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# The influence of systemic team coaching on diversity and inclusion management in corporate South Africa

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# The influence of systemic team coaching on diversity and inclusion management in corporate South Africa

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**A research report submitted to the Faculty of Commerce, Law and Management, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Management in Business and Executive Coaching**

**Wits Business School**

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# ABSTRACT

In the multicultural South African (SA) organisational context, effective diversity and inclusion (D&I) management is an organisational imperative. Organisations are challenged with finding effective and sustainable ways to manage D&I. Multicultural teams are at the centre of providing innovation and creativity value for organisations. The ineffective management of D&I has consequences for organisations, such as, increased grievance complaints, declining employee engagement, negative impacts on talent management, and ultimately, impacts the organisation's competitive advantage and performance. This study explores the influence of systemic team coaching (STC) on D&I management in SA organisations.

This was a mixed-methods study that used a sequential explanatory design and had two distinct phases: quantitative and qualitative. The quantitative data acquired via a survey questionnaire was analyzed using partial least squares structural equation modeling (PLS-SEM). Semi-structured interviews were conducted to acquire qualitative data, which were subsequently subjected to thematic analysis.

The results and findings were integrated utilising joint display analysis. The study found that key diversity and inclusion enabling elements are inherent in the experience accounts of team coaching by managers and teams. Team coaching enabled the facilitation of increasing team awareness, building trust and psychological safety, creating space for team members to feel heard, and valued. The study contributes valuable insights for HR professionals and leaders in how STC contributes to the effective management of D&I. The study adds knowledge on team coaching, team effectiveness, D&I management. The study concludes that STC is a practical intervention which enables the support of organisational teams to effectively manage D&I complexities.



**KEY WORDS:** Systemic Team Coaching, Diversity, Inclusion, Equity, Diversity management, Inclusion management, Transformation, Multicultural teams

# DECLARATION

As Thuli Nokuphiwa Segalo, I declare that all work herein is my own, with the exclusion of where there are references. It is presented in partial fulfillment of the criteria for the University of the Witwatersrand's Master of Management in Business and Executive Coaching degree. It has never been submitted to this or any other university for any degree or examination.

Name: Thuli Nokuphiwa Segalo  Signature:  NSegalo

Signed at … Bryanston, Sandton ……

Date:  28th February 2022

# DEDICATION

This report is dedicated to the Lord Almighty who makes everything possible in my life.

To my children, thank you for your encouragement and for believing that all is possible at whatever stage of your life.

To my husband for your love, support and providing all I need to follow my dreams.

To my mother for being the best role model in implanting a passion for learning and for being the strongest woman I know.

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# LIST OF ACRONYMS

| | |
|---|---|
| Alternative Dispute Resolution | ADR |
| Broad-Based Black Economic Empowerment Act (No. 53 of 2003) | B-BBEE |
| The Commission for Conciliation, Mediation and Arbitration (CCMA.org.za, n.d.) | CCMA |
| Dependent Variable | DV |
| Diversity & Inclusion | D&I |
| Earnings before interest and taxes | EBIT |
| Economic Profit (or Loss) | EP / EL |
| Employment Equity Act (No. 55 of 1998) | EEA |
| Hypothesis 1 | H1 |
| Hypothesis 2 | H2 |
| Human Resources | HR |
| Human Resources Management | HRM |
| Independent Variable | IV |
| Labour Relations Act (No. 66 of 1995) | LRA |
| Labour Relations Policy | LRP |
| Mixed Methods Research | MMR |

| | |
|---|---|
| The Protection of Personal Information Act 4 of 2013 | POPI Act |
| South Africa | SA |
| Systemic Team Coaching | STC |
| Strategic Human Resources Management | SHRM |

# CHAPTER 1. INTRODUCTION

This chapter commences with an articulation of the purpose of this mixed methods study. The research questions that anchor the research are highlighted. The context and the problem statement follow, with details on the research objective. The chapter also details the significance and delimitations of the study. Essential also is the definition of terms that are introduced in this chapter as well as the assumptions that influenced the outcome of the research have been noted.

## 1.1 Purpose of the study

The purpose of this sequential explanatory mixed method study was to explore the impact of systemic team coaching on diversity and inclusion (D&I) management within SA organisations. The research aims to investigate the influence that systemic team coaching has on managers and team members in their management of D&I, by exploring the impact post attending the Systemic Team Coaching (STC) intervention. The results and findings inform the contribution of STC in assisting managers and teams in effectively managing D&I.

The justification for combining quantitative and qualitative approaches was that the quantitative data and results provide a generalised viewpoint of the research problem, that is, what factors influence the effective and ineffective management of diversity and inclusion in South African corporations; and the qualitative data and analysis enhanced and clarified the statistical results by delving further into the participants' perspectives (Creswell, Plano Clark, Gutmann, & Hanson, 2003).

Phase one of the research focused on formal conversations with key stakeholders in five organisations in corporate SA to establish their familiarity with team coaching and also their willingness to participate in the study. Phase two of the study, the quantitative research questions, addressed the influence of systemic team coaching on diversity and inclusion management. In the third qualitative phase, semi-structured interviews were conducted with twelve purposefully selected participants from the participating corporates to explore, in depth, the results from the second phase. This is the significant value of mixed

method research, because the results derived from different methods have the potential to enrich the understanding of business challenges and questions (Molina-Azorin, 2016).

Syed and Kramar (2009) introduce the socially responsible diversity management approach which adopts a relational, multilevel perspective to understanding and managing diversity in multicultural organisations, which is central to this study. This approach is best served by multiparty participation and negotiation to achieve social inclusion and integration, and is further motivated by a business and a social objective which is crucial in achieving the ideal of a multicultural organisation (Syed and Kramar, 2009).

## 1.2 Context of the study

Managing diversity and inclusion effectively is an organisational imperative in South Africa (Mazibuko & Govender, 2017). The context of the study takes place in corporate SA, which is made up of organisations or companies that are legal entities, employing the study's target audience of managers and teams. The SA Income Tax Act No. 58 of 1962 defines a company or organisation as an association, corporation, or company incorporated or established under any law in force in SA (Income Tax Act No.58 of 1962, July 2007, Issue 95). Organisations are increasingly realising the importance of inclusion in diversity management, with organisations experiencing positive bottom-line results from effective diversity management strategies (Gilbert, Stead, & Ivancevich, 1999). However, an inability to embrace diversity leads to misunderstanding, suspicion and conflict in the workplace which can lead to absenteeism, poor work quality, low morale and loss of competitiveness for the organisation (Mazibuko & Govender, 2017). Diversity management, on its own, has been unable to alleviate the ongoing under-representation of minorities (Syed & Kramar, 2009).

Despite many successful companies recognising diversity and inclusion (D&I) as a source of competitive advantage and a key enabler to organisational success, progress over the years has been slow (Hunt, Prince, Dixon-Fyle, & Yee, 2018). Hunt et al. (2018) discovered that, what's more alarming is that many

organisations are still unclear about how to best leverage D&I to support their growth and value creation objectives. Furthermore, Hunt et al. (2018) found in their Mckinsey research of the 346 UK and US based companies researched in 2015, that by 2018, these companies had only increased gender representation on their executive teams by 2 percentage points from 12% to 14%, with ethnic and cultural diversity by 1 percentage point from 12% to 13%.

Further insights and learnings from the leading companies support the findings that diverse organisations are better equipped to attract top people, improve customer service, employee happiness, and decision-making, and even keep their operating licenses (Hunt et al., 2018). The authors also outlined four imperatives for achieving impact through D&I: 1. Commit and cascade (the ability of CEOs and leaders in articulating a compelling vision cascaded down through to middle management), 2. Linking D&I to growth strategy (D&I priorities being explicitly defined on what will drive the business growth strategy), 3. Craft an initiative portfolio (D&I goals targeted at growth priorities and deliberate programmes on building a culture of inclusion), 4. Tailor for impact (D&I initiatives should be customised to the relevant business area and geographic regional context to ensure local buy-in and impact) (Hunt et al., 2018).

In South Africa (SA), the Labour Relations Act (LRA) legislation has made it mandatory for the SA organisations to transform and thereby ensuring that diversity is embraced. The LRA (No. 66 of 1995), the Employment Equity Act (EEA) (No. 55 of 1998) and the Broad-based Black Economic Employment B-(BBEE) Act (No. 53 of 2003) are SA legislation which aim to 'level the playing field' for all South Africans in the workplace, including initiatives such as the King Reports on corporate governance to promote change (Mans-Kemp & Viviers, 2015). Mans-Kemp and Viviers (2015) also found that despite these initiatives and legislation, not much has changed in the last two decades in terms of gender and racial diversity representation on boards, where women and Blacks (Africans, Coloureds, Indians and Chinese) are still under-represented as senior managers and directors in corporate positions.

In re-examining the business case for D&I, Hunt et al. (2018) found that Australia, United Kingdom (UK) and United States (US) companies lead the way on gender

diversity and representation. Whereas there is less global advancement on ethnicity, South African and Singaporean enterprises have a larger presence in the top-quartile compared to overall participation in the data set, implying that ethnic diversity has progressed (Hunt et al., 2018). The writers further found that companies in the top-quartile for gender diversity on their executive teams were 21% more likely to have above average profitability than companies in the fourth quartile; and that for ethnical/cultural diversity, top-quartile companies were 33% more likely to outperform on profitability, with additional findings that executive teams in top-quartile organisations for gender diversity were 21% more likely to outperform the national industry median on earnings before tax (EBIT) margin and 27% on the economic profit (EP) margin (Hunt et al., 2018).

Hunt et al. (2018) further found that SA ranked 19$^{th}$ in the world out of 149 countries that were assessed for gender equality in the World Economic Forum (WEF) Global Gender Report for 2018, with Australian companies leading the way when it comes to women's share of executive roles at 21%, followed by the US at 19% and the UK at 15%. In comparison to other countries, South Africa has the highest amount of diverse participation on executive teams, with black South Africans holding 16 percent of executive posts (Hunt et al., 2018). SA's complex social history is relevant in this context, where in organisational representation, black South Africans are in the minority with a majority of national organisational entities being led by white executives, accounting for 69% of the studied sample (Hunt et al., 2018).

One of the key barriers to effective diversity management and transformation, is unconscious bias (Hunt et al., 2015). Companies need to have robust D&I and transformation initiatives that explicitly address unconscious bias including visible commitment from the leadership teams. These initiatives require data-driven diversity programmes, taking into account insights from behavioural economics that through mentoring and sponsoring of diversity, change is possible (Hunt, Layton, & Prince, 2015). Successful diversity management programmes include building for diversity, where the top management team leads these objectives from the top, addressing mindset barriers through systematic change

management (Hunt et al., 2015) of which systemic team coaching is a significant part.

Organisations have, over the years, been finding creative ways to address conflicts that arise as a result of diversity challenges. Rouméas (2020) refers to alternative dispute resolution (ADR) as a procedure that is adopted to alleviate the burden on the legal system in resolving conflicts in the workplace. ADR is a dispute process method which uses arbitration and mediation and not litigation, relying on the parties involved consenting (Rouméas, 2020). There is however a recognition that many workplace disputes involve a breach or a violation of rights, for example, people being refused promotions because of their age, race, gender, sexual orientation or religious belief (Rouméas, 2020).

These rights must be protected and therefore the significant role of the Commission for Conciliation, Mediation and Arbitration (CCMA) and the Labour Court. Rouméas (2020) raised the concern with ADR, that an early conciliation might resolve an employment dispute at the expense of an employee's rights, resulting in this approach not being sustainable in aiding the effective management of diversity. Ultimately, if organisations can get inclusion right, they will see a reduction in grievance complaints (Nishii, 2013).

## 1.3 Problem Statement

The ineffective management of diversity and inclusion in SA organisations leads to lower organisational commitment, lower job satisfaction, higher work tension, absenteeism, and loss of talented employees (Rohwerder, 2017). These are the dire consequence of poor D&I, which impact the organisation’s bottom-line negatively and significantly reduce employee morale.

The negative outcomes of poor diversity management in organisations include: weaker employee attachment, more conflict, poorer in-role and extra-role performance, discrimination which lead to higher costs and losses (Rohwerder, 2017). This study therefore sought to argue that if diversity and inclusion were managed effectively in organisations, this would increase organisational commitment and performance, as a result of team members engaging more

effectively with each other as team members and cross-functionally with other teams.

Other studies found that high work tension can also lead to increased numbers of grievance complaints (Bezuidenhout, Bischoff, Buhlungu, & Lewins, 2008), with organisations seeing declining employee engagement in teams and battling to retain and attract key talent, ultimately impacting the organisations competitive advantage and performance (Fleishman & Harris, 1998). Diversity management is one of the main challenges that 21st century organisations face, where poor diversity management impeding the growth and competitive advantage of the organisation (Booysen, 2007).

Conflicts and misunderstandings, according to Gorvie (2019), are unavoidable, especially among employees with diverse cultural origins. Recent studies have highlighted that cultural diversity and effective grievance handling have an effect on employee performance and organisational growth (Gorvie, 2019). Gorvie (2019) goes on to say that how grievances are handled is related to an employee's performance and commitment.

## 1.4 Research objectives

The main objective of the study was to investigate the influence that systemic team coaching has on diversity and inclusion management in corporate South Africa. The research objectives were further subdivided as follows, with objectives 1 and 2 investigated in the quantitative phase of the study and objectives 3 and 4 further explored in the qualitative phase. The qualitative phase's intention was to explain the quantitative results through the exploration of the research questions which explored ‘how’ systemic team coaching (STC) enables the effects on the management of diversity and inclusion, and the perceived experiences of managers and team members of the effects of STC on the management of diversity and inclusion, to further expand on the statistical results obtained in the quantitative phase.

**Objective 1**

To investigate the influence of systemic team coaching on diversity management in corporates within South Africa

**Objective 2**

To investigate the influence of systemic team coaching on inclusion management in corporates within South Africa.

**Objective 3**

To explore the perceptions of managers and teams on the effects of STC on the management of D&I in corporate South Africa.

**Objective 4**

To examine the STC factors that enable managers and teams to effectively manage D&I.

## 1.5 Research Questions

The following research questions are used to guide the study:

1. To what extent does systemic team coaching influence the management of diversity?
2. To what extent does systemic team coaching influence the management of inclusion?
3. What is the perceived impact on managers and teams of systemic team coaching effects on the management of diversity and inclusion?
4. What is the 'how' of systemic team coaching that enables managers and teams to effectively manage diversity and inclusion?

## 1.6 Significance of the study

Many studies, including Tadmor, Satterstrom, Jang, and Polzer (2012), Ferdman and Deane (2014), Davidson and Ferdman (2001), Widdowson, Rochester, Barbour, and Hullinger (2020), Rosinski (2018), Booysen (2007), Hays-Thomas and Bendick (2013), have explored systemic team coaching (STC), diversity and inclusion, however these studies investigated these concepts as separate constructs without drawing the link between them, whilst some studies have also looked at how team coaches can enable leaders and teams in how they understand and manage cultural diversity (Widdowson et al., 2020).

The studies reviewed do not go all the way in explaining exactly how the application of STC can explicitly enable managers, teams and the organisation to manage D&I. Despite known benefits of D&I and its management, not many studies have looked at the direct influence that STC can have on the management of D&I. Therefore, the objective of the study was to contribute to the body of knowledge that closes this gap. The following section details these studies that were reviewed to highlight the gap in these studies.

The following study looked at the increasingly diverse global world, finding creative solutions to many organisational challenges hinging on effective cross-cultural collaboration (Tadmor et al., 2012). The multicultural experiences that team members as problem solvers bring to the team collaborations, are a significant factor that enhance collective creativity states Tadmor et al. (2012), further highlighting the insufficient research on the impact of diversity management on teams and further state that they hope future research will investigate more thoroughly this phenomenon.

Whilst Booysen (2007) has explored that as diversity in the workplace increases, so have research efforts to better understand its effects on worker experiences and organisational outcomes. Research findings have been mixed. Some of the positive effects of diversity on organisational performance include enhanced creativity, improved reputation, and increased revenues. Contrarily, workforce diversity has been found to lead to intergroup conflict, increased turnover, and lost revenues (Booysen, 2007).

Hays-Thomas and Bendick (2013) commented on the quality of existing research on D&I, on the predominantly soft state of D&I research, further elaborating that their findings on multiple reviews and others confirm that conceptually clearly, empirically rigorous research in this field is relatively limited. The relevance of D&I management in SA organisations is of critical importance and is also a core value of industrial and organisational psychology and organisational development (Ferdman & Deane, 2014). Ferdman and Deane (2014) further assert that in the industrial and organisational sectors, D&I has not garnered the full attention or level of integration it deserves.

According to Widdowson et al. (2020), the limited team coaching research done thus far has concentrated on defining the word, identifying effectiveness aspects, and studying the usefulness of team coaching, which is key to the relevance of this study. Widdowson et al. (2020) further note that while more study is needed for each of these constructs to get beyond their pre-theory phase, it appears that research and theoretical conceptualization for team coaching competencies is even further behind. There is still little literature and research on intercultural team coaching (Rosinski, 2018). This study contributes to this literature from the research conducted. Coaching across cultures unlocks the additional human potential residing in cultural diversity through an intercultural approach. The above studies do not go all the way in explaining exactly how the application of STC can explicitly enable leaders, teams and the organisation in managing D&I.

Despite known benefits of D&I and its management, however, not many studies have looked at the direct influence that STC can have on the management of diversity and inclusion. This study contributes to knowledge and literature by looking at how STC influences the management of D&I. Therefore the objective of the study is to contribute to the body of knowledge that closes this gap. The contribution of this study is empirical, with the intention to contribute to the academic literature by adding to the findings from research already conducted, relating to the relevance of this topic in the South African organisational context and the country's history of apartheid and inequality.

Whilst managers in organisations concede that organisations benefit from a diverse workforce, there is however an acknowledgement that this notion can be

a challenge to prove or quantify, especially when it comes to measuring how diversity affects an organisation's ability to innovate (Hewlett, Marshall, & Sherbin, 2013). Hewlett et al. (2013) present compelling evidence that diversity unlocks innovation and drives market growth. Additional findings claim that people's differences are the foundations for innovative ideas and interesting solutions (Flanagan & Runde, 2008). These findings illuminate efforts to ensure that executives take on board these power differences. The study makes a contribution to our knowledge of how this value is created.

Contribution to what enables organisations to effectively manage diversity and inclusion will benefit a multitude of stakeholders: workforce employees who are also members of teams (increased psychological safely which leads to happy employees who perform in their jobs), executive leaders and managers within organisations (leaders will be engaged in dialogue that facilitates improved employee engagement), organisational stakeholders (prudent supplier management strategies, increased share price for shareholders, communities at large), Employee relations officers who are organisatonal custodians of compliance with SA's LRA and EEA acts (reduced grievance cases to be mediated internally and to the CCMA), Human Resources (HR) professionals (custodians of organisational development including talent managers, learning and development, and the Chief Human Resources Officer - CHRO), in society (no strike actions) and the economy at large (reduced unemployment as company are able to retain their employees due to improved performance).

A systemic team coaching approach brings a new approach to diversity and inclusion management. This study contributes to increasing awareness on this approach and adds to the body of knowledge on the benefit of systemic team coaching for organisations and encourages further research on the study of the benefits of effective diversity management adopting systemic team coaching. There is not enough research conducted that links systemic team coaching with the effective management of grievances, through enhancing managers and teams' abilities to manage D&I effectively.

Cilliers and Smit (2006), in their study investigating the present diversity dynamics manifesting in an organisation and how these differ from previous findings, found

that the way in which diversity issues play out in a society are dynamic and constantly changing, further adding that the SA organisational diversity scenario is already different at present from what it was like in 2000, 2005 and even more so in 2020. This suggests that the way in which organisations navigate diversity also needs to evolve. Griggs & Louw (1995) cited in Cilliers & Smit (2006) state that modern organisations are facing complex challenges that necessitate a dynamic, interconnected and systemic approach.

This mixed methods study incorporates principles from behavioural economics and social psychology to understand why organisational diversity is deficient and what approaches might be utilised to promote it (Hunt et al., 2015). Valuable insights from the mixed method design mean that both qualitative and quantitative research is integrated in the investigation and exploration of the variables under study. This integration provides deeper insight into the influence for systemic team coaching on diversity, equity and inclusion. Deducing the impact of the independent variable on the dependent variables and through investigating the participant's perspective on the statistical findings in more detail.

This study's methodological contribution to mixed method research is that it builds on the sequential explanatory design by combining quantitative and qualitative data in a study and consolidating both outcomes of the sequential phases of the study (Ivankova, 2002). Mixed methods research in business plays a significant part in the field's development since results from various methods have the ability to expand our understanding of business challenges and concerns, thereby furthering research (Molina-Azorin, 2016).

Furthermore, adopting pragmatism as a paradigm and theory of knowledge which seeks both accuracy and impact ensures the exploration of what the study will do and who it will help (Morgan, 2014).

## 1.7 Study delimitations

Delimitations defined the scope of what was included and excluded in this study (Creswell & Creswell, 2017) and are detailed below:

I. The focus was on systemic team coaching and not on other organisational development initiatives used to manage diversity and inclusion.
II. The focus was on the impact of systemic team coaching conducted by formally trained internal and external coaches and not on informal applications of team coaching.
III. Ivankova (2002) noted boundaries pertaining to participants' responses as reflections of and limited to their personal experiences of the variables which was relevant to this study.
IV. The focus was on corporate organisations in SA as participants were working virtually nationally.
V. Corporate SA refers to organisations , companies in SA that employ the managers and team members who are the subject of this study.
VI. The data acquired in the qualitative third phase of the study, were exposed to varied interpretations due to the nature of qualitative research (Ivankova & Creswell, 2009).

## 1.8 Terms definitions

Definitions of terminology utilised throughout this report are provided in this section.

**Corporate SA** refers to organisations and companies in SA which employ individuals and teams. These are legal entity organisations which are owned by shareholders who elect a board of directors to oversee the organisation. A company also means a juristic person incorporated in terms of the Companies Act No. 61 of 1973. This is as private company which means a profit company (Companies Act 71 of 2008, as amended by: Companies Amendment Act 3 of 2011). The term corporate is also referred to as organisation or company interchangeably in the report.

**Coaching** is a human development process that entails structured, focused contact as well as the application of appropriate strategies, tools, and approaches to help the coachee and possibly other stakeholders achieve desired and long-term change (Cox, Bachkirova, & Clutterbuck, 2014).

The Worldwide Association of Business Coaches (2007), cited in Kahn (2018), defines **Business coaching** “as occurring within an organisational context with the goal of promoting success at all levels of the organisation by affecting the actions of those being coached” (Kahn, 2018, p. xix)

**Executive coaching**, according to Rogers (2012), is a partnership of equals whose goal is to create rapid, increased, and long-term effectiveness through focused learning in all areas of the client's life, by helping the client to raise self-awareness and identify choices. The goal is to bridge the gap between potential and performance (Rogers, 2012).

**The Commission for Conciliation, Mediation and Arbitration (CCMA)** is a dispute resolution body established in terms of the Labour Relations Act, 66 of 1995. It is an independent body, that is neither affiliated with or controlled by any political party, trade unions, or organisation (CCMA.org.za, n.d.).

**Cultural diversity** is a complex phenomenon as various constructs exist under this headline, such as, cultural diversity may be external, i.e. visible differences, such as ethnicity, gender or age; it may also be internal, i.e. cultural preferences regarding time management, communication, thinking, and organizing (Rosinski, 2018). This dichotomy is related to the surface-level/deep-level diversity distinction which enables the expansion of our worldview as we gain access to new external choices and become more effective (Rosinski, 2018). Rosinski (2018) further proposes that cultural diversity is explicit (i.e. it is manifested) or implicit (i.e. hidden but nevertheless potentially available to the team).

**Multicultural teams** are made up of team members with dissimilar national or ethnic background (Bouncken, Brem, & Kraus, 2016). Maznevski & DiStephano (2000) cited in Bouncken et al. (2016) add differences in values. Whilst Hall & Hall (1990) cited in Bouncken et al. (2016), note differences in communication styles. Multicultural teams are a growing part of the workforce, and they must learn to adapt to this diversity, which includes differences in race, ethnicity, gender, sexual identity, education and language, in addition to a fast paced, dynamic corporate environment (Stout-Rostron, 2019).

**Diversity** identifies differences among people and similarities. Friday & Friday (2003) cited in April et al. (2012) define diversity “as any attribute that happens to be salient to an individual that makes him/her perceive that he/she is different from another individual” (p. 1750). Diversity is also about demographic differences, e.g. gender, and underlying differences, e.g. education (Qin, O’Meara, & McEachern, 2009). The diverse differences in people expands to: differences in perspectives, personality, emotions, values, goals, needs, interests, knowledge, and styles (Flanagan & Runde, 2008).

**Diversity management** refers to the process of building an organisational context where all employees, in their similarities and differences, freely contribute to the organisation's strategic and competitive advantages, and no one is excluded for reasons unconnected to productivity (April, Ephraim, & Peters, 2012). Rahman (2019) offers the following definition for diversity management which is aligned to the role of the leader in systemic team coaching, that is, diversity management entails gaining the essential information and dynamic abilities to manage such disparities appropriately and successfully, as well as cultivating a creative mindset that allows people to perceive things from diverse perspectives without prejudgement.

**Diversity and inclusion (D&I)** is applied as one combined effort in organisations that have a transformational agenda.

**Equity**, according to Putnam-Walkerly & Russell (2016), is not diversity, inclusion or equality, but rather, it is about each of person obtaining what they need to survive or succeed – access to opportunity, networks, resources, supports – based on where they are and where they want to go. Putnam-Walkerly & Russell (2016) further mention that Nonet Sykes states that equity is about each person reaching their full potential. This understanding of equity arrives by accumulating diverse perspectives (Putnam-Walkerly & Russell, 2016).

**Inclusion** is a journey of establishing communities and organisations where all people, despite differences, grow and advance. It acknowledges the differences and value that all people can bring to the organisation (April et al., 2012). As a

possible consequence, inclusion management aspires to build an environment in which all people may fully express their talents (April et al., 2012).

**Socially responsible diversity management** entails proactive and multilevel diversity policies that effectively intend to exploit workforce diversity to enhance organisational outcomes whilst enabling social inclusion through equitable employment outcomes for diverse people (Syed & Kramar, 2009).

**Systemic team coaching (STC)**, according to Hawkins (2017), sees the team as a system, existing within a larger organisational system in service of the organisation's eco-system of stakeholders. The emphasis is on enabling the team to be more than the sum of its parts by clarifying its mission and enhancing external and internal relationships, as well as enabling the team to transform the organisation at large (Hawkins, 2017).

**Transformation** in the SA context is held as the catalyst to address the country and organisational socio-economic problems and their associated impacts, whilst being an inherent process that drive the manifestation of new values, beliefs, and foundations of mindsets and behavior through redefining form (Musonda, Gumbo, & Okoro, 2019).

A **Team** is a group of people with complementary abilities who are dedicated to a common goal and set of performance objectives, as well as a system for which they are mutually responsible (Katzenbach & Smith, 2005).

A **High-performing team** meets and communicates in a way that improves morale and alignment, engages with all of the team's major stakeholders in a way that improves performance, and provides continuous opportunities to learn, grow and develop for all cohesive team members (Hawkins, 2014).

**Team coaching** is coaching a team to attain a common goal, whilst attending to both individual performance and to group collaboration and performance (Thornton, 2016). Clutterbuck (2011), cited in Hawkins (2017), defines team coaching as assisting the team's enhancement of, and attainment of performance, utilising reflection and dialogue (Hawkins, 2017).

Magadlela (2019), cited in Stout-Rostron (2019), introduces **Ubuntu coaching** as integration of Ubuntu and coaching, where Ubuntu means “humaneness and ‘I am what I am because of who we all are’” (p. 85). It taps into the wisdom of human relationships and interconnections (Stout-Rostron, 2019).

## 1.9 Assumptions

The following assumptions were considered:

- Survey participants responded objectively to the questions.
- The participants to the survey questionnaire and interviews reflected their perceptions.
- The organisation allowed data of the teams that participated in team coaching interventions.
- The organisation was open and honest about all diversity and inclusion challenges experienced.
- All participants consented to participate.
- Signed consent obtained from participating organisations.

## 1.10 Report structure

Chapter 1 introduced the study context and background. The problem statement, objectives, and research questions are also provided in this chapter. The significance of the study, the gap in the literature and research, and the contribution that the study makes are also accounted for. Key definitions of terms are introduced and study limitations are also highlighted.

Chapter 2 documented the literature review where key terms are discussed and elaborated. The key terms of the study are: systemic team coaching, diversity, inclusion, equity, transformation, diversity management, and inclusion management. The literature review sections conclude with the hypotheses and propositions for the mixed method sequential study as possible answers to the research questions tabled in Chapter 1.

In Chapter 3, the research methodology for the mixed methods approach is broken down.

Chapter 4 presents the quantitative results from phase 2 and the qualitative findings from phase 3. Concluding with the introduction to the first iteration of the Joint Display Analysis (JDA).

Chapter 5 gives a discussion of the results integration from the quantitative methods, findings from the qualitative methods, and further tables the fully integrated JDA with the meta-inferences.

Chapter 6 presents the conclusions for all the research questions. The chapter outlines the study recommendations and implications, and concludes with further research recommendations.

# CHAPTER 2. LITERATURE REVIEW

## 2.1 Introduction

This chapter discusses the literature reviewed and provides a theoretical review of the concepts under study, Systemic Team Coaching (STC), Diversity and Inclusion and its management in SA organisations. The chapter consists of integrative summaries, overviews and themes from critical literature that has been reviewed which relates to the key concepts of the study, namely the theoretical review of systemic team coaching, D&I.

Chapter further elaborates on D&I management as key interventions that organisations need to succeed in order to drive organisational effectiveness and people engagement. The detailed background discussion furthermore engages in topics that are relevant to the study of the influence of systemic team coaching on the management of diversity and inclusion, whilst also providing an in-depth discussion of the keywords and related major concepts. The study of the research questions, as well as the development of the hypothesis and propositions, are all included in the review.

Hawkins (2021) tables a fundamental shift from high-performing teams to high-value creating teams. A high-performing team is one that drives for exceptional performance, with high levels of enthusiasm, and personal commitment that goes the extra mile. Team coaching for high-performing teams focuses on helping the team to discover its compelling purpose that will lead to the passion and commitment to fulfill it (Hawkins, 2021). Hawkins (2021) further argues that high-performance assumes mechanistic and linear thinking and offers an apology for his original focus on high-performing teams as this is problematic in how it leads team coaching in the wrong direction, for the reason that it is focused on efficiency rather than creating benefit for all stakeholders. Primary to STC is value-creation for all the team's stakeholders.

Founded in a systemic worldview, high-value creating teams are built on concepts of collaboration and co-adaptability. Hawkins (2021) developed the concept of high-value creating teams and defines these teams as teams that continuously

co-create beneficial value with, and for, all their stakeholders. This is a wider systemic view of teams expanding to all the team's stakeholders which include customers, suppliers, investors, employees, contractors, the communities in which the organisation operates, in the natural environment. It is these high-value creating teams that are able to manage diversity and inclusion effectively. The literature will detail how STC is a key enabler for high-value creating teams.

## 2.2 Background discussion

South Africa is an extremely complex, multi-cultural society, with organisations representing a microcosm of this society (Rostron & Van Rensburg, 2012). Diversity and inclusion remains a challenge in the workplace. These challenges are made worse by the Covid-19 pandemic disruption, which has served to highlight the inefficiencies in how organisations have been managing diversity and inclusion (Dixon-Fyle, Dolan, Hunt, & Prince, 2020).

Meta-analytical findings expose a complex picture of the dynamics that diversity brings to organisations (Boros, 2020). Van Knippenberg et al. (2004) and Mor-Barak et al.(2016) cited in Boros (2020), point to systematic evidence at both teams and organisational levels linking diversity to both beneficial and detrimental outcomes. Boros (2020), cites Curseu et al. (2016); Homan et al. (2015); De Wit et al. (2012); Holmes et al. (2020); and Mor-Barak et al. (2016), who assert that on the one hand, diversity can boost creativity in work teams and on the other, it can increase interpersonal conflicts, mistrust, and animosity.

Daya (2014) found that inclusion elements that need to be transformed at an organisational level include senior leadership, organisational climate, organisational belonging, communication, transparent recruitment, promotion, and development. Further to this, inclusion incorporates respect and acceptance, engagement in the work environment, and the experience of dignity, trust, and recognition in the line manager and subordinate relationships (Daya, 2014). Employees' relationships with the organisation's vision and values, as well as decision-making authority and access to information, are all components of employee engagement (Daya, 2014).

In their research findings, Mazibuko and Govender (2017) discovered that not all organisations fully understood the benefits of having diverse teams and ensuring that diversity is managed effectively in these teams.

Team members will inevitably disagree, according to Flanagan and Runde (2008), but the most effective teams discover ways to manage their differences, leverage their conflicts, avoid polarization, and capitalise on their diversity of perspectives. There is substantial evidence of the benefits of systemic team coaching in how it enables people in organisations to relate and engage more effectively. Boros & Virga (2020) cited in Boros (2020) further contend that interventions that increase people's emotional awareness and contribute to a more inclusive climate, are an absolute necessity as a mediator of diversity success (Holmes et al., 2020; Mor-Barak et al., 2016, cited in Boros (2020)).

The next section's goal is to critically review the essential concepts that underlie the study's key variables. The unpacking focuses on motivating what aids the improvement of diversity and inclusion in organisations. Central to the discussion is the recognition that for effective progress to take place, firstly, a continuous and measured focus on diversity and inclusion is required; and secondly, the organisation must be transparent about its commitment to diversity. It is this transparency that will further aid companies in attracting and retaining talent (Pullinger, 2020).

### 2.2.1 *Impact of systemic team coaching*

Systemic team coaching is one such interventions in its practical application. Working with teams in the context of broader system dynamics requires systemic competencies (Hawkins, 2017). Hawkins (2017) further identifies six systemic dimensions that facilitate impactful systemic team coaching (STC). These are significant to how systemic coaching, if adopted, can enable the organisation to effectively manage diversity and inclusion.

Perceiving the social ecology that connects system levels, knowing how group and team dynamics differ from individual or interpersonal dynamics, understanding of team development over time, insights into power, politics and

difference, connecting team coaching to organisational change and development, and finally, a strong comprehension of the organisational context, make up the six dimensions that facilitate STC (Hawkins, 2017). However, even with the successful impacts of a systemic team coach, it is not being directly used as an intervention that can aid organisations in effectively managing diversity and inclusion. This is evidenced in the lack of substantial empirical research which accounts for these benefits.

The low awareness of the impacts of systemic team coaching by organisational development practitioners who are responsible for strategic development and diversity and inclusion matters within organisations accounts as one of the main reasons why systemic team coaching is not utilised as a key strategy in enabling leaders, teams and organisations in overcoming diversity and inclusion challenges.

Pullinger (2020) argues that the need for organisations to implement positive changes where D&I are concerned, has become even more important as a result of the Covid-19 disruption, thus building the case for organisations to find more creative and effective ways to manage D&I.

In the critical review of the literature, D&I is a major challenge, risk, and hindrance to organizational effectiveness. The literature further reveals that exploiting the benefits of systemic team coaching will increase an organisation’s competitive advantage (Mazibuko & Govender, 2017).

Miller & Katz (2002) advocate that leaders should be increasingly asking ”When will we begin to execute our diversity and inclusion strategy?” (p. ix). Miller and Katz (2002) further state that there are no if’s where this is concerned, as there are powerful synergies in teams of people with wide-ranging differences. An inclusion breakthrough unlocks the door to all of the organization's potential and power (Miller & Katz, 2002). The next section focuses on the significance of diversity and inclusion.

### 2.2.2 *Diversity*

D&I should be the core of the organisation's culture. Culture change is required to support an effective diversity strategy for the organisation to realise superior performance. Mazibuko and Govender (2017) found that diversity management allowed for appreciation, innovation, and creativity, giving the organisations they analysed a competitive advantage in a variety of markets.

The real work for organisations that are in pursuit of increased performance and success, is in supporting diversity and aligning it for a common purpose. A diversity of viewpoints, nationalities, and backgrounds strengthens organizations; to truly leverage the inherent potential of diversity, there needs to be inclusion (Katz & Miller, 2016).

Diversity must be viewed as mission-critical, with the need for diversity being directly tied to the success of the organisation. This realisation transforms into a significant tool for organisational change and improved performance. An organisation that leverages diversity enables all members of the organisation to utilise their full portfolio of skills and talents (Miller & Katz, 2002).

Flanagan and Runde (2008) posit that conflict is a result of people's differences, and most teams that struggle with it have not yet taken the time to discuss process concerns and agree on norms and procedures for dealing with conflict before it arises.

### 2.2.3 *Inclusion*

Inclusion, which is significant in that it triggers the interpersonal communication of diverse teams, is crucial for mitigating social categorisation (Mazibuko & Govender, 2017).

Furthermore, in inclusive environments, team members believe that their diverse cultural backgrounds are a source of insight which when shared, improve overall task performance (C.-R. Li, Lin, Tien, & Chen, 2017). Runde (2020) found that greater levels of inclusiveness are critical to an organisation's overall performance, and that cognitive diversity and psychological safety are

increasingly appreciated in teams that engage frequently. Diversity in skills presents performance advantages and operational adaptability for the organisation, however, poorly managed diversity negatively impacts the organisation's competitiveness (Joubert, 2017). Inclusion enables effective management of diversity.

To foster an inclusive culture, organisations must develop their purpose statement. Miller and Katz (2002) identified the following factors that build a culture of inclusion: an organisation must realise that a culture change will support an effective diversity strategy, with this a commitment from the top of the organisation on creating a diverse and inclusive culture, repeated statements of purpose from leadership, demonstrated behaviour from the leadership team which are consistent with their declarations of purpose and finally, and the cultural change approach must be closely aligned with the organisational strategy.

Ferreira & Coetzee (2010), cited in Mazibuko and Govender (2017), postulate that effectively managing diversity is an important aspect of employee retention and recruitment since it enhances workplace productivity and, as a result, the company's competitive advantage. This results in a beneficial impact on employee engagement. Employee engagement necessitates employee ownership of change and is fueled by employees that help one another to solve difficulties and are honored to be a part of the organisation (Mazibuko & Govender, 2017). These are the drivers for the business case of getting diversity and inclusion management right because developing a winning and inclusive culture drives business performance, growth, cost management, recruiting capacity, retention, and talent engagement, doing this right is critical (Mazibuko & Govender, 2017).

### 2.2.4 *Why systemic leadership*

The challenges of the D-VUCA-D (Disrupt – Volatile, Uncertain, Complex, Ambiguous – Diverse) world require a system leader. This is a leader who catalyzes collective leadership. These leaders are concerned and committed with the health of the whole, whilst inspiring others to commit as well. They have the ability to see reality through the eyes of people who are different from themselves,

this encourages others to be more open as well. They build relationships based on deep listening, and thereby inspire networks of trust and collaboration. They have a positive mind-set on what is possible, they inspire others to step ahead and learn by doing. Their strength is their ignorance which gives permission to asking and to be life-long learners which leads to change and growth (Senge, Hamilton, & Kania, 2015).

Magadlela (2019), cited in Stout-Rostron (2019), asserts that Ubuntu coaching will assist leaders to focus less on the benefit of individuals and more on the collective value of their leadership practices. Ubuntu values embody the characteristics of systems leaders. Magadlela (2019, further states that this will have a significant influence on team coaching approaches and enhance team performance within organisations (Stout-Rostron, 2019), when STC coaches and leaders embrace system leadership and ubuntu qualities.

### 2.2.5 *Why systemic team coaching*

Systemic team coaching is offered as the focus of exploration in this study as its approach involves attending to a holistic system of relationships - relationships between team members, and the team's stakeholder relationships which include staff, customers, suppliers, and partner organisations. The systemic team coach's role is focused on coaching the team to find new ways of responding and engaging to create needed difference (Hawkins, 2014). Hawkins (2014) further highlights the significance of the systemic team coach's relational and systemic perspective in the partnership with the client system, leaning into the future, sensing the needs emerging in the wider eco-system, and experimenting with new ways of responding as they coach the dialogues the teams need to have.

Kahn (2018) posits the acknowledgement of the systemic approach to coaching by noting that in business coaching, there is a client duality, in which the person being coached and the organisation are both the client. This approach recognises the various stakeholders that are relevant in an organisation to achieve business outcomes.

The following definition of team coaching has been tabled in the definition of terms, as coaching a team to reach a common objective by focusing on individual performance as well as team collaboration and performance (Thornton, 2016). Clutterbuck (2011), cited in Hawkins (2017), tables that through reflection and dialogue, team coaching is assisting the team in improving performance, and ways in which performance is attained (Hawkins, 2017).

Team coaching is a catalyst for drawing out co-learning and collective group wisdom, and fosters feelings of connection and common purpose (Thornton, 2016). These are the attributes that build a culture of inclusion. Team coaching on its own is inwardly focused. Systemic team coaching introduces the broader system where the team proactively engages with focus and awareness of the wider system (Hawkins, 2014).

STC is “a process by which a team coach works with a whole team, both when they are together and when they are apart, to help them improve their collective performance and how they work together, and also how they develop their collective leadership to more effectively engage with all other key stakeholder groups to jointly transform the wider business” (Hawkins, 2017, p. 313). Leadership team coaching is team coaching for teams within the organisation. The focus in leadership team coaching is on how teams give leadership a direct reporting line to them, as well as the team's ability to influence their key stakeholders (Hawkins, 2017). This process is embedded in the STC approach.

Group coaching is a small group of people meeting together, who engage in active involvement, for the purposes of collective learning (Thornton, 2016). Thornton (2016) further posits that “all teams are groups, but not all groups are teams” (p.11). A team has an explicit shared purpose in the broader organisational context, with communication and a network of relationships already in existence. Common learning goals are important in team coaching. Individual learning serves the team in achieving its shared purpose (Thornton, 2016).

Organisational teams are faced with a myriad challenges, that can only be resolved through the rebuilding of trust and an increase in the quality of the

engagement amongst all employees (Hawkins, 2017). Hawkins (2017) articulates these challenges as: 1) Managing expectations of all different stakeholders, 2) Leadership teams have to run and transform the business in parallel, 3) Teams need to increase their capacity for working through systemic conflict, 4) Human beings learning to live with multiple membership and belonging, 5) The world is becoming more complex and interconnected, 6) The growth of virtual working, 7)The major leadership challenges lie not in the parts but in the interconnections, 8) Restoring trust and, 9) Increasing the quality of engagement.

Systemic team coaching is designed to enable organisations to build high-performing transformational teams, leadership and high-value creating teams (Hawkins, 2021). High-performing and high-value creating teams are characterised by their deep commitment to each other's personal development and achievement. The team's readiness for coaching is an important consideration, this indicates how many of the topics to be addressed in the team coaching process are on team members' minds at the time of the engagement (Wageman, Hackman, & Lehman, 2005). This is accounted for in the clarifying and co-creation of the team coaching agenda in the five disciplines model.

The core model proposed by this study as the core to supporting teams to effectively manage D&I, is the Hawkins (2021) five disciplines of the core elements of systemic team coaching. This model has the following key elements, also displayed in Figure 1:

i) "Commissioning (Who does the team serve and what is its commission/mandate?)
ii) Clarifying (What is the team's collective endeavour and core objectives? Is the team clear about its roles and working processes?)
iii) Co-creating (How is the team working together, partnering internally and managing its team dynamics?)
iv) Connecting (How is the team partnering with the various parts of the wider system, connecting within the team and the team's key stakeholders?)

v) Core Learning (How is the team learning from its experience and developing as a team?)" (p. 51-54)




**Figure 1. Hawkins 5 Discipline Model**

**Source: Hawkins (2017)**

### 2.2.6 *How is STC different from other team interventions*

Leary-Joyce, Lines & Hawkins (2014) table a definition of STC that highlights the broad range approaches and skills relevant to organisational learning, and further distinguish STC from other interventions. They define STC as a process of coaching the whole team both together and apart, over a designated period of time to enable the team to: align on common purpose, collaborate and learn across diversity, develop collective leadership, achieve performance objectives, effectively engage with key stakeholders, and jointly transform the wider business (Leary-Joyce & Lines, 2018).

Hawkins (2014), cited in Boston (2019), distinguishes systemic team coaching from other approaches to team interventions, basic team coaching and facilitation

on the foundation that the systemic team coach provides greater attention and focus to the team as a system that exists within a number of wider systems. Of notable significance is how the systemic team coach helps the team to develop its own capacity to think systemically, whilst enhancing its ability to engage and co-create with its stakeholders (Hawkins, 2017).

The systemic team coach contracts with the team, their stakeholders, and that as coach, they are also part of the system as a result of this contract, meaning that the coaching is a partnership and a shared endeavour (Boston, 2019). Boston (2019) further advocates that thinking systemically means attending to the complex causal relationships between the system's many components, be they individual people, groups or teams; physical entities like the company or its physical resources; or abstract concepts like an organisation's strategy, processes or policies.

This distinction between team coaching and STC is key. Hawkins (2011, 2014), cited in Boston (2019), posits that team coaching and facilitation tend to exclusively focus on the team's internal processes and self-defined goals, further stating that this exclusive focus is a lack of a fully systemic approach and as such, limits the potential contribution of the systemic intervention. He cites the following limitations; firstly, this encourages the team to focus on itself and its members rather than on the stakeholders that they exist to serve. Secondly, the overlooking of the influence of the wider system on the team's current behaviors and performance, and its ability to change – thus preventing benefit from any team coaching intervention (Boston, 2019).

STC is different from individual coaching in that STC is applied to the team as a collective entity. The STC coach coaches both the team leader and the team members. This means that being an experienced individual coach is a pre-requisite to being a STC coach.

Group coaching involves coaching a group who have shared interest but do not have collective responsibility for an output. Group members seek individual solutions. The group coach facilitates a discussion and dialogue, these are skills that are important for a STC coach.

Team building is a set of activities designed to help a team in its development to build awareness so that the team can work more effectively together. It aims to examine, diagnose, and act upon behavior and interpersonal relationships, thereby helping collaboration in the team, however the challenge is sustainability of learning from this experience (Hicks, 2010). The ability to help team members share and appreciate their differences is an important skill also for an STC coach. The benefit of STC is that it is a longer process and this ensures a lasting effect on the learning experience of the team (Clutterbuck, 2009).

Team facilitation is a process where a facilitator manages the process of teamwork so that team members or a meeting can concentrate on the task. In team facilitation the facilitator leads the team through a conversation in which they have a clear perception of where it is going. Whereas, a STC coach is more emergent within the team and helps the quality of thinking rather than leading towards a specific realization (Hicks, 2010). There is an overlap in skills in that, both the STC coach and team facilitator enable the team to work and learn together.

Organisational development is an organization-wide planned and systematic approach that enables sustained organisational performance through the involvement of its people. STC does not start organization-wide, STC starts with the team and helps the team to optimize its internal performance in how it engages with its diverse stakeholders. The STC has to pay attention to wider organizational strategy and culture to support the team's engagement.

Kegan & Lahey (2009) cited in Boston (2019), further add that individuals and teams have immune systems that maintain their current ways of operating, no matter how dysfunctional those may appear, and are a psychological barrier to behavioral change. A team coaching intervention that fails to address the aspects of the immune system that exists beyond the team, in the wider system, and the team's relationships with the system, provides temporary improvement to the team's performance (Boston, 2019).

STC offers a platform for effective communication and partnering across differences to take place, enabling the organisation to capitalise on the wealth of

perspectives offered by all employees. Katz & Miller (2016) add that those who differ from the dominant group are often marginalized in organisations, with marginalized people expressing feeling unheard, devalued, and ignored. Where in these challenges, team coaching also presents the opportunity to deal effectively with conflict management (Katz & Miller, 2016).

This is the contracting and team charter formation that team coaching facilitates. Conflict competent teams operate in an environment where team members feel comfortable and safe to engage issues openly and honestly, this is achieved through the development of norms which describe how the team wants to address conflict when it emerges. The cultivation of trust and safety, the development of strong collaboration, and the improvement of emotional intelligence within the team are all essential components of these norms (Flanagan & Runde, 2008).

Miller and Katz (2002), advocate for organisations to out-think their competitors, which can only be achieved by channeling their people's intellectual resources into innovative solutions, moreover, organisations must be able to leverage the collective and synergistic creativity of all of their employees, not just a select few.

The role of systemic team coach plays a crucial role in enabling teams to effectively resolve their challenges with diversity and inclusion. The most significant is the use of the coach as an instrument (Bachkirova, 2016). Leary-Joyce (2014) adds that the systemic coach's confidence to stay with and to trust the process, especially when there are differences or even conflict between team members, where traditional team-building interventions might push individuals to reach an agreement, which would result in the team coalescing around a weak figure, with the consequence of low commitment outcomes. The systemic coach works with the team in the 'here and now', whilst inviting team members to discuss their current experience (Leary-Joyce, 2014, p. 183).

The competencies of a systemic coach are at the core of the success of STC. Hawkins (2021) highlights the following competencies and capabilities of a systemic team coach:

- Can effectively contract and review with the team and all its parts
- Can quickly establish rapport with a diverse group of team members

- Can attend to and notice all team members' issues as well as the collective team's challenges and patterns in depth
- Can diagnose cohesive team culture and dynamics, as well as systemic trends, and feed this information back to the team in ways that lead to fresh insights and a shift in mindset
- Can feedback the results of the diagnosis and utilise them to form a collaborative partnership and contract with the entire team
- Can use a range of incisive questions (Kline, 1999), facilitation approach and team coaching techniques that supports the team's exploration of the five disciplines
- Can assist the team to adopt new behaviours, emotions, beliefs, purpose, actions, and build commitment
- Can review on a timely basis with the team leader the team's work
- Can successfully transition and exit gracefully leaving the team empowered
- Work with teams in the wider system dynamics context covering the following systemic dimensions: perceiving the social ecology of connecting systemic levels, understanding of how team dynamics are different from individual or interpersonal dynamics, understanding the phases of team development and how to adjust to these, can understand and appropriately work with dynamics of power, politics and difference and the ability to connect team coaching to organisational change and development, and finally see the team coaching as part of a wider leadership process (Hawkins, 2017)
- The team coach must have a thorough awareness of the organisational context in which they are working.
- In a study conducted on external team coaches in the workplace, it was found that, team coaching need to have a consistent systemic focus and that this is what differentiates team coaching from team building and team training interventions (Hastings & Pennington, 2019).

## 2.3 Theoretical Foundations

Theories are used to explain or predict what is going on around us. The identified theories are empirically supported and they fit the study constructs (Cooper &

Schindler, 2011). A system is a collection of interacting units with relationships between them; in human systems, these relationships cause the system to self-organize into distinct interaction patterns (Kahn, 2018, p. 8). Zooming in and out to different levels of an organization is possible with a systemic view.

### 2.3.1 *Systems theory*

Systems theory has its origins in family therapy. It is an empirical theory in that it presumes universal characteristics of all systems, it seeks prediction in its focus on patterns, and it seeks explanation in its focus on the functions of system components (Galvin, Dickson, & Marrow, 2005). Senge (2006) theorised the systems worldview as not being out there but is in here, that as human beings we are the seed carriers of the whole in that we carry the mental models that pervade the larger system. The notion that we are all novices in understanding how systemic change can occur at the scale that matters (Senge, 2006).

Senge (2006) is the systems theorist at the center of the development of the learning organisation. He asserts that it is only possible to understand the system by contemplating the whole, and not any individual part of the pattern. Organisations are systems, and so are individuals within organisations. These systems are bound by invisible fabrics of interrelated actions which take time to fully play out their effects on each other (Senge, 2006). Consequently, learning is the fifth discipline in Hawkins (2017) five disciplines of systemic team coaching model.

Systems thinking is a conceptual framework, a body of knowledge and tools that has been developed to make the full patterns clearer, and to help us to see how to change them effectively (Senge, 2006). At the heart of systems thinking and the learning organisation is a mind-shift, from seeing ourselves as separate from the world to seeing ourselves as connected to the world, from seeing problems as caused by someone or something ‘out there’ to seeing how our own actions create the problems we experience (Senge, 2006).

Senge’s (20060 systems theory aligns to STC in that at the centre of the learning organisation is a place where people are continually discovering how they create

their reality and how they can change it. Core-learning is the fifth discipline in the five domains of focus in the Hawkins STC model. Core-learning involves the team together coordinating, consolidating, reflecting, learning and integrating (Hawkins, 2021).

In systems thinking, there is a consistent awareness that different observations at each level, lead to different theories, different hypothesis and different interventions. Kahn (2018) asserts that systems theory is particularly significant and appropriate for any discipline that studies human interaction. In systems theory, as is the case in systemic team coaching, the whole in its dynamic interplay of the parts, is the subject of the exploration.

When resolving the challenge of D&I, it is important that the adopted intervention has recognition of the whole, rather than the parts in the client system. Through this process, patterns emerge that ordinary linear cause-and-effect models of reality fall short (Kahn, 2018). Profoundly, a systemic view visualises the world in terms of relational wholes. In systems theory, the individual is viewed as part of a whole, being the client system in its entirety, with the client's experience being inherently entangled with their relational field (Kahn, 2018).

STC is thus a systemic approach, founded on systems theory, and as such, following the assertion that systems are holistic. What this means is that, to comprehend a system, one needs to have a bigger picture perspective which will enable the examination of the system in terms of what is created when the parts interact. Senge (2006) contends that systems thinking is a discipline for seeing wholes, inter-relationships, patterns, and organisations as living systems, thereby avoiding the misattribution of cause and effect.

Team coaching is a relatively new discipline, with it's popularity growing at a significant pace. Yet, the conceptualisation of team coaching and the distinction between team coaching and other team development initiatives still remains unclear (Jones, Napiersky, & Lyubovnikova, 2019). Systemic team coaching adds the wide-angled lens of the organisational system to team coaching (Hawkins, 2021). As such, this study will use systemic team coaching and team coaching interchangeably.

Social trap theory is the foundation for understanding issues of diversity and inclusion. Changes in diversity climate are influenced by external organisational and environmental factors, according to the social trap theory (Barry & Bateman, 1996). This is in line with systemic thinking. Social trap theory is the foundation for the analysis of how management activities impact diversity outcomes in organisations. Social traps are situations where decision making challenges involve conflict between team members, created by workplace diversity issues, leading to collective consequences for the organisation (Barry & Bateman, 1996).

Diversity management is therefore conceptualised in terms of social traps created by workplace diversity challenges (Barry & Bateman, 1996). Social traps embody various behavioural dilemmas resulting in many different ways to categorise social trap situations. Social trap theory enables the identification of the attributes of diversity traps. These attributes articulate the structure of social traps as they relate to diversity challenges. Therefore being the key points at which diversity traps can be diffused (Barry & Bateman, 1996).

This enables the identification of ineffective diversity policies, and on the contrast side, enables the beginnings for promoting solutions to these traps. The attributes of social traps are: Constituency, Temporality, Symmetry, Cognisance and Exclusivity. Social trap theory addresses core diversity challenges, where diversity management is perceived as the integration of minority group members, where the majority culture's perception of diversity initiatives as benefiting these psychologically distant minority members. In these situations, there usually are no guided initiatives that enable managers to effectively lead diversity. These perceptions lead to the tension of social traps, resulting in managers who fail to see the consequences of their actions as impacting others (Barry & Bateman, 1996).

Individual coaching is a human development approach involving structured interactions between coach and person being coached (Cox et al., 2014). Rogers (2012) focuses on coaching as a partnership of equals whose goal is to create rapid, increased, and long-term effectiveness in all areas of a client's life through focused learning. Organisations and leaders have benefited greatly from individual coaching.

With the changing challenges of the D-VUCA-D (Diverse – Volatile, Uncertain, Complex, Ambiguous – Disruption) world, the world is facing a systemically complex web of interconnecting forces. Hawkins (2015), cited in Thornton (2016), portends that at all levels of human organisation, we need a new ethic of collaboration, as these challenges cannot be solved by heroic leaders, nor by leadership teams that are dysfunctional . Too few teams function at more than the sum of their parts. These D-VUCA-D times call for teams that relate, collaborate well internally together, and also collaborate with those above, below and to the side of the organisation, including their key stakeholders (Thornton, 2016). These challenges drive the increasing acceleration of the need for team coaching.

Individual business coaching alone only goes as far as the individual can see. In the study exploring the effects of coaching programmes on employee performance, Taruru, Keriko, Ombui, Karanja, and Tirimba (2015) discovered that executive and business coaching decreases average employee performance whereas team coaching raises average employee performance.

There are various theoretical traditions that underpin team coaching in the workplace. These are listed in the section below, cited in Cox et al. (2014).

- Team coaching relates to performance coaching where teams have objectives to fulfil, with the team coach's role to assist the team to identify performance barriers, develop plans to overcome such barriers, and providing space, time, and encouragement to put these plans into action. Performance coaching as part of team coaching creates high-performance teams (Kets de Vries, 2005).
- Team members come into the team context with historical baggage, with low awareness of one's own and others' histories and their impact on collaborative behaviours. Psychodynamic conversations which are facilitated through team coaching, assist the team to recognise, accept or challenge and manage these histories. This approach enables the creation of identity laboratories for teams and the members (Ward, Van de Loo, & ten Have, 2014).
- In team coaching, cognitive-behavioral techniques provide motivational mechanisms by recognising and eliminating behaviors that are not conducive

to accomplishing the collective goals of collaboration. This approach embeds new behaviours by enabling attitudinal and behavioural shifts. The team is further enabled through this approach to develop more rigorous decision-making processes. Hultgren, Palmer, and O'Riordan (2013) also posit that cognitive behavioural team coaching increases wellness of the team.

- Solution-focused coaching and positive psychology approaches are a team coaching methodology which support the extraction from experience, the strengths and characteristics of behaviours and processes when the team is operating optimally.
- In family therapy, the team coach supports the team in establishing new behavioural norms, which may have a positive impact on the entire team system. In this approach, the team coach addresses the team from a systemic perspective.
- Team coaching also learns from group therapy which enables the team coaching process to support teams who experience dysfunctional behaviours, like conflict, groupthink, resistance to change, defensive behaviours, collective avoidance, and many others.
- Developmental coaching with its objective of self-awareness is a key tenet in unlocking collective self-awareness through the team coaching process of dialogue and use of mutual feedback, the team coach empowers the team to engage in systematic and long-term change.

## 2.4 Systemic team coaching and diversity and inclusion management

Team coaching plays a crucial role in raising collective and systemic awareness for the team of the range of diversity themes (Rostron & Van Rensburg, 2012). Rostron and Van Rensburg (2012) further advocate that these diversity themes include personality traits, gender, race, ethnicity, language and linguistic patterns as well as religion and styles of communication. Hewlett et al. (2013) surveyed 1800 professionals, with 40 case studies and a number of focus groups and interviews where they scrutinized two kinds of diversity: inherent and acquired diversity, where inherent diversity is represented by the traits that one is born

with, for example, gender, ethnicity and sexual orientation. Acquired diversity are traits gained from experience, such as: working in different contexts, different countries which help you to appreciate cultural differences, working with different genders help you to build gender smarts (Hewlett et al., 2013).

Two-dimensional diversity is demonstrated by leaders who demonstrate at best three traits from inherent and acquired diversity. Companies with two-dimensional diversity out-innovate and out-perform others when it comes to market outcomes, and employees in these companies are 45% more likely to report that their organisation's market share increased over the previous year and 70% more likely to report that the organisation seized a new market (Hewlett et al., 2013). This study also emphasizes the importance of both inherent and acquired diversity in creating a culture where all employees feel free to contribute ideas, with the following behaviours as standing out in unlocking innovation across organisations: ensuring that everyone is heard, providing a safe environment for new ideas, delegating decision-making authority to team members, sharing credit for achievement, and providing actionable feedback (Hewlett et al., 2013).

### 2.4.1 *The relationship between STC and diversity management*

Globally, organisations are becoming increasingly diverse at an alarming rate, putting significant pressure on the need for adapting to change, resulting in employment equity and workforce diversity being top priority on the political and business agenda, positions Klarsfeld et al. (2012), cited in (Adeleye, Atewologun, & Matanmi, 2014). Gangotra (2019) posits that diversity as the ways in which people differ and that as the name implies, is diverse, wide and far-reaching. As such, it encompasses the various qualities that distinguish individuals or groups from one another. Diversity includes differences in the following aspects: race, ethnicity, sexual orientation, socio-economic status, education, marital status, language, physical appearance, neurodiversity, the difference in values and perspective, the difference in worldviews, and background (Gangotra, 2019). It could be said this list is endless and is evolving as the world changes and evolves.

Stout-Rostron (2019) attests that through purposeful policies and programmes, diversity management refers to voluntary organisational measures aimed at increasing the inclusion of employees from diverse background in formal and informal organisational structures. The role of team coaching as an effective process to improve team capability and performance is fast becoming a cost saving option (Stout-Rostron, 2019). Christian, Porter, and Moffitt (2006) investigated the opportunity for how diversity in teams can be developed as a productive asset and not as a source of conflict and prejudice.

Diversity management is directed towards achieving organisational outcomes, which leads to evaluating management practices adopted to improve the effectiveness of people management. There is a controversy in strategic human resource management (SHRM) about the challenges that stand in the way of HR's effectiveness in strategically supporting the business in managing diversity effectively. This controversy is linked to corporate strategy as it relates to diversity management. Corporate strategy should prioritise addressing sensitive topics such as gender, race and ethnicity, which tend to be on the agenda of SHRM.

The identified challenge is to firstly clarify the different approaches to organisational strategy as they affect both SHRM and the effective management of diversity. Organisational strategy is key as it is the cornerstone of the organisation in providing direction on what is prioritised. It is the formulation of cross-functional decisions that enable the organisation to achieve its objectives (Erwee, 2003).

Bennett (2014) posits that organisations and its leaders and people will benefit from diversity through their practice of inclusion. West, Dawson, and Kaur (2015) reported that according to research at the time, little progress had been gained in the NHS to eliminate discrimination towards black and minority employees in the previous 20 years. They also found that discrimination was also experienced by other groups including women and the LGBTQI employees, people with disabilities and religious groups (West et al., 2015). It is unfortunate to realise that most diversity initiatives are narrowly focused at the managing diversity level and not at the inclusion level (April et al., 2012). Effective management of

diversity and inclusion unlocks creativity and innovation in teams as this can be linked to cultural dimensions (Bouncken et al., 2016).

With so many positive contributions from the effective management of D&I by organisations, a study that focuses on exploring what contribution STC can have on the organisational workforce and the organisation's bottom-line performance, is critical. Rosinski (2018) contends that intercultural team coaching applies to all forms of diversity and that since diversity is always present, to be most effective, all team coaching should become intercultural team coaching. Systemically weaving a cultural perspective into team coaching represents a formidable opportunity to deploy the human potential in its rich cultural diversity. Having reviewed the research on cultural diversity, the conclusion is that a team's level of performance is independent from the level of (explicit) diversity within it, suggesting that the relationship was more subtle and depended on how diversity was managed, concluding that poorly handled, diversity becomes a problem which drives performance down. On the other hand, when effectively exploited, it becomes a source of progress.

From the above discussion in exploring the potential influence that STC can have on diversity management, the formulated first hypothesis and research question are as follows:

**Hypothesis 1:** Systemic team coaching has a positive influence on diversity management.

**Research question 1:** To what extent does systemic team coaching influence the management of diversity?

### 2.4.2 *The relationship between STC and inclusion management*

In examining inclusion, it is key to note at this stage that a diverse workforce and an inclusive culture are different. Having a diverse workforce does not automatically mean you have inclusion. Pullinger (2020) raises a valid insight that inclusion should be prioritised before diversity, exposing the risks of establishing a diverse organisation where diversity is not acknowledged or appreciated.

Organisations need to recognise the significant benefits to D&I, and align this recognition with appropriate investment in interventions that will enable the organisation to effectively manage diversity and inclusion. These benefits increase a company's competitive advantage by promoting equality. Higher employee engagement, high levels of innovation and creativity, better decision-making and problem-solving, enhanced earnings, improved staff retention, postive company reputation, and decreased staff turnover are just a few other benefits (Pullinger, 2020).

Therefore, what constitutes diversity and inclusion challenges? The following are instances with which organisation are plagued: Leave policies that are not progressive, Inflexible work approaches (with Covid-19, the virtual way of working, flexible working hours are key), Competitive maternity leave, discrimination based on difference (Gender, race, sexual orientation, ethnicity, people with disability, neurodiversity, age etc. ), people with special care responsibilities being left out at work, equal pay policies, mental health stigmatisations (Pullinger, 2020). These challenges hinder career progression, retention strategies are negatively impacted and the company's reputation is put at risk.

Ferdman and Deane (2014) refer to the experience of inclusion as a significant approach for benefiting from diversity across multiple dimensions of difference, further asserting that inclusion necessitates creating, fostering, and maintaining practices and conditions that encourage and allow people to be fully themselves, with their differences, while working together. They further contend that, to be inclusive, these practices and conditions should also allow and elicit everyone's full contributions to the collective, the collective recognising the system – that is, the larger groups and organisations to which individuals belong. The authors further postulate that the practice of inclusion allows the application of collective wisdom regarding diversity, by recognising and realising the positive contributions of diversity (Ferdman & Deane, 2014).

Furthermore, with globalisation and workforce diversity growing, there is an emergence and need of new forms of exchange and collaboration across cultural boundaries. Industrial and Organisational psychologists and diversity

practitioners assist organisations to navigate the tensions associated with difference, in a broad and systemic way. The initiatives that have been highlighted in this work can be facilitated through systemic team coaching. Ferdman and Deane (2014) further highlight the advantages of using an inclusion perspective that illuminates diversity practices and pays attention to the complexity of human experience and identity while keeping intergroup relations, intercultural dynamics, and systemic processes and structures in mind. The degree to which organisations and their employees can effectively connect with, engage, and utilise people across all forms of differences is the challenge of inclusion (Ferdman & Deane, 2014). This statement is an opportune segue to the second hypothesis, and from the above discussion in exploring the potential influence that STC can have on inclusion management,

**Hypothesis 2:** Systemic team coaching positively influences inclusion management

**Research question 2:** To what extent does systemic team coaching influence the management of inclusion?

From the above, the hypotheses states what is expected to be found in the research and its prediction was informed by existing knowledge and literature reviewed. The hypotheses were also guided by the research questions and they hypothesised the answer to these questions. These are relational hypothesis and are framed in a correlation effect – where the variables occur together but there is no assumption of causation (Cooper & Schindler, 2011). Noting the study's relevant variables and predicted outcomes with regards to the influence of STC on D&I management (as reflected in figure 2, the revised conceptual framework) – the IV (STC) influences the DV (Diversity and Inclusion Management).

### 2.4.3 *Transformation mandate for organisations*

In the SA context, transformation is perceived as a catalyst to tackle the country's historical socio-economic problems and the associated impact on different sectors in the economy (Musonda et al., 2019). South African legislation has made workplace reform and the embracing of diversity mandatory. The difficulty

is that not all organisations properly comprehend the benefits of recruiting and managing diverse teams for the organisation's value and success (Mazibuko & Govender, 2017).

Mckinsey’s research on delivering through diversity, found that most companies only undertake substantial transformations when they have a burning platform to do so (Hunt et al., 2018). This presents challenges for organisations to firstly invest in initiatives that will support them in the effective management of D&I, and also without executive support and buy-in, these interventions will not see the light of day.

Multicultural teams are a norm in global organisation and more so in South Africa with its multicultural context. These teams have to deal with power issues within hierarchical organisational systems as well as major economic and life transitions in the workplace (Stout-Rostron, 2019).

Largely in organisations, transformation strategies are driven through skills development of human resources, with the intention of redressing historical imbalances, resulting in equal opportunities. There is the added challenge of ensuring that these strategies are implemented, one way of achieving this is through customised education programmes that reach all levels of employees, including monitoring of progress to ensure sustainability and follow-through (Musonda et al., 2019).

Organisational culture aligns with systems thinking as it emerges from social interactions, and is a result of shared symbols and meanings (Kahn, 2018). Kahn (2018) further posits that “culture is the intrinsic social fabric through which organisation occurs, consciously and unconsciously, intentionally and unintentionally. Culture provides the code that allows people to predict behaviour, maintain relationships and find meaning and purpose, it supplies the language which facilitates the meaning structure for living. It is the foundation of our social order” (p. 22).

## 2.5 Perception of the impact and experience of STC on D&I

This section outlines the qualitative objectives which were formulated from the findings of the quantitative phase. The qualitative phase intended to explain further the quantitative phase findings. Propositions were formulated as follows:

**Proposition 1:** Managers and teams perceive STC positively influences the experience and management of D&I.

**Proposition 2:** STC factors provide the 'how' that enables managers and teams to effectively manage D&I.

The next section unpacks the research questions emanating from these propositions.

### 2.5.1 *Perceived impact and experience*

**Research question 3:** What is the perceived impact on managers and teams of STC effects on the management of diversity and inclusion?

The benefits for organisations to fully capitalise on the effective management of D&I are significant, tapping into key enablers for the organisation. Hewlett et al. (2013), cited in Stout-Rostron (2019), conducted research with compelling evidence that diversity unlocks innovation and drives market growth. Where other researchers further acknowledge the whole being more than the sum of its parts. In a study conducted utilising conservation of resources theory, which tables that individuals are motivated to limit the loss of resource and gain additional resources to achieve their goals, through the acquisition of additional support mechanisms, Hunter, Cushenbery, and Jayne (2017) found that a dual-leadership approach alleviated challenges for innovation, when an additional leader was added and that this further decreased the role of conflict in managing the generation and implementation of creative ideas.

Team coaching also assists in the management and experience of conflict, as inherent in the process is conflict coaching where the process resembles an alternate dispute resolution in how it supports the improvement of interpersonal

conflict and helps team members in dealing with complaints in a way that minimises and manages their own outrage, thereby improving their resilience. Resilient team members are better positioned to resolve their conflict at mediation. The team views this type of coaching as the most important investment in managing the outrage factor or a complaint or grievance (Britton, 2015).

The experience of team coaching also supports building the team's resilience. Resilient team members demonstrate character traits of being positive, focused, flexible and proactive despite exposure to challenging and stressful environments (Reinmoeller & Van Baardwijk, 2005). Resilience is defined as the ability to self-renew over time through innovation; resilience further enables organisations to adapt to diverse and turbulent changes. Diversity is quite broad, and unlocking the benefits of diversity require agility. Resilient organisations are those that employ a dynamic balance of diverse strategies which enable them to continuously revise their portfolio of innovation strategies to adapt to change. This is guided by evolutionary theory which advocates the important role of diversity for variation, selection and retention (Reinmoeller & Van Baardwijk, 2005).

According to Ferreira & Coetzee (2010), there is a significant distinction between surface-level diversity (refers to differences that are easily recognised, such as race, gender, ethnicity, disability and age), and deep-level diversity (refers to the key characteristics that are important in determining similarity within groups as people get to know one another in their working relationships) (Ferreira & Coetzee, 2010).

### 2.5.2 *The 'how' of systemic team coaching*

**Research question 4:** What is the 'how' of STC that enables managers and teams to effectively manage diversity and inclusion?

Clutterbuck (2010) contends that the 'how' of team coaching is largely informed by the structuring of the team coaching process. This strategy has seven critical steps: Identify the need to improve/change, observe and collect evidence, encourage people to set and own personal improvement goals, assist in the

planning of how to achieve those goals, provide opportunities for people to practice the desired skills, observe in action, provide objective feedback, and assist the team in working through missteps (Clutterbuck, 2010).

The team coach has to co-create with the team the right climate for the team coaching by addressing factors like: unresolved matters or issues, creating psychological safety, building openness and trust by preparing the team for the team coaching and timing, making sure that the team has the time for team coaching and mastering time management issues (Clutterbuck, 2010).

### 2.5.3 *Emerging research propositions*

The above section thus culminated in the following research propositions:

**Proposition 1:** Managers and teams perceive STC positively influences the experience and management of D&I.

**Research question 3:** What is the perceived impact on managers and teams of STC effects on the management of diversity and inclusion?

**Proposition 2:** STC factors provide the 'how' that enables managers and teams to effectively manage D&I.

**Research question 4:** What is the 'how' of STC that enables managers and teams to effectively manage diversity and inclusion?

## 2.6 Conceptual Framework

The conceptual framework demonstrates the relationship between the Dependent and Independent variables, that is, the connection between STC and diversity management; and the connection between STC and inclusion management. The framework depicted below, displays the Hypothesis 1 link from the Independent Variable (Systemic team coaching) to the Dependent variable (Diversity Management) and Hypothesis 2 link to Dependent variable (Inclusion Management).

The independent variables used as the building blocks for the conceptual framework are: systemic team coaching, team coaching, team workshops, and team building. These variables have been found in previous research to have a significant relationship with factors that influence the effective management of diversity and inclusion, and therefore their inclusion in the study's framework.

Business coaches who facilitate team coaching interventions have to comprehend the impact of diversity on team performance, co-operation and conflict, especially as organisations work more and more in team-based and highly competitive environments (Stout-Rostron, 2017). According to Stout-Rostron (2017), contemporary organisations are selecting team coaching as a more effective strategy of developing team competence and performance.

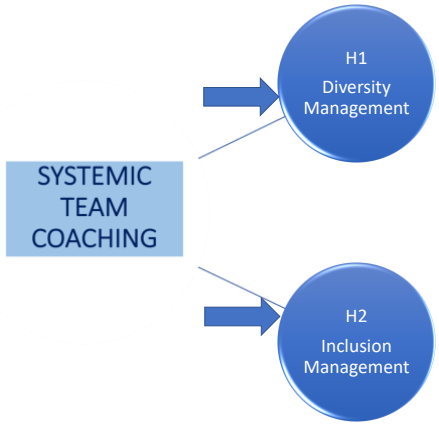



**Figure 2. Initial conceptual framework**

**Source: Author's own adapted from Leary-Joyce & Lines (2018)**

The conceptualisation of the variables and how they relate to each other is guided by the systems theory, the social trap theory and the literature reviewed. There is a fundamental realisation that organisations are increasingly recognising the value of attracting and retaining diverse staff from all demographic groups in order to improve workforce performance with the ultimate aim of improving the

organisation's competitive advantage (Torrington, 2009). Figure 2 below details the revised conceptual framework as a result of the literature reviewed.

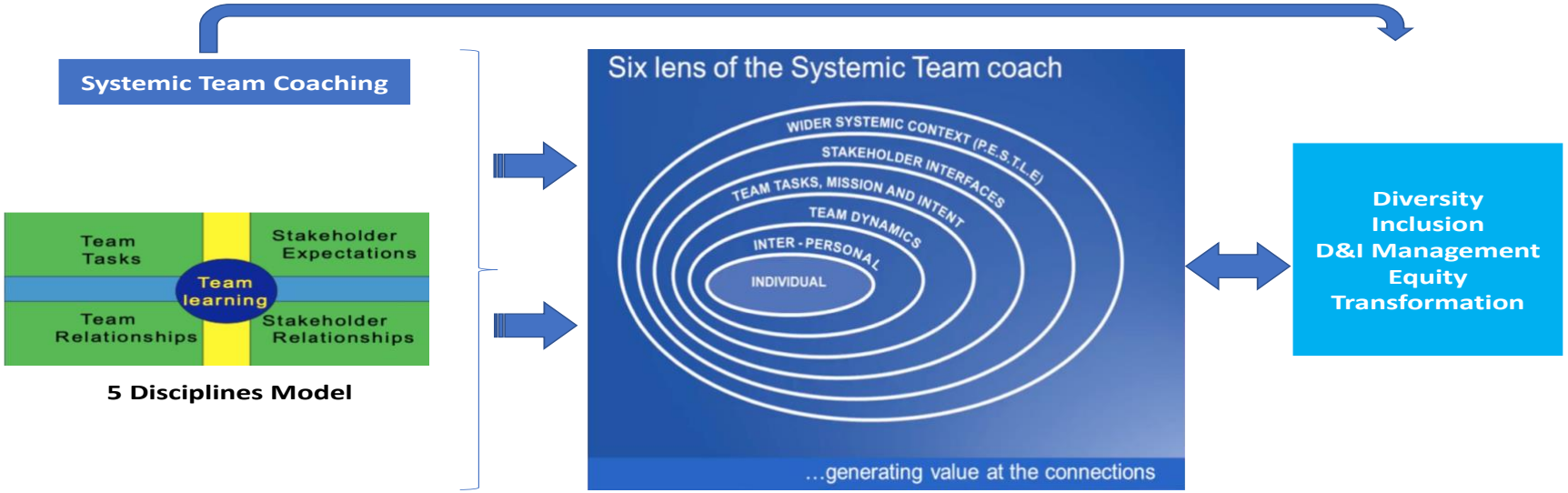



**Figure 3. Revised conceptual framework**

**Source 1. Author's own design adapted from Hawkins (2017) and Leary-Joyce & Lines (2018)**

## 2.7 Literature review conclusion

The literature review introduced system leadership, and the system leader as a person who catalyzes collective leadership. Senge et al.(2015) makes a profound statement that even collaborating organisations can fail if they don't have system leaders who are able to foster collective leadership through the effective management of D&I. Central to STC is the empowerment of the team leader to be able to lead value-creating teams who are able to lead the effective management of D&I.

The literature demonstrates that diversity in the workplace is critical to the smooth running of the organisation, and that the workplace benefits from the effective management of diversity as it works to aid the business operations, and the performance of the workforce (Rahman, 2019). Systemic team coaching is an intervention that focuses on upskilling leadership in conversation techniques that will further enable them to lead D&I effectively.

The benefits of diversity management are numerous, as highlighted in parts of the above literature review, with various authors concluding that the proper understanding of managing diversity brings benefits and noting that this can be achieved by educating leaders by training interventions that bring cultural awareness (Kreitz, 2008), of which systemic team coaching forms a part. However, inclusion is not so easy to achieve, because organisations are open systems that exist in historical, social and cultural contexts. What has become clear is that diversity research does not always recognise this and instead presents an incomplete picture of situated diversity in the workplace (Boros, 2020).

Hawkins (2021) contends that systemic team coaching is team development that is part of creating a wider team that continuously co-creates beneficial value with and for all its diverse stakeholders, including itself, in their diversity as team members. These are teams who are made up of system leaders, whose skills are enhanced through systemic team coaching.

# CHAPTER 3. RESEARCH METHODOLOGY

This chapter describes in detail the research methodology applied in the study for the aim of investigating systemic team coaching as a factor which influences diversity and inclusion management. The chapter further outlines how the study has answered the research questions and tests the hypothesis that were put forward. The research approach, the research design, the sampling method, the chosen research instruments, the data collection procedures, data analysis techniques, and data interpretation are all covered in detail. The study limitations are also articulated as they relate to the methodology of this study, followed by an analysis of the validity and reliability of the research. Concluding with a consideration of the ethical concerns highlighted. The overarching aim is to provide insight on STC influence on the management of D&I.

## 3.1 Research paradigm

Pragmatism, as a worldview, emphasizes the study problem and questions, and employs all available methods to comprehend the problem (Creswell & Creswell, 2017). As such, because pragmatism is not committed to any one approach, it applies to mixed methods research as it allowed the researcher to draw liberally from both quantitative and qualitative assumptions (Creswell & Creswell, 2017), stating further that quantitative and qualitative methods are compatible, and thus both numerical and text data collected sequentially in this case will help better understand the research problem (Ivankova & Creswell, 2009).

MMR places emphasis on the practical aspect of research methods which introduced pragmatism as a paradigm for social research. Pragmatism goes beyond practicality in its recognition of both quantitative and qualitative paradigms of post-positivism (stipulates individual interaction between observations and external reality) and constructivism (where social structure exists only in the conceptualisations of individuals), respectively (Morgan, 2014). This leans towards John Dewey's (Dewey, 1998), concept of inquiry which, as a philosophical system, recognises the post-positivism's claim that the world exists apart from our understanding of it, and constructivism posits that the world is

created by our conceptions of it (Morgan, 2014). Pragmatism moves beyond the limitation of ‘what works’ and enables the exploration of both the goals to be pursued and the means to meet those goals.

Pragmatism, as a philosophy, goes beyond problem solving, acknowledging assertions from both qualitative and quantitative research as equally important claims about the nature of human experience (Morgan, 2014). Morgan (2014) further posits that pragmatism, as a paradigm, accounts for the importance of distinguishing between post-positivism and constructivism without relying on metaphysical assumptions about ontology and epistemology. Pragmatism encourages the use of a variety of research methodologies, asserting that a continuous cycle of inductive, deductive, and abductive reasoning develops meaningful knowledge and provides a motivation for rigorous investigation (Mitchell, 2018).

The ontology or view of reality in pragmatism is based on action. Value is placed on action. Dewey (1998) contended that there are a variety of ways of understanding reality. The epistemology (how we know what we know) is centered around action and active processes of seeking knowledge, and that knowledge and practice impact each other.

Pragmatism is a flexible worldview that recognises different perspectives. For this reason, this study has adopted pragmatism as a worldview, with the focus on usefulness, practicality, and the solving of the problem at hand and the adoption of multiple methods to understand the phenomenon at hand. Pragmatists value both the assumptions of the positivist and constructivists (also known as interprevitists). They recognise that there exists certain established stable structures (positivist idea) and the role of people in establishing these (constructivists idea). The priority of the pragmatists is to answer the research questions as we do the data analysis from both quantitative and qualitative data.

## 3.2 Research approach

The nature of the research problem for this study enabled the research decision to firstly adopt a mixed-method study and therefore sequentially, the deductive

and inductive approaches were followed. The deductive approach was adopted for the quantitative phase of the study. This is the appropriate approach for scientific methods (Creswell, 2012). This approach enabled the testing of objective theories where the relationship among the variables was examined.

The inductive approach was adopted in the qualitative phase of the study. The semi-structured interviews allowed for further exploration of the emerging insight from delegate experiences of the impact of STC on how it supported the effective management of D&I. This also gave the researcher the best opportunity to understand the 'lived experiences' of the research participants (Alase, 2017). This inductive approach was also followed in the data analysis where emerging themes from the data were further expanded into the researcher's interpretation of the data (Creswell, 2012). A qualitative approach was also relevant because of the limited research available on STC, and in how it impact D&I management.

The mixed-method approach allowed for the compensation of the weaknesses of each approach, as these approaches complement each other (Schindler, 2019).

## 3.3 Research design

The study adopted mixed methods, utilising a sequential explanatory design, which integrated both quantitative and qualitative data. As a result of the complexity of the problem at hand, where a single method would not have been sufficient to provide adequate insight to the investigation and exploration of the impact of systemic team coaching on diversity, equity and inclusion. Mixed methods procedures involve the collection, analysing and mixing of quantitative and qualitative data to enable the complete understanding of the research problem (Creswell et al., 2003).

With mixed method approach, quantitative and qualitative designs complement each other and enable a more complete analysis (Waysman & Savaya, 1997). A key feature of mixed method research is its methodological pluralism which can lead to superior research (Mitchell, 2018). However, a necessary challenge of this is that mixed method research requires more work and financial resources,

and takes more time to conduct in the implementation of both quantitative and qualitative parts of the study (Molina-Azorin, 2016).

In case studies conducted by Mitchell (2018), it was found that mixed methods combine numerical and cognitive reasoning that led to a 'best answer' to data that otherwise could not be adequately explained (p.105). Williams (2007), cited in Mitchell (2018), posits that mixed methods research allows for both deductive and inductive analysis to be utilised in the same study, allowing the ability to answer questions about the nature of the phenomenon from participants perspective as well as the relationships between measurable variables. Mixed methods research allows for the adoption of '*what works'* to investigate, predict, explore, describe and understand the phenomenon, fundamentally recognising that qualitative and quantitative research approaches are both compatible and complementary (Mitchell, 2018, p.115).

Phase one focused on engaging various corporates to establish the exposure of their teams to systemic team coaching and any other form of team building interventions. In the second phase, the quantitative study utilising a survey instrument was developed and administered. Quantitative methods focus on measurement and analysis of causal relationships between variables (Cooper & Schindler, 2011).

This quantitative phase incorporated the research philosophy of the post-positivist perspective, which adopts both the ontology of a critical realist and the epistemology of a modified dualist/objectivist (Fox, 2008). Post-positivism goes beyond positivism, which is scientific research, quantifiable observation and generalising about phenomena. Positivism is appropriate for quantitative studies and aims to test theory, and describe experiences (Creswell et al., 2003). At its core, post-positivism addresses questions relating to the quality of data, the usage of more integrated approaches and the context of the phenomenon under study, whilst emphasising a thorough comprehension of the directions and perspectives of any study from multi-dimensions and multi-methods (Panhwar, Ansari, & Shah, 2017).

In the third phase, the study conducted a qualitative study utilising semi-structured interviews. The constructivist worldview was adopted for its assertion that human beings seek comprehension of their reality, life and work, and as such, develop subjective meanings for their diverse experiences, prompting the researcher to look for variety in viewpoints rather than classifying meanings into a few categories or concepts (Creswell & Creswell, 2017). This approach involved semi-structured interviews via a virtual platform with twelve participants who currently work in the organisational setting that is the incumbent of diversity and inclusion multidimensional experiences. This was the natural setting where the data was collected, as the field where participants experience the problem under study (Creswell & Creswell, 2017).

This qualitative phase employed non-probability sampling, utilising purposive sampling where participants were chosen for their unique characteristics and experiences of the phenomenon under study (Cooper & Schindler, 2011). New participants were also added to the sample to challenge emerging patterns and to confirm data saturation. Cooper and Schindler (2011) table that data saturation is the point at which no new information is forthcoming and no new insights seem feasible. Despite growing acceptance of saturation in qualitative research, controversy still surrounds it (Sebele-Mpofu, 2020).

The research decision on saturation point was supported by the forms adopted, which are the steps taken to achieve it in the sampling and in the thematic analysis. To narrow the scope of saturation, the following types of saturation were explicated: Inductive thematic saturation, data saturation and code or meaning saturation (Sebele-Mpofu, 2020). Code and meaning saturation is the point where no new codes are emerging and where no new insights are emerging from the data (Hennink, Kaiser, & Marconi, 2017). Guest, Namey, and Chen (2020) define data saturation as the moment in data collection and analysis when new incoming information offers little or no new information to address the research question. For this study saturation was reached on the sixth iteration, where there was repetition and no new codes in the data reviewed.

The study sought to explore the reality of systemic coaching and its influence on the constructs of diversity and inclusion in corporate organisations in SA; these

are concepts that exist in corporates. The qualitative phase had the intention of explaining the quantitative results. Further discussions assert that reality remains stable and can be observed or described through an objective that can be measured (Rahi, 2017), as set out in the objectives for the study.

## 3.4 Data collection

In designing the mixed method research, consideration of priority, implementation and integration was important, where priority refers to which method is given more emphasis in the study, i.e. quantitative or qualitative. Implementation refers to the design, where in this study quantitative and qualitative data collection and analysis come in sequence. The mixing or combining of quantitative and qualitative data occurs at the integration part of the analysis (Ivankova, Creswell, & Stick, 2006). Joint display analysis was employed as a mixed method integration process.

The study was cross-sectional and utilised the sequential explanatory mixed method design, consisting of two distinct phases. Phase two was the quantitative, numeric data collection, employing a survey questionnaire administered via Qualtrics. The aim of the quantitative phase was to identify the predictive ability of the selected variable, STC, towards diversity and inclusion management. A further outcome of the quantitative phase was to allow for the construction for the questions to be explored in the third qualitative phase.

The third qualitative phase, semi-structured interviews were conducted via MS Teams, a virtual meetings platform, with twelve participants from the representative organisations. Thematic analysis was conducted utilising MS Word and QDA Miner qualitative software to explain the impact and experience of team members on what systemic team coaching has contributed to the management of diversity and inclusion; this was tested in the second phase. The rationale for this approach is that the quantitative data and results will provide a generalisable picture of the research problem, that is, what is the contribution of systemic team coaching in the management of diversity and inclusion and the impact on grievance complaints, employee engagement, talent management and

the organisation's competitive advantage. The qualitative data and analysis improved upon and clarified the statistical results by delving into participants' perspectives in more depth (Ivankova et al., 2006). Figure 3 demonstrates the sequential explanatory design process.

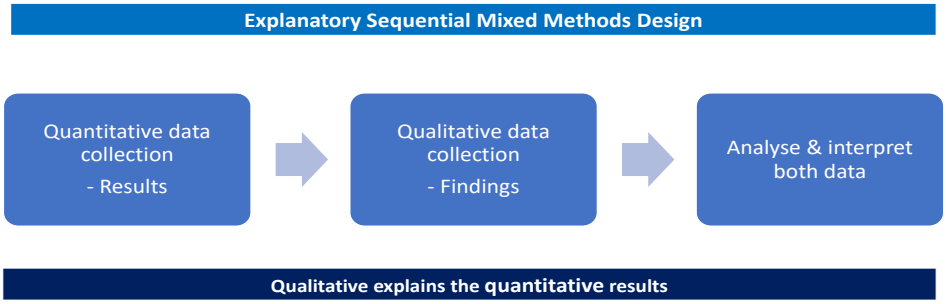



**Figure 4. Sequential explanatory design process**

**Source: Author's own adapted from Creswell & Creswell (2017)**

The following is a table which represents the procedures for the sequential explanatory mixed method design (Table 1). The priority in this design was awarded to the qualitative method as the critical aspect of data collection and analysis, through in-depth explanations of the quantitative results through the exploration with twelve semi-structured interviews. The quantitative data was employed to reveal the predicting power of the influence of systemic team coaching on the dependent variables. In Phase 1, the first interviews were with HR heads of 5 companies. This step is included to give background to how the study arrived at the 2 participating organisations for the semi-structured interviews for the qualitative phase of the study. The other 3 organisations had no exposure to team coaching. The sequential process is first the survey and then the interviews as the questions were further informed by the results from the survey.

## Table 1. Model outline of the sequential explanatory design

| Phase | Procedure | Outcome/Output |
|---|---|---|
| The below phases were implemented sequentially:<br><br>Phase 1: Interviews with HR heads of five companies to explore exposure to systemic team coaching N = 5<br><br>Phase 2: Quantitative Survey N = 67<br><br>Phase 3: Qualitative Semi-structured interviews N = 12<br><br>Phase 4: Integration of Phase 2 and Phase 3 results | | |
| **Phase 1**<br><br>Interviews with HR heads | Scheduled interviews with five HR head of companies to establish exposure to systemic team coaching and if the company would be willing to participate in the research. | Only two of the companies had experienced systemic team coaching or any other form of team coaching and were also willing to allow their employees to participate in the research. |
| **Phase 2**<br><br>Quantitative Data Collection | Cross-sectional online survey questionnaire<br><br>N = 67<br><br>Snowballing technique<br><br>Administered via Qualtrics | Numeric data<br><br>Sample size was determined by actual number of respondents who had experienced some form of team coaching. The intention was to reach N = 200 (Rahi, 2017) |
| Quantitative Data Analysis | Data screening:<br><br>Multivariate<br><br>Factor analysis<br><br>SPSS quantitative software<br><br>SMART-PLS | Descriptive statistics (see Appendix D),<br><br>Regression analysis, missing data, normality, multivariate outliers<br><br>Factor loadings |
| **Phase 3**<br><br>Purposeful target audience selection | Purposive Sampling: New participants to challenge emerging patterns. | N=12 semi-structured interviews |

| Phase | Procedure | Outcome/Output |
|---|---|---|
| Qualitative Data Collection | Individual in-depth MS Teams and Zoom semi-structured with 12 participants | Text data – interview transcripts |
| Qualitative Data Analysis | QDA Miner data analysis software<br><br>Coding and thematic analysis | Codes and themes<br><br>Similar and different themes |
| **Phase 4**<br><br>Interpretation and Integration of entire mixed method analysis | • Joint Display Analysis (JDA)<br>• Explanation of the meaning of quantitative results<br>• Interpretation of the meaning of interviews data<br>• Integration of Quantitative and Qualitative findings | Presentation of JDA and meta-inferences from the mixed method finding<br><br>Discussion<br><br>Implications<br><br>Recommendations for future research<br><br>Report |

In the second phase, the research objective was descriptive and explanatory research, where the prime objective of explanatory research was to identify issues and key variables in the research problem and to identify the predictive power of the selected variable. This approach is relevant to the quantitative scientific method (Rahi, 2017). The research design focused on answering the research questions of the study: To what extent does systemic team coaching influence diversity management?; and, To what extent does systemic team coaching influence inclusion management? The design also provided a framework for specifying the relationship among the study's variables (Cooper & Schindler, 2011).

The management question that the research design needed to answer was: What can be done to improve the management of D&I in the organisation? This question was linked to the challenges highlighted in the problem statement, that

is, the ineffective management of diversity and inclusion in SA organisations has led to increased numbers of grievance complaints, with organisations seeing declining employee engagement scores and battling to retain and attract key talent, ultimately impacting the organisations' competitive advantage and performance.

The study utilised a cross-sectional study which falls within the positivism paradigm that is based on quantifiable data and observation, adopting a survey strategy. The advantages of a cross-sectional study using surveys is that the study could be accomplished faster, at a lower cost and error sources caused by changes over time were minimised (Cooper & Schindler, 2011). Cooper and Schindler (2011) note further benefits of the cross-sectional study which was that it enabled the discovery of past experiences of diversity and inclusion and future expectations from these variables.

The research design survey questions enabled the study to test and measure the independent variable (systemic team coaching) and the dependent variables (Diversity and Inclusion management), for the purposes of establishing if there were significant correlations between these. An ex post facto design was also adopted, to ensure that there was no possibility to manipulate the variables (Cooper & Schindler, 2011), which is crucial in business research.

Systemic team coaching was a predictor variable, because it influenced the outcomes of the dependent variables. The following elements were identified from related literature sources which correspond to the research questions and problem statement:

- Diverse workforce teams
- Grievance complaints
- Employee engagement
- Inclusive culture
- Diversity as a strategic imperative
- Talent management
- Organisational competitive advantage
- Equity and transformation

- Team Coaching intervention
- Diversity and Inclusion Training

Table 5 under section 3.5 represents the relationship between the factors and variables and lists the survey items that measure each variable.

The variables were measured on a continuous 7-point Likert-type scale in the survey questionnaire. Joshi, Kale, Chandel, and Pal (2015) posit that the Likert type scale is rooted in the aim of the research, designed to enable the study to understand the opinions of the participants in relation to the latent variable, which is the phenomenon of interest. This phenomenon of interest was addressed by numerous items on the survey. The constructed items addressed the specific dimension and the measure of the phenomenon under study. For the survey to have statistical power, each variable was represented by at least three items on the scale in the survey instrument (Joshi et al., 2015).

## 3.5 Population and sample

### 3.5.1 *Population*

The population for this study is employees in organisations in South Africa, with geographical reach further expanded by access to delegates virtually via online platforms. The organisational population was from various organisations nationally, in different sectors for survey, with the response rate determined by social media reach and direct email invitations. The population for the semi-structured interviews was from two South African organisations in the retail and financial sector, that had specific experience in some form of team coaching. The access and reach to the population was further enabled by the digital age and the virtual way of working. The population is the entire collection of objects or entities (Leedy & Ormrod, 2014).

A parameter is the population value that the study was attempting to estimate. Population parameters are summary descriptors of variables of interest in the population and sample statistics are descriptors of these variables which are computed from sample data. Sample statistics are used as estimates of

population parameters. These sample statistics were the basis of the inferences about the population (Cooper & Schindler, 2011).

### 3.5.2 *Sample and sampling method*

The sample selected was the subset of the population. The sample studied enabled generalisations about the entire population and were a true representative of the population (Leedy & Ormrod, 2014).

The sample target participants comprised managers and their teams that report to them and the managers themselves were part of a team. The justification for targeting the sampling frame of corporate SA, was that corporate SA is the biggest employer in employee size for the population target audience. Sampling frame describes the frame from where a sample of target population will be taken (Rahi, 2017).

The research aimed to study participants who had been exposed to the independent variable (systemic team coaching) and those who were not exposed to the independent variable, that is, any form of team coaching or systemic team coaching. The comparison of these participant experiences, resulted in the confirmation and acceptance of the hypothesis.

The following sampling design decisions were made: design decisions needed to be consistent with the research hypothesis, and sought to find evidence of a strong correlational relationship (Cooper & Schindler, 2011), the sample was drawn from all levels of employees in the identified corporates who are part of a team.

Probability sampling method was applied for the quantitative phase of the study. Probability sampling is founded on the concept of random selection, which is a controlled procedure that assures that each case is given a known non-zero chance of selection. These samples provide estimates of precision and substantial confidence that the sample is representative of the population from which it is taken (Cooper & Schindler, 2011). Cooper and Schindler (2011) further added that probability sampling also reduces the sampling error and estimates

the range of probable sampling error present, and offers the opportunity to generalise the findings to the population of interest from the sample population.

The recruitment of the target audience was supported by the HR leads who encouraged participation on the survey. Social media platforms, such as LinkedIn, WhatsApp and Facebook, were also utilised to access a wider reach of the target audience. Due to some of these decisions, practical implications with regard to accessing the target sample was considered. This meant that the starting sample size was 300 responses, with the intention to end with an acceptable response rate. According to Rahi (2017), careful consideration of sample size is important as statistical techniques are affected by it. The acceptable simple random approach for online surveys suggests that 200 responses is reasonable for structural equation modelling (Rahi, 2017).

The target respondent for this study were all employees at all levels of the organisation, who had either experienced systemic team coaching and any other form of team building interventions, that were diverse in their unique demographic representation, that were the incumbents of diversity and inclusion experiences. These were employees in the selected corporates in SA. The sample took into account that the employees would be reached via email and other social media platforms such as Facebook, WhatsApp, and LinkedIn. Table 2 below provides the overview.

**Table 2. Sample and population overview**

| Variable | Description |
|---|---|
| Target Population | Team members in corporate SA who have experienced some form of team coaching. |
| Geographical area | SA Nationally |
| Number of participants | 67 (Qualtrics Survey) |

| | |
|---|---|
| | 12 (Semi-structured interviews) |
| Respondent type | All employees in the chosen corporates who are part of a team and have interactions with diverse teams. |
| Sources of data | Survey questionnaire and Semi-structured interviews. |

The study experienced challenges with reaching a significant sample size. As such, Partial least squares – structural equation modelling (PLS-SEM) was adopted. PLS-SEM has grown over the past decade and is now widely applied in many social sciences disciplines including organisation management and human resource management (Hair, Risher, Sarstedt, & Ringle, 2019). This method appealed to this study because it does not impose distributional assumptions on the data and even more importantly is that PLS-SEM is a causal-predictive approach to SEM that emphasises prediction in estimating statistical models whose structures are designed to provide causal explanations (Hair et al., 2019).

PLS predict is a new method for assessing a model's out-of-sample predictive power (Sarstedt, Ringle, & Hair, 2017). This study, for valid reasons, is drawn from a small population due to the newness of the team coaching model for developing teams. This study looked at how team coaching influences the management of D&I in a corporate business context.

- Preliminary considerations for PLS-SEM analysis in terms of when to use PLS_SEM (is a distinct method for analysing composite-based path models)
- When a small population restricts the sample size (Team coaching is a new concept globally, and even more so in the South African context. For this reason, not too many teams have been exposed to this model of developing teams to become effective in managing diversity and inclusion effectively. There is a need to find a model that will assist teams to be able to deal with diversity and inclusion more effectively).

PLS-SEM utilisation with smaller samples is possible, however the population's nature determines the situations in which small sample sizes are acceptable (Rigdon, 2016, cited in Hair et al., 2019). In terms of sample size, the PLS-SEM algorithm works by employing distinct ordinary least squares regressions to compute partial regression relationships in the measurement and structural models, which means that it can be used with smaller samples, however, the population's nature determines the situations in which small sample sizes are acceptable (Hair, Hult, Ringle, & Sarstedt, 2021). As such, team coaching is new, globally and locally, and has not reached the significant population.

Hair et al. (2019) table that for minimum sample size calculations, inverse square root method and the gamma-exponential method are suggested, furthermore, because PLS-SEM has stronger statistical power, it is more likely to identify relationships as significant when they are present in the population. PLS-SEM is also appropriate for confirmatory research (Hair et al., 2019).

For the qualitative phase, non-probability sampling was employed, utilising purposive sampling. The purposeful sample, comprised of intentionally selected participants who expanded on the understanding of the central phenomena by responding to semi-structured interview questions to best answer the research questions. This was made up of 12 purposefully selected participating managers and teams members. The justification for purposive sampling was the better matching of the sample to the aims and objectives of the study, with intention to improve the rigour and trustworthiness of the data and results (Campbell et al., 2020).

It was key to recruit top-quality participants to achieve deep and meaningful insights from the data. This consideration is a significant factor in qualitative research (Cooper & Schindler, 2011). To this end, the purposive selection of the participants took the following into consideration:

- Participants had been in corporate teams for a number of years
- Participants were individuals who hold different perspectives on team dynamics

- Participants were people who are at a level where they can articulate their ideas, experiences, feelings, attitudes and beliefs
- Participants were people who were open to sharing their ideas and experiences

**Table 3. Participants profile**

| Participant type description | Sample number |
|---|---|
| Senior Managers with direct reports | 10 |
| Junior Managers with direct reports | 2 |
| (These managers were also part of their operations management team and have historically been part of teams in their work history) | |
| **TOTAL number of participants interviewed** | **12** |

## 3.6 The research instrument

Cooper and Schindler (2011) posit quantitative research is depended on the quality of the measurement instrument used, which is the tool for collecting the data on the study's variables, which are: Independent Variable – Systemic Team Coaching and the Dependent Variables are Diversity management and Inclusion management. This study's research instruments are the survey questionnaire (see Appendix B), for the quantitative phase, and the semi-structured interviews (see Appendix C for the interview guide) for the qualitative phase.

The survey instrument was pre-tested with five participants prior to administering it to the target audience. The reason for the pre-testing was to ensure that there were no wording problems, question order problems and the need for clarifying definitions. This gave an opportunity to fix the instrument before publishing to the entire target sample. The pilot and pre-testing was also to determine the validity of the questionnaire (Leedy & Ormrod, 2014). The pilot also affirmed whether the instrument was asking and measuring only what was needed (Cooper & Schindler, 2011).

The instrument ensured that primary data was collected utilising the structured, pre-designed research questionnaire, which was further supported by literature. The benefits of employing a structured survey questionnaire are highlighted by Cooper and Schindler (2011) as enabling ease of administration, data was collected from a large sample, and finally, fixed and low costs. A study was conducted under positivist philosophical aspects which highlighted the survey questionnaire as the best data collection method to measure participants experiences of the variables (Rahi, 2017).

The instrument measured the influence of systemic team coaching on diversity and inclusion management. The instrument was customised from literature reviewed on the subject of team coaching, diversity, inclusion, equity and the management of diversity and inclusion. The survey strategy incorporated a 7-point Likert scale, which provided participants with more options to choose from. Joshi et al. (2015) found that when considering the reliability of the responses from participants, the 7-point scale performs better compared to the 5-point scale owing to the choice of items on scale defined by the constructs of the survey, where the 7-point scale provides more variety of options which increases the probability of meeting the objective reality of the participants. An online survey questionnaire was administered via Qualtrics. This had the benefits of higher response rates.

The research instrument was pilot tested with N=5 participants purposefully selected in the target organisations. The aim of the pilot was to validate the instrument and to test its reliability. These pilot participants were then excluded from the major study. The results of the pilot survey assisted in establishing stability and internal consistency reliability, face and content validity of the questionnaire (Cooper & Schindler, 2011). Additionally, based on the pilot test results, the survey items were then revised accordingly (Ivankova, 2002).

The ten identified predictor factors were aligned with the Hawkins (2014) “five disciplines of high-performing teams” (p.109-129) as demonstrated in table 4:

**Table 4. Five disciplines of high-performing teams predictor factors**

| Item # | Hawkins Five Disciplines | Predictor factors |
|---|---|---|
| 1 | Commissioning | Organisational strategy |
| 2 | Clarifying | Organisational strategy |
| 3 | Co-creating | Organisational strategy and development |
| 4 | Connecting | Organisational development and outcomes |
| 5 | Core-Learning | Organisational development and outcomes |

Source : Predictor factors are from primary data (Hawkins, 2014)

Reliability and validity are important factors which affect measurement decisions. The higher the number of scale points, increases the reliability of the measure. Scales with more scale points may produce more valid results, this will also mitigate the error of central tendency (Cooper & Schindler, 2011).

The content for the scales have been customised and adapted to the relevance of the variables under study, and these were further informed by literature. Table 5 provides a summary of the instrument:

## Table 5. Research Instrument summary

| **Description from Hawkins Systemic Team Coaching (STC)** | **Constructs** | **Types of Questions** | **Item measure alignment** | **Variables** | **Scales references** |
|---|---|---|---|---|---|
| Participant biographical information | Demographics | Multiple choice | Q2 – Q7 | Other | |
| **Clarifying**<br><br>**Commissioning** and **Co-creating** – Team effectiveness<br><br>**Connecting**, supportive organisational context<br><br>Co-learning | Systemic Team Coaching (STC) or Team Coaching | 7-Point Likert scale | Q8<br><br>Q9.1 – Q9.8<br><br>Q10.1 – Q10.6<br><br>Q15.1 – Q15.3<br><br>Q16.2<br><br>Q17.1 | IV | (Hawkins, 2014)<br><br>(Kahn, 2018)<br><br>(Hawkins, 2017)<br><br>(Carr & Peters, 2013)<br><br>(Clutterbuck, 2010)<br><br>(Clutterbuck, 2011) |
| | Diversity Management | 7-Point Likert scale | Q11<br><br>Q13.1 – Q13.6<br><br>Q17.2 | DV1 | (Hewlett et al., 2013)<br><br>(Stout-Rostron, 2017) |

| Description from Hawkins Systemic Team Coaching (STC) | Constructs | Types of Questions | Item measure alignment | Variables | Scales references |
|---|---|---|---|---|---|
| | | | | | (Mazibuko & Govender, 2017)<br><br>(Daya, 2014)<br><br>(Stout-Rostron, 2019) |
| | Inclusion Management | 7-Point Likert scale | Q12<br><br>Q14.1 – Q14.8<br><br>Q16.1 | DV2 | (Stout-Rostron, 2019)<br><br>(Mazibuko & Govender, 2017)<br><br>(Daya, 2014) |

## 3.7 Data collection procedure

Phase one of the data collection process involved Human Resources heads from five organisations, where presentations of the research purpose were conducted via MS Teams. Buy-in and approval was obtained from two of the organisations. Organisation consent and motivation for participation was sent and sign-off obtained (see Appendix A). Specific teams were then identified within each of the target organisations for participation in the survey and the semi-structured interviews. HR primary client supplied the email database for the respective employees and in the third phase assisted with scheduling the semi-structured interviews with purposely selected participants.

Emails and WhatsApp messages with the survey link were sent out and participants were given two weeks to respond. Subsequent reminders were sent every two weeks for a period of three months. A pre-drafted email was also provided to the HR heads to assist with the follow up of the survey completion. This ensured that the follow up request was sent from two different sources.

Further attempts were made to reach the population that had exposure to a form of team coaching, with additional invitations sent to specific managers of teams, team leaders and team members on LinkedIn and Facebook requesting them and their teams to participate in the survey. Qualtrics was the data collection software which was employed for this study. Primary data for the quantitative phase was gathered using the structured survey questionnaire. The advantages of using a structured survey questionnaire are: fixed and low costs, collection of data from large samples, and ease of administration. This was a single-methodology design employing only the survey method. The collected data was then imported into SPSS for the initial analysing and then further analysed on SMART-PLS.

The objective of the third qualitative phase was to explain the results of the second quantitative phase. The semi-structured interview approach was adopted for collecting the qualitative data. In-depth interviews were conducted via virtual platform, MS Teams, with twelve purposefully selected participants. This form of data is rich in context and served to add to the statistical results from the second phase by illuminating the phenomenon under study (Creswell et al., 2003).

The interview procedures included five open-ended questions, refer to Appendix C for the interview guide, which had added questions for probing for further detail and insight. The content of the questions were derived from the results of the statistical tests from the second phase and served to expand these results. The questions focused on answering the research questions. The interview questions were shared with the participants prior to the scheduled interview and the purposes of the research further explained. Consent to record the interview for transcription purposes was obtained from the one participating organisation prior to the interviews taking place. The other organisation did not grant permission to

record the interviews but agreed to the taking of notes during the interview. The participants were comfortable for the final report to be shared with them.

## 3.8 Analysis of data and interpretation

Parametric statistical techniques were used to test the hypotheses. Descriptive analysis, correlation and regression analysis was applied in the data analysis. Statistical Package for Social Sciences (SPSS) was employed as the data analysis software. Data importation from Qualtrics to SPSS was instituted. Data was further imported to SMART-PLS. The data analysis included the reduction of collected data into summaries, whilst looking for patterns by searching for relationships among the three variables (Cooper & Schindler, 2011), that is the descriptive analysis of all three variables in the study. Descriptive statistics (see Appendix D), utilising SPSS, allowed for the use of the mean and standard deviation to provide general descriptions of the responses (Leedy & Ormrod, 2014).

Triangulation of the results and findings is an integral part of mixed method research. Triangulation is the strategy of combining qualitative and quantitative methods; this is done to increase the quality of the research (Cooper & Schindler, 2011). The triangulation strategy adopted conducting the quantitative methodology first and was then followed by the qualitative, with the aim of explaining the results and further elaborating on how the results were obtained. Cooper and Schindler (2011) further assert that both methodologies complement each other.

A correlation exists when one variable relates to the other variable in a predictable way (Leedy & Ormrod, 2014), for this reason correlation analysis enabled the testing of the hypothesis when analysing the data. Correlational research tests for the relationship between two or more variables by looking at the surface relationships between the variables under study. Correlation analysis also aided in determining whether or not there was a strong relationship between the variables, providing clarity on the strength of the relationships (Leedy & Ormrod, 2014).

Correlation coefficients reveal the magnitude and direction or relationships, this signified the strength of the positive or negative relationship between the independent and dependent variables (Cooper & Schindler, 2011). The hypotheses we were looking for strong positive relationships with high coefficients, with the linearity of the variables being examined with a scatterplot, where we expected to find the data points falling along a straight line.

Relationships serve as the basis for estimation and prediction. Cooper and Schindler (2011) hold that simple and multiple predictions are made through regression analysis, thus enabling the testing of the influence of the independent on the dependent variables. Regression was taken into account, where an equation was developed to predict the dependent variables values. Both correlation and regression are affected by the assumptions of measurement level and the distributions that underlie the data (Cooper & Schindler, 2011).

Multiple regression was helpful in sorting out confounding effects, to ensure that even when coefficients are statistically significant, they must be practically meaningful, where the significance reflected the likelihood of a linear relationship. The method of linear squares was applied which allowed for the identification of the regression line, which kept errors to a minimum (Cooper & Schindler, 2011).

Ordinal scales were used, for the reason that the research collected information on variables to discern patterns and to reveal the relationship between and the influence (Cooper & Schindler, 2011) of systemic team coaching on diversity and inclusion. The intention was to describe and interpret the data collected. The adopted data analysis techniques assisted in summarising the data, and in understanding the effect of variables on the variables under study, that is, to what extent does systemic team coaching influence diversity and inclusion management. Further procedures to clean the data was followed on both Qualtrics and SPSS, with final importation into SMART-PLS.

Goodness-of-fit PLS-SEM, and its prediction oriented nature, were validated accordingly (Sarstedt et al., 2017). This focuses on the interplay between prediction and theory testing and the results should be validated accordingly,

where the discriminant validity results for the pruned model showed that there was good discriminant validity.

For the qualitative phase, interview transcripts were coded and analysed using QDA Miner qualitative data analysis software. The procedure that was followed for the qualitative analysis included:

- The interviews were recorded with permission from the participants for transcription accuracy
- MS Teams was the virtual meeting platform used. MS Teams and auto transcript functionality.
- The MS Teams transcripts were then edited by a professional transcriber to ensure accuracy of the data from the interviews
- Then preliminary exploration of the data by reading through the transcripts and extracting themes, over three times by the researcher
- Coding the data into Excel, segmenting and labelling the text to be ready to import into QDA Miner
- QDA Miner was used to further code and sort labels
- Codes were used to develop themes
- The themes were used to start constructing and formulating a narrative (Creswell et al., 2003).

For the mixed methods data analysis, Joint Display Analysis (JDA) was adopted as a logical framework for organising both quantitative and qualitative results. JDA is a suitable anchor for this mixed method study that linked the two data sets from this sequential design study. The study utilised an iterative process to build the joint display where results from the quantitative phase and interviews thematic findings were combined, with various iterations enabling new insights to be gained each time from each successive iteration of the joint display (Haynes-Brown & Fetters, 2021). This iterative nature of JDA ensured the meta-inferences (the integrated results) made in the final JDA represent both the results adequately, in a visual presentation that consolidates all the results. JDA provided a robust structure for linking the quantitative and qualitative data together (Fetters & Guetterman, 2021).

The following core steps were followed for the mixed methods data analysis adapted from Haynes-Brown and Fetters (2021):

1. Quantitative data was cleaned, screened and imported into SPSS for first analysis
2. The analysis was framed according to the study's purpose
3. Preliminary analysis was then conducted
4. The quantitative data was then transferred into SMART-PLS for SEM
5. The qualitative data was coded using MS Word, and then the codes were transferred into QDA Miner software
6. A structure was then used to summarise initial findings
7. A check was then run to check for inconsistencies
8. The findings were then organised for dissemination
9. Then a process of interpreting the results took place, followed by the writing up of the results.

The study employed several iterations to build the joint display and with each iteration something new was learnt about the study. The first iteration helped in the identification of what needed to be refined in the next iteration. For reader ease of reference and readability, a third column was added to include the interpretation of the analysis in the third iteration of the joint display. Through the different iterations, more insights were gained about the data. For the quantitative phase, box plots were used to show how the scores were distributed across the data sets (Haynes-Brown & Fetters, 2021).

Having done the iterations for the quantitative and qualitative components, interpretations followed. What was learnt from this iteration is that what was found in the survey results was consistent with the participants' responses on how they experienced D&I in the coaching conversations. Once all the iterations were completed and saturation reached, the overall interpretation of the findings was conducted and tabled as meta-inferences. The study looked at the dominant themes emerging across all participants for each theme, and the specific quotes aligned to the dominant themes were then jotted down in the joint display. These were then colour coded in the joint display for the qualitative findings (Haynes-Brown & Fetters, 2021).

## 3.9 Validity, reliability, and trustworthiness

Campbell and Cowton (2015) posit that issues of reliability and validity are key questions of method selection; that the instrument must have validity and reliability for its purpose. The validity and reliability of measurement instruments influence the extent to which the research will present learnings about the extent to which STC influences D&I management, the probability that the study obtains statistical significance in the data analysis and the extent to which the study draws meaningful conclusions from the data (Leedy & Ormrod, 2014). Exploratory factor analysis was performed to measure both reliability (consistency) and validity (accuracy).

Internal and external validity for the chosen method for this study was addressed. The study had sufficient controls to ensure that the conclusions drawn are warranted by the data (internal validity) and the results obtained reasonably allowed for generalisations about the world beyond the research context (external validity) (Leedy & Ormrod, 2014).

Trustworthiness in the qualitative phase of the study was not without its challenges. These challenges that needed to be managed included collecting data from the participating organisations and from various social media platforms. The data analysis was conducted and the study ensured that the literature reviewed supported the findings and also enabled the study to discover new insights from the data collected. Coding of the data was an iterative process to ensure that the captured codes, categories and themes were as close to the reality of the participants' experiences. This data management process enabled in-depth data analysis (White, Oelke, & Friesen, 2012).

For the qualitative study to meet data trustworthiness, White et al. (2012) tabled that data criteria to be met includes: transferability, authenticity, dependability, credibility and confirmability.

### 3.9.1 *External validity (generalisability) and transferability*

As phase 2 was a statistical study, where hypotheses were tested quantitatively, the generalisations about the findings were presented based on the representativeness of the sample and the validity of the design (Cooper & Schindler, 2011). The instrument measured to what extent does systemic team coaching influence diversity and inclusion management for it to be valid. Validity of the instrument needed to have face validity, content validity, and construct validity; that is the validity of the measurement instrument is the extent to which the instrument measures what it is intended to measure (Leedy & Ormrod, 2014).

External validity of the study was the main contribution of the study in its ability to contribute to the generalisability of the findings to other contexts. This study was conducted in the real world context of corporate SA and surveyed team members and managers. The study further ensured that the target participants are a representative sample of the population for which we wish to draw conclusions.

The validity of a measurement instrument in its several different forms is important. Firstly, the face validity of this study needed to ensure that, at face value, the instrument measured the variables the study was intending to measure. This was important in ensuring buy-in and co-operation from the target participants (Leedy & Ormrod, 2014).

Secondly, content validity ensures that the items in the instrument measure the content they were intended to measure (Creswell & Creswell, 2017), ensuring the actual questions in the instrument are aligned to what the study intends to measure. Content validity was key for this study because the study intended to assess the target's achievement from having participated in systemic team coaching interventions if this enables better management of D&I. Further to this, high content validity needed to be demonstrated by the questions in the instrument reflecting various parts of the content domain in appropriate proportions (Leedy & Ormrod, 2014).

Construct validity further ensured that the items measured the constructs under study. Construct validity is the extent to which the instrument measured STC,

D&I, which in their characteristics cannot be directly observed but are assumed to exist based on patterns in people's behaviour (Leedy & Ormrod, 2014).

Transferability was key for the study in ensuring that the design and operations of the study were clearly defined. The steps to allow for replication of the methodology to a larger population and by future researchers are stated in this process for this paper. The iterative process followed in the data analysis ensured that the descriptions of the participants' experiences of STC were captured as accurately as possible (White et al., 2012). The study focused on understanding in-depth, the context of the participants' environment. This was achieved through further proving in the interview conversations. This was done as an acknowledgement that qualitative research is of the view that reality is socially constructed by each individual and should be interpreted and not measured (Cooper & Schindler, 2011).

### 3.9.2 *Internal validity and Credibility*

Leedy & Ormrod (2014) state that the extent to which the study's design and the data collected allow the study to draw accurate conclusions about cause and effect and other relationships within the data is known as internal validity. To justify internal validity, the research study took precautions to eliminate other possible explanations for the results observed, and conclusions drawn were warranted from the data collected in this study (Leedy & Ormrod, 2014).

The above being said, research conducted under tightly controlled conditions, warrants internal validity as it allows the study to rule out other possible explanations for the results obtained. However, this applied research study took place in a naturalistic, more complex environment of corporate SA. This was more useful for external validity as this increased the chances that the study's findings are generalisable to other real life situations (Leedy & Ormrod, 2014). The survey was extended beyond the participating organisations, and further distributed via social media platforms to targeted audiences made up of managers of teams, team members and HR professionals.

Credibility and authenticity was achieved through the study's alignment to methods accepted as scientifically sound, where transparency of the methodology was key. The research questions were used to craft the interview questions and further probing in the interview conversations enabled the maximisation of the research questions being answered. It was also important for the study to be supported by a solid understanding of the organisational context and its dynamic where the interviewer had to familiarise herself with how diversity, inclusion and multiculturalism affects employees within organisations. The various presentations to the organisations to give context to the purpose of the study enabled the support from HR's approach to supporting in the recruitment of participants. To further increase credibility, the participants were purposely selected for their comprehension of the phenomenon, the interviews were recorded on MS Teams, and accurately captured where recordings did not take place, thorough notes were taken (Whittemore, Chase, & Mandle, 2001) .

### 3.9.3 *Reliability and dependability*

Reliability is the consistency with which a measuring instrument yields consistent results. The most important form of reliability is the instrument's internal consistency, which looks at the degree to which sets of items on an instrument behave in the same way (Creswell & Creswell, 2017). This was key in this study to ensure that the scale items on the instrument assessed the same underlying construct whilst ensuring that the items have suitable intercorrelations, using the Cronbach Alpha scale (Creswell & Creswell, 2017). Cronbach Alpha was used to measure the observed score generated by SPSS.

Cronbach's Alpha is a useful coefficient for assessing internal consistency. The Likert scale items for this study needed to have internal consistency, that is, the items should all measure the same thing, so they should be correlated with one another (Bland & Altman, 1997). Cronbach's Alpha further measured the reliability of the instrument by quantifying the reliability of the score to summarise the information of the several items in the questionnaire (Christmann & Van Aelst, 2006).

The data collected was screened and validated to minimise the risk of making invalid and inaccurate conclusions. The screening of the data included ensuring that all items in the survey were completed by the participants and noting any missing data from the respondent surveys which, if undetected, will impact the reliability of the research (Kwak & Kim, 2017).

For the qualitative phase, dependability highlights further validity issues to be addressed in the qualitative research process, such as the dependability of the findings in the midst of variability, the applicability of the findings to broader contexts, and the freedom from bias in the research process (Whittemore et al., 2001). Dependability of the method looks at producing similar interpretations whereas reliability looks at producing identical results (White et al., 2012).

### 3.9.4 *Objectivity and confirmability*

Exploratory Factor Analysis (EFA) was applied to ensure objectivity. EFA is important because both validity and reliability reflect the degree to which we may have error in the study measurements (Leedy & Ormrod, 2014). EFA is based on the idea that a large number of measurable and observable variables can be reduced to a smaller number of latent variables with a common variance and are observable. In this study, EFA was used to discover the number of factors influencing variables and to analyse which variables go together, with the dependent variables being the surface attributes and the underlying factors the internal attributes (Yong & Pearce, 2013). EFA enabled the provision of optimal results, particularly should the data not meet assumptions, which generalise to other samples and that reflect the nature of the population. The large sample of this study aimed to produce most replicable results which were explored utilising EFA (Costello & Osborne, 2005).

For the qualitative phase, to validate the findings, to determine the credibility of the information, four primary forms were adopted: 1) triangulation, 2) member checking, 3) providing rich descriptions to convey findings and, 4) external audit (Creswell et al., 2003).

Confirmability was important in the qualitative phase. This was about ensuring that an audit trail is kept, and that an accurate and comprehensive record of the activities employed in the study, including the data collection and analysis were kept (White et al., 2012). The study had distinct phases and steps to be followed in the process. This was done to ensure that the sequential explanatory design achieved its intentions.

## 3.10 Study limitations

The following were noted:

- Quantitative method focuses on fresh data collection from a large population, it however, ignores individual participants emotions and feelings (Rahi, 2017).
- The interpretation of the cross-sectional study requires a lot of care (Cooper & Schindler, 2011).
- The study was only conducted in corporate SA however to a limited population due to the experience of team coaching being relatively new. As such, it might not be generalisable to other industries and to the entire corporate SA population.
- Participants might have been biased or withholding when answering the questionnaire.
- Online surveys do not give opportunity to ask probing and clarifying questions which would have yielded more insights for this study.

Mixed methods research has both advantages and disadvantages. The benefits and drawbacks of the sequential explanatory mixed methods design are discussed below:

- Lengthy time to explore as one is conducting both quantitative and qualitative research

- Time and resources to collect and analyse both quantitative and qualitative data.
- Advantages: Easy to implement for a single researcher as the study sequentially proceeds from one phase to another.
- Useful for exploring quantitative results in more detail.
- Useful for when unexpected results arise from a quantitative study

## 3.11 Ethical considerations

It was important to anticipate the ethical issues that might have arisen during the study for both the quantitative and qualitative phases. Creswell and Creswell (2017) further highlight the need to protect research participants, trust development with the participants, promotion of the integrity of the research, guarding against misconduct and impropriety that may impact the participant's organisation. The research report had to be credible and guard the privacy of the participants.

Ethical considerations specific for this study included the following:

- Gaining permission and informed consent from the organisations and participants
- Not pressurising participants to sign consent forms
- Protection from harm – avoid collecting harmful information
- Avoid disclosing only positive results
- Voluntary and informed consent (POPI Act)
- Right to privacy and confidentiality
- Permission from HR to conduct the research within company
- Fictitious names were assigned to the interview participants transcripts
- All survey data was kept in password protected software and will be deleted after a reasonable period of time.

These were addressed in the different phases of the research process (Creswell & Creswell, 2017).

The following considerations from the Wits Business School were also adhered to:

- The research only proceeded upon approval and go-ahead from the Wits Business School panel board
- The research only continued upon receipt of the official ethics letter (see Appendix E) from WBS and this was attached to the survey communication to all participants

## 3.12 Conclusion

In conclusion, the research paradigm of the study is the pragmatic worldview. The research approach is the sequential mixed methods, and adopted both deductive and inductive approaches to enable for a richer results and findings from both quantitative and qualitative designs. The data was collected utilising the survey tool for the quantitative phase, and semi-structured interview were conducted for the qualitative phase. The population was determined by the exposure to team coaching in the participating South African organisations, targeting further managers of teams and team members. PLS-SEM was employed for the quantitative data analysis as a result of the reduced sample size, with Joint Display Analysis supporting the display of the results. Thematic analysis was employed for the data from the structured interviews. The purpose for mixed method was achieved as the qualitative data provided deeper explanations and insight of the quantitative results.

# CHAPTER 4. PRESENTATION OF RESULTS AND FINDINGS

## 4.1 Introduction

The objective of this chapter is to present results from the mixed method research conducted as discussed in Chapter 3. The study adopted a four phased approach, where phase 1 was the engaging with different organisations to establish if systemic team coaching or any form of team coaching had been experience by teams withing the organisation. This enabled the continuation with organisations that had been exposed to systemic team coaching or some form of team coaching. Phase 2 was the quantitative approach utilising the survey instrument. Phase 3 was the qualitative approach using semi-structured interview with purposefully selected team members. Phase 4 is the presentation of the consolidated results from phase 2 and 3. The phase 2 survey results are presented first, followed by the phase 3 semi-structured interview thematic analysis findings. A deductive analysis with an inductive thematic analysis for a richer comprehension of the impact of the variables under study was conducted (Boyatzis, 1998).

## 4.2 Data screening

A total of 67 responses were received from the phase 2 quantitative study, from the Qualtrics survey tool and imported into SPSS Version 27.0.0.0, which stands for Statistical Package for the Social Sciences. However, 12 of these were incomplete and therefore eliminated from the sample. Thus, a total of 55 participants that were complete were analysed. There were a few missing cases in the variables. Little's MCAR test was conducted, which tests whether significant difference exists between the means of different missing-value patterns (Li, 2013). The results indicated a Chi-Square = 245.009, DF = 235, Sig. = .314. A p-value of 0.314 indicates that the missing values were appearing randomly and therefore missing values were replaced by the mean of the variables.

## 4.3 Participants demographic profile

The demographic data collected include gender, age, race, level of leadership in the organisation, and experience (which is the number of years in the organisation).

### Gender

80% of the participants were female, while 20% were male as indicated in figure 4. There were no responses for non-binary or third gender which was provided for in the survey questionnaire.

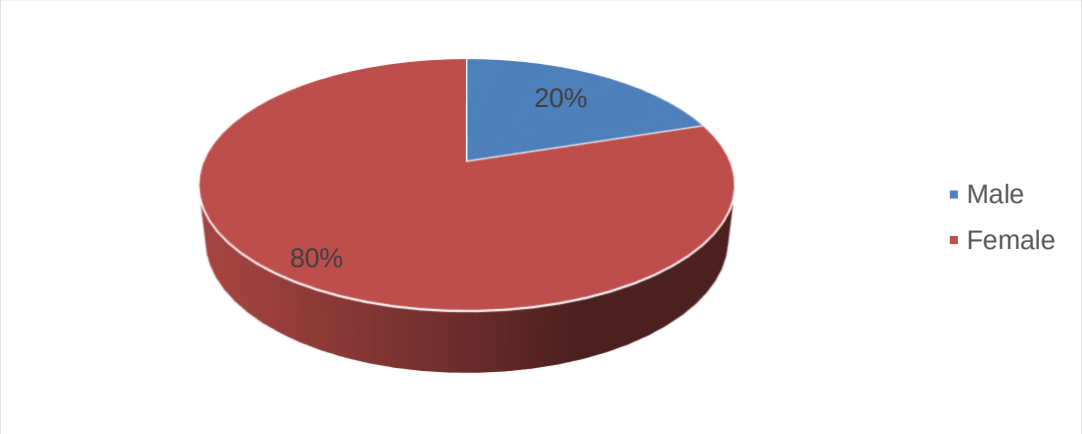



**Figure 5. Participants gender**

**Source: Primary Data**

### Age

In the sample, a noteworthy percentage of the participants were between the ages 46 – 55 years age group, at 53%. Whilst 18% was represented in the 56+ years age group, 15% for 36 – 45 years and 15% for 18 – 35 years age groups. These are demonstrated in figure 5 below.

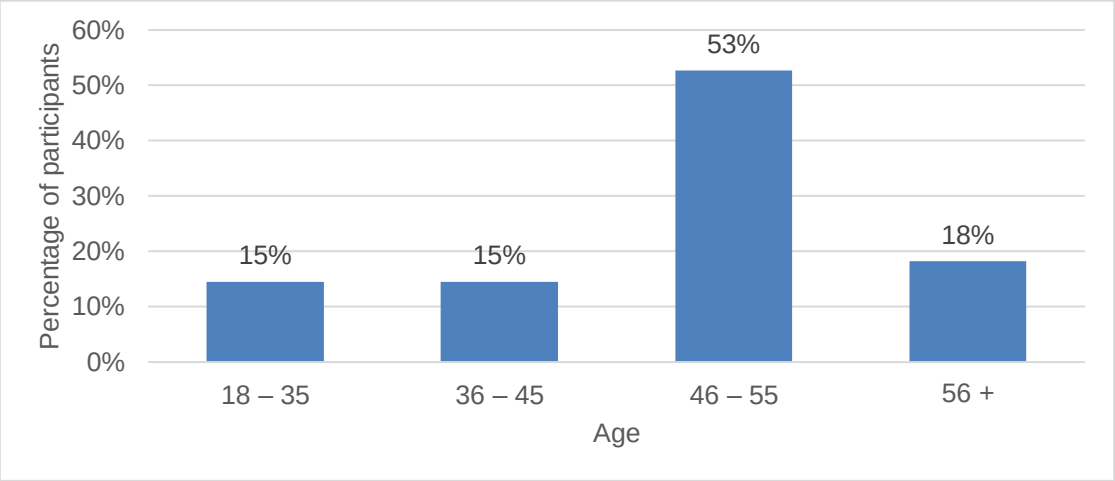



**Figure 6. Participants age**

**Source: Primary Data**

**Race**

More than half of the sample participants, 53% were African/Black, while 40% were White, with the Indian population represented by 5% and 2% were Asian. This is indicated in figure 6 below.

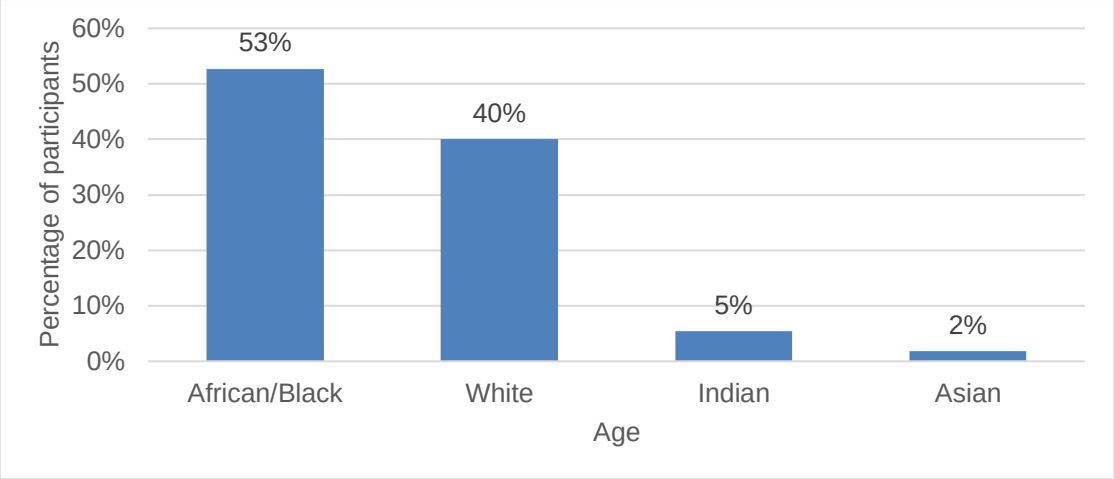



**Figure 7. Participants race**

**Source: Primary Data**

**Level of Leadership**

The sample participants are made up of mostly senior managers at 38% and senior executives at 31%. This is supported by literature that team coaching has been largely exposed to senior management and hence the challenges of diversity and inclusion management because the senior levels in organisations represent the smallest number of the organisation's population. Focus for team coaching should be on the larger teams represented by middle managers (15% of the sample) and junior managers (2% of the sample). While managers of self with no direct reports, or specialists made up 15% of the sample. These results are indicted in figure 7 below.

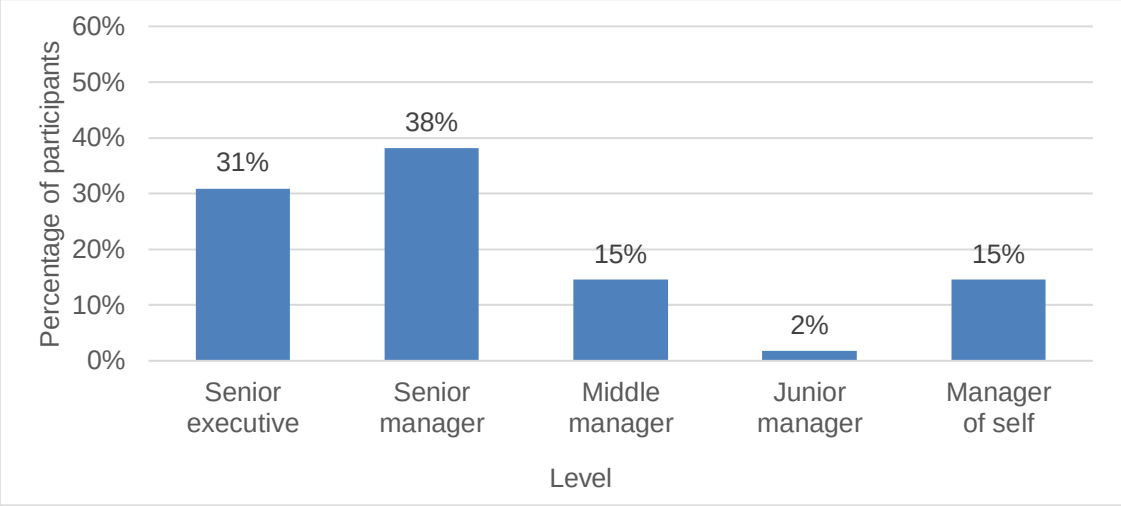



**Figure 8. Level of leadership**

**Source: Primary Data**

**Experience**

For tenure or number of years in the organisation, the results reveal that 27% of the participants have been with their organisation for 15 years and above. This figure of 27% is the same for participants who have been with their organisations for 5 – 9 years. While 24% of the participants have been with their organisation for 10 – 14 years and the lowest representation of participants at 22%, have been with the organisation for 1 – 4 years. This is indicated in figure 8 below.

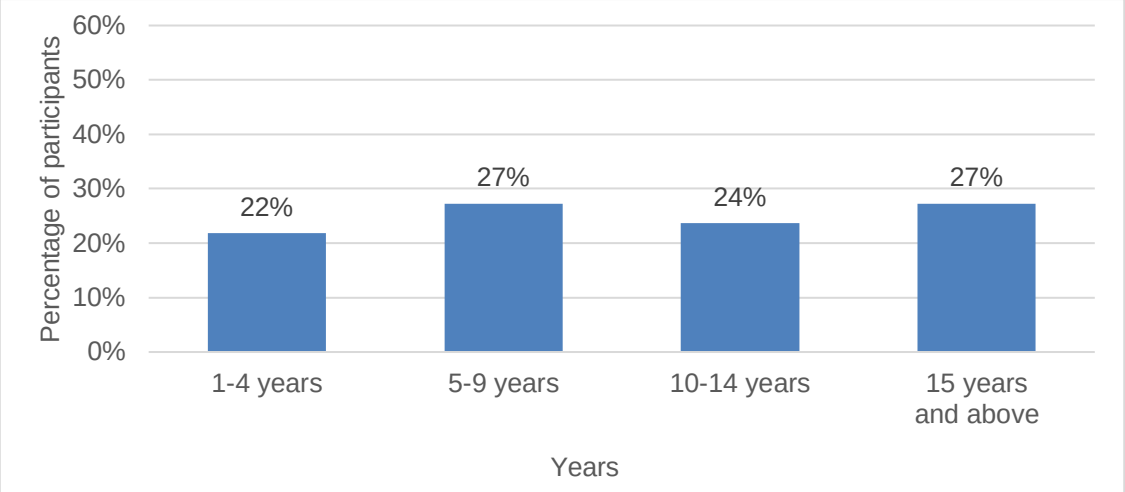



**Figure 9. Years with organisation**

**Source: Primary Data**

The section below presents the results of the participants who have attended a team coaching intervention, diversity and inclusion training. The survey inquired of the participants to select whether they had been exposed to any form of team coaching interventions within their organisation. The 11% participants who responded No, were not able to continue with the survey and therefore excluded. The 2% who responded Maybe were given a free text space to state what team coaching intervention or any other team intervention they have attended. This 2% was then able to continue with completing the survey.

87% of the participants have attended a team coaching intervention, while 11% have not attended any team coaching intervention. These 11% were then not required to continue with the survey, their participation ended at this point. 2% responded 'maybe' expanding in the text box that they had attended Enneagram team workshops and other team building workshops. These results are presented in figure 9 below.

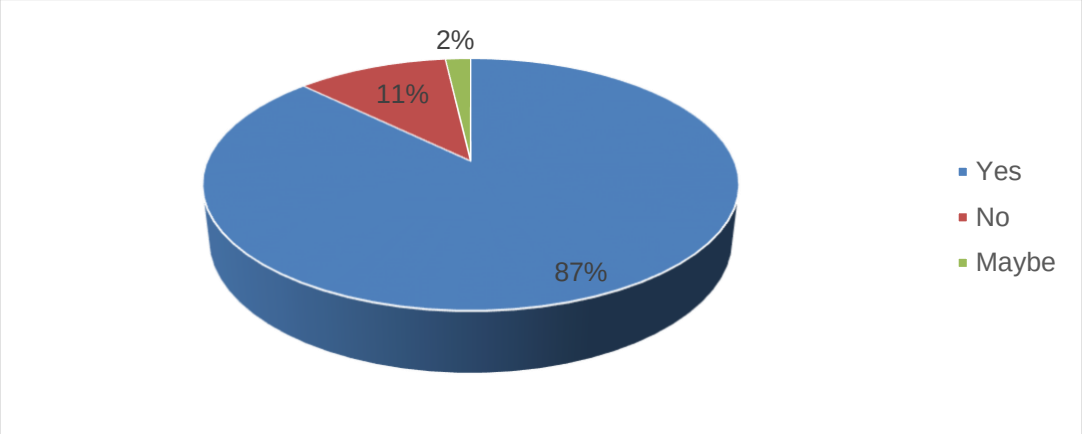



**Figure 10. Attended team coaching intervention**

**Source: Primary Data**

The survey also inquired as to the respondent's attendance of any diversity and inclusion training as these form part of the dependent variables of the study. 71% of the participants have attended diversity and inclusion training, while 29% have not. These results are depicted in figure 10 below.

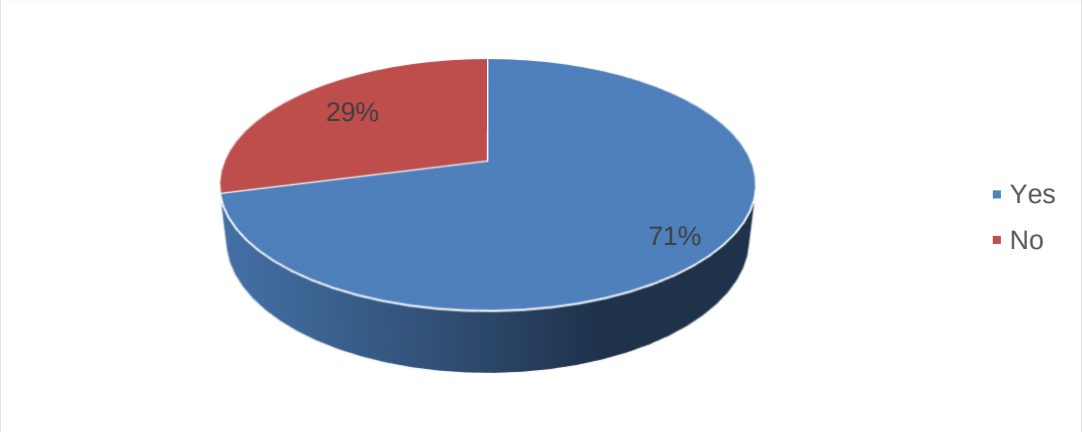



**Figure 11. Attended diversity and inclusion training**

**Source: Primary Data**

## 4.4 Test for common method bias

On SPSS, descriptive statistics (see Appendix D) were calculated to summarise the data in an organised manner for each of the variables (Nick, 2007). Factor analysis was conducted including all rating questions into one construct and the total variance explained was 46.5%. This was less than 60%, which indicates that there was no common method bias (Kave, 2003). Refer to Appendix E for the table reflecting the cumulative total variance explained for the test for common method bias.

## 4.5 SMART-PLS results

The hypothesised model from SMART-PLS is as presented in Figure 11 below. The data was validated and the hypothesized model was built. The variables are connected to the questionnaire items. The standardised regression rate or the effect, the values are reflected for each variable in relation to each question item. The $R^2$ values for diversity management (DM) is 0.720 and for inclusion management (IM) is 0.586, which is the per cent variants explained by the explanatory variable.

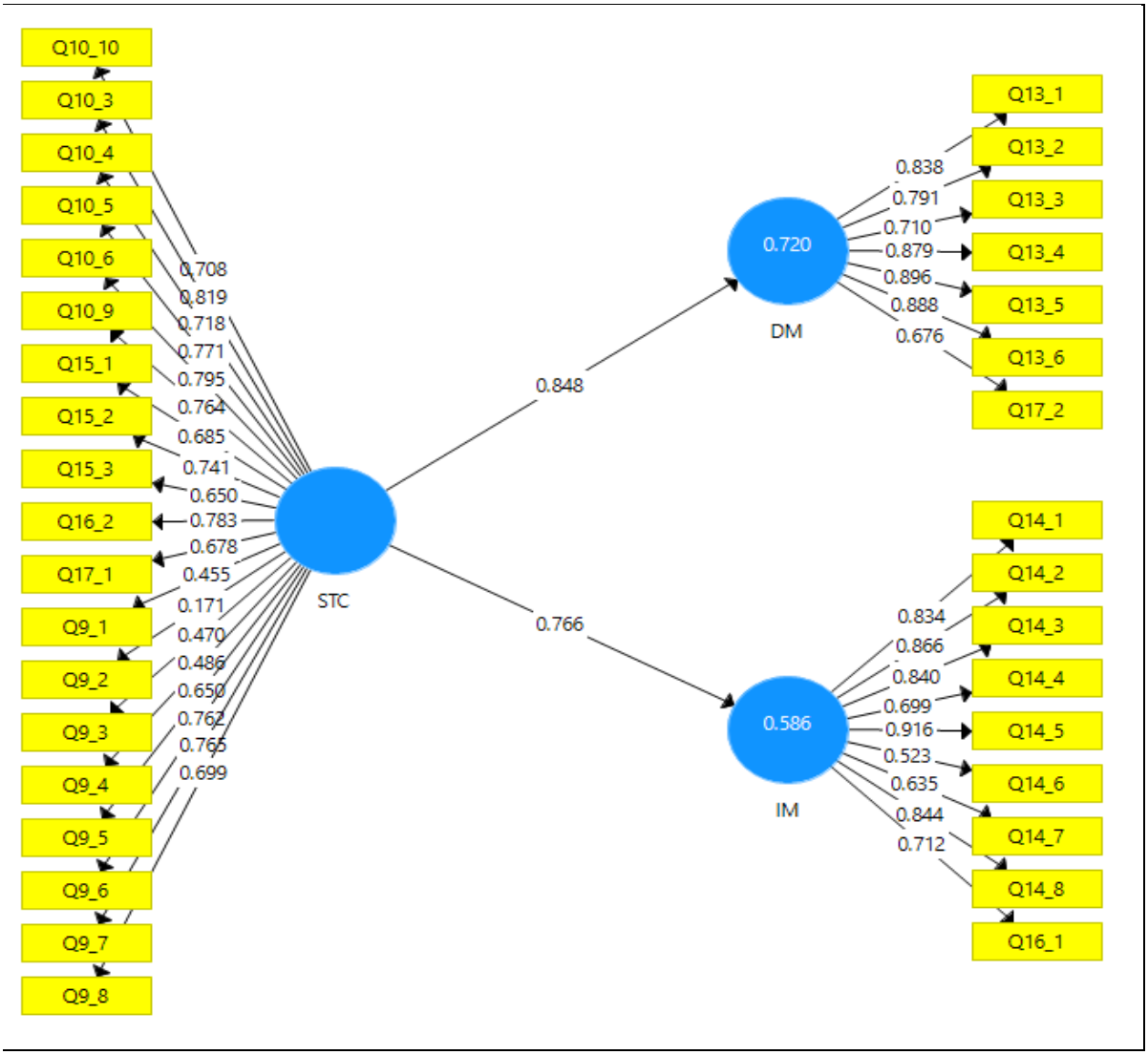



**Figure 12. Hypothesised model**

**Source: SMART-PLS**

The Construct Reliability and Validity results for the hypothesised model are presented in Table 7. The results show that there was internal reliability for all constructs as the Cronbach's Alpha values were all greater than the minimum required value of at least 0.7. All items had moderate item-total correlations ranging from 0.91-0.93, which meant that all items were retained. The closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of items in the scale (Gliem & Gliem, 2003).

There was no convergent validity for STC as the Average Variance Extracted (AVE) value was less than the minimum acceptable value of at least 0.5. AVE measures the level of variance captured by a construct versus the level due to measurement error, where values above 0.7 are considered very good, and 0.5 is acceptable (Alarcón, Sánchez, & De Olavide, 2015). This indicates that there was a need to prune some items from the model to improve reliability and validity. There was also no divergent validity as the diagonal elements of the Fornell-Larcker Criterion were less than some correlations with other constructs as displayed in Table 8. This shows that there were some items that were highly correlated to items in other constructs.

**Table 6. Construct reliability and validity: Hypothesised model**

| | Cronbach's Alpha | rho_A | Composite Reliability | Average Variance Extracted (AVE) |
|---|---|---|---|---|
| **DM** | **0.914** | **0.920** | **0.932** | **0.665** |
| **IM** | **0.912** | **0.923** | **0.929** | **0.597** |
| **STC** | **0.931** | **0.946** | **0.939** | **0.462** |

**Table 7. Fornell-Larcker Criterion: Hypothesised model**

| | DM | IM | STC |
|---|---|---|---|
| **DM** | 0.815 | | |
| **IM** | 0.828 | 0.773 | |
| **STC** | 0.848 | 0.766 | 0.680 |

The prunned model is shown below in figire 12 and table 9.

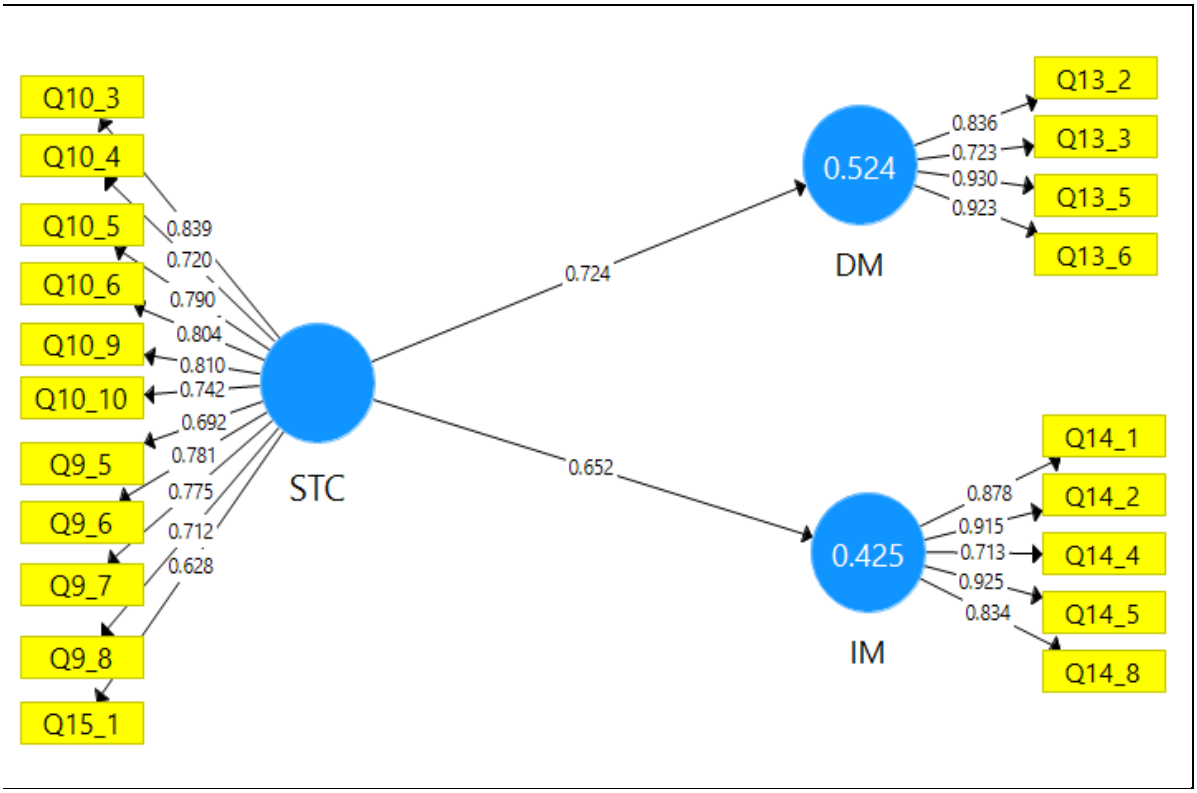



**Figure 13. Pruned model Source: SMART-PLS**

**Table 8. Construct reliability and validity: Pruned model**

| | Cronbach's Alpha | rho_A | Composite Reliability | Average Variance Extracted (AVE) |
|---|---|---|---|---|
| **DM** | **0.877** | **0.897** | **0.916** | **0.735** |
| **IM** | **0.907** | **0.915** | **0.932** | **0.734** |
| **STC** | **0.924** | **0.928** | **0.936** | **0.572** |

The discriminant validity results for the pruned model showed that there was good discriminant validity, the diagonal elements are higher than any other correlation in the same row or column. This indicates that the items within each construct are strongly correlated to each other more than they are correlated to items in other constructs.

**Table 9. Discriminant validity: Fornell-Larcker Criterion**

| | DM | IM | STC |
|---|---|---|---|
| **DM** | 0.857 | | |
| **IM** | 0.755 | 0.857 | |
| **STC** | 0.724 | 0.652 | 0.756 |

The structure model with moderation included is shown below in figure 13.

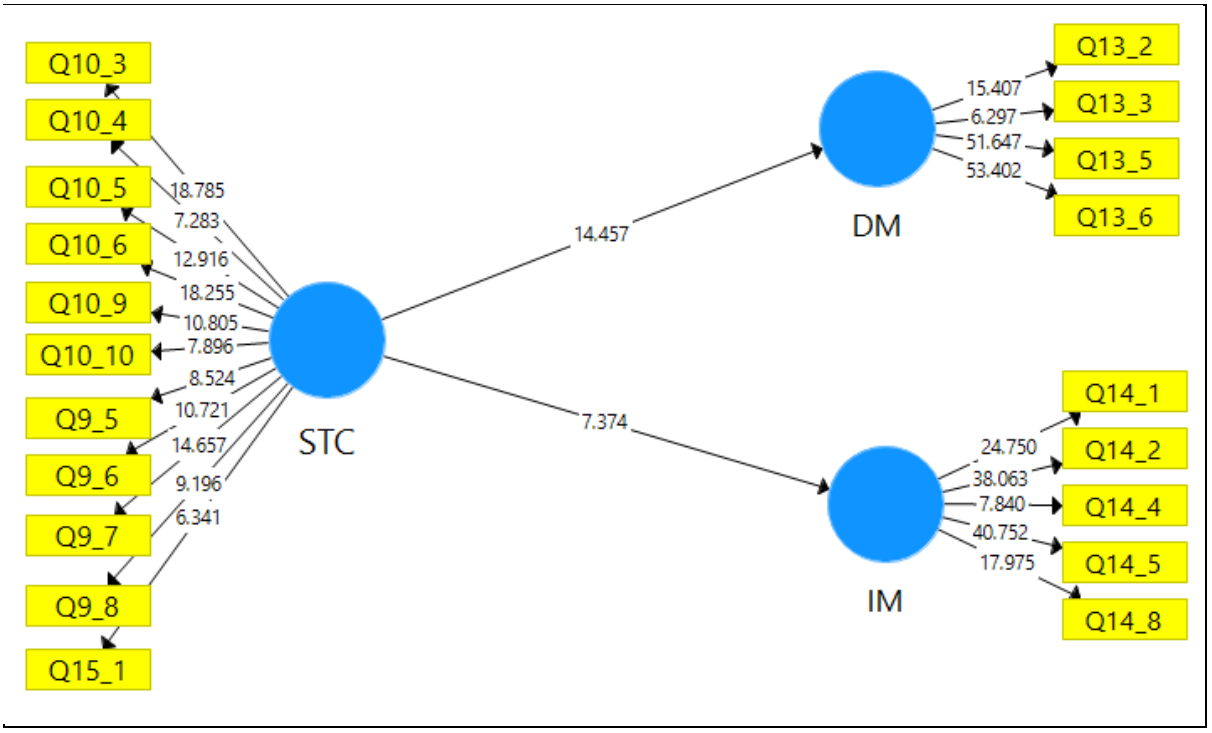



**Figure 14. Final factor structure model Source: SMART-PLS**

**Table 10. Mean, STDEV, T-Values, P-Values**

| | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (\|O/STDEV\|) | P Values |
|---|---|---|---|---|---|
| **STC -> DM** | 0.724 | 0.740 | 0.049 | 14.856 | **0.000** |
| **STC -> IM** | 0.652 | 0.667 | 0.086 | 7.575 | **0.000** |

The results are summarised below, where p<0.05 is significant (Sarstedt et al., 2017):

- Systemic Team Coaching had a positive significant effect on Diversity Management (B = 0.724, p-value = 0.000).
- Systemic Team Coaching had a positive significant effect on Inclusion (B = 0.652, p-value = 0.000).

### 4.5.1 *Hypothesis 1 and RQ1 results*

Hypothesis 1: Systemic team coaching has a positive influence on diversity management

Research question 1: To what extent does systemic team coaching influence the management fo diversity?

Hypothesis 1 was tested and it measured what it was meant to measure with good discriminant validity. The study revealed that participants were familiar with systemic team coaching and the questions were aligned to their understanding of team coaching and diversity management. The results showed that systemic team coaching significantly influences diversity management with B = 0.724, p-value = 0.000, signifying a strong influence at 72%.

### 4.5.2 *Hypothesis 2 and RQ2 results*

Hypothesis 2: Systemic team coaching positively influences inclusion management

Research question 2: To what extent does systemic team coaching influence the management of inclusion?

Hypothesis 2 was tested and it measured what it was meant to measure with good discriminant validity. The study revealed that participants were familiar with team coaching and the questions were aligned to their understanding of team coaching and inclusion management. The results showed that systemic team coaching significantly influences inclusion management with B = 0.652, p-value = 0.000, signifying a strong influence at 65%.

## 4.6 Qualitative phase findings

Phase 3 of the study was the qualitative approach which involved 12 semi-structured interviews with purposely selected participants from the two participating corporates.

**Table 11. Demographic detail of the interviewed participants**

| Company | Gender | Level of Leadership | Number of years of company | Attended team coaching intervention |
|---|---|---|---|---|
| 1 | Male = 1<br>Female = 5 | All senior managers | More than 5 years | All have attended some form of team coaching |
| 2 | Male = 2<br>Female = 4 | 4 = Senior managers<br>2 = Junior managers | More than 5 years | All attended systemic team coaching |

Source: Primary data

Thematic analysis was conducted on the transcripts. MS Word first level coding and then categorisation, was conducted on each of the transcripts. QDA Miner software enabled further coding and categorisation of the data to extrapolate useful themes. Key words, abbreviated statements and phrases from the interview transcripts were analysed, extrapolated, coded and categorised. Codes that were similar in association were grouped into categories. The researcher then progressed to draw out themes and patterns emerging from the data categories, these are also the sub-themes. These patterns and themes were noted in an additional column on the master MS Word table. Table 4.13 below demonstrates the thematic framework. The themes were further aligned to the the research proposition and questions.

**The thematic framework high-lights the following themes:**

Theme 1: The experience of systemic team coaching (STC) by managers

Theme 2: The experience of team builiding and any other team interventions by the managers

Theme 3: Systemic team coaching perceived impact on the experience of diversity by managers

Theme 4: Systemic team coaching perceived impact on the experience of inclusion by managers

Theme 5: The 'how' of systemic team coaching that enables managers and teams to effectively manage D&I

Theme 6: Additional comments and suggestions from participants

The presentation of the findings follow this order.

**Table 12. Identified categories and themes**

| **Theme** | **Extrapolated Categories / Sub-themes** | **Theme identified** | **Alignment to Proposition 1/2 and RQ3/ RQ4** |
|---|---|---|---|
| 1 | Inceased engagement<br>Achievement of collective goals<br>Learning about self and others<br>Increased awareness<br>STC is an experience not training<br>Trust Building<br>Team and personal growth<br>Enhanced leadership<br>Appreciation of team diversity | The experience of STC | Proposition 1, RQ3, RQ4 |

| Theme | Extrapolated Categories / Sub-themes | Theme identified | Alignment to Proposition 1/2 and RQ3/ RQ4 |
|---|---|---|---|
| | Improved relationships and performance<br><br>Builds an inclusive environment | | |
| 2 | Addresses team problems/challenges<br><br>Clear intention to fix<br><br>Team members to buy into the goal<br><br>Success if team members engage<br><br>Once-off intervention<br><br>Not sustainable / does not stick | The experience of team building and other team interventions | Proposition 1 |
| 3 | Appreciation of difference<br><br>Exposure to different forms of diversity in the team<br><br>Value of diverse dialogue<br><br>Value of different perspective in the team<br><br>Increased awareness<br><br>Respect for unique histories of delegates | STC perceived impact on the experience of diversity | Proposition 1, RQ3, RQ4 |
| 4 | In STC sessions:<br><br>People feel valued<br><br>People can be themselves<br><br>People feel included<br><br>Safe to share own voice<br><br>New people safely oriented into the team | STC perceived impact on the experience of inclusion | Proposition 1, RQ3, RQ4 |

| Theme | Extrapolated Categories / Sub-themes | Theme identified | Alignment to Proposition 1/2 and RQ3/ RQ4 |
|---|---|---|---|
| | Increased engagement in the team | | |
| 5 | Role of the systemic team coach<br>Facilitation of the STC process<br>Process builds trust<br>Facilitates team learning<br>Gets everyone aligned<br>Co-created agenda<br>Encourages reflection | The 'how' of STC | Proposition 2, RQ3, RQ4 |
| 6 | Team building not sustainable, no follow through<br>Team coaching works when it is hybrid (combining team and individual coaching)<br>Mindset and willingness to change determine the success for teams<br>Upfront clarity that the focus of the team coaching is Diversity & Inclusion<br>Use of tools and assessments supports the team coaching process<br>Ensure enough time, process should be long-term and should not be rushed to build sustainability | Additional comments/suggestions from participants | Proposition 1 and 2, RQ3, RQ4 |

Below is a graphical demonstration of the thematic framework highlighting the frequency of the codes under each theme and expanded categories.

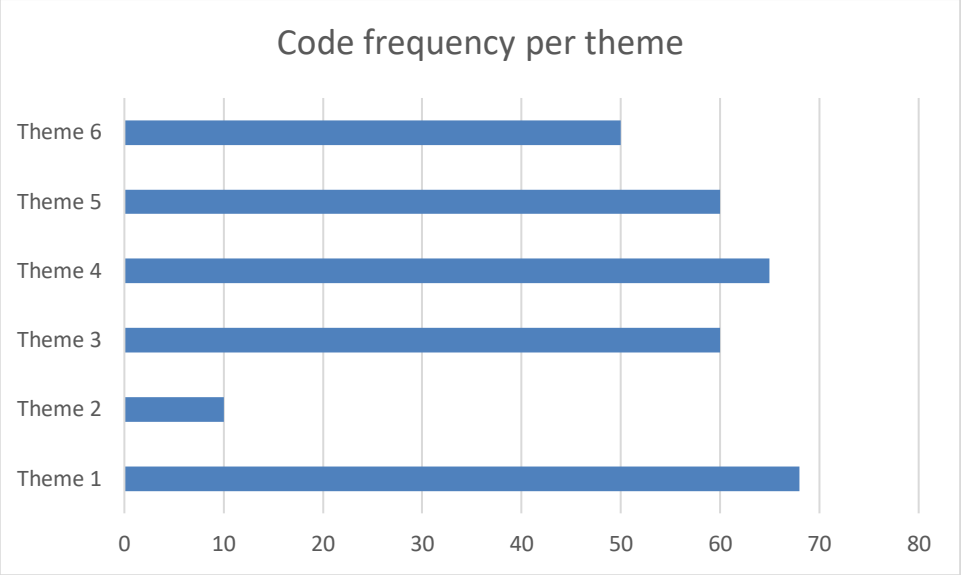



**Figure 15. Thematic framework with code frequency**

Table 14 reflects how the codes and categories have been classified for each of the participants in the presentation of the findings, this is to enable the alignment of the quotes to each participant.

**Table 13. Code, categories and quote alignment to participants**

| **Participant** | **Code classification** |
|---|---|
| Participant 1 | P1 |
| Participant 2 | P2 |
| Participant 3 | P3 |
| Participant 4 | P4 |
| Participant 5 | P5 |

| | |
|---|---|
| Participant 6 | P6 |
| Participant 7 | P7 |
| Participant 8 | P8 |
| Participant 9 | P9 |
| Participant 10 | P10 |
| Participant 11 | P11 |
| Participant 12 | P12 |

### 4.6.1 *Research question 3 findings*

What is the perceived impact and experience of managers and teams of systemic team coaching effects on the management of diversity and inclusion?

The following themes emanated from research question 3:

#### *a) Theme 1 findings – The experience of STC*

Participants were asked to comment on their full experience of the team coaching process they had attended. Their responses were further probed using open questions to expand and to give clarity to their responses. This theme had the highest frequency codes at 68 for the consistent codes showing up across all 12 participants.

The emerging sub-themes substantiate the proposition that STC does support teams in the management of diversity and inclusion. As discovered in the literature reviewed, developmental coaching with its objective of self-awareness is a key tenet in unlocking collective self-awareness in teams. This necessitates the combination of self-awareness with an understanding of other team members' anxieties, motives, objectives, and emotions. Where the team coach encourages

the team to engage in systematic and sustained change by raising collective awareness through the team coaching process of dialogue and mutual feedback (Hultgren et al., 2013).

The responses of the participants are quite explicit in how they expressed their experience of STC and its contribution to the impact and management of diversity and inclusion. The sub-themes highlighted a positive experience of the facilitated team coaching sessions, such as: increased engagement, cross-collaboration, increased self and team awareness, working as a collective, learning about self, learning about the team, unlocks more than the average team intervention, dialogues stretched thinking and contribution, it is hybrid, it is long-term, it is an experience not training, open conversations, exposure to diverse perspectives, enabled the building of trust, improved performance.

A consistent theme across participants was in how the process enabled increased awareness of self. Self-awareness is a key element in emotional intelligence and maturity. Participant 1, 4, and 6 captured this below:

*“I think what it does do, is bring awareness to a team and mostly to the individual.” P1*

*“We had conversations that were not about work but were about us, understanding what do I want, how do I feature in to the team and how I can grow far more than where I am now. I also got to understand that.” P4*

*“For me it was more of an awareness experience. It’s like I had to learn more about myself, about who I am and be able to unpack it and understand where I’m at and where I want to go. So for me the experience was more of self-awareness. It has unpacked a whole lot of things about me and my work ethic and my leadership.” P6*

Participants expressed how the facilitated dialogues broadened their perspectives in recognising individual unique contributions, and learning about own and others' strengths and weaknesses, whilst enabling stretched thinking. These insights were captured quite succinctly by Participant 3 and 4:

*"There was also a part where we got insight into how people think and how they react under pressure but I think there's also a transparency with each individual, through the way it was facilitated, through the parts that where you needed to make a contribution, it forced individuals and gave them a sort of good understanding of where they are, weaknesses, opportunities to grow and what are their strengths so I found that also to be interesting insights in terms of the team coaching experience, there's transparency in the team around what are the potential opportunity developmental areas within each individual and then within self as well." P3*

*"I think most of the time I was only focusing on the bad to say this is not working but how am I going to get it to work and never looking at the positives within the bad situations. So it has helped me, understand and see things from a different perspective." P4*

Participant 2 and 3 particularly commented on the hybrid nature of the team coaching process and that what further enabled the effectiveness is how it was delivered as a learning experience and not training. This was best described in Participant 2's comments:

*"It wasn't just a coaching, a training, it wasn't a development, it was an experience in terms of the whole process and doing it face to face as well as online…" P2*

*"I think by nature of that setting it allowed me as a leader to be able to go into this process, to be able to sit back, know when is the right time to contribute, when is the right time to steer the teams thinking, sit back, listen to the value that's on offer, so from an inclusion perspective we're a very diverse team." P3*

Participant 2 and 3 further shared her experience of how the process also enabled inclusion through opening up the opportunity for deep-level diversity characteristics to be explored, in how it helped the learning about other team members and learning about self, highlighting the theme of learning about others and increased team awareness:

*"If I look at the only really inclusive sort of training where you get to learn about other team members and yourself is the insights training that the business offers, so from the get-go calling it the team coaching experience for me was so different." P2*

*"If you look at the make-up of the team there's a good balance between female, male, African, Indian, so the only dynamic from a diversity perspective is we actually don't have a white team member in there but everyone made their contribution." P3*

Participant 1 and 12 further added to the theme of how the process enabled increased team awareness. This was best described in the following statements:

*"…what it does is bring awareness to a team and mostly to the individual, which is great in terms of the interaction." P1*

*"And also connect with the team as well and also be aware of things that we were never aware of." P12*

A consistent theme across participants was on how the process enabled the team to have open conversations, conversations that they were not able to have previously, because a foundation of trust was not present. This was highlighted in the following sub-themes: vulnerability, people and team opening up, enabled the building of trust, improved relationships, contracting rules of engagement, clearing up misconceptions. Participant 12, 3 and 4 expressed this experience as follows:

*"To speak the unspoken, but what exists in the team, you know when you struggle to, have very difficult conversations, but then you manage to do that with team coaching because you are equipped to have difficult conversations." P12*

*"It's brought us together as a team, got us to be open as part of the rating process, how do we rate ourselves from multiple categories that was discussed." P3*

*"Yes team coaching experience enabled the collaboration, previously I would just function and do things on my own and only get together with the team if there was a need for us to be together. But at most times I wanted to function on my own. So the experience what it did for me is it showed me that I don't actually need to be alone when I've got various people that I can speak to, that I can get support from and also offer support to and see things differently there." P4*

Participant 2, 3 and 4 expressed how the process brought the team together, how this sense of togetherness contributes to the team feeling renewed, resulting in a

productive environment. These are experiences that point to the resilience of the team, where the team's capability to self-renew was enabled through team coaching. Participant 2 also brought up the importance of trust in the team and how trust enabled her as a leader to get the best out of the team. This was expressed by the participants in the following statements:

*"It just brought things together and when I say things that's the wrong word, there was newness in my team. It made me personally understand just how big the trust element was in order to get the best out of the team." P2*

*"It's brought us together as a team, got us to be open … So all in all we're in a much more positive framework now that's ultimately allowing us to be more productive, more efficient and ownership, that sense of ownership…" P3*

Participant 4 and 12 added to this sentiment by also highlighting a crucial element of inclusion, over and above the team coaching brought them closer as a team, it also enabled them to find her voice within the team and to feel heard:

*"… with the coaching sessions, it has actually brought us closer where I am able to ask and offer help and also just to have general conversations with my team members. It has helped me open up. It has helped me find my voice within the team." P4*

*"I can certainly say that the link to the engagement drivers and the diversity drivers, you are investing in the levers that connect to you, like creating trust and I think trust was one of the areas that had to surfaced as well and I think the way the team coaching gets doen it allows for trust to be encouraged because of the ways it's being facilitated and people feeling heard." P12*

The team coaching further enabled the managers of the team to be able to let go of control and allow the team members to find their own voice. Participant 3, who is a senior manager, who manages the team of operations managers expressed his leadership learning in the following statement:

*"I think by nature of that setting it allowed me as a leader to be able to go into this process, to be able to sit back, know when is the right time to contribute, when is the right time to steer the teams thinking, sit back, listen to the value…" P3*

Participant 2 and 6 supported this sentiment of how the team coaching enhanced her leadership:

*"It slowed me down in the way I communicate and the methods of communication That I use. Because through that experience I learned that every individual Absorbs and reacts differently and for me it tailor made my approach to each Individual, to get the best out of my team." P2*

*"It has enabled me to lead my team more effectively. The approach is different. In so many ways, I'm making sure on a daily basis that I live what I've learned and through that I can see a shift in how I lead my team and how my team responds back. So I can say that the team coaching has been very helpful in my life and in my team, everything else yes. We are on the right track." P6*

The experience of the team coaching sessions in the open dialogues that were facilitated further enabled the participants to reflect on the socio-historical South African context challenges, and the biased perspective that is informed by personal history, where Participant 1 and 10 commented to this:

*"So that is what I was talking about earlier on but this is a massive thing that is for me is about sitting in and out and that's a bias because I'm an African person. I always say that, I come from a very biased stance because of my history and my people." P1*

*"And I think as much as from a profile point of view if you just look at race and gender, it's six females, one male from a gender point of view that's as diverse as it got. All African and then one Indian female, but from a diversity of thought point of view, fundamentally different and that's what you see coming through from a diverse point of view in the team." P10*

The topics that the team coaching enabled team members to have the courage to unpack and to go into the depths in order to start the journey of

confronting the self in order to get to the place of serving the other has been evidenced in statements from Participant 8:

*"One of the areas that gets addressed there is unconscious bias and that's important in my view because as I said some people are possibly just purely racist or sexist or ageist but some people I believe are also not aware of their biases. They just choose the person they are comfortable with and that person happens to be the person who looks like them. So it's important to start there so that people have got that self-awareness, where am I, and just reflect, why is it that I always find that I'm in a team, or all my team is pretty much, always look almost the same and those are the very important first steps that I think makes me have the comfort that it's a good start, the programme we are having, and just going into the, deep into the individuals." P8*

*"Some people were saying I always thought I'm open minded and I accept gay people but after doing this assessment it looks like I'm not and that's important for people to get to a better understanding of where they are and therefore what can they be aware of, what they need to change going forward to be more inclusive. It always starts with the individual." P8*

Participant 3, 4 and 5 expressed how the team coaching enabled the effective orientation of new team members and further accelerated contributions from new team members. Where Participant 3 and 4 elaborated as follows:

*"So naturally with our business as it is it would take people a lot more time to get used to making your contribution. If you look at the historic new introductions, people would come in, sit, observe, and it would take about 18 months before you get people feeling, the mindset would be I shouldn't contribute now, let me understand the landscape and territory I'm in and as I make a contribution from a results perspective then comes unlocking my values so what the process has done itself has allowed a new person from day one to come in and say hold on I'm part of this team, I can add instant value, I've got experience, I've got a wealth of knowledge, I've got value." P3*

*"I would start with how the coaching sessions, what they have done for me and the team. When I joined I felt a bit of a loner because I was from a different region and joining a region where people know each other. So I felt it's going to be hard for me in this team. But the coaching sessions actually brought us closer where I am able to ask and offer help and also just to have general conversations with my team members. It has helped me open up. It has helped me find my voice within the team." P4*

Performance improvement of the team was mentioned across Participants 1, 2, 3, 4 and 12, where participant 3 specifically spoke to how the team coaching enabled the team to shift the business from not performing to great performance:

*"It's allowed us to unlock breath of fresh air, start of a new beginning, and*

*when you look at the complexities of what you deal in a business that's really*

*not performing it was an absolute need. It came at the right time for us because when your business is performing financially well, the world doing stuff is limited but when you're in a business that's not performing, it's at an all-time high and to be able to still allow for time to be able to focus on the strategic objectives, I think for me that stood us in good shape currently and it's going to continue to hold us in good shape for the future as well." P3*

Realising the value of the whole being more than the sum of its parts, was the collective value from collective contributions from different team members. This was captured in the statements from Participant 4 and 5:

*"So for me that made it great and for me and my colleagues it's because we have found an understanding as to what we need to do, what we need to achieve and how we need to achieve it, and also what role do I play in ensuring that the team wins. That it's not only about selected people but us as a whole, as a team." P4*

*"If I want to get results the person that I can say to TL2 let's build up a strategy in terms of how are we going to win the new accounts, I can say to TL1, pull the data for us to analyse, tell us what we need to tap into, we're using each other." P5*

### *b) Theme 2 findings – The experience of team building and other team interventions*

Theme 2 is aligned to proposition 1, as is linked to a better understanding of research question 3 in further illuminating that systemic team coaching and not any other form of team building interventions supports teams in the effective and sustainable management of diversity. Participants were asked to comment on their experience for team building and other team interventions in how these supported the management of diversity and inclusion. The codes for an aligned experience for this theme were significantly lower at 10, than the experience of systemic team coaching at 68. The sub-themes highlighted some reservations and some short-comings in generic team building interventions such as: only successful if team members see value in it, there to fix something that is broken in the team, starts on a negative briefing, no long-term benefits, not sustainable, inauthentic engagements.

Participant 9 expressed the lack of sustainability in the team building interventions as follows:

*"It's very valuable when you engage but my experience has been that once the engagement is over then people tend to go back to the normal way of doing things. There's no stickiness." P9*

Whilst Participant 7 added to the lack of stickiness post the team building intervention:

*"That's what I found to be a challenge. The stickiness after the event is over and the fact they don't find value in it themselves. You have to bribe them to it." P7*

There were some benefits highlighted in team building interventions. These are demonstrated in the experience of participant 1 where the team building helped the team to resolve its unhappiness and adjustment challenges:

*"I just walked into that team, to lead the team and there was unhappiness from the internal team, and adjustment issues, and we went through a process …teambuilding getaway." P1*

Participant 8 added to this dimension of team building events that the experience was that there was no clearly stated vision for what the team is supposed to do achieve with the teaming. The experience would be great, however the lack of direction reduced the impact of these interventions:

*"So in most instances we have great teaming interventions. A lot in team interventions whether from a training POV or pure teaming workshops." P8*

*"So yes the interventions most were great, people will enjoy them. The impact is not so much there, we don't know where they were supposed to end up. We didn't have an end in mind when we did the team intervention. So that's the one gap I'm observing." P8*

### *c) Theme 3 findings – STC perceived impact on the experience of diversity*

Theme 3 is aligned to the proposition 1, RQ3 and RQ4. Participants were asked to comment on their perceived experience of the impact of STC on diversity and the management of diversity. This theme has high frequency codes at 60 across all participants who have experienced team coaching. The resultant sub-themes concur with the proposition and RQ3 with some elements which contribute to the support of RQ4. Team members come into the team context with historical baggage. Awareness of one's own and others' histories and their impact on collaborative behaviours is often low. Psychodynamic conversations which are facilitated through team coaching, assist the team to recognise, accept or challenge and manage these histories (Cox et al., 2014).

The expressed sub-themes from participants transcripts that speaks to their experience of how STC contributes to increased awareness and appreciation of diversity and the management of diversity include: appreciation of different views, exposure to diverse thinking, diverse personalities, understanding differences in the team, broadened learning about diversity, diverse contributions, understanding the many forms of diversity, support in diversity, value in dialogue, unique histories.

Participant 2 commented on how the awareness of the differences in the team enabled her to adjust her leadership to reflect an understanding of how each

person needs to be led, not a one-size-fits-all approach to leadership, reflected in her statement below:

*“Through that experience I learned that every individual absorbs and reacts differently and for me it tailor-made my approach to each individual, to get the best out of my team.” P2*

Participant 3 recognised the diversity in contributions from the team, and made reference to even though they do not have a white member in the team, there is still diversity in the contributions.

*“If you look at the make-up of the team there’s a good balance between female, male, African, Indian, so the only dynamic from a diversity perspective is we actually don’t have a white team member in there but everyone made their contribution.” P3*

Further acknowledging the diverse thinking that is there in the team:

*“So we’ve definitely got diversity. We’ve got diversity in thinking.” P3*

Participant 4 commented on how the team coaching session helped in bringing forward and understanding of team members strengths and which team members need support:

*"It helped me appreciate diversity a lot in a way that I know now who is strong where and where do I offer my support.” P4*

Participant 4 expressed how the team coaching expanded her perspective in appreciating different ways of doing and seeing, and how this has enabled her to create space to hear from the team in how they see things:

*“I got to understand that what I see is not always going to be what is actually happening and with her, perspective view as to what is wrong in the stores is not actually what I thought was wrong. We got to sit down and analyse where are my shortfalls…” P4*

Participant 5 raised key markers for embracing diversity in her articulation of how the experience enabled an understanding of how to relate to different people in their myriad diversity:

*"It made me realise that in a team it's not about what I do. It's about what we do as a collective. It has unpacked also for me to understand how important it is to work with people, be able to relate, to different people that we meet on a daily basis. Different race, different culture and it made me also realise that if you want to go far you can't go alone, you need to go with the team so it also showed me the importance of being part of a team, because if you are part of a team you work as a collective, a lot can be achieved." P5*

Participants remarked at the discovery of how understanding the unique personalities of team members through the Enneagram assessment tool further enabled a deeper appreciation of the broad diversity that exists withing the team. Participant 12 expressed this realisation as follows:

*"I think for us the diversity aspect is more around personality, so we use the enneagram and that showed the diversity in the team. For me it's the personality stuff that we are so different in the team. sometimes I think those differences take away from the benefits of having that because they are not understood. As soon as you understand the differences you can work with them but if you don't understand them then you misinterpret them and they become a barrier for the team." P12*

### *d) Theme 4 findings – STC perceived impact on the experience of inclusion*

Theme 4 examined the perceived impact and experience of STC on inclusion, this is aligned to research question 3. The sub-themes recorded reveal crucial elements for building sustainable inclusion: Feeling understood, opinions and inputs are valued, feeling heard, can be themselves, increased engagement because feeling valued, feeling safe to share, understanding how to support excluded groups, team coaching facilitates inclusion of new members, enables better leadership, inclusive leadership, trust building, ability to ask for help, mutual respect, better communication, invited to contribute.

Inclusion focuses on employee involvement and ways to create the participation of all employees and to better leverage the diversity effect of the organisation (Nair & Vohra, 2015). Brimhall et al. (2017) tabled that inclusion is the extent to which employees can access information and resources, are involved in work

groups, and provide the opportunity to influence and contribute to decision-making processes. Roberson (2006) found that inclusion focused on increasing organisational participation of all employees. This theme has a high frequency code at 85 across all participants who have experienced team coaching.

Participant 2 and 4 assert their experience of how STC contributed to increasing participation in the workplace and what the felt experience of inclusion from the team coaching meant. Across various participants, there were remarks about how the increased participation and inclusion of people who were not previously included, contributes to the creativity and innovation of the ideas that come up. With managers also stating how they are now enjoying engaging and involving their teams more. This is highlighted in the following statement where people post the team coaching were being invited to participate in projects they were previously excluded from :

*"I started issuing projects and pulling people in that never previously were never utilised I started seeing a difference in terms of people saying I've never been included in doing a project like this on this scale so I'm going to give it my best and I've been pleasantly surprised on what's come out of it." P2*

*"So for me that made it great and for me and my colleagues it's because we have found an understanding as to what we need to do, what we need to achieve and how we need to achieve it, and also what role do I play in ensuring that the team wins. That it's not only about selected people but us as a whole, as a team." P4*

Participant 2 further commented on collective participation of the team and how this translated to shared accountability for the team's successes:

*"No one person getting all the glory and experience, it's all of us. That for me has been big in creating inclusivity." P2*

*"So each person once I started tapping into people's strengths and we started having more collaborative discussions. I look for any reason to have a conversation with the team. Let's deal with this together and the guys have embraced that. That connecting with the team once a week, getting them onto the call." P2*

This recognition that when team members understand the value in differences, this opens up opportunity to be more inclusive in providing equal

opportunity to all team members. Participant 8 expressed the disadvantage of this lack of awareness and how it feeds into the culture of excluding key talents from opportunities to grow and thrive within the organisation:

*“Those demographics, experiencing exclusion, the women, also our young employees, so we categorise them as, we look at them in the frame of the under 35s. So they are always regarded as young and inexperienced and therefore input not valued.” P8*

Participant 3 expressed how the team coaching shifted him in turning his leadership to being natural in how he creates an inclusive environment, from something that he does to something that he is as an inclusive leader. Participant 6 also added to this sentiment of the impact on his leadership to be more inclusive:

*"As the leader I’ve always been someone that’s inclusive of providing a platform, an environment, a space, where people can share their ideas, share their values and insights and now it’s nicer to do because I don’t have to prompt it, it’s coming from a natural perspective.”P3*

*“Because when we are together it’s no longer about me, it’s about a team. So it has taught me to say when do I say to my team member do you need some help, what can I do to assist you. It taught me unity, to be able to associate more and feel free with my guys.” P6*

The team coaching enabled better communication, as a result, improved engagement in the team. Participant 4, 5 and 7 best expressed this in this way:

*“It has for me brought, it has given me a holistic view as to what my team can offer me to grow and also what I can offer my team to be better.” P4*

*“It’s really worked well for us in getting people to work together.” P5*

*“Engagement in a team is so important, it’s critical and understanding that this is not a marathon, you don’t run alone, this is actually a soccer team, if the defence is not communicating with the middle defenders, the strikers or the goal keeper, we’re going to concede goals, so we have to communicate.” P7*

Sentiments of equity and feeling valued were expressed quite aptly by participant 4 and 5:

*“This has shown me that my view is also considered and is also equally important.” P4*

*“I actually, I do qualify to be here and me and these guys we think similar. I would feel like okay and I’m voicing out, I’ve got a valid view that they can view and they’re also coming to me and saying wow that’s a great idea and all that. So that for me if we hadn’t had that, I don’t think I would be as confident as I am and feeling that I’m at the same level as these guys.” P5*

Participant 7 made reference to the emotional contract as an enabler which unlocked the team feeling free in the relationship with each other. The knowledge that there is acceptance and learning together was further highlighted in the team member’s ability to be vulnerable to fail in front of each other.

*"I believe so from the start of the team coaching till now, one of the things that I took out that helped for me to be where I am today was that emotional contract and when I look at the kind of relationships that people struggle with it’s because that emotional contract was not established so now there’s that contract and it opened up I can be free, I can fail in front of my guys, they can fail in front of me. There’s no one who’s going to laugh at one another but they are going to help one another to succeed. It did create a platform for these conversations to take place.” P7*

The fundamental recurring theme of the impact on improved engagement as a result of people feeling included was conveyed by participant 4, 5 and 12 in the following statements:

*“Now I am able to be part of a team, get to see if things are working, asked for feedback and also provide without being asked. “ P4*

*“I got to realise that I actually have a part to play in the team. I realised that me being here and being the newest it doesn’t mean that I am less. I think if we hadn’t had that opportunity where we sit in the room, interacting, speak of the things we can do, if we hadn’t had that opportunity I don’t think I would have gained the confidence that I did.” P5*

*"This then improved their engagement; how people engaged with each other, people then feeling included in the team." P12*

### 4.6.2 *Research question 4 findings*

What is the 'how' of systemic team coaching that enables managers and teams to effectively manage D&I?

The following themes emanated from research question 4:

#### *e) Theme 5 findings – The 'How' of STC*

Theme 5 explored the 'how' of STC and is aligned to proposition 2 and RQ4. This theme had high frequency codes at 80 across all participants who have experienced team coaching. The highest rated code in this sub-theme is the emphasis on the role of the STC coach in their skill and how they facilitate the team coaching process. The code frequency for the role of the team coach was 55 across all transcripts. The following sub-themes emerged as to how the STC coach, through their ability, facilitate the team coaching process: gets everyone aligned, does not assume they know, skill of the team coach, experience of the team coach, creates a supportive environment, helps the team to create psychological safety, builds trust, encourages team learning and team reflection, ability to bring out dynamics in a constructive way, creates space for dialogue and collaboration, co-creates the agenda with the team.

Participant 10 highlighted the team coach's ability to facilitate a process that keeps the team in focus:

*"It does help to have someone facilitating those because if I think I find people are left to their own devices, things can go pear shaped, and it's that person who has the ability to pull everybody back in, keep them focused on what the end game is for that exercise." P10*

Participant 12 highlighted the coach's ability to ask the right questions that facilitates an inclusive environment where people feel heard, and for people to feel safe to be vulnerable.

*"I think it's being heard, when coaching the right questions are asked and it allows people to be heard and gives people a non-threatening way to be vulnerable and to be, more direct with the team." P12*

Participant 12 further made the profound acknowledgement of how the team coaching unlocked the strategic objective of driving engagement and diversity management:

*"I can certainly say that the link to the engagement drivers and the diversity drivers, you are investing in the levers that connect to you, like creating trust and I think trust was one of the areas that had to be surfaced as well and I think the way team coaching gets done it allows for trust to be encouraged because of the ways it's being facilitated – in coaching you ask the right questions in the right way, people are feeling heard." P12*

Participant 10 advocated the role of the coach as an enabler in the team coaching process facilitation, in the following comment:

*"Getting to a place where people are comfortable enough to share that. From a coaching point of view it's whoever's facilitating that, to bring all of that out from the team in a constructive manner." P10*

Participant 12 commented how the team coach also empowered the team through modelling in how the team coach shows up in the session, and how challenging conversations were unpacked and team members were able to express what they were previously not able to speak about:

*"To speak the unspoken, but what exists in the team, you know when you struggle to, have very difficult conversations, but then you manage to do that with team coaching because you are equipped to have difficult conversations. For me that's been the biggest takeaway. I worry that sometimes we've got these difficult sessions but we don't know how to tackle those difficult conversations and I think for us we were empowered to do that, quite effectively." P12*

### *f) Theme 6 findings – Additional comments/suggestions from participants*

Theme 6 tables the additional comments and suggestions from the participants when probed for further clarification and asked if there is anything else they would like to add. The sub-themes from this theme had a high frequency of common codes across all the 12 participants at 75 codes. Below is a table with some key comments and suggestions from the participants. The theme formed is on a strong encouragement for team coaching and not team buildings as these are not sustainable. There's a strong theme for the team coaching to be hybrid by combining team coaching and individual coaching as part of the process. The use of assessments and tools to support the team coaching process was frequently mentioned. The following quotes highlight the additional comments from the delegates:

Participant 8 acknowledges the significance of being part of a team and the need to focus on building a culture of inclusion.

*"Because being part of a team is what we are on a day-to-day basis and I think if we really focus on the work around teams as a stepping stone towards building this culture of inclusion that's the biggest opportunity I think yes." P8*

Participant 8 further contends that executive support is paramount to the success of D&I management:

*"An important part of the journey forward is executive support. At a practical level yes we have our executives that are supportive and always saying diversity and inclusion is important and that's good but at a practical level…" P8*

Participant 11 emphasises the need for people to be genuine when they come to the team coaching, that team member's intentions must be authentic:

*"For teams to be effective we all need to be authentic beings and if I go for a team coaching exercise or a team building exercise and I put a façade it's definitely not going to work." P11*

Participant 10 raised the important point that differences should not stand in the way of success:

*“I think with the aspect of diversity that, people always being conscious of the differences but not letting those differences hinder success.” P10*

P12 highlighted the importance of time that it takes to roll out the team coaching process, that for this to be effective, this must be a long-term process that ensures that sufficient time is spent in empowering the team to continue even after the team coach has exited:

*“I think what I missed was the time, add more time. As opposed to what else do I need to include. Make sure that the time is spent on how do I make the team independent and the tools were given. The tools were there but I don’t think there was enough time to take things forward. “ P12*

P8 highlighted the risk of not having a clear intention for the intervention, and that this runs the risk of the intervention not having the desired impact:

*“The impact is not so much there, we don’t know where they were supposed to end up. We didn’t have an end in mind when we did the team intervention.” P8*

Several participants made reference to team coaching being further enabled by tools such as: Discovery insights profiles, Enneagram, 4 Disciplines of execution (4DX),MBTI. Participant 2 expressed this impact:

*“We’ve created our own language when we talk about wigs and what you actually need to do. What’s going to shift the needle, what’s the actual action you’re going to take. How are you going to measure that. It’s become a language, the sessions that we’ve had and I’m finding that people that haven’t been part of the 4DX and the coaching experience are asking questions… We’re seeing the movement, we also want to be part of this journey.” P2*

The results revealed that 71 per cent of the survey participants had attended D&I training within the organisation, this correlated with the majority comments from the interviews. Attending D&I training was seen as a first step and a step in the right direction in building awareness. However, there is a next step, it does not end at awareness phase.

*“D&I training and programmes are a good start. And we’ve just put it as a 36 month programme but, the job is much much bigger. So I think it’s just being mindful that*

*this will just be the beginning. There will be much deeper and longer-term work that would need to go in, and it would also need to come with very tough stances around what happens if the challenges continue." P8*

An interesting contrary comment from Participant 12 that despite all the positive contributions to the team's interpersonal relations as experienced and observed by participants across all interviews, Participant 12 did not see that these factors would contribute to talent retention.

*"I don't know if I can link it to talent retention but I can certainly say that the link to the engagement drivers and the diversity drivers, you are investing in the levers that connect to you, like creating trust." P12*

This sentiment was not shared by Participant 8 who saw the opportunity for talent retention in what the team coaching facilitates.

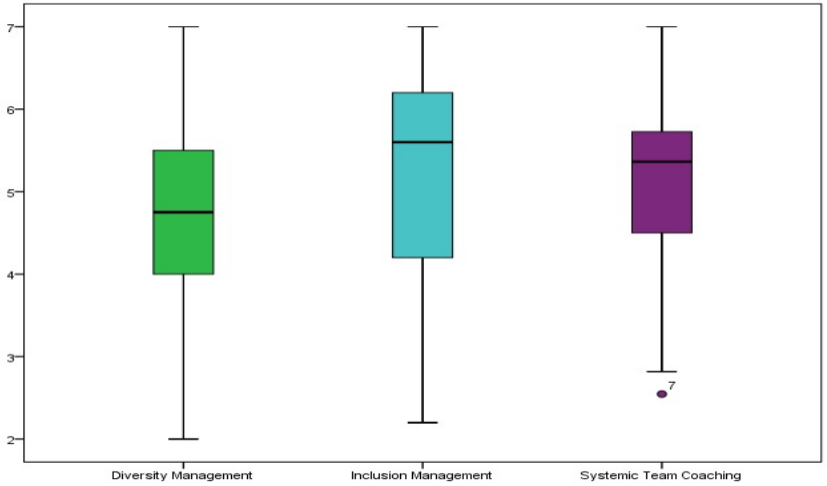
*"I do think it is the single biggest opportunity to achieve that goal. Because being part of a team is what we are on a day-to-day basis and I think if we really focus on the work around teams as a stepping stone towards building this culture of inclusion that's the biggest opportunity to keep talent , I think yes." P8*

## 4.7 Summary and Integration of the results and findings

Joint display analysis (JDA) is an iterative process which is best suited to integrating the mixed method results. Mixed methods joint display is a table or figure that represents with structural features the qualitative and quantitative data collection procedures or findings in a juxtaposed representation (Fetters, 2019). The JDA in figure 15 is a demonstration of the first iteration which consolidates the comparison of the quantitative and the qualitative findings in summary. The JDA is colour coded to show where the alignment is in the two studies, where the green, turquoise and purple align the variables in both the quantitative and qualitative results. The quantitative and the qualitative complement each other in results and findings that there is a strong relationship between STC and the

effective management of diversity and inclusion. Where in the quantitative results the level of significance is high with both hypothesis 1 and 2 being accepted. The qualitative findings confirm the aims where both the propositions answer the research questions in the responses from participants, with the strongest themes referring to a positive experience of STC in how it enables both managers and the teams in their appreciation and therefore their management of the experience of D&I.

## Quantitative results presented in box plots




| Hypothesis | | Supported/ Not | Significant/ Not |
|---|---|---|---|
| H1 | Systemic Team Coaching had a positive significant effect on Diversity Management | Supported | Significant |
| H2 | Systemic Team Coaching had a positive significant effect on Inclusion | Supported | Significant |

## Qualitative findings presented as quotes

**Illustrative quotes**

**Diversity management**

- *"It helped me appreciate diversity a lot in a way that I know now who is strong where and where do I offer my support."*
- *"It made me realise that in a team it's not about what I do. It's about what we do as a collective. It has unpacked also for me to understand how important it is to work with people, be able to relate, to different people that we meet on a daily basis. Different race, different culture and it made me also realise that if you want to go far you can't go alone, you need to go with the team so it also showed me the importance of being part of a team, because if you are part of a team you work as a collective, a lot can be achieved."*

**Inclusion management**

- *"As the leader I've always been someone that's inclusive of providing a platform, an environment, a space, where people can share their ideas, share their values and insights and now it's nicer to do because I don't have to prompt it, it's coming from a natural perspective."*
- *"This has shown me that my view is also considered and is also equally important."*

**Systemic team coaching**

- *"It just brought things together and when I say things that's the wrong word, there was newness in my team. It made me personally understand just how big the trust element was in order to get the best out of the team."*
- *"It's brought us together as a team, got us to be open … So all in all we're in a much more positive framework now that's ultimately allowing us to be more productive, more efficient and ownership, that sense of ownership…"*

**Figure 16. Joint display of the results and findings**

**Source: Author's own adapted from Fetter (2019)**

In conclusion, the chapter commenced with the quantitative study results that were collected from 55 members of teams. Various tests using SPSS and PLS-SEM were performed to determine validity of the research instrument used to measure the influence of systemic team coaching on diversity and inclusion management in corporate South Africa. Then proceeded to present the findings from the qualitative phase from the 12 participants' interview transcripts. The reporting aligned to the hypotheses, propositions and research questions. The results and findings demonstrated an acceptance and support for the hypotheses and propositions respectively.

Through the application of PLS-SEM path modelling, there were noteworthy findings. The results from the quantitative phase confirmed the conceptual framework that was used to guide this study. The summary of the quantitative results revealed a positive significant relationship between systemic team coaching and the effective management of diversity and inclusion. This model explained 57% of the average variance extracted (AVE) in the influence of STC on D&I management.

The findings further clarified the role of the team coach in facilitating the outcomes that enable managers and teams to have a good understanding of how to leverage diversity in order to create a culture of inclusion. Top management buy in was highlighted as a key enabler in driving team coaching as a strategic objective. Further insights were provided by delegates of the experience of inclusion and what it unlocks for the team to be effective in delivering superior performance, through increased engagement and improved relationships. There was further opportunity in the findings about the use of tools as an enabler in the team coaching process.

The findings further add to systems theory, in that STC emphasises a systemic perspective as it acknowledges the influence of factors outside the team on how these external factors influence what takes place inside the team (Lawrence, 2021). Consideration of the significance of the broader context within which the

team functions is critical, contends Hawkins (2014). This consideration was experienced by the participants who participated in team coaching.

D&I challenges exist in the broader organisational context, in fact, team members walk into organisations and find these challenges within the organisational system. STC enabled team members to see themselves as part of the system and also able to change the system (Senge, 2006).

The next chapter five, provides the results and findings discussion, where meta-inferences, which are the interpretation of both types of data, are presented.

# CHAPTER 5. RESULTS AND FINDINGS DISCUSSION

## 5.1 Introduction

This chapter provides a detailed discussion of the results and findings from the quantitative and qualitative analysis respectively, in alignment with the research questions and the literature reviewed. The chapter further explores the significance and applicability of the results and findings with the supporting literature. The impact of systemic team coaching on diversity and inclusion management is discussed first in relation to the quantitative results and qualitative findings. Secondly, as this is a sequential explanatory design with a specific focus on the qualitative findings explaining and expanding on the quantitative results, as a response to research questions three and four, the findings in the thematic clusters are further expanded. Mixed method research helps the study to dig deep when complex problems such as these are at hand (Fetters & Guetterman, 2021).

With the quantitative results confirming the results of a positive and significant relationship between STC and D&I management, the study sought to further understand and explain the quantitative results with the qualitative exploration of the following research questions:

**Research question 3:** What is the perceived impact and experience of managers and teams of STC effects on the management of D&I?

**Research question 4:** What is the 'how' of STC that enables managers and teams to effectively manage D&I?

This resulted in the follow up qualitative phase using semi-structured interviews which helped the study acquire clarity from quantitative results. These interviews were conducted with purposefully selected participants with specific experience in systemic team coaching and other team interventions. The purpose for this was to firstly, examine in-depth the understanding from participants of the influence and impact of STC as a felt experience on diversity and inclusion; secondly, to explain the quantitative results by demonstrating alignment to the

qualitative findings; thirdly, to provide detailed descriptions of the patterns emerging in the meta-inferences.

Finally, a discussion on how the results and findings impact the study's problem statement and research questions is tabled. The chapter concludes with an integrated joint display that includes the meta-inferences from both the quantitative and qualitative outcomes.

## 5.2 Research question 1 discussion

**Research question 1:** To what extent does systemic team coaching influence the management of diversity?

The hypothesis aligned to this research question is: STC has a positive influence on diversity management. This hypothesis was further explored in the qualitative phase utilising the following proposition: Managers and teams perceive STC positively influence the experience and management of D&I. Phase 2 of this sequential explanatory design was the quantitative phase which was guided by the first research question. Results indicate that there is a positive and significant relationship between systemic team coaching and diversity management, as experienced by the survey questionnaire participants, with the regression coefficient signifying a strong influence which is significant (Sarstedt et al., 2017). This was also strongly accounted for by the participants in the interview accounts in the qualitative phase, where the accounts of their experience of systemic team coaching strongly supported the positive influence STC has on managers and teams' ability to effectively manager D&I. The diversity management theme had a high frequency code across all participants.

Findings from participants indicated the experience of increasing self- and team-awareness and how this enabled the team to have a deeper awareness and appreciation of each others' needs and sensitivities. Literature supports these findings where Boros (2020) asserted that diversity boosts creativity in teams, and that interventions that increase people's emotional awareness contribute to a more inclusive climate and is an absolute mediator of diversity success. There was also a strong resonance amongst the participants of how this emotional

awareness of each other brought the team together, whilst Hawkins (2017) found evidence of the benefits of systemic team coaching in how it enables teams to relate and engage more effectively.

Participants in the qualitative interviews elaborated in what supported the quantitative results, where they shared how the team coaching interventions enabled a better understanding and appreciation of the diversity in the team. Literature found that team members believe that their diverse cultural backgrounds are a source of insight which, when shared, improve overall task performance (Li et al., 2017).

Participants were further exposed to different kinds of diversity that they previously were not aware had an impact in their interpersonal connections. This is because historically in SA the focus has been on demographic diversity, which is surface-level diversity, that points to race, gender, age, ethnicity and disability. Where in the team coaching, participants experienced their colleagues in a much more meaningful way, their perspectives were expanded to deep-level diversity characteristics, such as personality, how people think, feel about their organisation (Ferreira & Coetzee, 2010). This deeper level of awareness enabled participants to get to know each other better.

The significance of understanding fellow team members' personalities was further enabled by the use of assessment tools, such as the Enneagram and Discovery Insights personality assessments. The unique characteristics of personality are key because these are assimilated into team norms, values and eventually influence the culture of the organisation (Mazibuko & Govender, 2017).

Participants also spoke of how the dialogue facilitated by the team coach enabled a better appreciation of the difference in thinking and experience that each team member brings. This understanding enabled team members to better engage with each other. Boros (2020) highlighted the benefits of team coaching in enabling teams to engage more effectively. Other literature attests that engaged employees have a higher sense of ownership of change, they help team

members and they are driven to make things happen (Mazibuko & Govender, 2017).

The experience of STC enabled the managers and teams to explore historical challenges that because of the South African context and history is a significant challenge for organisation and individuals within organisations. South Africans' socio-historical context has meant that South Africans find it difficult to deal with difference in society and this difficulty inevitably plays out within organisations (Pretorius, 2003).

In relation to the above research question and the aligned hypothesis which states: STC positively influences diversity management, where the hypothesis was accepted that STC has a positive significant effect on diversity management. Results and findings portend a direct correlation between STC and the effective management of diversity by managers and teams. Highly effective teams have the right mix of diversity, added to this is that this mix has to work well together and it starts with the team embracing the diversity that is in the team, then the team will be better positioned to actively commit to the collective endeavour in words, behaviour and in alignment to values, with the appreciation of the different personality types inherent in the team (Hawkins, 2021).

## 5.3 Research question 2 discussion

**Research question 2:** To what extent does systemic team coaching influence the management of inclusion?

The results indicate a positive and significant relationship between systemic team coaching and inclusion management as experienced by the managers and teams with a strong influence which is significant (Sarstedt et al., 2017). This was also strongly accounted for by the managers and teams' experiences in the interview account of their exposure to systemic team coaching as it relates to inclusion.

There is significant support from the literature reviewed of these findings, where interventions that increase people's awareness, such as what is facilitated through the systemic team coaching, contribute to an inclusive environment

(Boros, 2020). The experience of inclusion had a high frequency code in the participants' positive experience of how systemic team coaching influenced the management of inclusion for the team.

Findings from participant experiences highlight the impact on leading teams in the dialogues facilitated in the team coaching, how an inclusive management style was encouraged, resulting in enabling the teams' ability to think 'outside the box'. Literature also points to evidence of leaders who give diverse voices equal airtime are nearly twice as likely as others to unleash value-driving insights, and employees in a "speak up" culture are 3.5 times as likely to contribute their full innovative potential (Hewlett et al., 2013).

The participants' descriptions of what behaviours and attitudes lead to inclusion further highlight the broad acceptance that inclusion is a requirement if diversity is to have a real impact (Hunt et al., 2018). These descriptions are highlighted in the following themes as experienced by participants in the team coaching sessions: people's opinions and inputs are valued, people feel heard, an environment of respect is created, people can be themselves, increased engagement because people feel included, feeling safe, support for excluded groups. These comments foreground key elements of inclusion.

In relation to the above research question and the aligned study hypothesis which states that STC positively influences inclusion management, where the hypothesis was accepted that STC has a positive significant effect on inclusion management, literature highlights the risk of having a diverse workforce without inclusion, in other words an environment where diversity is not valued or appreciated. The findings bring to the fore the experience of inclusion elements that are fostered in the team coaching process such as: higher employee engagement levels, improved innovation and creativity, collaborative meetings and decision making and better problem solving as more heads are better than one, leading to increased profits (Pullinger, 2020).

## 5.4 Research questions 3 discussion

The third research question emanated from the quantitative results and informed the research questions to be explored in the qualitative phase. The third research question is: What is the perceived impact of systemic team coaching on the management of diversity and inclusion? This question allowed a deeper exploration of the depth of the participants' experiences during the team coaching process. The exploration of theme 1 and 2 enabled the comparison of team coaching and other team building interventions. Even though, in the survey, 11% of the participants who had not experienced team coaching were excluded, the qualitative exploration provided insight into the experience of both team coaching and other team interventions.

This qualitative phase enabled a deeper exploration of the results from the quantitative phase, the research question explored in the semi-structured interviews clarified the initial findings (Haynes-Brown & Fetters, 2021). The positive experience of systemic team coaching had the highest code frequency of 68. The following sub-themes were expressed frequently by all 12 participants: increased engagement, cross-collaboration improved, achievement of collective goals, collective problem solving, learning about self, learning about others, increased team awareness, contributing to psychological safety, finding own voice in the facilitated dialogues, appreciating unique contributions from the diverse team members, learning the different types of diversity in the team. Walking out of the team sessions with a better appreciation of the different personalities in the team. Participants further commented on how team coaching unlocks more than what an average team intervention achieved. Team coaching enabled sustainable learning whereas other team interventions are soon forgotten when people go back to work.

These findings are further supported by literature. Runde (2020) reported that high levels of inclusion are critical to an organisation's overall performance and that cognitive diversity and psychological safety are extremely valued in teams who frequently interact. Participants expressed how the team sessions through the contracting of ways of being with each other as a team, built trust, safety and

respect. Some participants commented on how, as an outcome of the team coaching, they now meet regularly.

The value of contracting rules of engagement as a team as a means of building trust within the team translated to a meaningful experience for the participants and their teams. This finding is similar to the findings of a dual study conducted on teams where teams experienced value from the facilitated process of establishing working agreements for their respective teams (Carr & Peters, 2013). The process of contracting was also found to be supportive in building the conflict competency of the team, where team members expressed feeling comfortable and safe to engage issues they were not able to engage in previously, that the process enabled the team to develop new norms which describe how the team wants to address conflict when it emerges (Flanagan & Runde, 2008).

Lack of trust, fear of conflict, lack of commitment, avoidance of accountability, and inattention to results, according to Lencioni, are all key contributors to team effectiveness (Lencioni, 2006). Resoundingly, all participants made mention of how the team coaching helped the team to build trust and how the process helped to bring peace all around for the team's functioning and it's work together.

In relation to the above research question and the aligned study proposition, the findings hold up the proposition that managers and teams perceive STC positively influences the experience and management of D&I.

## 5.5 Research question 4 discussion

The fourth research question which was further explored in the semi-structured interviews, is: What is the 'how' of systemic team coaching that enables teams to effectively manage diversity and inclusion?

How the process of systemic team coaching achieves and enables the effective management of diversity and inclusion had a high code frequency of 60. Hawkins (2021) tabled the competencies and capabilities of a systemic team coach. These correlate strongly with the participants' experience of how the team coach, coached, facilitated and managed the systemic team coaching process and

journey. These are highlighted in the sub-themes from the participants' comments: the coach and the process gets everyone aligned at the beginning of the process, the coach does not assume they know what the team's challenge is, the coach is experienced, has a high level of professionalism, coach facilitated a supportive environment which built psychological safety, puts everyone on an equal footing, facilitated the rebuilding of trust, facilitated team learning, coach's ability to bring out the team dynamics in a constructive way, created space for collaboration and the agenda for the team session was co-created by the team.

These findings were further supported by literature. The coach works with the team in the here and now, whilst continuously inviting team members in a genuine dialogue with each other (Leary-Joyce, 2014). Team coaching is a catalyst that draws out co-learning and collective wisdom, whilst fostering feelings of connection and common purpose (Thornton, 2016). The coach contracts with the team and co-creates the agenda as a shared endeavour (Boston, 2019).

Participants also compared team coaching with traditional team building interventions. Significant differences that were highlighted, match literature in the distinction on purpose, style, duration of the intervention, and the skill and competencies of the team coach (Cox et al., 2014). Hawkins (2014) further accentuates that team coaching expands beyond the one-day team building events.

There was frequent mention by participants of the significance of the involvement from top management in the team coaching process, and that success of the team coaching would be impacted by the direction given to the team coaching mandate by top management. Literature supports this sentiment where Hunt et al. (2015) found that successful diversity management programmes include building for diversity, where the top management team leads these objectives from the top. Further to this, the systemic team coaching process includes stakeholder engagement session with senior leadership providing input into the team's mandate (Hawkins, 2021).

In relation to the above research question and the aligned study proposition, there is resounding evidence that the 'how' that contributes to the positive experience

of STC is largely driven by the systemic team coach, their skill and competence in how they facilitate and hold the space for the team to do its work and to constructively work with team and group dynamics as they emerge. This skill of the team coach transcends the structure of the process in style, purpose, duration of the intervention and the co-creation of the team coaching process agenda. Top leadership involvement with the teams also came up as a significant contributor to the success of the team coaching journey.

## 5.6 Joint display analysis

The analysis followed the iterative process of joint display analysis (JDA) as follows:

Firstly, themes were identified, patterns and anomality's in the results based on the findings of both data sets were identified.

Secondly, a decision on the most suitable numeric and text data to integrate was taken.

Thirdly, the quantitative and qualitative data was compared and contrasted.

The above process was adapted from Haynes-Brown and Fetters (2021).

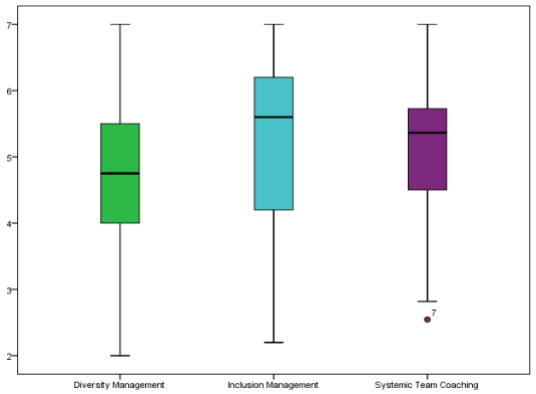
The final joint display included meta-inferences which is the interpretation and consideration of both types of data together, it incorporates new interpretations from the comparison of both data sets (Fetters & Guetterman, 2021). The figure below demonstrates the quantitative results presented using box plots, qualitative findings presented as quotes and the final column displays the meta-inferences.

The final iteration of the JDA details the interpretations as follow:

- Purposively selected managers in the qualitative phase and randomly sampled survey participants had strongly aligned experiences of the positive impact of STC on the effective management of D&I.
- The themes from the qualitative phase elaborated on the quantitative results.
- The qualitative findings gave meaning and detail behind the numeric data, where a positive and significant relationship between the variables was explained in the interpretation from the qualitative findings.
- The STC coach enabled dialogue in the team sessions that supported the experience of unlocking D&I challenges.

- The role of the STC coach is strengthened by the skill and competencies of the STC coach.
- D&I must be explicitly stated as an objective of the STC process for STC to have a positive impact.
- Senior management sponsorship of the STC process contributes to the success of the STC intervention.

## Quantitative results presented in box plots




**Summary of all Hypotheses**

| Hypothesis | | Supported/ Not | Significant/ Not |
|---|---|---|---|
| H1 | Systemic Team Coaching had a positive significant effect on Diversity Management | Supported | Significant |
| H2 | Systemic Team Coaching had a positive significant effect on Inclusion | Supported | Significant |

## Qualitative findings presented as quotes

**Illustrative quotes**

**Diversity management**

- *"It helped me appreciate diversity a lot in a way that I know now who is strong where and where do I offer my support."*
- *"It made me realise that in a team it's not about what I do. It's about what we do as a collective. It has unpacked also for me to understand how important it is to work with people, be able to relate, to different people that we meet on a daily basis. Different race, different culture and it made me also realise that if you want to go far you can't go alone, you need to go with the team so it also showed me the importance of being part of a team, because if you are part of a team you work as a collective, a lot can be achieved."*

**Inclusion management**

- *"As the leader I've always been someone that's inclusive of providing a platform, an environment, a space, where people can share their ideas, share their values and insights and now it's nicer to do because I don't have to prompt it, it's coming from a natural perspective."*
- *"This has shown me that my view is also considered and is also equally important."*

**Systemic team coaching**

- *"It just brought things together and when I say things that's the wrong word, there was newness in my team. It made me personally understand just how big the trust element was in order to get the best out of the team."*
- *"It's brought us together as a team, got us to be open … So all in all we're in a much more positive framework now that's ultimately allowing us to be more productive, more efficient and ownership, that sense of ownership…"*

## Interpretation – Metainferences

Purposively selected managers in the qualitative phase and randomly sampled survey participants had strongly aligned experiences of the positive impact of STC on the effective management of D&I.

The sub-themes from the qualitative findings elaborated on the quantitative results.

The qualitive findings gave meaning and detail behind the numeric data where positive significant relationship between the variables was explained in the following interpretation from the qualitative findings:

The facilitation by a STC coach of the dialogue in the team sessions enabled the experience of unlocking D&I challenges.

The role of the coach and the skill of the coach is key to the successful facilitation of the STC.

D&I must be explicitly stated as an objective for the STC process

Senior management sponsorship of the STC process contributes to the success of the team coaching intervention.

**Figure 17. Joint display for the full study including meta-inferences**

## 5.7 Chapter Conclusion

The evidence is resoundingly clear that there is an untapped opportunity for organisations to be using systemic team coaching to help them in becoming better in the effective management of diversity and inclusion. The qualitative data complemented and clarified the quantitative findings, where common themes were identified. The qualitative data also helped in understanding how in the process of systemic team coaching the effective management of diversity became enabled and the significant role of the team coach. The research questions were comprehensively explored in the survey and interviews resulted in conclusive findings that systemic team coaching has a significant influence on diversity and inclusion management in teams within organisations. The research questions enabled the study focus to comprehensively evaluate – truth value, applicability, consistency and neutrality, this to ensure the rigour of the study (Bekhet & Zauszniewski, 2012).

The findings of the study provides further evidence to SA organisations of how adopting a systemic coaching approach in their organisational development interventions, enable the reduction in grievance complaints, thereby decreasing cases to the CCMA; an increase in employee engagement, increased creativity and innovation which is much needed in the digital transformation and the fourth industrial revolution, improved talent retention and attraction, contributing to the overall competitive advantage of the organisation.

# CHAPTER 6. CONCLUSIONS & RECOMMENDATIONS

## 6.1 Introduction

This chapter brings this study to a close. A summary of the contributions of the research is provided against the research questions. Specific recommendations are provided for the identified stakeholder in chapter 1 in the significance of the study section. Further research suggestions and contribution to knowledge are tabled at the end of the chapter.

## 6.2 Research question 1 conclusions

Research question 1 posed: to what extent does STC influence the management of diversity. The results from the survery provided crucial evidence of the significant relationship between STC and diversity management. The significant results highlighted a positive experience from the team coaching of: team alignment, team appreciation of each other's differences, the building of a team charter, team's handling of diversity within the team and with diverse stakeholders, team improved conflict management within the team and with the team's stakeholders. The results highlighted the impact that the team coaching has had on the managers and teams that have been part of the process. The results also demonstrated that post reflection of the team coaching intervention, enabled team members to learn from the experience and to also see the value of the team's learning in how this has been sustained through the team coaching process.

The hypothesis being accepted has shown that STC presents an opportunity for organisations to discover a process that will support in unlocking significant value for the organisation, its teams and stakeholders. There are results which present contrary evidence to the value experienced where participants have indicated to have previously attended D&I training and whether this aids in the effective management of diversity. Findings in the qualitative phase indicated that D&I training programmes are a good start in creating awareness of D&I, however in

isolation they do not amount to positive change or impact. The fundamental realisation from these findings is that organisations fall short of their investments if they do not commit fully to interventions that follow through from the first step of creating awareness. The findings also highlighted the organisation's reluctance to put in place consequences in holding people accountable for claiming 'ignorance' to diversity offences. These results and findings shed further light as to why SA corporate organisations are still challenged with symptoms of poor management of diversity and inclusion.

## 6.3 Research question 2 conclusions

Research question 2 posed: to what extent does STC influence the management of inclusion. The results from the survey provided critical evidence of the significant relationship between STC and inclusion management. The significant results highlighted a positive experience from the team coaching process of: new team members feeling welcome and oriented into the team, experiencing effective team communication, feeling heard, feeling valued, feeling free to contribute ideas, minority groups invited to key events, equitable handling of grievance complaints and disagreements, valuing of difference, equal opportunities afforded to each team member.

The hypothesis being accepted that STC does positively influence inclusion management, has revealed that STC presents an opportunity for organisations to discover a process that will support in unlocking significant value for the organisation, it's teams and stakeholders in building an inclusive culture where differences are handled constructively, diverse talents engage effectively, where different viewpoints, personalities and energies are given space to thrive. The results highlighted these key elements which unlock new thinking and innovative ideas. These results add to the understanding of what an inclusive culture looks like for managers and teams.

## 6.4 Research question 3 conclusions

Research question 3 asked: what is the perceived impact and experience of managers and teams of STC effects on the management of D&I. The findings foreground the detailed experience of the value of STC as experienced by managers and teams. The findings highlighted the positive experience from the team coaching process of the effects of STC, where team members accentuated the experience of: increased engagement, afforded opportunity to cross-collaborate within the team and across teams, alignment to the collective endeavour of the team, collective achievement and celebration of goals, increase team and self-awareness, growth in team performance, increased team impact and performance, discovery of a sustainable team learning process, long-term benefits, discovery of the full spectrum of diversity, learning together how to leverage the team's diversity. The felt benefits were substantial and hence the high frequency codes.

There are innumerable benefits to the organisation. There is opportunity for organisations to spend time listening to their people who have come from these team coaching interventions and effectively partner in how this is an opportunity to shift the necessary elements of the culture. There is further suggestion from the findings into how the team replicates their learning and takes others on the journey with them who have not had the opportunity to experience team coaching.

## 6.5 Research question 4 conclusions

Research question 4 posed: what is the 'how' of STC that enables managers and teams to effectively manage D&I. The findings resoundingly point to three areas of influence: 1) the role and skill of the STC coach, 2) the STC process and 3) Senior leadership involvement, visibility, direction and buy-in. The STC coach and senior leadership are also part of the study's key stakeholders in what the study contributes to their awareness.

The role and competence of the STC coach plays an essential part in the successful implementation of the STC process and management of the journey. The STC coach has to be culturally competent, that is they must be able to work

effectively in cross-cultural situations. Managers and teams learn from the coach's modelled behaviour in the team coaching sessions. The coach's ability to constructively facilitate challenging conversations, the coach's ability to help the team contract rules of engagement that enable psychological safety are some of the key competencies that the coach must have. A key enabler for the coach's competence is the experience of the coach and the style of the coach.The coach also has to be competent and experienced in co-creating the STC process with the team and its leadership.

The authentic involvement of senior leadership was a common theme from participants in what contributed to the successful experience of the STC process. This further highlights the consistent theme in leadership theories on the significance of the role of the leader.

## 6.6 Recommendations and practical implications

The study unpacked the resolution of each element of the research problem statement. This has implications for the custodians of these areas within organisations. These recommendations and implications are unpacked below:

The significant role of the HR professionals within organisations who are responsible for employee relations and wellness; grievance complaints are a major problems for HR professionals. These HR professionals have the opportunity to align more closely with learning and development in building measures of accountability for managers and teams who have attended STC.

Employee engagement and talent management are key imperatives for organisational development professionals. There are direct benefits to increasing employee engagement scores from team members who have learnt from the team coaching intervention. Employee engagement managers have the opportunity to measure pre- and post-team coaching employee engagement surveys. The survey can also be used to hold managers and teams accountable for change in contributing to a more inclusive culture.

Team coaching presents a new opportunity for organisational development specialists who are responsible for culture change initiatives that are designed to help organisations to transform.

The CHRO is ultimately accountable to the executive team and the Chief Executive Officer (CEO) for the successful management of these key organisational challenges of implementing effective diversity and inclusion mechanisms. These ultimately impact the organisation's competitive advantage and performance. The CHRO has direct influence in getting executive leadership buy-in on the team coaching initiatives to be rolled out to all teams within the organisation.

The CEO is accountable to the board for the successful performance of the organisations as a whole. The CEO has the opportunity to take on board these findings and to devise workable strategies for visibility to demonstrate support and buy-in of the D&I transformation initiatives which include team coaching dialogues. It is therefore key for the CEO and the executive leadership teams to drive the effective management of D&I and to commission all concerned to find the most effective interventions that will enable and support the organisation and its teams to manage D&I.

It behoves this study to highlight the alignment with the study conducted by Mazibuko and Govender (2017), where they discovered that properly managing diversity in the workplace promotes employee retention and attraction, as well as workplace performance and competitive advantage.

Despite evidence that where there is diversity in teams and organisations, people are bound to be less happy, less comfortable as a result of their world views and ways of operating being challenged more often (Hawkins, 2021), organisations still need time and resources spent to sell the business case for investment in initiatives that have been empirically researched to be key in providing value to the effective management of diversity.

Business coaches and team coaches are encouraged to pursue continued coach education and to sharpen their skill and competencies as systemic team coaches. The responsibility for the success of the team coaching process depends on their

skill, competencies and experience. The study adds to the consideration to add content to the continued professional development of team coaches.

In considering the value and contribution of the study to the research problem, the following discussion pertaining to the research problem statement is key to highlight.

The study problem statement is: The ineffective management of diversity and inclusion in SA organisation has led to increased numbers of grievance complaints, with organisations seeing declining employee engagement in teams and battling to retain and attract key talent, ultimately impacting the organisation's competitive advantage and performance.

Literature further found that exploiting the benefits of systemic team coaching will increase an organisation's competitive advantage (Mazibuko & Govender, 2017). Sub-themes from the participants' comments contribute to the benefits of how systemic team coaching aid in the alleviation of the key challenges that are posed in the problem statement. Table 14 tabulates how a challenge in the problem statement is addressed in the sub-themes which reflect the delegates' experiences from the systemic team coaching process.

## Table 14. Problem statement alignment to integrated results and findings

| Problem statement challenge | Aligned findings as a result of team coaching | Supporting literature |
|---|---|---|
| Ineffective management of diversity and inclusion | Managers and team members experienced an appreciation of different views, broadened learning about diversity, experienced diverse contributions, diverse perspectives, value of a diverse team, awareness of teams' strengths and how to leverage these, and experienced team learning as a result of the team coaching sessions. | Systemic team coaching improves the quality of engagements in teams (Hawkins, 2017)<br><br>Team coaching is a catalyst for fostering feelings of connection and common purpose (Thornton, 2016) |
| Increased numbers of grievance complaints | Managers and team members, through the process of contracting ways of being with each other as a team, experience the restoration of trust and respect for each other, appreciation that difference does not mean conflict but is an opportunity to learn a different perspective, learned the importance of being aware of personality differences and what this means in how one adapts to meet people where they are and to not have uninformed expectations, the team coaching process also revealed blindspots and enabled team members to confront their unconscious bias. | Teams need to increase their capacity for working through systemic conflict, increase the quality of engagements and restore trust (Hawkins, 2017)<br><br>One of the key barriers to diversity management is unconscious bias (Hunt et al., 2015) |
| Declining employee engagement in teams | Managers and team members experienced facilitated dialogues which were inclusive of everyone's voices, opened up an appreciation of diversity of thought, personality and experience. Team members experienced their opinions being valued, and their input invited in the conversations. Managers and teams commented on how they felt engaged even post the sessions and that as a team they are meeting more often and collaborating more often. | Employee engagement drives business performance, growth, ability to attract and retain talent by establishing an inclusive culture (Mazibuko & Govender, 2017) |
| Talent management challenges (talent retention and attraction) | Two participants expressed their scepticism as to whether they would say that the team coaching contributes to employees wanting to stay within the team and the company and if it extends to influencing talent attraction. However the key drivers for employee retention and attraction were highlighted in the findings from | The effective management of diversity is part of retention and attraction (Mazibuko & Govender, 2017) |

| Problem statement challenge | Aligned findings as a result of team coaching | Supporting literature |
|---|---|---|
| | participant experiences of team coaching. These key drivers are: feeling heard and having a voice contributes to a culture of inclusion, feeling that your views, ideas are valued in the team contributes to team members wanting to stay within that team, given the space to perform and included in key projects and decision making. | |
| Impact on organisational competitiveness and performance | Managers' experience of letting go and trusting the team to do their work and experiencing increased creativity, innovative ideas and performance as a result. Team members experiencing freedom and autonomy to do their part. Team members realising that their contribution matters and is valued in the team. Team feeling and being more productive. The fundamental realisation that the whole is more than the sum of its parts. | There is statistically significant correlations between higher levels of diversity and above industry average financial performance (Hunt et al., 2018)<br><br>Effectively managing diversity energises workplace productivity and increases the organisation's competitive edge (Ferreira & Coetzee, 2010)<br><br>There is compelling evidence that diversity unlocks innovation and drives market growth (Hewlett et al., 2013) |

## 6.7 Suggestions for further research

This mixed method research has certainly provoked new questions, attention to outliers to unpack this complex problem, with the depth from the interview conversations which further explained the quantitative results.

As this study adopted PLS-SEM due to the population not enabling a large sample size, the study should be replicated in the South African context. As team coaching grows, so will the population and sample to be researched. A quantitative survey with a larger sample size and qualitative study with more participants interviewed will further add to the gravitus of these findings. As such, further studies will still need to be conducted to increase the transferability and dependability of this study.

The participants highlighted the significance of leadership buy-in as an enabler. This is a challenge for organisations. A study on what stands in the way of getting leadership buy-in could provide awareness and contribute to the phenomenon body of knowledge, which if understood, the study could further explore what needs to be done to overcome these barriers to leadership buy-in.

The following questions that arose from the findings and from what the delegates had limited exposure to, even though literature suggested otherwise:

What can be done to increase the awareness of the impact of team coaching in improving team collaboration and cross-teams collaboration?

Why do senior leadership tend to abdicate responsibility where D&I is concerned?

What needs to happen for D&I to be a genuine organisational strategic imperative and not just an objective that the organisational development function must run with through D&I awareness workshops?

A study on the Return On Investment and Return On Equity on systemic team coaching.

A study which looks closely at the unique skills of a systemic team coach that enables the benefits that delegates experience from the STC process.

This research has also highlighted the opportunity and impact that team coaching can have in aiding organisations in managing diversity and inclusion. This is an untapped area in the field of education and increasing awareness to organisations that there is an intervention and a model in systemic team coaching that has the potential to alleviate a lot of its challenges. This is an opportunity for organisational development, learning and development and team coaches to create increased awareness to organisations and its team members of the benefits of team coaching.

The results and findings contribute new knowledge in revealing the benefits of adopting systemic team coaching as a coaching process that supports organisations in enabling managers and teams in the effective management of diversity and inclusion.

The above has looked at the beginnings of the significance of this study, and it is ending with opportunities created for further research for questions which have emerged from this study.

The participant's experiences of team coaching provide valuable insights to the systemic team coaching model as an intervention that enables and unlocks significant value for organisation.

Table 15 concludes this study and chapter by tabulating the study's research questions, the study's hypotheses and propositions, conclusions and meta-inferences and contribution to knowledge.

## Table 15. Research questions, conclusions, contribution to knowledge

| RQ# | Research questions | Study hypotheses and propositions | Conclusions, meta-inferences based on research | Key insights from study propositions and findings – contribution to knowledge |
|---|---|---|---|---|
| 1 | To what extent does STC influence the management of diversity? | Hypothesis 1: STC has a positive influence on diversity management. | Purposively selected managers and teams and survey participants had strongly aligned positive experiences of the influence of STC on the effective management of diversity.<br><br>Key to teams are interventions that help team members to increase their awareness of the value of the broad diversity that individual team member contribute to the diverse workforce. | The first level of the research has established the positive significance between STC and D&I management. The next level is to conduct a longitudinal study with a larger sample. |
| 2 | To what extent does STC influence the management of inclusion? | Hypothesis 2: STC positively influences inclusion management? | Key elements of what creates an inclusive environment were unpacked through the intricate process and dialogues facilitated in the STC process.<br><br>Inadvertently, the participants were describing crucial elements of what | The first level of the research has established the positive significance between STC and D&I management. The next level is to conduct a longitudinal study with a larger sample. |

| RQ# | Research questions | Study hypotheses and propositions | Conclusions, meta-inferences based on research | Key insights from study propositions and findings – contribution to knowledge |
|---|---|---|---|---|
| | | | builds an inclusive culture as supported by literature. | |
| 3 | What is the perceived impact and experience of managers and teams of STC effects on the management of D&I? | Proposition 1: Managers and teams perceive STC positively influences the experience and management of D&I. | STC is an effective model for managers and teams to navigate D&I challenges and benefits.<br><br>The findings highlighted the benefits of diversity and further highlighted the opportunity that lies within effectively embracing diversity and inclusion, in unlocking organisational effectiveness. This is further supported by literature. | Further research recommendation which goes into the detail of the STC model itself.<br><br>There is still more theory and knowledge building through further research that will further add to the body of knowledge of the 'how' of inclusion in how it benefits organisations and then aligning these with STC activities that support these. |
| 4 | What is the 'how' of STC that enables managers and teams to effectively manage D&I? | Proposition 2: STC factors provide the 'how' that enables managers and teams to effectively manage D&I? | The opportunity highlighted in the findings makes significant recommendations for team coaches to provide an ethical and professional service to teams which is supported by skills, competency and experience from the coach.<br><br>Key enablers such as senior leadership buy-in are paramount to the successful implementation of STC interventions. | Team coaches must develop cultural competence. They must also impart this skill to the managers and teams with whom they work.<br><br>Further research recommendations into the skills and competencies of what makes an effective team coach.<br><br>Further research recommendations on what are the challenges in obtaining senior leadership buy-in and how to overcome these. |

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# APPENDIX A Organisational consent

The Graduate School of Business

2 St David's Place, Parktown

Johannesburg, 2193, South Africa

PO Box 98, WITS, 2050

Website: www.wbs.ac.za

**RE: PERMISSION FOR ORGANISATIONAL CONSENT TO CONDUCT A RESEARCH STUDY**

Dear Madam/Sir,

I would like to request permission to conduct my research study within your organisation. My name is Thuli Segalo, and I am a student at Wits Business School (WBS) studying a Masters in Management in the field of Business and Executive Coaching. My research topic is to investigate the influence that systemic team coaching has on the effective management of diversity and inclusion. The purpose of the research is to ascertain whether teams who have been through team coaching interventions manage diversity and inclusion more effectively, thereby increasing social inclusion in the organisation which improves workplace engagement, talent retention and ultimately improve business performance. The organisation will further benefit from the study in the contribution of the impact assessment of team coaching on team effectiveness.

| | |
|---|---|
| Research Title: | **The influence of systemic team coaching on diversity and inclusion management in corporate South Africa** |
| Research Supervisor: | **Dr. Jabulile Msimango-Galawe** |
| Faculty: | **Commerce, Law and Management** |

The data collection process will utilise an online survey questionnaire and MS Teams interviews with 10 – 15 participants to collect qualitative data. Participating delegates will be provided with a secure link to complete the survey. Participants are required to sign a consent form extending their permission for their email addresses to be shared and for the researcher to email them directly the survey link. The organisation also has the option to be the point of contact for participants in the email distribution of the survey. Confidentiality is a strict requirement of the research project and WBS ethics. The participant responses will be stored in a password secure data management software. These will be destroyed after I have graduated from the Masters' programme. Additionally, the organisation will remain confidential in my research report.

Participants and the organisation will not receive payment or benefits from participating in this research, and there are no disadvantages or penalties for not participating. Should you so wish, you can withdraw the organisation's participation should participants experience distress or discomfort at any stage.

I am available to answer any questions you may have regarding the research, and you are welcome to make contact on the details provided. This research will be documented in the form of a written report which will be submitted to the Wits Graduate School of Business. Should you wish to receive the report, I will make one available to you.

Concerns or complaints regarding this study's ethical procedures can be directed to the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email Shaun.Schoeman@wits.ac.za.

Yours sincerely,

**Student:** Thuli Segalo Email: thulisegalo@gmail.com

**Supervisor:** Dr. Jabulile Msimango-Galawe Email: jabulile.galawe@wits.ac.za

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**Declaration and signature of Organisation Consent**

The information contained in this document was explained to me by Thuli Segalo. I was given the opportunity to ask questions of clarification and they were answered to my satisfaction. I hereby grant consent for the organisation to participate in this research and I have been given a copy of this form.

Name of Company:

Name of Company Representative:

Title of Company Representative:

Signature: Date: … 2021

# APPENDIX B Survey instrument

**The Influence of Systemic Team Coaching on Diversity and Inclusion Management in Corporate SA**

Q1 **CONSENT FORM** Hello, I am Thuli Segalo. I am conducting research on the influence of systemic team coaching on diversity and inclusion management, for the purposes of completing my Masters in Management at Wits Business School. I am conducting a quantitative study with 300 team members to establish *how systemic team coaching influences the effective management of diversity and inclusion.*

**Your participation** Please understand that **your participation is voluntary** and you are not being forced to take part in this study. The choice of whether to participate or not, is yours alone. If you choose not take part, you will not be affected in any way whatsoever. If you agree to participate, you may stop participating in the research at any time and tell me that you don't want to continue. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way.
Please also note that 5 participants from this sample will be purposely selected to volunteer for the second phase of the qualitative research which involves in-depth semi-structured interviews via MS Teams or Zoom virtual platforms. Should you volunteer for the structured interviews, please note that your contribution will be anonymized by allocaticating a pseudo name.

**Confidentiality** Any study records that identify you will be kept confidential to the extent possible by law. The records from your participation may be reviewed by myself, the researcher, including my academic supervisor/s. (All of these people are required to keep your identity confidential.) All study records will be destroyed after the completion and marking of my thesis. I will refer to you by a code number or as a participant) in the thesis and any further publication.

**Risks/discomforts**At the present time, I do not see any risks in your participation. The risks associated with participation in this study are no greater than those encountered in daily life.

**Benefits**There are no immediate benefits to you from participating in this study. However, this study will be extremely helpful to us in understanding the influence of systemic team coaching in how it can enable and support managers in diversity and inclusion management and what else would support managers where diversity and inclusion is concerned. If you would like to receive feedback on the study, I can send you the results of the study when it is completed.

**Who to contact if you have been harmed or have any concerns** This research has been approved by the Wits Business School. If you have any complaints about ethical aspects of the research or feel that you have been harmed in any way by participating in this study, please contact the Research Office Manager at the Wits Business School, Kedibone Tyeda@ Kedibone.Tyeda@wits.ac.za If you have concerns or questions about the research you may call my academic research supervisor Dr Jabulile Galawe on 011 717 3544 and email Jabulile.Galawe@wits.ac.za I hereby agree to participate in research on The Influence of Systemic Team Coaching on Diversity and Inclusion Management in Corporate South Africa. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop participating at any point should I not want to continue and that this decision will not in any way affect me negatively. I understand that this is a research project whose purpose is not necessarily to benefit me personally in the immediate or short term. I understand that my participation will remain confidential.

- ○ Yes I Consent (1)
- ○ No I do not Consent (2)

Q2 Please indicate your demographic (this is important as this is a diversity and inclusion study)

African/Black (1) Coloured (2) White (3) Indian (4) Asian (5) Other (6)

Q3 Please indicate your gender

Male (1) Female (2) Non-binary / third gender (3) Prefer not to say (4)

Q4 Please indicate your age in years

18 – 35 (1) 36 – 45 (2) 46 – 55 (3) 56 + (4)

Q5 Please indicate your level of leadership.

Senior executive (C-suite, MD, GM, Head of business units) (1) Senior manager (2) Middle manager (3)

Junior manager (4) Supervisor (5) Manager of self (6)

Q6 How many years have you been with your organization?

Under 1 year (1) 1-4 years (2) 5-9 years (3) 10-14 years (4) 15 years and above (5)

SECTION 2: TEAM Have you attended any team coaching intervention

Yes (1) No (2) Maybe (3)

Q8 If Yes or Maybe, please specify in the space below, what team coaching intervention you have participated in:

---

Q9 Using the 7-point scale below, based on the team coaching intervention you attended above, rate your experience of the following outcomes from the intervention

| Strongly disagree (1) | Disagree (2) | Somewhat disagree (3) | Neutral (4) | Somewhat agree (5) | Agree (6) | Strongly agree (7) |
|---|---|---|---|---|---|---|

1. Team clarity on stakeholder expectations (Q9_1)
2. Team alignment (Q9_2)
3. Team appreciation of each other's difference (Q9_3)
4. Team charter (Q9_4)
5. Team handling of diverse stakeholders (Q9_5)
6. Team improved communication (Q9_6)
7. Team improved conflict management with team members (Q9_7)

8 Team improved conflict management with stakeholders (Q9_8)

Q10 As a result of the team coaching intervention, how would you rate the effectiveness of the team in handling the following?

Not effective at all (1) Slightly effective (2) Moderately effective (3) No change (4) Effective (5) Very effective(6) Extremely effective (7)

1. Team conflict (Q10_9)

2. Team customer complaints (Q10_10)

3 Team internal communication (Q10_3)

4 Team external communication (Q10_4)

5. Team diversity handling (Q10_5)

6. Team orientation of new members (Q10_6)

Q11 Have you attended Diversity and Inclusion training?

Yes (1) Maybe (2) No (3)

Q12 If Maybe, please specify in the space below, what maybe means:

_____

Q13 Using the scales below, how would you rate your organisation/department/team's handling of diversity in the following statements:

| Terrible (1) | Poor (2) | Below average (3) | Average (4) | Good (5) | Great (6) | Excellent (7) |
|---|---|---|---|---|---|---|

1. Diversity is a strategic imperative (1)

2. Diversity is led from the top (2)

3. Diversity management training (3)

4. Appreciation of diverse ideas (4)

5. Appreciation of ethnic minorities (5)

6. Appreciation of gender differences (6)

Q14 Using the scales below, how would you rate your team's handling of inclusion in the following statements:

| Extremely dissatisfied (1) | Moderately dissatisfied (2) | Slightly dissatisfied (3) | Neutral (4) | Slightly satisfied (5) | Moderately satisfied (6) | Extremely satisfied (7) |
|---|---|---|---|---|---|---|

1. Minority groups feel heard (1)
2. Minority groups feel valued(2)
3. Minority groups feel free to contribute their ideas (3)
4. Minority group are invited to key events (4)
5. Difference is valued (5)

Q15 You and your team members:

| | Strongly disagree (1) | Disagree (2) | Somewhat disagree (3) | Neutral (4) | Somewhat agree (5) | Agree (6) | Strongly agree (7) |
|---|---|---|---|---|---|---|---|
| 1. Equally take on leadership within the team when appropriate (8) | | | | | | | |
| 2. Manage differences constructively to resolve any conflict (9) | | | | | | | |
| 3. Engage the diverse talents, view-points, and energies of all team members to generate new thinking an innovative ideas (10) | | | | | | | |

Q16
Psychological safety is being able to show one's self without fear of negative consequences of self-image, status or career. It's a shared belief that the team is safe for interpersonal risk taking. With this understanding, please respond to the statement below:

| | Strongly disagree (1) | Disagree (2) | Somewhat disagree (3) | Neutral (4) | Somewhat agree (5) | Agree (6) | Strongly agree (7) |
|---|---|---|---|---|---|---|---|
| 1. The team environment is psychologically safe (1) | | | | | | | |
| 2. The team environment enables team members to be able to hold each other accountable (2) | | | | | | | |

Q17 The team engages in:

| | Strongly disagree (1) | Disagree (2) | Somewhat disagree (3) | Neutral (4) | Somewhat agree (5) | Agree (6) | Strongly agree (7) |
|---|---|---|---|---|---|---|---|
| 1. Collective learning reflection meetings/sessions to learn from successes and failures (1) | | | | | | | |
| 2. Regular reviews of what is working and isn't in managing diversity between team members (2) | | | | | | | |

# APPENDIX C Interview guide

**Research Topic:**

The Influence of **systemic team coaching** on **diversity and inclusion management** in corporate South Africa.

**Research Problem Statement:**

The ineffective management of diversity and inclusion in SA organisations has led to increased numbers of grievance complaints, with organisations seeing declining employee engagement scores and battling to retain and attract key talent, ultimately impacting the organisations competitive advantage.

**Proposition 1:** Managers and teams perceive STC positively influences the experience and management of D&I.

**Proposition 2:** STC factors provide the 'how' that enables managers and teams to effectively manage D&I.

**Each construct was further probed in the interview.**

| Focus Constructs: | Questions: | Proposition: |
|---|---|---|
| Team Coaching | What is your experience of team coaching? | 1 |
| | What would you say contributed to this experience as you describe it from the question above? | 2 |
| | What value did team coaching bring for you? | |
| | What value did team coaching bring for the team? | |
| | What else do you wish the team coaching intervention would have covered? | |

| | | |
|---|---|---|
| Diversity Management | What is your understanding of diversity?<br><br>How do you think the team perceives diversity?<br><br>What is the value/benefit of having a diverse team?<br><br>What are your thoughts on how team coaching enables the effective management and experience of diversity? | 1<br><br>2 |
| Inclusion Management | What is your understanding of inclusion?<br><br>What would need to be present in the team for team members to feel included?<br><br>What in your view creates an inclusive environment / culture?<br><br>What are your views on how team coaching contributes to increased inclusion? | 1<br><br>2 |
| Grievance Complaints | What in your view gives rise to grievances in the workplace and in teams?<br><br>How would team coaching enable the reduction of these grievance complaints? | 1 |
| Employee Engagement | What are your views on what contributes to increased employee engagement?<br><br>What are your views on how team coaching can contribute to increased employee engagement? | 1 |

# APPENDIX D Descriptive statistics

*Systemic Team Coaching Descriptive statistics*

| Name | Item | N | Mean | Std. Deviation | Skewness | | Kurtosis | |
|---|---|---|---|---|---|---|---|---|
| | | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| Q9_1 | Team clarity on stakeholder expectations | 55 | 5.56 | 1.358 | -1.407 | .322 | 2.227 | .634 |
| Q9_2 | Team alignment | 55 | 5.67 | 1.389 | -1.837 | .322 | 3.816 | .634 |
| Q9_3 | Team appreciation of each other's difference | 55 | 5.78 | 1.166 | -1.667 | .322 | 4.570 | .634 |
| Q9_4 | Team charter | 55 | 5.07 | 1.562 | -.791 | .322 | -.066 | .634 |
| Q9_5 | Team handling of diverse stakeholders | 55 | 5.11 | 1.397 | -1.005 | .322 | .767 | .634 |
| Q9_6 | Team improved communication | 55 | 5.76 | 1.170 | -1.236 | .322 | 1.339 | .634 |
| Q9_7 | Team improved conflict management with team members | 55 | 5.44 | 1.385 | -.884 | .322 | .220 | .634 |
| Q9_8 | Team improved conflict management with stakeholders | 55 | 5.17 | 1.316 | -.776 | .322 | .034 | .634 |
| Q10_9 | Effetive in handling Team conflict | 55 | 4.65 | 1.404 | -.517 | .322 | -.206 | .634 |
| Q10_10 | Effective in handling Team customer complaints | 55 | 4.85 | 1.325 | -1.110 | .322 | 1.695 | .634 |
| Q10_3 | Effective in handling Team internal communication | 55 | 5.09 | 1.206 | -.838 | .322 | .415 | .634 |
| Q10_4 | Effective in handling Team external communication | 55 | 5.02 | 1.130 | -.356 | .322 | -.450 | .634 |
| Q10_5 | Effective in handling Team diversity handling | 55 | 4.96 | 1.170 | -.431 | .322 | .361 | .634 |
| Q10_6 | Effective in handling Team orientation of new members | 55 | 4.89 | 1.370 | -1.007 | .322 | 1.338 | .634 |
| Q15_1 | Equally take on leadership within the team when appropriate | 55 | 5.36 | 1.366 | -.970 | .322 | .954 | .634 |
| Q15_2 | Manage differences constructively to resolve any conflict | 55 | 5.40 | 1.116 | -.611 | .322 | -.010 | .634 |
| Q15_3 | Engage the divers talents, view points, and energies of all team members to generate new thinking and innovative ideas | 55 | 5.60 | 1.328 | -1.430 | .322 | 2.635 | .634 |
| Q16_2 | The team environment enables team members to be able to hold each other accountable | 55 | 4.89 | 1.583 | -.715 | .322 | -.322 | .634 |
| Q17_1 | Collective learning reflection meetings/sessions to learn from successes and failures | 55 | 4.93 | 1.631 | -.673 | .322 | -.584 | .634 |

*Diversity Management Descriptive statistics*

| Name | Item | N | Mean | Std. Deviation | Skewness | | Kurtosis | |
|---|---|---|---|---|---|---|---|---|
| | | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| Q13_1 | Diversity is a strategic imperative | 55 | 4.96 | 1.276 | -.707 | .322 | .418 | .634 |
| Q13_2 | Diversity is led from the top | 55 | 4.83 | 1.287 | -.695 | .322 | .709 | .634 |
| Q13_3 | Diversity management training | 55 | 4.45 | 1.463 | -.441 | .322 | -.015 | .634 |
| Q13_4 | Appreciation of diverse ideas | 55 | 4.76 | 1.304 | -.207 | .322 | -.401 | .634 |
| Q13_5 | Appreciation of ethnic minorities | 55 | 4.67 | 1.362 | -.470 | .322 | .054 | .634 |
| Q13_6 | Appreciation of gender differences | 55 | 4.76 | 1.427 | -.002 | .322 | -.819 | .634 |
| Q17_2 | Regular reviews of what is working and isn't in managing diversity between team members | 55 | 4.37 | 1.555 | -.500 | .322 | -.986 | .634 |

*Inclusion Management Descriptive statistics*

| Name | Item | N | Mean | Std. Deviation | Skewness | | Kurtosis | |
|---|---|---|---|---|---|---|---|---|
| | | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| Q14_1 | Minority groups feel heard | 55 | 5.20 | 1.380 | -.813 | .322 | .396 | .634 |
| Q14_2 | Minority groups feel valued | 55 | 5.05 | 1.420 | -.905 | .322 | .333 | .634 |
| Q14_3 | Minority groups feel free to contribute their ideas | 55 | 5.36 | 1.406 | -1.059 | .322 | .762 | .634 |
| Q14_4 | Minority group are invited to key events | 55 | 5.46 | 1.436 | -.798 | .322 | -.077 | .634 |
| Q14_5 | Difference is valued | 55 | 5.17 | 1.619 | -1.069 | .322 | .300 | .634 |
| Q14_6 | Recruitment policies are inclusive | 55 | 5.60 | 1.296 | -.741 | .322 | -.449 | .634 |
| Q14_7 | Grievance complaints are handled equitably | 55 | 5.22 | 1.571 | -.651 | .322 | -.210 | .634 |
| Q14_8 | The culture is inclusive | 55 | 5.16 | 1.642 | -.820 | .322 | -.042 | .634 |
| Q16_1 | As a result of the Team coaching intervention, the team environment is psychologically safe and enables team members to be able to hold each other accountable | 55 | 4.85 | 1.726 | -.821 | .322 | -.315 | .634 |

# APPENDIX E Total variance explained: test for common method bias

| Total Variance Explained | | | | | | |
|---|---|---|---|---|---|---|
| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | |
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 16.264 | 46.469 | 46.469 | 16.264 | 46.469 | 46.469 |
| 2 | 2.902 | 8.291 | 54.759 | | | |
| 3 | 1.888 | 5.394 | 60.154 | | | |
| 4 | 1.634 | 4.667 | 64.821 | | | |
| 5 | 1.480 | 4.230 | 69.051 | | | |
| 6 | 1.320 | 3.772 | 72.823 | | | |
| 7 | 1.146 | 3.274 | 76.097 | | | |
| 8 | 1.033 | 2.952 | 79.049 | | | |
| 9 | .816 | 2.330 | 81.379 | | | |
| 10 | .765 | 2.184 | 83.563 | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 11 | .704 | 2.011 | 85.575 | | | |
| 12 | .685 | 1.957 | 87.532 | | | |
| 13 | .542 | 1.548 | 89.080 | | | |
| 14 | .469 | 1.339 | 90.420 | | | |
| 15 | .427 | 1.221 | 91.641 | | | |
| 16 | .406 | 1.161 | 92.802 | | | |
| 17 | .355 | 1.016 | 93.817 | | | |
| 18 | .312 | .893 | 94.710 | | | |
| 19 | .275 | .787 | 95.497 | | | |
| 20 | .238 | .679 | 96.177 | | | |
| 21 | .200 | .572 | 96.749 | | | |
| 22 | .176 | .503 | 97.252 | | | |
| 23 | .160 | .456 | 97.708 | | | |
| 24 | .135 | .387 | 98.095 | | | |
| 25 | .121 | .345 | 98.440 | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 26 | .118 | .337 | 98.777 | | | |
| 27 | .092 | .264 | 99.041 | | | |
| 28 | .073 | .209 | 99.250 | | | |
| 29 | .060 | .172 | 99.422 | | | |
| 30 | .056 | .161 | 99.583 | | | |
| 31 | .044 | .126 | 99.709 | | | |
| 32 | .035 | .099 | 99.808 | | | |
| 33 | .027 | .077 | 99.885 | | | |
| 34 | .025 | .072 | 99.957 | | | |
| 35 | .015 | .043 | 100.000 | | | |
| Extraction Method: Principal Component Analysis. | | | | | | |

# APPENDIX F Ethics clearance

**Graduate School of Business Administration**
**University of the Witwatersrand, Johannesburg**

**Wits Business School Ethics Committee**
Constituted under the University Human Research Ethics Committee (Non-Medical)

## Ethics Clearance Certificate

**Ethics protocol number:** WBS/BE0113685D/309
*This certificate is only valid with a legitimate ethics protocol number and signed by the Researcher (below).*

| | |
|---|---|
| **Project title** | The influence of systemic team coaching on diversity and inclusion in corporate South Africa |
| **Investigator / Researcher** | Mrs Nokuphiwa Segalo |
| **Nature of Project** | MM (Business & Executive Coaching) |
| **Decision of the Committee** | Approved, provided stakeholders and participants are guaranteed anonymity and confidentiality. |
| **Issue Date of Certificate** | 2021-05-27 |
| **Expiry date** | Date of submission of the project report |
| **Chairperson** | Prof Anthony Stacey<br>☎ +27 11 717 3587<br>+27 82 880 4531<br>anthony.stacey@wits.ac.za |

**Declaration by Researcher**

*One copy must be signed by the Researcher and returned to the Chairperson of the Wits Business School Ethics Committee.*

I fully understand the conditions under which I am authorized to carry out the abovementioned research and I guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I undertake to resubmit the protocol to the Committee.

Signature

27 May 2021
Date:

# APPENDIX G Consistency Matrix

**Research Title: The Influence of systemic team coaching on diversity and inclusion management in corporate South Africa.**

**Problem Statement:** The ineffective management of diversity and inclusion in SA organisations has led to increased numbers of grievance complaints, with organisations seeing declining employee engagement in teams and battling to retain and attract key talent, ultimatley impacting the organisations competitive advantage and performance.

**Main Objective : A Mixed method study to investigate the influence systemic team coaching has on diversity and inclusion management in corporate South Africa.**

**Phase 2: Quantitative Study**

| Sub-problem/Aims | Literature Review | Hypotheses | Research questions | Variables(Independent & Dependent) | Source of data | Type of data | Analysis |
|---|---|---|---|---|---|---|---|
| To investigate the influence of systemic team coaching on diversity management | Cunningham, 2014; Hastings & Pennington, 2019; Hawkins, 2014, 2017; Kahn, 2011, 2018; Peters & Carr, 2013; Mazibuko & Govender, 2017 | Systemic Team coaching has a positive influence on diversity management | To what extent does systemic team coaching influence diversity management? | IV= Systemic Team coaching<br>DV1=Diversity Management | Customised Survey Questionnaire<br>Section 2 | Ordinal, numeric Data (7 likert Scale) | Using Qualtrics, SPSS and SMART PLS: 1. Descriptive stats |
| To investigate the influence of systemic team coaching on the management of inclusion | Barak, Findler, & Wind, 2016; Derven, 2016; Katz & Miller, 2016; Leca & VrÂNceanu, 2014; Li, Lin, Tien, & Chen, 2017; Schroeder, 2010 | Systemic Team coaching positively influences inclusion management | To what extent does systemic team coaching influence inclusion management? | IV= Systemic Team coaching DV2= Inclusion Management | Customised Survey Questionnaire Section 2 | Ordinal, numeric Data (7 likert Scale) | 2.Correlation analysis 3. Regression Analysis 4. PLS and SEM |

**Phase 3: Qualitative Study**

| Sub-problem/Aims | Literature Review | Propositions | Research questions | | Source of data | Type of data | Analysis |
|---|---|---|---|---|---|---|---|
| To explore the perceptions of managers and teams on the effects of STC on D&I management in corporate SA. | Clutterbuck, 2007; Hultgren, Palmer & O'Riordan, 2013; Hawkins, 2014, 2017; Kahn, 2011, 2018; Peters & Carr, 2013; Mazibuko & Govender, 2017, Cox, Bachkirova & Clutterbuck, 2014 | Managers and teams perceive STC positively influences the experience and management of D&I | What is the perceived impact and experience of managers and teams of STC effects on the management of D&I ? | | Semi-structured interview<br>Q1 TO Q2 Individual questions | Generic Qualitative: Transcriptions and Notes taken from the the IDI | Using QDA Miner: Coding and Thematic Analysis, Joint Display Analysis |
| To examine the STC factors that enable managers and teams to effectively manage D&I. | | STC factors provide the 'how' that enables managers and teams to effectively manage D&I | What is the 'how' of STC that enables managers and teams to effectively manage D&I? | | Semi-structured interview<br>Q3 - Q5 Individual questions | Generic Qualitative: Transcriptions and Notes taken from the the IDI | |

**KEYWORDS - Systemic Team Coaching, Diversity, Inclusion, Diversity Management, Inclusion Management, Equity, Transformation**

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|---|---|---|---|
| | **IV : Independent Variable** | **Systemic Team Coaching** | |
| | **DV: Dependent Variable** | **Diversity management** | **Inclusion management** |
| | **IDI - Individual depth interviews** | **D&I - Diversity & Inclusion** | |