EFFECT OF EMPLOYEE COACHING ON PERFORMANCE: A CASE STUDY OF AVENUE HOSPITAL NAIROBI

BY

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UNITED STATES INTERNATIONAL UNIVERSITY AFRICA

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DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University in Nairobi for academic credit.

Signed: ___________________________________  Date: _____________
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This project has been presented for examination with my approval as the appointed supervisor.

Signed: ___________________________________  Date: _____________
Scott Bellows

Signed: ___________________________________  Date: _____________
Dean, Chandaria School of Business
ABSTRACT
The purpose of the research was to find out whether Employee Coaching impacts on the performance of the individual and achievement of the bottom line results. The researcher intended to answer the following research questions: whether employee coaching improves motivation of staff, whether employee coaching enables succession planning in an organization, and also, whether E-learning improves on the coaching process. The purpose of the study was to determine effects of employee coaching on organizational performance within organizations in Nairobi.

The case study for the research was Avenue Hospital-Nairobi, where a sample size of 35 employees was used from a population of 100 employees. The research used simple random sampling method in identifying its respondents. Use of questionnaires was also useful in the study as these were administered to respondents and later analyzed through use of the Statistical Package for Social Sciences. The data analysis methods used was descriptive. Frequency tables, pie-charts, bar charts, correlation and cross tabulation were used to get the findings.

Study findings on the first research question showed that majority of the staff were not motivated, this is due to various factors such as low salary, non-recognition of work performed well, challenging work among others, contributed to the low staff motivation at the Avenue Hospital-Nairobi. Addressing of these factors can thus result into growth of the company as well as, individual growth of personnel.

According to the findings on the second research question on whether employee coaching enables succession planning, it was generally agreed upon by majority of respondents who viewed the approach as beneficial both employee and employer. Majority of the respondents expressed concern in succession planning since it favored those who worked for the organization for a long period of time. This then has to be looked at by the management in terms of proper restructuring to accommodate young professionals with the required expertise and knowledge.
Study findings on the last research question showed that use of E-learning to improve on coaching for the staff was important and highly agreed upon by majority of the staff at the hospital. There was a positive feedback from respondents who agreed that E-learning would be of great essence in facilitating the coaching process. This approach was seen as cost-effective as it can be utilized in serving all the hospital staff whom are both on day and night shift.

The conclusion on the study based on the research findings and literature review was able to prove that employee coaching does have an impact on motivation of staff at Avenue Hospital-Nairobi. The study came up with a shortcoming on the motivation levels of staff at the organization as being low; hence, there is a need for an employee coaching program that can be used as a means of communicating with staff and finding out factors that can be used to motivate them.

The study also concluded that succession planning is not enabled by the coaching process. A recommendation is suggested for further research to be carried out in this area in order to determine whether succession planning is enabled by coaching. This can be done once a formal program has been introduced at Avenue Hospital-Nairobi and/also carry out a study at other healthcare institutions or hospitals to determine the same.

The study was also able to determine that e-learning can be integrated with coaching especially in a hospital setting. The study concluded that E-learning can be effective if it is well implemented in an organization since it can reach a wide number of audience, and can also be used as a platform for exchanging ideas and coaching of personnel. The benefits of e-coaching are similar to those of coaching, though it would be more effective because it saves on time and resources that would be used if one is having a one on one coaching.

In conclusion, employee coaching does have an effect on employee performance based on the findings given by the mentioned objectives and/or research questions. This is especially proven by the effect it has on motivation of staff and if enabled by an e-learning system would make it more efficient and effective.
In recommendations, firstly, it is of high importance for the organization to focus on improving employee motivation by addressing concerns whether intrinsic or external factors that can boost their self-drive and willingness to work and work effectively. Therefore, there is need for the organization to ensure their staff is motivated through salary appraisals, recognition of work well done, and creating a conducive, enabling environment for staff to work in.

It is also important for employers to have succession planning at their places of work that will result into staff motivation. It is also recommended that companies should integrate E-learning in coaching of staff as this would result in high number of staff being equipped and efficient. The process is also beneficial to the organization as it saves on time and resource, as compared to having a one-on-one coaching mechanism.
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TABLE OF CONTENTS

COVER PAGE.................................................................i
DECLARATION.............................................................ii
ABSTRACT........................................................................iii
ACKNOWLEDGMENTS......................................................vi
TABLE OF CONTENTS.....................................................vii
LIST OF TABLES............................................................x
LIST OF FIGURES..........................................................xi
CHAPTER ONE...............................................................1
1.0 INTRODUCTION.......................................................1
  1.1 Background of the Problem........................................1
  1.2 Statement of the Problem..........................................5
  1.3 Purpose of the Study...............................................6
  1.4 Research Questions...............................................6
  1.5 Importance of the Study...........................................6
  1.6 Scope of the Study................................................7
  1.7 Definition of Terms...............................................7
  1.8 Chapter Summary................................................8
CHAPTER TWO.............................................................10
2.0 LITERATURE REVIEW...............................................10
  2.1 Introduction.........................................................10
  2.2 Impact of Employee Coaching on Motivation..................10
  2.3 Does employee coaching enable succession planning?........14
  2.4 Use of E-learning in Employee Coaching.........................18
LIST OF TABLES

Table 4.1: Age of respondents................................................................................................30

Table 4.2: Gender of respondents .......................................................................................31

Table 4.3: Benefits of coaching ............................................................................................32

Table 4.4: Motivating Factors................................................................................................34

Table 4.5: Correlation of top management interest in motivating employees vs. motivation to see company succeed ...........................................................................................36

Table 4.6: Motivation factors vs. years worked ......................................................................37

Table 4.7: Employees perception towards being recognized by management ....................38

Table 4.8: Coaching carried out in organization vs. motivation to see company succeed .......40

Table 4.9: Coaching carried out in Organization vs. the Motivation Factors Cross-tabulation on Motivating Factors vs. Coaching in the Organization .....................................................41

Table 4.10: Years worked in current position ........................................................................42

Table 4.11: Years worked vs. current position in the organization........................................42

Table 4.12: Managements contribution to career growth ....................................................43

Table 4.13: Benefits of coaching vs. years worked with the organization ..............................45
LIST OF FIGURES

Figure 4.1: Representation of respondents per department……………………………………30

Figure 4.2: Usefulness of Employee Coaching………………………………………………33

Figure 4.3: Top management interest in motivating staff……………………………………35

Figure 4.4: Coaching carried out in the organization……………………………………39

Figure 4.5: Frequency in being online……………………………………………………..46

Figure 4.6: Effectiveness of Integrating e-learning with coaching………………………47
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Problem

Practitioners and academicians have developed theories and practices to explain and influence human behavior at the workplace. Human Resources Management is the synthesis of themes and concepts drawn from a very long history of work, more recent management theories and social science research. The various influences on Human Resources Management are scientific management, human relations management, strategic management and Japanese management. Scientific and strategic management are a hard way of approaching human resources management rather than human relation and Japanese management which are softer (Price, 2007).

Human Resources Management (HRM) is then referred to as the practices, policies and systems that influence employee’s behavior, attitudes and performance (Noe, 2008). Human Resources practices play a key role in attracting, rewarding and retaining employees. It includes practices such as recruiting employees, selection, compensation of employees, employee development and employee relations. Employee development is defined as process to help people acquire and maintain the competence and commitment that will improve performance, quality, customer service, assist in enhancing the skill and knowledge base of the organization and individual (Harrison, 2000).

Employee coaching is one of the methods used in enhancing employee development. Coaching is defined as a helping relationship between a client (who has managerial authority and responsibility) and a coach who uses a wide variety of behavioral techniques and methods to help the client achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction and consequently to improve the effectiveness of the client’s organization within a formally defined coaching agreement (Rider, 2002).
According to (Mertel, 2010) coaching was most often linked to sports; it has developed into its own industry, profession, and leadership skill. It has become commonplace that coaching is a competency included in many performance development plans. Coaching is defined as the art of facilitating the unleashing of people’s potential to reach meaningful, important objectives. Coaching, as a profession, has grown quickly beyond the world of sports: you have life coaches, and now it is increasingly accepted that executive coaches can play a useful role within organizations. Moreover, coaching is also recognized as an important leadership role (Lloyd and Rosinski, 2005).

It should be understood that coaching is not about the coach, but about the person being coached. Being able to help someone recognize their strengths and weaknesses and how they can improve requires that the coach to be a facilitator not owner of change. Coaches will not make change happen or stick; they will simply help set conditions and circumstances that help others change (Ulrich, 2008). Coaching should be viewed as a way of developing the overall capability of an organization. If we think of corporate capability at both the individual and strategic levels, it becomes essential to harness the knowledge and insight gained through the coaching process to the benefit of the overall organization (Chidiac, 2006).

Organizations and coachees testify that coaching is a powerful medium for enhancing coachee’s professional life. To capitalize on their coaching investment organizations must recognize that they cannot pass the responsibility for staff development entirely over to their coaches. The coachee-coach relationship is a time-bound, goal specific, situational constrained vehicle for development. Coaching success depends on an ongoing partnership of mutual responsibility between the organization and the coachee (Stewart and Palmer, 2009).

Coaching is exclusively, a process focusing on enhanced performance. It should not be confused with counseling or mentoring. The former addresses the employee’s emotional state. The latter is a means whereby a seasoned colleague – often at a more senior level – shares his/her experience with a view to “fast track” the career growth of a high performance employee (Burdett, 1998). When learners, who are expected to be coached, deliver results,
coaches will give feedback and let learners adjust their actions again. This process will go on and on until they reach the expected outcomes. It is a reciprocal relationship between coaches and learners (Champathes, 2006).

Coaching is not merely structured learning. It is more focused on supporting individuals and teams in their development journey and helping them to become the people they want to be and to achieve the success they aspire to. It is a question of honoring their true future potential and working on making this a reality (Seymour, 2008). Coaching is a more growth oriented activity. It is also used as a tool under training but is quite different from the formal setting of training. It is more of an interaction between a more experienced staff and a non-experienced staff that the end goal is to help the less experienced employee discover themselves rather than being expected to have certain qualities (Sommers, 2007).

The various coaching programs are executive coaching, performance coaching, and life coaching or personal coaching. They end goal for all these types of programs is to enhance performance but target different audiences. These programs offer a better way of managing performance than the traditional means that in many cases are based on unstructured approaches and left at the discretion of the individual manager (Anderson, 2006).

Performance is the outcome of the interaction between an individual’s needs, perception of the results required and rewards being offered, the amount of effort, energy and expertise that the individual has or wishes to apply (Harrison, 2000). Performance may not be quantified but can be gauged with the behavior and results of an individual or team.

Coaching has enormous benefits for both organizations and for the individuals they employ. When good coaching is widespread, the whole organization can learn new things more quickly and therefore can adapt to change more effectively. Individuals not only learn the new skills they are coached in, they also become better and proactive learners (Redshaw, 2000). Employee coaching involves effective and open communication, a team focus,
valuing people over task, and accepting the ambiguous nature of the working environment for the purpose of developing employees and improving performance (McLean et al., 2005).

Sommers (2007) states that the purpose of a coach is to convert as much potential as possible into performance, in-turn performance amounts to an increase in revenue, reduction of costs, improvement in service delivery and many more. There will always be a gap between potential and performance and the researcher intends to look into ways of closing this gap so that potential is converted to high performance for the organization.

As a business technique, coaching constitutes an innovative management practice that directly encourages personal development while indirectly fostering the economic and sustainable growth of firms (Launer, 2007). Coaching not only leads to organizational development it leads to personal growth of an individual. It is in line with Fredrick Herzberg’s theory that’s says that individuals are motivated by five key factors inherent in their work; challenge, growth, sense of contribution, recognition and responsibility. Coaching stimulates employee engagement by satisfying these needs (Hertzberg, 1959).

The Avenue Group of Healthcare Providers believes that the profit motive is an effective tool in the provision of quality health services, ensuring that care is provided efficiently and resources are allocated to areas of greatest demand. Avenue Hospital-Nairobi is one of the companies under Avenue Group. The Hospital was founded in 1976 by the late Dr. B.P. Patel as Avenue Nursing Home. Since then it has grown to a 70 bed private facility that offers general medical and surgical wards, private rooms, and operating theatres for major and minor surgery, maternity, mortuary, X-ray and ultrasound services. It also has a 24-hour outpatient department, pharmacy and clinical laboratory (Avenue Group, 2013).

Avenue Healthcare was founded in 1995 for the purpose of managing the outpatient department at the Hospital, and to extend medical services to corporate clientele through an innovative concept of Managed Healthcare (Avenue Group, 2013).
1.2 Statement of the Problem

Health care organizations are undergoing fundamental changes. The rapid pace of change in the health care systems, changes in science and technology, new incentive structures and technologies, moral attitudes, environmental conditions and influence of rising costs present tremendous challenges for health care managers. Consumers and payers demand high quality services at reasonable and affordable costs. Therefore, the aim of health care organizations should be to improve quality and to build up the confidence of patients, professionals and cost payers in the quality of the context, the structures, the processes, and the outcomes. Health care managers must find new ways to provide services to meet these requirements (Rad, 2006).

Kavanaugh, Duffy and Lilly (2006) further state that professional organizations like hospitals tend to be flat organizations, presenting little opportunity to advance into managerial positions. This organizational characteristic creates a plateauing effect on employees. Plateauing, reaching a point in one’s career at which the likelihood of additional hierarchical promotion is low, has been associated with lower levels of satisfaction. The strategies that were thus used in the 20th century are no longer applicable for the 21st century problems and issues affecting human resources management.

Research would suggest that coaching does boost organizational productivity (D’abate et al., 2003) particularly in organizations where performance management (PM) and coaching are used (Goleman, 2000; Lindbom, 2007; Yu, 2007; Olivero et al., 1997). From a business management perspective, coaching is in its very early stages. It has only recently begun to be mentioned (Colomo-Palacios and Casado-Lumbreras, 2006). Coaching can achieve a balance between fulfilling organizational goals, objectives and the personal development needs of the individual (Sweeney, 2007).

Coaching continues to grow in popularity and practice, there is a general consensus that research lags behind. The continued practices of coaching seem to rest on the assumption that coaching has a positive impact on job performance (Ellinger, Ellinger and Keller, 2003).
Ellinger and colleagues note that “limited published research” exists that examines the behaviors or practices of coaching managers and, in particular, what of these behaviors and practices actually lead to perceptions of effective coaching. The I-coach academy states that one of the reasons as to why the coaching industry is finding it difficult to justify its own work in the field is the lack of available research (Rentons, 2009).

1.3 Purpose of the Study
The purpose of this study was to determine the effects of employee coaching on organizational performance within organizations in Nairobi with a focus on Avenue Hospital- Nairobi.

1.4 Research Questions
1.4.1 Does employee coaching improve on the motivation of employees in organizations within Nairobi?
1.4.2 Does employee coaching enable succession planning in an organization?
1.4.3 Does E-learning improve on the coaching process?

1.5 Importance of the Study
1.5.1 Health Industry
The research will be beneficial to health industry in that it will focus on employees and individuals within this industry, with a focus on Avenue Hospital-Nairobi. It is an effective way of motivating, developing leadership, creating loyalty of employees thus “employee retention” and high performance.

1.5.2 Avenue Healthcare (Avenue Hospital) Management Team
The researcher intends to present the research to the management team so as to enable introduction of a formal coaching program within the institution. According to Ms. Etta Ligale the Chief Operations Officer at Avenue Healthcare Coaching is an effective way of ensuring employee performance and enabling succession planning within the organization. The research will enable the management to have a proper succession plan in case of
employee gaps and in the long-run promote employee performance in achievement of bottom line results.

1.5.3 Other organizations in other industries
With the findings of this particular research organizations in other industries can apply or rather begin a coaching program that will lead to high performance of the staff and organization.

1.5.4 Academicians and Researchers
This study will contribute to the body of knowledge by improving on what is already known about coaching and because it is essentially uncharted waters in this field.

1.6 Scope of the Study
The research was carried out at Avenue Hospital in Nairobi Parklands with a population size was of 100 employees comprising of nurses, medical officers, patient attendants, accountants, managers and other general and subordinate employees. The major challenge faced was that of getting a proper sample due to shift changes within the hospital. The research was carried out from March 2013 to July 2013 involving data collection, analysis and interpretation of the data.

1.7 Definition of Terms
1.7.1 Coach
According to Wilson (2004) the word “Coach” comes from “Kocs”, a village in Hungary where high quality carriages were made. In the 19th century, English university students begun to use this word as slang for tutors of such excellence that their students felt as if they were carried through their academic career in a carriage driven by the tutor.

1.7.2 Coaching
Lloyd and Rosinki (2005) define coaching as the art of facilitating the unleashing of people’s potential to reach meaningful, important objectives. Redshaw (2000) has also defined
coaching as systematically increasing the capability and work performance of someone by exposing him or her to work-based tasks or experiences that will provide the relevant learning opportunities, and giving guidance and feedback to help him or her to learn from them.

1.7.3 Succession Planning
The term succession planning generally describes the selection and training of internal employees for key leadership positions—it is essentially talent management. An institution that practices succession planning identifies employees with talent and potential and gives them opportunities to develop this potential and gain additional skills, particularly managerial, supervisory, and leadership skills (Galbraith, Smith and Walker, 2012).

1.7.4 Motivation
According to Kreitner and Kinicki (2001), Motivation is a process through which people are propelled to engage in a particular behavior.

1.7.5 E-Learning
E-learning in this study is defined as a web-based educational system (Learning Care management system) that utilizes IT and computer networks (internet and intranet) (Hsbollah and Idris, 2009).

1.7.6 E-Coaching
Averweg (2010) defines Electronic coaching (e-coaching) as coaching delivered via an electronic medium such as an intranet. E-coaching focuses on the same goals as regular face-to-face coaching; E-coaching is embedded in the virtual world of technology.

1.8 Chapter Summary
This research intends to determine the effects of employee coaching on performance, while taking into account the various economic, social and legal changes. Organizations are facing quite a number of challenges with retention of staff and developing those whom are already
in the organization. Employee coaching is one of the best ways to keep employees interested and motivated thus achievement of the bottom line results.

Chapter two of the proposal will look into different types of literature so as to evidence on whether coaching of employees does impact on the performance of the employees and organization as a whole. This will be followed by chapter three and four whereby the process of the research will be carried out, then an analysis of the data collected and interpretation of data thus drawing a conclusion that Coaching does affect performance in chapter five.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction
The research will look into different types of literature such as academic journals and books so as to evidence the effect of employee coaching on organizational performance. This will assist in determining whether coaching can motivate staff at Avenue Hospital-Nairobi, the use of coaching in succession planning and how E-learning can be used in improving the coaching process.

2.2 Impact of Employee Coaching on Motivation

2.2.1 Definition of Motivation
Motivational systems are at the center of behavioral organization (Emmons, 1999). Motivation is defined as a thing you do to get others to do something. It is also said it to be something that happens inside people that gets them to do something (Fournies, 2003). Inspirational motivation is empirically linked to a range of outcomes such as extra effort, ethical behavior, learning orientation, and project success. Extra effort has important significance for the discriminate validity of inspirational motivation because this outcome has been used to confirm the “augmentation effect” of inspirational motivation (Benerji and Krishnan, 2000).

2.2.2 Theories of Motivation
There are different theories of motivation that have been written on over the years. These theories all have different views and angles on how motivation should be approached. The different types of motivation theories include Maslow’s hierarchy of needs, “two factor theory” of Fredrick Herzberg, the path goal theory of leadership, Theory X versus theory Y and McClelland’s theory of needs.

The Hierarchy of needs was proposed by Abraham Maslow in 1943 (Yang, 2011). According to Sommers (2007) the Abraham Maslow’s hierarchy of needs has been associated with the humanistic approach to management. Maslow came up with a theory on
based on the hierarchy of needs, which is often depicted as a pyramid from the most basic needs upwards. Once a need in one level is satisfied the next level becomes predominant. Abraham Maslow’s theory states that every human being has a hierarchy of five types of needs. These are psychological needs, safety and security, belonging, self-esteem and finally the Self-actualization level (Yang, 2011).

The key message is to treat people as individuals and to use a coaching approach to discover where on the hierarchy an individual may sit, what needs they are seeking to satisfy and whether the organization can help to satisfy them. He also mentions that human beings do the things they do because of their needs; that is humans direct their own actions to satisfy their own needs (Fournies, 2003).

Satisfaction and high performance are the result of motivation factors whereas dissatisfaction and poor performance are the result of hygiene factors. The hygiene factors are necessary for basic motivations and to produce a normal or typical level of performance, what Hertzberg referred to as the “norm of work output”. Real motivation and enduring high performance though only resulted from the preference of the motivation factors from the employee’s situation. The conclusion being that the Hygiene factors are necessary for overall performance (Sommers, 2007). The policies, procedures, salary levels or any other hygiene factors may not be easy to change in any organization, but a positive effect on motivation can be had through a coaching approach (Locke, 2008).

Another behavioral scientist Douglas McGregor classified two management theories “Theory X and Theory Y”. He explained that the structure of organizations is based on certain assumptions about human nature and human motivations. Theory X assumes that most people find work inherently distasteful, lack ambition, have little desire for responsibility and prefer to be directed; they are not creative in solving organizational problems, and they want safety above all. Theory X believes that people are motivated by money, fringe benefits and threats of punishment (Fournies, 2003).
Mcgregor also presented an alternative theory “Theory Y”, which assumes that people are not naturally lazy or unreliable, and that a properly motivated worker is capable of directing his or her own efforts to accomplish organized goals. Work is considered as natural play if the conditions are favorable; people do have the capacity and creativity in solving organizational problems. Fournies (2003) concludes that the most important conclusion that can be drawn from McGregor’s Theory X and Theory Y concept is not about workers, but about managers; managers do what they do for or to workers because of what they believe about workers.

McClelland’s Theory of Needs was developed by David McClelland and published in The Achieving Society in 1961 (Ramlall, 2004). It suggests that individuals are motivated based on three needs which are achievement, power and affiliation (Robbins and Judge, 2007). The need for achievement refers to the need to excel and succeed; the need for power means the need to control and coach other people and make them behave in a way that they would not have behaved otherwise; the need for affiliation refers to the desire to spend time in establishing and maintaining close interpersonal relationships with others (Yang, 2011).

2.2.3 Intrinsic and Extrinsic Motivators
Extrinsic motivators need to be provided by somebody. They have a fairly short shelf-life before people get used to those levels and want more. Intrinsic motivation on the other hand motivate over the long-term. They boil down to being about performance, learning and enjoyment. For organizations that are doing poorly the management takes the view that motivation needs to improve and it’s the extrinsic motivators that get attention. Incentive schemes and bonus payments are all employed to try and “buy” performance since they are all money related directly or indirectly (Sommers, 2007).

According to Deci and Moller (1992), when people are experiencing satisfaction of their basic psychological needs, they tend to do what interests them. In other words, they tend to be intrinsically motivated. Thus, intrinsic motivation requires experiencing an activity as interesting, while also feeling some support for one’s basic needs. The fact that interest is so
central to intrinsic motivation implies, of course, that if an individual did not find an activity interesting, he or she would not be intrinsically motivated for it. Under such circumstances, for the person to do all the activity at all would require some type of extrinsic motivation.

2.2.4 Coaching and Motivation

According to Salazar, Vilchez and Pozo (2012), coaching seeks both behavioral and personal change to benefit the organization; it is able to reach a higher level of satisfaction as it depends on the enhancement of motivation. Sweeney (2007) also says that coaching can provide an added edge to an individual’s performance. It can be responsible for enhancing morale, motivating and increasing productivity and reducing staff turnover as individuals feel valued and connected with their organization. It can achieve a balance between fulfilling organizational goals and objectives and the personal development needs of the individual. It is a two-way relationship with significant benefits for both.

Developmental coaching has its roots in the field of behavioral psychology and its domains in organizational development, education and personal growth. According to Fredrick Hertzberg a behavioral scientist, motivation is influenced by two factors satisfaction and dissatisfaction. Hertzberg conducted his initial research on around 200 accountants and engineers in USA. He was interested in finding the effect of the two factors on levels of productivity (Locke, 2008).

According to Redshaw (2000), coaching has outstanding benefits for both organizations and the individuals they employ. It produces long lasting learning - learning with deep understanding and employees that have the potential to go on learning. It also contributes to a high level of motivation and good working relationships. Coaching also been found to be an effective organizational response to those individuals experiencing periods of low performance in their professional lives, or needing assistance in overcoming certain forms of organizational dysfunction (Kavanaugh, Duffy and Lilly, 2006).
2.3 Employee Coaching and Succession Planning

2.3.1 Definition of Succession Planning

Over time, all enterprises evolve and grow around the vision, skill and enthusiasm of the people who lead and manage them. The business gradually becomes an embodiment of their judgment, values and decisions. If they retire or leave for other reasons the ethos and dynamics of the business will inevitably change. If the value of the business is to be maintained or enhanced, it is vital that these changes are carefully controlled (Seymour, 2008).

Clutterbuck (2009) explains succession planning to be about making sure that there are enough suitable people to step into any significant role as it becomes vacant or is created. It is also about motivating and developing them to adapt to the new role as fast as possible, with the minimum damage; and ensuring that every role is a learning resource, in which the incumbent can develop not only skills relevant to that job, but the capability to embrace different and/or larger jobs.

Succession planning sits inside a very much wider set of resourcing and development processes called 'succession management', encompassing management resourcing strategy, aggregate analysis of demand/supply (human resource planning and auditing), skills analysis, the job filling process, and management development (including graduate and high-flyer programs), now known as talent management (Hirsh, 2000).

2.3.2 Talent Management and Coaching

In most companies, development plans for employees are based on annual performance reviews. Superiors set out two or three specific goals that individuals will work to achieve during the course of the year until the next review. It’s a good start, but the model is incomplete. Developing the next generation of leaders demands that executives create long-term development plans for their people and then work with them on a far more frequent basis than annually – at least quarterly, if not monthly (Xavier, 2007).
Cascio and Aguinis (2005) view talent management against the backdrop of the recent economic downturn, the need to identify, develop and retain top talent for critical job roles has never been more important. This reality forces organizations to approach talent as a critical resource that must be managed in order to achieve optimum results. Organizations can therefore no longer be reactive in the supply of talent to execute the business strategy.

Tackling the current talent management challenges requires organizations to view talent management as a critical activity aligned with the organization’s business strategy that aims to attract, develop and retain talented employees. Talent management incorporates several critical system components such as workforce planning, hiring and recruiting, career development, performance management and succession management, to name but a few. True integration of these system components is crucial to getting the most of the talent management process (Hatum, 2010).

All organizations, whether in the private or public sectors, need to be able to find people with the right skills to fill key and top leadership jobs. Over time, all enterprises evolve and grow around the vision, skill and enthusiasm of the people who lead and manage them. The business gradually becomes an embodiment of their judgment, values and decisions. If they retire or leave for other reasons, the ethos and dynamics of the business will inevitably change. If the value of the business is to be maintained or enhanced, it is vital these changes are carefully controlled (Seymour, 2008).

According to Longenecker and Fink (2013) top HR leaders realize that talent acquisition and retention must be supplemented with the requisite education, training and development. No matter how extensive the talent or experience of a workforce, to achieve maximum performance both new hires and existing employees must be trained and retrained, if necessary, to meet the changing demands of the workplace.

In addition, HR leaders must put developmental programs in place to prepare workers to acquire the new skills required for excellence, make them able to work in dynamic teams and
ensure that enough staff members are ready to move to a higher level of responsibility. One-on-one coaching is therefore a particularly valuable tool in developing vital people skills and other competencies unique to executive positions. If senior leadership cannot find the time to personally serve as coaches, consider hiring executive coaches who can provide intensive, customized one-on-one support to help emerging talent with specific development needs (Xavier, 2007).

Coaching has been used successfully to develop the skills of emerging leaders. By nature a high potential employee has a strong desire to learn and to make an organizational impact. It can also be used as a valuable learning strategy for new managers. Since all organizational strategies are achieved through people, it is critical for new managers to develop the necessary skills to motivate and develop the capabilities of their staff (Locke, 2008).

If you build talent, there is less of a learning curve when moving people into a new role. They will not need to learn “how we do things round here” – instead they can focus on what they need to do to be successful in their role. By promoting people from within, you provide more opportunities for people from within the organization to grow, develop and move on. That increases the likelihood that talent will be engaged, will stay and will explore where their next opportunity is inside the organization rather than going outside (Hills, 2009).

2.3.2 Succession Management
Recently, more organizations are turning to coaching not as a remedial practice, but rather as a proactive leadership development tool to drive sustainable growth and innovation (CIPD, 2008). McComb (2003) adds that coaching is an intervention that has been readily embraced by many organizations in the quest to optimize and capitalize on the potential of people. Coaches of all kinds in the market place and in many organizations are making use of coaches as a way of supporting and developing their senior managers (Chidiac, 2006).

Furthermore, a crucial competency in managing change is likely to include the crucial skills of managing people. Coaching has become a significant tool in the development of senior
management and particularly the all-important skill of managing people. Coaching is not a passive methodology but is based on active, experiential learning (Toit, 2006). In some instances, the skill shortfalls can be filled by job rotation. Skill shortfalls in one department can be overcome by importing them from another where a competent individual’s ability is being under-used. There are huge savings to be made by offering coaching, mentoring or further job training to existing staff (Seymour, 2008).

Stadler (2011) has viewed succession management as an encompassing term related to the systematic process of determining critical roles within a company, identifying and assessing possible successors, and providing them with the appropriate skills and experience for present and future roles. A succession strategy will inevitably be a mix of buying and building talent (Hills, 2009).

Due to a combination of factors such as the economic downturn, the retirement of millions of baby boomers since 2010 and the increased turnover of CEOs of major corporations which has increased with 53 percent, it is apparent why succession management would be important for any organization (Williams, 2010).

Stadler (2011) explains on the succession management process. The first process component is a comprehensive leadership needs assessment. The second process component of the strategy is the successor candidate identification, development and transition. The third process component is the tracking and measurement of the strategy. Annual goals should be established as well as a system to track and present succession performance indicators to management. Finally the organization can then achieve business results.

Employees’ perceptions of their career-progression prospects change. They will obviously be prepared to make a deeper commitment to an enterprise that demonstrably invests in them and their route to achieving their personal ambitions, perhaps through promotion. It also inculcates the wider perception that, as others advance, the gaps they leave will create promotion opportunities for their immediate delegates rather than outside recruits. This
creates a sense of career scope and momentum among the whole workforce. This should be an ongoing process. Trainers, coaches and mentors need to do far more than recite prescribed catch-all programs. They must dedicate time really to get to know their client’s business and absorb its culture as a prerequisite of cultivating teamwork and enhancing productivity (Seymour 2008).

In this time of almost constant change in organizations, coaching can provide a way of both supporting and up-skilling managers. To get the best outcome from a coaching process, it is essential that it be aligned with the overall culture, values and processes within the organization. Used well, coaching can be a great enabler for strategic change as well as personal growth and motivation (Chidiac 2006). In conclusion according to Kavanaugh, Duffy and Lilly (2006) potential loss of talent may be offset with coaching and mentoring, this focuses on the management attention on the disaffected group who are relatively less satisfied and more prone to turnover.

2.4 Use of E-Learning in Employee Coaching

2.4.1 Learning

According to Chapman et al. (2003), experiential learning equips a participant with an ability to give and receive feedback, which ensures sustained learning. A crucial benefit of coaching is that it provides the coachee with the opportunity to learn through action. Coaching is a learning intervention designed to increase collective capability and performance of a group or team, through application of the coaching principles of assisted reflection, analysis and motivation for change (Clutterback, 2007).

Coaching is also seen as “a process that enables learning and development to occur (Phifer, 2008). It can shorten the learning curve of those with new roles and help them adapt more quickly to a changing environment. By focusing on individuals, and helping them to achieve their potential, coaching can demonstrate a company’s commitment to achieving business growth through people (Sweeney, 2007).
Coaching is concerned with creating conditions so that people can perform to the best of their ability. Learners who are being coached will feel a sense of ownership and that they are managing their own development. It is a short step from managing your own learning to managing your own performance, a cornerstone of concepts such as empowerment and performance management (Philips, 1996).

2.4.2 Technology

Today’s job market is increasingly competitive, and competition among businesses is great and growing. The pace of change in organizations and industries is unrelenting, and technological advances are changing the scope and context of work. Such conditions give rise to the expectation that employees need to do more than merely achieve task goals. For an organization to maintain and improve its competitive advantages it needs employees who will pitch in, help out, and do more than what is required to get the prescribed job done (Bandura and Lyons, 2012).

Male and Pattison (2011) further say that in today’s global world, the role of technology in delivering learning objectives in the formal and informal learning environment continues to grow. This to a large extent can be attributed to developments in internet- and web-related technology paralleled with developments in the information and communication technology domain. Such developments have made it possible for rich e-learning applications and content resources to be developed and delivered to learners across the globe.

In addition war for the best managerial and professional talent is more, the competition for high-caliber people, with right mind sets and skills, is intensifying. One of the major challenges facing management currently is to be able to change fast enough, to cope with the new technology and new, environmental, social and professional values. The consequent need for high caliber outstanding performers is perhaps greater now than it has ever been (Williams, 2000).
Benko and Weisberg (2007) discussed six major workforce trends that would definitely change the view of how organizations are viewed. These trends include a worker shortfall characterized by accelerating retirement of baby boomers, lower birth rates, increased competition for skilled workers worldwide, stagnant college graduation rates, and declining competency in basic skills such as writing by high school students or college graduates.

Another trend is that of changing family structure, more and better educated women, changing expectations of men and generation X and Y. Generations X and Y is defined as those between 18 and 43 years of age, these demographic groups have high expectations for both personal and work lives. They are curious and collaborative, but also can be impatient and demanding. They view a career as a personalized path that meets an individual’s interests and development goals, and includes many diverse work experiences. They are technologically savvy, adaptable to change, and often eager to adopt nontraditional work methods and schedules. Whether or not all these expectations can or will be met is a fair question (Benko and Weisberg, 2007).

There is also widespread argument that traditional organizations and industries with a predominantly older workforce, who are not using computers as an integral part of their work, are unlikely to embrace the opportunities afforded by e-learning. While many rail organizations are considering or are already using e-learning options to deliver training programs within their widely dispersed organizations, the challenge remains to engage a younger generation of learners who seem comfortable learning with technology, whilst not alienating those older learners who may prefer to learn in more traditional ways (Becker, Fleming and Keijzers, 2012).

Technology is the final trend that has paved way for employers and employees to create new options for when, how and where works get done. New software applications in business intelligence, business process management and other information management disciplines foster innovation and productivity in the virtual workplace. These trends, taken together, signal the end of the “normal” career path and work pattern. Individualization is now the
career approach of choice and a new corporate structure is needed to make it work (Benko and Weisberg, 2007).

Within the broader context surrounding the debate about the technological literacy of different generations and the potential for educational change, e-learning has emerged as a learning and development (L&D) approach to enable organizations to keep up with an ever-changing world (Wellman, 2007). E-learning can also provide the opportunity for ongoing learning and information sharing across geographically dispersed organizations (Barnes and Charles, 2004).

2.4.3 Electronic coaching (e-coaching)

E-learning has had a history in the last few years, but more practitioners in the fields of learning and development are accepting its value as part of a “balanced diet” of blended learning (Simmons and Lupi, 2010). Many learning organizations have a central intranet for enterprise-wide information, collaborative applications and communication. The key process is an intranet is the content management process (Phifer, 2008).

Clutterbuck and Hussain (2009) have defined e-coaching as a developmental partnership in which all or most of learning dialogue takes place using email, either as the sole medium, or supplemented by other media. E-coaching is beginning to be adopted in specialized areas to overcome problems of consistency of performance and standards compliance. For example, e-coaching has been used effectively to enhance supply-chain management in Poland and Germany by creating individual development opportunities through a virtual learning environment (Neumann and Krzyzaniak, 2006).

In order for coaching to be effective organizations need to create a learning environment. Learning organizations are very much concerned with developing and sharing in the knowledge that is critical in the strategic success. Reynold, Caley and Mason (2002) have defined learning as a process by which a person acquires knowledge, skills and capabilities whereas training is one of the several responses organizations can take to promote learning.
The effectiveness of learning is influenced by the context in which it is learned, and many other external and internal characteristics such as the size of the organization its values.

Averweg, (2010) says that coaching involves face-to-face sessions, whereas e-coaching utilizes technology wherein the sessions are communicated electronically instead of by face-to-face or telephone. The coach and the employee collaborate electronically on the desired goal, discover options outline appropriate action steps and undertake accountability using available intranet technology. Botz (2009) suggests that e-coaching delivered to employee desktops in an organization is an excellent supplement to face-to-face coaching sessions.

Elloit (2012) has discussed on a recent report by the Chartered Institute of Personnel and Development (2011) on learning and talent development which reveals that e-learning is growing and set to accelerate. 78 percent of the organization surveyed use e-learning and 53 percent have increased their use of e-learning over the past 12 months.

E-learning has become a popular delivery method of workplace learning because it has many advantages such as no space needed, substantial cost savings due to the elimination of travel expenses, timely access to information, greater flexibility in the workplace; and the methods can increase learners’ interest, deliver content clearly, and provide feedback to students easily (Park and Wentling, 2007).

2.5 Chapter Summary
In conclusion, quite a number of factors affect and enable employee coaching. It is a very effective way ensuring that the bottom line results are achieved by a company. It has been stated countless times that any organization’s best asset is its workforce, thus developing their talent and achievement of their optimal potential will improve on the performance of the organization as a whole.

The following chapter on research methodology is going to look into the process that the researcher will follow carrying out the research. The size of the population and sample size,
the sampling frame and sampling methods to be used, the data collection methods and tools and finally the data analysis.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction
This chapter expounds on the methodology used in carrying out the research process. It begun with the research design, followed by the population and sampling design used, and then the data collection methods used the research procedures and the data analysis method.

3.2 Research Design
Research design is a blueprint for fulfilling research objectives and answering questions (Cooper and Schindler, 2003). According to Yin (2004) research design is classified into three categories exploratory, descriptive and causal research. The researcher used descriptive research designs in collecting data.

This type of design was used because the researcher was already aware of the research problem. It assisted the researcher in determining whether the coaching process will impact on the employee performance. The independent variable was coaching and the dependent variables were succession planning, motivation and E-learning. Descriptive surveys may be used, for example, to ascertain attitudes of an organizations workforce (Gill and Johnson, 2006).

3.3 Population and Sampling Design
3.3.1 Population
According to Cooper and Shindler (2003), a population is the total collection of elements about which references need to be made. The population of interest in this study was a homogeneous population with 100 employees at Avenue Hospital-Nairobi. This was constituted by every department based at Avenue Hospital Nairobi.

3.3.2 Sampling Design
According to Mugenda and Mugenda (1999), it is difficult to get a sample that is fully representative of the entire population, thus, the researcher needed to identify an accessible
population from which the samples will be drawn from. Kothari (2008) adds that the challenge the researcher has is to maintain true validity of the sample as this will be used to generate a general conclusion concerning the entire population. In this study 35 respondents were chosen to represent the entire population.

3.3.2.1 Sampling Frame
A sampling frame is a list of members of the research population from which a random sample may be drawn (Gill and Johnson, 2002). Cooper and Schindler (2003) also defined as the lists of elements from which the sample is actually drawn and excludes all those who are not in the population. Sample frame in this research included medical officers, managers, laboratory technologists, pharmaceutical technologists, qualified nurses, patient attendants, support staff and administrative staff.

3.3.2.2 Sampling Technique
The researcher used simple random sampling which involved selecting a random selection of the population members so that each member has an equal chance of being included in the sample. The researcher chose to use simple random sampling because Avenue Hospital-Nairobi is a homogenous population whereby majority of the applicants are similar with the basis of the research being determination of the employees performance based on general factors.

According to Cooper and Schindler (2006), members of a sample are selected using probability or non probability procedures. Non-probability sampling is arbitrary and subjective in which each member of the population does not have an equal chance of being selected while probability sampling methods allow all elements to have an equal chance of being selected. This study used simple random sampling which falls under probability sampling methods.

Simple random sampling was used to identify members of the sample given that the researcher was not focusing on studying a specific characteristic present in the population but
rather sought to obtain general responses on the area of study. The chosen method of sampling ensured that elements in the sample had a fair and equal chance of being picked thus making the results reliable (Kumar, 2005).

### 3.3.2.3 Sample Size

According to Cooper and Schindler (2003), a sample is a part of the target population, carefully selected to represent that population. Kumar (2005) defines a sample as a subgroup of the population the researcher is interested in. Mugenda and Mugenda (1999) state that for descriptive research, 10% of the accessible population form a representative sample and thus qualify being studied. However Mugenda and Mugenda further add that when resources allow, a researcher should take a big sample in order to get results that are more accurate and dependable.

The sample size of this study was 35 respondents which was 35% of 100 Avenue Hospital- Nairobi staff population. The research study focused on this number of respondents in order to increase reliability and reduce errors in the research process (Kumar, 2005). The 35 respondents were selected using simple random sampling method since the employees of the hospital work in very busy schedules and on shifts hence it was appropriate for one to use simple random sampling method for purposes of this research.

### 3.4 Data Collection Methods

There are two categories of data used in research namely primary and secondary data. Primary data is collected from primary sources such as observation, questionnaire and interviews, where the researcher acquires raw data from the respondents. Secondary sources provide information that is already gathered and recorded and so the researcher is able to extract information from data that already exists (Cooper and Schindler, 2006).

The instrument used in this study was a questionnaire to collect primary data. The questionnaire had both closed and open ended question. In addition, Likert scale was used but varied from one variable to another due to the objective of the question. The
questionnaire was divided into two sections. Section A was on demographics and the opinion on management. The respondents were introduced to section B through defining what employ coaching meant, this was to give them a clear understanding of the topic and enhance accuracy in answering the questions in this section. Section B had both open and closed ended question in order to give the researcher more insight (see Appendix 1). The respondents were assured of confidentiality as they were filling in the questionnaires.

3.5 Research procedures
The researcher carried out a pilot test of the data collection tool so as to identify any setbacks or challenges that would be encountered during the research process. The questionnaire was given to others such as colleagues and peers so as to help in determining the effectiveness of the questionnaire before it was distributed. Amendments were then made on the final questionnaire. The pilot questionnaire was given to 15 respondents.

The researcher deployed an assistant who had prior experience in data collection. The assistant researcher was taken through the ethics of research and how to handle each question in case of clarification from the respondent. The questionnaires were reviewed by the researcher for quality control before being analyzed.

3.6 Data Analysis Method
All questionnaires from the respondents were verified and checked for completeness. Data analysis involved preparation of the collected data, coding, editing and cleaning before processing using SPSS package. The coded data was keyed into the SPSS program where a database was developed and subsequently analyzed. SPSS was preferred because it is systematic and covers a wide range of the most common statistical and graphical data analysis. Descriptive statistics was used to develop charts, tables and pie chart in order to describe the population and their views. Correlation analysis was used to explain variation and establish relationships among variables.
3.7 Chapter Summary
This chapter surveyed the research methodology used. The population was already predetermined; the type of data collected from the chosen respondents is primary. The research was qualitative and quantitative with the aim of the research being to determine whether employee coaching does affect performance of the individual and the organization as a whole.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

This chapter comprises data collection details as captured using the research questionnaire and other sources of secondary data as well as the analysis of those findings. It has been summarized and presented in the form of tables, charts and narratives.

4.1.1 Response Rate Per Department

This research targeted 35 respondents whom were from various departments of Avenue Hospital-Nairobi such medical officers, managers, laboratory technologists, pharmaceutical technologists, qualified nurses, patient attendants, accountants, support staff and administrative staff.

Out of these, 31 were able to participate in the study by returning the correctly completed questionnaire, which constitutes almost 100% of the response rate, thus considered adequate for analysis. The other respondents did not fill the questionnaires appropriately or failed to return them. The questionnaire was successful in getting feedback from all departments using random sampling.

Figure 4.1 indicates that majority of the respondents were from the client services departments and other departments. Other departments included internal audit, information communication technology (ICT), marketing, business development and medical quality departments. There was an adequate representation from the key departments and the Hospital in general.
4.2 General Information

4.2.1 Age of Respondents

Majority of the respondents came from the age group with a range of 31-40 years at 48.4%. This was followed by those in the age group of 20-30 years at 32.3%, then those in the age group of 40-50 years at 16.1% finally over 50 years with 3.2%.

Table 4.1 Age of Respondents

<table>
<thead>
<tr>
<th>Age of Respondents</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30 years</td>
<td>10</td>
<td>32.3</td>
</tr>
<tr>
<td>31-40 years</td>
<td>15</td>
<td>48.4</td>
</tr>
<tr>
<td>40-50 years</td>
<td>5</td>
<td>16.1</td>
</tr>
<tr>
<td>Over 50 years</td>
<td>1</td>
<td>3.2</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.0</td>
</tr>
</tbody>
</table>
4.2.2 Gender of Respondents
The questionnaire was filled by various respondents 10 male (32.3% of the sample) and 21 female (67.7% of the sample).

Table 4.2 Gender of Respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10</td>
<td>32.3</td>
</tr>
<tr>
<td>Female</td>
<td>21</td>
<td>67.7</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.3 Employee Coaching and Motivation
4.3.1 Benefits of Coaching
The respondents listed various benefits of coaching as per table 4.9. Improved employee performance was listed as the highest at 21.7%, followed by an improved understanding of work at 20.7%. Improved job confidence was another benefit at 17.4% and then increased job satisfaction at 13.0%. Career growth and enhanced leadership skills were another benefit at 15.2% and 12.0% respectively.
Table 4.3 Benefits of Coaching in an Organization

<table>
<thead>
<tr>
<th>Coaching Benefits</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved employee performance</td>
<td>20</td>
<td>66.7%</td>
</tr>
<tr>
<td>Improved understanding of work</td>
<td>19</td>
<td>63.3%</td>
</tr>
<tr>
<td>Improved job confidence</td>
<td>16</td>
<td>53.3%</td>
</tr>
<tr>
<td>Increased job satisfaction</td>
<td>12</td>
<td>40.0%</td>
</tr>
<tr>
<td>Enables career growth</td>
<td>14</td>
<td>46.7%</td>
</tr>
<tr>
<td>Leadership skills enhanced</td>
<td>11</td>
<td>36.7%</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>306.7%</td>
</tr>
</tbody>
</table>

4.3.2 Usefulness of Coaching

About 63% of the population find employee coaching to be very useful, 38% of the population do not find employee coaching to useful and only about 3% find employee coaching not to be useful.
4.3.3 Factors Motivating Employees

61.3% and 61.3% of the respondents felt that salary and recognition of work performed well were motivating factors respectively. This was followed by 58.1% of the respondents who felt that career growth was a motivating factor, then challenging work at 41.9%, family friendly policies at 19.4% and coaching at 12.9%.
### Table 4.4 Motivating Factors

<table>
<thead>
<tr>
<th>Motivating Factors</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary as motivating factor</td>
<td>19</td>
<td>61.3%</td>
</tr>
<tr>
<td>Career growth as motivating factor</td>
<td>18</td>
<td>58.1%</td>
</tr>
<tr>
<td>Recognition of work that is performed well as motivating factor</td>
<td>19</td>
<td>61.3%</td>
</tr>
<tr>
<td>Family friendly policies motivating factor</td>
<td>6</td>
<td>19.4%</td>
</tr>
<tr>
<td>Challenging work as motivating factor</td>
<td>13</td>
<td>41.9%</td>
</tr>
<tr>
<td>Coaching as motivating factor</td>
<td>4</td>
<td>12.9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>79</strong></td>
<td><strong>254.8%</strong></td>
</tr>
</tbody>
</table>

#### 4.3.4 Employees’ Opinion on Top Management Interest in Motivating Employee’s

Majority of the employees are neutral on whether the top management is interested in motivating its employees at 41.94% while 29.03% agree that the company is interested in motivating its employees. 16.13% disagree that the management wants to motivate its employees. 9.68% strongly agree whereas 3.23% strongly disagree on whether management wants to motivate its staff.
4.3.5 Employees’ Opinion in the Top Management Interest in Motivating Employee’s vs. Motivation to See Company Succeed

According to table 4.4 below there is a strong positive correlation between the employees’ opinion of top management’s interest in motivating employees’ vs. the motivation employees have to see the company succeed. The p value is 0.01 at a chosen significance of 0.05 (p<0.05), the employees opinion on the top management’s interest in motivating staff vs. employees motivation to see the company succeed is statistically significant.
Table 4.5 Correlation of Top Managements interest in Motivating staff vs Employees Motivation to see Company Succeed

**Correlations**

<table>
<thead>
<tr>
<th>Top Management interest in motivating the employees</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>Motivation are to see the company succeed</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top Management interest in motivating the employees</td>
<td>1</td>
<td>.544**</td>
<td>31</td>
<td>1</td>
<td>.002</td>
</tr>
<tr>
<td>Motivation are to see the company succeed</td>
<td>.544**</td>
<td>.002</td>
<td>31</td>
<td>1</td>
<td>31</td>
</tr>
</tbody>
</table>

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

4.3.6 Motivation vs. Years Worked in the Organization

Table 4.7 below shows that majority of the respondents whom worked for 0-5 years felt that career growth was the motivating factor at 73.3% followed by salary at 66.7% and recognition of work performed well at 53.3%. Only 20% of the respondents that worked for 0-5 years felt that coaching is a motivating factor.

Most of the employees that have worked for the organization for 5-10 years felt that recognition for work performed well was a motivating factor at 75%, this was closely followed by salary and career growth both at 50%. Coaching was a motivating factor at 12.5%. Challenging work was the highly selected motivating factor for employees that have worked for the organization for 10-15 years at 71.4% followed by salary and worked performed well at 57.1% respectively.
Table 4.6 Motivation and Years Worked in the Organization

Cross-tabulation on Motivation factors vs Years worked in organization

<table>
<thead>
<tr>
<th>Motivating Factors</th>
<th>Years worked in the organization</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-5 years</td>
<td>5-10 years</td>
</tr>
<tr>
<td>Salary as motivating factor</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>66.7%</td>
<td>50.0%</td>
</tr>
<tr>
<td></td>
<td>32.3%</td>
<td>12.9%</td>
</tr>
<tr>
<td>Career grow as motivating factor</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>73.3%</td>
<td>50.0%</td>
</tr>
<tr>
<td></td>
<td>35.5%</td>
<td>12.9%</td>
</tr>
<tr>
<td>Recognition of work that is performed well as motivating factor</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>53.3%</td>
<td>75.0%</td>
</tr>
<tr>
<td></td>
<td>25.8%</td>
<td>19.4%</td>
</tr>
<tr>
<td>Family friendly policies motivating factor</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>26.7%</td>
<td>25.0%</td>
</tr>
<tr>
<td></td>
<td>12.9%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Challenging work as motivating factor</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>40.0%</td>
<td>25.0%</td>
</tr>
<tr>
<td></td>
<td>19.4%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Coaching as motivating factor</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>20.0%</td>
<td>12.5%</td>
</tr>
<tr>
<td></td>
<td>9.7%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>48.4%</td>
<td>25.8%</td>
</tr>
</tbody>
</table>

Percentages and totals are based on respondents.
4.3.7 Recognition of Employees

According to Table 4.4 respondents feel that they are always and often recognized by the management at 25.8% and 25.8% respectively. Other respondents felt that they are rarely recognized at 22.6% and not sure if they were at 22.6%. Only 3.2 of the employees felt that they were never recognized.

<table>
<thead>
<tr>
<th>Perception</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>8</td>
<td>25.8</td>
</tr>
<tr>
<td>Often</td>
<td>8</td>
<td>25.8</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>3.2</td>
</tr>
<tr>
<td>Not sure</td>
<td>7</td>
<td>22.6</td>
</tr>
<tr>
<td>Rarely</td>
<td>7</td>
<td>22.6</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.3.8 Coaching carried out at the Organization

According to Figure 4.5 most of the employees do not agree that coaching carried out within the organization at 55% while the other respondents of about 45% agree that coaching takes place within the organization.
Figure 4.4: Coaching Carried out Within the Organization

The respondents whom answered yes to coaching carried out in the organization gave examples of coaching done for new staff, continuous medical education, working with supervisors to improve staff performance, coaching on roles and duties, orientation, mentorship, internal training, continuous nursing education, emerging medical training and increased access to further knowledge.

4.3.8.1 Coaching Carried out in the Company vs. Motivation to see Company Succeed

According to table 4.10 below the employees that agreed to coaching being carried out in the organization were very motivated to see the company succeed at 61.5%, motivated to see the company succeed at 30.08%. 50% of the respondents were not sure and 33.3% were not motivated to see the company succeed. For the respondents that said no coaching is carried out within the organization only 38.5% were very motivated to see the company succeed, 69.2% were motivated to see the company succeed, followed by 66.7% that were somewhat motivated and 50% that were not sure.
Table 4.8 Coaching Carried out in Company vs. Motivation to see the Company Succeed

Cross-tabulation of Coaching Carried out Within your Company * Motivation to see the Company Succeed

<table>
<thead>
<tr>
<th>Coaching carried out within your company</th>
<th>Motivation are to see the company succeed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Very motivated</td>
<td>Motivated</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>61.5%</td>
<td>30.8%</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>38.5%</td>
<td>69.2%</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

4.3.8.2 Coaching Carried out in the Company vs. Motivating Factors

The table below shows that for the respondents that said yes to coaching being carried out at the organization felt that the motivating factors were influenced at 64.3% for salary, 57.1% on the career growth, 71.4% for work performed well, 21.4% on the family friendly policies, followed by 42.9% for challenging work and finally 14.3% for coaching.

In the case of respondents whom said no to coaching being carried out in the organization 58.8% felt that salary was motivated after coaching was done, 58.8% felt that this had an influence on the career growth, 52.9% on recognition of work performed well, 17.6% for family friendly polices, 41.2% on challenging work and 11.8% on coaching.
Table 4.9 Coaching carried out in Organization vs. the Motivation Factors

Cross-tabulation on Motivating Factors vs. Coaching in the Organization

<table>
<thead>
<tr>
<th>Factors that motivate Most</th>
<th>Coaching carried out within your company</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Salary as motivating factor</td>
<td>64.3%</td>
</tr>
<tr>
<td>Career grow as motivating factor</td>
<td>57.1%</td>
</tr>
<tr>
<td>Recognition of work that is performed well as motivating factor</td>
<td>71.4%</td>
</tr>
<tr>
<td>Family friendly policies motivating factor</td>
<td>21.4%</td>
</tr>
<tr>
<td>Challenging work as motivating factor</td>
<td>42.9%</td>
</tr>
<tr>
<td>Coaching as motivating factor</td>
<td>14.3%</td>
</tr>
<tr>
<td>Total</td>
<td>45.2%</td>
</tr>
</tbody>
</table>

Percentages and totals are based on respondents.

4.4 Employee Coaching and Succession Planning

4.4.1 Years Worked in Organization

Most of the employees have held their current positions for 1-5 years at 48.4% followed by less than a year at 29%. Others have held their positions for 5-10 years at 16.1% and finally for 10-15 years at 3.2% and more than 15 years at 3.2%.
Table 4.10 Table of Years Worked in Current Position

<table>
<thead>
<tr>
<th>Period Worked in the Current Position</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>9</td>
<td>29.0</td>
<td>29.0</td>
<td>29.0</td>
</tr>
<tr>
<td>1-5 years</td>
<td>15</td>
<td>48.4</td>
<td>48.4</td>
<td>77.4</td>
</tr>
<tr>
<td>5-10 years</td>
<td>5</td>
<td>16.1</td>
<td>16.1</td>
<td>93.5</td>
</tr>
<tr>
<td>10-15 years</td>
<td>1</td>
<td>3.2</td>
<td>3.2</td>
<td>96.8</td>
</tr>
<tr>
<td>More than 15 years</td>
<td>1</td>
<td>3.2</td>
<td>3.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

4.4.2 Years Worked in Organization vs. Period Worked in Current Position

As per the table below there is a strong positive correlation between the years worked in the organization vs. the current position held. The p value is 0.01 at a chosen significance of 0.05 (p<0.05), the year worked years worked in the organization vs the current position is statistically significant.

Table 4.11 Years Worked in the Organization vs. Current Position

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Years worked in the organization</th>
<th>Period worked in the current position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.707**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.707**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>31</td>
<td>31</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
4.4.3 Managements Contribution to Career Growth

Majority of the employees disagree on the fact that management contributes to their career growth at 41.9%, this is followed by a neutral level by the respondents at 22.6%. 19.4% of the respondents agree that management does contribute to their career growth; lastly only 16.1% strongly agree that the management contributes to their career growth.

Table 4.12 Table on Management’s Contribution to Career Growth

<table>
<thead>
<tr>
<th>Management Contribution to Career Growth</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>6</td>
<td>19.4</td>
</tr>
<tr>
<td>Neutral</td>
<td>7</td>
<td>22.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>13</td>
<td>41.9</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>16.1</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.4.4 Benefits of Coaching vs. Years Worked with the Organization

According to table 4.10 majority of the employees who have worked for the organization for 0-5 years saw that there was improved employee performance and understanding of work both at 66.7%. 60% of the respondents believed that there was improved job confidence, 53.3% respondents chose career growth, 40% increased job satisfaction and 33.3% of the respondents believed that enhancement of leadership skills was a benefit of employee coaching.

The table below also indicates that majority of the respondents that have worked for the organization for 5-10 years equally felt that improved job performance, improved understanding of work and improved job confidents were all benefits of coaching at 75%. The rest of the respondents whom have worked for the same number of years also equally felt that increased job satisfaction, enabling of career growth and enhancement of leadership skills were benefits of coaching at 50%.

43
As shown in table 4.10 the respondents whom have worked for the organization for 10-15 years equally feel that there is improved employee performance, improved understanding of work and improved job confidence are benefits of coaching all at 50%. The rest of the respondents saw that increased job satisfaction, career growth and enhanced leadership skills are a benefit of coaching all at 33.3% and improved job confidence at 16.7%.
### Table 4.13 Benefits of Coaching vs. Years Worked with the Organization

#### Cross Tabulation Benefits of Coaching vs Years Worked in the Organization

<table>
<thead>
<tr>
<th>Benefits of coaching</th>
<th>Years worked in the organization</th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-5 years</td>
<td>5-10 years</td>
<td>10-15 years</td>
<td>More than 20 years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>66.7%</td>
<td>75.0%</td>
<td>50.0%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Improved employee performance</td>
<td>10</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>66.7%</td>
<td>75.0%</td>
<td>50.0%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Improved understanding of work</td>
<td>9</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>60.0%</td>
<td>75.0%</td>
<td>16.7%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Improved job confidence</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>40.0%</td>
<td>50.0%</td>
<td>33.3%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Increased job satisfaction</td>
<td>8</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>53.3%</td>
<td>50.0%</td>
<td>33.3%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Enables career growth</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>33.3%</td>
<td>50.0%</td>
<td>33.3%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Leadership skills enhanced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>8</td>
<td>6</td>
<td>1</td>
<td>30</td>
</tr>
</tbody>
</table>
4.5 E-learning and Coaching

4.5.1 Frequency of Going Online

Majority of the respondents agree to often going online at 60%, 38% always go online while only 2% never go online.

Figure 4.5: Frequency of being On-line

4.5.2 Effectiveness of Integrating E-learning with Coaching

86.67% agree that integration of e-learning and coaching will be effective while only 13.3% do not believe that integration of e-learning with coaching can be effective.
Figure 4.6: Effectiveness of E-Learning in Coaching

Majority of the respondents whom agreed that e-learning and coaching can be more effective by increasing access to further knowledge, sharing of information and interaction, integration with flexibility of schedule, ensuring computer literacy, creating site that is more interactive and result oriented, enabling unlimited access to the internet and putting coaching material online.

4.6 Chapter Summary

This chapter provides an analysis of the response rate that was achieved based on the sample selected at Avenue Hospital-Nairobi. It also highlighted on the factors or issues that show the effect employee coaching has on performance in relation to the employee motivation, succession planning and use of e-learning to effectively coach. The next chapter presents the discussions, conclusion and recommendations of the study.
CHAPTER FIVE

5.0 DISCUSSION, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction
The overall aim of this chapter is to put together the findings of the previous chapters in comparison to the literature review. This will be done by firstly having a summary followed by a discussion of the main findings of the study with respect to each study research question. Conclusions shall be based on the findings, recommendations and limitations of the study as well as suggestions for further study are also covered in this chapter.

5.2 Summary
The general purpose of this study was to prove on whether employee coaching does have an effect on performance. The research questions that guided the study were on whether employee coaching improves on the motivation of employees in organizations within Nairobi, whether employee coaching enables succession planning in an organization and if E-learning improves on the coaching process.

This research mainly focused on Avenue Hospital-Nairobi as a case study. Healthcare has always been an important sector in Kenya and in Nairobi to be specific. It is essential for the performance of staff to be at their best and also that of the company. In the case of Avenue Hospital-Nairobi the mission is to offer affordable quality healthcare and the Motto is Respect, Service and Excellence to all patients, partners, colleagues, suppliers and the public in general. Performance is therefore a key factor in a hospital and/or organization. As indicated in the literature review employee coaching can be used to ensure performance of the employee and company in general.

The researcher selected a sample size of 35 respondents but was only able to have 31 respondents that returned and filled the tool effectively. In this case a questionnaire was used to gather data later being analyzed by the use of SPSS. The data analysis methods used included both descriptive and causal so as to determine the effect of coaching on performance. Frequency tables, pie-charts, bar charts, correlation and cross tabulation were
used to get the findings. The findings consisted of more female respondents than male respondents because the majority of the employees at Avenue Hospital-Nairobi are female. The respondents mostly fell between the ages of 20-30 years and 31-40 years.

The study was able to prove that coaching carried out within the organization through orientation of new staff, continuous medical education, working with supervisors to improve staff performance, coaching on roles and duties, mentorship, internal training, continuous nursing education, and emerging medical training, increased access to further knowledge. Coaching was thus seen as a useful activity that needs to be carried out in an organization.

The first research question aimed to prove that coaching improves the motivation of employees at the identified organization. From the findings we are able to see that an employee is more interested in seeing the company succeed when the employer goes an extra mile to motivate its employees. This then shows that an organization should invest in motivation of its staff in order to have improvement of performance within the organization.

It was also evident that salary and work performed well were the highest motivators for most of the respondents, while coaching was the least motivator. Coaching was only a motivation in the initial years of employment with the organization, from 0-5 years, simply because employees are interested in learning about the organization during their initial years.

The second research question focused on whether employee coaching had an impact on succession planning. According to the findings it is clear that coaching influences succession planning of an organization. This is evident through the enhancement of leadership skills as a benefit of coaching although it is considered at a lower percentage as compared to other benefits. Most of the benefits of coaching highly influenced employees who had been with the organization for 0-5 years. This is also supported by the fact the satisfaction and high performance are as a result of motivation factors according to Lock (2008). Majority of the respondents rated improved job performance, improved job confidence, and improved understanding of work and career growth as the highest benefits of employee coaching.
The final research question focused on whether E-Learning can help improve the coaching process. Findings show that coaching can be integrated with e-learning simply because most employees have online communication network thus, making e-coaching easier. It is also evident that electronic coaching mechanisms results into increase and accessibility to technical knowledge, sharing of information and interaction, interaction and exchange of ideas, ensures computer literacy, and also creates sites that are more interactive and result oriented having coaching materials that are useful to employees. Improved job performance and improved job confidence have also been rated as the highest benefits of coaching.

5.3 Discussions
5.3.1 Improvement of Employee Motivation through Coaching

The first research question sort to determine whether staff at Avenue Hospital-Nairobi, are motivated. This was done by getting opinion from top management on whether they motivate their personnel, and also having similar sentiments from the staff as to whether they are motivated by their management.

According to the findings on figure 4.2 most of the respondents are neutral on whether the top management is interested in motivating staff at 41.94%. This is followed by staffs who agree that that the top management is interested in motivating its staff at 29.03%. This fact that majority of the staff are neutral on this shows that the employees are not motivated, they either do not care or have settled with the fact that the management is not interested in their employees. Redshaw (2000), suggests that coaching not only benefits the organization but individuals, in this regard, the organization’s output and general performance will be low due to low interests and lack of motivation by personnel.

From the research findings we also see that staff recognition is quite minimal. Only 25.8% and 25.8% feel that they are recognized are recognized often and always, the ones that felt that were recognized were only a 3.25%. This also goes to show that staffs are not motivated. Majority of the staff on the other hand feel that the management contributes to their career growth at 41.9%.This shows that the organization is not doing well in terms of motivating its
staff. According to Abraham Maslow’s hierarchy of needs, psychological needs of belonging, and need of self esteem, need to be looked into in organizations, (Yang, 2011). These needs can easily be met through recognition of work well done and through appreciation.

Table 4.5 in the findings shows the frequency of motivating factors at Avenue Hospital-Nairobi. Salary and recognition of work performed well are the highest motivation factors both at 61.3% followed closely by career growth at 51.8% and challenging work at 41.9%. The four of these are considered to be the highest motivating factors as compared to the rest. This is then contradictory to what the employees feel in relation to recognition and their opinion on the top management’s interest in motivating them. It is quite evident that there is a contribution in career growth by the organization.

It should be noted that even though salary was one of the highest motivator being an extrinsic motivator, the intrinsic motivators such as recognition and challenging work were the majority of the motivating factors at Avenue Hospital-Nairobi. According to previous research intrinsic motivators motivate over the long-term rather that the extrinsic that have a short shelf-life, (Deci and Moller, 1992). The organization should then focus on improving its motivation factors especially the intrinsic motivators.

The findings also showed that all the factors such as salary, career growth, and recognition for work performed well, family friendly policies, challenging work and coaching were considered to be the highest motivating factors for those employees that have worked for the organization for 0-5 years followed by those whom have worked for the organization for 5-10 years. It is therefore evident that it may be easier to motivate or influence staff in their first year of service with an organization. Those that have stayed with a company longer have either climbed the career ladder, have left the organization or are complacent.

From the findings we can then see that Avenue Hospital-Nairobi needs to focus on improving its motivation strategies. According to table 4.4 in the research findings there is a strong positive correlation between staff who are of the opinion that top management is interested in
motivating them and the interest in these staff wanting to see the company succeed. This means that if the management focuses on motivating its staff it shall have an effect on the performance of its employees in the long-run. Salazar, Vilchez and Pozo (2012), state that coaching seeks both behavioral and personal change to benefit the organization; it is able to reach a higher level of satisfaction as it depends on the enhancement of motivation. The organization will thus benefit more out of their intensive motivation of their staff.

Sweeney (2007), has mentioned that coaching can provide an added edge to an individual’s performance. It can be responsible for enhancing morale, motivating and increasing productivity and reducing staff turnover as individuals feel valued and connected with their organization. Employee coaching is therefore one of the strategies that can be used to improve motivation at Avenue Hospital-Nairobi. This has been proven through the findings on table 4.10 which showed that for those employees that agreed to coaching being carried out in the organization were very motivated to see the company succeed at 61.5% as opposed to the respondents that said no coaching is carried out within the organization were only very motivated at 38.5% were very motivated to see the company succeed and somewhat motivated at 66.7%.

5.3.2 Enabling of Succession Planning through Employee Coaching

According to the research findings most employees at Avenue Hospital-Nairobi have been at their current position for 1-5 years at 48.4% followed by less than a year at 29%. Others have held their positions for 5-10 years at 16.1% and finally for 10-15 years for 3.2% and more than 15 years at 3.2%. From these findings, we can conclude that succession planning is long-term. The trick is to plan for any vacancy that may come up may it is in the short-term or long-term. As per the table 4.4 there is a strong positive correlation between the years worked in the organization vs. the current position held. This shows that the longer a staff has stayed at an organization the more likely that their positions shall change.

According to Hirsh (2000), management also needs to come up with talent management programs for young professionals or graduates so that they can mould them into being
excellent professionals and experts. This is also a form of motivating young professionals and creating opportunities for growth, development, and later taking part in leadership positions within the organization.

As seen in table 4.9 Majority of the employees disagree with the fact that management contributes to their career growth at 41.9%, followed by a neutral level by the respondents at 22.6%. The research findings under table 4.6 have also shown that employees term career growth as the second highest motivator after at 58% after salary and recognition for a job well done. It can then be concluded that the management needs to look into the career prospects within the company and also find out why the employees have this perception. According to Xavier (2007), management needs to come up with a long term measure used in integrating all personnel and ensuring they get room for growth within the company. This can be done through in-house trainings and promotions, rather than out-sourcing, (Hills, 2009).

The findings also show that there is a strong positive correlation between the years worked in the organization and current position held. It can then be assumed that there is an evidence of career growth within the organization, the longer one stays the expectation is for them to grow. Table 4.9 also that gives a summery on the benefits if coaching concludes that career growth and enhanced leadership skills were benefits of coaching at 15.2% and 12.0% respectively. It can then be concluded that succession planning which involves enhancement of leadership skills and assists in career growth is not enabled by employee coaching.

The research findings further negate this because for the employees who agree that coaching is carried out in the organization only 57.1% said that it does have an effect on career growth. As opposed to those that did not agree to the fact that coaching is carried out in the organization who said that it does affect career growth at 58.8%. Coaching is not as effective in assisting in the coaching process although the difference in percentage is minimal.
5.3.3 Improvement of the Coaching Process with E-Learning

With Avenue Hospital-Nairobi being an organization that is run on a 24-hour basis and that almost all staff work on shift basis it may be difficult to have a usual coaching program thus the need for an e-coaching program. The aim of the study was to find out whether e-coaching can therefore be a beneficial process.

Male and Pattison (2011), say that in today’s global world, the role of technology in delivering learning objectives in the formal and informal learning environment continues to grow. Such developments have made it possible for rich e-learning applications and content resources to be developed and delivered to learners across the globe.

Furthermore within the broader context surrounding the debate about the technological literacy of different generations and the potential for educational change, e-learning has emerged as a learning and development (L&D) approach to enable organizations to keep up with an ever-changing world (Wellman, 2007).

According to the findings majority of the respondents/employees often go online at a 60% rate, it will therefore not be difficult to implement an e-coaching program. Most staff are also all under the age categories of 20-30 and 31-40 which are of generation Y. According to literature generation Y individuals are technologically savvy, adaptable to change, and often eager to adopt nontraditional work methods and schedules (Benko and Weisberg, 2007).

Benko and Weisberg (2007) also discussed six major workforce trends that would definitely change the view of how organizations are viewed. Among these trends is technology that has paved the way for employers and employees to create new options for when, how and where works get done. New software applications in business intelligence, business process management and other information management disciplines foster innovation and productivity in the virtual workplace.
Park and Wentling (2007), have supported the advantages of E-learning as being because of the fact that no space needed, substantial cost savings due to the elimination of travel expenses, timely access to information, greater flexibility in the workplace; and the methods can increase learners’ interest, deliver content clearly, and provide feedback to students easily.

Figure 4.5 in the findings shows that 86.67% agree that integration of e-learning and coaching will be effective while only 13.3% do not believe that integration of e-learning with coaching can be effective. The integration shall assist in increasing access to further knowledge, sharing of information and interaction, integration with flexibility of schedule, ensuring computer literacy, creating site that is more interactive and result oriented.

The findings also indicate the rated improvement of employee performance at 66.7% as the highest benefit of e-coaching followed by an improved understanding of work at 63.3%, improved job confidence at 53.3%, increased job satisfaction. This then clearly indicate that an integration of e-learning and coaching shall not impede the coaching program but ensure that the process runs even more effectively and efficiently.

5.4 Conclusions

5.4.1 Improvement of Employee Motivation through Coaching
The motivation levels at the organization are not as they should be therefore the need for an improvement in the motivation strategies at the company. This can be achieved through employee coaching therefore ensuring an improved performance of the employee and organization.

5.4.2 Enabling of Succession Planning through Coaching
Even though there is a strong positive correlation between the years worked by an individual and their current position there is not enough evidence to conclude on the succession process at can be enabled by coaching. There are many other factors that must be considered in order
for a succession planning to be successful. Factors such as growth or expansion of the company thus job openings.

5.4.3 Improvement of the Coaching Process with E-Learning

It can be concluded that e-learning can be integrated with coaching since the benefits would be similar. E-coaching will also be beneficial with the working schedules within Avenue Hospital-Nairobi staff. In addition to the generation of majority of the employees thus saving on time and ensures that performance in the long-run has improved.

5.5 Recommendations

5.5.1 Recommendations for Improvement

5.5.1.1 Improvement of Employee Motivation through Coaching

Based on the research findings and literature it is therefore evident that Avenue Hospital-Nairobi needs to come up with new strategies in order to motivate their staff. The organization needs to make their staff more involved with the organization so as to feel a sense of ownership. Employee coaching should be used more intensively especially in the initial years that a new employee joins the organization. The employees whom have been in the organization for a longer period should be used as coaches therefore involving all parties within the organization.

5.5.1.2 Enabling of Succession Planning through Employee Coaching

There is a need to carry out further research on whether coaching can enable succession planning in an organization. This is because the research findings only based the conclusion on factors such as leadership skills and career growth as benefits of coaching. These were not enough to carry out a conclusive study on whether employee coaching enhances succession planning at Avenue Hospital-Nairobi. A study should be done at other healthcare institutions and also at Avenue Hospital-Nairobi once a formal coaching program has been introduced.

5.5.1.3 Improvement of the Coaching Process with E-Learning

Avenue Hospital-Nairobi should integrate e-learning with e-coaching so as to enable or improve coaching within the hospital based on the organization’s circumstances.
5.5.2 Recommendations for Further Studies

Further studies should be done to find out whether coaching does enable the succession planning at Avenue Hospital-Nairobi based on the other factors that may influence the industry. A study should also be carried it in other hospitals within Nairobi so as to find out what motivating strategies and/or coaching programs are used by the various hospitals.
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Questionnaire

I am a graduate student from the United States International University (USIU) doing an Executive Msc in Organizational Development (EMOD). I am carrying out a research on “the effect of employee coaching on performance-A case study of Avenue Hospital-Nairobi.” All the information given will be strictly confidential. Kindly spare 10 minutes to fill the questionnaire. Thank you for your participation and in assisting me in my educational endeavors.

Tick the appropriate answer

Section A

Q1. What is your gender?

a) Male
b) Female

Q2. Kindly indicate your age category.

a) Below 20 years
b) 20 – 30 years
c) 31 – 40 years
d) 40-50 years
e) Over 50 years

Q3. In which department are you?

a) Administration
b) Client Services
c) Accounts
d) Medical Services
e) Pharmacy
f) Laboratory
g) Nursing Services
h) Nursing Support services
i) Support Services
j) Others
   (Specify)______________________________________________________________________________

Q4. How many years have you worked for this organization?
   a) 0 – 5 years
   b) 5 – 10 years
   c) 10 – 15 years
   d) 15 – 20 years
   e) More than 20 years

Q5. How long have you worked in your current position?
   a) Less than 1 year
   b) 1-5 years
   c) 5-10 years
   d) 10 – 15 years
   e) More than 15 years

Q6. How satisfied are you with your position in this company?
   a) Satisfied
   b) Very Satisfied
   c) Neutral
   d) Somewhat satisfied
   e) Dissatisfied
Q7. In your opinion, is top Management interested in motivating the employees?

   a) Strongly agree  
   b) Agree  
   c) Neutral  
   d) Disagree  
   e) Strongly disagree

Section B

Employee coaching is defined as a developmental activity in which an employee works one-on-one with his/her direct manager to improve current job performance and enhance his/her capabilities for future roles and/or challenges, the success of which is based on an effective relationship between the employee and manager, as well as the use of objective information, such as feedback, performance data, or assessments.

Q8. Which of the following factors motivates you the most? (Multiple answers allowed).

   a) Salary increase  
   b) Career growth  
   c) Recognition for work that is performed well  
   d) Family friendly policies  
   e) Challenging work  
   f) Coaching  
   g) Others  
   (Specify)_________________________________________________________
   __________________________________________________________________
Q9. How motivated are you to see your company succeed?

   a) Very motivated  
   b) Motivated       
   c) Not sure        
   d) Somewhat motivated 
   e) Not at all motivated

Q10. What do you believe the organization can do to improve your work environment?

   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

Q11. Do you feel that employees are recognized as individuals?

   a) Always  
   b) Often   
   c) Never   
   d) Not sure 
   e) Rarely  
   f) Never

Q12. Do you feel that the management is contributing in your career growth?

   a) Strongly disagree  
   b) Disagree        
   c) Neither         
   d) Agree           
   e) Strongly agree
Q13. Give suggestions on ways that the company can contribute to your personal growth?
_____________________________________________________________________
_____________________________________________________________________

Q14. How often do you attend trainings?

a) Once a week
b) Monthly
c) Twice a month
d) Quarterly
e) Others
(Specify)_________________________________________________________________

Q15. What kind of trainings would you be interested in attending? Kindly list them down.
_____________________________________________________________________
_____________________________________________________________________

Q16. Do you think there is any form of coaching carried out within your company?

a) Yes
b) No

If yes please give examples?
_____________________________________________________________________
_____________________________________________________________________

68
Q.17 what are the benefits/outcomes of a coaching program?

   a) Improved employee performance
   b) Improved understanding of your work
   c) Improves job confidence
   d) Increases job satisfaction
   e) Enables career growth
   f) Leadership skills are enhanced
   g) Others
      (Specify)_________________________________________________________
      _______________________________________________________________

Q18. Have you ever taken part in an E-learning course?

   a) Yes
   b) Maybe
   c) No

Q19. How often do you go online?

   a) Always
   b) Often
   c) Never

Q20. Can coaching be integrated with E-learning making it more effective?

   a) Yes
   b) No

If yes how?

____________________________________________________________________
Q21. What are the benefits of e-coaching?

Q22. What are your opinions on employee coaching?

   a) Very useful
   b) useful
   c) Not useful
   d) Somewhat Useful
   e) Less useful

THANK YOU