to his team could address problems:

"the objective is to do a coaching session with my team" (CE6). As a result, CE6 recognised his positive contribution:

"I believe the organisation exposed me to people so that I can contribute positively to their space" (CE6).

Coachees' team management developed for leading professionals. For instance, CE9 led engineers through listening, understanding and constructive feedback, recognising

"I've got about 13 engineers that are reporting to me. Engineers are professionals, so you must have leadership to understand professional people" (CE9).

Coachees' conflict management improved with CO4 noting coachees needed internal coaching for

"handling conflict with their own supervisors and own managers" (CO4). Meanwhile, CE4 created

"a safe space for his team to flourish, create own ideas and address challenges" (CE4) while CE1 focused on developing his team's confidence.

Coachees' knowledge transfer increased through confidence with CE6 emphasising coaching's role in increasing his confidence in sharing GTLP knowledge with his team:

"I don't know if it wasn't for coaching what I was going to do with all the knowledge and the information that I've learned during GTLP when I don't have that confidence to translate or to share that information to people, then it was going to be a disaster" (CE6).

In summary, through internal coaching, leaders effectively managed themselves, then extended that capability to managing others through developmental progression from self-awareness to self-management to team awareness to other management. Leaders first understood and managed themselves before effectively understanding and managing others.

Coachee Outcomes: Management Development

Coachees' management capabilities expanded through internal coaching like CE2, who previously was a specialist, gained

"exposure to leadership and managerial roles," now "exposing myself towards the managerial side of things" (CE2). Likewise, CE1 empowered his team and managed people with different skills while CE10 transitioned to team management:

"So from being a one-man band now I have people reporting to me, contractors reporting to me and I'm part of the team but no more working in isolation" (CE10).

Coachees' stakeholder relationship management improved through internal coaching. For example, CE11's

"relationship with the unions improved through coaching" (CE11) while CE5 discovered how to navigate and overcome challenges in his team. Meanwhile, CE2 embarked on managerial roles developing people management skills:

"So, I deemed it necessary that I get a coach because there is a people's skills aspect that I will have to deal with, which I've not dealt with in a very long time in a more day-to-day analysis and day-to-day task" (CE2).

Coachees' cultural competence developed through internal coaching with CE3 learning how to be tactful with her manager and become better at managing diversity:

"we need to manage people, and they come with different perspectives, different cultures and different backgrounds especially being a white woman. I want to be the manager that can work with all cultures" (CE3). CE3 also focused on

"the softer side of being a manager" and "building better relationships with her team, managers, and peers" (CE3) while CE10 learned to have difficult conversations with her team, peers and senior managers. Similarly, CE1 managed

"difficult people and situations" (CE1).

Coachees' networking improved through internal coaching with some coachees having difficulties navigating career pathways so were more interested in networking and knowing the business like CE1 who focused on

"understanding the Generation business" and "learning to network more" (CE1).

Importantly, through internal coaching, coachees translated leadership theory to practical integration like CE4 who transformed

"the teachings that you are getting...making sure that it is not in theory only, but also practically you are able to demonstrate that, then at least it becomes a meaningful experience" (CE4) while CE9 improved listening skills after internal coaching, and now

"waiting for a person to finish talking and I give it my thought before I start engaging" (CE9).

Coachees' delegation skills developed through internal coaching when CE8 learned to delegate more to avoid

"fatigue and being overwhelmed," recalling "delegation was a big thing for me, having been someone who's managed myself and I haven't had to manage a team" (CE8).

In summary, through internal coaching, management capability development extended leaders' influence from direct team management to broader organisational networking. This expansion suggests developmental progression from individual effectiveness to team effectiveness to organisational effectiveness.

Coachee Outcomes: Strategic Thinking Development

Coachees' strategic perspective emerged through internal coaching with CO2 noting that CE1 displayed strategic thinking:

"I need to be this highly strategic thinker, long-term forward-thinking individual. I want to overcome this struggle to move between detailed operations to strategic thinking" (CE1) while CE7 became more strategic and long term focussed:

"strategically, I am having that plan maybe, in the next two years or three years, whereas in the past I was a little bit short sighted and really, on the dance floor, not even delegating but now I think I am more strategic" (CE7).

In summary, through internal coaching, strategic thinking emerged as an advanced leadership capability requiring cognition for long term time horizons, systemic interdependencies, and envisioning possible futures. However, limited evidence in the data suggests either few coachees developed this capability or it was not prioritised in coaching conversations. With internal coaching, leadership development occurred across quite a few interconnected domains from leader identity, team leadership, management skills, and strategic thinking. While all dimensions developed to some degree, individuals progressed differently based on starting points and developmental needs.

5.7.3 Sub-theme 6.3: Learning Integration and Application

Internal coaching facilitated practical application of formal leadership education, bridging classroom learning and workplace performance, addressing the gap between knowing and doing. Sub-theme 6.3 confirmed how internal coaching converted theoretical knowledge into action and behavioural capability.

Learning Application and Integration

Internal coaching addressed coachees' real workplace challenges. As CO4 explained internal coaching's unique value:

"what makes coaching successful is that coachees bring real life problems that they're facing to you to deal with and between you and the coachee come up with solutions on how to address this kind of issue that you're not going to find in textbooks or in classroom training" (CO4).

Coachees engaged hungrily with leadership programme and learning support with CO5 noting coachees

"understood that they were in the programme, and they were hungry for anything that will help them to enhance their learning at the GTLP" (CO5). Likewise, CO2 guided coachees in finding their own solutions:

"it's a journey, but the answer lies within the coachee, that there's no miracles coming from the coach, but in what way do I guide the coachee" (CO2). CO2 also argued internal coaching could assist coachees with implementation of GTLP learnings in practice.

GTLP learning integration occurred through coaching with CE12 incorporating GTLP learnings to better understand her role as an individual and leader whilst CE2

"zoomed into specific issues and grey areas experienced during GTLP" (CE2). CE8 concluded that internal coaching helped her with applying tools learnt at GTLP into practice.

Internal coaches' developmental feedback facilitated coachees' learning and growth like CO4 who addressed CE4's challenges and shortcomings through learning, development, homework and feedback:

"it was helpful and also impactful in terms of the approach in addressing the shortcomings that you have as an individual, but it was done in a manner that we are willing to learn, and we are willing to develop in those areas" (CE4).

Reflection practices introduced through internal coaching supported coachees' life integration. For instance, CE4 learned to reflect about his life and future and be intentional about developing goals and actions, developing

"his own life journey by reflecting and seeing his life into the future" (CE4).

Internal coaches provide relevant resource to support coachees' learning. In this case, CO4 guided coachees to find information and people to help with work situations:

"after the coaching sessions, they knew where to go find information, how to go about looking for people that will help them with their own work situations" (CO4). Similarly, CO1 recommended books for CE7 to read in addressing leadership gaps whilst

CO4 referred CE11 to literature and used exercises for decision making and problem-solving. CE6 also benefited by

"getting more information in terms of understanding situations that are contributing to the challenge or the problem that I had at the time" (CE6).

Internal coaches provided capability feedback which motivated coachees' development with CO5 providing feedback about CE2's leadership potential:

"I do realise that there is an aspect of you being a great leader based on the things I'm picking up as I talk to you, based on the achievements that you have made, based on the growth aspect, your background and where you are today" (CO5).

Finally, CE9 gained active listening skills through coaching with CO5:

"everywhere on my GTLP first thing that I mentioned was just the listening skills, active listening. Something that I did not set that I gained out of the coaching" (CE9).

In summary, internal coaches used various mechanisms in integrating coachees' formal learning with practice by applying leadership concepts to real challenges, providing implementation support, offering developmental feedback, facilitating reflection, connecting to resources, and creating accountability for learning application.

Coachee Outcomes: Behavioural Change and Development

Behavioural change emerged through internal coaching by coachees knowing differently, thinking differently, and acting differently in ways that improved leadership effectiveness. For example, CE1 changed his management style by bringing his team into conversations and asking questions to generate thoughts and ideas around strategy. CE1

"empowered and trusted his team to get things done" by "creating the space for other people to learn and to make myself dispensable" (CE1).

However, sustaining behavioural change under pressure remained difficult with CE1 acknowledging ongoing development needs:

"I'm constantly learning and trying to measure myself on the behaviour," requiring continued coaching to "fix his behaviour, understand why I do certain things" (CE1). Similarly, CE4 still had to

"master new learnings and behaviours under pressure" (CE4).

Coachees' leadership development extended to others when CE4 became driven to develop other leaders within the business. Similarly, CE9 started

"bringing the coaching sessions to my team to assist them with development with their careers" (CE9) while CE6's

"confidence has increased and his change in behaviour is recognised by people at the power station," noting "I think coaching helped me to look at things differently" (CE6).

In summary, a tension emerged between coachees' learning integration aspirations and sustainability challenges. Whilst internal coaching successfully bridged formal education and workplace application, maintaining new behaviours under pressure proved difficult for coachees. CE4's acknowledgment that

"under extreme pressure you tend to return to your old ways" (CE4) highlighted that behavioural change required sustained internal coaching support and reinforcing organisational environments.

5.7.4 Sub-theme 6.4: Career Advancement

Internal coaching contributed to coachees' career development through capability building, career planning, and advancement preparation. Sub-theme 6.4 examined internal coaching's role in facilitating coachee mobility and career success, with important caveats about attributing career outcomes to internal coaching alone given the diverse factors influencing career advancement.

CO4 reported 33% of his coachees advanced quite rapidly in their careers due to internal coaching whilst others did not regress. Coachees benefitted through leader development, career advancement, promotions, higher levels and complexity of work. For instance, CO4 helped CE8 think beyond his current position to his next career path, asking

"now that you've changed your path, how do you want to get there and what are you going to do to get there" (CE8).

Career ambition was clarified through internal coaching with CO5 observing that coachees wanted to grow in their careers, so she challenged CE2

"on his career path options and recognised his leader potential and readiness for a senior management position" (CE2) explaining

"I think he's ready for senior level because he was able to clarify his goals and do whatever it took for him to get to where he is now. When I started with him, he was a specialist, not a leader of people and now he's in that space and there's real potential for him to go even higher" (CE2).

Coachees' career progression occurred post-coaching like CE2 realising there was no harm pursuing a different path to becoming a senior manager, and subsequently being

"told towards the end of June that I will be made to act in the position of my senior manager after a year in my new position" (CE2). Similarly, CE2 got exposure to senior leadership and now aspired to be a Group Executive:

"I see myself one day in this organisation being part of the group executives" (CE2).

Further education supported coachees' advancement. For example, CE11 commenced further studies knowing

"I can achieve the next level in the organisation" (CE11) and subsequently being moved from maintenance manager to another department to help stabilise it:

"I was asked to come and solve the problems in Operating department because they believed I can do it" (CE11).

Through internal coaching, career guidance facilitated coachees' progression when CE12 received guidance on her career path and aspired to progress beyond her current position, successfully moving out of her comfort zone to a new role in a higher position. CE12 recounted:

"so, when I went for the interview for the current position that I am right now, I had a very long discussion with my coach about it and I think she insisted to say you have absolutely nothing to lose and until you step into it, you will not know" (CE12). CO1 also confirmed

"I remember that the coachee also got promoted" (CO1).

Recognition and visibility of coachees' leadership increased through internal coaching. CE5 has been recognised and is now visible by acting in a senior management position:

"I'm now second in charge and when my senior manager is not there, I'm the person acting in her stead" (CE5).

With internal coaching, coachee capability demonstration led to career advancement like CE6 who wanted coaching to gain confidence and prove capability of transitioning to the next level:

"you need to come back and prove to the business that you are transitioning to another level" (CE6). CE6 was subsequently identified to take over a Project Engineering Manager role:

"so, a Project Engineering Manager, working under Group Capital Division, is going on pension end of September. So, my General Manager and the Technical Plant Manager identified me to go and take over that role" (CE6).

Through internal coaching, coachee reflections emerged over time with CE4 succeeding in GTLP studies but in hindsight wished he had done coaching earlier in his career:

"if I review my journey regarding coaching, I wish that I'd acknowledged that I needed this in my life or in my career earlier. I think it would have helped me to achieve more in my career" (CE4).

In summary, career advancement appears to be linked to capability development, confidence building, and strategic career planning rather than internal coaching directly causing promotions. Internal coaching helped coachees develop capabilities making them promotion-ready, build confidence enabling pursuit of opportunities, and clarify career aspirations guiding strategic career choices. The one-third advancement rate suggests coaching accelerates development for already high-potential individuals rather than generally guaranteeing career advancement.

While career advancement represented beneficial outcomes, focusing exclusively on progression undervalues internal coaching's other contributions because not all coachees sought or achieved advancement, yet many coachees benefited from improved effectiveness in their current roles. Additionally, attributing career advancement to internal coaching only remains methodologically problematic because diverse factors influenced advancement including individual capability, organisational opportunities, organisational dynamics, demographic factors and timing.

5.7.5 Sub-theme 6.5: Internal Coaching Value Proposition

Most coaches and coachees perceived that internal coaching’s unique value centred on coaching's integration of theory and practice, its holistic orientation to whole person development, its facilitation of self-discovery rather than provision of answers, and its creation of sustained developmental relationships.

Positive coaching experiences

Internal coaching was found to be an important intervention by 11 out of 12 coachee participants expressing positive experiential outcomes, holistic development, and distinctive coaching value. Coachees expressed positive sentiments like CE9 "different breed" and CE12 "enjoyed coaching" while CE3 was the only exception with minimal benefits reported.

Nevertheless, CE2 appreciated and understood the importance of internal coaching as a valuable tool to help him grow and shape better leaders while CE1 characterised internal coaching as

"very positive" and instrumental for "shaping and building better leaders within the organisation" (CE1). CE10’s coaching history was initially unsatisfactory but with CO3 became

"very positive. I appreciated that my coach never forced a solution on me, she made me come up with my own solutions" (CE10). Similarly, CE12's overall perception changed once she took ownership:

"I felt I need to take control of this; I need to set up a structure and that's what I did, and the experience was different. So, my overall experience at the end, I enjoyed coaching. I wouldn't mind having a coach in the future" (CE12). This shift from negative to positive experience showed that coachee engagement influenced internal coaching's value.

This value showed with CE11 rating his coaching a 9 out of 10 and very beneficial,

"I changed my perspective and approach, so he helped me in the space of relationship with the unions and my personal life" (CE11). The high rating combined with specific examples of satisfaction provided credible evidence of internal coaching's value. The contrast between CE3's unsuccessful and all other participants' successful coaching experiences highlighted that internal coaching quality varied depending on many factors, described under Themes 1-5.

Holistic developmental impact

Coachees' impact with internal coaching extended across domains like their personal life and well-being, demonstrating holistic development. In support, CE4 acknowledged internal coaching

"developed one personally, at home, in society and shapes and builds better leaders to deliver on the organisation's mandate" (CE4). Further, CE6 believed internal coaching could change people's mindset positively while CE8 described coaching as

"more holistic approach to an individual and their personal development, leading self and leading others better" (CE8).

Distinctive internal coaching value

According to the participants, classroom training provided theoretical knowledge and conceptual frameworks, whilst coaching applied this learning to real workplace challenges through guided problem-solving and reflective exploration. For example, participants articulated internal coaching's unique contribution compared to other developmental modalities like CO4 explained:

"What makes it successful is that coaching is not theoretical, so if you put somebody in the classroom, you can teach them lots of leadership skills, it's all theory, it's bookish, it's in the textbooks but coaching happens when a coachee comes in and

shares a real life problem with you that you're not going to find in the textbook" (CO4). Similarly, CE9 realised that:

"One can be a leader that has never been coached, and you will lack a lot of certain skills you can read through the books, but talking to somebody through coaching can play a huge role in one's development" (CO4). Likewise, CO5 emphasised that coaching facilitates application of knowledge and learnings from training programmes into the workplace:

"it's not a substitute for training; it's not a substitute for other development or learning initiatives, but it's additional support to ensure that the learning is achieved, or the learning is materialised in a way" (CO5). Because of its unique value, CE2 recognised that

"the organisation must not take coaching lightly" whilst acknowledging "there are no quick fixes in coaching, it's a journey" (CE2). Furthermore, CE5 concluded that

"the magic of coaching lay with the coach, the relationship and the process to reflect and achieve your goals through your own solutions" (CE5).

The participants contributions suggested that internal coaching served as an effective bridge between formal leadership education and practical workplace application.

5.7.6 Conclusion: Theme 6 - Coaching Outcomes

Self-leadership development represented the foundational coaching outcome layer addressing RSQ2. Internal coaching developed self-awareness through reflection, questioning, and perspective-shifting, enabling improved self-management and personal growth. These outcomes created personal effectiveness foundations supporting broader leadership capabilities. Sub-theme 6.1 confirms that leader development begins with self-leadership and without self-understanding, emotional regulation, and personal effectiveness, leaders cannot effectively lead others.

Leadership capability development addressed RSQ2 by demonstrating how coaching transformed technical managers into effective leaders. The progression from leader identity through team leadership to management and strategic thinking showed systematic capability building. Internal coaching bridged technical expertise and leadership effectiveness by developing relational, managerial, and strategic competencies. Sub-theme 6.2 confirmed that leadership development involved leader identity transformation from technical manager to people leader, requiring sustained support through coaching relationships. However, coachees progressed differently suggesting coaching effectiveness depends on diagnosing individual developmental starting points and needs and tailoring coaching approaches accordingly.

Learning integration and application addresses RSQ2 by demonstrating how internal coaching converts formal leadership education into practical capability. Unlike classroom training providing theoretical knowledge, coaching applies learning to real workplace challenges through guided problem-solving and reflection. Sub-theme 6.3 reveals that effective leadership development required bridging formal education and workplace application, a gap coaching uniquely filled by addressing actual challenges coachees face. Internal coaching provides implementation support, developmental feedback, reflection space, and accountability enabling translation from knowing to doing. However, a challenge remains with coachees sustaining behavioural change under high-pressure contexts, requiring sustained coaching support and reinforcement organisational culture.

Career advancement addressed RSQ2 by demonstrating internal coaching's contribution to employee mobility through several interconnected pathways. Through capability development, confidence building, and strategic planning, coaching prepared coachees for advancement opportunities. The evidence suggests approximately one-third of coached leaders experienced accelerated advancement, whilst others benefited through improved role effectiveness even without promotion. However, career outcomes depended on diverse factors beyond coaching including organisational opportunities and individual career aspirations. Theme 6.4 suggests internal coaching created advancement readiness rather than directly causing promotion, positioning coachees to capitalise on opportunities when they arise.

Theme 6.5 value proposition addresses the Research Question 2 (RSQ 2) by demonstrating internal coaching's manifold contributions to leader development including integrated learning with practice (applying formal education to real-life challenges), its holistic orientation to whole persons, its facilitation of self-discovery rather than provision of answers, and its creation of sustained developmental relationships.

Finally, internal coaching generated significant value creating developmental spaces where leaders could vulnerably explore challenges, discover insights, and develop capabilities with sustained support resulting in outcomes (Theme 6) such as self-awareness, leadership capability, learning application, and career advancement.

In summary, the resultant themes from Chapter 5 connects internal coaching inputs (Themes 1-4) through internal coaching processes (Theme 5) that respond to RSQ1 resulting in internal coaching outcomes (Theme 6) that responds to RSQ2.

6. Chapter 6: Discussion

6.1 Introduction

Chapter 6 provides a rigorous discussion of the findings derived from Chapter 5's findings compared to the literature review and theoretical frameworks (Chapter 2), to understand the similarities, differences, and nuances within this study. Each theme section concludes whether the findings are consistent with, an extension of, or in contradiction to existing literature discussed in Chapter 2 (Literature Review).

Research Sub-Question 1 (RSQ1): What Are the Factors That Contribute to Internal Coaching Effectiveness?

Internal coaching effectiveness emerged from five interconnected factors (Themes 1-5) operating synergistically, creating conditions where leader development thrives (Theme 6). Each theme was examined systematically against Ely et al.'s (2010) formative evaluation framework criteria and, where relevant, Avolio and Hannah's (2008) leader developmental readiness framework.

6.2 Theme 1: Internal Coach Core Competencies

From Chapter 5's analysis of the findings, three sub-themes emerged namely internal coach characteristics and capabilities, internal coach competencies, and relationship building and trust development, creating Theme 1: Internal Coach Core Competencies that contributed to internal coaching effectiveness (RSQ1). Ely et al. (2010) noted that coaches require multiple core competencies comprising of "knowledge, skills, and abilities" to meet the changing needs of coachees and their organisations (p. 587), mentioning competencies like motivation ability, behavioural science qualifications, coachee industry knowledge and awareness, credibility, and professionalism influencing coaching success and effectiveness.

6.2.1 Sub-theme 1.1: Internal Coach Characteristics and Capabilities

All internal coaches possessed professional coaching qualifications, with the majority holding master's-level qualifications, providing the necessary educational and human resources background needed for effective coaching practice. Internal coaches possessed academic coaching education, practical experience and organisational knowledge, however, professional credentialling with external coaching bodies (such as International Coach Federation or similar organisations) remained a gap (Ebrahimi, 2024). This represents a quality assurance gap between the case study organisational practice and Ely et al.'s (2010) identification of coaching credentials as a component of

coach characteristics and competence. This gap aligns with Bachkirova and Kemp's (2025) emphasis on the use of credentialling and accreditation standards by professional bodies as acceptable proxies for coach competence.

This finding is consistent with Ely et al.'s (2010) identification of coaching credentials and qualifications as important components of coach characteristics while other sources confirmed the influence of coaching knowledge and skills on coaching performance and outcomes (Athanasopoulou & Dopson, 2018; Bozer & Jones, 2018; De Haan & Nilsson, 2023; Gan et al., 2021; Mbokota & Myres, 2024; Pandolfi, 2020; Plotkina & Sri Ramalu, 2024)

Despite Jones et al. (2016) emphasising that the achievement of coachees goals is not reliant on coaches' organisational knowledge, experience and expertise, the internal coaches' organisational knowledge and management experience within this study created distinctive advantages. The current findings contribute to this literature by demonstrating how organisational knowledge operates. Internal coaches translated theoretical leadership concepts into practical, contextually relevant guidance by understanding organisational norms, power dynamics, decision-making processes, and cultural expectations. For instance, coaches could help coachees navigate specific organisational challenges such as managing relationships with senior leaders, understanding informal power structures and adapting leadership approaches to organisational culture (Ebrahimi, 2024; Mukherjee, 2012; Schalk & Landeta, 2017).

According to McBride et al. (2021), organisational knowledge and context enabled an understanding of the management structures, processes, reporting and communication protocols to get things done. The current findings substantiated that this contextual knowledge proved valuable for technical professionals transitioning to leadership roles, who understand technical aspects of their work but lack understanding of organisational dynamics and political realities (Ebrahimi, 2024; Hobfoll et al., 2018; Mukherjee, 2012; Schalk & Landeta, 2017). Therefore, internal coaches bridged this gap by providing leadership development support and organisational navigation guidance (Hobfoll et al., 2018; Wallace et al., 2021).

The findings established that internal coaches' strong passion and motivation for coachee development transcended job performance, which is consistent with Ely et al.'s (2010) formative framework referencing a coach's ability to motivate and encourage coachees as important to coaching effectiveness. According to Robson and Boak (2025), internal coaches are intrinsically motivated to help others learn and develop while simultaneously developing their personal skills. Similarly, Grant (2017) argues that the new generation of workplace coaches focuses on the development of managers at a personal and professional level including organisational performance. The current

findings align with Grant (2017) and Robson and Boak's (2025) emphasis on internal coaches' intrinsic motivation and genuine care as a contribution to coaching effectiveness, illustrating how authentic coach investment creates unique learning and development experiences that go beyond transactional, and performance based coaching services.

These findings are consistent with Avolio and Hannah's (2008) developmental readiness literature by suggesting that internal coaches' own developmental readiness, specifically their learning goal orientation and intrinsic motivation to develop others, is an important but unexplored dimension of coaching effectiveness. While Avolio and Hannah (2008) focused on leader developmental readiness, the current findings suggest parallel consideration of coach developmental readiness as a prerequisite for effective coaching. Internal coaches who view coaching as learning and development opportunities (for coachees and themselves) likely engage more authentically than those viewing coaching as performance obligations or career advancement tools (Avolio & Hannah, 2008).

6.2.2 Sub-theme 1.2: Internal Coach Core Competencies

The findings showed that internal coaches exhibited three interconnected core competencies namely presence, active listening, and questioning, translating into effective coaching practice and developmental conversations. These competencies are consistent with Mbokota and Myres (2024) and Plotkina and Sri Ramalu's (2024) literature review that the coaching process involves "active listening, powerful questioning, and feedback to evoke self-discovery and empower the coachee to set and achieve meaningful goals" (p. 3). Similarly, Athanasopoulou and Dopson's (2018) coach skills includes "positive state of mind, active listening and questioning" (p. 76).

According to Ely et al. (2010), coaches require an array of core competencies comprising of "knowledge, skills, and abilities" to meet the changing needs of coachees and their organisations, mentioning competencies like "communication", "empathy", and "personable" as factors that influence coaching's success (p. 587). Sub-theme 1.2 aligns with Ely et al.'s (2010) formative evaluation framework emphasising coach characteristics and competencies as a criterion for coaching effectiveness. The current findings provide empirical evidence about how these competencies operate in practice and interact systematically to create coaching effectiveness.

The findings are also consistent with Avolio and Hannah (2008) framework, demonstrating how coach presence influences coachees' developmental readiness, specifically their willingness to engage authentically in development conversations. The data shows that non-judgmental presence created psychological safety enabling authentic exploration of challenges, limitations, and development needs, which aligns

with Avolio and Hannah's (2008) emphasis on learning goal orientation. When coachees experience non-judgmental environments, they become more willing to explore challenges openly, adopt learning-focused rather than performance-focused orientations, and engage vulnerably in developmental conversations. With psychological safety, coachees present their authentic selves, enhancing coaching's developmental potential (Avolio & Hannah, 2008; Boysen, 2018; Mbokota & Myres, 2024; Plotkina & Sri Ramalu, 2024).

Bozer and Jones (2018) highlighted the importance of coaches maintaining trust to enable vulnerable engagements, noting that coachee trust in their coach produces higher expectations of confidentiality and therefore empowers coachees to engage more vulnerably within coaching relationships. Internal coach presence enabled personal connection beyond professional boundaries, which highlights the importance of trust in coaching relationships transcending technical competence to human connection (Bozer & Jones, 2018). This suggests that internal coaches' organisational proximity enables more holistic support, as they can respond to coachees as whole persons (Avolio & Gardener, 2005), addressing professional development needs and personal challenges that affect leadership effectiveness (Bozer & Jones, 2018).

However, the findings also exposed tensions in presence where most internal coaches maintained appropriate professional boundaries, except for one case where an internal coach encroached onto a coachee's personal space, making her feel uncomfortable thus questioning internal coaching's value. This finding highlights the balance between creating psychological safety through personal connection and maintaining professional boundaries (Jones et al., 2018) which requires sensitivity and clear contracting described under Theme 5. This variation suggests that coaches should negotiate boundaries with each coachee rather than applying standardised approaches, recognising that coachees' individual differences in developmental readiness, particularly self-concept clarity and openness to vulnerability, shape what coachees experience as supportive versus intrusive behaviour (Jordan & Henderson, 2024).

Active listening created space for coachee self-discovery rather than coach-directed solutions, which is strongly aligned with literature (Mbokota & Myres, 2024; Plotkina & Sri Ramalu, 2024). McBride et al. (2021) emphasises careful listening, curiosity, and questioning as essential coaching skills, while Athanasopoulou and Dopson (2018) emphasises active listening as a core coaching competency affecting coaching outcomes. Pandolfi (2020) identified active listening as a common competency across coaching studies that influences coaching outcomes. The current findings contribute to this literature (Mbokota & Myres, 2024; Plotkina & Sri Ramalu, 2024) by revealing that effective listening operated through a number of functions: demonstrating

respect and empathy, active processing and reflecting, pattern tracking and memory, and reflective clarification. This finding is also consistent with Mukherjee (2012), affirming that for coaching relationships to be fully effective, coaches must possess listening, questioning, feedback, rapport, and support skills while Mbokota and Myres (2024) identified active listening as a key coach competency for transformative learning.

The current findings contribute to Avolio and Hannah (2008) by demonstrating how active listening enhances coachees' developmental readiness, specifically their metacognitive ability. The current findings suggest that effective listening builds this metacognitive capacity by helping coachees observe their own thought patterns, assumptions, and reasoning processes which aligns with metacognitive ability in developmental readiness (Avolio & Hannah, 2008; Plotkina & Sri Ramalu, 2024).

The findings contribute to Avolio and Hannah (2008) by demonstrating how strategic questioning builds developmental readiness, specifically metacognitive ability and developmental efficacy. Questioning also enhanced ownership of solutions, which is consistent with Avolio and Hannah's (2008) emphasis on developmental efficacy. Coachees discovered their own solutions through guided questioning instead of getting answers, which likely enhanced commitment to implementation and developmental efficacy, thus building self-efficacy (Avolio & Hannah, 2008).

6.2.3 Sub-theme 1.3: Relationship Building and Trust Development

Three elements emerged from Chapter 5, namely coach commitment, coach rapport, and coach ethics, creating Sub-theme 1.3: Relationship Building and Trust Development that contributed to internal coaching effectiveness. According to Ely et al. (2010), the coachee-coach relationship consists of “rapport, collaboration, commitment, integrity, trustworthy, and confidentiality as elements that influence coaching's effectiveness” (p. 591). Sub-theme 1.3 is consistent with Ely et al.'s (2010) formative evaluation framework emphasising coachee-coach relationship as a criterion. This aligns with Plotkina and Sri Ramalu (2024) who highlighted that successful coaching outcomes are based on trust, rapport, empathy, and confidentiality between coach and coachee for achievement of coachee's goals. Similarly, Bozer and Jones (2018) and Gan et al. (2021) established that coach-coachee relationships based on attraction, rapport, motivation, feedback, commitment, collaboration and trust contributed positively to coaching outcomes.

The findings confirmed that internal coaches exhibited commitment through availability and flexibility, which is strongly supported by Bozer and Jones (2018), Gan et al. (2021) and Pandolfi's (2020) emphasis of commitment to the process and goal-orientation as important for effective coaching relationships. The data evidence that most

coaching sessions were held physically during GTLP block periods, with virtual alternatives provided when necessary to accommodate coachees' training and work constraints. This signifies internal coaches' flexibility to meet coachees' developmental needs despite logistical challenges. This is consistent with virtual coaching's application based on coachee's preference and organisational context (Plotkina & Sri Ramalu, 2024).

However, the findings also unearthed a major tension with the commitment required for effective coaching conflicting with coaches' other organisational responsibilities, illustrating that internal coaching's volunteer model creates unsustainable demands. This reveals a significant limitation when internal coaches maintain full-time organisational roles and their capacity constraints limit coaching scalability and sustainability. This is consistent with Pandolfi's (2020) assertion that full time commitment by coaches is hindered by insufficient time and work priorities. This finding has practical implications where organisations should decide whether to continue volunteer models by accepting internal capacity constraints or pursue alternatives solutions for prioritising internal coaches' time and commitment (Pandolfi, 2020).

Coach rapport consisting of trust and psychological safety formed the foundation for effective internal coaching, enabling coachees to explore leadership challenges openly without fearing judgment or consequences. This finding is consistent with literature (Bozer & Jones, 2018; Ely et al., 2010; Gan et al., 2021; Plotkina & Sri Ramalu, 2024) emphasising rapport as essential for developmental conversations. The data evidenced that internal coaches established rapport by creating safe spaces based on openness and trust, with trust emerging through confidentiality, authenticity, personal qualities, organisational proximity, and visible investment. This aligns with Bozer and Jones (2018) emphasis on the importance of coachees trusting their coach to have open, transparent, and vulnerable development conversations to achieve coachees' goals.

Coach ethics emphasised internal coaches' confidentiality through signed agreements and professional practice, which is consistent with coaching literature (Bozer & Jones, 2018; Gan et al., 2021; Jordan & Henderson, 2024; Plotkina & Sri Ramalu, 2024) emphasising confidentiality as a basis for trust. Jordan and Henderson (2024) underscore the importance of contracting between coach and coachee to set and manage confidentiality and ethical boundaries, while Gan et al. (2021) emphasised that a coach provides full confidentiality within the coaching relationship and process. Similarly, Bozer and Jones (2018) highlighted the presence of trust and vulnerability between coachees and coaches in maintaining confidentiality when sensitive information is shared.

However, confidentiality in internal coaching faces unique challenges which are not present in external coaching (Jones et al., 2018). Coaches and coachees work in the same organisation, creating potential conflicts when internal coaches possess information that might be sensitive thus affecting coachees' learning outcomes (Jones et al., 2018).

6.2.4 Conclusion: Theme 1 - Internal Coach Core Competencies

Theme 1 confirms that internal coaching's effectiveness (RSQ1) depends on the quality and synergistic integration of internal coach core competencies (coach characteristics and capabilities, coach competencies, relationship building and trust development) to create coaching effectiveness. Theme 1 is largely consistent with coaching literature (Athanasopoulou & Dopson, 2018; Bozer & Jones, 2018; De Haan & Nilsson, 2023; Gan et al., 2021; Jordan & Henderson, 2024; Mbokota & Myres, 2024; Pandolfi, 2020; Plotkina & Sri Ramalu, 2024) and Ely et al.'s (2010) emphasis on coach characteristics and competencies as formative evaluation criteria, while contributing to the framework in two ways.

Firstly, the findings indicate that internal coaching's effectiveness (RSQ1) depends on the interconnectedness of coaches' competencies, demonstrating how questioning, active listening, and presence operate synergistically with each enabling and enhancing the others. These competencies are interwoven in developmental conversations, creating conditions where learning and growth can occur in a systemic and integrated way (Athanasopoulou & Dopson, 2018; Avolio & Hannah, 2008; Bozer & Jones, 2018; De Haan & Nilsson, 2023; Gan et al., 2021; Mbokota & Myres, 2024; Pandolfi, 2020; Plotkina & Sri Ramalu, 2024). The findings contribute to Avolio and Hannah (2008) by demonstrating how active listening enhances coachees' developmental readiness, specifically their metacognitive ability and by demonstrating how strategic questioning builds developmental readiness, specifically metacognitive ability and developmental efficacy.

Secondly, the findings reveal that coach competencies directly build developmental readiness components (Avolio & Hannah, 2008) whereby non-judgmental presence encourages learning goal orientation, active listening enhances self-awareness and metacognitive ability, and strategic questioning develops metacognitive ability and developmental efficacy (Avolio & Hannah, 2008). This represents an important theoretical contribution, showing how coaching processes build the readiness factors that enable development (Avolio & Hannah, 2008).

The findings indicate that the commitment required for building strong coaching relationships conflicts with internal coaches' other organisational responsibilities,

suggesting organisations with management endorsement should structurally support coaching time rather than relying on personal sacrifice (Pandolfi, 2020). This represents a practical implication where volunteer coaching models are unsustainable for scaling internal coaching.

What makes internal coaching distinctive from external coaching is the combination of organisational experience and contextual knowledge with professional coaching competence. Internal coaches understand the "what" of coaching (technical competence from training and education) and the "how" of navigating organisational realities (contextual expertise from organisational experience) (Ebrahimi, 2024; Mukherjee, 2012; Schalk & Landeta, 2017).

Theme 1 suggests that effective internal coaching requires coaches who possess both dimensions while maintaining authentic commitment to individual and organisational leadership development. However, a balance is required between creating psychological safety through personal connection and maintaining professional boundaries (Jones et al., 2018) which requires cultural sensitivity and clear contracting (described under Theme 5) to negotiate boundaries with each coachee (Jordan & Henderson, 2024).

The lack of external professional credentialling suggests a quality assurance gap requiring organisational attention. While coaches possessed organisational credibility and coaching education, professional credentialling with bodies like the International Coach Federation (ICF, 2025) would provide external quality standards, ethical frameworks, continuing education requirements, and professional accountability mechanisms. This gap suggests organisations implementing internal coaching should support coaches' professional credentialling through systematic coach development, supervision, and community of practice (detailed under Theme 4) (Ebrahimi, 2024), thereby ensuring quality assurance and professional development alongside organisational expertise.

6.3 Theme 2: Coach-Coachee Relationship Quality

From Chapter 5’s findings, Theme 2: Coach-Coachee Relationship Quality emerged which strengthened internal coaching's effectiveness (RSQ1). The findings confirmed that the quality of coach-coachee relationships centred on shared organisational employment, personality compatibility and demographic factors, relational qualities, and personal care. According to Ely et al. (2010), the coachee-coach relationship consists of empathy, caring, approachability, and personable elements that influence coaching's effectiveness.

The analysis highlighted that internal coaches shared organisational employment which facilitated relationship development through common discussion points and shared understanding of organisational realities. This finding is consistent with literature (Ebrahimi, 2024; Mukherjee, 2012; Schalk & Landeta, 2017) emphasising the advantage of internal coaches' organisational knowledge and culture over external coaches (Grant, 2017; Jordan & Henderson, 2024; Schalk and Landeta, 2017).

The data reveals that common organisational employment reduced the need for coachees to explain organisational context, power dynamics, or operational challenges because coaches already understood these factors thus creating efficiency and depth in coaching conversations (Grant, 2017; McBride et al., 2021).

However, the current findings suggest that shared organisational employment provides relationship advantages but does not resolve whether these advantages outweigh potential limitations such as role complexity, learning outcome type, and confidentiality concerns (Jones et al., 2016, 2018). The current findings indicate relationship benefits and potential challenges but cannot adjudicate the internal versus external coaching debate, which requires comparative research designs examining both modalities with similar populations (Jones et al., 2016, 2018).

The analysis indicated that personality compatibility influenced relationship quality, which is consistent with literature (Bozer & Jones, 2018) emphasising the importance of coach-coachee fit for relationship quality and coaching outcomes. Athanasopoulou and Dopson (2018) cited limited evidence suggesting gender similarity influences coaching outcomes, while De Haan et al. (2016) found increased coaching efficacy was associated with differences in coaches' and coachees' personality profiles, suggesting complementarity rather than similarity benefits coaching relationships.

This finding is consistent with Ely et al.'s (2010) formative framework by suggesting that relationship quality depends partly on matching coach and coachee characteristics, including personality, work style, and communication preferences. The data reveals that coachees with different readiness levels need different types of coaches. For instance, coachees with lower developmental efficacy might need more encouraging coaches, while those with high efficacy might prefer more challenging coaches. This represents an important nuance where optimal coach-coachee matching depends on the coachee's developmental readiness level, not just personality preferences, supporting Passmore and Evans-Krimme's (2021) recommendation for research into "coach (or client) personality impact on the relationship and outcomes?" (p. 7).

Common demographic factors like gender and race facilitated connection for some coachees, raising important considerations about diversity and perspective

breadth of coaching's nature. While shared identity created understanding of gender and race experiences within the organisation and enabled authentic discussion, this finding suggests the need for further research to determine the contribution of demographic (Athanasopoulou & Dopson, 2018) and personality factors (De Haan et al., 2016) on coaching effectiveness and outcomes. This aligns with Athanasopoulou and Dopson's (2018) research gap to address "contextual aspects such as gender and coachee's personality" (p. 72) and Passmore and Evans-Krimme's (2021) recommendation for research into "the roles similarity in terms of race, gender or sector background have on outcomes?" (p. 7). The tension between connection through shared identity and perspective breadth through diversity requires careful consideration in coach-coachee matching practices.

Lai and Palmer (2019) highlighted that coaches should possess psychological knowledge, interpersonal skills, and behaviours such as emotional support to facilitate effective coaching and leader development. The analysis indicated that relational qualities enhanced connection beyond formal leadership programmes, which is consistent with literature (Lai & Palmer, 2019) emphasising the importance of positive emotional tone and connections in coaching relationships.

This finding contributes to the literature (Lai & Palmer, 2019) by demonstrating that relationship quality involves affective elements (feeling positive, comfortable, relaxed) and structural elements (honesty, accountability) which together contribute to internal coaching effectiveness. The data reveals that effective relationships balance emotional care through support with developmental accountability through challenge. Internal coaches who provide only support without challenge enable comfort without growth while coaches who provide only challenge without support create stress without safety (Lai & Palmer, 2019).

The analysis indicated that personal care shown by coaches strengthened relationships by integrating personal and professional inquiry. This finding is consistent with literature (Lai & Palmer, 2019) emphasising coaches' personal consideration and genuine care to build collaborative relationships where coachees experienced transformative moments (Lai & Palmer, 2019). The data suggests that this integration of personal and professional inquiry recognises that leaders' effectiveness connects to their overall wellbeing (Athanasopoulou & Dopson, 2018; Avolio & Gardner, 2005; Bowles et al., 2007; De Haan & Nilsson, 2023; Grant, 2017), and work challenges do not exist in isolation from personal circumstances. This holistic approach aligns with authentic leadership development literature (Avolio & Gardner, 2005) emphasising whole-person development.

6.3.1 Conclusion: Theme 2 - Coach-Coachee Relationship Quality

Theme 2 confirms that internal coaching's effectiveness (RSQ1) is strengthened by coach-coachee relationship quality comprising shared organisational employment, personality compatibility and demographic factors, relational qualities, and personal care. Theme 2's findings are consistent with Ely et al.'s (2010) formative evaluation framework emphasising coachee-coach relationship as a criterion, with internal coaching offering unique benefits compared to other coaching modalities and contributes to the framework in several ways.

Firstly, the findings indicate that shared organisational employment facilitates relationship development through common understanding and contextual knowledge, though this advantage limits diverse perspectives (Ebrahimi, 2024; Mukherjee, 2012; Schalk & Landeta, 2017). Secondly, the findings reveal that optimal relationship quality depends on personality compatibility and demographic factors, though the mechanisms remain unclear. Further research is needed to determine whether similarity facilitates connection or complementarity enhances development, and whether demographic matching benefits or limits developmental breadth (Athanasopoulou & Dopson, 2018; De Haan et al., 2016; Passmore & Evans-Krimme, 2021). Thirdly, the findings indicate that effective coaching relationships transcend typical organisational engagements by combining professional development with genuine human care, though personal connection and professional boundaries must be balanced based on individual coachee preferences and cultural contexts (Lai & Palmer, 2019).

This study supports further research into the role and impact of coach and coachee similarity in race, gender, sector background and personality, has on coaching relationships and outcomes (Athanasopoulou & Dopson, 2018; De Haan et al., 2016; Passmore & Evans-Krimme, 2021).

6.4 Theme 3: Coachee Readiness

From Chapter 5's analysis, Theme 3: Coachee Readiness emerged as contributing to internal coaching effectiveness (RSQ1). The findings confirmed that coachee readiness comprised coachee commitment, coachee accountability, and coachee attributes and developmental readiness. According to Ely et al. (2010), the client characteristic consists of the "coachee's readiness and commitment to coaching, their knowledge, expectations, beliefs, and assumptions about coaching" as elements that influence coaching's effectiveness (p. 591).

The analysis indicated that active coachee engagement, commitment, preparedness, and willingness to seek help and the effort made to meet with their coaches suggest that developmental readiness predicts coaching effectiveness and

characterises successful coaching relationships (Plotkina & Sri Ramalu, 2024). This finding contributes to Avolio and Hannah's (2008) framework by demonstrating that developmental readiness is influenced by organisational context. While Avolio and Hannah (2008) conceptualised developmental readiness mainly as an individual-level construct, the current data reveals that organisational demands, time pressures, and operational priorities affect coachees' commitment regardless of their developmental readiness. This suggests that organisational support systems (Theme 4) are essential for enabling coachees to be developmentally ready (Gan et al., 2021).

Some coachees demonstrated high commitment despite negative peer feedback about coaching, illustrating authentic learning goal orientation and developmental efficacy. This finding supports Avolio and Hannah's (2008) assertion that learning goal orientation predicts engagement in developmental experiences. Coachees who prioritised their own development over peer opinion demonstrated a learning-focused mindset that enables growth (Avolio & Hannah, 2008).

Commitment manifested through homework completion and application between coaching sessions, providing tentative empirical evidence for the relationship between coaching engagement and outcomes. This supports Passmore and Evans-Krimme's (2021) recommendation for further research into the “role homework plays in successful coaching assignments" (p. 7). The current findings suggest that homework and application activities extend coaching impact beyond sessions, though systematic evaluation of their contribution requires further research (Passmore & Evans-Krimme, 2021).

The analysis indicated that accountability mechanisms maintained developmental progress between sessions, demonstrating self-regulation capacity. This provides empirical support for Avolio and Hannah's (2008) leader developmental readiness framework, specifically the self-regulation capacity construct. The data showed a few accountability mechanisms: awareness of organisational investment (time and money), progress feedback to leadership programme management, and coachee-driven session structure and agenda setting. A coachee taking ownership by creating session agendas when frustrated with lack of direction signals high developmental readiness across various dimensions: metacognitive ability (recognising sessions lacked direction), learning goal orientation (prioritising learning effectiveness over relationship comfort), and developmental efficacy (confidence in ability to improve the coaching process). This contributes to Avolio and Hannah's (2008) framework by demonstrating that developmental readiness enables coachees to actively shape and improve developmental experiences.

Internal coaches positioned coachees as primary agents for setting agendas, managing scheduling, and follow-through, consistent with coaching motivation emphasising coachee ownership. This is synonymous with managers transitioning into senior leadership positions requiring more accountability and responsibilities (Freedman, 2011). However, not all coachees maintained accountability, revealing that coaching structure alone is insufficient without coachee readiness. This is consistent with Ely et al.'s (2010) coaching process framework demonstrating that accountability operates through coach provision and coachee seeking challenge and support.

The analysis provides context for understanding differential coaching outcomes because coachee attributes and readiness varied. All coachees occupied technical middle management positions (refer to Table 3, Chapter 5) but possessed diverse management roles, experience levels, leadership ability, and maturity, thus affecting learning and development results. This finding is consistent with Ely et al.'s (2010) reference to coachees' cognitive readiness, developmental readiness (self-efficacy), and change readiness (feedback and career orientation) (p. 586). Coachees' aspiration for performance improvement, willingness to make time, conduct homework, attitude, and motivation levels varied, affecting the developmental and learning experiences. This finding is consistent with Plotkina and Sri Ramalu’s (2024) ingredients for coaching success namely “coachee self-efficacy, motivation, engagement and responsibility” (p. 6).

The emphasis that coachees need to be goal-oriented, solution-focused, and professional describes attributes aligning with Avolio and Hannah's (2008) developmental readiness components. The identification of essential coachee attributes like being coachable and teachable by receiving and understanding information and using it to achieve goals, provides strong empirical description of what developmental readiness looks like in practice, capturing multiple readiness components like learning goal orientation (willingness to be coachable and teachable), metacognitive ability (understanding information), and developmental efficacy (confidence in using information to achieve goals). This represents an important contribution to Avolio and Hannah's (2008) framework by providing real-life descriptions of how readiness manifests behaviourally.

6.4.1 Conclusion: Theme 3 - Coachee Readiness

Theme 3 confirms that internal coaching's effectiveness (RSQ1) is strengthened by coachee readiness comprising of coachee commitment, coachee accountability, and coachee attributes and development readiness. Theme 3 findings are consistent with Ely et al.'s (2010) emphasis on coachee readiness as a formative evaluation criterion and

other coaching literature citing coachees' motivation, proactivity, goal-orientation, receptiveness to feedback (Gan et al., 2021), readiness, responsibility, commitment (Plotkina & Sri Ramalu, 2024), trust and acceptance (De Haan, 2019) as factors leading to successful coaching.

Theme 3 provides strong empirical support for Avolio and Hannah's (2008) developmental readiness framework while contributing to it in four ways. Firstly, all five readiness components predict coaching engagement and outcomes. Secondly, developmental readiness enables coachees to engage in coaching and to actively shape and improve coaching experiences, demonstrating agency in their development. Thirdly, developmental readiness varies among coachees, directly affecting coaching outcomes regardless of coach quality, suggesting coaching serves highly ready participants much more effectively than less ready participants. Fourthly, organisational context (time pressures, operational demands, leadership programme design) significantly affects whether individual readiness can be manifested in coachee commitment and engagement, suggesting readiness operates at the individual and organisational levels (Plotkina & Sri Ramalu, 2024).

This study supports further research into the role of homework and contracting in successful coaching assignments (Passmore & Evans-Krimme, 2021).

6.5 Theme 4: Organisational Support Systems

Theme 4: Organisational Support Systems emerged as contributing significantly to internal coaching effectiveness (RSQ1). The analysis confirmed that organisational support systems comprised human resources support, management sponsorship, and leadership programme integration. According to Ely et al. (2010), client characteristics include "organisational support, goals and climate" as elements influencing coaching's effectiveness (p. 591). Organisational support and commitment shown by line management, human resources, and senior leadership contributes to coaching success and effectiveness (Athanasopoulou & Dopson, 2018; Pandolfi, 2020; Plotkina & Sri Ramalu, 2024).

6.5.1 Sub-theme 4.1: Human Resources Structure

Human Resources established formal structures including coaching communities of practice, implementation oversight, and awareness mechanisms, demonstrating organisational investment in coaching structures consistent with literature (Ely et al., 2010; Pandolfi, 2020; Plotkina & Sri Ramalu, 2024) emphasising the importance of organisational support for coaching effectiveness. Internal coaches valued the coaching community of practice providing supervision, experienced support, guidance, and shared

learning opportunities, consistent with De Haan's (2019) emphasis on coach training and supervision for sharing experiences and behaviours to support coachee's goal attainment (Gan et al., 2021).

However, coachees, particularly those from technical backgrounds, did not understand what coaching was and confused it with mentoring, revealing a major preparation gap. Processes were needed to help coachees prepare and understand the differences between mentoring and coaching when entering leadership development programmes. This finding has implications for Avolio and Hannah's (2008) developmental readiness framework, suggesting that organisational preparation (or lack thereof) directly influences individual readiness by establishing realistic expectations and building coaching literacy (Bozer & Jones, 2018; Gan et al., 2021; Pandolfi, 2020).

Internal coach capacity emerged as a major constraint, revealing a major limitation in internal coaching scalability. This finding supports Pandolfi (2020) by demonstrating that volunteer coach models create unsustainable capacity constraints. The analysis notes that expanding internal coach capacity requires different resourcing models (Pandolfi, 2020).

6.5.2 Sub-theme 4.2: Management Sponsorship

Management displayed various forms of support and commitment through financial investment in coach education and visible senior management advocacy, engagement, and sponsorship of leadership development programmes, consistent with literature (Ely et al., 2010; Gan et al., 2021; Pandolfi, 2020; Plotkina & Sri Ramalu, 2024) emphasising leadership support as essential for development initiative success. This finding is consistent with Bozer and Jones (2018) showing management support contributing positively to transfer of learning from coaching into the workplace.

While the organisation invested in internal coaching structure and leadership programmes, there was inadequate protection of coachees' time nor adjustment of workloads to enable adequate participation. Pandolfi (2020) confirms that major causes for coaching ineffectiveness include management not allowing sufficient time, budget, and opportunities for coaching and learning. Similarly, Gan et al. (2021) re-emphasises top management’s support and commitment for adequate finances, sponsors, manpower and time to enable coaching success.

However, this study findings reveal misalignment between management's commitment to development and operational practices. The analysis notes that despite organisational investment in coaching, coachees frequently cancelled sessions due to operational demands, suggesting that operational pressures superseded developmental priorities when conflicts arose. This represents a contradiction where organisations

invest significantly in development while prioritising operational demands that undermine coaching engagements.

Based on the analysis, a practical recommendation is made for organisations to contract internal coaches for time and money to prevent coaching sessions being cancelled or postponed. This represents an attempt to institutionalise internal coaching time through formal mechanisms, creating accountability and recognising coaching as legitimate work rather than a supplementary activity. This recommendation aligns with Gan et al. (2021) and Pandolfi (2020) support for top management allowing sufficient time, budget, manpower and opportunities for internal coaching to improve coaching effectiveness.

6.5.3 Sub-theme 4.3: Leadership Programme Integration

The Generation Technical Leadership Programme (GTLP) provided structural integration making internal coaching feasible and legitimate within the organisation through automatic coach allocation, programme leadership promotion, structural mechanisms facilitating implementation, and tool provision, demonstrating the importance of formal programme anchoring for coaching effectiveness. This finding is consistent with Athanasopoulou and Dopson's (2018) inclusion of coaching into leadership programmes.

GTLP provided structure and legitimacy, enabling potential internal coaches who possess capability but lack opportunities to contribute their expertise to the organisation. This is aligned with Day et al. (2021) who highlighted leadership development through structured programmes such as coaching and embedding developmental practices within the organisation.

The GTLP Programme Manager’s personal coaching advocacy helped coachees appreciate the value of the coaching sessions and reminded coachees to schedule time and appointments with their internal coaches, demonstrating active programme management maintaining accountability and engagement. This displays specific mechanisms through which programme leaders support coaching engagement through modelling, legitimising, and promoting accountability (Athanasopoulou & Dopson, 2018; Day et al., 2021).

GTLP integration created legitimate space and support within demanding programme and work schedules, allowing for coaching engagements despite operational demands. This represents an important finding about how organisational support systems enable developmental activity through formal programme inclusion and time allocation under operational pressures (Athanasopoulou & Dopson, 2018; Day et al., 2021). However, leadership programme design improvement opportunities emerged

through implementation, like clarifying the expectations for coaching for leadership behaviours, providing feedback on the impact of coaching, assessment of coachees' application of learnings from the programme and changing the frequency of internal coaching to suit the coachee's needs (Athanasopoulou and Dopson, 2018; Day et al., 2021).

6.5.4 Conclusion: Theme 4 - Organisational Support Systems

Theme 4 confirmed that internal coaching's effectiveness (RSQ1) is impacted by organisational support systems, namely (1) Human Resource structure providing internal coach development, oversight, awareness, and needs assessment (De Haan, 2019; Pandolfi, 2020; Plotkina & Sri Ramalu, 2024); (2) management sponsorship providing resources, endorsement, and visibility (Bozer & Jones, 2018; Gan et al., 2021; Pandolfi, 2020; Plotkina & Sri Ramalu, 2024); and (3) leadership programme integration providing structure, legitimacy, and implementation mechanisms (Athanasopoulou & Dopson, 2018; Day et al., 2021; Pandolfi, 2020; Plotkina & Sri Ramalu, 2024).

While Ely et al. (2010) acknowledged organisational context under coachee characteristics, the current analysis reveals that without systematic Human Resource structure, management sponsorship, and leadership programme integration, individual coaching effectiveness cannot be sustained or scaled (Athanasopoulou & Dopson, 2018; Bozer & Jones, 2018; Day et al., 2021; De Haan, 2019; Gan et al., 2021; Pandolfi, 2020; Plotkina & Sri Ramalu, 2024) thus Theme 4 extends Ely et al.'s (2010) formative evaluation framework by demonstrating that organisational support systems constitute an essential formative evaluation criterion alongside coach, coachee, relationship and process characteristics.

However, the findings also reveal significant gaps in organisational support systems such as inadequate coachee preparation creating coaching literacy deficits and reducing readiness (Bozer & Jones, 2018; Gan et al., 2021; Pandolfi, 2020); insufficient coach capacity constraining scalability, and misalignment between stated development commitment and operational practices creating time pressures that undermine coaching engagement (Pandolfi, 2020). The findings highlight that organisational developmental readiness parallels individual readiness and significantly affects coaching effectiveness, suggesting that organisational assessment and development should accompany individual coaching initiatives (Avolio & Hannah, 2008).

6.6 Theme 5: Coaching Process

Theme 5: Coaching Process emerged as contributing to internal coaching effectiveness (RSQ1). The findings highlighted that coaching process comprises

coaching agreements, coaching process and structure, and tool integration. According to Ely et al. (2010), coach process characteristics consist of "assessment, challenge and support" as elements influencing coaching's effectiveness (p. 587).

6.6.1 Sub-theme 5.1: Coaching Agreements

Formal coaching agreements established mechanisms and professional boundaries for internal coaching relationships by clarifying roles and expectations, setting boundaries, and creating accountability structures (De Haan, 2019; Plotkina & Sri Ramalu, 2024). Coaches and coachees received agreement templates outlining the agreement process including goal clarification, session logistics, and relationship protocols. This finding is consistent with De Haan's (2019) emphasis on the importance of contracting goals and addressing coachee barriers like trust and confidentiality and Plotkina and Sri Ramalu's (2024) contracting arrangements between stakeholders to achieve coaching outcomes.

Confusion about internal coaching's nature likely affected developmental readiness. Coachees expecting mentorship (advice and direction) experienced coaching's facilitative approach as unhelpful, while those understanding coaching's self-discovery focus could engage more appropriately (Plotkina & Sri Ramalu, 2024). This represents a contribution to Avolio and Hannah's (2008) developmental readiness framework, suggesting that coaching literacy (understanding coaching's nature and requirements) constitutes a basic readiness element enabling other readiness components to operate effectively (Bozer & Jones, 2018; Gan et al., 2021; Pandolfi, 2020).

The preference for internal coaching orientation clarifying the rules of engagement, aims of coaching, setting of boundaries, discussable and non-discussable topics, and respect for coachee's private and family life highlighted that boundary preferences vary by individual and culture. This finding supports De Haan (2019) and Plotkina and Sri Ramalu's (2024) study by demonstrating that coaching agreements should be negotiated and customised rather than standardised because some coachees need clear boundaries whilst others welcome more flexible boundaries. This aligns with the earlier finding under Theme 1 that coach presence must be regulated to suit individual coachee preferences.

The coaching session frequency and format varied based on coachees' needs, demonstrating flexibility and enabling responsiveness to individual requirements. This finding is consistent with Ely et al. (2010) emphasising adaptability and contributes to it by providing empirical evidence that this flexibility allowed for matching coaching frequency with coachee needs and readiness. For instance, more frequent sessions for

coachees facing significant challenges or showing high engagement and less frequent sessions for those needing periodic check-ins.

6.6.2 Sub-theme 5.2: Coaching Process and Structure

Systematic coaching methodology balanced structure with flexibility, with internal coaches utilising the GROW model (Panchal & Riddell, 2020; Plotkina & Ramalu, 2024) whilst integrating additional tools adapted to coachee needs (Wang et al., 2021). This is strongly supported by Ely et al.'s (2010) formative coaching process emphasising assessment, challenge, and support. The data showed that coaches employed an integrated approach to coaching, combining self-discovery with practical workplace application; the GROW model provided systematic structure and flexibility; and coaches supplemented with diverse tools customised to context, coachees' needs, readiness levels, and learning styles.

This analysis is consistent with Fukubayashi and Fuji (2025), stating that the internal coaching process is a self-reflective process with realistic feedback and support for the achievement of leader development goals and results through action. Furthermore, Mukherjee (2012) adds that for coaching relationships to be fully effective, the coaching process must be structured to provide coachees with challenge and growth opportunities, whilst Bozer and Jones (2021) and Plotkina and Sri Ramalu (2024) identified feedback to the coachee during the coaching process as important for successful coaching outcomes.

All internal coaches utilised goal setting emphasising the importance of clear, specific goals for motivation and performance (Panchal & Riddell, 2020; Plotkina & Sri Ramalu, 2024). The analysis noted that goal clarity likely enhanced developmental efficacy and learning goal orientation, connecting internal coaching practice to Avolio and Hannah's (2008) developmental readiness framework.

Internal coaches facilitated coachee-generated solutions rather than providing advice, consistent with coaching theory emphasising facilitation over direction (Panchal & Riddell, 2020; Plotkina & Sri Ramalu, 2024). Emphasis on self-generated solutions likely enhanced developmental efficacy and confidence levels because discovering one's own solutions builds greater self-efficacy than receiving expert advice (Panchal & Riddell, 2020; Plotkina & Sri Ramalu, 2024).

Internal coaches developed action plans with coachees focused on action planning, execution, measures, and feedback, thus demonstrating accountability mechanisms with implementation (Panchal & Riddell, 2020; Plotkina & Sri Ramalu, 2024). This emphasises that sessions without actions became "talk-shop" conversations, noting coaches' role is helping coachees stay the right course to achieve their goals,

revealing the importance of action orientation in coaching (Panchal & Riddell, 2020; Plotkina & Sri Ramalu, 2024).

Assessment and diagnostic tools addressed specific coachee blind spots, shortcomings and workplace challenges, demonstrating practical application of coaching tools for developmental needs (Wang et al., 2021). This finding is consistent with Fukubayashi and Fuji's (2025) study, whereby the internal coaching process comprises the co-creation of goals, self-learning, personal and professional growth of the coachee, thus creating self-awareness and positive leader behavioural changes (Plotkina & Sri Ramalu, 2024). The analysis provided empirical examples of how tools enhance coaching effectiveness through assorted mechanisms namely diagnosis (identifying issues), reflection (building self-awareness), assessment (revealing patterns), and personal disclosure (modelling vulnerability) (Plotkina & Sri Ramalu, 2024).

6.6.3 Conclusion: Theme 5 - Coaching Process

Theme 5 confirmed that internal coaching's effectiveness (RSQ1) is impacted by systematic coaching process comprising coaching agreements, coaching process and structure, and tool integration. Theme 5's coaching process is consistent with Ely et al.'s (2010) emphasis on coaching process characteristics as formative evaluation criteria and other literature (De Haan, 2019; Fukubayashi & Fuji, 2025; Plotkina & Sri Ramalu, 2024, Wang et al., 2021) whilst contributing to Ely et al.'s (2010) formative coaching process and Avolio and Hannah's (2008) readiness process in several ways.

Firstly, effective coaching processes require structured flexibility and consistent application of frameworks like GROW combined with adaptive tool selection based on coachee needs, contexts, and learning styles (Plotkina & Sri Ramalu, 2024, Wang et al., 2021). Secondly, optimal coaching structure depends on coachee developmental readiness level and coaches' diagnostic ability to assess coachee readiness and preferences, then calibrate structure, tool selection, and support, accordingly, suggesting that coach development should emphasise diagnostic and adaptive skills alongside technical competence (Pandolfi, 2020) (Pandolfi, 2020). This represents an important integration of Ely et al.'s (2010) process framework and Avolio and Hannah's (2008) readiness framework. Thirdly, agreements and contracting serve many important functions beyond creating flexibility with session logistics, like differentiating coaching from other modalities, establishing ethical boundaries, creating accountability, and building coaching literacy (De Haan, 2019; Plotkina & Sri Ramalu, 2024, Wang et al., 2021). Finally, coaching literacy (understanding coaching's nature and requirements) constitutes a basic element of developmental readiness not explicitly identified in Avolio

and Hannah's (2008) framework but essential for appropriate engagement (Bozer & Jones, 2018; Gan et al., 2021; Pandolfi, 2020).

6.7 Theme 6: Coaching Outcomes

The analysis reveals systematic developmental progression from personal to organisational contributions, consistent with leadership development literature (Day & Dragoni, 2015; Day et al., 2014, Roupnel et al., 2019; Wallace et al., 2021) emphasising that intrapersonal effectiveness precedes interpersonal leadership. In response to RSQ2, the coaching outcomes due to internal coaching included sub-theme 6.1: self-leadership development (self-awareness development process, self-awareness, self-management, and personal growth), which enabled sub-theme 6.2: leadership capability development (leader skills and competencies, leadership skills and application, team leadership, management skills, strategic thinking), which facilitated sub-theme 6.3: learning integration and application (practical application, behavioural change), and finally supported sub-theme 6.4: career advancement (progression readiness). Theme 6 findings are consistent with Ely et al.'s (2010) summative evaluation framework emphasising reactions, learning, behaviour, and results as leadership development outcome criteria.

This progression is consistent with leadership development theories, processes, and outcomes (Day & Dragoni, 2015; Day et al., 2021; Day et al., 2014) and supporting Avolio and Hannah's (2008) assertion that developmental readiness components build upon each other. However, the finding that leadership progression varies with individuals entering at different developmental points and progressing at varying rates deepens the leadership developmental literature (Day & Dragoni, 2015; Day et al., 2021; Day et al., 2014, Wallace et al., 2021) by demonstrating different individual developmental pathways.

6.7.1 Sub-theme 6.1: Self-leadership Development Outcomes

According to Ely et al. (2010), the learning outcomes criteria due to coaching include “cognitive learning (self-awareness and cognitive flexibility) and affective learning (self-efficacy and job attitudes)” (p. 595). Sub-theme 6.1 is consistent with Ely et al.'s (2010) summative evaluation framework emphasising learning as a leadership development outcome criterion, thus responding to RSQ2.

Internal coaching facilitated self-understanding through reflective practice, providing empirical evidence aligned with Avolio and Hannah's (2008) self-concept clarity construct, and Ely et al.'s (2010) cognitive and affective learning outcomes (Wallace et al., 2021). The data uncovered numerous mechanisms through which coaching built self-

awareness such as goal clarity development, alternative perspectives challenging self-perceptions, vulnerability and self-discovery enabling exploration, addressing limiting beliefs and habits in their leadership, and reflection practices building metacognitive ability. The data aligns with Baker et al. (2021) indicating that coaching can enhance leaders' growth and development through formal development experiences, self-assessment, and reflection while Day et al. (2021) articulates that leader development is possible through experiential learning, acquisition of new capabilities, regular coaching, reflection, and feedback. Additionally, coaching provides leaders with reflection time and space for unlocking their potential (Plotkina & Sri Ramalu, 2024).

The findings are consistent with coaching literature (Avolio & Hannah, 2008; Day & Dragoni, 2015; Ely et al., 2010; Plotkina & Sri Ramalu, 2024; Wallace et al., 2021) emphasising self-awareness as a primary coaching and leadership learning outcome. However, the findings contribute to this literature in several ways. Firstly, the data indicates that self-awareness development directly contributes to Avolio and Hannah's (2008) developmental readiness components: self-concept clarity (understanding strengths, limitations, values, triggers), self-complexity (recognising multiple self-aspects, personality and relational patterns), and metacognitive ability (capacity to examine one's own thinking through reflective practice).

Secondly, internal coaches provided alternative perspectives that challenged coachees' self-perceptions, contributing to coaching literature (Day & Dragoni, 2015) by illustrating how perspective shifts can transform self-concept by revealing self-aspects previously unrecognised or negatively valued. This aligns with Avolio and Hannah's (2008) assertion that self-complexity involves multiple self-aspects enabling adaptation.

Thirdly, reflection practices (Baker et al., 2021; Day et al., 2021; Plotkina & Sri Ramalu, 2024) enhanced self-awareness by building metacognitive ability, providing empirical support for Avolio and Hannah's (2008) inclusion of metacognitive ability in developmental readiness. The data shows that internal coaches who encouraged introspection and provided a reflective process of pulling back, realising, uncovering, and adjusting describe a metacognitive cycle that leaders can internalise and apply independently (Avolio & Hannah, 2008).

Fourthly, journaling facilitated ongoing reflection between sessions, contributing to coaching literature (Baker et al., 2021; Day et al., 2021) by demonstrating how in-between coaching session practices extend coaching impact. Coachees' self-correction reveals metacognitive awareness by changing thoughts followed by change, suggesting that structured reflection practices build the capacity for ongoing self-examination and unlocking coachees' potential (Plotkina & Sri Ramalu, 2024).

Self-awareness development produced intangible changes in coachees' perspective and confidence levels that extended beyond self-understanding to self-acceptance and self-efficacy in alignment with Ely et al. (2010) and Wallace et al.'s (2021) cognitive and affective leadership learning outcomes. The data highlighted various forms of self-awareness outcomes such as perspective shifts through introspection, behavioural alignment, realistic self-assessment, and personal effectiveness through reflection. This aligns with Feldman and Lankau (2005), citing participants experienced "sustained behavioural change, increased self-awareness, understanding, optimism, confidence, and motivational ability" as outcomes of coaching (p. 836).

Self-awareness enabled improved self-management, demonstrating the developmental progression from knowing oneself to managing oneself, providing empirical evidence for the relationship between self-awareness and self-management proposed in leadership development literature (Day & Dragoni, 2015; Day et al., 2014). The data uncovered several forms of self-management (time and priority management); emotional regulation, team leadership through self-management, focus and clarity improvement, and gap recognition and remediation which aligns with Day et al.'s (2014) emphasis that "identity, meta-cognitive, and self-regulation processes are important to the refinement of knowledge structures and information processing capabilities associated with leadership expertise" (p. 65).

Personal growth encompassed confidence, resilience, and adaptability extending beyond professional leadership to holistic personal development, demonstrating internal coaching's impact which is consistent with Avolio and Gardner's (2005) authentic leadership development literature emphasising whole-person development. The data showed various forms of personal growth such as willingness to accept difficult feedback and seek growth (Plotkina & Sri Ramalu, 2024; Wallace et al., 2021), catalysing additional developmental investments, recognising interconnection of personal and professional life, and improvement in work-life balance (Athanasopoulou & Dopson, 2018; Avolio & Gardner, 2005; De Haan & Nilsson, 2023; Grant, 2017).

Conclusion: Sub-theme 6.1 - Self-leadership Development Outcomes

Sub-theme 6.1 provides strong empirical evidence in alignment with Ely et al. (2010) and Wallace et al.'s (2021) cognitive and affective learning outcomes whilst contributing to the summative framework and responding to RSQ2 by demonstrating: (1) self-leadership development follows a sequential progression from self-awareness to self-management to growth, with each stage enabling the next (Ely et al., 2010; Wallace et al., 2024) (2) self-awareness development directly creates multiple developmental

readiness components (self-concept clarity, self-complexity, and meta-cognitive ability) (Avolio & Hannah, 2008, p. 336); (3) self-awareness translates into self-efficacy through various mechanisms including perspective shifts, realistic self-assessment, and recognition of personal agency (Ely et al., 2010; Wallace et al., 2024); (4) self-management represents applied self-awareness, including emotional, behavioural, attentional, and cognitive regulation (Day & Dragoni, 2015; Day et al., 2014); (5) personal growth extends beyond professional leadership to holistic development including work-life balance and wellbeing (Athanasopoulou & Dopson, 2018; Avolio & Gardner, 2005; Bowles et al., 2007; De Haan & Nilsson, 2023; Grant, 2017) and (6) the progression from self-awareness to self-management to growth signifies internal coaching's developmental nature of building capability systematically (Ely et al., 2010; Wallace et al., 2024).

6.7.2 Sub-theme 6.2: Leadership Capability Development

According to Ely et al. (2010), the behaviour outcomes criteria include "change in client leadership behaviours and client's achievement of coaching goals" (p. 589). Sub-theme 6.2: Leadership Capability Development aligns with literature (Avolio & Hannah, 2008; Day & Dragoni, 2015; Day et al., 2014; Plotkina & Sri Ramalu, 2024; Vogel et al., 2021; Wallace et al., 2021) and Ely et al.'s (2010) summative evaluation framework emphasising coachees' behaviour as a leadership development outcome criterion, thus responding to RSQ2.

Leader development outcomes varied across participants, with the majority achieving 50-100% of development goals through internal coaching, providing evidence for coaching effectiveness whilst revealing variation in outcomes. This variation suggests coaching effectiveness depends on many factors including coachee developmental readiness, coach quality, coachee-coach relationship quality, coaching process and organisational support (Athanasopoulou & Dopson, 2018; Avolio & Hannah, 2008; Ely et al., 2010; Pandolfi, 2020; Plotkina & Sri Ramalu, 2024).

Leadership perspectives shifted through internal coaching, demonstrating cognitive complexity development. This finding is consistent with Day et al. (2014) emphasising perspective-taking as a leadership capability. The analysis noted that cognitive ability to recognise diverse personalities across different contexts likely increased coachee's self-complexity by revealing that people expressed different aspects based on different situations, connecting to Avolio and Hannah's (2008) self-complexity construct.

Internal coaching addressed leadership gaps in technical professionals, providing strong empirical evidence for internal coaching's role in facilitating the technical

expert to leader transition (Avolio & Hannah, 2008). This finding reveals that technical expertise does not automatically translate into leadership capability, thus requiring coaching to facilitate the development of relational, managerial, and strategic competencies distinct from technical skills which are consistent with Wallace et al.'s (2021) transition of leader development from an individual to collective level learning outcomes. The analysis noted that technical professionals advanced based on technical excellence, then faced leadership responsibilities requiring different capabilities, creating a developmental gap that coaching addresses (McGill et al., 2019; Wallace et al., 2021).

Team leadership capabilities improved greatly, providing evidence for internal coaching's impact on interpersonal effectiveness and improved team dynamics consistent with Plotkina and Sri Ramalu (2024) and Wallace et al.'s (2021) interpersonal learning outcomes. The data showed many forms of team leadership development such as getting the best from teams, managing team dynamics, relationship building, leading professionals, conflict management, and knowledge transfer enabled by confidence. The findings align with Vogel et al.'s (2021) team-level outcomes like "teamwork, networks, shared vision, common values and interpersonal competence" (p. 11), and Day et al.'s (2014) recognition of team leadership outcomes like teamwork and team learning, which contributes to team knowledge, skills, and abilities, impacting on performance.

Internal coaching expanded management capabilities, enabling development of team and organisational leadership and stakeholder management which is consistent with Wallace et al.'s (2021) management learning outcomes such as developing others, building networks and spanning boundaries. The data highlighted numerous forms of management capabilities such as specialist-to-manager transition, team member transition, stakeholder relationship management, problem-solving in teams, cultural competence, difficult conversations, networking, theory-practice integration, delegation skills, and listening skill improvement. This aligns with Baker and Murphy (2021), noting that transitioning from management to leader role can be stressful and confusing; however, coaching can help managers handle the learning phase, their health and wellness, and alignment with their purpose and values. Similarly, Mukherjee (2012) describes that the transition from technical role to management requires new ways of working, managing interpersonal relationships, managing a team, strategic planning, and change management while Plotkina and Sri Ramalu (2024) added that coaches could facilitate problem-solving at an individual and team level.

Strategic thinking competency emerged through internal coaching (Plotkina & Sri Ramalu, 2024), representing advanced cognitive capability consistent with leadership development literature (Day & Dragoni, 2015; Day et al., 2014; Wallace et al., 2021) emphasising strategic thinking as a critical executive capability. However, the limited

evidence of strategic thinking development suggests that strategic thinking either developed less frequently, required longer developmental timeframes, or received less emphasis in internal coaching conversations (Day & Dragoni, 2015; Day et al., 2014; Wallace et al., 2021).

Conclusion: Sub-theme 6.2 - Leadership Capability Development

Sub-theme 6.2 provides strong empirical evidence consistent with coaching and leadership development literature (Avolio & Hannah, 2008; Day & Dragoni, 2015; Day et al., 2014; Plotkina & Sri Ramalu, 2024; Vogel et al., 2021; Wallace et al., 2021) and with Ely et al.'s (2010) behavioural outcomes whilst contributing positively to the summative framework and responding to RSQ2 by demonstrating: (1) leadership capability development involves identity transformation from technical expert to people leader, requiring skill acquisition and role and self-transformation (McGill et al., 2019; Wallace et al., 2021); (2) leadership capability builds across many interconnected domains (leader identity, team leadership, management skills, strategic thinking) with foundational capabilities enabling more advanced capabilities (Plotkina & Sri Ramalu, 2024; Wallace et al., 2021); (3) internal coaching facilitates the technical-to-leader transition by developing relational, managerial, and strategic competencies distinct from technical skills (McGill et al., 2019; Plotkina & Sri Ramalu, 2024; Wallace et al., 2021); (4) internal coaches' organisational understanding and knowledge enables distinctive development of networking and organisational navigation capabilities (Hobfoll et al., 2018; Wallace et al., 2021); and (5) strategic thinking represents advanced cognitive capability that developed less frequently than other leadership capabilities, potentially requiring longer timeframes, more senior roles, or greater developmental focus (Day & Dragoni, 2015; Day et al., 2014; Plotkina & Sri Ramalu, 2024; Wallace et al., 2021).

However, the findings reveal that individual leadership capability development progresses differently based on coachees' entry-level capabilities, developmental needs, and readiness levels, suggesting coaching effectiveness depends on customising approaches to individual requirements (Avolio & Hannah, 2008; Ely et al., 2010).

6.7.3 Sub-theme 6.3: Learning Integration and Application

According to Ely et al. (2010), the learning outcomes criteria due to coaching include “cognitive learning (self-awareness and cognitive flexibility) and affective learning (self-efficacy and job attitudes)” (p. 595). Sub-theme 6.3: Learning Integration and Application is consistent with Ely et al.'s (2010) summative evaluation framework and Wallace et al. (2021) emphasising coachees' learning as a leadership development outcome criterion, thus responding to RSQ2. Sub-theme 6.3 is also consistent with Lai

and Palmer’s (2019) emphasis on coaching’s role in facilitating learning and skills acquisition and behavioural change by leaders.

Internal coaching facilitated the bridge between formal leadership education and workplace leadership and performance, addressing Ely et al.'s (2010) unique coaching value in translating theoretical knowledge into practical capability. Sub-theme 6.3 responds to RSQ2 by demonstrating how internal coaching outcomes extended beyond individual knowledge acquisition to include learning integration and behavioural application within organisational contexts and is consistent with Wallace et al.’s (2021) leadership behavioural learning outcomes.

Internal coaching addressed real workplace challenges through applied problem-solving, aligning with Ely et al.'s (2010) emphasis on coaching's distinctive contribution compared to classroom training. Coachees brought real life problems they're facing, and solutions emerged collaboratively rather than from textbooks, confirming coaching's practice-based developmental approach. This finding contributes to Ely et al.'s (2010) summative framework and Wallace et al.’s (2021) intrapersonal competencies by demonstrating that internal coaching provides ongoing implementation support when leaders apply new skills like problem-solving in operational contexts (Roupnel et al., 2019).

Internal coaching also performed an integration function connecting leadership development programme curriculum to workplace application, supporting Ely et al.'s (2010) argument that coaching serves as an implementation bridge between formal education and leadership performance. Internal coaches guided coachees toward self-generated solutions rather than providing advice, aligning with Plotkina and Sri Ramalu's (2024) emphasis on facilitative rather than directive development where learning emerged through guided discovery rather than knowledge transmission (Plotkina & Sri Ramalu, 2024). This facilitative approach likely enhanced developmental efficacy by enabling coachees to experience success in solving their own problems, thereby building confidence in their problem-solving capabilities (Avolio & Hannah, 2008; Roupnel et al., 2019).

Behavioural change emerged through coaching (Lai & Palmer, 2019), evidenced by coachees knowing, thinking, and acting differently, thus providing empirical evidence for coaching's impact on leader behaviour (Wallace et al., 2021). Coachee's behavioural shifts toward participative management signify changes in leadership approach and shifts in leadership philosophy. However, adopting new behaviours requires extended practice under varied conditions (Wood & Rünger, 2016). The recognition that development continues beyond formal coaching engagement aligns with Avolio and Hannah's (2008) characterisation of leader development as a lifelong journey.

The external validation of behavioural change evidenced by a coachee's recognition at his power station of "change in behaviour" provides triangulation beyond self-reporting. The fact that others observed and acknowledged the coachee's behavioural changes provides stronger evidence for internal coaching's effectiveness rather than self-reporting only. This finding addresses a methodological challenge in coaching evaluation wherein self-reported behavioural change reflects self-bias rather than actual behavioural change (Lai & Palmer, 2019; Wallace et al., 2021).

Conclusion: Sub-theme 6.3 - Learning Integration and Application

Sub-theme 6.3 represents an important developmental outcome domain (RSQ2) wherein internal coaching translated formal leadership education into practical workplace capability. By addressing organisational challenges with ongoing coaching support, coachees bridged the knowing-doing gap that conventional training often leaves unaddressed (Ely et al., 2010; Wallace et al., 2021). However, the sustainability challenges surfaced in the analysis, particularly behaviour shifts under pressure, denote that individual development through coaching proves insufficient without complementary organisational change and support (Plotkina & Sri Ramalu, 2024). Internal coaching initiated behavioural change (Lai & Palmer, 2019; Wallace et al., 2021), but organisational cultures, systems, and leadership practices determine whether such changes become sustainable under varying organisational contexts.

6.7.4 Sub-theme 6.4: Career Advancement and Progression

From Chapter 5's analysis of findings, Sub-theme 6.4: Career Advancement and Progression emerged revealing the leader development outcomes of internal coaching (RSQ2). The findings confirmed that internal coaching contributed to career advancement and progression through capability building, career planning, and advancement preparation, though attributing career outcomes exclusively to coaching oversimplifies the many factors influencing coachee mobility. Sub-theme 6.4 addresses RSQ2 by examining internal coaching's role in facilitating career progression whilst recognising the complex interplay of individual development, organisational opportunities, and contextual factors shaping advancement. However, Day et al. (2014) highlighted that "career growth orientation" contributed to leaders' self-development (p. 68) while Boysen (2018) illustrated that one of the reasons for coachees seeking out coaching is for career development which benefits employees' career perceptions and job satisfaction (Theeboom et al., 2014).

According to Ely et al. (2010), the results outcomes criteria due to coaching include "employee retention, succession planning, job satisfaction, commitment and

performance changes, customer satisfaction and return on investment" (p. 589). Sub-theme 6.4 is consistent with Ely et al.'s (2010) summative evaluation framework emphasising coachees' results as a leadership development outcome criterion, however, there are methodological challenges in attributing career outcomes to coaching only. The present findings reveal that isolating coaching's unique contribution to career advancement and employee retention proves difficult given the many factors influencing these outcomes.

The finding that approximately one-third of coached leaders advanced quite rapidly in their careers due to internal coaching provides initial evidence for coaching's association with career progression. This is consistent with Baker et al. (2021) indicating that coaching contributes to career success, advancement and leadership effectiveness. Despite the external validation of coachees' success by coaches providing triangulation beyond coachees' self-assessments, this finding requires careful interpretation given the manifold factors influencing advancement including developmental readiness levels, coaching quality, individual capability, organisational opportunities, performance track record, organisational dynamics, demographic factors, and timing (Bowles et al., 2007). The data suggests that developmental readiness (discussed under Theme 3) played an important role whereby coachees who were described as advancing rapidly displayed high commitment, strong accountability, and active engagement throughout coaching. These are characteristics reflecting the developmental readiness components that Avolio and Hannah (2008) identified as enabling development.

This finding suggests that coaching appeared to be one of many factors associated with advancement for approximately one-third of participants and is explained by Bowles et al.'s (2007) assertion that coachees' with higher buy-in to coaching were more engaged and displayed more growth in "task-goal planning, time management, daily progress reporting, analysis, and general leadership" (p. 403). However, further empirical research is required to assess coaching's contribution to advancement readiness rather than claiming coaching caused advancement (Avolio & Hannah, 2008).

Internal coaches helped coachees think strategically about their career paths, demonstrating coaching's role in building career management capability. This strategic career planning function aligns with Terblanche's (2022) study that a combination of coaching and career transitions strengthens role transition and career change. By helping coachees clarify career aspirations and develop strategic plans for advancement, internal coaching appeared to enhance coachees' career agency and their proactive engagement in managing career direction (Baker et al., 2021; Day et al., 2014).

Internal coaches recognised and validated coachees' readiness for advancement, suggesting that coaches served as career development advocates providing encouragement and validation (Terblanche, 2022). This validation function is relevant for leaders experiencing self-doubt about advancement readiness. When credible coaches with organisational knowledge and Human Resources expertise confirmed advancement readiness, this validation likely enhanced coachees' developmental efficacy and confidence to pursue senior management opportunities (Avolio & Hannah, 2008).

The connection between internal coaching and further education indicates how coaching catalysed additional developmental investments (Terblanche, 2022). This finding suggests coaching enhances learning goal orientation by helping coachees recognise that development enables advancement, thereby motivating sustained developmental efforts beyond coaching (Avolio & Hannah, 2008). The subsequent recognition of coachee's capability through assignment indicates that coaching combined with education investments produced visible competence that organisational decision-makers valued (Baker et al., 2021; Bowles et al., 2007; Day et al., 2014).

Internal coaches help build confidence in coachees to pursue advancement opportunities, demonstrating coaching's role in addressing psychological barriers to advancement (Terblanche, 2022). This confidence-building function aligns with Avolio and Hannah's (2008) emphasis on self-efficacy as a determinant of the opportunities that individuals pursue and how persistently they pursue them. By reducing fear of failure and reframing potential setbacks as learning opportunities rather than career-limiting failures, coaches appeared to increase coachees' willingness to take career risks necessary for advancement (Baker et al., 2021; Day et al., 2014; Terblanche, 2022).

Conclusion: Sub-theme 6.4 - Career Advancement and Progression

Sub-theme 6.4 represents an important but complex outcome domain (RSQ2) wherein internal coaching contributed to coachee mobility through various interconnected pathways. Internal coaches created advancement-relevant capabilities, enhanced confidence to pursue opportunities, clarified career strategies, and prepared coachees to capitalise on opportunities when they emerged (Avolio & Hannah, 2008; Baker et al., 2021; Day et al., 2014; Ely et al., 2010; Terblanche, 2022). However, the variation in advancement outcomes and the manifold factors influencing career progression signals that coaching creates advancement readiness rather than causing advancement (Avolio & Hannah, 2008). Practically, organisations should evaluate coaching's career impact by assessing coachees' readiness outcomes (Avolio & Hannah, 2008; Day et al., 2014).

6.7.5 Sub-theme 6.5: Internal Coaching Value Proposition

Sub-theme 6.5 addresses RSQ2 by examining coachees' and coaches' overall assessments of coaching's value. The findings comprise positive experiential outcomes, holistic developmental impact and distinctive coaching value which is largely consistent with Ely et al.'s (2010) summative evaluation framework emphasising “Reactions (Client's perception of coaching effectiveness, Client's perception of coach, Client's satisfaction with coach–client relationship, Client's satisfaction with the coaching process) and Results (Customer Satisfaction and Return on Investment)” as leadership development outcome criteria (p. 589).

Ely et al. (2010) positioned results-level outcomes as starting points for evaluating coaching interventions but is not sufficient for detailed evaluation. Athanasopoulou and Dopson (2018) cautioned the measurement of coaching outcomes using Return on Investment because of the monetary value assigned to outcomes. Similarly, Theeboom et al. (2014) emphasised the difficulty in quantifying the financial benefits attributable to coaching because of other indirect benefits including employee well-being, health, career and goal orientation. Therefore, Sub-theme 6.5’s findings manifested intangible benefits that have not been quantified in monetary terms but are consistent with Ely et al.’s (2010) customer satisfaction metric (Athanasopoulou & Dopson, 2018; Theeboom et al., 2014).

Positive Experiential Outcomes

The current findings indicate that internal coaching quality varies depending on coach competence, coachee-coach compatibility, and relationship dynamics. Coachees expecting directive advice or mentorship experienced coaching as frustrating or unhelpful when coaches maintained facilitative stances, whereas coachees understanding coaching's self-discovery approach engaged more productively (De Haan & Nilsson, 2023).

The contrast between unsuccessful and successful internal coaching experiences highlights that coaching quality varies, depending on numerous factors described in earlier themes (Themes 1-5). This finding contributes to Ely et al.'s (2010) framework by providing empirical evidence that formative evaluation factors operate synergistically rather than independently to produce summative outcomes, directly addressing Ely et al.'s (2010) call for research examining "the way in which formative evaluations may impact summative evaluations" (p. 598). When these factors align coaching generates high levels of satisfaction and perceived value (Athanasopoulou & Dopson, 2018).

The high coachee ratings combined with specific examples of impact provide credible evidence of coaching value across many domains. This holistic impact aligns with the coaching literature's emphasis on addressing leaders as whole person rather than simply as managers (Avolio & Gardner, 2005). The extension of coaching's value into personal life suggests coaching's unique contribution beyond conventional development approaches (Athanasopoulou & Dopson, 2018). While leadership development programmes focus primarily on job-relevant competencies (Kjellström et al., 2020; Liu et al., 2021), coaching's one-to-one personalised nature enables exploration of personal challenges and life domains (Athanasopoulou & Dopson, 2018).

Holistic Developmental Impact

Internal coaching produced impacts extending across personal, professional, family, and community domains, demonstrating coaching's holistic developmental contribution. This impact extends beyond typical leadership training focusing on job-relevant competencies to address leaders' overall life effectiveness. Ely et al. (2010) acknowledged that coaching outcomes often extend beyond traditional training outcomes, but their summative framework primarily focuses on work-related impacts through criteria such as "changes in clients' leadership behaviors" and "clients' achievement of coaching goals" (p. 589).

However, this holistic impact creates evaluation challenges due to the limited methodological assessments used in this study, yet the coaching literature and this study's findings suggest that personal effectiveness enables professional effectiveness through complex interconnections (Avolio & Hannah, 2008). Leaders struggling with personal challenges, relationship difficulties, work-life balance issues, identity questions, cannot fully engage professionally. However, personal growth enhances confidence, resilience, and perspective that benefits professional performance (Athanasopoulou & Dopson, 2018; Avolio & Gardner, 2005; Bowles et al., 2007; De Haan & Nilsson, 2023; Grant, 2017)

This finding supports an extension of Ely et al.'s (2010) summative framework, suggesting that evaluation criteria should also include personal wellbeing and life satisfaction as coaching outcomes (Athanasopoulou & Dopson, 2018; Avolio & Gardner, 2005; Bowles et al., 2007; De Haan & Nilsson, 2023, Grant, 2017). The current findings confirm that internal coaching's value proposition includes direct effects on leadership capability and indirect effects through enhanced personal effectiveness.

However, Ely et al.'s (2010) summative framework lacks criteria for assessing these personal domain outcomes, creating a measurement gap wherein internal coaching's holistic value cannot be adequately captured. This limitation provides an

opportunity for organisations and future research to evaluate coaching beyond work-related and monetary metrics to determine coaching's investment value (Athanasopoulou & Dopson, 2018; Theeboom et al., 2014).

Distinctive Internal Coaching Value

Participants' articulation of coaching's unique contribution compared to other development modalities provides important insights into internal coaching's distinctive value proposition. These insights align with Ely et al.'s (2010) emphasis on coaching as bridging theory and practice by addressing real challenges rather than hypothetical scenarios. Internal coaching differs qualitatively from classroom training by providing "one-to-one custom-tailored, learning and development intervention" focusing on individualised developmental needs (Bozer & Jones, 2018, p. 342). The current findings provide empirical evidence to this theoretical distinction, revealing several dimensions through which coaching creates unique value (Athanasopoulou & Dopson, 2018).

Leadership development through coaching conversations differs from development through independent study, training programmes, or experiential learning alone (Bozer & Jones, 2018; Jones et al., 2018). The current findings reveal that coaching enables real-time exploration, challenge, support, and sensemaking that other modalities cannot replicate. When coachees face leadership challenges such as difficult conversations, complex team dynamics, strategic decisions, coaching provides a space to process experiences, examine assumptions, explore options, and build confidence before and after acting. This relationship distinguishes coaching from other individualised development approaches like mentoring, which provides expertise and advice (Plotkina & Sri Ramalu, 2024). This distinction aligns with coaching literature (Bozer & Jones, 2018; Feldman & Lankau, 2005; Fukubayashi & Fuji, 2025) but provides empirical description of how this distinctive internal coaching process operates.

The identification of coaching's "magic" as emerging from "the coach, the relationship and the process to reflect and achieve your goals through your own solutions" (Chapter 5, Sub-theme 6.5) synthesises the major elements creating coaching value. This integration of coach quality (competence and characteristics), relationship quality (trust and psychological safety), and systematic process (reflection enabling self-discovery) aligns with Ely et al.'s (2010) formative evaluation criteria.

However, “there are no quick fixes in coaching; it's a journey” (Chapter 5, sub-theme 6.5) that sets realistic expectations about coaching's developmental timeframe. This finding aligns with Avolio and Hannah's (2008) characterisation of leader development as requiring sustained effort over extended periods. Therefore, in practice, organisations should approach coaching with a long-term perspective, recognising that

outcomes occur months or years after coaching rather than immediately upon completion (Fukubayashi & Fuji, 2025). This aligns with Day and Dragoni (2015) and Day et al.'s (2014) emphasis that authentic change requires time for experimentation, reflection, adjustment, and consolidation.

This finding also has implications for internal coaching evaluation with Ely et al. (2010) arguing for "distal outcomes" assessment, noting outcomes to the organisation such as "leadership retention and succession planning may not be observable until months or years after the coaching intervention has ended" (p. 597). The current findings support this recommendation while acknowledging that most organisations lack longitudinal evaluation systems to capture such delayed outcomes, creating a measurement gap wherein internal coaching's long-term value remains unassessed (Fukubayashi & Fuji, 2025).

Bowles et al. (2007) highlighted that the potential investment value in coaching activities and its effectiveness remains an area requiring further empirical research. In response, the value proposition for internal coaching operated across manifold interconnected levels (described under Theme 6), contributing to Ely et al.'s (2010) framework by revealing that internal coaching's value transcends simple customer satisfaction and return on investment metrics to encompass broader developmental and organisational impacts (Athanasopoulou & Dopson, 2018, Theeboom et al., 2014). The multiple evaluation criteria identified in this study suggest that internal coaching's value should be assessed comprehensively beyond leadership skills development or performance outcomes. Practically, organisations should measure the value of relationship quality, organisational culture contribution, career development facilitation, and personal effectiveness enhancement in addition to immediate behavioural changes or task performance improvements (Athanasopoulou & Dopson, 2018; Theeboom et al., 2014).

The variation in internal coaching value with endorsements from coachees describing transformative experiences contrasted with CE3's reports of minimal benefit, suggesting that perceived value depends on many factors including coaching quality, coachee engagement, and developmental readiness (described under Themes 1 and 3). For instance, coachees with high developmental readiness received optimal value from coaching and endorsed it enthusiastically, while coachees with lower readiness found limited value and remained skeptical. This readiness dependence suggests coaching serves certain coachees better than others, a finding that contributes to Avolio and Hannah's (2008) developmental readiness framework by demonstrating its predictive validity for coaching outcomes. Practically, organisations cannot assume internal coaching will benefit all leaders equally; however, careful assessment of developmental

readiness before coaching, optimises resource allocation and coaching effectiveness (Avolio & Hannah, 2008; Plotkina & Sri Ramalu, 2024).

The data emphasised internal coaching benefits from organisational knowledge, cultural alignment, accessibility, and cost-effectiveness but provided limited empirical comparison with external coaching. Participants assumed internal coaching's benefits based on its presence within the organisation, consistent with literature emphasising internal coaches' contextual knowledge advantages (Ebrahimi, 2024; Mukherjee, 2012; Schalk & Landeta, 2017).

However, the concern about personal boundary violations by one coachee raises questions about internal coaching's limitations, particularly regarding confidentiality and the appropriate boundaries between professional development and personal life (discussed under Theme 5). This finding connects to Jones et al.'s (2016, 2018) research identifying trust and confidentiality concerns about internal coaching for individuals in highly complex jobs, suggesting that internal coaching faces inherent limitations for sensitive developmental issues or senior-level leaders where confidentiality concerns are important (Jones et al., 2016, 2018).

Conclusion: Sub-theme 6.5 - Internal Coaching Value Proposition

Sub-theme 6.5 confirms that internal coaching contributes to leader development through three interconnected mechanisms operating synergistically: (1) building developmental readiness through self-awareness and coaching literacy (Bozer & Jones, 2018; Gan et al., 2021; Pandolfi, 2020), (2) facilitating self-discovery through structured yet flexible processes within strong coaching relationships (Ely et al., 2010), and (3) enabling practical application of leadership learning through ongoing organisational support and accountability (Gan et al., 2021; Pandolfi, 2020).

This multilevel contribution is consistent with Avolio and Hannah's (2008) leader readiness framework that developmental readiness serves as a prerequisite for accelerating positive leader development. The findings confirm that internal coaching requires and builds developmental readiness (Avolio & Hannah, 2008).

6.8 Chapter 6 Summary

This study set out to understand how internal coaching contributes to leader development using Energy Utility Generation's Technical Leadership Programme as a case study following a rigorous process by examining the findings through the theoretical lenses of Ely et al.'s (2010) integrated coaching evaluation framework and Avolio and Hannah's (2008) developmental readiness model (illustrated in Figure 6, Appendix C). The evidence from six interconnected themes confirmed that internal coaching creates

value through a systematic integration of five effectiveness factors (Themes 1-5) that produce developmental outcomes (Theme 6), ultimately creating individual and organisational value depicted by the Integrated Internal Coaching Effectiveness Framework, shown in Figure 5.

Internal coaching's contribution to leader development operated through three interconnected mechanisms working together. Firstly, it builds developmental readiness by enhancing self-awareness and coaching literacy (Bozer & Jones, 2018; Gan et al., 2021; Pandolfi, 2020). Secondly, it facilitates self-discovery through structured yet flexible processes within strong coaching relationships (Ely et al., 2010). Thirdly, it enables practical application of leadership learning through ongoing organisational support and accountability (Gan et al., 2021; Pandolfi, 2020). This multilevel contribution aligned with Avolio and Hannah's (2008) framework positioning developmental readiness as a prerequisite for accelerating positive leader development.

The analysis confirmed that the five effectiveness factors must align simultaneously for internal coaching to contribute meaningfully to leader development. Theme 1 established that internal coach core competencies including coach characteristics, competencies, and relationship-building capabilities, operated synergistically rather than independently (Athanasopoulou & Dopson, 2018; Bozer & Jones, 2018; De Haan & Nilsson, 2023). Coach presence created psychological safety, active listening showed respect while helping exploration, and strategic questioning promoted insight and self-discovery. These competencies worked together within coaching developmental conversations to create conditions where learning and growth could occur systematically.

What made internal coaching unique is the combination of organisational experience with professional coaching competence and motivation. Internal coaches understood the technical aspects of coaching and the practical realities of navigating organisational contexts (Ebrahimi, 2024; Mukherjee, 2012; Schalk & Landeta, 2017). However, this study identified a quality assurance gap, while internal coaches possessed organisational credibility and coaching education, the lack of external professional credentialing suggests organisations should support professional certification to ensure quality standards, ethical frameworks, and accountability mechanisms (Ebrahimi, 2024; ICF, 2025).

Theme 2 confirmed that coach-coachee relationship quality strengthens coaching effectiveness through shared organisational employment, personality compatibility, relational qualities, and personal care. The findings showed that shared organisational employment facilitates relationship development through common understanding, though this limits diverse perspectives (Ebrahimi, 2024; Mukherjee,

2012; Schalk & Landeta, 2017). Effective coaching relationships transcended typical organisational engagements by combining professional development with genuine human care, though this required balancing personal connection with professional boundaries based on individual preferences and cultural contexts (Lai & Palmer, 2019).

Theme 3 confirmed that coachee readiness including commitment, accountability, and developmental attributes, significantly impacted coaching effectiveness (De Haan, 2019; Gan et al., 2021; Plotkina & Sri Ramalu, 2024). The findings established that coaching literacy, understanding coaching's nature and requirements, represented a foundational component of developmental readiness not explicitly identified in existing frameworks (Bozer & Jones, 2018; Gan et al., 2021; Pandolfi, 2020).

Theme 4 established that organisational support systems constituted a distinct and important effectiveness factor. While Ely et al. (2010) acknowledged organisational factors under coachee characteristics, this study highlighted that organisational support systems including management endorsement, time protection, leadership programme integration and human resource alignment, represented a distinctive formative evaluation criterion. Without organisational legitimacy and structural support, even optimal alignment of other factors proved insufficient for sustained leader development (Gan et al., 2021; Pandolfi, 2020; Plotkina & Sri Ramalu, 2021). However, a significant tension surfaced where the commitment required for building strong coaching relationships conflicted with internal coaches' other organisational responsibilities, suggesting organisations should structurally support coaching time rather than relying on coaches’ personal sacrifice.

Theme 5 confirmed that systematic coaching process comprising coaching agreements, process structure, and tool integration, impacted coaching effectiveness (De Haan, 2019; Fukubayashi & Fuji, 2025; Plotkina & Sri Ramalu, 2024; Wang et al., 2021). Effective coaching requires structured flexibility, consistent application of frameworks like GROW combined with adaptive tool selection based on coachee needs and learning styles. The findings signified that optimal coaching structure depends on coachee developmental readiness levels, with less ready coachees requiring more structure and highly ready coachees benefiting from flexibility (Pandolfi, 2020). This represents an important integration of Ely et al.'s (2010) process framework and Avolio and Hannah's (2008) readiness framework.

Theme 6 documented systematic developmental progression from personal to organisational contributions, showing how internal coaching produces outcomes spanning self-awareness, leadership competencies, organisational effectiveness, and holistic wellbeing. The evidence showed that coaching builds metacognitive capacity

through reflective practice, enabling leaders to think about their thinking and adapt their approaches (Athanasopoulou & Dopson, 2018; Grant, 2017). This progression aligned with authentic leader development theory, where enhanced self-awareness serves as the foundation for developing leadership capabilities and creating organisational impact (Avolio & Gardner, 2005; Avolio & Hannah, 2008).

Theme 6 also synthesised these findings into internal coaching's value proposition, revealing that coaching contributed to leader development through the systematic integration of effectiveness factors producing developmental outcomes. However, the findings showed that coaching quality varies depending on coach competence, coachee-coach compatibility, and relationship dynamics. The contrast between unsuccessful and successful coaching experiences highlights that internal coaching's contribution depends on numerous factors aligning simultaneously (Pandolfi, 2020).

This study extends Ely et al.'s (2010) integrated coaching evaluation framework in several important ways. Firstly, while Ely et al. (2010) presented formative and summative evaluation as distinct categories, this study confirmed they operate simultaneously and reciprocally. Internal coaching processes directly build coachee self-awareness, which then enhances engagement, creating iterative development cycles (Ely at al., 2010).

Secondly, the findings established that organisational support systems constitute a fifth formative evaluation criterion alongside coach, coachee, relationship, and process characteristics (Athanasopoulou & Dopson, 2018; Bozer & Jones, 2018; Day et al., 2021; De Haan, 2019; Gan et al., 2021; Pandolfi, 2020; Plotkina & Sri Ramalu, 2024).

Thirdly, the findings highlighted that coaching literacy represents a basic component of developmental readiness not explicitly identified in either Ely et al.'s (2010) or Avolio and Hannah's (2008) frameworks, suggesting both frameworks should be extended to include context-specific readiness components (Bozer & Jones, 2018; Gan et al., 2021; Pandolfi, 2020).

Finally, the findings uncovered that internal coaching's holistic impact extending across personal, professional, family, and community domains, created evaluation challenges not adequately addressed in Ely et al.'s (2010) summative framework, which focuses primarily on work-related outcomes. This finding suggest that evaluation criteria should explicitly include personal wellbeing and life satisfaction as legitimate coaching outcomes (Athanasopoulou & Dopson, 2018; Avolio & Gardner, 2005; Bowles et al., 2007; De Haan & Nilsson, 2023, Grant, 2017).

In conclusion, internal coaching contributed to leader development by creating conditions where a number of effectiveness factors align to build leader developmental

readiness, which then enables learning and practical application. This study confirmed that coaching effectiveness depends on the systematic integration of coach competencies, relationship quality, coachee readiness, organisational support systems, and coaching process all operating synergistically within a supportive organisational context to support leader development outcomes illustrated in Figure 5.

The Integrated Internal Coaching Effectiveness Framework shown in Figure 5 directly addresses all three research questions by synthesising various theoretical perspectives to explain how internal coaching contributes to leader development. This framework integrates Ely et al.'s (2010) integrated coaching evaluation framework, Avolio and Hannah's (2008) developmental readiness model, and leadership development theory (Day & Dragoni, 2015; Day et al., 2014, 2021) into a comprehensive model showing how five effectiveness factors (RSQ1) align to build developmental readiness, which enables developmental outcomes (RSQ2) following a systematic progression from self-awareness to leadership capability to behavioural application to career advancement, thereby explaining how coaching contributes to leader development. The words written in italics in Figure 5 indicates this study’s contributions and extensions to Ely et al.’s (2010) integrated coaching evaluation framework.

A detailed overview of this study’s research questions, research themes, research sub-themes, and conclusions mapped against Ely et al.’s (2010) formative and summative evaluation framework and Avolio and Hannah’s (2008) leader development readiness framework are shown in Table 4 and 5 in Appendix F and G respectively.

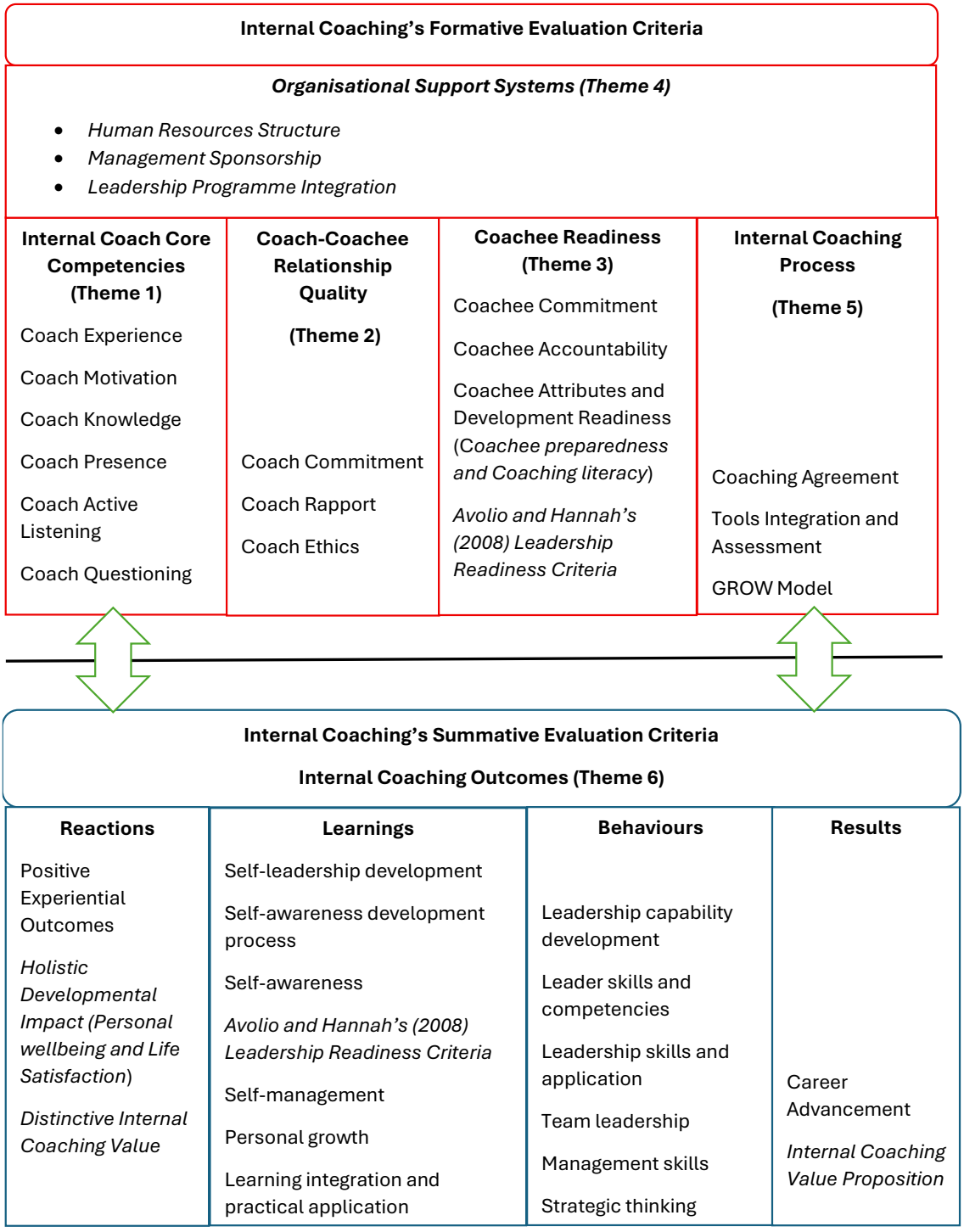

Figure 5: Integrated Internal Coaching Effectiveness Framework (Researcher's own compilation)

7. Chapter 7: Conclusion

7.1 Introduction

Chapter 7 presents the main conclusions derived from the research discussion in Chapter 6, addressing the primary research question (RQ), how does internal coaching contribute to leader development through two sub-questions examining the factors that contribute to internal coaching effectiveness (RSQ1) and the leader development outcomes that emerged from internal coaching (RSQ2). Chapter 7 synthesises the major theoretical conclusions, articulates research contributions, provides practical recommendations for implementing effective internal coaching, acknowledges the research study limitations, and suggests future research opportunities related to this study's research questions.

7.2 Theoretical Conclusions

This study applied Ely et al.'s (2010) integrated coaching evaluation framework and Avolio and Hannah's (2008) developmental readiness model as theoretical lenses. Through systematic thematic analysis of 17 semi-structured interviews with internal coaches and coachees, six interconnected themes emerged that collectively explain internal coaching's contribution to leader development. The major theoretical conclusions are organised according to the research questions demonstrating alignment between the research design, discussions, and conclusions.

7.2.1 Conclusions: Research Sub-Question 1

The discussion in Chapter 6 confirmed that coaching effectiveness depends on the systematic integration of five interconnected factors that work together. The following conclusions address RSQ1 by synthesising the theoretical insights about internal coaching's effectiveness factors.

Conclusion 1: This research concludes that internal coaching effectiveness requires the systematic integration and simultaneous alignment of five interconnected factors namely internal coach core competencies (characteristics, capabilities, competencies, and relationship-building skills), coach-coachee relationship quality (shared organisational employment, personality compatibility, relational qualities, and personal care), coachee readiness (commitment, accountability, and developmental attributes), organisational support systems (Human Resources structure, management sponsorship, and leadership programme integration), and systematic coaching processes (coaching agreements, process structure, and tool integration). Overall internal coaching effectiveness requires simultaneous alignment of all five factors for

producing developmental outcomes including self-awareness, leadership competencies, organisational effectiveness, and holistic wellbeing (Athanasopoulou & Dopson, 2018; Bozer & Jones, 2018; De Haan, 2019; Ely et al., 2010; Gan et al., 2021; Pandolfi, 2020; Plotkina & Sri Ramalu, 2024).

Conclusion 2: This research concludes that internal coaching effectiveness depends on the quality and integration of core competencies, which operate synergistically rather than independently. Coach presence creates psychological safety that enables authentic engagement, active listening signals respect while facilitating exploration, and strategic questioning promotes insight and self-discovery (Athanasopoulou & Dopson, 2018; Mbokota & Myres, 2024; Plotkina & Sri Ramalu, 2024).

Internal coaching is unique because of the combination of organisational experience and contextual knowledge with coaching competence, enabling coaches to understand the technical aspects of coaching (knowledge from education and training) and the practicalities of navigating organisational contexts (expertise from organisational experience) (Ebrahimi, 2024; Mukherjee, 2012; Schalk & Landeta, 2017).

Conclusion 3: This study concludes that internal coach competencies support leader development and actively build the readiness factors that enable it. Non-judgmental presence encourages learning goal orientation by creating psychological safety for exploration, active listening enhances metacognitive ability by reflecting coachees' thinking back to them from different perspectives, and strategic questioning develops developmental efficacy by enabling coachees to discover their own solutions (Avolio & Hannah, 2008). This represents an important theoretical contribution, demonstrating how coaching processes systematically build the readiness components identified by Avolio and Hannah (2008) as prerequisites for leader development.

Conclusion 4: While internal coaches in this study possessed professional coaching qualifications and extensive organisational experience, the research concludes that the absence of external professional credentialling with coaching bodies represents a quality assurance gap (Ebrahimi, 2024). This gap suggests that organisations implementing internal coaching should support coaches' professional credentialling through coach development, supervision, and community of practice, thereby ensuring quality assurance and professional development alongside organisational expertise (Ebrahimi, 2024).

Conclusion 5: This research concludes that shared organisational employment facilitates coach-coachee relationship development through common understanding and contextual knowledge creating efficiency and depth in coaching conversations by reducing the need for coachees to explain organisational dynamics, power structures, or

operational challenges because coaches already understand these factors (Ebrahimi, 2024; Grant, 2017; McBride et al., 2021; Mukherjee, 2012; Schalk & Landeta, 2017). However, this organisational proximity limits diverse perspectives and raises potential confidentiality concerns, particularly for leaders in highly complex roles or when addressing sensitive developmental issues (Jones et al., 2016, 2018). This study concludes that confidentiality agreements combined with coaches' consistent ethical practice can mitigate these concerns, though due care is required to maintain appropriate professional boundaries (Bozer & Jones, 2018; Jordan & Henderson, 2024).

Conclusion 6: This study concludes that coachee developmental readiness, comprising "learning goal orientation, developmental efficacy, self-concept clarity, self-complexity, and metacognitive ability," predicts coaching engagement and outcomes (Avolio & Hannah, 2008, p. 336; De Haan, 2019; Gan et al., 2021; Plotkina & Sri Ramalu, 2024). Coachees with high developmental readiness exhibited active engagement, maintained accountability despite operational pressures, completed homework assignments, and proactively shaped coaching experiences to meet their goals. Conversely, coachees with lower readiness struggled to engage productively regardless of coach quality, suggesting that coaching serves highly ready participants more effectively than less ready participants. The variation in outcomes based on coachee readiness suggests that organisations cannot assume coaching will benefit all leaders equally but should carefully assess and develop readiness to optimise coaching effectiveness and coach allocation.

Conclusion 7: This research concludes that internal coaching literacy, understanding coaching's nature, processes, and requirements, represents a basic element of developmental readiness that enables other readiness components to operate effectively (Bozer & Jones, 2018; Gan et al., 2021; Pandolfi, 2020). Coachees expecting mentorship (advice and direction) experienced coaching's facilitative approach as unhelpful, while those understanding coaching's self-discovery focus engaged more productively. This finding extends Ely et al.'s (2010) and Avolio and Hannah's (2008) frameworks by identifying context-specific readiness (coaching literacy) as a prerequisite for effective engagement.

Conclusion 8: This study concludes that organisational support systems represent a distinctive formative evaluation criterion that must be assessed separately from coach, coachee, relationship, and process characteristics (Ely et al., 2010). Effective organisational support systems requires three interconnected dimensions namely, Human Resources structure providing coach development, oversight, awareness, and needs assessment; management sponsorship providing resources, endorsement, and visibility; and leadership programme integration providing structure,

legitimacy, and implementation mechanisms (Athanasopoulou & Dopson, 2018; Bozer & Jones, 2018; Day et al., 2021; De Haan, 2019; Gan et al., 2021; Pandolfi, 2020; Plotkina & Sri Ramalu, 2024). This conclusion extends Ely et al.'s (2010) formative framework by establishing organisational support systems as a fifth formative criterion alongside the original four characteristics.

Conclusion 9: This research concludes that a contradiction exists where organisations invest in coaching support while simultaneously prioritising operational demands that undermine coaching engagements (Gan et al., 2021; Pandolfi, 2020). Despite investment in coach education, leadership programmes, and coaching systems, coachees frequently cancelled coaching sessions due to operational pressures, revealing that operational priorities superseded developmental priorities when conflicts arose. This misalignment suggests that organisational developmental readiness parallels individual readiness and significantly affects coaching effectiveness.

Conclusion 10: This study concludes that internal coaching's reliance on volunteer coaches who have full-time organisational roles create capacity constraints that limit coaching scalability and sustainability (Pandolfi, 2020). The commitment required for building strong coaching relationships conflicts with coaches' other organisational responsibilities, with coaches frequently working outside normal hours to accommodate coachees' needs. This volunteer model proves unsustainable for scaling internal coaching beyond leadership development programmes.

Conclusion 11: This research concludes that optimal internal coaching structure depends on coachee developmental readiness levels, with less ready coachees requiring more structure and highly ready coachees benefiting from greater flexibility (Pandolfi, 2020; Plotkina & Sri Ramalu, 2024; Wang et al., 2021). Effective coaching requires structured flexibility including the consistent application of frameworks like GROW combined with adaptive tool selection based on coachee needs, contexts, and learning styles. This represents an important integration of Ely et al.'s (2010) process framework and Avolio and Hannah's (2008) readiness framework, suggesting that coaches should develop diagnostic ability to assess coachees' readiness and preferences, then calibrate structure, tool selection, and support balance accordingly.

7.2.2 Conclusions: Research Sub-Question 2

Research Sub-Question 2 (RSQ2) sought to understand what leader developmental outcomes emerge from internal coaching. The discussion in Chapter 6 confirmed that internal coaching produces outcomes following a systematic developmental progression from intrapersonal to interpersonal to organisational

effectiveness. The following conclusions address this research question by synthesising the theoretical insights about leader developmental outcomes.

Conclusion 12: This study concludes that internal coaching produces developmental outcomes following a progression from self-leadership development (self-awareness, self-management, personal growth) to leadership capability development (leader skills, team leadership, management skills, strategic thinking) to learning integration and application (practical application, behavioural change) to career advancement (progression readiness). This progression signifies that intrapersonal effectiveness precedes interpersonal leadership, with self-awareness and self-management enabling other leader developmental outcomes (Day & Dragoni, 2015; Day et al., 2014, 2021; Ely et al., 2010; Roupnel et al., 2019; Wallace et al., 2021). However, this progression varies among coachees entering at different developmental points and progressing at varying rates based on their developmental readiness, coach quality, relationship quality, and organisational support.

Conclusion 13: This research concludes that self-awareness development represents an important outcome of internal coaching, creating the foundation that enables all other leader developmental outcomes (Avolio & Hannah, 2008; Day & Dragoni, 2015; Ely et al., 2010; Plotkina & Sri Ramalu, 2024; Wallace et al., 2021). Internal coaching builds self-awareness through several mechanisms including reflective practice, alternative perspectives challenging self-perceptions, vulnerability and self-discovery enabling authentic exploration, and addressing limiting beliefs and habits. This self-awareness development directly builds developmental readiness components, “self-concept clarity, self-complexity, and metacognitive ability” identified by Avolio and Hannah (2008), which then enable the development of leadership capabilities, behavioural change, and organisational effectiveness (p .336).

Conclusion 14: This study concludes that internal coaching addresses technical professionals transitioning to leadership roles (McGill et al., 2019; Mukherjee, 2012; Wallace et al., 2021). Internal coaching facilitates the development of relational, managerial, and strategic competencies distinct from technical skills. Internal coaches' organisational knowledge enables development of networking and navigation capabilities (Hobfoll et al., 2018; Wallace et al., 2021). This conclusion suggests that internal coaching proves valuable for organisations seeking to develop internal technical leadership pipeline.

Conclusion 15: This research concludes that internal coaching contributes to career advancement indirectly by building relevant capabilities, enhancing confidence in pursuing opportunities, clarifying career strategies, and preparing coachees to capitalise on opportunities when they emerge (Avolio & Hannah, 2008; Baker et al., 2021; Day et

al., 2014; Terblanche, 2022). This study concludes that internal coaching creates advancement readiness, with actual advancement depending on many factors which influence career progression making it impossible to attribute advancement solely to coaching. This suggests that internal coaching's value should be assessed through readiness indicators rather than advancement outcomes alone.

Conclusion 16: This study concludes that maintaining new behaviours and sustained development under organisational pressure proves extremely difficult without complementary organisational change and support (Athanasopoulou & Dopson, 2018; Pandolfi, 2020; Plotkina & Sri Ramalu, 2024). Internal coaching initiates behavioural change and builds individual capability, but organisational culture, systems, and leadership practices determine whether changes become sustainable. This conclusion suggests that internal coaching programmes require complementary organisational support and development initiatives addressing culture, systems, and practices that either enable or constrain individual leader developmental goals.

7.2.3 Conclusions: Primary Research Question

The primary research question sought to understand the contribution that internal coaching makes to leader development. The discussion in Chapter 6 synthesised insights from effectiveness factors and developmental outcomes to reveal how internal coaching creates value for leader development. The following conclusions address this research question by integrating insights from both sub-questions.

Conclusion 17: This study concludes that internal coaching creates value for leader development by building developmental readiness through enhanced self-awareness and coaching literacy, facilitating self-discovery through structured yet flexible processes within coaching relationships, and enabling practical application of leadership learning through ongoing organisational support systems and accountability (Avolio & Hannah, 2008; Bozer & Jones, 2018; Ely et al., 2010; Gan et al., 2021; Pandolfi, 2020). This multilevel contribution confirms that internal coaching requires and builds developmental readiness, which then serves as a prerequisite for positive leader development (Avolio & Hannah, 2008).

Conclusion 18: This study concludes that internal coaching contributes to leader development by creating conditions where five effectiveness factors (coach core competencies, relationship quality, coachee readiness, organisational support, and systematic coaching processes) align simultaneously to build leader developmental readiness, which then enables accelerated learning and practical application producing developmental outcomes (Avolio & Hannah, 2008; Ely et al., 2010). This contribution

depends on the integration of all effectiveness factors operating synergistically within a supportive organisational context to support leader development.

Conclusion 19: This study concludes that Ely et al.'s (2010) conceptualisation of formative and summative evaluation as sequential categories requires revision. This research corroborates that formative and summative elements operate simultaneously and reciprocally in internal coaching contexts (Ely et al., 2010). This suggests that coaching evaluation frameworks should conceptualise formative and summative elements as interconnected systems with continuous feedback loops.

7.3 Research Contribution

This research makes important theoretical and methodological contributions to the nascent field of internal coaching research and to broader leader development literature. The contributions address gaps identified in the literature regarding how internal coaching works, what factors enable its effectiveness, and how it produces leader development outcomes (Boak & Crabbe, 2019; Bozer & Jones, 2021; Cannon-Bowers et al., 2023; Fukubayashi & Fuji, 2025; Gan et al., 2021; Gavin & Bernardi, 2023; Wang et al., 2021). The following sections detail the theoretical and methodological contributions organised according to their relationship with the research questions.

7.3.1 Theoretical Contributions

Extension of Ely et al.'s (2010) Integrated Coaching Evaluation Framework

This study extends Ely et al.'s (2010) integrated coaching evaluation framework in several ways that address the research questions. Firstly, while Ely et al. (2010) acknowledged organisational factors under coachee characteristics, this research establishes that organisational support systems constitute a fifth distinct formative evaluation criterion alongside coach, coachee, relationship, and process characteristics. The organisational support systems comprising of Human Resources structure, management sponsorship, and leadership programme integration represent non-negotiable effectiveness factors (addressing RSQ1) that should be assessed and optimised separately (Athanasopoulou & Dopson, 2018; Bozer & Jones, 2018; Day et al., 2021; De Haan, 2019; Gan et al., 2021; Pandolfi, 2020; Plotkina & Sri Ramalu, 2024).

Secondly, this research challenges Ely et al.'s (2010) conceptualisation of formative and summative evaluation as distinct sequential categories rather these elements operate simultaneously and reciprocally. This reconceptualisation addresses the primary research question by revealing the dynamic mechanisms through which internal coaching contributes to leader development (Ely et al., 2010).

Thirdly, this study extends Ely et al.'s (2010) summative framework by demonstrating that internal coaching's holistic impact extending across personal, professional, family, and community domains (addressing RSQ2) requires evaluation criteria that explicitly include personal wellbeing and life satisfaction as additional outcomes, beyond the framework's current focus on work-related outcomes (Athanasopoulou & Dopson, 2018; Avolio & Gardner, 2005; Bowles et al., 2007; De Haan & Nilsson, 2023, Grant, 2017).

Extension of Avolio and Hannah's (2008) Developmental Readiness Framework

This research extends Avolio and Hannah's (2008) developmental readiness framework in ways that highlight effectiveness factors (RSQ1) and developmental outcomes (RSQ2). The discussions reveal that coach competencies directly create developmental readiness whereby non-judgmental presence encourages learning goal orientation, active listening enhances metacognitive ability, and strategic questioning develops developmental efficacy. This represents an important theoretical contribution showing how developmental interventions like internal coaching can actively build the readiness factors that enable leader development (Avolio & Hannah, 2008; Boysen, 2018; Mbokota & Myres, 2024; Plotkina & Sri Ramalu, 2024).

Additionally, this study identifies coaching literacy (understanding coaching's nature, processes, and requirements) as a basic component of developmental readiness not explicitly identified in Avolio and Hannah's (2008) framework. This finding extends the framework (addressing RSQ1) by suggesting that context-specific readiness components should be considered together with other developmental readiness factors (Bozer & Jones, 2018; Gan et al., 2021; Pandolfi, 2020).

The discussions also reveal that developmental readiness operates at individual and organisational levels, with organisational context (time pressures, operational demands, leadership programme design) affecting individual readiness and coaching engagements (Plotkina & Sri Ramalu, 2024). This suggests that Avolio and Hannah's (2008) individual-level framework requires extension to incorporate organisational developmental readiness as a parallel construct affecting coaching effectiveness (RSQ1) and outcomes (RSQ2).

Development of an Integrated Conceptual Framework for Internal Coaching Effectiveness

This study's most significant theoretical contribution is the development of an Integrated Internal Coaching Effectiveness Framework (depicted in Figure 5, Chapter 6)

that directly addresses all three research questions (RQ, RSQ1, RSQ2) by synthesising various theoretical perspectives to explain how internal coaching contributes to leader development (Avolio & Hannah, 2008; Ely et al., 2010; Day & Dragoni, 2015; Day et al., 2014, 2021). This integrated framework addresses calls for theory explaining why and how coaching phenomena make a difference (Bozer & Jones, 2021) by revealing the mechanisms through which internal coaching contributes to leader development. The framework indicates that coaching effectiveness depends on integration of multiple factors operating synergistically rather than any single factor operating independently, providing theoretical understanding and practical guidance for organisations implementing internal coaching programmes.

7.3.2 Methodological Contributions

This study denotes the value of systematic thematic analysis (Braun & Clarke, 2006) combined with Grodal et al.'s (2021) Active Categorisation Framework for exploring internal coaching as an under-researched phenomenon. The dual-perspective research design incorporating similar interview questions for both coachees and coaches provided triangulation thus strengthening credibility of this study conclusions (Eisenhardt, 1989; Ridder, 2017). The single organisation case study enabled deep exploration of coaching within complex organisational realities, revealing how organisational factors shape effectiveness (RSQ1) and outcomes (RSQ2). The integration of two theoretical frameworks (Ely et al., 2010; Avolio & Hannah, 2008; Day et al., 2014) enabled detailed examination from various theoretical perspectives, producing broader findings addressing all research questions.

7.4 Practical Recommendations for Management and Stakeholders

This section presents practical recommendations for organisations implementing or scaling internal coaching for leader development based on research findings, discussions and conclusions. These recommendations are derived from the theoretical conclusions and organised according to the research questions to show clear linkages between conclusions, evidence, and practice.

7.4.1 Recommendations addressing Research Sub-Question 1

Recommendation 1: Organisations should support internal coaches' professional development through external credentialling with recognised coaching bodies, providing quality assurance, ethical frameworks, continuing education requirements, and professional accountability mechanisms (Ebrahimi, 2024; ICF, 2025). This requires investing in coach education, supervision systems, and communities of

practice that enable coaches to develop competencies, share experiences, and maintain coaching standards.

Recommendation 2: Given the conflict of internal coaches' priorities between full-time organisational roles and voluntary coaching, organisations that are serious about scaling internal coaching should transition from volunteer coaching models to recognising internal coaching as legitimate work requiring dedicated and protected time (Pandolfi, 2020).

Recommendation 3: Based on leaders' tension experienced with prioritising training and work demands and coaching engagements, organisations should balance investment in leader development and coaching especially during operational demands to avoid undermining coaching engagement (Gan et al., 2021; Pandolfi, 2020). This requires organisation support systems and senior leadership recognising and institutionalising coaching time through formal mechanisms.

Recommendation 4: As part of coachee readiness, organisational support systems should develop systematic coachee preparation processes before coaching commences that include internal coaching literacy which clarify coaching's nature, explain coaching's facilitative approach emphasising self-discovery, establish realistic expectations about processes and outcomes, and build understanding of coachee responsibilities for engagement and application (Bozer & Jones, 2018; Gan et al., 2021; Pandolfi, 2020).

Recommendation 5: Coachee readiness surfaced as an important factor for effective coaching therefore organisations should assess coachees' developmental readiness before assigning coaches, using this assessment to inform coach matching, coaching approach customisation, and additional support provision (Avolio & Hannah, 2008).

Recommendation 6: To optimise the coach-coachee relationship quality, organisations should implement careful coach-coachee matching processes considering coachee developmental needs and readiness levels, coach competencies and experience, personality compatibility, cultural factors and preferences, and potential boundary or confidentiality concerns (Bozer & Jones, 2018; De Haan et al., 2016).

7.4.2 Recommendations Addressing Research Sub-Question 2

Recommendation 7: Based on the evidence of this case study on intrapersonal development, organisations should structure internal coaching to prioritise self-awareness development as a basis for enabling other leadership outcomes (Avolio & Hannah, 2008; Wallace et al., 2021). This requires coaching processes emphasising

reflective practice, providing alternative perspectives, creating safety for vulnerability, and addressing limiting beliefs.

Recommendation 8: Organisations should strategically deploy internal coaching to support technical professionals transitioning to leadership roles (McGill et al., 2019; Wallace et al., 2021) focusing on developing relational and managerial competencies distinct from technical skills, facilitating identity transformation from technical expert to leader, and building organisational navigation capabilities.

Recommendation 9: Organisations should recognise that individual leader development through internal coaching is insufficient without organisational support systems including human resources structure, management sponsorship and leadership programme integration (Athanasopoulou & Dopson, 2018; Pandolfi, 2020).

7.4.3 Recommendations addressing the Primary Research Question

Recommendation 10: Organisations should consider integrating internal coaching within broader leadership development programmes (Athanasopoulou & Dopson, 2018; Day et al., 2021) linking coaching goals with organisational leadership competencies, creating feedback loops between coaching and other leader developmental activities, and designing career pathways with coaching participation.

Recommendation 11: Organisations should evaluate internal coaching effectiveness and outcomes comprehensively across multiple criteria rather than relying primarily on customer satisfaction surveys (Athanasopoulou & Dopson, 2018; Ely et al., 2010). Comprehensive evaluation should assess formative and summative criteria using multiple data sources and longitudinal evaluation to track outcomes months or years after coaching to assess sustained impact.

7.5 Limitations of Research

This research contained several limitations that have been acknowledged when analysing the findings and their transferability to other contexts. These limitations (detailed in Chapter 4, Section 4.10) relate to the research design, methodology, data collection, analysis, and contextual factors that constrained the study's scope and generalisability. These limitations include: 1) A single case study design that limited transferability (Eisenhardt, 1989; Mbokota & Myres, 2024); 2) An individual-level analysis which excluded diverse perspectives (Gavin & Bernardi, 2023; Saunders et al., 2023; Vogel et al., 2021); 3) A mono-method qualitative approach limited triangulation (Creswell et al., 2007; Golafshani, 2003); 4) The absence of a control group limited causal relationship claims (Boak & Crabbe, 2019; Saunders et al., 2023); 5) A cross-sectional design precluded longitudinal data and assessment (Athanasopoulou &

Dopson, 2018; Day et al., 2021; Saunders et al., 2023) and 6) The researcher's insider status created potential bias (Othman & Hamid, 2018; Raskind et al., 2019).

7.6 Suggestions for Future Research

This study provides several opportunities for future research that would extend the understanding of internal coaching's contribution to leader development while addressing limitations identified in this study. The following suggestions are derived from the study's discussions, conclusions, and limitations, offering direction that would advance theoretical understanding and practical application of internal coaching.

Further comparative studies are required to explore and quantify the advantages of internal coaching versus external coaching, thus enabling evidence-based decisions about coaching modality selection within organisations. Therefore, future research should examine internal coaching effectiveness relative to external coaching across different organisational contexts, leader levels, and developmental needs (Jones et al., 2016, 2018).

More research is required to examine what organisational support systems and infrastructure requirements enable successful internal coaching implementation and scalability (Gan et al., 2021; Pandolfi, 2020).

As per the literature review recommendations, research is required to examine the role and impact of coach and coachee similarity in race, gender, sector background and personality, has on coaching relationships and outcomes (Athanasopoulou & Dopson, 2018; De Haan et al., 2016; Passmore & Evans-Krimme, 2021).

Ely et al.'s (2010) summative framework lacks criteria for assessing personal domain outcomes and coaching's holistic value, so future research should evaluate coaching beyond work-related and monetary metrics to determine internal coaching's value and return on investment (Athanasopoulou & Dopson, 2018; Theeboom et al., 2014).

From a research design perspective, future research should employ longitudinal designs tracking internal coaching outcomes over extended periods, post-coaching, to assess effectiveness and outcome sustainability and identify delayed effects that occur long after formal coaching concludes (Athanasopoulou & Dopson, 2018; Day et al., 2021; Ely et al., 2010).

In addition, future research should conduct multiple site studies examining internal coaching across diverse organisational contexts including different industries and sectors, different organisational sizes and structures, and different cultural contexts (Martinsuo & Huemann, 2021; Ridder, 2017).

Finally, future research should combine qualitative exploration and quantitative measurement methods to provide depth and breadth in understanding internal coaching phenomena more extensively (Creswell et al., 2007; Gavin & Bernardi, 2023).

In conclusion, these future research directions collectively would advance internal coaching literature from its current nascent state toward comprehensive theoretical understanding and evidence-based practice. By addressing the limitations identified in this study and extending its findings across diverse contexts, populations, and timeframes, future research will enable organisations to implement internal coaching more effectively. This contributes to the empirical foundation necessary for internal coaching to establish itself as a credible and validated approach to leader development.

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9.1 Appendix A: Informed Consent Form

Informed Consent Form

Dear Participant

I am currently pursuing my Master of Philosophy (specialising in Change Leadership) at the University of Pretoria's Gordon Institute of Business Science (GIBS). I am conducting research on "the role of internal coaching in leader development" using Eskom Generation's Technical Leadership Programme as a case study.

The purpose of this research study is to explore the role and contribution of internal coaching in leader development within the context of a state-owned company and contribute to the literature review gaps identified in the internal coaching body of knowledge. The practical aim of this study will be to improve the internal coaching process and overall internal coaching effectiveness in the context of leader development. More importantly organisations can justify using internal coaching in conjunction with other workplace coaching interventions to support managers leader development and readiness for transitioning to senior levels and leader roles.

Our interview is expected to last 75 minutes and will help us understand the role of internal coaching in leader development. **Your participation is voluntary, and you can withdraw at any time without penalty**.

By signing this letter, you are indicating that you have given permission for:

a) the interview to be recorded using MS Teams;
b) the recording to be transcribed by MS Teams, cleaned and analysed by myself only, who will be subject to a standard non-disclosure agreement;
c) verbatim quotations from the interview to be used in the report, provided they are not identified with your name or that of your business unit;
d) the data to be used as part of a report that will be publicly available once the examination process has been completed; and
e) all data to be reported and stored without identifiers.

If you have any concerns, please contact my supervisor or me. Our details are provided below.

Researcher name: [redacted]	Research supervisor name: [redacted]
Email: [redacted]	Email: [redacted]
Cell phone: [redacted]	Telephone: [redacted]

Signature of participant: [redacted] Date: 15 August 2025

Signature of researcher: [redacted] Date: 15 August 2025

9.2 Appendix B: Ethical Clearance Approval

GIBS ETHICAL CLEARANCE APPLICATION FORM 2025/26

G. APPROVALS FOR/OF THIS APPLICATION

When the applicant is a student of GIBS, the applicant must please ensure that the supervisor and co-supervisor (where relevant) has signed the form before submission

STUDENT RESEARCHER/APPLICANT:

29. I affirm that all relevant information has been provided in this form and its attachments and that all statements made are correct.

Student Researcher's Name in capital letters:	[redacted]
Date:	03 Jul 2025
Supervisor Name in capital letters:	[redacted]
Date:	03 Jul 2025
Co-supervisor Name in capital letters:	
Date:	03 Jul 2025

Note: GIBS shall do everything in its power to protect the personal information supplied herein, in accordance to its company privacy policies as well the Protection of Personal Information Act, 2013. Access to all of the above provided personal information is restricted, only employees who need the information to perform a specific job are granted access to this information.

Decision:

Approved

REC comments:

Goodluck

Date: 28 Jul 2025

9.3 Appendix C: Case Study Considerations

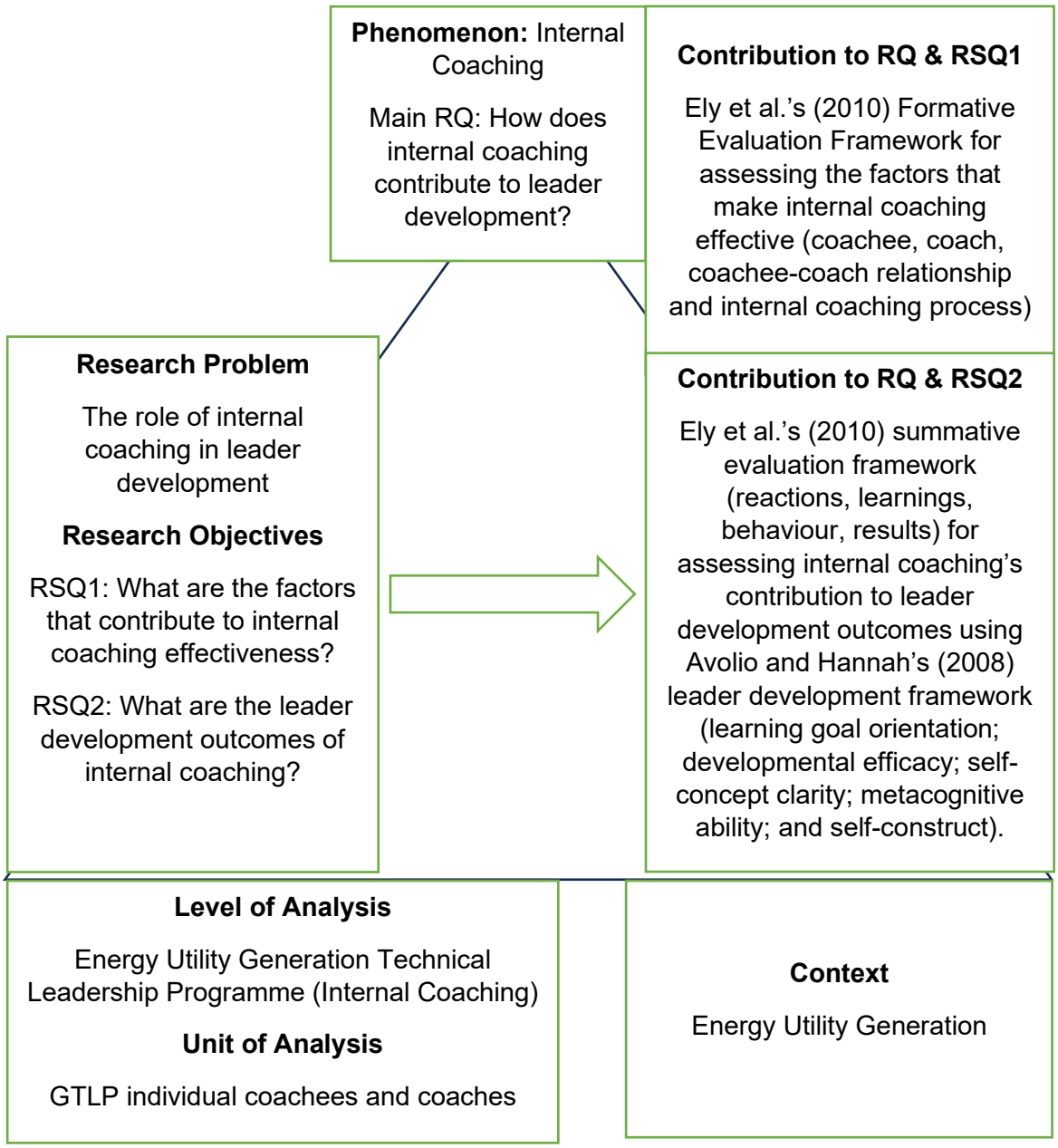

Figure 6: Case Study Considerations (Source: Martinsuo, M., & Huemann, M. (2021). https://doi.org/10.1016/j.ijproman.2021.06.007)

9.4 Appendix D: Interview Protocol (Coachee Participant)

Primary RQ: How does internal coaching contribute to leader development?
1. Coachee
1.1 At the time of your GTLP, what position did you occupy and level? Technical, Operations, Finance, Procurement, SHERQ etc; MPSG 15/16/17/18
1.2 To your recollection, how many internal coaching sessions did you receive? e.g., <5, 5-10,>10 1.3 How often were the coaching sessions? e.g., once a week, once a month, once a quarter, ad hoc.
1.4 How was the coach allocation done? Did you choose your coach or was the coach assigned to you?
1.5 Why did you choose to participate in the coaching programme?
1.6 What coaching outcome did you intend to achieve?
Sub-question RSQ1: What are the factors that contributed to internal coaching effectiveness?
3. Coachee Aspect
3.1. How was your experience of being coached?
3.2. To what extent were your coaching outcomes achieved?
3.3 As a coachee, what do you believe are coachee-related factors that contributed to the success of your coaching?
4. Coach Aspect
4.1 As a coachee, what do you believe are the coach related factors that contributed to the success of your coaching?
5. Coachee-Coach Relationship Aspect
5.1 As a coachee, what do you believe are the coachee-coach relationship factors that contributed to the success of your coaching?
6. Internal Coaching Process Aspect
6.1 As a coachee, what do you believe are the internal coaching processes that contributed to the success of your coaching? e.g., tools, structure, challenge, support
8. Organisational Aspect
8.1 As a coachee, what do believe are the organisational factors that contributed to making your internal coaching effective or successful?
Sub-question RSQ2: What are the leader development outcomes of internal coaching?
7.1 What leader development outcomes did you set for yourself?
7.2 To what extent did you achieve these?
7.3 Were there any other outcomes you did not set that you achieved?
7.4 What was your overall experience about internal coaching and its contribution to leader development?
7.5 In general, what makes internal coaching's contribution to leader development different or successful maybe compared to any other forms of coaching, mentoring or training and development?

9.5 Appendix E: Interview Protocol (Coach Participant)

Primary RQ: How does internal coaching contribute to leader development?
2. Coach
2.1 How long have you been coaching within Energy Utility Generation?
2.2 What formal coaching qualifications do you possess?
2.3 Are you affiliated with any professional coaching bodies? e.g., COMENSA or ICF etc.
2.4 What coaching accreditation if any do you possess? e.g., ACC, PCC or MCC etc.
2.5 During your internal coaching assignment on the GTLP, what was your position and level?
2.6 How many coachees did you coach during the GTLP?
2.7 Why did you choose to be part of the coaching programme?
Sub-question RSQ1: What are the factors that contributed to internal coaching effectiveness?
3. Coachee Aspect
3.4 As a coach, what do you believe are coachee related factors that contributed to the success of your internal coaching?
4. Coach Aspect
4.2 As an internal coach, what do you believe are the coach related factors that contributed to the success of internal coaching?
5. Coachee-Coach Relationship Aspect
5.2 As an internal coach, what do you believe are the coachee-coach relationship factors that contributed to the success of your internal coaching?
6. Internal Coaching Process Aspect
6.2 As an internal coach, what do you believe are the internal coaching processes that contributed to the success of your internal coaching? e.g., tools, structure, challenge, support
8. Organisational Aspect
8.2 As a coach, what do believe are the organisational factors that contributed to making your internal coaching effective or successful?
Sub-question RSQ2: What are the leader development outcomes of internal coaching?
7.6 To what extent did the coachee achieve their leader development outcomes?
7.7 What was your overall experience about internal coaching and its contribution to leader development?
7.8 In general, what makes internal coaching's contribution to leader development different or successful maybe compared to any other forms of coaching, mentoring or training and development?

9.6 Appendix F: Mapping of Research Findings to Formative Framework

Table 4: Formative Evaluation Framework - Mapping to Research Sub-Question 1 (RSQ1)

Research Question	Research Themes	Research Sub-themes	Ely et al. (2010) Formative Criteria	Alignment of findings with Ely et al.'s (2010) Formative Evaluation Framework	Alignment of findings with Avolio and Hannah's (2008) Leader Readiness Framework
RSQ1	Theme 1 reveals that internal coaching's effectiveness (RSQ1) depends on the quality and integration of internal coach core competencies. The three sub-themes 1.1 coach characteristics and capabilities, 1.2 coach competencies, and 1.3 relationship building and trust development, operate synergistically to create coaching effectiveness. Conclusion: Theme 1 is largely consistent with Ely et al.'s (2010) Formative Criterion (Coach Characteristics and Competencies) while the findings contribute to the framework in several ways.				Conclusion: Theme 1 is consistent with Coaches Learning Goal Orientation, Metacognitive Ability and Developmental Efficacy.
	Theme 1: Internal Coach Core Competencies	Sub-theme 1.1: Internal Coach Characteristics and Capabilities (Internal Coach Experience and Knowledge, Coach Motivation)	Coach Expertise (knowledge, skills, and abilities) Coach's ability to motivate and encourage coachees	1) Effective internal coaching requires coaches who possess technical competence and organisational experience while maintaining authentic commitment to individual and organisational leadership development. 2) Lack of external professional credentialling suggests a quality assurance and development gap requiring organisational attention and support.	1) Internal coaches focused on coachee learning and growth rather than their own performance or recognition.
		Sub-theme 1.2: Internal Coach Core Competencies (Presence, Active Listening, and Questioning)	Coach Competencies (communication, empathy, personable)	1) Coach competencies (presence, listening, questioning) do not operate independently but synergistically, with each enabling and enhancing the others. 2) Internal coaches need to balance creating psychological safety through personal connection and maintaining professional boundaries.	1) Non-judgmental presence created psychological safety enabling authentic exploration of coachees' challenges, limitations, and development needs. 2) Active listening requires active processing, pattern recognition, and reflective engagement. 3) Coaching facilitated client-generated solutions rather than providing expert advice. 4) Coach characteristics directly build developmental readiness components whereby non-judgmental presence encourages learning goal orientation,

					active listening enhances metacognitive ability, and strategic questioning develops developmental efficacy, showing how coaching processes build the readiness factors that enable development.
		Sub-theme 1.3: Relationship Building and Trust Development (Coach Commitment, Rapport, and Ethics)	Coach-Coachee Relationship (Rapport, Collaboration, Commitment, Trust and Confidentiality)	1) Coach commitment required for building strong coaching relationships conflicts with internal coaches' other organisational responsibilities, suggesting organisations with management endorsement should structurally support coaching time.	
RSQ1	Theme 2 reveals that internal coaching's effectiveness (RSQ1) is strengthened by coach-coachee relationship quality comprising shared organisational employment, personality compatibility and demographic factors, relational qualities, and personal care. Conclusion: Theme 2 is consistent with Ely et al.'s (2010) emphasis on relationship characteristics as formative evaluation criteria while the findings contribute to the framework in several ways.				
	Theme 2: Coach-Coachee Relationship Quality	Sub-theme 2: Coach-Coachee Relationship Quality	Coachee-coach relationship (empathy, caring, approachability, and personable elements)	1) Coaches and coachees shared organisational employment, personality compatibility and demographic factors, relational qualities, and personal care. 2) Shared organisational employment facilitates relationship development through common understanding and contextual knowledge, but potential limitations exist such as role complexity, learning outcome type, and confidentiality concerns. 3) Optimal relationship quality depends on personality compatibility and demographic factors, though the mechanisms remain unclear. 4) Effective coaching relationships transcend typical organisational engagements by combining professional development with genuine human care, though personal	

				connection and professional boundaries must be balanced based on individual coachee preferences and cultural contexts. 5) Further research into the role and impact of coach and coachee similarity in race, gender, sector background and personality, has on coaching relationships and outcomes	
	Theme 3 reveals that internal coaching's effectiveness (RSQ1) is strengthened by coachee readiness comprising of coachee commitment, coachee accountability, and coachee attributes and development readiness. Conclusion: Theme 3 findings are consistent with Ely et al.'s (2010) emphasis on coachee readiness as a formative evaluation criterion while the findings contribute to the framework in several ways.				Conclusion: Theme 3 is consistent with leader developmental readiness framework while contributing to it in several ways.
	Theme 3: Coachee Readiness	Sub-theme 3: Coachee Readiness (Coachee commitment, accountability, coachee attributes and developmental readiness)	Client characteristics (Coachee readiness and commitment to coaching, knowledge, expectations, beliefs, and assumptions about coaching)	1) Accountability operates through coach provision and coachee seeking challenge and support. 2) Further research into the role of homework and contracting in successful coaching assignments.	1) All five readiness components (learning goal orientation, developmental efficacy, self-concept clarity, self-complexity, metacognitive ability) predict coaching engagement and outcomes. 2) Developmental readiness enables coachees to engage in coaching and to actively shape and improve coaching experiences, demonstrating agency in their development. 3) Developmental readiness varies among coachees, directly affecting coaching outcomes regardless of coach quality, suggesting coaching serves highly ready participants much more effectively than less ready participants. 4) Organisational context (time pressures, operational demands, leadership programme design) significantly affects whether individual readiness can be manifested in coachee commitment and engagement, suggesting readiness operates at the individual and organisational levels.

<table>
<tr><td>RSQ1</td><td colspan="4">Theme 4 confirmed that internal coaching's effectiveness (RSQ1) is impacted by organisational support systems, namely Human Resources, management, and leadership development programmes. Conclusion: Theme 4 extends Ely et al.'s (2010) formative evaluation framework by demonstrating that organisational support systems constitute an essential formative evaluation criterion alongside coach, coachee, relationship and process characteristics.</td><td></td></tr>
<tr><td></td><td>Theme 4: Organisational Support Systems</td><td>Sub-theme 4.1: Human Resources
Sub-theme 4.2: Management
Sub-theme 4.3: Generation Technical Leadership Programme.</td><td>Client characteristics (Organisational support, goals and climate)</td><td>1) Human Resource structure provided coach development, oversight, awareness, and needs assessment
2) Management sponsorship provided resources, endorsement, and visibility
3) Leadership programme integration provided structure, legitimacy, and implementation mechanisms
4) Without systematic Human Resource structure, management sponsorship, and leadership programme integration, individual coaching effectiveness cannot be sustained or scaled
5) Significant gaps identified in organisational support such as inadequate coachee preparation creating coaching literacy deficits and reducing readiness; insufficient coach capacity constraining scalability, and misalignment between stated development commitment and operational practices creating time pressures that undermine coaching engagement.
6) Organisational developmental readiness parallels individual readiness and affects coaching effectiveness, suggesting that organisational assessment and development should accompany individual coaching initiatives.</td><td></td></tr>
<tr><td>RSQ1</td><td colspan="4">Theme 5 confirmed that internal coaching's effectiveness (RSQ1) is impacted by systematic coaching process comprising of coaching agreements, coaching process and structure, and tool integration. Conclusion: Theme 5’s coaching process is consistent with Ely et al.'s (2010) emphasis on coaching process characteristics as formative evaluation criteria while the findings contribute to the framework in several ways.</td><td>Theme 5 is consistent with leader readiness framework by demonstrating that optimal coaching structure depends on coachee developmental readiness level.</td></tr>
</table>

	Theme 5: Coaching Process	Sub-theme 5.1: Coaching Agreements	Coaching Process Characteristics (Assessment, Challenge, Support) Client Characteristics (Client readiness, Expectations about coaching, Organisational support) Client–coach relationship (Trust and Confidentiality)	1) Internal coaching contexts require specific functions of contracting such as building coaching literacy, differentiating internal coaching from other modalities, establishing ethical boundaries (confidentiality, non-disclosure), clarifying roles and responsibilities, creating accountability and creating flexibility with session logistics.	1) Coaching literacy (understanding coaching's nature and requirements) constitutes a basic element of developmental readiness not explicitly identified in Avolio and Hannah's (2008) framework but essential for appropriate engagement.
		Sub-theme 5.2: Coaching Process and Structure and Tool Integration	Coaching Process Characteristics (Assessment, Challenge, Support)	1) Effective coaching processes require structured flexibility and consistent application of frameworks like GROW combined with adaptive tool selection based on coachee needs, contexts, and learning styles 2) Optimal coaching structure depends on coachee developmental readiness level, representing an important integration of Ely et al.'s (2010) process framework and Avolio and Hannah's (2008) readiness framework. 3) Methodology effectiveness depends on coaches' diagnostic ability to assess coachee readiness and preferences, then calibrate structure, tool selection, and support balance accordingly	2) Optimal coaching structure depends on coachee developmental readiness level.

Source: Researcher’s own compilation

9.7 Appendix G: Mapping of Research Findings to Summative Framework

Table 5: Summative Evaluation Framework - Mapping to Research Sub-Question 2 (RSQ2)

Research Question	**Research Themes**	**Research Sub-themes**	**Ely et al. (2010) Summative Criteria**	**Alignment of findings with Ely et al.'s (2010) Summative Evaluation Framework**	**Alignment of findings with Avolio and Hannah's (2008) Leader Readiness Framework**
RSQ2	Conclusion: Theme 6 findings are consistent with Ely et al.'s (2010) summative evaluation framework emphasising reactions, learning, behaviour, and results as leadership development outcome criteria thus responding to RSQ2, while contributing to the framework in several ways.				
	Theme 6: Coaching Outcomes	Sub-theme 6.1: Self-leadership development (self-awareness development process, self-awareness, self-management, and personal growth)	Learning outcomes criteria [Cognitive learning (self-awareness & cognitive flexibility) and Affective learning (self-efficacy & job attitudes)]	Theme 6 findings are consistent with Ely et al.'s (2010) summative evaluation framework. 1) Leader developmental outcomes follow a systematic progression from self-leadership to leadership capability to learning application to career advancement, with each domain building upon previous development. 2) Self-leadership development (self-awareness, self-management, personal growth) creates the foundation enabling all subsequent developmental outcomes. 3) Leadership capability development involves identity transformation, not merely skill acquisition, requiring sustained support through coaching relationships. 4) Learning integration bridges the knowing-doing gap between formal education and workplace performance, representing coaching's unique value proposition. 5) Career advancement emerges from capability development and confidence building rather than coaching directly causing promotions; and 6) Developmental outcomes varied among coachees based on developmental readiness,	Sub-theme 6.1 is consistent with leader readiness framework 1) Self-awareness development directly creates multiple developmental readiness components (self-concept clarity, self-complexity, and meta-cognitive ability)
		Sub-theme 6.2: Leadership capability development (leader skills and competencies, leadership skills and application, team leadership, management skills, strategic thinking)	Behaviour outcomes criteria (change in client leadership behaviours and client's achievement of coaching goals)		

		Sub-theme 6.3: Learning integration and application (practical application, behavioural change)	Learning outcomes criteria [Cognitive learning (self-awareness & cognitive flexibility) and Affective learning (self-efficacy & job attitudes)]	coach quality, coachee-coach relationship quality, organisational support, and coaching process effectiveness, demonstrating the interdependence of formative and summative evaluation criteria However, the findings also reveal significant limitations: 1) Maintaining new behaviours under organisational pressure proves difficult without organisational change and support. 2) Attributing career outcomes solely to coaching simplifies the multiple factors influencing career advancement 3) Evaluation based mainly on coachee satisfaction provides insufficient evidence of coaching effectiveness; and 4) Longitudinal assessment is necessary to determine whether leader developmental outcomes are sustained beyond coaching periods.	
		Sub-theme 6.4: Career advancement (progression readiness)	Results outcomes criteria (Employee retention, succession planning, job satisfaction, commitment and performance changes, customer satisfaction and return on investment)		
	Sub-theme 6.5: Internal Coaching Value Proposition	Positive Experiential Outcomes Holistic Developmental Impact	Reactions (Client's perception of coaching effectiveness, Client's perception of coach, Client's satisfaction with coach–client relationship, Client's satisfaction with the coaching process) Results (Customer Satisfaction, Return of Investment)	1) Formative evaluation criteria operate synergistically rather than independently to produce summative outcomes, therefore successful coaching requires alignment across all factors simultaneously 2) Ely et al.'s (2010) formative and summative evaluation categories operate simultaneously and reciprocally: coaching processes (formative) directly build coachee self-awareness (summative learning outcome), which then enhances coachee engagement (formative characteristic), creating iterative development cycles. This suggests that coaching evaluation frameworks should conceptualise formative and summative elements as interconnected systems rather than sequential stages.	Internal coaching contributes to leader development through three interconnected mechanisms operating synergistically: (i) building developmental readiness through self-awareness and coaching literacy (ii) facilitating self-discovery through structured yet flexible processes within strong coaching relationships, and (3) enabling practical application of leadership

		Distinctive Internal Coaching Value		3) Ely et al.’s (2010) organisational factors under coachee characteristics should be constituted as a distinctive and important formative evaluation criterion alongside coach, coachee, relationship, and process characteristics. This study extends Ely et al.'s (2010) framework by revealing that internal coaching's contribution depends largely on organisational context and suggests that Ely et al.'s (2010) four-factor formative framework should be expanded to explicitly include organisational support systems as a fifth formative criterion. 4) The findings extend the framework by demonstrating that coaching literacy, understanding coaching's nature, processes, and requirements, represents a basic component of developmental readiness not explicitly identified in either Ely et al.'s (2010) or Avolio and Hannah's (2008) frameworks. This suggests both frameworks should be extended to include context-specific readiness components (coach and coachee preparedness and coaching literacy) alongside general developmental readiness factors. 5) The findings indicate that internal coaching's holistic impact, extending across personal, professional, family, and community domains, creates evaluation challenges not adequately addressed in Ely et al.'s (2010) summative framework, which focuses primarily on work-related outcomes. The current findings suggest that Ely et al.’s (2010) evaluation criteria should explicitly include personal wellbeing and life satisfaction as legitimate coaching outcomes, representing an extension of Ely at al.’s (2010) summative framework.	learning through ongoing organisational support and accountability. The findings confirm that internal coaching requires and builds developmental readiness which serves as a prerequisite for accelerating positive leader development.

Source: Researcher’s own compilation

9.8 Appendix H: Secondary Codes

Table 6: List of Secondary Codes

Secondary Code Groups		
Coaching Inputs	**Coaching Process**	**Coaching Outcomes**
CEACC - Coachee Accountability	COMETACP - Coaching Methodology Action Planning	CEOUTBEC - Coachee Outcomes Behavioural Change
CEATT - Coachee Attributes	COMETGOS - Coaching Methodology Goal Setting	CEOUTCAP - Coachee Outcomes Career Progression
CECOM - Coachee Commitment	COMETSOL - Coaching Methodology Solutions	CEOUTTEL - Coachee Outcomes Team Leadership
CELEA- Coachee Learning	COMETTOO - Coaching Methodology Tools	CEOUTLDP - Coachee Outcomes Leadership Development
COCEREL - Coach-Coachee Relationship	COAGR - Coaching Agreement	CEOUTLDR - Coachee Outcomes Leader Development
COCOM - Coach Committment		CEOUTMAN - Coachee Outcomes Management
COETH - Coach Ethics		CEOUTPEG - Coachee Outcomes Personal Growth
COEXP - Coach Experience		CEOUTSAW - Coachee Outcomes Self-Awareness
COKNO - Coach Knowledge		CEOUTSMA - Coachee Outcomes Self-Management
COLIS - Coach Listening		CEOUTSTT - Coachee Outcomes Strategic Thinking
COMOT - Coach Motivation		CESAW - Coachee Self-Awareness
COPRE - Coach Presence		
COQUE - Coach Questioning		
CORAP - Coach Rapport		
ORGGTLP - Organisational Support Generation Technical Leadership Programme		
ORGHR - Organisational Support Human Resources		
ORGMAN - Organisational Support Management		
INCOVAL - Internal Coaching Value		

Source: Researcher's own compilation

9.9 Appendix I: Primary Codes

Table 7: List of Primary Codes

ID	Document	Primary Codes
5:50	CE3	CEACC-Coach #1 to understand their role in the coaching sessions
6:24	CE4	CEACC-Coach #4 allows coachee #4 to lead the engagement whilst the coach gives guidance
3:28	CE1	CEACC-Coachee #1 taking ownership of changing behaviour
3:29	CE1	CEACC-Coachee #1 was accountable to give feedback on coaching sessions to GTLP Project Management
15:25	CE10	CEACC-Coachee #10 was made to be in charge of the topic and discussions by coach #3
17:39	CE12	CEACC-Coachee #12 created structure by introducing an agenda for each coaching session
17:30	CE12	CEACC-Coachee #12 did reflections post coaching sessions and conducted exercises to address her issues
17:17	CE12	CEACC-Coachee #12 directed the coaching session to what she wanted assistance on
17:18	CE12	CEACC-Coachee #12 set up the agenda for her coaching sessions
17:45	CE12	CEACC-Coachee #12 set up the agenda points and time allocation for the coaching session
17:15	CE12	CEACC-Coachee #12 took the lead and guided the coach of her needs
17:19	CE12	CEACC-Coachee #12 took the lead to achieve her agenda from the coaching sessions
2:43	CE2	CEACC-Coachee #2 communicates in advance if appointments are not going to be made
2:44	CE2	CEACC-Coachee #2 gives feedback and reports on tasks done
6:18	CE4	CEACC-Coachee #4's preparedness to do his coaching homework
10:18	CE5	CEACC-Coachee #5 took ownership for actions, scheduling appointments, cancellations and meeting time
10:13	CE5	CEACC-Coachee #5 wanted to be accountable for making progress on his coaching deliverables
10:6	CE5	CEACC-Coachee #5 wanted to be held accountable for his work outputs and deliverables
13:23	CE8	CEACC-Coachee #8 took accountabilty for actions and giving feedback at the next coaching session
13:3	CE8	CEACC-Coachee #8 wanted an executable development plan and be held accountable for it
4:40	CO1	CEACC-Coachee sets the coaching agenda
7:15	CO2	CEACC-Coachee's honouring appointments and actions from the coaching sessions
18:18	CO5	CEACC-Coachee's taking responsibility for organising the coaching sessions
9:7	CO4	CEACC-Coachees were prepared for every coaching session
18:19	CO5	CEACC-Coachees willingness to use the techniques shared by the coach
9:8	CO4	CEACC-Some coachees did not follow through on actions from the previous coaching sessions
2:21	CE2	CEATT-Coachee #2 was coachable
2:24	CE2	CEATT-Coachee #2 was teachable
2:23	CE2	CEATT-Coachee #2's attitude and willingness to be teachable and coachable
2:25	CE2	CEATT-Coachee #2's attitude to receiving and understanding information to use it for achieving your goals
9:64	CO4	CEATT-Coachees come with different levels of leadership ability, working experience and maturity levels
9:49	CO4	CEATT-Coachees need to be goal-oriented and solution focussed
9:36	CO4	CEATT-Coachees need to be professional and do what you say you're going to do
2:71	CE2	CECOM-Both coach #5 and coachee #2 made efforts to meet
7:20	CO2	CECOM-Coach #2 experienced lack of committment and intent with some coachees and postponment of coaching sessions
9:16	CO4	CECOM-Coach #4 emphasised the financial impact of not honouring coaching sessions
3:36	CE1	CECOM-Coachee #1 cancelled coaching appointment due to time constraints
3:87	CE1	CECOM-Coachee #1 cancelled coaching appointments due to work pressures
3:38	CE1	CECOM-Coachee #1 will honour their internal coaching appointments if they were paid for

15:30	CE10	CECOM-Coachee #10 was restricted by tight work schedules to have coaching sessions with coach #3
16:5	CE11	CECOM-Coachee #11 was committed to making the coaching work with coach #4
16:27	CE11	CECOM-Coachee #11 was determined to make her coaching journey with coach #4 successful
7:14	CO2	CECOM-Coachee #1's committment to the journey
7:21	CO2	CECOM-Coachee #1's intent and committment to the coaching journey
7:7	CO2	CECOM-Coachee #1's purpose, discipline, intention to commit to the coaching journey, the goal and actions
2:42	CE2	CECOM-Coachee #2 honouring the coaching appointments
9:28	CO4	CECOM-Coachee #2 honouring the coaching appointments
2:29	CE2	CECOM-Coachee #2 making the time and showing interest in being coached
6:21	CE4	CECOM-Coachee #4's committment and preparedness for coaching process
18:21	CO5	CECOM-Coachee #4's committment and preparedness for coaching process
6:17	CE4	CECOM-Coachee #4's committment to the coaching journey
6:64	CE4	CECOM-Coachee #4's postive contribution to the coaching process
12:16	CE7	CECOM-Coachee #7 committed to the coaching schedule and feedback on actions
8:50	CO3	CECOM-Coachee's are pre-occupied with internal business challenges and experiences
4:62	CO1	CECOM-Coachees cancelling coaching sessions due to GTLP homework and assignments
18:17	CO5	CECOM-Coachee's committment to the coaching journey
18:67	CO5	CECOM-Coachee's don't apologise or honour coaching sessions
9:6	CO4	CECOM-Coachees that showed little interest in coaching did not progress in their workplace
8:11	CO3	CECOM-Coachees were dedicated to GTLP and understood the benefits of coaching
17:68	CE12	CECOM-Coaching helps you with your personal journey by taking ownership and committing to it
13:21	CE8	CECOM-Coaching sessions were planned and scheduled to suit coach #4 and coachee #8 busy environment
12:28	CE7	CELEA-Coach #1 follows through on coachee #7's gaps to achieve the objectives
12:11	CE7	CELEA-Coach #1 recommended coachee #7 to read books to address his leadership gaps
3:106	CE1	CELEA-Coach #2 focussed on a specific area for coachee's development
3:50	CE1	CELEA-Coach #2 focussed on the coachee #1 issues and experiences only
7:30	CO2	CELEA-Coach #2 guides the coachee to find own answers and solutions
6:58	CE4	CELEA-Coach #4 coaching sessions helped coachee #4 with any challenges and clarity
6:33	CE4	CELEA-Coach #4 could celebrate coachee 4's achievements and goals
9:66	CO4	CELEA-Coach #4 helped coachees to find information and people to help them with work situations
6:67	CE4	CELEA-Coach #4 provided homework to coachee #4 to address his shortfalls
9:15	CO4	CELEA-Coach #4 provides feedback to coachee on developmental areas and committment levels
16:17	CE11	CELEA-Coach #4 used exercises to help coachee #11 with decision-making
6:31	CE4	CELEA-Coach #4 was helpful in addressing coachee #4's individual shortcomings through learning and development
14:31	CE9	CELEA-Coach #5 did not impose solutions but open coachee #9 to find ways to resolve his issues
14:33	CE9	CELEA-Coach #5 helped coachee #9 to develop leadership skills and personal goals
2:15	CE2	CELEA-Coach #5 provided feedback about coachee #2's leadership potential
17:7	CE12	CELEA-Coachee #12 wanted to incorporate her learnings from GTLP to better understand her role as an individual and leader
6:52	CE4	CELEA-Coachee #4 learned to develop goals and take action to achieve the destination
6:51	CE4	CELEA-Coachee #4 learned to develop his own life stories and journeys and reflect and see his life into the future
6:49	CE4	CELEA-Coachee #4 still has to master new learnings and behaviours under extreme pressure
11:54	CE6	CELEA-Coachee #6 benefitted from coaching #5 through information sharing, contribution to the problem-solving, approach things differently and taking care of yourself
11:15	CE6	CELEA-Coachee #6 shared information and solutions that were important to overcome his challenges
14:45	CE9	CELEA-Coachee #9 gained active listening skills through coaching with coach #5

18:11	CO5	CELEA-Coachees were part of GTLP and wanted to enhance their learning
9:71	CO4	CELEA-Coaching bridges the classroom theory with real life application and practices
7:58	CO2	CELEA-Coaching can assist coachees during the implementation of their learnings
7:61	CO2	CELEA-Coaching can help coachees apply their learnings in practice and add value to the organisation
2:85	CE2	CELEA-Coaching helped coachee #2 zoom into specific issues and grey areas experienced during GTLP
3:94	CE1	CELEA-Formalised internal coaching through coach #2 helped coachee #1 grow alot
13:46	CE8	CELEA-Internal coaching helped coachee #8 apply the tools learnt at GTLP into practice
7:51	CO2	CEOUTBEC-Coachee #1 asks questions of his team to generate ideas
7:52	CO2	CEOUTBEC-Coachee #1 brings his team into the conversation to offer ideas
3:77	CE1	CEOUTBEC-Coachee #1 has empowered his team to get things done
3:59	CE1	CEOUTBEC-Coachee #1 made himself dispensible
3:76	CE1	CEOUTBEC-Coachee #1 still has to master practicing new learnings and behaviour under pressure
3:61	CE1	CEOUTBEC-Coachee #1 trusted his people to get things done
3:27	CE1	CEOUTBEC-Coachee #1 wanted coaching to help fix his behaviour
3:102	CE1	CEOUTBEC-Coachee #1 wanted coaching to help understand why I do certain things
3:22	CE1	CEOUTBEC-Coachee #1 wanted to learn to sustain behaviours on his own
6:11	CE4	CEOUTBEC-Coachee #4 is driven to develop other leaders within the business to achieve results through team members
11:59	CE6	CEOUTBEC-Coachee #6's confidence has increased and his behaviour is recognised by people at the power station
14:15	CE9	CEOUTBEC-Coachee #9 now trusts his team after coaching #5
14:16	CE9	CEOUTBEC-Coachee #9 started coaching his team with career development
9:63	CO4	CEOUTCAP-About 1/3 of coachees advanced quite rapidly in their careers
13:37	CE8	CEOUTCAP-Coach #4 helped coachee #8 think and prepare for the next career role and path
9:67	CO4	CEOUTCAP-Coach #4's coaching benefited coachees through leader development and advancement
18:68	CO5	CEOUTCAP-Coach #5 believes coachee #2 has leader potential and ready for a senior level position
2:16	CE2	CEOUTCAP-Coach #5 challenged coachee #2 on his career path options and opportunities
16:8	CE11	CEOUTCAP-Coachee #11 is still busy with further studies
16:26	CE11	CEOUTCAP-Coachee #11 was moved to another department to help stabilise it
17:56	CE12	CEOUTCAP-Coachee #12 has aspirations to become a better leader and progressing beyond her current position
17:57	CE12	CEOUTCAP-Coachee #12 moved out of comfort zone into a new role
17:54	CE12	CEOUTCAP-Coachee #12 moved to a higher position
17:8	CE12	CEOUTCAP-Coachee #12 wanted guidance on her career path
17:52	CE12	CEOUTCAP-Coachee #12 wanted to move to another higher position
2:68	CE2	CEOUTCAP-Coachee #2 got exposure to senior leadership
2:89	CE2	CEOUTCAP-Coachee #2 has aspirations to be a Group Executive of Eskom
2:83	CE2	CEOUTCAP-Coachee #2 realised that there is no harm in pursuing a different path to becoming a manager
2:80	CE2	CEOUTCAP-Coachee #2 wanted a realistic career path for the next position based on qualifications and contributions
2:64	CE2	CEOUTCAP-Coachee #2 was asked to act in a Senior Manager role
6:2	CE4	CEOUTCAP-Coachee #4 wanted to achieve his study goals
6:61	CE4	CEOUTCAP-Coachee #4 wished he had done coaching earlier in his career
10:44	CE5	CEOUTCAP-Coachee #5 is now recognised and visible through acting in senior management position
11:5	CE6	CEOUTCAP-Coachee #6 wanted coaching to prove that he is capable of transitioning to the next level
11:37	CE6	CEOUTCAP-Coachee #6 was identified to take over a Project Engineering Manager role in another Division
4:60	CO1	CEOUTCAP-Coachee got appointed after acting in the position
4:57	CO1	CEOUTCAP-Coachee got promoted

9:69	CO4	CEOUTCAP-Coachees advanced their own leadership skills and career within the organisation since coaching
9:59	CO4	CEOUTCAP-Coachee's benefited through leadership advancement, promotions and level and complexity of work given
9:5	CO4	CEOUTCAP-Coachees demonstrated a strong desire for individual performance and advancement
9:68	CO4	CEOUTCAP-Coachees needed career guidance
18:15	CO5	CEOUTCAP-Coachees wanted to grow in their careers
11:51	CE6	CEOUTCAP-Coaching #5 helped coachee #6 with his career development
2:65	CE2	CEOUTCAP-Coaching helped coachee #2 rethink his career paths
3:111	CE1	CEOUTTEL-Coachee #1 wanted to develop his team's confidence
6:46	CE4	CEOUTTEL-Coachee #4 wanted to coach and mentor others
6:60	CE4	CEOUTTEL-Coachee #4 wanted to have a positive influence on his team
6:13	CE4	CEOUTTEL-Coachee #4 wants to get the best out of his team
6:10	CE4	CEOUTTEL-Coachee #4's engagements with his team has improved
6:16	CE4	CEOUTTEL-Coachee #4's team to contribute positively to the organisation
10:16	CE5	CEOUTTEL-Coachee #5 wanted to enhance his department through regular meetings and actions
10:42	CE5	CEOUTTEL-Coachee #5's management has improved team dynamics, with regular team touchpoints, task allocations and clear roles and responsibilities
11:35	CE6	CEOUTTEL-Coachee #6 realised the importance of having coaching sessions with his team to understand team problems
11:41	CE6	CEOUTTEL-Coachee #6 requires internal coaching to be extended to his team
11:45	CE6	CEOUTTEL-Coachee #6 wants to make a positive difference in people's lives
14:43	CE9	CEOUTTEL-Coachee #9 wanted to lead his team of engineers by listening, understanding and giving constructive feedback
9:46	CO4	CEOUTTEL-Coachees need coaching for managing conflicts
6:47	CE4	CEOUTTEL-Coaching #4 allowed coachee #4 to reflect as a leader to create a safe space for the team to flourish, create own ideas and address challenges with respect
11:56	CE6	CEOUTTEL-Coaching #5 helped the coachee #6 to share his knowledge and information from the GTLP with his team
10:48	CE5	CEOUTTEL-Internal coaching contributed to the coachee #5 managing his team effectively and improving synergies
11:55	CE6	CEOUTTEL-Through coaching #5, coachee #6 became a better manager and leader by building trust, confidence, understanding and better relationship with his team
15:33	CE10	CEOUTLDP-Coachee #10 gained a team mindset instead of working in isolation
17:59	CE12	CEOUTLDP-Coachee #12 talks to people at her power station to change their perspectives and appreciation of the organisation
17:6	CE12	CEOUTLDP-Coachee #12 wanted to progress with her GTLP
5:58	CE3	CEOUTLDP-Coachee #3 wanted to comprehend her managers
12:38	CE7	CEOUTLDP-Coachee #7 has come to realise his love for the organisation and to make it great again
12:5	CE7	CEOUTLDP-Coachee #7 wanted to address his leadership gaps
14:6	CE9	CEOUTLDP-Coachee #9 wanted to understand himself and his role within the organisation
18:22	CO5	CEOUTLDP-Coachees had technical knowledge but was lacking leaderships aspects
7:57	CO2	CEOUTLDP-Coachees need clarity on whether they need to focus on technical leadership or personal leadership or organisational leadership
9:47	CO4	CEOUTLDP-Coachees need leadership aligned to Eskom's leadership dimensions
3:20	CE1	CEOUTLDR-80% of coachee #1's leader development outcomes achieved
2:56	CE2	CEOUTLDR-As a leader, the coachee #2 appreciated how people's personalities showed up at different times, places and discussions
2:61	CE2	CEOUTLDR-As a result of coaching, coachee #2 was able to show up as a leader by appreciating diverse perspectives
17:21	CE12	CEOUTLDR-Coachee #12 understanding of leadership and being a leader was appreciated through coaching
17:53	CE12	CEOUTLDR-Coachee #12 wanted to become a better leader
2:88	CE2	CEOUTLDR-Coachee #2 wanted to be a leader like gold that doesn't melt under fire
2:84	CE2	CEOUTLDR-Coachee #2 wanted to lead with empathy by paying close attention and understanding people
5:8	CE3	CEOUTLDR-Coachee #3 wanted to be a better leader in the workplace

6:72	CE4	CEOUTLDR-Coachee #4 achieved 70% of his leader development outcomes
6:65	CE4	CEOUTLDR-Coachee #4 engaging postively and making an impact on peoples lives
6:5	CE4	CEOUTLDR-Coachee #4 wanted to apply himself as a leader in the workplace
6:3	CE4	CEOUTLDR-Coachee #4 wanted to be a fully rounded leader
12:6	CE7	CEOUTLDR-Coachee #7 wanted to strenghten himself to be a better leader in the workplace
13:8	CE8	CEOUTLDR-Coachee #8 implemented about 60% of her coaching outcomes due to time limitations
8:13	CO3	CEOUTLDR-Coachee's dedication and eagerness to become better leaders
3:78	CE1	CEOUTLDR-Coaching by coach #2 contributed 100% to coachee #1's successful leader outcomes
15:39	CE10	CEOUTLDR-Internal coaching's goal was to develop and get the best out of leaders
5:47	CE3	CEOUTLDR-No leader development outcomes were achieved by coachee #3 in the coaching sessions
2:76	CE2	CEOUTMAN-As a specialist, coachee #2 was being exposed to more leadership and managerial role within GTLP
3:109	CE1	CEOUTMAN-Coachee #1 did not want to do his team's work
3:60	CE1	CEOUTMAN-Coachee #1 does not do other peoples work
3:88	CE1	CEOUTMAN-Coachee #1 is dealing with people at different levels in the team to get support
3:123	CE1	CEOUTMAN-Coachee #1 is still understanding the business and learning to network more
3:79	CE1	CEOUTMAN-Coachee #1 learned how to solve problems
3:108	CE1	CEOUTMAN-Coachee #1 wanted to do his level of work
15:34	CE10	CEOUTMAN-Coachee #10 has transitioned from a one-man band to an entire team reporting to her because of coaching #3
15:35	CE10	CEOUTMAN-Coachee #10 learned to have difficult conversations with her team, peers and senior managers after coaching #3
16:24	CE11	CEOUTMAN-Coachee #11's relationship with the Unions improved through coaching with coach #4
17:11	CE12	CEOUTMAN-Coachee #12 achieved about 50% of her coaching outcomes related to work
2:91	CE2	CEOUTMAN-Coachee #2 achieved 100% of his coaching outcomes
2:7	CE2	CEOUTMAN-Coachee #2 needed to develop people management skills
2:10	CE2	CEOUTMAN-Coachee #2 wanted to embark in a managerial role and help with the social aspects of his self-identity
2:60	CE2	CEOUTMAN-Coachee #2 wanted to engage individuals, sub-ordinates and others without any distractions
5:56	CE3	CEOUTMAN-Coachee #3 did not know how to be tacful with her manager
5:10	CE3	CEOUTMAN-Coachee #3 wanted to be a manager that can work with all cultures
5:37	CE3	CEOUTMAN-Coachee #3 wanted to build better relationships with her colleagues
5:9	CE3	CEOUTMAN-Coachee #3 wanted to focus on the softer side of management
6:22	CE4	CEOUTMAN-Coachee #4 putting the teachings and theory into practical and meaningful experience
10:10	CE5	CEOUTMAN-Coachee #5 discovered how to navigate and overcome challenges in his department
11:2	CE6	CEOUTMAN-Coachee #6 was getting lots of information and needed a coach for guidance on challenges and gaps
13:36	CE8	CEOUTMAN-Coachee #8 now has the tools to manage people
14:13	CE9	CEOUTMAN-Coachee #9 has improved his listening skills after coaching with coach #5
14:12	CE9	CEOUTMAN-Coachee #9 wanted to improve his listening skills
9:48	CO4	CEOUTMAN-Coachees need coaching on prioritisation
12:39	CE7	CEOUTMAN-Coaching #1 allowed coachee #7 to make the theory practical at the lower levels
3:80	CE1	CEOUTMAN-Coaching #2 helped coachee #1 deal with difficult people and situations
6:48	CE4	CEOUTMAN-Coaching #4 allowed coachee #4 as a leader to listen to understand people
13:34	CE8	CEOUTMAN-Coaching #4 helped coachee #8 delegate to avoid fatigue and being overwhelmed
13:35	CE8	CEOUTMAN-Delegation is not a problem for the coachee #8 anymore
9:65	CO4	CEOUTMAN-Some coachees were interested in networking and getting to know the Eskom business
11:34	CE6	CEOUTPEG-Coach #5 made coachee #6 realise the importance of personal health and wellness
11:33	CE6	CEOUTPEG-Coach #5 made coachee #6 realise the importance of taking care of one's self

3:32	CE1	CEOUTPEG-Coachee #1 acted on team feedback for personal growth
7:53	CO2	CEOUTPEG-Coachee #1 applied strategic thinking with his family and work
3:58	CE1	CEOUTPEG-Coachee #1 wanted coaching for personal development
3:31	CE1	CEOUTPEG-Coachee #1 wanted to change personally and see the benefits
3:86	CE1	CEOUTPEG-Coachee #1 wanted to grow and improve personally and remain accountable for GTLP outputs
3:9	CE1	CEOUTPEG-Coachee #1 wanted to manage his own personal development
3:101	CE1	CEOUTPEG-Coachee #1 wanted unblocking of personal development issues
15:14	CE10	CEOUTPEG-Coachee #10 wanted to improve her leadership and personal life through coaching #3
16:6	CE11	CEOUTPEG-Coachee #11 wanted personal growth and career ambitions
17:4	CE12	CEOUTPEG-Coachee #12 chose coaching for personal growth and pursuit of senior leadership role
5:57	CE3	CEOUTPEG-Coachee #3 wanted to be respected and also respect people
13:40	CE8	CEOUTPEG-Coachee #8 started journaling and reflecting on her work and personal growth and development
13:5	CE8	CEOUTPEG-Coachee #8 wanted to know what tools to use in her personal capacity
14:50	CE9	CEOUTPEG-Coachee #9 through coaching #5 managed to deal with his difficulties and challenges
4:58	CO1	CEOUTPEG-Coachee overcame their fear of doing presentation and chairing meetings
8:41	CO3	CEOUTPEG-Coachees have reached their leader development and personal goals
9:22	CO4	CEOUTPEG-Coachees have to be at their best in their current jobs before progressing to the next level
7:6	CO2	CEOUTPEG-Coachees intent to reach their goal, achieve and develop and close their gaps
9:51	CO4	CEOUTPEG-Coachees need coaching for work-life balance
18:16	CO5	CEOUTPEG-Coachees wanted to grow in their personal lives
7:8	CO2	CEOUTPEG-Coaching #2's contribution to coachee's overall leadership and personal journey
14:3	CE9	CEOUTPEG-Coaching #5 worked on coachee #9 at a personal level
18:10	CO5	CEOUTPEG-GTLP coachees were hungry for growth
10:49	CE5	CEOUTPEG-Internal coaching contributed to the coachee #5 practising personal effectiveness
9:62	CO4	CEOUTPEG-Some coachees took off exponentially since coaching
17:58	CE12	CEOUTSAW-Coachee #12 changed perspective to how she can contribute to making Generation better
17:5	CE12	CEOUTSAW-Coachee #12 chose coaching to introspect and clarify her career path
17:60	CE12	CEOUTSAW-Coachee #12 is more confident after coaching
17:55	CE12	CEOUTSAW-Coachee #12 managed to overcome her fears that was holding her back
2:19	CE2	CEOUTSAW-Coachee #2 became more realistic about his career ambitions
2:58	CE2	CEOUTSAW-Coachee #2 wanted to be aware of others as a leader
2:55	CE2	CEOUTSAW-Coachee #2 wanted to understand himself as a leader and understand others
10:9	CE5	CEOUTSAW-Coachee #5 discovered his personality and how he relates to others
10:43	CE5	CEOUTSAW-Coachee #5's personal effectiveness has improved through reflections
11:58	CE6	CEOUTSAW-Coachee #6 felt that internal coaching improved his confidence levels to act like a bridge and share and apply the knowledge and information gained from GTLP with those at his power station
11:47	CE6	CEOUTSAW-Coachee #6 wanted to increase his confidence levels to share information and learnings from GTLP to transform his colleagues
12:36	CE7	CEOUTSAW-Coachee #7 is more assertive now
13:4	CE8	CEOUTSAW-Coachee #8 started journaling because of internal coaching
14:11	CE9	CEOUTSAW-Coachee #9 gained more confidence after coaching with coach #5
14:46	CE9	CEOUTSAW-Coachee #9 gained purpose out of coaching with coach #5
14:42	CE9	CEOUTSAW-Coachee #9 wanted Emotional Intelligence to deal with his emotions
14:5	CE9	CEOUTSAW-Coachee #9 wanted to be more confident through coaching
14:40	CE9	CEOUTSAW-Coachee #9 wanted to be self-aware and have more insights on his strenghts, weaknesses and values and leadership style
14:41	CE9	CEOUTSAW-Coachee #9 wanted to have empathy when managing people

14:10	CE9	CEOUTSAW-Coachee #9 was more self-aware after coaching with coach #5
8:43	CO3	CEOUTSAW-Coachee has grown in confidence and knows themselves better through internal coaching
18:24	CO5	CEOUTSAW-Coachees needed to learn to tap into their leadership potential
18:23	CO5	CEOUTSAW-Coachee's were lacking confidence in managing and leading people
11:49	CE6	CEOUTSAW-Senior manager has seen a huge improvement in coachee #6's confidence levels since GTLP and coaching
9:21	CO4	CEOUTSMA-Coach #4 emphasises the importance of coachee's having a strong platform for self-improvement and excellence
3:62	CE1	CEOUTSMA-Coachee #1 created a space for doing important things that add value
3:107	CE1	CEOUTSMA-Coachee #1 wanted to free up his time to get important things done
17:61	CE12	CEOUTSMA-Coachee #12 has mastered being truthful about the facts and speak with courage
17:10	CE12	CEOUTSMA-Coachee #12 managed to cope with the workload and pressure and complete GTLP
17:29	CE12	CEOUTSMA-Coachee #12 stuck to the facts but was open to different perspectives
17:9	CE12	CEOUTSMA-Coachee #12 wanted to manage and cope with the GTLP pressures and workload
5:41	CE3	CEOUTSMA-Coachee #3 wanted to handle her emotions before acting
5:12	CE3	CEOUTSMA-Coachee #3 wanted to manage upwards
5:59	CE3	CEOUTSMA-Coachee #3 wanted to respond to situations better
6:50	CE4	CEOUTSMA-Coachee #4 learned to prioritise important work rather than urgent issues
6:68	CE4	CEOUTSMA-Coachee #4 realised that approaching situations calmly provided clarity before responding
10:41	CE5	CEOUTSMA-Coachee #5 wanted to achieve personal effectiveness
10:40	CE5	CEOUTSMA-Coachee #5 wanted to achieve team synergy through self-management and team management
10:15	CE5	CEOUTSMA-Coachee #5 wanted to be more personally effective
11:4	CE6	CEOUTSMA-Coachee #6 wanted coaching to increase his confidence levels which was limiting his career
11:3	CE6	CEOUTSMA-Coachee #6 was overwhelmed and wanted coaching to manage GTLP and work priorities
12:10	CE7	CEOUTSMA-Coachee #7 managed to filter the noise and information which changed his mood
12:33	CE7	CEOUTSMA-Coachee #7 wanted to be more assertive
12:4	CE7	CEOUTSMA-Coachee #7 wanted to clear his mind about the noise of load shedding in the country
14:14	CE9	CEOUTSMA-Coachee #9 achieved better management of his time with coach #5
4:16	CO1	CEOUTSMA-Coachees need to self manage themselves so that they're able to manage other and the organisation
3:103	CE1	CEOUTSMA-Coaching with coach #2 helped coachee #1 understand his gaps and to fix it
7:50	CO2	CEOUTSTT-Coachee #1 has become a strategic and long-term thinker
7:39	CO2	CEOUTSTT-Coachee #1 sees himself as a strategic thinker
3:6	CE1	CEOUTSTT-Coachee #1 wants to overcome his struggle to move between detailed operations to strategic thinking
12:37	CE7	CEOUTSTT-Coachee #7 is now more strategic and longer term focussed
12:34	CE7	CEOUTSTT-Coachee #7 wanted to be more strategic
5:5	CE3	CESAW-Coach #1 made coachee #3 see a different perspective
4:69	CO1	CESAW-Coach #1 made the coachee aware of how home challenges affect the job
4:20	CO1	CESAW-Coach #1 was able to make the coachee aware of separating home and work issues
3:70	CE1	CESAW-Coach #2 coaching session focussed on typing the coachee #1's personality
7:35	CO2	CESAW-Coach #2 focusses on the coachee's limiting beliefs and obstacles with clear next steps
9:34	CO4	CESAW-Coach #4 allows coachee to come up with ideas
9:50	CO4	CESAW-Coach #4 encourages coachees to do introspection
16:16	CE11	CESAW-Coach #4 focussed on deeper issues that coachee #11 was avoiding
6:29	CE4	CESAW-Coach #4 understood coachee #4's strengths and weaknesses
9:45	CO4	CESAW-Coach #4 used tools to emphasise coachee self-awareness
18:27	CO5	CESAW-Coach #5 creates clarity about the coachee's goals

11:36	CE6	CESAW-Coach #5 helped coachee #6 realise a lot about himself and his environment
11:12	CE6	CESAW-Coach #5 helped coachee #6 to reflect within and adjust to the different situations and contribute positively
11:28	CE6	CESAW-Coach #5 helped coachee #6 to uncover the underlying issues to his problem
14:51	CE9	CESAW-Coach #5 supported coachee #9 with setting goals for achieving confidence, listening skills and trust
3:75	CE1	CESAW-Coachee #1 reflected everyday on how the day went
15:3	CE10	CESAW-Coachee #10 learnt introspection and analysis of her own behaviour and reactions to situations
17:22	CE12	CESAW-Coachee #12 opened up about her fears and blind spots through coaching
2:57	CE2	CESAW-Coachee #2 needed to be self-aware
5:7	CE3	CESAW-Coachee #3 did not know what to discuss in the coaching session
5:6	CE3	CESAW-Coachee #3 felt that being open, honest and straightforward was her biggest flaw but the coaching session made the coachee see postive side
6:20	CE4	CESAW-Coachee #4 needs to understand who I am and be in tune with inner-self
6:66	CE4	CESAW-Coachee #4's acceptance of self to make a positive impact on others
10:5	CE5	CESAW-Coachee #5 wanted a sounding board for his work dynamics
10:11	CE5	CESAW-Coachee #5's level of insights gained from the coaching #5 was a key success
13:39	CE8	CESAW-Coachee #8 started journaling, reflecting and checking in on her career progress
13:38	CE8	CESAW-Coachee #8 was now clear about her future career
4:14	CO1	CESAW-Coachee need to be self-aware of their behaviours, their environment
4:19	CO1	CESAW-Coachee's self-awareness is a major trait to be emphasized
9:9	CO4	CESAW-Coachees that had strong self-awareness and self-improvement demonstrated success in the coaching
6:42	CE4	CESAW-Coaching #4 allowed coachee#4's to not give up his power and find his locus of control
6:43	CE4	CESAW-Coaching #4's allowed coachee #4 to reflect on his contribution to the challenge
7:60	CO2	CESAW-Coaching helps coachees when they are mentally stuck or overwhelmed or stuck with implementation
17:64	CE12	CESAW-Coaching made coachee #12 find herself and answers she was seeking
17:66	CE12	CESAW-Coaching provides a space to help find answers within us
4:21	CO1	CESAW-Coaching skills and techniques applied by coach #1 made the coachee aware that she's not a failure
11:32	CE6	CESAW-Internal coaching #5 created a space for coachee #6 to pull back and apply his mind and reflect
16:29	CE11	CESAW-Internal coaching offered coachee #11 the opportunity to gain wisdom, and have confidence in solve problems
13:45	CE8	CESAW-Internal coaching offers a coachee time to reflect, internalise and lead self
7:56	CO2	CESAW-Some coachees are not sure what they need to focus on in the coaching sessions
12:24	CE7	COAGR-Coach #1 clarified with coachee #7 what coaching is and is not
4:42	CO1	COAGR-Coach #1 introduces what coaching is and its differences with mentoring, counselling and consulting
4:52	CO1	COAGR-Coach #1 puts a contract in place with the coachee
7:19	CO2	COAGR-Coach #2 sets up onboarding and contracting sessions
9:38	CO4	COAGR-Coach #4 and coachee have an agreement that sets the principles, standards, protocols and expectations of the relationship
9:17	CO4	COAGR-Coach #4 was disciplined about non-attendance of coaching meetings and non-preparation for meetings
2:51	CE2	COAGR-Coach #5 and coachee #2 preferred having coaching sessions in person which was more relaxed, initimate and without distraction
18:45	CO5	COAGR-Coach #5 clarified what coaching is and not
18:41	CO5	COAGR-Coach #5 establishes the coaching agreement with emphasis on coachee's goal clarification, relationship and logistics
18:13	CO5	COAGR-Coach #5 made coachees aware of what coaching is and expectations
3:124	CE1	COAGR-Coachee #1 met with coach #2 once a quarter
3:16	CE1	COAGR-Coachee #1 prefers coaching in person
3:116	CE1	COAGR-Coachee #1 stopped with coaching when GTLP finished

15:40	CE10	COAGR-Coachee #10 met with coach #3 monthly
16:30	CE11	COAGR-Coachee #11 met with coach #4 quarterly
17:38	CE12	COAGR-Coachee #12 and Coach #1 was a partnership to hold each other accountable
17:2	CE12	COAGR-Coachee #12 met with coach quarterly
3:14	CE1	COAGR-Coachee #1's coaching was done virtually using MS Teams
2:4	CE2	COAGR-Coachee #2 appointments were at least once a quarter
5:1	CE3	COAGR-Coachee #3 coaching sessions were ad-hoc and held physically during GTLP period
5:30	CE3	COAGR-Coachee #3 expected clear rules and aims of coaching
5:35	CE3	COAGR-Coachee #3 preferred an orientation to internal coaching by coach #1
5:61	CE3	COAGR-Coachee #3 wanted to discuss work related issues in the coaching
5:16	CE3	COAGR-Coachee #3 was unsure how coach #1's sharing of her personal life was going to help her be a better leader
5:55	CE3	COAGR-Coachee #3 was unsure whether to discuss personal issues in the coaching session
6:57	CE4	COAGR-Coachee #4 agreement outlined ad-hoc coaching sessions
10:2	CE5	COAGR-Coachee #5 preferred finding and selecting a coach to fit his own personality
10:52	CE5	COAGR-Coachee #5 scheduled coaching sessions monthly
11:57	CE6	COAGR-Coachee #6 planned coaching session once every two months but had two ad-hoc sessions
12:46	CE7	COAGR-Coachee #7 had coaching sessions monthly
13:47	CE8	COAGR-Coachee #8 had coaching sessions once every three months and then ad-hoc sessions
13:43	CE8	COAGR-Coachee #8 needed a coach that suited her personality to push her to stay on track with her coaching outcomes
14:49	CE9	COAGR-Coachee #9 planned to have coaching sessions monthly but met ad-hoc
17:1	CE12	COAGR-Coachee#12 agreement to meet monthly
12:17	CE7	COAGR-Coaching sessions between coach #1 and coachee #7 were held physically and virtually
15:8	CE10	COAGR-Coaching sessions between coach #3 and coachee #10 were held mostly virtually and a couple of sessions were physical
11:22	CE6	COAGR-Coaching sessions between coach #5 and coachee #6 were held online
16:23	CE11	COAGR-Internal coaching #4 ended for coachee #11 post GTLP
2:3	CE2	COAGR-Some coaching sessions between coach #5 and coachee #2 were done via telephone
7:36	CO2	COAGR-The number and frequency of coaching sessions are determined by the coachee's needs, gaps and goals
2:52	CE2	COAGR-When coaching sessions were held virtually, cellphones were removed to avoid distractions and remain attentive
12:23	CE7	COCEREL-Coach #1 and coachee #7 were Eskom employees making the relationship easier to share experiences
4:28	CO1	COCEREL-Coach #1's personality has contributed to coaching success
7:11	CO2	COCEREL-Coach #2 brings an energy to the coaching sessions
8:23	CO3	COCEREL-Coach #3 built relationship with coachees over time as part of GTLP
8:27	CO3	COCEREL-Coach #3 established long term relationship with her coachees
8:44	CO3	COCEREL-Coach #3 felt priviledged to journey with her coachees on their different paths to reach their destination
8:15	CO3	COCEREL-Coach #3 journeyed with the coachees in GTLP
8:26	CO3	COCEREL-Coach #3 provides aftercare by following up with coachees
8:17	CO3	COCEREL-Coach #3 relations was built on a strong bond and chemistry with the coachees
15:21	CE10	COCEREL-Coach #3-coachee #10 relationship was based on a common identity as women with careers in Eskom
9:37	CO4	COCEREL-Coach #4 follows up on how the coachee is doing
9:31	CO4	COCEREL-Coach #4 gives the coachee attention
9:25	CO4	COCEREL-Coach #4 offered encouragement to the coachee
18:46	CO5	COCEREL-Coach #5 and coachees get to know each other and establish what they want to achieve
11:25	CE6	COCEREL-Coach #5 checked-in with coachee #6's personal well-being thus contributing to an easy and approachable relationship
10:32	CE5	COCEREL-Coach #5 created a coaching environment with coachee #5 based on collaboration

18:28	CO5	COCEREL-Coach #5 has an ability to relate with people
18:37	CO5	COCEREL-Coach #5 is a genuine person and helps coachees to relax and relate
10:21	CE5	COCEREL-Coach #5 matched the coachees personality to form a good relationship
14:34	CE9	COCEREL-Coach #5-coachee #9 relationship was positive
17:35	CE12	COCEREL-Coachee #12 and Coach #1 relationship was based on honesty, openess and accountability
17:37	CE12	COCEREL-Coachee #12 and Coach #1 relationship was healthy and objective
2:6	CE2	COCEREL-Coachee #2-coach #5 relationship worked well
6:7	CE4	COCEREL-Coachee #4 had a fulfilling relationship with coach #4
12:7	CE7	COCEREL-Coachee #7 could relate to coach #1 because she's a black woman with similar experinces
12:15	CE7	COCEREL-Coachee #7 shared real issues without sugar-coating
18:35	CO5	COCEREL-Coachees liked that the coach was from within the organisation
11:53	CE6	COCEREL-Coaching is not only for addressing problems and personal issues but creates an opportunity to build a relationship with your coach
7:26	CO2	COCEREL-Coaching process must include onboarding and connecting with the coachees
9:73	CO4	COCEREL-Coaching provides a special relationship between coach and coachee not present in any leader development programme, textbook or classroom setting
7:24	CO2	COCEREL-Coaching relationship depends on the energy and time invested by the coachees
2:46	CE2	COCEREL-Solid coachee #2-coach #5 relationship based on agreed achievements
6:34	CE4	COCEREL-Special bond formed between coachee #4 and coach #4
15:29	CE10	COCEREL-The coach #3-coachee #10 relationship continued post GTLP
17:33	CE12	COCOM-Coach #1 communicated her availability for the coaching sessions
12:20	CE7	COCOM-Coach #1 was available for coachee #7 during and outside of coaching sessions
17:34	CE12	COCOM-Coach #1 was committed to accommodate coachee #12 outside of normal coaching sessions and after normal working hours
12:21	CE7	COCOM-Coach #1 was committed to the coaching sessions
12:42	CE7	COCOM-Coach #1 was there for coachee #7
7:17	CO2	COCOM-Coach #2 brings committment and energy to the relationship
7:25	CO2	COCOM-Coach #2's time and availability to be part of the GTLP internal coaching assignment
15:18	CE10	COCOM-Coach #3 made space in her diary and always available to meet Coachee #10
8:22	CO3	COCOM-Coach #3 was prepared for the coaching sessions
9:57	CO4	COCOM-Coach #4 has to balance time between day job and coaching
13:14	CE8	COCOM-Coach #4 showed interest in helping coachee #8
6:59	CE4	COCOM-Coach #4 was always available to give guidance and find solutions
13:17	CE8	COCOM-Coach #4 was available to meet and engage with coachee #8
16:15	CE11	COCOM-Coach #4 was flexible and accommodating for coaching sessions with coachee #11
9:18	CO4	COCOM-Coach #4 was prepared for the coaching sessions
6:28	CE4	COCOM-Coach #4's preparedness for the coaching process
2:73	CE2	COCOM-Coach #5 had an open door policy to make time for coaching
2:48	CE2	COCOM-Coach #5 showed interest in helping coachee #2 be different after the coaching
11:21	CE6	COCOM-Coach #5 supported coachee #6 with regular check-ins
14:32	CE9	COCOM-Coach #5 was committed to coaching sessions with coachee #9
10:24	CE5	COCOM-Coach #5 was willing to assist the coachee #5's department with team cohesion
7:16	CO2	COCOM-Coachee #1 sharing personal moments and experiences brings committment and energy by the coach
17:36	CE12	COCOM-Coachee #12 and Coach #1 relationship was based on committment to meeting set expectations and behaviours as a leader
17:44	CE12	COCOM-Coachee #12 and Coach #1 was intentional in setting aside time for coaching appointments
7:13	CO2	COCOM-Coachee #1s progress towards their goals contributes to the coach's own energy
2:2	CE2	COCOM-Informal coaching sessions were held between coach #5 and coachee #2 without an appoinment

3:39	CE1	COCOM-Internal coach #2 understood the business demands
3:57	CE1	COETH-Coach #2 and coachee #1 signed ethical agreement
3:52	CE1	COETH-Coach #2 declared confidentiality of coachee #1's discussions
9:35	CO4	COETH-Coach #4 does not impose his own ideas and value system on the coachee
9:23	CO4	COETH-Coach #4 maintains confidentiality of coachee's discussions and sensitive information
9:13	CO4	COETH-Coach #4 referred coachees to professional help when necessary
14:27	CE9	COETH-Coach #5 maintains confidentiality of all discussions
17:27	CE12	COETH-Coachee #12 trusted her coach because she maintained confidentiality
4:70	CO1	COEXP-Coach #1 brought her management, leadership, administration and governance experience and leadership skills to support leadership development
4:23	CO1	COEXP-Coach #1 brought understanding about the environment and the differences in people that the coachee needs to manage to ensure results
4:30	CO1	COEXP-Coach #1 can communicate across all levels
4:5	CO1	COEXP-Coach #1 does executive coaching and life coaching
12:18	CE7	COEXP-Coach #1 had experience in the coaching field
4:74	CO1	COEXP-Coach #1 has about 7 years internal coaching experience
4:68	CO1	COEXP-Coach #1 has no accreditation with COMENSA or ICF
4:8	CO1	COEXP-Coach #1 possessed the coaching skills, experience and knowledge of the organisation
4:67	CO1	COEXP-Coach #1 used to be a member of COMENSA and has started the registeration process with ICF
4:66	CO1	COEXP-Coach #1 was appointed to be part of GTLP
7:37	CO2	COEXP-Coach #2 applied life coaching to integrate coachee's personal issues with work issues
7:62	CO2	COEXP-Coach #2 has 3 years internal coaching experience
3:42	CE1	COEXP-Coach #2 has years of coaching experience
7:38	CO2	COEXP-Coach #2 is agile to guide the coachee at his place of need
7:40	CO2	COEXP-Coach #2 is agile using his psychology and coaching skills in certain situations
7:63	CO2	COEXP-Coach #2 is not affiliated with any professional coaching body
7:3	CO2	COEXP-Coach #2 is professionally registered with the Health Professions Council
7:18	CO2	COEXP-Coach #2 provided coachee's with his CV
3:51	CE1	COEXP-Coach #2 was professional and easy to work with
3:13	CE1	COEXP-Coach #2 was very professional
8:47	CO3	COEXP-Coach #3 brings years of leadership experience and business understanding to a coaching conversation
8:52	CO3	COEXP-Coach #3 has 25 years internal coaching experience
8:3	CO3	COEXP-Coach #3 has PCC accreditation with ICF
8:53	CO3	COEXP-Coach #3 is not affiliated with any professional coaching body
8:5	CO3	COEXP-Coach #3 was approaced to be part of the coaching programme due to experience and background
8:4	CO3	COEXP-Coach #3 was part of the GTLP content design and delivery
8:19	CO3	COEXP-Coach #3's background, coaching knowledge and processes were used differently for each coachee
9:74	CO4	COEXP-Coach #4 has about 8 years internal coaching experience
13:19	CE8	COEXP-Coach #4 has knowledge and experience to engage coachee #8
9:75	CO4	COEXP-Coach #4 is a member of COMENSA
9:60	CO4	COEXP-Coach #4 received positive testimonials from coachees
16:12	CE11	COEXP-Coach #4 was excellent and proficient
6:26	CE4	COEXP-Coach #4 was very professional and helped coachee #4 find himself
16:11	CE11	COEXP-Coach #4 was well trained and experienced to guide the coaching process with coachee #11
14:23	CE9	COEXP-Coach #5 brought her coaching skills and competency to the coaching
10:25	CE5	COEXP-Coach #5 had coaching skills

11:11	CE6	COEXP-Coach #5 had relevent HR skills that helped coachee #6 recover his confidence levels
11:26	CE6	COEXP-Coach #5 had very good people skills and made coachee #6 comfortable and calm
10:27	CE5	COEXP-Coach #5 had very good people skills to form a relationship
18:1	CO5	COEXP-Coach #5 has eights internal coaching experience
18:6	CO5	COEXP-Coach #5 is an ambassador for coaching and mentoring in the business
18:3	CO5	COEXP-Coach #5 is not affiliated with any professional coaching body
18:61	CO5	COEXP-Coach #5 wants to be a professional coach and ambassador for coaching
11:17	CE6	COEXP-Coach #5 was experienced with dealing with people matters
14:8	CE9	COEXP-Coach #5 was very competent
11:27	CE6	COEXP-Coach #5's experience in human resources management made the relationship with coachee #6 easy and smooth
17:40	CE12	COEXP-Coachee #12 requested background information about coach #1 experience and reference to feel more comfortable and assured
2:38	CE2	COEXP-Coachee #2 was appreciative of the coach #5's testimonials and contribution to shaping leaders
2:36	CE2	COEXP-Coachee #2 was comforted by the coach #5's knowledge, experience and postive results
13:10	CE8	COEXP-Coachee #8 can converse with coach #1 because he is familiar with the industry and environment
14:7	CE9	COEXP-Coachee #9 and coach #5 had different job backgrounds
4:4	CO1	COKNO-Coach #1 has a Post Graduate Certificate in Coaching and NLP and a Masters of Science in Coaching and Behavioral Change
4:36	CO1	COKNO-Coach #1 is skilled and qualified as a certified coach
4:49	CO1	COKNO-Coach #1 was trained academically and scientifically as a coach
7:10	CO2	COKNO-Coach #2 applied the knowledge and skills to the coaching journey
7:1	CO2	COKNO-Coach #2 has a Masters in Coaching through the Neuro Coach Institute
3:126	CE1	COKNO-Coach #2 has a PhD in Industrial Psychology
7:2	CO2	COKNO-Coach #2 has a PhD in Industrial Psychology
8:20	CO3	COKNO-Coach #3 approaches sessions with fresh eyes and ideas
8:2	CO3	COKNO-Coach #3 has Masters in Coaching and Behavioural Science
8:32	CO3	COKNO-Coach #3 keeps reading and listening to new models of coaching to suit different conversations
8:45	CO3	COKNO-Coach #3's challenge is to remain focussed and bring newness to the coaching conversations
9:2	CO4	COKNO-Coach #4 has Postgraduate Professional Certificate in Coaching
9:39	CO4	COKNO-Coach #4 joins the talks convened by COMENSA
18:31	CO5	COKNO-Coach #5 brought her coaching training, learning and techniques for each coachee
11:18	CE6	COKNO-Coach #5 had a HR background to help with personal instead of technical challenges
18:2	CO5	COKNO-Coach #5 has a Professional Certificate in Coaching
18:5	CO5	COKNO-Coach #5 studied to be an internal coach
17:42	CE12	COLIS-Coach #1 practised reflective listening to clarify what coachee #12 said
7:32	CO2	COLIS-Coach #2 applies listening skills to move coachees forward
3:45	CE1	COLIS-Coach #2 was a very good listener
13:18	CE8	COLIS-Coach #4 had a connection with coachee #8 to hear and provide feedback to move coachee #8 forward
9:29	CO4	COLIS-Coach #4 listens actively to the coachee
9:33	CO4	COLIS-Coach #4 practices active listening skills
9:32	CO4	COLIS-Coach #4 treats coachee's issues seriously and with a sympathetic ear
16:4	CE11	COLIS-Coach #4 was a very good listener
9:24	CO4	COLIS-Coach #4 was prepared to listen to the coachee's trauma and stresses
14:24	CE9	COLIS-Coach #5 had the ability to listen and question
18:25	CO5	COLIS-Coach #5 listens actively to the coachees
2:49	CE2	COLIS-Coach #5 listens with interest and supported coachee #2 instead of giving answers

10:19	CE5	COLIS-Coach #5 was a good listener and takes notes
13:25	CE8	COLIS-Coach #8 remembered what coachee #8 discussed in the sessions
17:41	CE12	COLIS-Coachee #12 and Coach #1 practised active listening and presence in the coaching sessions
7:34	CO2	COMETACP-Coach #2 wraps up the session with actions by the coachee
15:28	CE10	COMETACP-Coach #3 did a review of the previous coaching sessions with coachee #10
9:19	CO4	COMETACP-Coach #4 keeps a record of notes and actions from the coaching sessions
14:35	CE9	COMETACP-Coach #5 focussed on action planning, execution and measures and feedback to achieve coachee #9's goals
10:20	CE5	COMETACP-Coach #5 follows up on previous actions
18:52	CO5	COMETACP-Coach #5 gives the coachee homework for feedback at the next coaching session
10:45	CE5	COMETACP-Coach #5 sessions were open and flexible to explore coachee #5's issues with clear plans developed
9:20	CO4	COMETACP-Coaching sessions become a talk-shop without actions and progress by the coachee
6:53	CE4	COMETACP-The coaching #4 process helped the coachee #4 stay the right course to achieve his goals
12:25	CE7	COMETGOS-Coach #1 asked about the coachee #7's objectives
10:28	CE5	COMETGOS-Coaching #5 was centred around the coachee #5's objectives and challenges
12:27	CE7	COMETGOS-Coach #1 offered coachee #7 frameworks and pointers to achieve the objectives
18:44	CO5	COMETGOS-Coach #5 clarifies the coachee's goals
14:26	CE9	COMETGOS-Coach #5 encouraged coachee #9 to set goals
2:79	CE2	COMETGOS-Internal coaching helped with setting reasonable, realistic and achievable career goals
3:69	CE1	COMETSOL-Coach #2 coaching structure comprised setting the scene and problem solving
3:120	CE1	COMETSOL-Coach #2 coaching was more conversations, reflection exercises and finding solutions
6:27	CE4	COMETSOL-Coach #4 guided but did not dominate the process for coachee #4 to find his own solutions
6:8	CE4	COMETSOL-Coach #4 guides coachee #4 to find answers and solutions
2:53	CE2	COMETTOO-Clear coaching process followed by the coach #5
12:26	CE7	COMETTOO-Coach #1 had a clear structure for the session
4:54	CO1	COMETTOO-Coach #1 makes use of the Disney Strategy Model in her coaching
4:53	CO1	COMETTOO-Coach #1 makes use of the GROW Model as a coaching process
4:73	CO1	COMETTOO-Coach #1 uses an integrated approach to coaching
7:29	CO2	COMETTOO-Coach #2 used the GROW Model as a primary tool for coaching process
3:89	CE1	COMETTOO-Coach #2 used tools to help the coachee #1
8:25	CO3	COMETTOO-Coach #3 has a lot of fundamental coaching processes
8:31	CO3	COMETTOO-Coach #3 uses a mixture of tools and models for coaching success
8:29	CO3	COMETTOO-Coach #3 uses the GROW Model for coaching process
8:46	CO3	COMETTOO-Coach #3's coaching conversations are different for each coachee
8:21	CO3	COMETTOO-Coach #3's coaching session are customised to the coachee's needs
8:28	CO3	COMETTOO-Coach #3's coaching sessions are different for each coachee
6:14	CE4	COMETTOO-Coach #4 coaching process enhanced coachee #4's leadership and engagement
13:16	CE8	COMETTOO-Coach #4 empowered coachee #8 with tools and information to get ahead on her own and not be reliant on the coach
6:39	CE4	COMETTOO-Coach #4 guided coachee #4 with tools to diagnose and address his problem
6:40	CE4	COMETTOO-Coach #4 introduced coachee #4 to tools for reflection to acknowledge his blindspots and shortcomings
9:43	CO4	COMETTOO-Coach #4 tailors each coaching session to the coachee's needs
9:10	CO4	COMETTOO-Coach #4 uses a mixture of coaching tools and models for coaching
9:42	CO4	COMETTOO-Coach #4 uses the GROW model as a coaching process
10:33	CE5	COMETTOO-Coach #5 brought in tools where appropriate to help coachee #5
18:50	CO5	COMETTOO-Coach #5 conducts exercise to bring coachee's attention to the session leaving all distractions aside

18:47	CO5	COMETTOO-Coach #5 conducts saboteur assessment
10:30	CE5	COMETTOO-Coach #5 explored the coachee #5's inner challenges through self-assessments
14:25	CE9	COMETTOO-Coach #5 gave feedback to coachee #9
14:9	CE9	COMETTOO-Coach #5 had set structure for coaching process
2:14	CE2	COMETTOO-Coach #5 introduced coachee #2 to tools for reflection to acknowledge blind spots and shortcomings
2:54	CE2	COMETTOO-Coach #5 referred coachee #2 to Enneagram Personality typing process
11:29	CE6	COMETTOO-Coach #5 sent coachee #6 tools to assess what's contributing to the problem
14:22	CE9	COMETTOO-Coach #5 shared her own personal journey and career development to help coachee #9 with his own life journey
11:10	CE6	COMETTOO-Coach #5 shared personal stories and information related to coachee #6's challenge
11:20	CE6	COMETTOO-Coach #5 shared tools for coachee #6 to apply to address his challenge
11:30	CE6	COMETTOO-Coach #5 supported coachee #6 by sharing information, tools, examples and experiences information related to the coachee's challenge
18:32	CO5	COMETTOO-Coach #5 used Saboteur assessment to better understand the coachee's fears, strenghts and weaknesses
18:30	CO5	COMETTOO-Coach #5 used techniques suited for the coachee, their challenge and their context
18:20	CO5	COMETTOO-Coach #5 used the Disney Coaching Model with the coachee
18:55	CO5	COMETTOO-Coach #5 used the Johari Window Model for self-awareness
18:53	CO5	COMETTOO-Coach #5 uses the GROW Model for the coaching process
10:23	CE5	COMETTOO-Coach #5 was armed with tools to assess coachee #5's behaviour in team relationships
2:33	CE2	COMETTOO-Coach #5 was flexible with the coaching process
8:30	CO3	COMETTOO-Coach makes use of the SCARF model for coaching
3:25	CE1	COMETTOO-Coachee #1 learned the tools and how to conduct self-assessment
3:110	CE1	COMETTOO-Coachee #1 wanted to focus on leader development to provide a framework, tools and support to team
3:105	CE1	COMETTOO-Coachee #1 wanted to understand how coaching process works
3:125	CE1	COMETTOO-Coachee #1 was coached on balcony versus dance floor thinking
15:9	CE10	COMETTOO-Coachee #10 learned how to apply the leadership tools from GTLP through coaching #3
5:60	CE3	COMETTOO-Coachee #3 was adjusting to the coaching process
5:18	CE3	COMETTOO-Coachee #3 was looking for a structured process to handle her situation
10:12	CE5	COMETTOO-Coachee #5 self-assessment opened his mind and deal with relational issues
7:55	CO2	COMETTOO-Coachees need to conduct leadership assessments to guide coaches on development gaps
7:54	CO2	COMETTOO-Coachees need to understand their individual leadership development gaps prior to coaching
4:50	CO1	COMETTOO-Coaching #1 success is due to coaching techniques used
15:26	CE10	COMETTOO-Coaching #3 process included tools to deal with coachee #10's issues
13:24	CE8	COMETTOO-Coaching #4 approach was systematic and suited coachee #8's personality
13:33	CE8	COMETTOO-Coaching #4 helped with career guidance, tools and approaches to suit coachee #8's new career path
15:17	CE10	COMETTOO-Coaching by coach #3 was done in a structured and systematic way
13:27	CE8	COMETTOO-Coaching had to be tailor-made for coachee #8
3:24	CE1	COMETTOO-No tools were available for measuring coachee #1's individual behaviour
7:22	CO2	COMOT-Achievement of coachee's goals brings excitement to Coach #2 and takes the coaching to the next level
4:33	CO1	COMOT-Coach #1 brings herself as a person to the coaching
4:9	CO1	COMOT-Coach #1 enjoys unleashing peoples latent potential
4:11	CO1	COMOT-Coach #1 helps coachees be better leaders in the workplace
4:13	CO1	COMOT-Coach #1 is doing coaching to pay it forward
4:38	CO1	COMOT-Coach #1 makes coachee shine and be more productive
4:6	CO1	COMOT-Coach #1 wanted to make a contribution to leadership development
4:7	CO1	COMOT-Coach #1 wanted to prepare managers for senior management roles

12:41	CE7	COMOT-Coach #1 wanted to see coachee #7 succeed
4:27	CO1	COMOT-Coach #1 wants to assist others to realise their potential and make a success of their career
4:71	CO1	COMOT-Coach #1 was confident that coaching would benefit the coachee and the organisation
7:12	CO2	COMOT-Coach #2 believes in the level of competency and the journey with the coachee
7:4	CO2	COMOT-Coach #2 can contribute to individuals flourishing in leadership postions
7:5	CO2	COMOT-Coach #2 has a passion for positive psychology and helping people reach their true potential
8:16	CO3	COMOT-Coach #3 did not give preferential treatment to the coachees
8:6	CO3	COMOT-Coach #3 has a love for coaching
8:18	CO3	COMOT-Coach #3 has a love working with people in Eskom Generation
15:16	CE10	COMOT-Coach #3 was a positive person looking for outcomes that benefitted coachee #10, the team and organisation
6:25	CE4	COMOT-Coach #4 brings positiveness in the coaching process
13:13	CE8	COMOT-Coach #4 is interested and passionate about coaching
9:3	CO4	COMOT-Coach #4 wanted to offer his experience to leadership development within Eskom
18:9	CO5	COMOT-Coach #5 is passionate about coaching
18:7	CO5	COMOT-Coach #5 loves helping people to become the best version of themselves
18:8	CO5	COMOT-Coach #5 loves helping people to discover themselves and achieve what they want to become
18:33	CO5	COMOT-Coach #5 naturally showed care and investment in people's growth
4:26	CO1	COMOT-Coach likes to see people progress in their careers
12:44	CE7	COPRE-Coach #1 and coachee #7 avoided distractions like cellphone during physical and virtual sessions
17:43	CE12	COPRE-Coach #1 criticism was objective
17:28	CE12	COPRE-Coach #1 was open, non-judgemental and objective
5:52	CE3	COPRE-Coach #1 was patient, calm and composed
3:47	CE1	COPRE-Coach #2 was non-judgemental
15:19	CE10	COPRE-Coach #3 was approachable, open and positive to coachee #10
15:6	CE10	COPRE-Coach #3 was never instrusive or agressive
15:12	CE10	COPRE-Coach #3 was non-judgemental
6:44	CE4	COPRE-Coach #4 approached issues with calmness and demeaner
13:15	CE8	COPRE-Coach #4 did not tell coachee #8 what to do
6:23	CE4	COPRE-Coach #4 does not dominate the coaching session
6:35	CE4	COPRE-Coach #4 maintained a balance between the coachee #4's personal and professional space
9:12	CO4	COPRE-Coach #4 maintained self-control and emotional sensitivity
6:32	CE4	COPRE-Coach #4 showed empathy and support for coachee #4's personal issues
13:12	CE8	COPRE-Coach #4 was present
18:48	CO5	COPRE-Coach #5 focusses on the coachee's issues
12:9	CE7	COPRE-Coachee #7 felt easy to be free with coach #1 because she was not judging him
17:32	CE12	COQUE-Coach #1 asked questions to make the coachee #12 see things differently
4:31	CO1	COQUE-Coach #1 coaching success is due to Insightful questions
4:22	CO1	COQUE-Coach #1 used probing and insightful questions to bring more clarity and different perspectives
4:10	CO1	COQUE-Coach #1 uses insightful questions for coachees to realise their potential and overcome obstacles
7:31	CO2	COQUE-Coach #2 doesn't delve into the why of coachee's problems
3:72	CE1	COQUE-Coach #2 focussed mostly conversations through questioning
7:33	CO2	COQUE-Coach #2 uses powerful questioning
15:7	CE10	COQUE-Coach #3 asked lots of leading questions of coachee #10
18:34	CO5	COQUE-Coach #5 asked insightful questions to help coachees see and approach things differently
18:26	CO5	COQUE-Coach #5 asked lots of leading questions

10:29	CE5	COQUE-Coach #5 asked questions to explore what the coachee #5 wanted from the coaching session
10:31	CE5	COQUE-Coach #5 asked questions to understand Coachee #5's environment and areas for coaching assistance
18:49	CO5	COQUE-Coach #5 asks questions of the coachee to address their challenge
11:9	CE6	COQUE-Coach #5 focussed on overcoming coachee #6's confidence issues through probing questions
11:13	CE6	COQUE-Coachee #6 realised that he can address his challenge through questioning
12:13	CE7	CORAP-Coach #1 and coachee #7 had mutual trust
4:56	CO1	CORAP-Coach #1 does self-disclosure and shares her personal experiences to show support and give assurance to the coachee
4:48	CO1	CORAP-Coach #1 establishes rapport and relations with people from different cultures and racial groups
4:43	CO1	CORAP-Coach #1 establishes rapport easily based on similar cultural background
12:19	CE7	CORAP-Coach #1 was not shy to raise issues
17:31	CE12	CORAP-Coach #1 was open-minded and trustworthy
3:55	CE1	CORAP-Coach #2 allowed coachee #1 to express himself freely
3:49	CE1	CORAP-Coach #2 checked in with the coachee #1's feelings
3:113	CE1	CORAP-Coach #2 created a positive and conducive environment
3:53	CE1	CORAP-Coach #2 created a space for coachee #1 to trust him
3:56	CE1	CORAP-Coach #2 created an environment for success
2:31	CE2	CORAP-Coach #2 was accommodating and open to the coachee bringing issues to be coached on
3:44	CE1	CORAP-Coach #2 way of speaking made coachee #1 feel at ease with the coaching process
15:13	CE10	CORAP-Coach #3 and coachee #10 built a trust relationship
8:49	CO3	CORAP-Coach #3 brings a closeness and openess to coachee's challenges
15:24	CE10	CORAP-Coach #3 was a caring, nurturing and loving person and wanted to see coachee #10 grow and prosper
15:22	CE10	CORAP-Coach #3 was open, friendly and approachable to coachee #10
6:38	CE4	CORAP-Coach #4 and coachee #4 had understanding between each other
6:36	CE4	CORAP-Coach #4 and coachee #4's relationship was based on committment and respect for each other
13:9	CE8	CORAP-Coach #4 and coachee #7 had rapport and understanding
9:30	CO4	CORAP-Coach #4 creates rapport with the coachee
13:26	CE8	CORAP-Coach #4 had a good understanding of coachees #8's personality and way of working and made appropriate suggestions to doing tasks differently
16:13	CE11	CORAP-Coach #4 was professional and relatable allowing coachee #11 to relax, have an open-mind and talk freely
16:14	CE11	CORAP-Coach #4-coachee #11 relationship was professional, honest and open
10:26	CE5	CORAP-Coach #5 and coachee #5 came from different professional environments but shared things in common forming a relationship based on common values, beliefs and reference points
14:29	CE9	CORAP-Coach #5 brought lots of respect for coachee #9's personal issues
14:19	CE9	CORAP-Coach #5 created a safe space based on openess and trust allowing coachee #9 to be more confident to talk
11:8	CE6	CORAP-Coach #5 created a safe space for the coachee #6 to be open and transparent about his challenges
18:29	CO5	CORAP-Coach #5 has an ability to create a safe space for the coachee to relax, open up and talk
2:75	CE2	CORAP-Coach #5 made it easy for coachee #2 to relate
14:30	CE9	CORAP-Coach #5 showed empathy and emotional support and examples to solve coachee #9's own issues
10:22	CE5	CORAP-Coach #5 was flexible to talk about the coachee #5's personal life
18:36	CO5	CORAP-Coach #5 worked and understood the Generation environment thus creating rapport and relationship with the coachees
11:14	CE6	CORAP-Coachee # 6 was open to share his challenges with coach #5 without reservations
3:17	CE1	CORAP-Coachee #1 can see the coach's body language during physical coaching
3:19	CE1	CORAP-Coachee #1 felt that coaching virtually was not interactive
15:5	CE10	CORAP-Coachee #10 felt comfortable opening up to coach #3 about her burning issues

15:10	CE10	CORAP-Coachee #10 kept an open mind with the new internal coach #3 relationship
15:11	CE10	CORAP-Coachee #10 was open and honest about her feelings and views
16:10	CE11	CORAP-Coachee #11 was open minded to speak about everything with coach #4
16:9	CE11	CORAP-Coachee #11 was open, honest and genuine with coach #4
17:25	CE12	CORAP-Coachee #12 allowed herself to be vulnerable and trust the process
17:26	CE12	CORAP-Coachee #12 and her coach managed to build trust
17:24	CE12	CORAP-Coachee #12 was being true and honest
17:23	CE12	CORAP-Coachee #12 was open-minded
6:19	CE4	CORAP-Coachee #4 being vulnerable to share personal space and inner thoughts
10:7	CE5	CORAP-Coachee #5 enjoyed the check-in sessions
10:17	CE5	CORAP-Coachee #5 was open and willing to share his challenges and get value from the coaching
11:7	CE6	CORAP-Coachee #6 felt he was able to engage and be transparent with coach #5
11:16	CE6	CORAP-Coachee #6 was open and created opportunities to engage with coach #5 to talk about his experiences and challenges
12:14	CE7	CORAP-Coachee #7 showed up because of the trust with coach #1
12:8	CE7	CORAP-Coachee #7's journey with coach #1 was great and the interaction was mutual
13:7	CE8	CORAP-Coachee #8 was open and happy to have a coaching conversation
14:21	CE9	CORAP-Coachee #9 brought trust and openess thus creating a safe space to share personal journeys
14:17	CE9	CORAP-Coachee #9 was open to sharing and trusted coach #5
18:14	CO5	CORAP-Coachees are fearful and nervous about speaking about their issues
18:38	CO5	CORAP-Coachees are suspicious and sceptical of coaches that are external and unfamiliar
16:7	CE11	CORAP-Coaching #4 was very good and coachee #11 trusted coach #4 and spoke about everything
14:4	CE9	CORAP-Coaching #5 created openess for engaging with coachee #9
4:29	CO1	CORAP-Coach's maturity to deal with people at all levels
3:104	CE1	CORAP-First two coaching sessions was focussed on understanding my coach #2
12:40	CE7	CORAP-Internal coaching #1 is based on mutual trust between coach and coachee
2:77	CE2	CORAP-Internal coaching #5 created a safe space based on honesty and trust
14:47	CE9	CORAP-Internal coaching #5 created a space for listening, opening up and finding solutions
2:41	CE2	CORAP-Respect between coach #5 and coachee #2
6:30	CE4	CORAP-Respect between Coach#4 and coachee#4
7:48	CO2	INCOVAL-Based on the time spent with coachees, there is value add and impact to both the coachees and coaches
3:10	CE1	INCOVAL-Coachee #1 acknowledges internal coaching helps with shaping and building better leaders within the organisation
3:85	CE1	INCOVAL-Coachee #1 had a positive coaching experience
3:92	CE1	INCOVAL-Coachee #1 had a unique experience with internal coaching
3:100	CE1	INCOVAL-Coachee #1 understands the value of coaching
15:36	CE10	INCOVAL-Coachee #10 has a positive experience with coaching this time with coach #3
15:2	CE10	INCOVAL-Coachee #10's coaching experience was not a succesful one prior to GTLP
15:4	CE10	INCOVAL-Coachee #10's coaching sessions with coach #3 was positive
16:3	CE11	INCOVAL-Coachee #11 perceived internal coaching as voluntary but advantageous
16:28	CE11	INCOVAL-Coachee #11 saw the benefit of internal coaching process with coach #4
16:25	CE11	INCOVAL-Coachee #11's overall experience with coach #4 was 9 out of 10
17:12	CE12	INCOVAL-Coachee #12 first two coaching conversations felt like talking to a therapist
17:14	CE12	INCOVAL-Coachee #12 got feedback from other coachee's about their unhappiness with the same coach
17:63	CE12	INCOVAL-Coachee #12 is keen on pursuing coaching others
17:16	CE12	INCOVAL-Coachee #12 learned more about what coaching is and got a different perspective from other coaches

17:20	CE12	INCOVAL-Coachee #12 overall experience of coaching changed once she took control and set up a structure for the coaching session
17:62	CE12	INCOVAL-Coachee #12 overall experience with coaching was great and she love it
17:13	CE12	INCOVAL-Coachee #12 was figuring out whether the coaching would help with her leader development and individual growth
2:70	CE2	INCOVAL-Coachee #2 appreciated and understood the importance of internal coaching as a valuable tool to help you grow and shape better leaders
2:72	CE2	INCOVAL-Coachee #2 had a lot to gain from coaching
2:17	CE2	INCOVAL-Coachee #2 realised the importance of coaching to apply for a management position and acquire it
2:86	CE2	INCOVAL-Coachee #2 saw the benefit of internal coaching
5:4	CE3	INCOVAL-Coachee #3 did not see much value in the coaching sessions
5:63	CE3	INCOVAL-Coachee #3 did not see the benefits or value of coaching
5:3	CE3	INCOVAL-Coachee #3's first time being coached and did not see much value in coaching
6:70	CE4	INCOVAL-Coachee #4 acknowledges internal coaching develops one personally, at home and in society
6:55	CE4	INCOVAL-Coachee #4 acknowledges that internal coaching shapes and builds better leaders to deliver on the organisation's mandate
6:56	CE4	INCOVAL-Coachee #4 appreciated and understood the importance of internal coaching as a valuable tool to grow and shape the leaders in the organisation
6:71	CE4	INCOVAL-Coachee #4 is an advocate for internal coaching because it has worked on a personal level with coachee #4
10:4	CE5	INCOVAL-Coachee #5 believed in the value of coaching because it assisted him previously
10:3	CE5	INCOVAL-Coachee #5 believes in coaching because of his previous manager coaching him
10:47	CE5	INCOVAL-Coachee #5 remembers the coaching he received when he was at his lowest and willing to take the opportunity to be coached
10:8	CE5	INCOVAL-Coachee #5 was open to coaching and found it valuable and insightful
11:44	CE6	INCOVAL-Coachee #6 believes internal coaching can change peoples mindset positively at his power station
11:31	CE6	INCOVAL-Coachee #6 experienced coaching for the first time in his life
11:39	CE6	INCOVAL-Coachee #6 sees internal coaching as a platform to help managers deal with different environments and challenges
11:38	CE6	INCOVAL-Coachee #6 wants to continue with coaching for his next role in a new environment
11:52	CE6	INCOVAL-Coachee #6 wants to set up new coaching sessions with coach #5 even if there are no challenges
11:6	CE6	INCOVAL-Coachee #6's experience with coaching # 5 was good to address coachee's personal challenge
12:2	CE7	INCOVAL-Coachee #7 experienced coaching for the first time
13:2	CE8	INCOVAL-Coachee #8 appreciated getting an independent view of her life through coaching
13:6	CE8	INCOVAL-Coachee #8 had an interesting and positive coaching experience with coach #4
13:20	CE8	INCOVAL-Coachee #8 wanted a coach rather than a mentor to focus on all aspects of her life
14:44	CE9	INCOVAL-Coachee #9 was redefined by coaching with coach #5
9:61	CO4	INCOVAL-Coachees advanced at different levels but did not go backwards after coaching
9:58	CO4	INCOVAL-Coachees have gone on to do bigs things after receiving coaching
7:59	CO2	INCOVAL-Coaching helps coachees bring out their best talent and taking action
17:65	CE12	INCOVAL-Coaching helps you find your own solutions to your personal growth challenges
17:67	CE12	INCOVAL-Coaching is missing from training and development programmes
9:70	CO4	INCOVAL-Coaching is not theoretical but addresses real life problems
9:72	CO4	INCOVAL-Coaching provides a coachee somebody to listen to, as a sounding board, to share experiences and bounce ideas
7:46	CO2	INCOVAL-Internal coaches can guide coachees to people to talk to or connect with within the organisation if they are seeking techncal knowledge
7:45	CO2	INCOVAL-Internal coaches know and understand the inner workings of the organisation to engage with coachees
14:39	CE9	INCOVAL-Internal coaching can help coachees with their leader development
15:37	CE10	INCOVAL-Internal coaching contributed to the achievement of the strategic objectives of the business
18:73	CO5	INCOVAL-Internal Coaching facilitates the application of knowledge and learnings from training and development programmes in the workplace
14:48	CE9	INCOVAL-Internal coaching focussed more on personal and career development

2:78	CE2	INCOVAL-Internal coaching helped with other aspects of life in addition to realistic career mapping
18:74	CO5	INCOVAL-Internal Coaching helps leaders to deal with personal and people issues like confidence, assertiveness and critical conversations
15:38	CE10	INCOVAL-Internal coaching improved the lives of all employees, workers and leaders
7:49	CO2	INCOVAL-Internal coaching is a learning opportunity to build self-confidence and gain niche experience
18:76	CO5	INCOVAL-Internal Coaching is additional support provided to training and learning development initiatives to ensure learning is achieved and applied in the workplace
13:44	CE8	INCOVAL-Internal coaching is holistic to an individual's personal development, leading self and leading others better
18:75	CO5	INCOVAL-Internal Coaching maximises coachees' performance and potential
13:29	CE8	INCOVAL-Internal coaching provides an opportunity to stop firefighting and reflect
8:48	CO3	INCOVAL-Internal coaching supports coachee's understanding of in-house complexities and dynamics
13:41	CE8	INCOVAL-Internal coaching was a good experience
10:51	CE5	INCOVAL-The magic of coaching lies with the coach, the relationship and the process to reflect and achieve your goals through your own solutions
2:66	CE2	INCOVAL-The organisation must not take coaching lightly
7:23	CO2	INCOVAL-There are no quick fixes in coaching, its a journey
5:53	CE3	ORGGTLP-Coach #1 was assigned to coachee #3 by the GTLP Project Manager
12:1	CE7	ORGGTLP-Coach #1 was assigned to coachee #7 by the GTLP Project Manager
3:96	CE1	ORGGTLP-Coach #2 was assigned to coachee #1 by GTLP Project Manager
17:3	CE12	ORGGTLP-Coach #2 was assigned to coachee #1 by GTLP Project Manager
15:1	CE10	ORGGTLP-Coach #3 was assigned to coachee #10 by the GTLP Project Manager
16:1	CE11	ORGGTLP-Coach #4 was assigned to coachee #11 by the GTLP Project Manager
6:1	CE4	ORGGTLP-Coach #4 was assigned to coachee #4 by the GTLP Project Manager
13:1	CE8	ORGGTLP-Coach #4 was assigned to Coachee #8 by the GTLP Project Manager
2:5	CE2	ORGGTLP-Coach #5 was assigned to coachee #2 by the GTLP Project Manager
10:1	CE5	ORGGTLP-Coach #5 was assigned to Coachee #5 by the GTLP Project Manager
11:1	CE6	ORGGTLP-Coach #5 was assigned to Coachee #6 by the GTLP Project Manager
14:1	CE9	ORGGTLP-Coach #5 was assigned to coachee #9 by the GTLP Project Manager
16:19	CE11	ORGGTLP-Coachee #11 had support from GTLP Project Managers
5:29	CE3	ORGGTLP-Coachee #3 preferred an orientation to internal coaching by GTLP
5:32	CE3	ORGGTLP-Coachee #3 preferred an orientation to internal coaching by GTLP
5:20	CE3	ORGGTLP-Coachee #3 wanted to be assigned a different coach
5:23	CE3	ORGGTLP-Coachee #3 was reluctant to change her coach #1 in the middle of the GTLP
14:37	CE9	ORGGTLP-Coachee #9 was introduced to internal coaching through GTLP
4:61	CO1	ORGGTLP-Coachees to have flexibility to schedule internal coaching sessions outside of GTLP hours
8:8	CO3	ORGGTLP-Coaching for individuals increased for the softer side of the GTLP content
17:50	CE12	ORGGTLP-Expectation from the business to see personal change, leadership development and results for the managers on GTLP
9:4	CO4	ORGGTLP-GTLP offered an opportunity for internal coaches to be part of the programme
8:9	CO3	ORGGTLP-GTLP promotes coaching for delivery of leadership content
3:121	CE1	ORGGTLP-GTLP provided many tools for learning and leader development
8:33	CO3	ORGGTLP-GTLP provides the organisational structure to support internal coaching
7:28	CO2	ORGGTLP-GTLP to clarify the expectations for mentoring around technical leadership and coaching for leadership behaviours
7:47	CO2	ORGGTLP-GTLP to provide feedback on the impact and coachee's evaluation of internal coaching
13:42	CE8	ORGGTLP-Internal coaching frequency should change to suit the coachee's needs with more pushing and engagement at the beginning and later follow through when the coachee had her feet on the ground
18:70	CO5	ORGGTLP-Internal coaching must be part of leadership development programmes like the GTLP
18:71	CO5	ORGGTLP-Internal coaching provides a valuable support for leadership development

16:2	CE11	ORGGTLP-Internal coaching was part of GTLP
12:30	CE7	ORGGTLP-Internal coaching was possible because it was part of the GTLP making it easier for coachees to dedicate time to coaching
8:12	CO3	ORGGTLP-Internal coaching was well positioned and set-up within GTLP
8:10	CO3	ORGGTLP-Internal coaching worked due to the GTLP rythum, dedication and process of the programme
18:69	CO5	ORGGTLP-Organisation to conduct an assessment of managers' application of learnings from the GTLP.
8:7	CO3	ORGGTLP-Structure of GTLP forces engagement with internal coaches
17:48	CE12	ORGGTLP-The GTLP focussed on both technical and leadership development and the coaching helped with the coachee's leader development and personal growth
17:46	CE12	ORGGTLP-The GTLP Project Manager would remind coachees to schedule time and appointments with their coaches
17:47	CE12	ORGGTLP-The GTLP Project Manager would share her experiences with coaching for coachees to appreciate the value of the coaching sessions
9:53	CO4	ORGHR-A proper organisational structure including supervision and support for internal coaches is needed
7:27	CO2	ORGHR-Clarify the internal coach's role in the coaching and to GTLP
4:2	CO1	ORGHR-Coach #1 is employed in another Division and the coachees don't know her and they are free to express themselves
4:39	CO1	ORGHR-Coach #1 is employed in another Division and the coachees don't know her and they are free to express themselves
18:4	CO5	ORGHR-Coach #5 was asked to do internal coacing as part of GTLP
8:40	CO3	ORGHR-Coach supervisory sessions with internal and external coaches needs to continue
15:31	CE10	ORGHR-Coachee #10 found informal coaching at site more effective than formal coaching sessions
15:32	CE10	ORGHR-Coachee #10 recommends on the job coaching to deal with workplace issues
5:64	CE3	ORGHR-Coachee #3 wanted more information about internal coaching
10:50	CE5	ORGHR-Coachee #5 got to understand the difference between mentoring and coaching
11:40	CE6	ORGHR-Coachee #6 needs internal coaching support to transition to senior manager positions
13:32	CE8	ORGHR-Coachee #8 had to undergo psychometric assessments prior to coaching
14:2	CE9	ORGHR-Coachee #9 has never been coached in her career in Eskom
18:12	CO5	ORGHR-Coachees were mainly from technical areas and did not understand what coaching was and confused it with mentoring
8:39	CO3	ORGHR-Coaching community of practice needs continuity
18:58	CO5	ORGHR-Executive Coaching is for senior managers
7:44	CO2	ORGHR-How does the organisation recognise and value the role and importance of internal coaches?
14:38	CE9	ORGHR-Internal coaching is needed at all levels within power stations
13:31	CE8	ORGHR-Internal coaching is needed to help Engineering Line Managers to manage people
13:30	CE8	ORGHR-Internal coaching needs to be expanded to the rest of the business
12:45	CE7	ORGHR-Internal coaching needs to be extended to other people but needs to form part of a programme supported by management
18:42	CO5	ORGHR-Organisation conducts follow-up sessions with coachees to assess progress of coaching relationship
18:59	CO5	ORGHR-Organisation has a department that implements coaching and mentoring programmes across the business
18:40	CO5	ORGHR-Organisation has a process to make people understand the differences between mentoring and coaching before making a decision
10:36	CE5	ORGHR-Organisation has internal coaches who are trained and qualified and contracted to assist with coaching
7:41	CO2	ORGHR-Organisation has made internal coaching available to GTLP students
10:38	CE5	ORGHR-Organisation must inculcate internal coaching and make it available and accessible within the organisation
10:39	CE5	ORGHR-Organisation needs to overcome the people's mental barriers to understand the value of coaching
11:42	CE6	ORGHR-Organisation provides leadership training and development and internal coaching
10:37	CE5	ORGHR-Organisation to address the cultural barriers preventing the uptake of internal coaching
4:65	CO1	ORGHR-Organisation to expand the pool of qualified internal coaches
18:43	CO5	ORGHR-Organisation to provide more HR support for internal coaching
9:54	CO4	ORGHR-Organisation to provide professional supervision and guidance to internal coaches

18:72	CO5	ORGHR-Organisation to quantify the impact and outcomes of coaching on coachee's leadership development
9:56	CO4	ORGHR-Organisation to support training of internal coaches
18:57	CO5	ORGHR-Organisation to support training of internal coaches in the business to expand the pool of coaches to meet the demand for coaching
18:65	CO5	ORGHR-Senior managers need coaching to operate strategically to stop firefighting behaviour
18:60	CO5	ORGHR-The organisation has dedicated internal coaches
18:63	CO5	ORGHR-The Organisational Effectiveness Survey creates awareness about the need for coaching and mentoring
3:41	CE1	ORGMAN-Business units to contract for time and money with internal coaches
8:38	CO3	ORGMAN-Coach #3 gets support from her manager to coach
8:37	CO3	ORGMAN-Coach #3's studies were paid for by Eskom
16:18	CE11	ORGMAN-Coachee #11 had support from his Power Station GM to attend GTLP
16:20	CE11	ORGMAN-Coachee #11 had support of people at the power station
17:49	CE12	ORGMAN-Coachee #12 has to provide feedback to her manager about her progress with GTLP and the coaching sessions
17:51	CE12	ORGMAN-Coachee #12 saw the contribution of her manager, power station and GTLP Project Manager to her success
3:34	CE1	ORGMAN-Coachee #1's current workplace supports internal coaching as a development tool
18:64	CO5	ORGMAN-Generation's high pressure and firefighting environment creates a challenge for coachee's to make time and prioritise for coaching
12:29	CE7	ORGMAN-GTLP was a structured programme supported by the power station management, teams and peers alloiwng for time away from the station for studying and coaching
7:42	CO2	ORGMAN-Organisation believes in the value of coaching
18:56	CO5	ORGMAN-Organisation has supported the internal coach's further studies in coaching
10:34	CE5	ORGMAN-Organisation is supportive of internal coaching by allowing coaching during working hours
8:51	CO3	ORGMAN-Organisation to invest more time and money in internal coaching for GTLP students
7:43	CO2	ORGMAN-Organisation's leaders encourage coachees and coaches to participate in internal coaching
11:43	CE6	ORGMAN-Senior management shows support of coachee #6 on GTLP

Source: Researcher’s own compilation using Atlas.ti software