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**ADDIS ABABA UNIVERSITY  
SCHOOL OF BUSINESS AND ECONOMICS  
SCHOOL OF COMMERCE DEPARTMENT OF BUSINESS LEADERSHIP**

**Effect of Coaching on Employee Performance: The Case of East Africa  
Bottling S.C (Coca Cola Ethiopia)**

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**June 2020**



# APPROVAL SHEET

**ADDIS ABABA UNIVERSITY  
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**THE EFFECT OF COACHING ON EMPLOYEE  
PERFORMANCE: THE CASE OF EAST AFRICA BOTTLING S.C (Coca Cola Ethiopia)**

**BY:  
TSEGALEM KORE**

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June 2020  
Addis Ababa, Ethiopia



## Statement of Declaration

I, **Tsegalem Kore** hereby declare that the project “The effects of coaching on employee performance ; The Case of East Africa Bottling S.C (Coca Cola Ethiopia) ” submitted by me for the award of Master Degree in Business Leadership is my original work and it has not been presented for the award of any other Degree, Diploma, Fellowship or any other similar titles of any other university or institutions.

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Date: June 2020



## Certification

This is to certify that **Tsegalem Kore** has done a study on the topic **“The effects of coaching on employee performance: The Case of East Africa Bottling S.C (Coca Cola Ethiopia)”** This study is of his original work and all the sources of materials used for the research project paper had been duly acknowledged.

Advisor’s Name: Abraraw Chane (PhD)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Place: Addis Ababa University



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## List of Abbreviations and Acronyms

**EABSC:** - East Africa Bottling Share Company

**NARTD:** - non-alcoholic ready to drink,

**CSR:** - Company sales representatives of the EABSC

**ASM:** - Area sales manager of the EABSC

**RSM:** - Regional sales manager of the EABSC

**SFA:** - Sales Force Automation



## **Abstract**

*This research started having the main of assessing the effect of coaching on employee performance at East Africa Bottling S.C (EABSC), the exclusive manufacturer of Coca Cola product in Ethiopia. For the achievement of this major objective the research emphasizes on 4 areas of interest which are employee understanding the role of coaching practice, feedback provision of coaching, use of structured coaching plan, coaching environment or culture and assess the relationship with employee sales performance. The research collected the relevant data using structured questionnaire and different document from the company. The questionnaire was distributed via Google forms for ease of completion and included the sales employees and managers currently working at EABSC in Ethiopia. The research used explanatory method to analyze the data collected from the sample employees. Consequently, the findings of the research were discussed, the major finding of the research indicated that the company seem to have a good coaching practice has been which partially could be attributed to the company being subsidiary of international firm and this has been positively related with employee performance. The coaching feedback provision that also been assessed in this research and employees are satisfied with the feedback they are getting from their coaches. Accordingly, the research also revealed that conducive coaching environment and application of structured coaching plan have a very strong effect on employee performance at EABSC in Ethiopia. Even if the company seem to be on a solid ground on its coaching practice and its system, there are somethings that needs further digging and adjustment to make the best use of coaching. Some of the recommendations include focus of the coaching was criticized to being mostly to solve temporary performance problems, sometimes focus of feedback seem to be on employee's shortcomings, frequency of coaching is also a bit inconsistent. Finally, the research suggested developing of coaching APP for better tracking of the coaching.*

**Key Words:** Coaching, Sales and Performance,



# Chapter One

## Introduction

### **1.1. Background of the study**

Getting things done through people has never been tougher than it's today. this is often very true for sales managers; whose job is to get more sales through salespeople. What makes this so difficult is that sales managers must continually adapt to many dramatic changes to their field. Customers became exceptionally demanding, technology is advancing rapidly, globalization has resulted in intense competition. The sales manager is predicted to stay up with these trends, then provide the leadership necessary to guide the sales organization to success. (Rosann L. Spiro, 2008)

Companies know the worth of coaching their sales department, but many don't realize the importance of developing their front-line sales managers through coaching. Training front-line sales people not only produces a compelling return on investment, it's also a critical element of sales success.

One of the foremost valuable skills a sales manager can learn is sales coaching. When managers skills to teach, companies can readily leverage them to enhance the sales performance of their entire sales department. Unlike traditional business disciplines like finance, marketing, or general management, most business schools offer few, if any courses, on sales or sales management. Additionally, few companies offer comprehensive sales management training programs for his or her front-line sales managers. This is often counterintuitive because sales are the life blood of any business.

The reality is that the majority sales managers find out how to manage through on-the-job experience. Often, sales managers are former sales representatives (often star performers) who get promoted into management with little or no training in managing sales teams.



Managing a sales team is perhaps the foremost challenging position in any company requiring a singular set of skills. Sales managers are liable for a variety of diverse tasks, including managing a sales pipeline, coaching their team, forecasting, hiring new sales representatives, strategic planning, and sales administration. Additionally, they face the challenge of managing sales representatives who are typically independent, strong willed and sometimes have little day-to-day contact with their managers. (Sales Readiness Group, Inc 2010)

Coaching consists of ongoing, sometimes spontaneous, meetings between managers and their employees to debate the employee's career goals and development. (Thomas G. Cummings & G. Worley, 2015) Working with employees to chart and implement their career goals enhances productivity and may spur a manager's own advancement. Then why do numerous managers give short shrift to employee coaching? For one thing, in today's flatter organizations managers have more people under their supervision and fewer time to spend on developing each employee. For an additional, some managers may view "employee development" as a buzz phrase unless top management clearly and strongly supports it. Finally, managers could also be easier performing on tasks and believe they lack the talents needed to be an efficient coach. Many managers view their role together of providing answers, remarking weaknesses, diagnosing problems, and solving them. This role is effective if the aim is judgment or assessment, but it's not conducive to effective coaching. (Luis R. Gómez-Mejía, et al 2012).

Sales performance is the most desired results of any sales unit, personal selling and sales management is evaluated on. Sales people because the crusader and getter of sales performance are very strategic in sale performance drive since they need interface between the firm and customers. The training sales people are exposed to and their behaviors will affect customer which successively impart on firm's survival and performance (Küster and Canales, 2011)

Despite the importance that coaching seems to possess for scholars, research project on coaching has been scarce and inconsistent; it's been criticized for being predominantly practice-



driven and guru-led, and lacking solid theoretical basis (Ellinger, Hamlin and Beattie, 2008; Grant and Cavanagh, 2004; Hamlin, Ellinger and Beattie, 2006).

Furthermore, research on several critical coaching outcomes (as performance increases or behavioral changes) has not been conclusive. For instance, Ellinger, Ellinger and Keller (2005) report significant positive associations between supervisory coaching behavior and supervisor's perceptions of subordinates' performance; however, performance was measured at group-level, while coaching behavior was measured at individual level, which impedes from establishing unequivocal causal relationships between coaching and performance at an equivalent level of analysis', additionally, the person reporting the increased performance the manager is curious about showing increased performance following his coaching intervention, thus biasing the measure.

Another problem is that research tried to seek out a correlation between coaching and performance but didn't provide an evidence of why performance should increase after a training intervention (Agarwal, Angst and Magni, 2006; Ellinger, Ellinger and Keller, 2003, 2005). In consequence, most of the largely praised coaching advantages (like increased motivation, job satisfaction, employee development or job performance) haven't received adequate theoretical and empirical support.

East Africa Bottling Share Company (EABSC) is subsidiary of CCBA and a Coca Cola bottler in Ethiopia. Coca-Cola Beverages Africa (CCBA) is that the largest African Coca-Cola bottler, accounting for 40% of all Coca-Cola volumes on the continent. It operates in 11 African countries: Ethiopia, South Africa, Kenya, Uganda, Namibia, Ghana, Comoros, Mayotte, Tanzania, Mozambique and Zambia. CCBA may be a market leader within the NARTD (non-alcoholic able to drink) market in Africa. It's an in-depth footprint in Africa, employing approximately 15,000 employees.

EABSC launched its operation in 1959 in Addis Ababa & opened a second plant in 1965 in Dire-Dawa. In November 2017, it's opened its third plant in Bahir Dar to satisfy the large demand from the North a part of the country. Currently, EABSC has quite 2200 permanent employees.



the corporate solely bottles Coca Cola Products which has been by the public for an extended time like Coca-Cola, Fanta orange, Sprite and Schweppes Tonic. Aside from that the company is currently engaged in introducing new products into the market through its innovation pipeline to say few Fanta Red apple and Novida new products introduced to the market last year.

Even if the company currently have 70% of market share within the beverage and NRTD industry the competition is getting tougher especially with the expansion of the water and juice sectors and few new entrants within the beverage industry. The tough competitive environment asks for even tougher frontline sales folks that can deal with the increasing demand of the customer and supply superior service which is best than the other competitor. Being one among the subsidiary of international company which is CCBA the company sales representatives and sales managers receive good trainings which is predicated international best practice because the Coca Cola international develops and shares for each bottler in any a part of the planet. Currently the company have 220 company sales representatives, 32 Area sales managers and 9 Regional sales managers who report back to the National sales manager. The sales division have its own sales capability development function that's liable for training and development of the sales team via its own sales school which can train new entrants after recruitment for 1 month before they're send on to sales. This function also takes care of the sales coaching process and develop different models and best practices to be employed by the sales manager to possess effective coaching practice and culture

## **1.2. Statement of the Problem**

Sales coaching has become one of the top skills among effective sales managers in the development and performance enhancement among salespeople (Deeter-Schmelz, Goebel, and Kennedy, 2008; Ingram et al., 2005). Sales coaching may effectively address the various challenges that changes the present selling environment and, thus, sales process. Recently, scholars have identified three trends that complicate the sales process: complexity of the selling environment, collaboration among constituents within organizations, and accountability



to stakeholders (e.g., buyers, firm, community, etc.) (Ingram et al., 2005). This new selling environment emphasizes the need for salespeople with critical knowledge, skills, and abilities (KSAs) (Verbeke, Dietz, and Verwaal, 2011). A recent survey by the Sales Management Association (2014) found that coaching is the number one factor that impacts organizational effectiveness.

Despite the growing popularity of coaching and their supporters' claim that the practice helps improve performance in both employees and organizations, the literature offers little empirical evidence regarding the effects of this practice (Agarwal, Angst & Magni, 2009). Thus, there is a need to explore this process and its effects empirically (Gray, Ekinici & Goregaokar, 2011a). This lack of evidence raises doubts regarding whether the substantial investment in such programmed is justified.

The main problem for this research originates from that fact that the competition in the NARTD (non-alcoholic ready to drink) market in Ethiopia is getting tougher by the minute and the customer preference is shifting from time to time and lots of new companies are investing in this industry which makes it very difficult for EABSC to keep being the leader without training and developing its front line sales people and its sales managers. The company need to use different employee development programs which includes formal training, mentoring or coaching depending on the kinds of development it needs to its employees.

The company is recently following a very ambitious vision which is to increase its sales by 10 MUC (million-unit cases) which ranges between 15%-20% growth every year starting from 2016 which they have successfully done for the last 3 years (2016, 2017 and 2018). Realizing this kind of achievement will require extensive amount of investment and working on its people and mainly the sales team who are directly responsible for generating this sales and revenue for the company.

As mentioned in the introduction part the company have a separate function which is called Sales Capability which serves as a bridge between Sales and HR department. The main objective of this function is developing the sales capability of the sales team through:



- Providing different class room training (including on the job training)
- Runs and monitors continuous performance development programs
- Set up and follow up coaching and mentoring programs and tools

From my initial assessment I have observed that the company seems to have good employee training practices as its subsidiary of international company which is CCBA (Coca Cola Beverages Africa). EABSC have its own sales school which formed in collaboration with the sales department and HR department. So, every time when the company recruit new front-line sales team or as they call them CSR (company sales representatives), they enroll them in this sales school for full month to provide them with the right knowledge regarding the industry and help them develop the right selling skill. After the 1-month classroom session the new recruits will be sent to the market to have on the job training by being assigned under a current working CSR to have even better view of the actual job and before they graduate they will present a comprehensive report about the market.

The company also seems to be in the right track in terms of coaching system wise, as one of the values of the HR department is working on people in the current budget year they have plan to fill 80% of its recruitment from inside by developing people through coaching and mentoring. In this regard every sales manager will prepare succession plan for their team and coaching is included in the daily routine of all the sales managers and they are expected to have proper report.

With the initial contact I have with the capability manager who is looking after the actual implementation of the coaching there seems to have a gap on implementation and follow up. Plus, there is also lack of consistent reporting on the formal coaching and documentation also there is no tracking system that tells people on how they are performing in the area. And all of this is reflecting on the performance of the sales team which includes

- Loss of 3% market share with 8-month time which huge in terms of revenue and profit,
- Employee engagement score is below the company target which is sitting at 80% which is expected to be 85% and above



- Effect on the internal availability audit on the customers which is declining
- The company uses SFA (Sales Force Automation) which shows effectiveness of the sales whose score is declining
- Lots of warnings have been given recently due to lack of engagement and disciplinary issue and
- 4 CSRs have been fired due to major disciplinary issues in the past year

Assessment on previous studies on coaching has been very limited and specifically the effect of coaching practice on sales performance in the total beverage industry could not be found.

There is one valuable research which was done by Tesfaye Sahle (2018) on Yes Mineral Water Plc which is conducted to explore the effect of training on sales performance. Generally, the study concludes that, the organization didn't strictly implement training steps such as, in appropriate need assessment practice, lack of organization support, lack of effective monitoring and evaluation system and this situation affect the delivered training effectiveness of sales forces (Tefaye Sahle, 2018)

Despite all these problems there doesn't seem to be any effort towards checking the coaching practice and understand the root causes of the issue. That's why this research is conducted to explore the current coaching practices of EABSC sales team and find out the its relationship with the sales performance of the team. There are few studies that look at the effect of coaching on the performance of employees. There is an existing gap in research of this area. The current study plans to address this concern.

### **1.3. Research Questions**

This research plan to provide answer to the following questions in relation to the effect of coaching on employee performance of the sales team at EABSC in Ethiopia:

1. How does the sales team of EABSC perceives the overall coaching practices of the company and its effect on sales performance?
2. What is the effect of structured coaching plan on the sales performance of the team?



3. What effect does the coaching environment has on the performance of the sales team?
4. How does the sales team get frequent feedback on the formal coaching conducted?

## **1.4. Research Objective**

### **1.4.1 General Objectives**

The broad objective of this research will be to examine the effect of coaching on employee performance of East Africa Bottling S.C sales team.

### **1.4.2 Specific Objectives**

- Assess the perception of the sales team of overall coaching practices of the company and its effect on sales performance.
- Explore the effect of structured coaching on the sales performance of the sales team.
- Determine the effect of the coaching environment on the performance of the sales team.
- Establish the effect of frequent feedback on the performance of the sales team.

## **1.5. Significance of the study**

This research aims to assess how the performance of the sales team could be affected by the coaching practice of the company in the soft drink industry and specifically on EABSC which bottler of Coca Cola products in Ethiopia. The research also intends to understand the relationship of coaching with sales performance and draw possible recommendation on how to conduct effective coaching that can enhance sales performance. Also, the findings of this research will provide input for EABSC management team to facilitate decision making when it comes to the coaching practice.

The total beverage industry is growing in Ethiopia and we have observed limitations in finding researches done on coaching and its effect on performance therefor the findings of this



research can help other practitioners facing similar problems in the area to boost their sales team performance through proper coaching.

Finally, the outcome of this data will serve as additional secondary document for further research to be done on the area of coaching and people development in Ethiopia. The research will also make its own contribution towards the advancement of theoretical knowledge in coaching and business leadership.

### **1.6. Scope of the study**

It would have given more concrete evidence if the research includes all the sales team in the company but due to time constraint the study will only include sample of the sales team from total population of CSRs (Company sales representatives), Area Sales managers, and Regional Sales Managers who are currently working in EABSC in the company. The focus of the research will be delimited to the data obtain from the rates using questionnaires and the inclusion of other stakeholders would have a significant effect on the comprehensiveness of the study.

### **1.7. Limitations of the study**

These were the limitations of the research:

- The current spread of corona virus in the city affected the information gathering from the possible stakeholders as some of the managers and CSRs were on leave and not accessible
- Administering the questionnaire using hard copy was very difficult and ineffective so the researcher used online based questionnaire

### **1.8. Organization of the study**

The research project was organized into five chapters: Chapter one has contained the Introduction part contained research problems, questions, objectives, significance, scope, limitation and term definitions. The second chapter discussed the review of related literatures



about the subject matter. In chapter three was methodology of the study. Chapter four focused on the analysis of the subject matter to investigate and evaluate the problems. Finally, chapter five has covered summary of findings, conclusions and forwarded some recommendations

### 1.9. Definition of key terms

- **Coaching:** - consists of ongoing, sometimes spontaneous, meetings between managers and their employees to discuss the employee's career goals and development.
- **Sales performance:** - is the most desired result of any sales unit, personal selling and sales management is evaluated on
- **EABSC:** - in this research the acronym refers to East Africa Bottling Share Company which is the bottler and manufacturer of coca cola products in Ethiopia
- **NARTD:** - non-alcoholic ready to drink, which includes all packed drinks including soft drink, water, juices, tea, etc.
- **CSRs:** - in this research the acronym refers to company sales representatives of the EABSC
- **ASM:** - in this research the acronym refers to Area sales manager of the EABSC
- **RSM:** - in this research the acronym refers to Regional sales manager of the EABSC
- **SFA:** - in this research the acronym refers to sales force automation technology used that help the sales team effectiveness in the market.



## Chapter Two

### 2. Literature Review

This chapter will discuss the different literatures that are relevant for the subject of study of coaching effect on the performance of sales people. The process involves the review of literature from academic sources such as books, journals, electronic library, past research studies and other scholarly works published. This chapter also focused on conceptualization in the effort to identify the nature, subject, purpose and broad content of the research problem.

#### 2.1 Definition of Coaching and Performance

##### 2.1.1 Definition of Coaching

A recent study has identified 36 different definitions for coaching within the scientific literature, which are further categorized into four variants of coaching practice within this industry: coaching, executive coaching, life coaching and business coaching (Hamlin et al, 2009). Within each category the definitions were further scrutinized to seek out their commonalities regarding purpose and processes. The authors conclude that "there is small substantive difference between the four variants of coaching as presented in many 'practice-based' books" (Hamlin et al., 2009).

Informal coaching has long been a neighborhood of leadership development and performance management in organizations. Since the mid - 1990s, however, coaching has taken on a significant importance as organizations have increasingly come to ascertain leadership talent together with their key competitive advantages. Organizations have responded by training managers in coaching skills, hiring external coaches, and fixing structured coaching programs and processes.



**Coaching:** - involves working with organizational members, typically managers and executives, on a daily basis to assist them clarify their goals, address potentially limiting behavioral style issues, and improve their performance. we will state that coaching may be a process designed by an organization that involves two parties—a coach and a coachee—and that aims to correct performance work-related problems and to enhance the coachee’s skills and capabilities to help in career development. We use this definition within the current work. (Pedro Nunez)

To mention a number of the definitions, Kampa-Kolesch and Anderson (2001) defines, coaching may be a sort of systematic feedback intervention that's designed to reinforce professional skills, interpersonal awareness and private effectiveness, whereas Peterson(1994) considers coaching to be a process that equips people with the tools, knowledge (Gil & Carrillo, 2013) and opportunities that they have for professional development and to extend their effectiveness. These authors essentially view coaching as a conversation between two parties—a coach and a coachee—in a productive, results-oriented context.

Personal learning is defined as acquired knowledge, skills, or competencies which cause the expansion and development of an individual’s interpersonal competencies (Lankau & Scandura, 2002). Personal learning involves a private gaining insight into their own strengths and weaknesses, an awareness of identity and values, also as an understanding of their developmental needs, reactions, and behavior patterns (Higgins & Kram, 2001; Kram, 1996).

### **2.1.2 Definition of Performance Management**

Performance may be a crucial measure of the function of the sales division in a corporation. Sales performance is one among the more widely researched outputs in sales department system research. Research shows that there's a crucial and established relationship between sales department control systems and performance (Anderson and Oliver 1987; Kohli et al. 1989; Cravens et al. 1993; Oliver and Anderson 1994; Babakus et al. 1996; Challagalla and Shervani 1996; Piercy et al. 1999; Theodosioua and Katsikea 2007; Evans et al. 2007; Piercy et al. 2012; Miao and Evans 2012a; Flaherty et al. 2014).



As a corporation establishes the goals it wants to realize, naturally sales management must manage the sales personnel accordingly, this puts the corporation in a position to regulate the performance of the sales personnel and ultimately is in a position to regulate the performance of the organization.

A salesperson's performance is often thought of as a two-dimensional construct. First, the behavioral activities (behavioral performance) administered, including sales calls, offers made and customer meetings. Second, the amount of sales achieved (output performance) (Baldauf et al. 2001). Here, output performance is measured by the monetary amount of sales that the salesperson produces. It's the interest of this research to research the effect on salesperson output performance, i.e. to the degree during which the salesperson meets the monetary goals and desires that are set by the organization (Anderson and Oliver 1987; Cravens et al. 1993; Sujan et al. 1994; Evans et al. 2007)

## **2.2 Importance/ Goals of Coaching**

Coaching typically addresses one or more of the subsequent goals: assisting an executive to execute more effectively some transition, like a merger integration or downsizing; addressing a performance problem; or developing new behavioral skills as a part of a leadership development program.

A Harvard Business Review study of 140 coaches identified the highest three reasons for coaching:

- (1) developing high potentials or facilitating a transition,
- (2) acting as a "sounding board," and
- (3) addressing derailing behavior.

In any case, coaching is usually confused with therapy. Most coaching approaches acknowledge that coaching isn't therapy. While both coaching and therapy can specialize in personal development, coaching assumes that the client is healthy instead of affected by some



pathology. Coaching is additionally primarily future and action oriented instead of focused on the past, as are many therapeutic models. Coaching can involve helping clients understand how their behaviors are contributing to the present situation. Such understanding is usually difficult to realize and sometimes deeply personal. Therefore, clients and client organizations must acknowledge the bounds of a coach's skills and skills. Many coaching failures are attributed to working too far away from the sensible application of behavioral principles, or too on the brink of the boundaries of therapy, and to the failure of the coach to know the difference.

## **2.3 Process, Approach and Models of Coaching**

### **2.3.1 The process of coaching**

As described by the CIPD (2007) coaching is a non-directive sort of development. Evered and Selman (1989) defined the subsequent essential characteristics that outline good coaching: developing a partnership, commitment to supply a result, responsiveness to people, practice and preparation, a sensitivity to individuals, and a willingness to travel beyond what has already been achieved. Woodruffe (2008) suggested that coaching should aim to:

- Amplify an individual's own knowledge and thought processes;
- Improve the individual's self-awareness and facilitate the winning of detailed insight into how the individual could also be perceived by others;
- create a supportive, helpful, yet demanding, environment during which the individual's crucial thinking skills, ideas and behaviors are challenged and developed.

Coaching as a part of the traditional process of management consists of:

- Making people conscious of how well they're performing by, for instance, asking them inquiries to establish the extent to which they need thought through what they're doing.
- Controlled delegation: ensuring that individuals not only know what's expected of them but also understand what they must do to finish the task satisfactorily. This provides



managers a chance to supply guidance at a later stage which could also be seen as interference.

- Using whatever situations may arise as opportunities to market learning.
- Encouraging people to see at higher-level problems and the way they might tackle them.

### **2.3.2 Approach to coaching**

Coaching can provide motivation, structure and effective feedback if managers have the specified skills and commitment. As coaches, managers believe that employees can succeed, which as their managers they will help people to spot what they must try to develop and grow their skills. During coaching, managers search for the best in people and check out to add on their strengths, instead of dwelling on their weaknesses. The aim is to assist people to assist themselves. Coaching encourages self-directed learning using any resources like e-learning that are available. it's not a matter of spoon-feeding people.

Coaching could also be informal, but it must be planned. it's not simply checking from time to time on what people do then advising them on the way to roll in the hay better, neither is it occasionally telling people where they need gone wrong and throwing during a lecture permanently measure. As far as possible, coaching should happen within the framework of a general plan of the areas and direction during which individuals will enjoy further development. Coaching plans should be incorporated into the private development plans began during a performance agreement.

Thompson, Purdy and Summers (2008) listed five coaching stages:

- 1) Developing a relationship with the client;
- 2) Collecting and analyzing diagnostic information;
- 3) Processing feedback and planning actions;
- 4) Taking action; and



5) evaluating progress.

Woodruffe (2008) recommended a three-part approach to coaching:

**Stage 1: Discovery:** - The aim of the primary meeting - or meetings is to focus in discovery. during this stage, individuals being coached determine about themselves. Personality inventories could also be helping to facilitate discussions concerning the individual's self-perception. Career expectations and career development are explored. 360-degree feedback tools can also be used to introduce the views of others. The goal of the invention phase is to heighten self-awareness.

**Stage 2: Action Plan:** - Once individuals have a transparent picture of their strengths, weaknesses and the way they are available across to others, they're encouraged to align their goals and objectives to develop and challenge themselves. The goals are going to be set within the context of career development and can cash in of current business issues or projects.

**Stage 3: Review and recommit:** - now individuals review their performance against the goals that they had set. Action plans are often updated and altered if necessary. The sessions are used to discuss and repose on successes, also in examining how obstacles and difficulties are often overcome.

Coaching is going to be best when the coach understands that his or her role is to assist people to find out and individuals are motivated to find out. Employees who do well should be keen to find out more so as to try to perform even better. Employees who are aware that their present level of ability must be improved if they're getting to perform their work satisfactorily should recognize that they're going to enjoy a chance to reinforce their knowledge and skills through coaching. Individuals should get guidance on what they ought to be learning and feedback on how they're doing and, because learning is a active not a passive process, they ought to be actively involved their coach who should be constructive, building on strengths and knowledge.



### **2.3.3 Techniques of coaching**

Good coaching is about encouraging people to think through issues, getting them to ascertain things differently, enabling them to figure out solutions for themselves that they will 'own', and empowering them to try to carry out things differently. Hallbom and Warrenton-Smith (2005) recommend the subsequent coaching techniques:

- Ask high-impact questions - 'how' and 'what' open-ended questions that spur action instead of 'why' questions that need explanations.
- Help people to develop their own answers and action plans.
- Identify what people do right then make the foremost of it instead of just trying to repair problems - coaching is success driven.
- Build rapport and trust - make it safe for workers to precise their concerns and concepts.
- Get employees to figure out answers for themselves - people often resist being told what to do, or the way to roll in the hay.

While reviewing different literature I even have encounter different models to coaching for this purpose we'll only see intimately the foremost common and popular framework employed by coaches which is that the GROW model:

#### ***Figure 2.3.2: GROW coaching model***

## Grow Model



**Source: Performance consultants international (2014) ([www.performanceconsultants.com](http://www.performanceconsultants.com))**

**‘G’** is for the goal of coaching - this needs to be expressed in specific measurable terms that represent a meaningful step towards future development.

**‘R’** is for the reality check - the process of eliciting as full a description as possible of what the person being coached needs to learn.

**‘O’** is for option generation - the identification of as many solutions and actions as possible.

**‘W’** is for wrapping up or ‘will do’ - when the coach ensures that the individual being coached is committed to action.

The following is an example of a ‘GROW’ coaching process used in a retail company.

### **Goal**

In practice, when managers start to coach, most of the role involves asking questions that will help the individuals work out for themselves what their goal is. To aid this process, a list of



questions is provided, with the goal usually being one of the objectives or the performance criteria standard. Like the main objectives, all goals need to be SMART.

### **Reality**

The second stage, 'Reality', examines the current situation and what the individual has been doing and achieving. To aid this process, managers collect together examples to use in the coaching process. In addition, the company's guidance notes give a list of questions to ask to aid a perspective on the individuals' views and understanding of various situations.

### **Options**

'Options', the third stage, attempts to encourage employees to come up with ideas on what they could do to achieve their objectives or reach the performance criteria standard. Again, a list of guidance questions is given to managers to help with the process, but this time there is an attempt to explore some of the more unconventional solutions that staff might have. The company stresses that the session should allow employees to think quite broadly and that managers should not criticize any ideas that emerge. Once employees run out of ideas, then managers provide their own.

### **Will**

The final stage of the coaching process be to formulate an action plan, outlining what the individual is going to do? The plan, the company says, should be specific with clear deadlines. Once more, the company provides several questions to inform thinking.

In addition, managers need to identify possible obstacles and agree what can be done about them, as well as agreeing the support the individual will need and how it will be provided via coaching and training. Managers are advised to focus on the individual's behavior and what the individual needs to do differently but are told that this should not relate to their personality.



## **2.4 Coaching Feedback and Environment**

### **2.4.1 Coaching Feedback**

Feedback, a further coaching tool which shares universal acceptance in many of coaching studies and has been found to be a robust determinant in promoting self-esteem in employees coaching (Smith, 2010), serves many purposes. Kets (2015) saw feedback as how to assist the worker gain greater insight concerning his or her own subjective experience, which may cause better management of emotions and eliminate subjective distortion of events. Diamante (2012) agreed, adding that increased self-awareness gained through the method of assimilating feedback is vital to maximum performance as a pacesetter.

Feedback should even be given within the right manner. Diedrich (2011) advised that feedback be specific, accurate, detailed, and ask actual behaviors instead of being subjective and evaluative in nature. Maurer (2011) found that feedback concerning good performance helped to reinforce subsequent performance. Within the workplace the coach may provide feedback to the worker, elicit feedback from the worker, or manage the method of receiving, reviewing, and utilizing feedback from internal and external workplace sources (Christensen, 2013).

The development and use of 360-degree multi-rater feedback tools were first used primarily for employee development purposes and all results were strictly confidential. Dalton (2015) reported a growing trend to use information contained within the reports for administrative purposes, like denial or awarding of promotions and raises. Dalton argued (2015) that using the feedback instrument in this way ignores very basic psychological principles of behavioral change.

The first step in helping a people change their behavior is to give feedback and make insight concerning maladaptive behaviors in such a way that's non-threatening and considers the psychological safety of the individual. Dalton (2015) argued that allowing administrative personnel access to feedback for punitive reasons undermines the confidential relationship between coach and employee and may be threatening and harmful to the worker.



Praise as a sort of feedback has been rated by employees as a more important incentive when given by a teacher versus a special source (Smoll, 2010) and has been found to play a serious role within the process of self-enhancement and performance (Anderson, 2012). Feltz et al. (2012) found that coaches who had high self-efficacy gave more encouragement than those coaches who had low self-efficacy and were more susceptible to give instructional and corrective feedback.

#### **2.4.2 Coaching environment or culture**

In theory, coaching environments or coaching culture are often defined because the supportive environments where working relationships grow and flourish and where all individuals are collectively focused on improving individual and organizational performance. This rise within the popularity of coaching has led to numerous papers attempting to gauge the return on investment (ROI) of coaching, and infinite numbers of books being published providing instructions of the way to be an efficient coach.

According to Assessment & Development Consultants Ltd to at least one of the leading experts within the Assessment and Development field in UK stated in one among their many publications that aspiring and practicing coaches would be forgiven for feeling confused about which coaching model to adopt and indeed industry debate rages on which method is best in bringing about change. Regardless of which model, strategy or set of tools you discover works for you, it's argued here that each coach got to invest continual time and energy into ensuring that they're providing an optimal environment during which to practice chosen models and techniques. However, managing the coaching environment isn't only the responsibility of the coach, the workplace coaching environment has got to be managed at four levels;

- The organizational culture;
- The evolving coaching relationship;
- The coach; and
- The coachee.



During coaching within an organizational setting there's an eighth component to success, which is organizational support for coaching and allotment of sufficient time and money by the organization (Kilburg, 2011). Wasylyshyn's (2013) survey indicated that coaches believe it's their responsibility to manage the connection with the sponsor, and notes that successful management of this aspect contributes to the likelihood of a positive outcome.

Lowman (2015) added that effective coaching within a corporation appears to integrate the dynamics of individual psychology approaches with the requirements of the organization on both individual and system levels, taking under consideration the environmental context of every intervention. An entire understanding of the company culture during which the coaching intervention is happening is additionally essential according to Richard (2013).

Factors that affect the success of coaching outcome are divided into two namely; skills and employee related factors. Employee related factors include the worker commitment, willingness and motivation in reference to sticking to the provided plan that seeks to realize the laid down goals. The second category concerns the skill and skill of the coach to supply structure, foster trust and rapport, and appropriately choose the right coaching tools to use in each coaching scenario.

A study conducted by Arnott and Sparrow (2004) of 1,153 organizations across the United Kingdom, found that organizations used coaching for 3 main reasons: supporting a strategic initiative, supporting leadership development, responding on to individual request. This is often further supported by a recent CIPD Training and Development survey (2004), which demonstrated that organizations are now placing increasing importance on creating and fostering cultures that support learning and development. Encouragingly, 70% of organizations rated this among the three most vital factors when supporting effective learning. The survey findings also showed that respondents felt that it had been imperative for line managers to play a big role in advising on and supporting development activity. However, the survey concluded that 66% of respondents claimed that there was no formal written strategy for his or her coaching activities happening in their organization, and only 6% claimed to possess one that



covered all staff. Furthermore, only 5% claimed to possess line managers who had been trained to teach their team members, and a worrying 49% only had a minority of trained line managers which were usually as a part of a wider management educational program.

These findings suggest that, whilst organizations claim to acknowledge the importance of coaching, they are doing not necessarily to develop the acceptable culture that's required for coaching to be effective. While the functions of mentoring and training relationships invariably overlap, they're separate in terms of developmental work relationships. Coaching is directly concerned with the immediate improvement of performance and skill by a sort of tutoring or instruction. Mentoring is, in effect, one step removed and cares with the longer-term acquisition of skills. Effective coaching requires both the coach and therefore the person coached to fulfil their relative roles. The degree to which this is often achieved depends on variety of variables, including the experience of both parties in coaching relationships, their interpersonal skills, motivation and commitment.

## **2.5 Challenges of Coaching**

Although there's a robust demand for coaching managers, managers could also be reluctant or skeptical if they have not been coached themselves (Ladyshevsky 2010). However, if they had a positive experience of being coached, they're more likely to require their team members to experience coaching and to require developing their own coaching skills (Knights and Poppleton 2007). Managers cannot however be expected to stop leading their people in one way and adopt a special way of coaching without training and support. While training in coaching skills could also be an honest initiative, it's not sufficient, consistent with Longenecker (2010). this is often supported by Lindbom (2007) who says organizations got to create a culture supportive of coaching to make sure the on-going application and role modelling of coaching skills.

The following discussion explores the areas where the coaching manager may face issues which differ from those facing external or internal coaches.



## **A. Relationship**

Although the coaching manager lacks the independent perspective of an external coach, they have an advantage in that context, jargon and performance of the coachees are familiar and that they have existing relationships and credibility with the coachee. The coaching manager has an on-going opportunity to watch team members, motivate, challenge and develop them, and provides feedback on endless basis (Frisch 2001). As long as the connection between coach and coachee is concerned it isn't just a critical success factor but the critical success of the entire coaching process (Bluckert 2005), the existence of a robust relationship enhances the prospect of success. Coaching successively enhances the connection between the coaching manager and their team members.

## **B. Listening**

The authentic listening expected in coaching (Dubrin 2005) is probably going to reinforce the connection between manager and team member, albeit no formal coaching takes place. Scoular (2010) suggests that listening creates both trust and authenticity. Indeed Arnold (2009) states that for several coachees, listening is that the better part of coaching, as their ideas are being heard and valued at a deep level.

As most organizations now have a robust specialization in employee engagement, it's important for managers to find out the way to listen at a deep level. Although managers may have received some communication training, including active listening and visual communication.

Failure to concentrate, consistent with Hunt and Weintraub (2002) leads to a discussion where participants may become defensive which reduces their potential to find out. It's also important, a training manager focuses on the coachee, during a non-judgmental and empathic way, to know not only the facts but how the other person sees those facts and feels about them, noticing how things are said, also because the speaker's visual communication and what's not said (Zeus and Skiffington 2000). In listening, the coaching manager gives the speaker the rare gift of your time and a spotlight, helping develop a positive relationship



### **C. Questions**

Coaching is usually described as non-directive (Cox et al. (2010). this will be a difficult approach to adopt for a manager who used to provide solutions (Leimon 2005). However, if coaching managers provide an answer before the speaker feels heard, they risk the answer being rejected. Moreover, an existing solution might not be as strong together that emerges through dialogue. additionally, the person may keep returning to the manager for solutions, so at the end of the day providing solutions may take more instead of less time. The coaching manager has got to find out how to ask questions which can prompt the coachee to think, to reflect on their goals and assumptions, to become aware and to grow.

Asking powerful questions may be a characteristic of mature coaching, alongside using ideas of team members and shared decision-making, whereas in earlier stages of developing their coaching skills, managers focus more on performance, feedback and goals, according to Anderson et al. (2009).

### **D. Goal-setting**

In many, although not all, coaching theories there's a robust specialize in goal-setting, consistent with Garvey, Stokes and Megginson (2009). This fits well with the managerial role of setting clear expectations (Yukl 2010). However, the coaching manager is unlikely to be happy to explore all the coachee's goals and more likely to feel constrained to specialize in work-related goals. Rostron (2009) argues that unless managers' intrinsic drivers are aligned with their personal and professional goals, they're going to be unable to realize their targets.

A useful approach for coaching managers, consistent with Ellinger et al. (2010), is that the solution-focused approach to coaching, because it's clearly goal-oriented. Furthermore, this approach is usually more directive than other coaching approaches, with the coach sharing his mental models and possibly directing their clients towards solutions (Cavanagh and Grant 2010). Coaching managers however got to take care that coachees aren't buying into goals simply to please their manager (Riddle and Ting 2006).



## **E. Feedback**

The pressures of the workplace can mean people get distracted from goals by issues which appear urgent (Longenecker and Neubert 2005). On-going coaching conversations help people differentiate between what's urgent and what's important, and to stay on target more effectively than through an annual or bi-annual performance review or periodic conversations with an external coach. For these coaching conversations to be useful, managers got to be ready to give feedback constructively.

Managers who have themselves been coached, develop understand mental models of the way to give feedback effectively (Steelman, Levy and Snell 2004). In fact, coaching often begins by helping people accept feedback, especially where there's a difference between how people see themselves and the way people see their actions (Folkman 2006). As McDowall and Millward (2010) note, research on the degree to which feedback contributes to performance has been mixed, however the development is more marked where feedback is followed up with goal setting through coaching. While feedback on past performance is effective, a future focus or so-called 'feedforward' may be a useful way for managers to spotlight the strengths of team members and indicate how they could improve within the future (Goldsmith 2006; McDowall and Millward 2010).

## **F. Coach Matching**

The current popularity of coaching in organizations means managers could also be forced into coaching and their team members may not have any choice but to be coached. If either party is unwilling, coaching can't be successful. For the external coach, considerable effort is spent in matching coach and coachee. Wycherley and Cox (2008) suggest that while coach matching supported factors like gender or culture may initially impact on rapport within the coaching relationship, such factors subsided important as trust is developed. O'Broin and Palmer (2010) found wide support within the coaching and training psychology literature for the importance of trust in coaching. Ladyshefsky (2010) reiterates this within the context of the coaching manager. As managers have an existing relationship with their team members, trust may



already be in place. If so, the question of coach matching might not be a problem. If trust isn't in place, or if a team member doesn't want to be coached by their manager, then coaching can't be effective (Ellinger et al. 2010).

### **G. Power**

The issue of power within the coaching manager's relationship can't be ignored. After all, the manager has influence over their team members' remuneration, recognition, and opportunities for development and hence the coachee may speak less freely than with a teacher not during a line manager relationship (Bresser 2010; Whitmore 2009a). Coaching starts with an assumption of equality (Rostron 2009) which isn't the case where a manager is coaching team members.

The assumption of equality has been challenged by Welman and Bachkirova (2010) who argue that problems with power are always present during a coaching relationship, whether or not the coach or the coachee is conscious of them. Hawkins and Smith (2006) highlight the danger that in trying to facilitate change, coaches may force a coachee "to do or be something that's not 'them' "(p.6). Although the coaching manager cannot create conditions of equality where none exist, if employees are properly selected and share some goals with the firm, then 'the coaching manager can share responsibility for development with the employee' (Hunt and Weintraub 2002:6). the connection with coaching managers places less stress on the positional power or status of the manager and more on the manager's willingness to concentrate to and accept the ideas of the worker.

### **H. Confidentiality**

A further issue for the coaching manager is that of confidentiality, during a formal coaching conversation people may reveal quite they might in other conversations with their line manager. This is often in response to the coach's enhanced listening skills, his/her ability to ask powerful questions and skill to make a secure place for the coachee to plan loud, the idea of a secure place implies that whatever is claimed won't be used against the coachee, which can sometimes be difficult for the coaching manager (Riddle and Ting 2006). Confidentiality is prime



to the success of coaching (Garvey et al. 2009) but it's unrealistic to expect an equivalent level of confidentiality as in formal coaching relationships consistent with Anderson et al. (2009).

### **I. Role Switching**

Although coaching could also be a manager's predominant approach, there can also be times when instead he/she adopts a task of teaching, training, mentoring or consulting, in other words, roles which require more giving of data, instruction and advice, unlike the non-directive role of coaching (Ellinger et al. 2010). of these roles have something in common therein all of them seek to assist someone improve their performance by learning something new.

## **2.6 Theoretical Foundation and Framework for Coaching**

In the 1950s, coaching was first introduced to the management field by Mace (1950), who initially defined it as a management tool for guiding and developing employees (Gregory & Levy, 2010). consistent with Gegner (1997), the concept of coaching wasn't used frequently until the late 1970s, when Fournies' (1978) book on coaching practice was published. Despite the slow growth of this idea within the management field, by the first 1990s, coaching had emerged as a group of managerial activities in private-sector organizations (Wenzel, 2000).

### **2.6.1 Theoretical Foundations of Coaching**

The research is going to be guided by two theories that have helped explain the connection between coaching and performance.

#### ***2.6.1.1 Human Capital Theory***

Human-capital theory may be a modern extension of Adam Smith's explanation of wage differentials by the so-called net (dis)advantages between different employments (Fitzsimons, 1999). Schultz (1961) recognized the human capital together with other important factors for a national economic process within the modern economy. Frank & Bemanke (2007) define that human capital is 'an amalgam of things like education, experience, training, intelligence, energy, work habits, trustworthiness, and initiative that affect the worth of a worker's marginal



product'. The prices of learning the work are a really important component of net advantage and have led economists to say that, other things being equal, personal incomes vary consistent with the quantity of investment in human capital; that's, the education and training undertaken by individuals or groups of workers. An extra expectation is that widespread investment in human capital creates within the labor-force the skill-base indispensable for economic process.

Training is that the component of human capital that workers acquire after schooling, often related to some set of skills useful for a specific industry, or useful with a group of technologies. There's a widespread belief that learning is the core factor to extend the human capital. In other words, learning is a crucial component to get much knowledge and skills through many acquisition ways including relationship between the individual and therefore the others (Sleezer, Conti, Nolan, 2003). At some level, training is extremely almost like schooling therein the worker, a minimum of to a point, controls what proportion to take a position. But it's also far more complex, since it's difficult for a worker to form training investments by himself. The firm also must invest within the training of the workers and sometimes finishes up bearing an important fraction of the prices of those training investments.

The role of the firm is even greater once we consider that training features a significant "matching" component within the sense that it's most useful for the worker to take a position during a set of specific technologies that the firm are going to be using within the future. So, training is usually a joint investment by firms and workers. Critics of the human-capital theory however point to the problem of measuring key concepts, including future income and therefore the central idea of human capital itself. Not all investments in education guarantee an advance in productivity as judged by employers or the market. There's the matter of measuring both worker productivity and therefore the future income attached to career openings, except in near-tautological fashion by considering to actual earnings differences which the idea purports to mention. Empirical studies have suggested that, though a number of the observed variation in earnings is probably going to flow from to skills learned, the proportion of unexplained variance remains high, and must be an attribute of the imperfect



structure and functioning of the labor-market, instead of the productivities of the individuals constituting the labor supply.

### **2.6.1.2 Cognitive Behavioral Theory**

Cognitive Behavioral Theory (CBT) integrates behavioral theory with cognitive theory. Behavior theory argues that learning occurs through an observable association between a stimulus and a response. BF Skinner, described reinforced or conditioning, which is that the process of behavior therapy when the behavior may be a result of a consequence.

Cognitive theory describes the importance of the thinking and selection in determining behaviors including our perception of the meaning of events. Cognitive theory was pioneered by Albert Ellis, who subsequently developed Rational Emotive Ellis created the ABC theory of personality, which is the concept of an antecedent or an activating (A) event, a behavior (B) that happens from that event, and eventually the consequence (C) of that event Ducharme (2004). If you'll understand your thoughts about the event, then you'll change your behaviors and thus the results that happen thanks to your future behaviors. As aspiring coaches, we will question our clients about their beliefs about an occasion, in order that they may become conscious of irrational thoughts that would be contributory factors to engaging in unhelpful behaviors.

CBT and its approaches to therapy are widely adopted within the coaching field wherein clients are encouraged to spot and re-evaluate self-defeating thoughts and have interaction in additional effective ways of thinking, and thus behaving (McMahon, 2007). Coaching during this area is more issue focused and examines a selected event and developmental need of the client (Ducharme, 2004). Once the critical activating event or situation that's causing the client's distress has been identified, it's important to use cognitive restructuring to exchange negative or maladaptive thoughts with positive ones. Another key aspect of CBT is that the assignment to the client of homework which will keep them engaged and encourages ownership of the method. CBT can induce demonstrable behavior change through objective-setting and



homework that has got to be completed by the client through self-observation, self-reinforcement, and self-maintenance.

### **2.6.2 A Framework for Coaching and Performance Management**

There is a good sort of definitions, models, and approaches to coaching, as represented within the collections edited by Kilburg and Diedrich (2007), Palmer and Whybrow (2007), and Stober and Grant (2006), even as a sample. during this part we'll discuss framework of important aspects of coaching and performance management, suitable for comparing and incorporating many diverse approaches, which can be used to examine how organizations at each stage of the organizational continuum can optimize their coaching efforts.

At the middle of this framework is that the Development Pipeline (Hicks & Peterson, 1999; Peterson, 2006), a model of the five necessary and sufficient conditions for any sort of systematic development. The pipeline metaphor highlights that this is often a constraint model (Goldratt & Cox, 1992), such the quantity of change an individual can make is constrained by which aspect of the pipeline is most narrow, the opposite elements of importance to coaching are the coaching relationship itself and therefore the organizational context (Peterson & Hicks, 1996). These seven elements are defined as:

**1. The coaching relationship:** - The extent to which the working relationship between the coach and individual is characterized by trust, acceptance, understanding, and other relationship factors that support learning and development. Coaches can build and enhance the coaching partnership by being respectful and listening attentively, that specialize in the people's agendas and helping them accomplish their own goals, being supportive and inspiring, and being accepting and non-judgmental (Kouzes & Posner, 2005 ; O' Broin & Palmer,2007 ; Peterson & Hicks, 1996 ; J. Rogers, 2004 ; Smither & Reilly, 2001 ).

**2. Insight:** - The extent to which the person understands what areas got to be developed or changed so as to be simpler. In many coaching models, there's a robust, sometimes almost exclusive, emphasis on feedback because the primary tool for insight, yet full insight requires an



understanding of 4 elements (Peterson & Hicks, 1996): (a) knowledge of the person's own goals, values, and motivations, (b) how the person perceives his or her own abilities and elegance, (c) how others perceive the person (that is, feedback from others), and (d) the success factors and what's expected during a given role.

These four elements are summarized into what Peterson (2006) calls the GAPS Grid: Goals and Values, Abilities, Perceptions, and Success Factors. Coaches can increase participants' insight by helping them gain a clearer understanding of these four elements and the way they relate to every other (Ellinger & Bostrom, 1999; Elliott et al., 1994; Kluger & DeNisi, 1996; Prochaska, DiClemente, & Norcross, 1992; Prochaska, Norcross, & DiClemente, 1994).

**3. Motivation:** - The degree to which the person is willing to take a position the time and energy it takes to develop oneself. Coaches can work with people to create motivation by clarifying both personal and organizational reasons for change, that specialize in small, easy steps to initiate the process; identifying personal and organizational barriers that make change difficult; and discussing specific steps for addressing barriers and challenges (Dweck, 1986, 2000; Miller & Rollnick, 2002).

**4. Capabilities:** - The extent to which the person has the talents and knowledge that are needed. Coaches can enhance capabilities by sharing new ideas and best practices, helping people find appropriate resources and opportunities to find out, exploring other ways to handle difficult situations, and practicing new skills and behaviors in realistic situations (Druckman & Bjork, 1991; Peterson & Hicks, 1996).

**5. Real world practice:** - The extent to which the person has opportunities to undertake new skills at work. Coaches can facilitate transfer and generalization to the important world by identifying specific situations where change is acceptable, helping people determine how they're going to put small changes into practice a day, working with people to make personal strategies for assessing in real - time what's working well and what they have to try differently (Druckman & Bjork, 1991 ; Holton & Baldwin, 2003 ; Peterson, 2002 ; Peterson & Muros, 2008 ).



**6. Accountability:** - The extent to which there are internal and external mechanisms for listening to vary and providing meaningful consequences. Coaches can enhance accountability by encouraging people to form specific commitments for action, following abreast of commitments during coaching, and inspiring people to enlist others to offer them feedback and discuss progress (Cameron & Pierce, 1994 ; Holton & Baldwin, 2003 ; Prochaska, DiClemente, & Norcross, 1992 ; Prochaska, Norcross, & DiClemente, 1994 ; R. W. Rogers, 2004 ; Peterson & Muros,2008 ).

**7. Organizational context:** -The extent to which the organizational context, including boss and HR support, organizational systems, culture, norms, and social relationships, support the coaching process. Coaches can enhance the organizational context by teaching the person to anticipate and address barriers, enlisting people within the process, and consulting with HR and senior leaders about creating a conducive climate for development (Hunt & Weintraub, 2002, 2007; Peterson & Hicks, 1996; Underhill, McAnally, & Koriath, 2007).

## **2.7 Review of Empirical Studies**

Practitioners have largely praised the positive consequences of coaching on job satisfaction, performance, commitment, and employee development. The rationale for this statement is that in a coaching context, people will feel more valued and revered by their employers, thus they're going to tend to be more loyal and work harder; additionally, more developed people will have higher job-related competences, perform better and acquire higher customer satisfaction (Ellinger et al., 2005).

Two recent qualitative studies provide some support to those statements; both salespeople and sales managers agree that coaching skills impact sales representative development, which ultimately increase sales representative job performance and customer relationships development (Deeter-Schmelz et al, 2002, 2008).

However, few scholars have studied the results of coaching through published research in scientific journals. Ellinger et al. (2005) explored the results of coaching in logistic contexts; they



examined the extent to which coaching was used at 18 distribution centers within the us, and therefore the impact of managerial coaching behavior on warehouse worker job satisfaction and job-related performance. They concluded that

- The extent to which managerial coaching behavior was present within the sample was low,
- Managerial coaching behavior was a big predictor of job satisfaction, and
- Managerial coaching behavior was a big predictor of job-related performance but to a way lesser extent.

In this study, the results explained 40% of the variance in warehouse worker job satisfaction, with managerial coaching behavior being the foremost significant predictor; supervisor hours of coaching for current job position was also found to be a big predictor of warehouse worker job satisfaction (Ellinger et al., 2005)

Another result explained 18% of the variance in warehouse worker job performance, with five significant variables accounting for many of this variance: warehouse worker hourly wage rate, warehouse worker hours of coaching for current job position, supervisor span of control (number of subordinates), supervisor hours of coaching for current job position, and eventually, supervisor coaching behavior (Ellinger et al., 2005)

Although Ellinger et al. 's (2005) work may be a valuable study for being one among the few having investigated coaching impact on job satisfaction and performance its reliability and generalizability could be questioned.

First, the measures were taken at different levels of analysis; warehouse worker job satisfaction and warehouse worker perception of managerial behavior were measured at individual level, but job-related performance was measured at group level; each manager gave an overall performance evaluation for his subordinates as a whole rather than for every individual worker.

Second, the managers gave their perception of job-related performance instead of objective performance measures; because the person reporting the performance measures is the most



interested person in showing increased performance (as a consequence of his effort of adjusting his managerial style to teach the employees), the measure lacks strong credibility. Third, the performance measure was highly specific of warehouse contexts; the manager was asked if the workers applied the elemental procedures for 1) safely moving products through the power, 2) handling product without injury to co-workers, 3) operating handling equipment, 4) properly handling products when storing and 5) moving and handling products without damage; albeit these measures are often valid in logistics contexts, they're not the standard measures to gauge performance in organizational settings, thus reducing the generalizability of results.

Fourth, though the results for job satisfaction seem quite solid, those for performance aren't conclusive; the regression with job performance as a variable only explained 18% of its variance, and manager coaching behavior (although significant) was the factor with less impact on the variable. As a general conclusion, it might be said that Ellinger et al. 's (2005) results are promising, but not conclusive. Further research could help shed more light within the relationship between managerial coaching and performance.

Another project revised was done by Evelyn Bosibori in 2015 for partial fulfillment for the award of MBA in Kenya. The title “Perceived effects of coaching on employee performance at The Co-operative Bank of Kenya Ltd.” The research had one major objective to understand the impact of coaching practices in the organization, and employee perceptions on coaching and performance. The research concluded that:

- Coaching impacted their focus, goal setting, and self-confidence which are associated with leadership and personal effectiveness.
- Individual productivity and engagement should be assessed, given their stronger association with the coaching success.

Individual productivity and engagement is evaluated through regular meetings with the employees to review their progress against set objectives.



The other research “The effects of coaching in employees and organizational performance: The Spanish Case” by Pedro Nunez-Cacho et al. (2015), research was conducted in Spain and it involved data collected from HR professionals to understand the effects of coaching in employees and organizational performance. The research aimed to find out the effect of organizational support and coaching practice on individual performance and understand the impact of individual Improvements from coaching and its effect on firm performance.

The results here show that coaching processes are an important tool for improving the individual-level performance of human resources. Furthermore, the firms can benefit from the resulting effect on organizational performance, sales increases, and productivity growth.

As we can understand from the empirical review most of the researches have tried to uncover the effect of coaching on employee performance but of different aspects. Ellinger et al. 's (2005) investigated coaching impact on job satisfaction and performance, Evelyn Bosibori (2015) generally assessed the only effect of employee coaching perception on performance and finally, Pedro Nunez-Cacho et al. (2015) try to understand the effect of coaching on individual performance and covered the impact of organizational support.

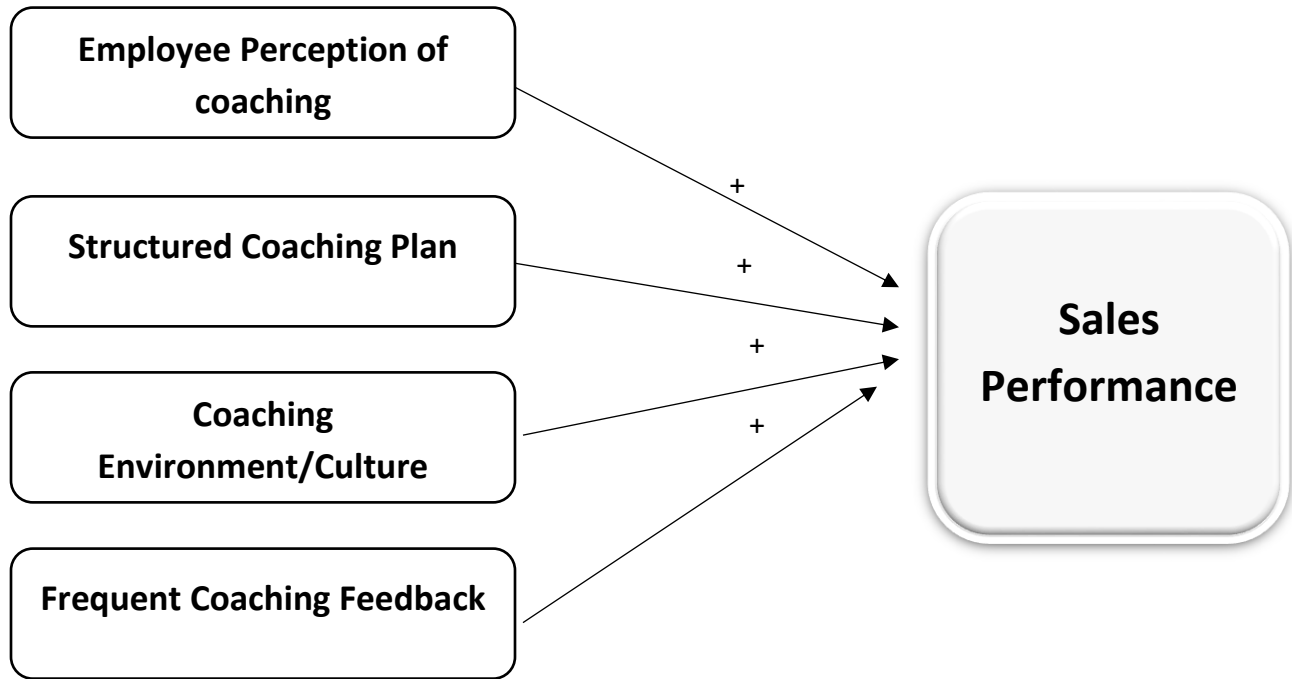
These past reviews tried to uncover some of the effects of coaching by using different variables as coaching perception, organizational support, and others. This shows that other variables were not covered, and this research will fill the knowledge gap by including the other variables like structured coaching plan and coaching environment and understand their effect on performance which was critically and not fully covered by other researchers.

## **2.8 Conceptual Framework of the research**

Conceptual frameworks can act like maps that give coherence to empirical inquiry. Because conceptual frameworks are potentially can be called as the brink of empirical inquiry, they take different forms depending upon the research question or problem. As we will see from the various literature review during this chapter there's a relationship between coaching and



employee performance. The below Figure will show the connection that different variables of coaching may have with sales performance.



H1 there is positive relationship between employee perception of coaching and employee performance

H2: There is positive relationship between structured coaching plan and employee performance

H3: There positive relationship between coaching environment/culture and employee

Performance.

H4: There is positive relationship between frequent coaching feedback and employee performance.



## **CHAPTER THREE**

### **3. THE RESEARCH DESIGN AND METHODOLOGY**

This chapter presents the methodology which was used for data gathering, the relevant statistical tools used for analyzing the survey results. The aim of this section is to supply an outline of the study area, research design, population and sampling techniques, types of data and instruments of data collection, procedures of data collection, and methods of data analysis, assurance of research validity and reliability, ethical consideration and the area during which the study is administered.

#### **3.1 Research Design**

Research design is a systematic process of identifying and formulating, by setting objective and method for collecting, editing and tabulating data to seek out solution. In any research undertaking, the methodology to be followed is decided by the character of the problem statement or more specifically by the research objectives. As a result, either what's happening or why it's happening were addressed. Here in this case explanatory research design with survey was applied using quantitative method. The study will use explanatory design it's sometimes stated analytical study.

The main aim of explanatory research is to spot any casual links between factors or variables that pertain to the research problem. Such research is additionally very structured in nature. Explanatory research specializes in answering why questions.

Explanatory studies play an instrumental role in terms of identifying reasons behind a good range of processes, also as, assessing the impacts of changes on existing norms, processes etc. this sort of studies are related to greater levels of internal validity thanks to systematic selection of subjects



Based on the research objective and basic questions explanatory research design were used to assess and determine whether coaching have impact on sales performance in East Africa Bottling S.C sales team.

### **3.2 Research approach**

The research used only quantitative approach, consistent with Creswell (2003), in quantitative studies, researchers advance the relationship among variables and pose that in terms of questions or hypotheses. Quantitative approach is employed to answer question about relationships among measured variables with the aim of explaining, predicting and controlling phenomenon (Gray, 2004). The research included few qualitative questions for further understanding but majority of the questionnaire is quantitative. Therefore, we can say that mixed method approach is used by combining elements of both quantitative and qualitative approaches.

### **3.3 Sources of data and collection method**

As mentioned on the approach part the quantitative data is the most dominant method with the use of few addition of qualitative data collection tools were used to gather data from the concerned bodies. Accordingly, the questionnaire was designed as close and open-ended items. Its organization in to 2 major parts, the primary part is about personal characteristics of respondents like, sex, position, age, qualification then on, and therefore the second part the effect of sales training on sales performance.

### **3.4 Research methods**

#### **3.4.1 Sampling technique and sample size**

It is extremely important to settle on a sample that's truly representative of the population in order that the inferences derived from the sample are often generalized back to the population of interest (Bhattacharjee, 2012).



Basically, there are two categories of sampling design i.e. probability and non-probability designs (Kothari, 2004). For the population under study a probability sampling was adopted. Probability sampling may be a technique during which every unit within the population features a chance (non-zero probability) of being selected within the sample, and this opportunity are often accurately determined (Bhattacharjee, 2012). Simple sampling, Systematic sampling, representative sampling, Cluster sampling are some common probability sampling techniques (Kothari, 2004).

The target populations are the sales team employees of East Africa Bottling S.C found throughout the country in different regions. The study encompasses permanent employees including employees in managerial position. the entire population of the study is 261 employees of which 220 are company sales representatives, 32 Area Sales Managers and 9 Regional sales managers.

The researcher determines the specified sample size by deriving a formula from Taro Yamane (1967)

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{261}{1 + 261(0.05)^2}$$

$$n = 157.9 \text{ which approx. } 158$$

Whereas  
 n=sample size  
 N= total members



e=confidence interval (5%)

The sample size of this study is 158 sales employees of East Africa Bottling S.C. Stratified sampling used to categorize employees to get respondents from all categories. In Stratified sampling method population is divided into several sub-populations that are individually more homogeneous than the total population the different sub-populations are called strata and select from each stratum to constitute a sample (Kothari, 2004). So, employees categorized by their job positions and proportional allocation use to allocate for each stratum. Managerial employees will also be included.

**Table 3.1; Sample Size of respondents**

S/N	Position of the Employees	Total Population	Proportion	Sample Size
1	Company Sales Representative	220	84%	133
2	Area Sales Manager	32	12%	19
3	Regional Sales Manager	9	4%	6
	Total	261	100%	158

**3.4.2 Data Collection instruments and procedures**

Both primary and secondary data is used. The primary data are those which can be collected afresh and for the first time, and thus happen to be original in character (Kothari, 2004). Primary data is data collected directly from first-hand experience. These are data that the researcher gathers and assembles for the aim of inquiry at hand, specific information within the area of investigation and pointed to the research objectives. During this study primary data was collected in the form of employee survey. The primary source of data employed in this study is



survey questionnaire. Secondary data gathered from the various KPI reports and training manual of the company.

Coaching practice of the company have been assessed using structured questionnaire prepared supported 5-point Likert's scale rating from strongly disagree to strongly agree. Structured questions asked respondents to pick a solution from a given set of choices. Subjects' responses to individual questions (items) on a structured questionnaire could also be aggregated into a composite scale or index for statistical analysis (Bhattacharjee, 2012). This method of data collection is quite popular, particularly just in case of massive enquiries (Kothari, 2004).

Constructing a survey questionnaire is an art. Numerous decision must be made about the content of questions, their wording, format, and sequencing, all of which may have important consequences for the survey responses (Bhattacharjee, 2012).

In this survey, a closed ended questionnaire was developed for self-completion by respondents. The primary data is being mostly quantitative (questionnaires) in nature. Questionnaires were used to gather data over a large sample of the sales team at EABSC. Five Point Likert's Scale (Assume that strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, strongly Agree = 5) was implemented for most of the questionnaires. The secondary data was obtained from different documents of the corporate, books and journals.

Because of the Corona virus pandemic spread within Addis city and countrywide it was very difficult to collect data. First the researcher used hard copy questionnaires to be filled by sharing to all the respondents via telegram so that they can print, respond and send the copy back, which was quite difficult and was able to collect only 10 questionnaires in 5 days. After this the researcher used Google forms (it's a format under google platform that helps to develop questionnaire online) and convert the questionnaire so that it can filled online which removes the need for the respondents to print and fill and send it back again. With Google Forms they researcher sends the link to the respondents on telegram or any other convenient



platform which makes it super easy for the respondents to fill the questionnaire online and submit with 5 minutes maximum which makes the collection very effective.

In addition to its simplicity the Google Forms kept the confidentiality for respondents and the technology helps summarize all the data instantly and gives minute by minute update of the total questionnaires filled and submitted.

### **3.5 Techniques of data Analysis**

After collecting the data through different techniques, the researcher organized and prepared the various data depending on the sources of data. Moreover, to make sure logical competence and consistency of responses, data editing was administered every day by the researcher. Once editing has done, data analyzed qualitatively and quantitatively. The quantitative data was analyzed by using version 23-SPSS software.

The techniques for quantitative data analysis are distribution and percentages. Frequency and percentage used to assess the socio-demographic data and issues related with coaching practice which is perception of coaching, impact of planned coaching, feedback, coaching environment and sales performance.

#### **3.5.1 Multiple Regression Analysis**

The study used multiple regression analysis models for testing the hypotheses drawn from the conceptual framework. The research adopted two models, one for testing the direct relationship between the independent variables and dependent variable, the second model for testing the independent variable, dependent variable and moderating variable. Multiple Regression analysis model was

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e \text{ (model 3.1)}$$

Where:

**X1 = Perception/Role of coaching practice**

**X2 = Coaching Feedback**



**X3 = Structured Coaching Plan**

**X4 = Coaching environment**

**X5 = Performance**

e = error term,

$\beta_0$  = constant, term

$\beta_1, 2, 3, 4, 5$  = Role of coaching practice, Coaching feedback, Structured coaching plan, Coaching environment, Performance respectively.

**Regression model for moderated relationship** the moderation effect was tested using Whisman and McClelland (2005). To smooth the progress of analyzing the regression model, weighted averages of the four independent variables were computed using the following equation:

**$MCM = \Sigma (W_1X_1 + W_2X_2 + W_3X_3 + W_4X_4 + W_5X_5)/6$**  Where: MCM = Composite index of understanding **Role of coaching, Coaching feedback,**

**Structured coaching plan, Coaching environment and Performance respectively**

**$W_1, W_2, W_3, W_4, W_5,$**  = Relative weight given to each component in a particular variable

**$Y = \beta_0 + \beta_6MCM + e$**

Where: MCM = composite index of understanding Role of coaching, Coaching feedback, Structured coaching plan, Coaching environment and  $\beta_6$  = coefficient of the moderated variable  $Y$  = sales performance  $e$  = error term the moderation effect can be analyzed using three models. Whisman and McClelland (2005) argue that in incidents where there is a general effect to be moderated; the test for moderation would include determining whether the coefficient for the interaction term is statistically significant.

### **3.6 Assurance of Research Validity and Reliability**

Validity is concerned with whether the findings are really about what they seem to be. In other words, validity is the extent to which differences found with a measuring system reflect true differences among those being tested (Kothari, 2004). In this project, the measurement was developed and supported by the related literatures and pre-validated measuring system.



Data was collected using standardized questionnaires from the employees of the EABSC. During data collection, filled questionnaires were checked for completeness and consistency of data. Data was also checked for uniformity and completeness before entry into computer software for analysis.

Reliability refers to the extent to which your data collection techniques or analysis procedures will yield consistent findings (Mark Saunders, Philip Lewis and Adrian Thornhill, 2009). Using mixed method is assumed to be reliable and valid. In using the mixed method encompasses both qualitative and quantitative data which makes it diversified. The above positive fact doesn't make the tactic perfect. it has an obstacle in that the researcher may find it difficult to create quantitative data from the qualitative ones. it's also time taking. To verify the reliability of the info, Cronbach's Alpha was calculated, and the results are further discussed on Chapter Four.

### **3.7 Ethical Considerations**

The study takes ethical issues in to consideration. The respondents assure that the responses given were used with complete confidentiality. Therefore, the confidentiality of the research data was ensured. All data collected was for the aim of the research study only. The researcher also took individual responsibility for the conduct and consequences of the research by adhering to the time schedule prescribed with the supervisors and management. The respondents who participate in the study were informed about the aims and objectives of the study. The research participants were not subjected to harm in any way whatsoever. The study used just for the academic purpose, but the general findings can be used by the management team of the company.



## **CHAPTER FOUR**

### **4. DATA PERESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

This chapter deals with the discussion and analysis of data that has been collected from sales employees of EABSC to measure the effect of coaching on the sales performance. As you can see from the previous chapter the data was collected almost entirely using survey questionnaire. The original total sample targeted was 158 but the researcher managed to get samples from 138 respondents which is 87% success rate and this due to the use of Google forms which make the data collection much easier both for the respondents and the researcher. The descriptive analysis is done using frequency graphs and percent, and some inferential analysis was carried out for qualitative variable using tables, frequency and percent. Moreover, numerical results such as means and standard deviations for the Likert-scale variables were presented.

#### **4.2 Descriptive Data Analysis**

Demographic information usually represents the selected characteristics of the respondents or study participants. Sex, age compositions, level of educational and positions of the respondents which in this case is EABSC. The table which is presented below will give us an idea on who the respondents are in order to understand the demographic composition of the sales employees.



**Table 4.1: Gender, Age and Level of education and Position of the Respondents**

Respondents Characteristics	Categories	Frequency	Percent
Gender	F	29	21%
	M	109	79%
Age	18 to 25 years	44	31.9%
	26 to 35 years	85	61.6%
	36 to 45 years	8	5.8%
	46 to 55 years	1	0.7%
Experience	Below 1 year	7	5.2%
	2 to 5 years	96	70.4%
	6 to 8 years	25	18.3%
	Above 9 years	10	6.1%
Highest Level of Education	Diploma	1	0.7%
	Degree	116	84.1%
	Masters	21	15.2%
Position	ASM	15	10.9%
	CSR	118	85.5%
	RSM	5	3.6%
Total		138	100%

From the survey, we can understand that gender composition shows that most of the respondents are male which is a total of 109 (79%) and 29 (21%) are females. The age distribution of the respondents’ results indicates that most of the respondents are between the age of 26 to 35 (61.6%) followed by the ages from 18 to 25 (31.9%) it is fair to say that the sales team is composed of young people.

When it comes to experience around 70% of the respondents stayed with the company between 2 and 5 years, followed by 18% of people with 6 to 8 years’ experience this tells us that most of the employees have been with the company for more than 2 years which means they are familiar with the culture and coaching practice of the company.



Regarding the level of educational background, most of the participants which accounts for 84.1% (116) are degree holders followed by 15.2% (21) which are masters holders. This number will give confidence to the researcher that most of the respondents understand the concepts and will fill the questionnaire with little or no assistance.

As mentioned in the previous chapter majority of the respondents work in the position of CSR, they are the frontline salespeople and great in number which accounts for about 85.5% and the ones who need more coaching. Followed by ASMs which accounts for 10.9% and 3.6% RSMs. For both ASMs and RSMs, they have 2 roles as they will be coached by their respective supervisor and coach their subordinates.

In general, based on the above summary, we can say that the target respondents are well qualified to understand the concepts of coaching, and they have good experience in the company which makes them familiar with the coaching practice at EABSC because of this it's fair to say that they are ideal candidates to be included in the survey.

**Table 4.2: Response to formal coaching practice awareness**

Caching Practice	Frequency	Percent
No	13	9.4
Yes	125	90.6
Total	138	100.0

The results in Table 4.2 show that most of the respondents (90.6%) are aware of the company's formal coaching practices on the other hand we can see that 9.4% of the sales employees don't have any idea about the formal coaching practice they have at their company. If we see on table 4.1 only 5.2% of the employees are with the experience of below 1 year or new employees if we put them by default as the ones who don't have any knowledge about the coaching practice the rest 4.2% who have experience more than 2 years doesn't know about the formal coaching practice. This shows that there might be a communication gap within the company regarding the formal coaching practice, or these respondents didn't understand the questions clearly.





**Table 4. 3 Response to the general consistency and effectiveness of the coaching practice**

Effective Coaching	Frequency	Percent
Very poor	1	.7%
Poor	17	12.3%
Average	30	21.7%
Good	55	39.9%
Very good	35	25.4%
Total	138	100.0

This table clearly indicates that the consistency and effectiveness of coaching practice is good with 39.9% puts it as good and 25.4% as very good but we could also see that around 34% of the respondents puts the consistency of the coaching practice average and below average which needs further study and more digging to understand these responses.

### **4.3 Descriptive statistical analysis**

As per the objectives stated under chapter three in this study strong effort was made to describe employee view of the effect of coaching on sales performance. To achieve the overall objective of the research different research models were discussed on literature review and theoretical framework has been designed to understand the effect of coaching on sales performance. Accordingly, the questionnaires were designed to address all the variables mentioned which aimed at assessing the respondents view of coaching practice, impact of structured coaching plan, the coaching feedback session, coaching environment or culture and performance tracking at EABSC.

According to Zaidaton & Bagheri,2009 the mean score below 3.39 was considered as low; the mean score from 3.40 up to 3.79 was considered as moderate and mean score above 3.8 was considers as high as illustrated by Comparison bases of mean of score of five point. Likert scale instrument.





### 4.3.1 Reliability Statistics

Cronbach's alpha measures the reliability of research tools. For this study the Alpha coefficient for the overall scale calculated as a reliability indicator is 0.964. The values of Cronbach's alpha more than 0.7 is good. The alpha values in this study are far more than 0.7 and which are; therefore, it had very good reliability for the questioners. Also, in all indicators, the Cronbach's alpha values are more than 0.7 which indicates high reliability in the questionnaire.

**Table 4.4 Reliability Statistics**

Item	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Coaching Practice	0.833	0.835	6
Coaching Feedback	0.793	0.799	6
Coaching Plan	0.893	0.895	5
Coaching Environment	0.916	0.917	6
Coaching Tracking	0.905	0.909	5
Over all	.964	.964	28

### 4.4 Role of the coaching practice

Table 4.5: Perception/Role of Coaching Practice at EABSC

	Mean	Std. Deviation	Level of Agreement	Rank
C1: The Coaching at EABSC helps me understand what my roles are and clarify my priorities	3.83	.993	High	2
C2: Coaching at EABSC helps me to point out my strengths and weaknesses	3.89	.926	High	1
C3: The coaching at EABSC helps me solve my personal problems as well not only professional	3.46	1.141	Medium	5
C4: Coaching at EABSC is mostly done to deal with temporary problems	3.23	1.013	Medium	6
C5: The Coaching encourage me face my challenges and come up with new options to solve	3.82	.961	High	3
C6: The coaching at EABSC helps me continuously improve on my performance	3.82	1.055	High	3
Overall	3.676	0.071	High	



Table 4.5 describes the results generated regarding the perception or the role of coaching for the respondents and the overall mean is 3.676 which is high and represents good coaching practice and perception from the sales team. If we see in detail the highest mean score in 2 occasions being 3.89 which can be said that the coaching practice at EABSC helps the respondents understand their responsibility and help them identify their strengths and weaknesses. The lowest score in this category being 3.43 and 3.23 which explains moderate score that the coaching practice is more focused on dealing with professional problems.

On the other hand, the standard deviation of the responses between the highest and lowest responses is 0.926 and 1.013 respectively. The overall standard deviation is 0.071 which explains that the respondents hold similar opinions regarding the level of agreement in their responses. In general, the scores in this dimension represent the existence of good coaching practice in EABSC.

#### 4.5 Coaching feedback provision

**Table 4.6: Degree of Coaching Feedback provision**

	Mean	Std. Deviation	Level of Agreement	Rank
F1: The feedback practice has supported me to critically reflect on my performance	3.70	1.035	high	4
F2: In the feedback process I feel heard, understood and respected	3.78	1.004	high	1
F3: Most of the coaching feedback is focused on mistakes and shortcomings	3.41	1.044	Medium	6
F4: My coach tells me when I do a particularly good job, and offers constructive criticism to help me improve my performance	3.65	.933	high	5
F5: My coach helps me by showing different techniques to improve my performance	3.74	.954	high	3
F6: My coach provides me feedback that helps me focus on the work that I am doing	3.77	.991	high	2
Overall	3.674	0.0193	high	



Table 4.6 describes the results generated from the questionnaire on coaching feedback the overall score shows the mean as 3.674 with the highest mean being 3.78, and lowest 3.41. From this score, we can understand during the feedback process the employees feel heard, understand, and respected. Also, the feedback process helps them understand and critically reflect on their performance.

But on the other hand, they believe that some of the feedback is focused on their mistakes and shortcoming rather than developing on their strength this statement even if it has a medium level agreement among respondents. Most of the responses are supported by the standard deviation, of 1.0 and 1.044 for the highest and lowest mean respectively, which explains that the respondents hold similar opinions regarding the level of agreement in their responses. In general, the overall score represents high agreement concerning Coaching Feedback in the Company.

#### 4.6 Structured Coaching Plan

**Table 4.7: Level of Structured Coaching Plan**

	Mean	Std. Deviation	Level of agreement	Rank
CP1: The coaching session frequency is satisfactory and conducted regularly	3.15	1.177	medium	5
CP2: My coach sends me an invitation in advance of the coaching session	3.34	1.117	medium	4
CP3: I feel like I got all the information needed that helps me understand the coaching process	3.59	1.138	high	1
CP4: The focus of the coaching session is mostly on areas where I need support on	3.49	.983	medium	2
CP5: The length of the coaching sessions is adequate to discuss the agreed goals	3.48	1.096	medium	3
Over all	3.41	0.0291	medium	



Table 4.7. describes the results generated concerning the application of a structured coaching plan at EABSC. The score shows the overall mean is 3.41 with the highest mean being 3.59, and the lowest 3.15, and their standard deviation was 1.138 and 1.177 accordingly. When we see in detail the respondents believe that the coaching frequency is more of an average even the level of agreement is medium which shows neutrality, and this is one of the lowest scores. The other low score is observed on the invitation to coaching in advance on coaching sessions which is again could be an area for improvement.

But on the other hand, the employees feel that they got all the necessary information needed in the coaching process, and the focus of the coaching session is most of the time on the areas where they need support and the coaching has adequate time to discuss and set the goals. In general, the overall level of agreement is medium from the respondents’ perspective. This represents a medium level of agreement or neutral opinion in terms of the coaching plan in the Company.

#### 4.7 Coaching Environment/ Culture

**Table 4.8 Degree of coaching Environment**

	Mean	Std. Deviation	Level of agreement	Rank
CE1: My coach’s reaction during the coaching session help me relax and respond better	3.57	1.087	High	4
CE2: During coaching, my coach emphasizes what should be done rather than what I did not do	3.50	.983	High	5
CE3: I feel empowered because my coach considers my suggestions when making decisions	3.43	1.074	medium	6
CE4: My coach controls his/her emotions during the coaching sessions	3.75	1.079	High	1
CE5: My coach’s tone of voice is reassuring throughout the coaching process	3.72	.974	High	3
CE6: My coach helps me to build my self-confidence during the coaching session	3.73	1.117	High	2
Overall	3.618	.018	high	



Table 4.8 describes the results generated from the respondents on the coaching environment or culture of EABSC. The score shows that the overall mean is 3.618 with the highest mean being 3.75, and the lowest 3.43, and their standard deviation was 1.079 and 1.074 accordingly. From the responses collected, we can understand that most of the respondent coaches' reaction helps them relax and respond better with score mean of 3.57. Further, the respondents agreed that their coach focuses on the things that should be done and not the things they didn't do with a mean score of 3.5 and also most of them feel empowered when their coach considers their suggestion when making decisions.

On top of that we can see from the reports that there are areas where the respondents feel very strongly with a mean score of 3.7 and these are 3 areas, respondents believe that their coach controls his/her emotion during the coaching session and their tone is more of reassuring and consistent. And most of them also agreed that their coach help them build self-confidence during the coaching session

The overall level of agreement is high from the respondents' perspective. This represents a high level of agreement in terms of coaching environment in the Company which tells there are good coaching cultures and better interaction between the coach and coachee. And the low standard deviation shows that most of the respondents share the same opinion.

#### **4.8 Tracking of coaching and performance**

**Table 4.9: Level of Coaching & Performance Tracking**

	Mean	Std. Deviation	Level of agreement	Rank
CT1: My company have a formal coaching tracking system in place	3.46	1.203	medium	5
CT2: When my coach follows up on my achievements, I feel valued and respected	3.83	1.100	high	1
CT3: The coaching session has made me more accountable for my everyday actions	3.78	1.053	high	2



CT4: My performance has improved because of continuous follow up on agreed action plan	3.66	1.084	high	4
CT5: The action points from last coaching and feedback session helps me to keep on track	3.70	.971	high	3
Overall	3.684	.019	high	

Table 4.9 describes the results generated for performance-related questionnaires at EABSC. The overall result shows that the responses score an average mean of 3.684 with the highest mean being 3.83, and the lowest 3.46, and their standard deviation was 1.1 and 1.203 accordingly. The respondents agree that their coach follows up their achievement and this in turn makes them feel valued by the company this agreement was supported by a mean of 3.83 and a standard deviation of 1.10. Plus, they also believe that their performance has improved because of the continuous follow up on the coaching agreed actions and the action points from last coaching session help them to keep track of their achievement and this response shows a mean of 3.7 and 3.78 and standard deviation .97 and 1.053 which tell us that the respondents hold similar opinion regarding these statements

On the performance, the lowest score for the category was related to the formal coaching tracker which is 3.46 and with standard deviation 1.203 which explains there was medium agreement on this statement and the research fell like it’s something worth looking into for further discussions and research. When we see in general the overall level of agreement is high from the respondents’ perspective. This represents a high level of agreement in terms of coaching tracking in the Company.

**4.9 Regression Analysis**

As mentioned in the methodology part of this study, as far as the assumptions of classical linear regression model hold true, the coefficient estimators of both  $\alpha$  (constant term) and  $\beta$  (independent variables) that are determined by ordinary least square (OLS) will have several desirable properties, and usually known as Best Linear Unbiased Estimators (BLUE). Hence, the following sections discuss results of the diagnostic tests (i.e., heteroscedasticity,





autocorrelation, multicollinearity, and normality) that ensure whether the data fits the basic assumptions of classical linear regression model or not. We employ plots and some descriptive values to complete the model diagnostics.

#### 4.9.1 Assumption Checking

i) **Heteroscedasticity** test is very important because if the model consists of heteroscedasticity problem, the OLS estimators are no longer BEST and error variances are incorrect, therefore the hypothesis testing, standard error and confident level will be invalid. To check the assumption of homoscedasticity, a scatterplot of standardized predicted value (ZPRED) on the x-axis and the standardized residuals on the y-axis (ZRESID) is generated.

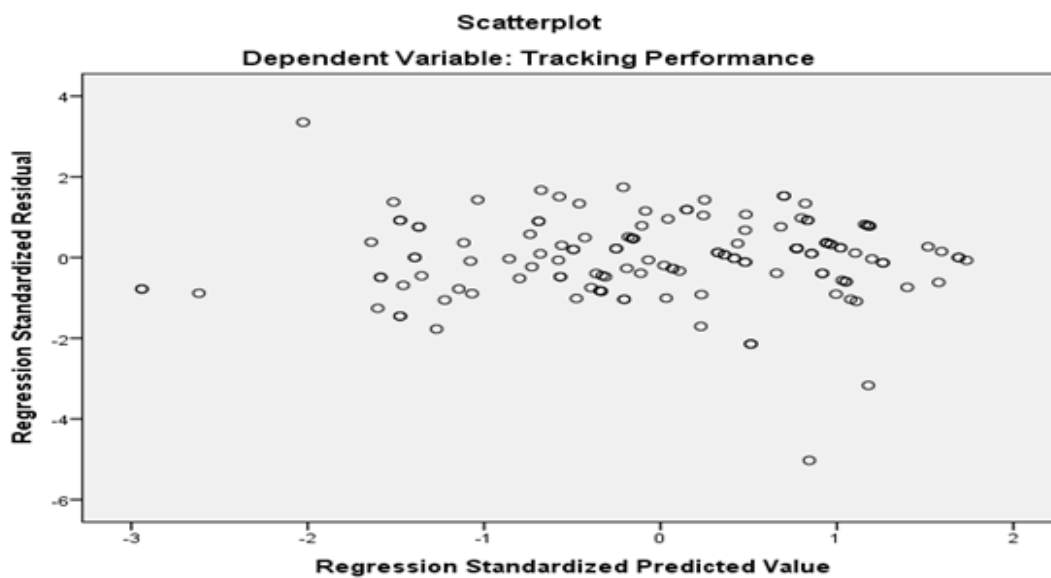


Figure 4.1: Scatter plots

The scatter plot does not have an obvious pattern, there are points equally distributed above and below zero on the X axis, and to the left and right of zero on the Y axis. Therefore, it can be concluded that there is no evidence for the presence of heteroscedasticity.



ii) **Multicollinearity** will occur if some or all of the independent variables are highly correlated with one another. It shows the regression model has difficulty in explaining which independent variables are affecting the dependent variable.

Table 4.10: *Multicollinearity Test: High Pair-Wise Correlation Coefficients*

**Table 4.10 Multicollinearity test**

		Tracking Performance	Role of Coaching	Effect on Providing Feedback	Structured Coaching Plan	Coaching Environment
Pearson Correlation	Tracking Performance	1.000	.682	.687	.779	.827
	Role of Coaching	.682	1.000	.781	.725	.763
	Effect on Providing Feedback	.687	.781	1.000	.724	.764
	Structured Coaching Plan	.779	.725	.724	1.000	.845
	Coaching environment	.827	.763	.764	.845	1.000

The Table 4.10 above shows that there is no strong pair-wise correlation between the independent variables (role of coaching, feedback provision, structured coaching and coaching environment). As a rule of thumb, inter-correlation among the independent variables above 0.80 signals a possible multicollinearity problem. In this study the correlation coefficient is below 0.80 between the independent variables except for a pair of variables namely Structured Coaching Plan and coaching environment. Thus, it can be concluded that all variables have low correlation power; as a result, there is no multicollinearity problem in the independent variables. On the other hand, we can refer to the VIF value for which all are less than 10 indicating that the assumption is met (*See table 4.14 for the VIF Score*).

iii) **Normality** test is used to determine whether the error term is normally distributed. Visual inspection is employed here using histogram and normal probability plots. Figure 4.2 suggests that the residual is normally distributed.

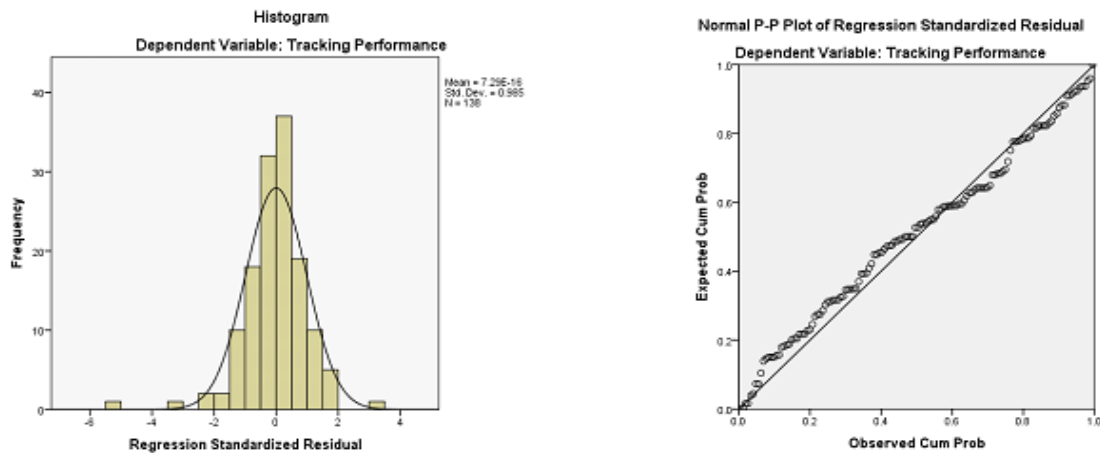


Figure 4.2: Histogram and P-P plot

iv) **Autocorrelation** is assumed that the distribution errors are uncorrelated with one another and that the errors are linearly independent of one another. The Durbin Watson test reports a test statistic, with a value from 0 to 4, where: 2 is no autocorrelation; 0 to less than 2 is positive autocorrelation (common in time series data); greater than 2 to 4 is negative autocorrelation (less common in time series data). A **rule of thumb** is that test statistic values in the range of 1.5 to 2.5 are relatively normal. In this case, DW is 2.035598, which suggests for no autocorrelation.

#### 4.10 Regression Results

The regression assumptions were checked in the previous section. In this section, we proceed to produce, the regression results.



#### 4.10.1 Descriptive Statistics

**Table 4.11: Descriptive Statistics**

	Mean	Std. Deviation
Tracking Performance	3.6841	.92423
Role of Coaching	3.6763	.75071
Effect on Providing Feedback	3.6739	.69725
Structured Coaching Plan	3.4116	.92453
Coaching environment	3.6184	.88449

The descriptive values displayed in (table 4.10) indicate the average and the variations of the level of agreements in the latent variables. The mean level of agreement for the tracking performance is 3.6841 with a standard deviation of 0.92423, for the role of coaching being 3.6763 with a standard deviation of 0.75071, the effect on providing feedback being 3.6739, for structured coaching plan being 3.4116 with a standard deviation of 0.92453 and coaching environment being 3.6184 with a standard deviation of 0.88449. This implies that there is a high level of agreement for all the variables except that the level of agreement for a structured coaching plan is medium.

#### 4.10.2 Model Summary of the study

**Table 4.12 Model summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.843 <sup>a</sup>	.710	.701	.50521	.710	81.374	4	133	.000	2.036
a. Predictors: (Constant), Coaching environment, Role of Coaching, Effect on Providing Feedback, Structured Coaching Plan										
b. Dependent Variable: Tracking Performance										



As can be seen from (table 4.12) there is a positive and statistically significant relationship between the independent variables and the dependent variable. Overall, the results revealed that all independent variables accounted for 71.0 % of the variance ( $R^2 = 0.701$ ). From the findings in the above table, the value of adjusted R squared was 0.710 an indication that there was a variation of 71.0% on the employee performance due to changes in perception of coaching, coaching feedback provision, structured coaching plan, and coaching environment at 95% confidence level.

R is the correlation coefficient that indicates the study variables relationship. The model summary shows that the regression explains the response variable significantly ( $p < 0.0001$ ). That is, R-square = 0.701 indicates that 70 percent of change in performance is explained by the change in the independent variables.

### 4.10.3 ANOVA

**Table 4.13: ANOVA Table**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	83.078	4	20.770	81.374	.000 <sup>b</sup>
	Residual	33.947	133	.255		
	Total	117.025	137			
a. Dependent Variable: Tracking Performance						
b. Predictors: (Constant), Coaching environment, Role of Coaching, Effect on Providing Feedback, Structured Coaching Plan						

From the ANOVA statistics in (table 4.13), the processed data, which is the population parameters, had a significance level of 1.00% which shows that the data is ideal for making a conclusion on the population's parameter as the value of significance (p-value) is less than 5. From the table, we can say there is a good fit ( $F=81.374$ ,  $DF_1=4$ ,  $DF_2=33$ ,  $p < 0.0001$ ). That is, the sum of squares of variation in performance because of the independent variables ( $SSR=83.078$ ) is more than twice as large as the variation imposed by random effects 33.947 %.



#### 4.10.4 Table of Coefficients

**Table 4.14 Table of coefficients**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		Sign
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF	
(Constant)	.306	.240		1.276	.204						
Role of Coaching	.052	.102	.042	.512	.610	.682	.044	.024	.317	3.158	+
Effect on Providing Feedback	.085	.110	.064	.772	.442	.687	.067	.036	.317	3.157	+
Structured Coaching Plan	.251	.090	.251	2.773	.006	.779	.234	.129	.266	3.757	+
Coaching environment	.558	.103	.534	5.407	.000	.827	.424	.253	.224	4.468	+

In table 4.14 - above, coefficients depict how much the dependent variable varies with an independent variable when all other independent variables are held constant. The beta coefficients indicated that how and to what extent the independent variables influence the dependent variable. Accordingly, the result coefficient value of regression analysis indicated that the independent variables such as structured coaching plan and coaching environment are statistically significant at a 5 % level of significances with p-values =0.006, and p<0.0001 and respectively. However, the role of coaching (p=0.610) and effect on providing Feedback (p=0.442) are not significant factors of employee performance. Moreover, all variables are positively related to employee performance.

Therefore, the study deduced from the regression result shows that, to increase sales performance of the sales team the company need to work on making the coaching more structured and planned plus creating more conducive coaching environment so that the employees feel free and respected which in turn can be changed to maximizing and having better performance.



## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter includes summary of findings generated from the data analysis of previous chapter and based on this summaries conclusion will be drawn and finally some recommendations will be suggested accordingly.

#### **5.1 Summary of Findings**

The main objective of this research was to assess the effect of coaching on employee performance in the case of East Africa Bottling S.C (Coca Cola), Ethiopia. For this purpose, sample respondents were defined, appropriate questionnaires were designed and followed by data collection and analysis. On top of that secondary data sources were also checked which related to coaching and performance to have a better understanding of their relationship and effect. After analyzing all the data and information the following were found to be major findings of the study which will be explained one by one below:

In the effort to know the understanding and perception of the coaching practice at EABSC, the findings after all the data analysis show that there is good coaching practice in EABSC. This could be attributed to the company being a subsidiary of an international company that believed in the importance of coaching practice for increased performance. However, in this category, the other finding is that the employees have a strong opinion towards the focus of the coaching being more to solve temporary problems rather than to deal with giving solutions to permanent issues and help the team grow professionally.

Regarding coaching feedback, the research was able to find that during the feedback session which is conducted coaching process the employees feel heard, understood, and respected. Plus, the feedback process helps them understand and critically reflect on their performance.



On the literature part we came through different reports the show the effect of feedback and it being rated by employees as a more important incentive when given by their manager (Smoll, 2010) and its role on the process of self-enhancement and performance (Anderson, 2012).

On the contrary, the employees feel that the feedback is more focused on their mistakes and shortcoming rather than developing on their strengths which is something the management team should look in to and use the coaching to foster the potential of the employees not only their shortcomings. Diedrich (2011) advised that feedback be specific, accurate, detailed, and ask actual behaviors instead of being subjective and evaluative in nature. However, we see in total the feedback at EABSC is good and most respondents are satisfied with the coaching feedback.

When it comes to the application of a structured coaching plan at EABSC. The researcher was able to find that the coaching employees show neutrality on the frequency of coaching used by their coaches and some of the employees do not receive formal coaching invitation in advance so that they are well prepared for the session. According to Thompson, Purdy and Summers (2008) advised that coaching should happen within the framework of a general plan and should incorporate the private development plans began during a performance agreement. On the contrary, the employees feel that they got all the necessary information needed in the coaching process, and the focus of the coaching session is mostly in the areas of their need and they get adequate time to discuss the coaching and their performance.

Having a conducive coaching environment is very important for the success of coaching and in this study, it's found to have one of the strongest relationships with sales performance.

Regarding this, the researcher was able to find that there is a good coaching environment or culture at EABSC. The employees agreed that the reaction they get from their coach helps them relax and respond better and feel empowered when their coach considers their suggestion when making decisions. According to Richard (2013) an entire understanding of the company culture during which the coaching intervention is happening essential factor for success. It was



also found out that most coaches at EABSC control his/her emotion during the coaching session and which help the employees to have self-confidence during the coaching session

The result of every employee-related development including coaching is having a better performance. From the study, it was found out that the company tracks employee performance closely. Most employees believe that the coach follows up their achievement and mentioned that their performance has improved because of the continuous follow up on the coaching. However, the employees seem to have a neutral view of having proper formal coaching tracker which will help both the coachee and the coach on where they are and help them evaluate themselves.

Finally, the analysis of the multiple regression results indicates that the company is on track to have the right coaching system and culture in place to help it with its performance. It was also found out that to increase sales performance of the team the company needs to work on making the coaching more structured and planned plus creating a more conducive coaching environment as these 2 variables were found to have a strong relationship with employee performance. Besides, having a good understanding of the coaching practice and having good feedback sessions should not be neglected.

## **5.2 Conclusion**

This research revealed there exists a relationship between having a good coaching practice and employee's performance in the case of EABSC. Then the conclusion is that is having a proper coaching practice helps employees understand their roles and priorities clearly. Having a good understanding of the role of coaching practice in the company is also very important. Therefore, with the findings of this study, it's fair to conclude that having the right coaching practice in the company will help them with the performance of the team.

The findings of this research also indicated that having proper coaching feedback is very important which helps the sales team to be motivated because in the feedback sessions they feel heard, respected, and being part of the solution. Without having proper coaching feedback,



it will be very difficult for people to understand where they are and what they need to do to increase their performance. The research, therefore, concludes that giving proper and objective feedback will positively affect the performance of the team.

The other indication of this research is also that there is a strong and significant relationship between the application of the structured coaching plan and the sales performance of the team at EABSC. We have seen on the findings that employees get all the necessary information needed in the coaching process and coaching is focused on helping them understand and narrow their performance gap. With this, the research concludes that if companies use a structured coaching plan that helps employees identify their performance gap and come up with a proper action plan to solve them, which indirectly encourages the team to perform better and achieve the company objectives.

The study also found another strong and significant relationship between having a conducive coaching environment and employee performance. Employees need to feel safe and reassured during the coaching session for it to succeed and bring the intended change. It was implied in the findings that the reaction of coaches helps employees to feel more relaxed, respond better, and empowered. Therefore, the research concludes that having a conducive coaching environment positively affects the performance of employees.

### **5.3 Recommendation**

This final section of this thesis will put some suggestions and recommendations based on the finding and conclusion which was made previously. From the study, we can understand the role of coaching on employee performance at EABSC. Having proper coaching practice helped the sales team to better understand their role and responsibilities clearly and when provided with coaching feedback they developed a sense of respect and inclusion. And having this positive feeling will increase their satisfaction with jobs and with their company that can be easily be channeled into better performance. Employees want to stay and encourage them to perform and do better in places where they feel welcomed and developed. This tells us the importance



of having a conducive coaching environment or culture with a properly structured coaching plan helps employees to express their ideas and emotions freely without fear. This helps build the self-confidence of the employees and they will sense the deliberate efforts their coach and the company are doing to develop them personally and professionally. Here are some of the recommendations:

In recent years the focus on employee development is increasing and people are being observed as the core elements and resource of organizational success. As we have observed in this study have seen a very good coaching practice that exists at EABSC. The company is on a good track of achieving its sales target for the last 3 years and this is partially a result of working on the salespeople who are responsible for generating the actual sales. So, the researcher recommends the management team to strengthen the current coaching practice of the company as it is on solid ground but make few adjustments on the focus of the coaching it was criticized of focusing to solve temporary performance problems or gap.

Having a coaching program without placing a system of feedback will be a waste of time and money. People need to be given feedback on how they are performing in the coaching process and understand the objectivity of the feedback which is developing them and perform better. Again, we have seen the overall good feedback provision by the coaches at EABSC which needs to be encouraged by the management. However, some of the findings suggest that there is little room to improve on the focus of feedback to focus on fostering the strength of the employees not only their shortcomings and gaps.

For any people, development effort having a structured and formal plan is one of the top important elements if the company plans to get the return on its investment. Making the coaching structured will keep the sessions objective and purposeful. From the findings we have observed the company overall is performing very well and employees have that sense of respect and inclusion by their coach and company. But the management team should make few adjustments on tracking the frequency of the coaching session as few employees complemented it of being inconsistent.



We cannot overemphasize the importance of a conducive coaching environment on employees and their performance. The saying ‘people don’t leave their company they leave their bosses’ could perfectly explain the significance of having the right coach that will create the environment of respect and empowerment. The findings in this study indicated that the coaching environment at EABSC is very good and employees are satisfied with it. Therefore, the management needs to keep and strengthen this positive coaching environment because usually it very difficult to have a culture of transparency and openness.

The final suggestion of the research will be focused on the performance side of coaching. The main objective of every employee-related development including coaching is having a better performance. The findings revealed that the company tracks employee performance closely and employees were able to see their performance is improved because of the continuous follow-up. However, it was implied on the findings that a formal coaching tracker mechanism was not available and help both the coachee and the coach on where they are and remind them of the areas they should be focused on.

Based on this the researcher suggest that the company needs to develop a simple and friendly coaching tracker in place with the help of the IT they have at the company. On the qualitative responses, some of the employees mentioned the existence of the coaching APP a few years back on trial but it didn’t pull through. According to the source, the coaching APP makes the sessions very effective and insightful. With the help of this APP, the coach was able to see a summarized report of the employees and identify the focus areas. The APP can also be assessed by the coachee and help them identify their strength and development areas and remind them about their action plan and their next coaching session. Therefore, we recommend the management team to re-introduce the coaching APP and make the best use of coaching in the effort to develop the sales team and increase the performance of the team.



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## Annex

### Addis Ababa University School of Business and Economics

#### School of Commerce Business Leadership Post Graduate Program

My name is Tsegalem Kore I am a student undertaking my Master of Business Leadership. In partial fulfilment for the degree, I am currently conducting a study on the effect of coaching on employee sales performance at East Africa Bottling S.C. I would be grateful if you could spare some time from your busy schedule and complete the questionnaire. All the information provided will be used purely for academic purpose only and will be treated with utmost confidentiality.

This questionnaire contains questions meant to measure the effect of coaching on the performance of EABSC sales team. The data collected will be used for a research project that may be shared with the management of EABSC to improve the work environment and to enhance the performance of staff.

POSITION: \_\_\_\_\_

Kindly respond by ticking [v] in the boxes provided.

#### **PART A: GENERAL INFORMATION**

This part of the questionnaire, tries to gather some general information about the background of

the respondent and the organization

**1. Gender:** Male [ ] Female [ ]

**2. Age:** 18 – 25 [ ] 26 – 35 [ ] 36 – 45 [ ] 45 - 55 years [ ] Above 56 [ ]

**3. Highest level of education:** PhD [ ] Masters [ ] Bachelors [ ] Diploma [ ] Certificate [ ]



4. Year of experience in EABSC: Blow 1 [ ] 2 – 5 [ ] 6 – 8 [ ] 9 – 14 [ ] Above 15 [ ]
5. Does the company have formal coaching practice that you are aware of? **Yes** [ ] **No** [ ]
6. If your response for Question No. 6 is yes how do you evaluate the general consistency and effectiveness of the coaching practice?
- Very good [ ] Good [ ] Average [ ] Poor [ ] Very Poor [ ]

**PART B: MAIN QUESTIONNAIRE**

In the following section, please indicate to what extent you agree with the statements relating to the objectives of coaching:

SA=Strongly Agree A=Agree N=Neutral D=Disagree SD=Strongly Disagree

S/N	Statement	Score				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	<b>ROLE OF COACHING</b>					
R1	The Coaching at EABSC helps me understand what my roles are and clarify my priorities					
R2	The coaching at EABSC helps me continuously improve on my performance.					
R3	The Coaching encourage me face my challenges and come up with new options to solve.					
R4	Coaching at EABSC is mostly done to deal with temporary problems					
R5	The coaching at EABSC helps me solve my personal problems as well not only professional					
R6	Coaching at EABSC helps me to point out my strengths and weaknesses					
2	<b>EFFECT ON PROVIDING FEEDBACK</b>					
E1	The feedback practice has supported me to critically reflect on my performance					





E2	My coach provides me feedback that helps me focus on the work that I am doing					
E3	My coach helps me by showing different techniques to improve my performance					
E4	My coach tells me when I do a particularly good job, and offers constructive criticism to help me improve my performance					
E5	Most of the coaching feedback is focused on mistakes and shortcomings					
E6	In the feedback process I feel heard, understood and respected					
3	<b>STRUCTURED COACHING PLAN</b>					
S1	The coaching session frequency is satisfactory and conducted regularly					
S2	The length of the coaching sessions is adequate to discuss the agreed goals					
S3	The focus of the coaching session is mostly on areas where I need support on					
S4	I feel like I got all the information needed that helps me understand the coaching process					
S5	My coach sends me an invitation in advance of the coaching session					
4	<b>COACHING ENVIRONMENT</b>					
C1	My coach's reaction during the coaching session help me relax and respond better					
C2	My coach helps me to build my self-confidence during the coaching session					
C3	My coach's tone of voice is reassuring throughout the coaching process					
C4	My coach controls his/her emotions during the coaching sessions					
C5	I feel empowered because my coach considers my suggestions when making decisions					
C6	During coaching, my coach emphasizes what should be done rather than what I did not do					
5	<b>TRACKING PERFORMANCE</b>					
T1						



	My company have a formal coaching tracking system in place					
T2	The action points from last coaching and feedback session helps me to keep on track					
T3	My performance has improved because of continuous follow up on agreed action plan					
T4	The coaching session has made me more accountable for my everyday actions					
T5	When my coach follows up on my achievements, I feel valued and respected					

Please summarize what you feel you can now do, or do differently, as a result of the feedback received from the coaching sessions:

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Please describe any particular achievements that you attribute to coaching, it could be increased productivity, increasing market share, increasing in sales, etc

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Kindly suggest areas of improvement in the management for any future coaching conversations:

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Thank you for your participation

