

The influence of coaching behaviours by managers on employee engagement

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of**

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ABSTRACT

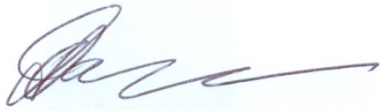
This research was conducted to explore the influence of managerial coaching behaviours on employee engagement. Organisations need to retain engaged people who are productive and energetic to achieve the organisational success within an ever-changing environment. This might be enabled through the coaching behaviours of managers. While extensive research has been conducted on managerial coaching as a tool to support people to achieve performance, attain goals of the organisation, manage organisational transitions, and, achieve learning, research is limited on how managers can create engagement through utilising managerial coaching behaviours. Organisations need sustainable interventions that will positively impact the overall engagement of people. The manager is a crucial point of contact with people, and is able to create or destroy people's engagement.

This research has a constructivist or interpretivist approach and uses a case study methodology where five cases were analysed and cross-case analysed by interpreting the experiences of managers and two of their team members selected by extreme or purposive sampling on their engagement levels; in other words, one engaged and one disengaged person was interviewed per case as well as the manager.

The findings established that engaged employees have a higher perception of their manager's coaching behaviours than disengaged colleagues, and that all the managers were highly engaged yet varied in how they perceived their own coaching behaviours, and in turn, how they influence engagement. The managers' use of a more empowering coaching style enhances engagement and their coaching behaviours influence fluctuating engagement levels, while a reflective practice within managerial coaching enables deeper understanding of perspectives, and in turn, engagement, but is not a common practice amongst managers. Engagement levels were also influenced by; coaching conversations which occur on a continuum from informal to formal; the manager's coaching ability to create a sense of accountability and ownership; an agile or flexible managerial coaching approach in response to learning or business needs; and, the relationships and presence of the manager. The expertise of managers was valued irrespective of the perception of coaching behaviours or levels of employee engagement. Positive feedback and praise from the manager makes people feel recognised and significant, while the predominant managerial coaching behaviours falls within the performance coaching paradigm. Organisations need to develop the coaching behaviours of their managers to impact on the organisation's and the individual's performance, longer term development, skills acquisition, and wellbeing.

DECLARATION

I, Caryn Conidaris, declare that this research report is my own work except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Management in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

A handwritten signature in blue ink, appearing to read 'Caryn Conidaris', is written over a light blue rectangular background.

Caryn Conidaris

Signed at Johannesburg

On the 28th of March 2017

DEDICATION

I dedicate my thesis to my inspiration: my family; my husband, my mother and my children, Michael and Tamar, and I pray that they will be forever engaged in the work that they do.

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Thank you to the organisations and people within my five cases who openly shared their world and views. They will never know the extent of my gratitude and how every word they uttered was analysed and scrutinised.

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CHAPTER 1. INTRODUCTION

1.1 Purpose of the study

The purpose of this research was to explore how managers' coaching behaviours influenced the employee engagement of their people. The research report will examine the perceptions of engaged or disengaged employees of how the coaching behaviours of their managers influenced their engagement, as well as their manager's perceptions on how their coaching behaviours influenced the engagement of their team members.

1.2 Context of the study

The current unstable business environment, characterised by the acronym 'VUCA', meaning Volatility, Uncertainty, Complexity and Ambiguity, challenges organisations to deal with constant change as a result of rapid disrupting technology developments, competitiveness to remain in business, and a war for people talent (Beechler & Woodward, 2009; Bennett & Lemoine, 2014; Hagen, 2012; Horney, Pasmore, & O'Shea, 2010; Kwan; Manyika, Chui, Bughin, Dobbs, Bisson, & Marrs, 2013; Pousa & Mathieu, 2015; Teixeira & Jamieson, 2014). Only the best minds will enable the survival of organisations into the future and ultimately determine whether or not they thrive (Beechler et al., 2009; Osiyevskyy & Dewald, 2015).

Organisations are moving from a stable, command-and-control orientation to an environment full of higher demands, innovation, constant change, and collaboration (Agarwal, Angst, & Magni, 2009). These demands need to be met by smaller, agile, flexible, yet higher performing organisations, which necessitates a different kind of manager; one who uses their own emotional and social intelligence, leadership, team building and coaching skills (Brocato, 2003; Goleman & Boyatzis, 2008; Horney et al., 2010; Teece, Peteraf, & Leih, 2016). Disengaged people can disrupt any innovative strategic plans for the future.

Organisations, through their managers, need to retain excellent people and ensure their commitment, passion and performance (Babcock-Roberson & Strickland, 2010; Batson & Yoder, 2012; Harter, Schmidt, & Hayes, 2002; Park, Yang, & McLean, 2008b). This evolving managerial role requires a focus on relationships; developing, empowering and enhancing the self-efficacy of their people while creating and ensuring desirable outcomes such as performance, job satisfaction and a learning organisation (Batson et al., 2012; de Haan, Grant, Burger, & Eriksson, 2016; Ellinger & Bostrom, 1999; Evered & Selman, 1989; Grant, 2010; Luthans & Peterson, 2002).

Many studies over the last 25 years have espoused the benefits of creating engagement in the workplace to deal with these environmental challenges (Albrecht, 2010; Anitha, 2014; Arakawa & Greenberg, 2007; Baumruk, 2004; Christian, Garza, & Slaughter, 2011; Ghafoor, Qureshi, Khan, & Hijazi, 2011; Kahn, 1990; Rich, Lepine, & Crawford, 2010). The concept of employee engagement was first mentioned by Kahn (1990), whose thinking has subsequently been built upon by academics and research and/or consulting practitioners (May, Gilson, & Harter, 2004). Kahn described the concept as such:

“Personal engagement is the simultaneous employment and expression of a person’s ‘preferred self’ in task behaviours that promote connections to work and to others, personal presence, and active full role performances” (Kahn, 1990, p. 700).

Work engagement is a term used to describe how employees are involved with, committed to, and enthusiastic and passionate about their work (Macey & Schneider, 2008). Schaufeli, Salanova, González-Romá, and Bakker (2002) define engagement as having three characteristics: “Vigor”, which is “high levels of energy and mental resilience”; “Dedication”, which is “a sense of significance, enthusiasm, inspiration, pride, and challenge”; and “Focus”, which is “being fully concentrated and deeply engrossed in one’s work” (Seppälä, Mauno, Feldt, Hakanen, Kinnunen, Tolvanen, & Schaufeli, 2009, p. 460).

Christian et al. (2011) showed that engagement improves an organisation’s competitive advantage and is important in discretionary work performance. Bakker and Demerouti (2008a, p. 1) said that “Engaged workers are more creative, more productive, and more willing to go the extra mile”. Harter et al. (2002) found that deviations in management practice which influence people’s satisfaction can increase the business outcomes and profits. Therefore, the concept of employee engagement holds many possibilities for organisations to meet the challenges of the current and future business environment (Anitha, 2014; Sacher & Lal, 2017; Shuck, Ghosh, Zigarmi, & Nimmon, 2013). The challenge is that not everyone is engaged within an organisation and there are various studies which show low levels of engagement in numerous countries (Findlay & Thompson, 2017).

Organisations need to retain engaged people who are productive and energetic in order to achieve the organisation’s desired outcomes within an ever-changing environment. This might be enabled through the coaching behaviours of managers.

1.3 Problem statement

Continuous developments in the working world mean that a different kind of manager is needed to be the midwife of the “birth of a new world order” (Cross & Quinn, 2009, p. 48). In

order for organisations to innovate and create disruption, thrive and survive, managers need to ensure that they are creating a workforce that is engaged, motivated, focused, energised, absorbed, and talented, and which will remain in the organisation for continuity (Marais, 2017; Presbitero, 2017; Rodriguez & Shaw, 2014; Sacher et al., 2017; Simbula & Guglielmi, 2013; Townsend, Wilkinson, & Burgess, 2014).

While extensive research has been conducted on managerial coaching as a tool for managers to support their people through organisational transitions and change (Evers, Brouwers, & Tomic, 2006); to attain organisational goals (Menguc, Auh, Fisher, & Haddad, 2013; Wheeler, 2011); achieve learning and team outcomes (Hagen & Gavrilova Aguilar, 2012); deliver on performance (Ellinger, Ellinger, & Keller, 2003; Grant, 2014; Grant & Hartley, 2013); and organisational development (Ellinger et al., 1999), there is no research evident which explores how managers can create engagement within their people through utilising managerial coaching.

There is a growing body of literature which includes antecedents and outcomes or consequences of employee engagement, or lack thereof (Christian et al., 2011; Harter et al., 2002; Harter, Schmidt, Killham, & Agrawal, 2009). Organisations need to implement interventions that are going to positively impact the overall engagement of people within the organisation, and which are sustainable. It has been well researched that people's supervision and leadership strongly influence their engagement (Baumruk, 2006; Cotton; Luthans et al., 2002; Saks, 2006). However, it is not well researched whether an empowering managerial coaching style comprised of coaching behaviours can impact engagement. The manager is a crucial point of contact with people in an organisation, and has the opportunity to create or destroy people's engagement.

Within this research, by interpreting the experiences of managers and some of their team members, it is anticipated that a deeper understanding of the impact of the way that they coach their teams and if engagement is elicited, will be seen.

1.3.1 Main problem

Given the perspective above, the main problem is to establish how managers' coaching behaviours influence employee engagement.

1.3.2 Sub-problems

The sub-problems are to:

Establish the managers' perceptions of how their coaching behaviours influence employee engagement, and

Identify the perceptions of engaged or disengaged employees on how the coaching behaviours of their line managers influence their engagement.

1.4 Significance of the study

The study builds on and contributes to work in the fields of employee engagement and managerial coaching. Much of the work in both areas has been driven by research and consulting practitioners, and there is a need for more scientific rigor.

Some studies on the coaching skills or behaviours of line managers have been identified (Brocato, 2003; Ellinger et al., 1999; Graham, Wedman, & Garvin-Kester, 1994; Graham, Wedman, & Garvin-Kester, 1993; Grant et al., 2013); supervision has been identified as a factor in employee engagement research (Andrew & Sofian, 2012; Arakawa et al., 2007; Baumruk, 2006; Ghafoor et al., 2011); and newer studies link the impact of leaders on employee engagement (Breevaart, Bakker, Hetland, Demerouti, Olsen, & Espevik, 2014; Donaldson-Feilder & Lewis, 2015; Marais, 2017; Popli & Rizvi, 2017); however, limited attention has been paid to how the coaching behaviours of managers affect employee engagement (Gruman & Saks, 2011). In other studies, there have been numerous references to the coaching of employees by their managers and the creation of a culture of coaching, although there appears to be a gap in the body of knowledge as to how managers' coaching behaviours impact the employee engagement of their people. This study will add to the academic body of knowledge.

The study will have implications for and provide guidance to organisations that are considering their future sustainability – such organisations are spending time and effort on developing coaching skills in order for managers to display their coaching behaviour. The study might also provide inspiration to organisations that are considering how to improve the engagement of their people. If there is an impact on the employee engagement of people through the use of managers' coaching behaviours, this might mean that organisations can further develop these behaviours among their leaders to impact on the engagement of their people, and in turn improve their productivity, increase their innovation to thrive in the future, reduce their turnover, increase retention, and improve their competitiveness.

The study might provide inspiration to leaders and managers and encourage them to enhance their coaching skills and utilise a variety of their coaching behaviours at appropriate situations to create an engaged, innovative and sustainable organisation.

1.5 Delimitations of the study

The study included the perceptions of a manager and two of his/her employees within five separate cases, across organisational levels and types of organisations. A case study methodology was used within a qualitative framework, and focussed on the influence of managerial coaching behaviours on employee engagement.

The study excluded perceptions of the concepts by anyone else in the organisation, except that the team in its entirety was initially evaluated to purposively sample the two members who reported to the Manager. It excluded the perceptions of the other team members in the interviews. The study was limited to the Gauteng province of South Africa.

This study excluded any focus on other managerial behaviours which are non-coaching behaviours, as described in the literature, as far as possible. A statistically valid instrument to measure managerial coaching behaviours was used, as described in the academic literature. The study focussed on actual managerial coaching behaviours and not espoused skills of managers because managers can still choose whether or not to use their skills.

The research report excluded any study of the culture of the organisation, although the contexts of the cases were important. It also excluded any consideration of mentoring. It focussed on a clear definition of employee engagement, using a statistically valid instrument to measure employee engagement, as described in the academic literature. The study did not focus on or measure the outcomes of engaged or disengaged people in the research.

1.6 Definition of terms

Commonly used definitions throughout this report are clarified and defined in Table 1 below.

Table 1: Definition of terms

Term	Comment	Definition
Coaching	General definition	"... unblocking a person's potential to maximise their performance. It is helping them to learn rather than teaching them" (Whitmore, 2004, p. 8)
Coaching by manager Managerial coaching Coaching manager	Are used interchangeably and refers to the coaching relationship between a line manager and their direct report	"the explicit and implicit intention of helping individuals to provide their performance in various domains, and to enhance their personal effectiveness personal development, and personal growth" (Hamlin, Ellinger, & Beattie, 2009, p. 291). "Coaching managers are managers who coach their team members in a work context" (McCarthy & Milner, 2013, p. 3).
Coachee Employee People	Is used interchangeably and refers to the direct report of the manager whom the manager coaches	"The person being coached is referred to as the coachee" (McCarthy et al., 2013, p. 3).
Coaching behaviours	Refers to the behaviours of the manager	Coaching behaviours are the actions of what the manager says or does when he/she is coaching or facilitating learning (Ellinger et al., 1999).
Coaching skills	Refers to the coaching skills that the manager may possess, possibly acquired through training. These skills might not translate into behaviours.	According to Kirkpatrick (1979), the second level of learning is skills or knowledge acquisitions, which leads to the third level which is the behavioural application of those skills. The fourth level is the impact or result of the behaviour according to Kirkpatrick (1979).
Employee engagement	Is defined as:	"Work engagement is defined as a positive, fulfilling, work-related state of mind that is characterised by vigor, dedication and absorption. Vigor is characterised by high levels of energy and mental resilience while working. Dedication refers to being strongly involved in one's work and experiencing a sense of significance, enthusiasm, and challenge. Absorption is characterised by being fully concentrated and happily engrossed in one's work, whereby time passes quickly and one has difficulties with detaching oneself from work. In short, engaged employees have high levels of energy and are enthusiastic about their work. Moreover, they are often fully immersed in their work so that time flies." (Bakker et al., 2008a, p. 1).
UWES	Is an acronym	Utrecht Work Engagement Scale (Schaufeli et al., 2002)
VUCA	Is an acronym	Meaning Volatility, Uncertainty, Complexity and Ambiguity (Bennett et al., 2014; Horney et al., 2010; Ohanian, 2012)

1.7 Assumptions

There was an assumption that by interviewing five triads, two people who reported to the manager as well as the manager, and using a case study methodology, enough relevant insights would be gained in terms of how coaching behaviours of managers impacted on and influenced their employees' engagement and that this was their normal perspectives and experiences.

Another assumption was that managers and the selected employees would be able to answer honestly despite their own perspectives. It was assumed that the respondents would give consent to participate and fully share their experiences in a confidential session. It was assumed that the respondents would be available in the needed timeframes. It was assumed that the questions were safe and easy to answer, and that if anyone felt uncomfortable, this would be discussed further in the interview. There was an assumption that the respondents had some understanding of coaching and if they did not, a brief explanation would be given to them at the time of the interview.

A further assumption was that the questionnaire that was administered to assess employee engagement was a true reflection of their engagement at that moment. A further assumption was that there would be a difference in the engagement scores within each team, which would identify the one least engaged and the one disengaged person in the manager's team.

Issues such as confidentiality and consent were discussed with the respondents beforehand, with an emphasis on their contribution to a body of knowledge.

1.8 Structure of the report

The research report is presented in the following chapters:

Chapter 1 introduces the research and contextualises the purpose, context and significance of the research and also outlines the definitions, delimitations, and assumptions relevant to this study.

Chapter 2 reviews relevant literature against the organisational framework of the research, which is derived from the two research questions to be answered in this study.

Chapter 3 details the research methodology of how the study was carried out while also considering the theoretical perspectives.

Chapter 4 provides case descriptions and analysis of each of the five cases under headings directed from the analysis of the cases.

Chapter 5 includes the cross-case analysis and discussion of the research findings under themes. The findings are aligned to the literature review, and conclusions with regards to the themes are made.

Chapter 6 presents the conclusion and is where the research questions are answered and recommendations and suggestions for further research are made.

The full reference list is presented after Chapter 6.

The appendixes referred to throughout the report can be found after the reference list and include letters of request and consent agreements, the three instruments, the results of an on-line survey, and the codes breakdowns and analysis.

CHAPTER 2. LITERATURE REVIEW

2.1 Introduction

This work has a positive psychology framework (Seligman & Csikszentmihalyi, 2000) in which lie two key concepts of employee engagement and coaching by managers. Managers' roles have evolved to grow both themselves and their people (Frisch, 2001).

The literature around both managerial coaching and employee engagement is evolving and is not as established as other theories or constructs. The creative tension between practitioners in research and/or consulting and academia will be highlighted and debated for the constructs of both employee engagement and managerial coaching (Macey & Schneider, 2008).

In this chapter, the literature will be reviewed, applied, synthesised and evaluated in terms of a logic (Levy & Ellis, 2006). The organisational framework of the literature, as depicted in Figure 1 below, is that the manager has a coaching relationship with their employee by exhibiting certain coaching behaviours, which in turn creates engagement, which has outcomes benefitting the organisation.

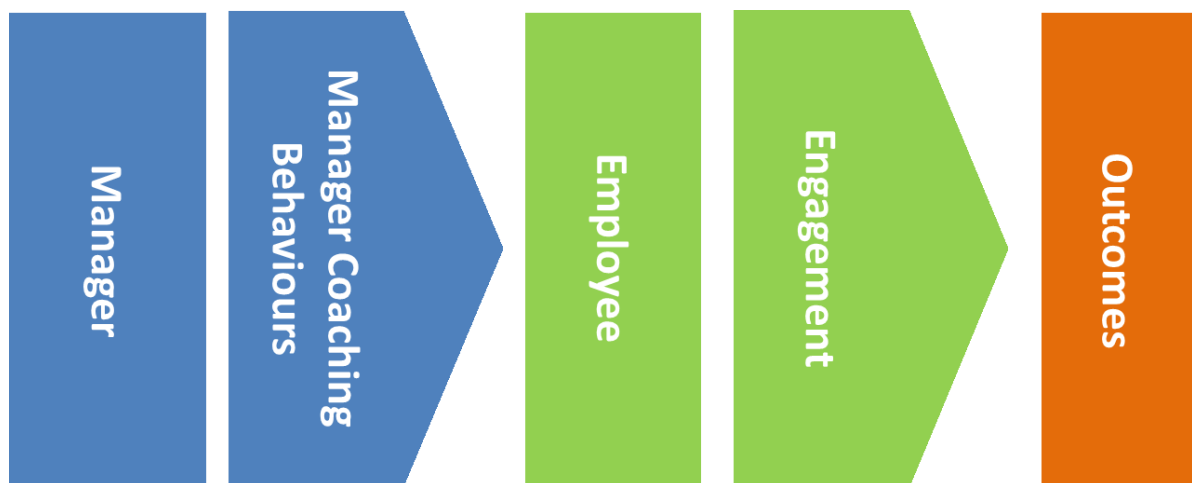


Figure 1: Organisational framework of the literature

Firstly, literature which is relevant to managerial coaching will be reviewed and synthesised in this order: Definitions of Managerial Coaching; Concepts and Theories of Managerial Coaching; Outcomes of Coaching by Managers; and Identifying and Measuring Coaching Behaviours of Managers.

Secondly, literature which is relevant to employee engagement will be reviewed and synthesised in this order: What is Employee Engagement?; Various models of employee engagement; Drivers of Employee Engagement; and Measuring Engagement.

Lastly, the rationale for the study and the research questions will be argued as a result of considering all the literature.

2.2 Managerial coaching

The initial role of the manager was to watch over people to ensure that they performed, though the manager's role has evolved along with the development of organisations. Organisations need to be agile to create and adapt the future and require managers to play a stronger role than before; of which coaching forms a strong part of that role (Gilley, Gilley, & Kouider, 2010).

2.2.1 *Evolutions and definitions of managerial coaching*

The development of managerial coaching mirrors that of the concept of employee engagement. There are numerous books, popular articles, training interventions and providers who are influencing the concept (Hagen, 2012). Beattie, Kim, Hagen, Egan, Ellinger, and Hamlin (2014) recognised that one of the challenges of the recent rapid development of managerial coaching is that there is not sufficient academic research into its impact, particularly around individuals and learning (Beattie et al., 2014). Grant (2016) has recently described three generations of managerial coaching from the 1990s to date, which developed as a response to the needs of organisations which do not necessarily fall in neat time frames. This evolution and relevant definitions are presented in Table 2 below, page 27

a. *Early managerial coaching*

Managerial coaching evolved from two ways: from sports such as rowing in the 1880s, and from education when coaching in the 1840s at Oxford was referred to as private tutoring. Coaching was first described as a set of managerial activities in the early 1900s, particularly for sales people to increase profitability and sales (Evered et al., 1989; Hagen, 2012). Evered et al. (1989) postulated that a number of coaching principles were borrowed from the sports field and that managers should be coaches and create a coaching culture. A definition that can be seen in the context of those times is:

“... the name we give to management of and within an acknowledge-create-empower paradigm. a coach is someone who has an ongoing committed

partnership with a player/performer and who empowers that person, or team, to exceed prior levels of play/performance” (Evered et al., 1989, p. 16).

b. ***First generation of managerial coaching***

Grant (2016) describes the first generation of management coaching, which focused on the management of performance, arguing that the managerial coaching conversations were around performance and managing poor performers. Coaching by managers was being purely performance-orientated by setting and tracking goals (Graham et al., 1994). Emotional intelligence and the need for skilled communication also influenced managers’ changing role (Goleman, 1996).

An early definition within this generation was that managerial coaching described a helping relationship to improve performance and ability:

“It is a day-by-day, “hands-on” process of helping employees recognise opportunities to improve their performance and capabilities” (Orth, Wilkinson, & Benfari, 1987, p. 67).

A later definition is still results-orientated, yet identifies time as a critical factor:

“Interacting with people in a way that teaches them to produce often spectacular results in their business. Coaching is about challenging and supporting people, giving them the gift of your presence” (Hargrove, 1995, p. 1).

c. ***Second generation of managerial coaching***

Coaching by managers evolved to more of a developmental orientation (Grant, 2016; Hagen, 2012). The second generation of managerial coaching arose as a response to the war for talent (Grant, 2016), and the responsibility of people development moved from human resource professionals to line managers (Gilley et al., 2010; Gilley, 2000; Hagen, 2012). McLean, Yang, Kuo, Tolbert, and Larkin (2005, p. 163) define managerial coaching as:

“... a set of managerial skills that demonstrate effective coaching characteristics in terms of openly communicating with others, taking a team approach to tasks, valuing people over task, and accepting the ambiguous nature of the working environment for the purpose of developing employees and improving performance” (McLean et al., 2005, p. 163).

Hamlin et al. (2009) described four types of coaching in their literature review, being ‘coaching’, ‘executive coaching’, ‘business coaching’ and ‘life coaching’, and identified 37

coaching definitions in their study. They did not focus on any outcomes of coaching, and in particular managerial coaching. They found that the commonality was:

“The explicit and implicit intention of helping individuals to improve their performance in various domains, and to enhance their personal effectiveness, personal development, and personal growth” (Hamlin et al., 2009, p. 6).

Coaching evolved from a:

“... prescriptive process based only on task related behaviours to a more robust concept with additional psychosocial behaviours focused on developing self-efficacy and promoting empowerment of employees” (Batson et al., 2012, p. 1663).

Grant, Cavanagh, and Parker (2010) identified three types of coaching: skills coaching, performance coaching, and developmental coaching. The weakness of this study is that in addressing both executive and workplace coaching, the definition of workplace coaching is too broad and is not limited to only managers. In other words, any person within the organisation could be doing workplace coaching.

Beattie et al. (2014), in their review of literature in the managerial coaching field, defined the process of a line manager who undertook coaching activities as ‘managerial coaching’ and supported Hamlin et al. (2009) in their definitions. Beattie et al. (2014) identified variants of managerial coaching such as hierarchical, where the line manager coaches their own subordinates; peer coaching, where managers coach each other; and team coaching, which looks like sport coaching, where outcomes are given and team dynamics managed. They also highlighted virtual or E coaching for generation Y workers, and multicultural/cross-cultural coaching, which needs to be researched further. The question is whether Beattie et al. (2014) added any more to the body of knowledge than the Hamlin et al. (2009) study.

Whitmore (2004, p. 8) defined coaching as “... unblocking a person’s potential to maximize their performance. It is helping them to learn rather than teaching them”.

The challenges of these second generation approaches is that training of manager coaches was complex, difficult and time consuming to implement (Grant, 2016; Grant et al., 2013).

d. ***Third generation of managerial coaching***

Grant (2016) describes how managerial coaching is currently evolving to where it “explicitly focuses on enhancing both the performance and the well-being of individuals and organisations in ways that are sustainable and personally meaningful” in order for organisations to deal with the VUCA world (Grant, 2016, p. 37; Horney et al., 2010; Ohanian,

2012). This managerial coaching is focusing on the future development of the organisation through high-quality conversations (Grant, 2016; Malone, 2001). This new generation of coaching by managers addresses the people and skills development needs as well as desired organisation's cultural change and need for agility (De Meuse, Dai, & Hallenbeck, 2010; Grant, 2016; Horney et al., 2010; Teece et al., 2016). Grant (2016) also claimed that agile managerial coaching develops a culture of conversations and is more evidence-based from research around the world. An appropriate addition to his definition below would be that managerial coaching supports the strategic future needs of the organisation.

“Explicitly focuses on the development and well-being of the leaders, managers and employees, as well as the acquisition of performance-enhancing workplace coaching skills” (Grant, 2016, p. 45).

All of these definitions will be used in this study and are presented in Table 2 below, on page 14.

Table 2: Evolution and definitions of coaching by managers

Year/s	Coaching theme	Definition, if available
Pre generation managerial coaching		
Pre 1990s	Sports metaphor	"... management of and within an acknowledge-create-empower paradigm. a coach is someone who has an ongoing committed partnership with a player/performer and who empowers that person, or team, to exceed prior levels of play/performance." (Evered et al., 1989, p. 16)
First generation of managerial coaching – focus on performance		
1990s	Performance and competence	"It is a day-by-day, 'hands-on' process of helping employees recognize opportunities to improve their performance and capabilities. (Orth et al., 1987, p. 67)
Second generation of managerial coaching – focus on development		
2004	Performance and learning	"... unblocking a person's potential to maximize their performance. It is helping them to learn rather than teaching them". Whitmore (2004, p. 8)
2005	Set of skills that develops people and improves performance	"Coaching is defined as a set of managerial skills that demonstrate effective coaching characteristics in terms of openly communicating with others, taking a team approach to tasks, valuing people over task, and accepting the ambiguous nature of the working environment for the purpose of developing employees and improving performance." (McLean et al., 2005, p. 163)
2009	Four types of coaching: executive managerial, business and life	"The explicit and implicit intention of helping individuals to provide their performance in various domains, and to enhance their personal effectiveness personal development, and personal growth." (Hamlin et al., 2009, p. 6)
2012	Managerial coaching as a development tool	"... prescriptive process based only on task related behaviours to a more robust concept with additional psychosocial behaviours focused on developing self-efficacy and promoting empowerment of employees." (Batson et al., 2012, p. 1659)
2013	Three types of coaching for managers: skills, performance and developmental	Definition of workplace coaching is too broad and is not limited to only managers. (Grant et al., 2010)
2014	Defined variants of coaching	Hierarchical; peer; team; virtual; E coaching; multicultural (Beattie et al., 2014)
Third generation of managerial coaching – focus on conversations		
2016	Balancing organisation's future and both performance and well-being of everyone.	"Explicitly focuses on the development and wellbeing of the leaders, managers and employees as well as the acquisition of performance-enhancing workplace coaching skills." (Grant, 2016, p. 45)

2.2.1 Concepts and theories of managerial coaching

The concepts and theories are evolving, as are the definitions of managerial coaching. Ellinger (1999) first identified two paradigms of managerial coaching which were either 'prescriptive' or a performance-orientation described by (Grant, 2016) which is controlling, directing and prescribing the employees behaviour; or 'empowerment', where the coaches have the intention of helping employees learn and develop. This formed the basis of the next key qualitative study by Ellinger et al. (1999), where they reported on the importance of leaders and managers in building learning organisations. They used a Critical Incident Technique and semi-structured interviews on 12 managers and then coded them. In their findings, they further added two clusters of 'empowering' and 'facilitating' coaching behaviours of managers in relationship to organisational development, which will be discussed later under the next heading.

McLean et al. (2005) proposed a theoretical frame of coaching, which includes four major interrelated parts: "manager as coach, people work with the manager, task needs to be accomplished, and the working environment", as described below in Figure 2 (McLean et al., 2005. p. 163).

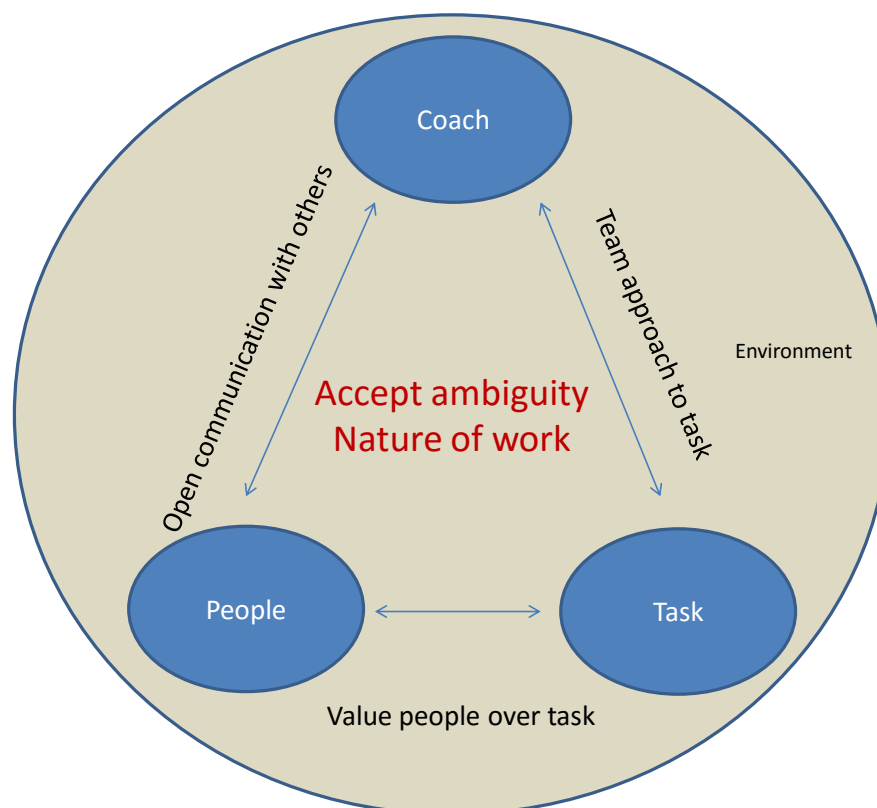


Figure 2: Theoretical Framework of Manager as Coach by McLean et al. (2005)

Hagen (2012) reviewed literature on managerial coaching and produced a conceptual framework of managerial coaching which seems to incorporate most of the elements, depicted in Figure 3. A benefit of this conceptual framework is that it brings all the elements within the literature into one frame, at that point in time. As depicted in Figure 3 below, there are a number of factors which affect managerial coaching implementation. They are divided into Individual and Organisational Factors. These factors impact on the managerial coaching behaviours/skills/attitudes, which in turn effect the outcomes of the managerial coaching, which is divided again into Individual and Organisational (Hagen, 2012). The value of this model produced by this study is that it comprehensively links factors affecting coaching, coaching behaviours, skills and attitudes of managers, to individual and organisational outcomes (Hagen, 2012).

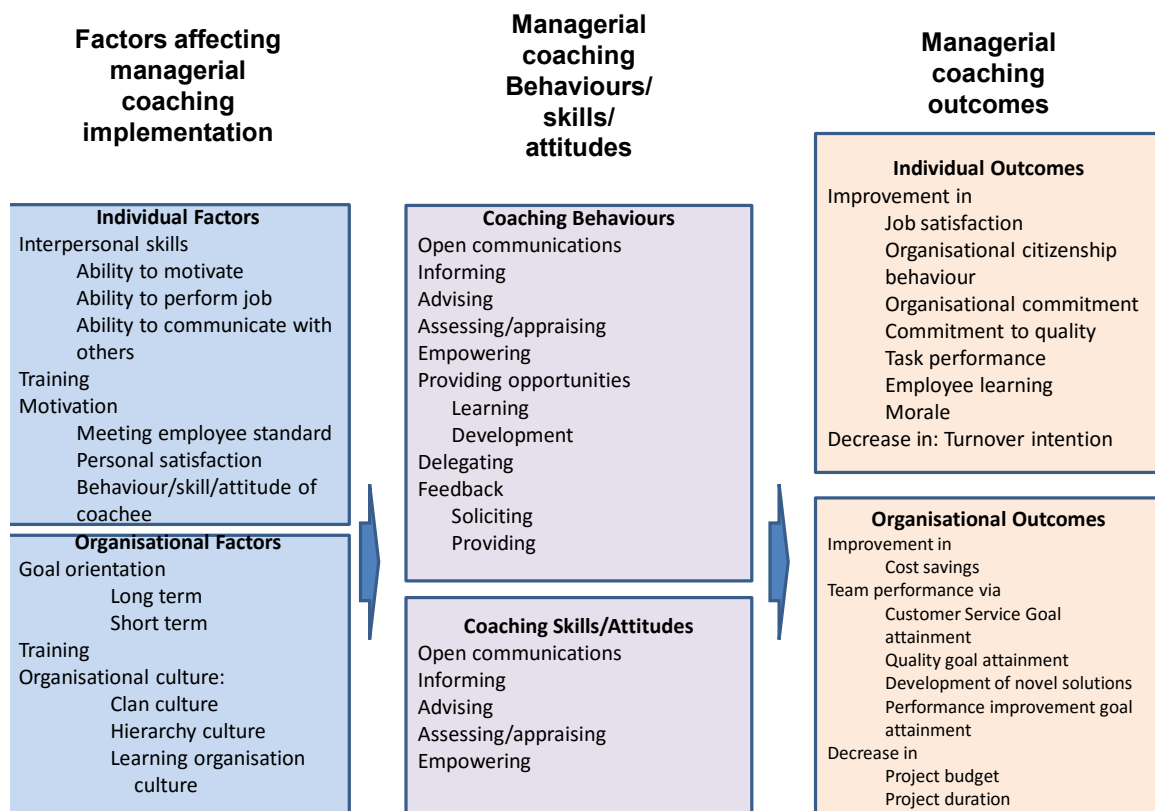


Figure 3: Conceptual Framework of Managerial Coaching Based on Current Literature (Hagen, 2012)

Beattie et al. (2014) proposed a model, shown in Figure 4 below. It is called 'Characteristics of good coaching outcomes', which has four key variables: Learning styles, Shared Values, Personality, and Behaviours. Another four quadrants in the model, which is in Figure 4 below, need to be considered when implementing managerial coaching. They are: Prerequisites, Contra-indicators, Facilitators, and Outcomes (Beattie et al., 2014). Although this model is

comprehensive, the outcomes described cover job satisfaction and commitment but do not cover employee engagement as per the definition of this report.

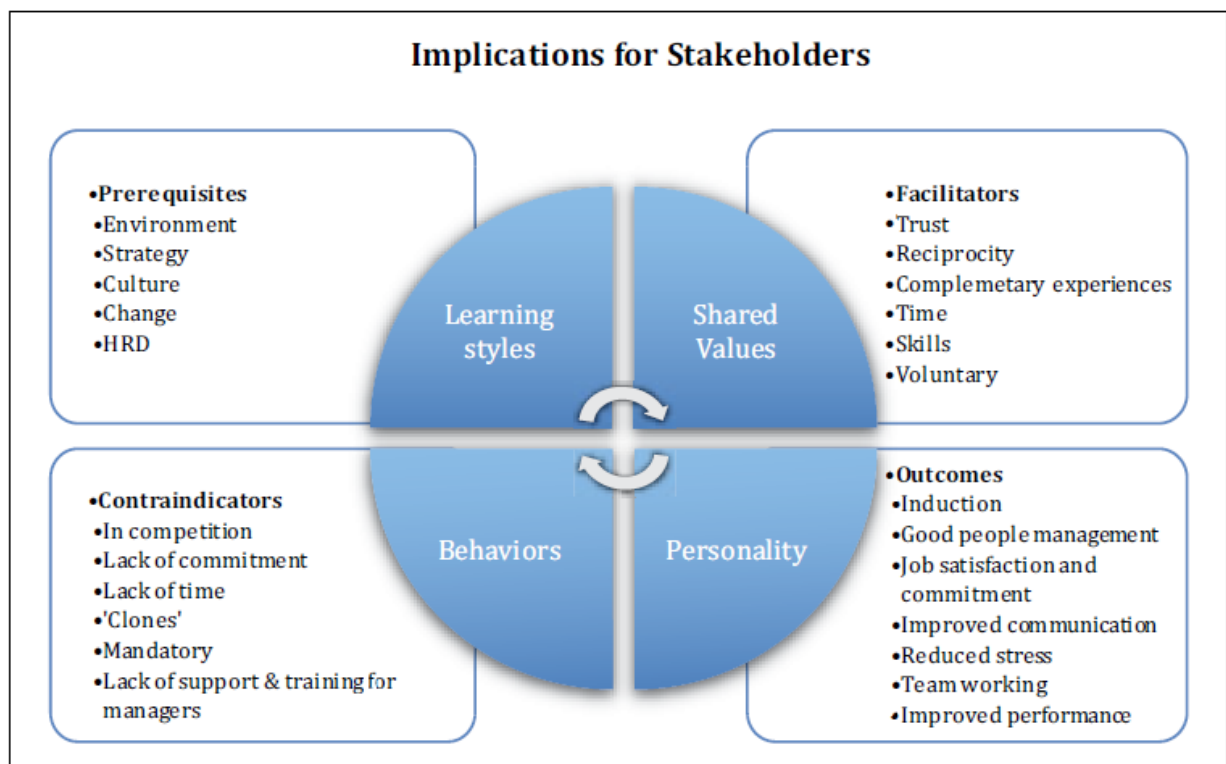


Figure 4: Characteristics of good coaching outcomes by Beattie et al. (2014)

Batson et al. (2012), as well as Hagen (2012), used the facilitating and empowering attributes from Ellinger et al. (1999) in their respective fields. They described the facilitating attributes as developing a mutual trust and respect, setting performance expectations, giving feedback, goal setting, and training. The empowering attributes are role modelling, developing accountability, obstacle management, and challenging views (Batson et al., 2012). Please see Figure 5 as a graphic description of these elements of Batson et al. (2012) model, on page 18.

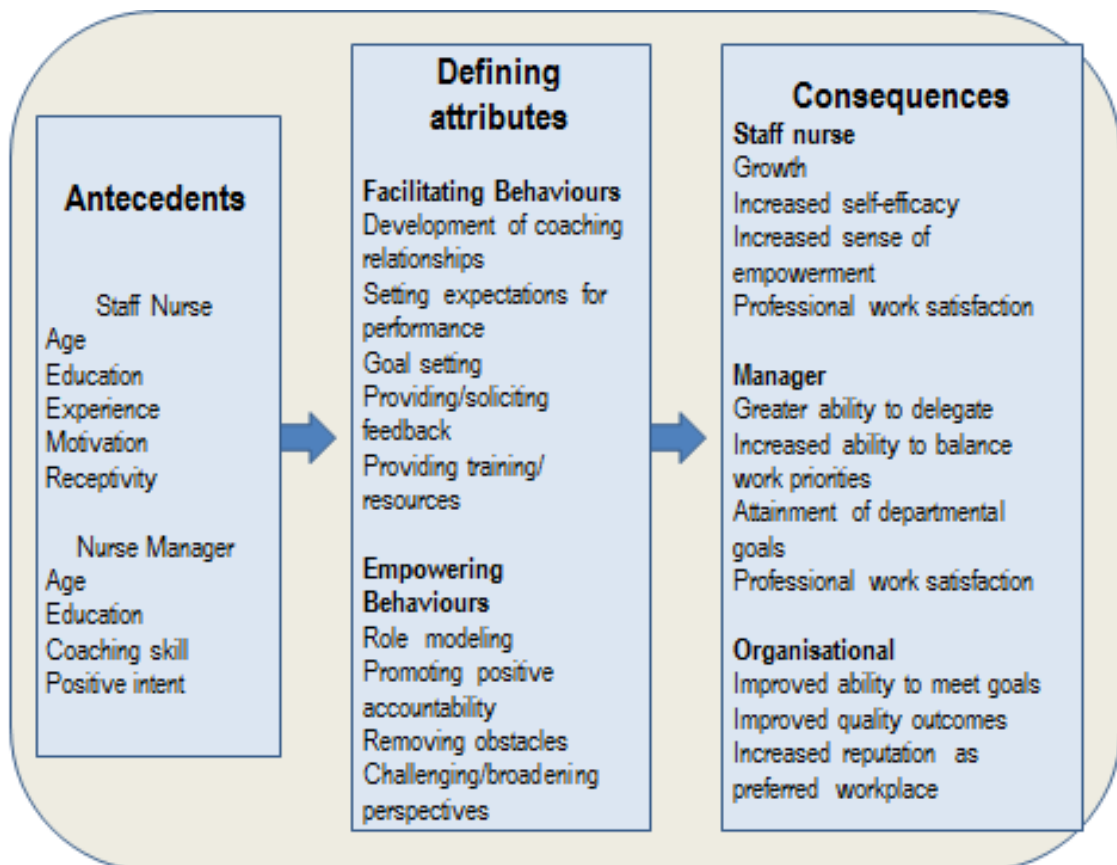


Figure 5: Batson and Yoder's (2012, p. 1665) model of Antecedents, Defining Attributes and Consequences of Managerial Coaching Organisational Culture

A synthesis of the models described in this section is highlighted in Table 3 below.

Table 3: Synthesis of Models of Coaching

Authors	Elements	Further elements
Ellinger (1999)	Two paradigms Prescriptive, which is controlling, directing and prescribing the employees behaviour. Empowerment, where the coaches have the intention of helping the employee learn and develop.	Empowering developed into empowering and facilitating coaching
McLean et al. (2005)	Four major interrelated components: "manager as coach, people work with the manager, task needs to be accomplished, and the working environment" (p. 163).	Coach Task Working environment People
Hagen (2012)	Individual and Organisational Factors. Managerial coaching behaviours/ skills/ attitudes and Individual and Organisational outcomes.	Factors Behaviours and attitudes Outcomes
Beattie et al. (2014)	Four key variables and another four quadrants in the model, which need to be considered when one is considering implementing managerial coaching, are: Prerequisites, Contra-indicators, Facilitators, and Outcomes.	Four key variables: Learning styles Shared Values Personality Behaviours Four quadrants in implementing managerial coaching: Prerequisites Contra-indicators Facilitators Outcomes
Batson et al. (2012)	Described antecedents of the manager and individual, the defining attributes of manager which were empowering and facilitating, and the consequences of the coaching for the individual, manager and the organisation.	Facilitating attributes: developing mutual trust and respect, setting performance expectations, giving feedback, goal setting and training. Empowering attributes: role modelling, developing accountability, obstacle management and challenging views.

There are many calls for more research in the literature, although Hagen (2012) says that much of the research work has been in the area of model and theory development.

2.2.2 Early studies on Identifying Coaching Behaviours of Managers

There is limited literature on the coaching skills or behaviours of line managers (Beattie et al., 2014; Brocato, 2003; Ellinger et al., 1999; Graham et al., 1994; Graham et al., 1993; Grant, 2016; Grant et al., 2013). There are seminar authors and research in coaching behaviours and recently, a number of relevant articles in the literature which are adding to the body of knowledge within managerial coaching.

The difference between managerial coaching skills and managerial coaching behaviours is illustrated by Ellinger et al. (1999) when they postulate that skills programmes are not ensuring that managers display coaching behaviours. Managers may have the knowledge and the skills, yet do not apply coaching behaviours consistently at Kirkpatrick (1979) third level of behavioural learning, as the learning and skills development is still at second level learning. The result or impact of the behaviour is the fourth level of learning, according to Kirkpatrick (1979).

The question is whether the behaviours of managerial coaching have changed with the evolution of managerial coaching from performance (Orth et al., 1987) to developmental and managerial; (Batson et al., 2012) to a holistic well-being and strategic approach (Ellinger et al., 1999; Grant, 2016). This was important to consider when choosing which managerial behaviour coaching behaviours to identify in this study.

Graham et al. (1994, p. 83) conducted one of the first studies that evaluated coaching skills of managers in relation to sales and stated that “coaching skills are not innate and do not come naturally to all managers”. They furthermore found that successful coaches did the following: identify skills and performance expectations; provide feedback; provide relevant information; observe with clients; self-improvement plans; reward performance; guidance; and, warm relationships. This was one of the earliest identifications of coaching behaviours of managers, as well as postulating the manager as a coach.

As highlighted in the previous section, Ellinger et al. (1999) identified two clusters of empowering and facilitating, as depicted in Table 4 below. The Empowering cluster has four behaviour sets: ‘holding back – not providing the answers’; ‘transferring ownership to employees’; ‘being a resource – removing obstacles’; and ‘question framing to encourage employees to think through issues’ (Ellinger et al., 1999). The Facilitating cluster identified nine behaviour sets: ‘providing feedback to employees’, ‘working it out together – talking it through’, ‘creating and promoting a learning environment’, ‘setting and communicating expectations’, ‘fitting into the big picture’, and ‘stepping into others to shift perspectives’ (Ellinger et al., 1999).

These Facilitating behaviours promote new levels of understanding, new perspectives, guidance and support to create learning and development (Ellinger et al., 1999).

This study forms the basis of further research that has been conducted in managerial coaching, as well as a contribution to a list of managerial behaviours in the field (Beattie et al., 2014; Ellinger, 1999, 2013; Ellinger et al., 1999; Ellinger, Ellinger, Bachrach, Wang, & Baş, 2010; Ellinger et al., 2003; Ellinger, Hamlin, & Beattie, 2008a; Ellinger, Ketchen, Hult, Elmadağ, & Richey, 2008b; Elmadağ, Ellinger, & Franke, 2008; Hamlin et al., 2009; Hamlin, Ellinger, & Beattie, 2006).

Table 4: Two Clusters of Coaching behaviours (Ellinger & Bostrom, 1999)

Empowering cluster - four behaviour sets	Facilitating cluster - nine behaviour sets
1. Holding back – not providing the answers 2. Transferring ownership to employees 3. Being a resource – removing obstacles 4. Question framing to encourage employees to think through issues	1. New levels of understanding 2. New perspectives 3. Guidance 4. Support to create learning and development 5. Providing feedback to employees 6. Working it out together – talking it through 7. Creating and promoting a learning environment 8. Setting and communicating expectations – fitting into the big picture 9. Stepping into others to shift perspectives.

Building on the above research, Ellinger et al. (2003) conducted a study in a warehouse of both supervisor coaches and employees, to establish the relationship between managerial coaching and performance, as well as to contribute to the development of coaching behavioural taxonomies at that time. They developed eight managerial coaching behaviours: 1) differentiating learning circumstances; 2) broadening people's perspectives; 3) questioning to encourage people to think through issues; 4) appreciating others to move perspectives; 5) providing feedback; 6) receiving feedback; 7) being a resource; and 8) formulating and sharing goals and expectations. These behaviours will be discussed in greater detail in the next section.

Building on this, Hamlin (2004) compared three previous studies to research managerial effectiveness and listed the following behaviours: 1) Effective organising and planning; 2) Participative and supportive leadership; 3) Empowerment and delegation; 4) Concern for people; 5) Open approach; and 6) Communicating, consulting and informing.

Beattie (2006) used a case study methodology and confirmed categories of managerial coaching or facilitating of learning behaviours as: 1) Caring: support, encouragement, approachable, reassurance, commitment and empathy; 2) Informing and sharing knowledge; 3) Being professional: role model, standard-setting, planning and preparation; 4) Advising: instruction, coaching, guidance and counselling; 5) Assessing: feedback or prospective thinking and clarification; 6) Empowering: delegation and trust; 7) Developing others: developing developers; and 8) Challenging.

In addition, Hamlin, Ellinger and Beattie (2006) conducted a cross-cultural comparison of various empirical findings to proclaim that an “effective coach is an essential feature of being an effective manager and/or managerial leader” and that through all three authors’ previous studies, the managerial behaviours were “remarkably similar to each other” (Hamlin et al., 2006, p. 326)

Ellinger et al. (2008a) also conducted an emic study across countries on previous research where they identified managerial behaviours that were not conducive to managerial coaching. The common ineffective managerial behaviours between three countries were: 1) Being too authoritarian and directive; 2) Controlling or autocratic; 3) Being an ineffective communicator; 4) Withholding information; 5) Employing inappropriate approaches and/or behaviours; 6) Not giving time; 7) Abdicating roles and responsibilities, and 8) Intimidating behaviour (Ellinger et al., 2008a). Ellinger et al. (2008a) study would have been much more convincing if they had conducted a study using the same methodology in all the countries instead of doing a study of different studies which used different methodologies with various sample sizes, although it does serve as a good analysis of ineffective managerial coaching behaviours.

Grant et al. (2013) added to the research by Grant (2010) which divided coaching skills into three subsets: skills, performance, and developmental, as displayed in Table 5 below.

Table 5: Grant et al. (2013) three coaching skills subsets

Subsets of coaching	Behaviours
Skills	Modelling Rehearsing Feedback
Performance	Goal setting Monitoring Evaluating performance
Developmental	Professional and personal development More strategic.

For skills coaching, a coach may have to model the required skills, which may involve rehearsing and feedback. Performance coaching involves goal setting, monitoring and evaluating performance. The developmental coaching involves professional and personal development and is more strategic, which evolved into Grant (2016)'s third generation of managerial coaching and links to the organisational development outcomes of managerial coaching as researched by Ellinger et al. (1999).

The way that seminal researchers have identified and organised the managerial coaching behaviours and their research methodology is summarised below in Table 6.

Table 6: Summary of seminal authors on the Identification of Coaching Behaviours

Authors	Behaviours	Research Methodology
Graham et al. (1994)	Performance expectations, provide feedback, relevant information, observe with clients, self-improvement plans, reward performance, guidance and warm relationship	Telephonic quantitative survey
Ellinger et al. (1999)	The Empowering cluster: 'holding back – not providing the answers'; 'transferring ownership to employees'; 'being a resource – removing obstacles'; and 'question framing to encourage employees to think through issues' The Facilitating cluster: 'providing feedback to employees', 'working it out together – talking it through', 'creating and promoting a learning environment', 'setting and communicating expectations', 'fitting into the big picture', and 'stepping into others to shift perspectives'	Qualitative study on the importance of leaders and managers in building learning organisations
Ellinger (2003)	Identified eight managerial coaching behaviours: 1) differentiating learning circumstances; 2) broadening people's perspectives; 3) questioning in order to encourage people to think through issues; 4) appreciating others to move perspectives; 5) providing feedback; 6) receiving feedback; 7) being a resource; and 8) formulating and sharing goals and expectations	Survey study
Hamlin (2004)	The following behaviours were listed: 1) Effective organising and planning; 2) Participative and supportive leadership; 3) Empowerment and delegation; 4) Concern for people; 5) Open approach; and 6) Communicating, consulting, and informing	Compared three previous studies to research managerial effectiveness
Beattie (2006)	Categories of managerial coaching or facilitator of learning behaviours: 1) Caring: support, encouragement, approachable, reassurance, commitment and empathy; 2) Informing and sharing knowledge; 3) Being professional: role model, standard-setting, planning and preparation; 4) Advising: instruction, coaching, guidance and counselling; 5) Assessing: feedback or prospective thinking and clarification; 6) Empowering: delegation and trust; 7) Developing others: developing developers; and 8) Challenging	Case study methodology
Ellinger et al. (2008a)	The common ineffective managerial behaviours between the three countries were: Being too authoritarian and Directive; Controlling; Being an ineffective communicator; Withholding information; Employing inappropriate approaches and/or behaviours; Not giving time; Abdicating roles and responsibilities, and intimidating behaviour	Study across countries
Grant et al. (2013)	Three subsets of coaching skills: Coaching skills: a coach may have to model the required skills, and may involve rehearsing and feedback Performance coaching skills involve goals setting, monitoring and evaluating performance Developmental coaching involves professional and personal development, and is more strategic	Author's insights and tips for embedding coaching skills

2.2.1 Identifying Coaching Behaviours of Managers

In the next part of this section, the literature will be described and, where relevant, will be grouped into themes.

Waldroop and Butler (1996) identified the following skills needed by an executive coach: paying attention; asking who, what, when, and why questions; preparing through observation; introspection; reflecting before acting; confronting after suspending judgement; defining self as a valuable resource; balancing being firm and kind; practicing active listening; supporting growth through action and reflection; role playing, encouraging positive feedback; and setting goals.

a. Relationships

Managerial coaching or coaching by managers implies a relationship between a line manager and a person who reports to the line manager. This is a complex relationship which is influenced by each party's own beliefs, trust, availability, attitudes, abilities, and values (Beattie et al., 2014; Hagen, 2012). The relationship carries a responsibility by the manager to be willing to know and understand the person's uniqueness and for the coachee to commit and accept responsibility (Batson et al., 2012; Ladyshevsky, 2010). Gilley et al. (2010) proposed that successful coaching has a foundation of relationships and interpersonal skills such as listening, questioning, giving feedback, and facilitating, as opposed to being autocratic and controlling. Coaching depends on communication in order to build rapport, and to develop performance or behaviour. The Gilley et al. (2010) study proved that the following practices were important in coaching: motivating others, helping people grow, and communicating. Gilley et al. (2010) described that a questioning approach guides conversations and also provides information. Supporting this, Gregory and Levy (2011) conducted a study from a manufacturing organisation of 221 supervisors and 1,290 direct reports and found that supervisors can "help nurture high quality coaching relationships by leading with individual consideration, creating a positive feedback environment, building trust, and demonstrating empathy" (Gregory et al., 2011, p. 80).

Trust was a factor in managerial coaching relationships in many places in the literature: Turner and McCarthy (2015) and Cranton and King (2003) also found that trust, positive regard and respect impacted on the relationship and, in turn, coaching. Trust enabled feedback to be well received (Dixey, 2015). McCarthy et al. (2013) most importantly highlighted the importance of the relationship between the managerial coach and their employee and said that "the relationship between coach and the coachee is not just a critical success factor but *the* critical

success factor in coaching the existence of a strong relationship enhances the prospect of success” (McCarthy et al., 2013, p. 4).

b. ***Giving feedback***

Steelman and Wolfeld (2016) researched how the manager’s feedback orientation influenced the effectiveness of managerial coaching, and managers who had a positive feedback orientation provide better guidance with a strong feedback orientation, clarity of feedback and collaborative coaching relationships. They described three aspects for “ effective coaching from one’s manager: the specific coaching behaviors performed, the nature of the coaching relationship developed between the manager and the subordinate, and the feedback environment should be more likely to provide good guidance, clear feedback, and develop a constructive coaching relationship” (Steelman et al., 2016, p.4). There were four aspects to a feedback orientation: 1) utility: the belief that it is useful to achieve goals and purpose; 2) accountability: how obliged one feels to use feedback; 3) self-efficacy: the self-assurance to read and respond to feedback; and 4) the use of feedback to build awareness of other people’s observation on self (Steelman et al., 2016).

c. ***Coaching conversations***

Waldroop et al. (1996) claim that executives are hesitant to coach because it takes a lot of time and results are not always certain, and postulate that “good coaching is simply good management” and shares some similar skills (Waldroop et al., 1996, p. 111). Turner et al. (2015), as well as Ladyshewsky (2010), agreed that time was also a restraining factor on managerial coaching.

Turner et al. (2015) described ideal coachable moments as “being in a vehicle travelling from a work function, walking across campus, and having coffee at the campus café” because “informality gave rise to coachable moments” (Turner et al., 2015, p. 7). McCarthy and Ahrens (2012) presented a paper on a study where they found that most of their subjects coached people either daily or more than once a week. Managerial coaching can take on different formats, ranging from formal, scheduled one-on-one coaching sessions, informal coaching interactions in normal conversations, to coaching within groups or teams in meetings (Grant, 2016; Grant et al., 2013; McCarthy et al., 2013; Turner et al., 2015).

Dixey (2015) found in her phenomenological approach that managers applied coaching in dealing with everyday issues and with developmental or career progression, and that there was a preference for “a more conversational stance, with an apparent reticence in undertaking a more structured and formalised approach that could be viewed as a defined coaching session”, which also linked to either tactical versus strategic conversations that could be

related to job performance or organisational issues (Dixey, 2015, p. 81). Formal sessions were seen as forced by the organisation, while the coachee was less open and conversational (Dixey, 2015).

Grant (2016, p. 42) added to the concept of importance of informal conversations by stating that the “vast majority of coaching conversations held in the workplace are not of the formal type, rather they are on-the-run corridor-coaching conversations”, which are flexible, informal and enable the coachee to either adapt to or to change the culture of an organisation. McCarthy et al. (2013) also identified that coaching can either take place in formal sessions and informal daily coaching, and claimed that coaching skills form part of a normal empowering leadership style, and that a culture of coaching within an organisation enabled role-modelling and the application of coaching.

Linking both conversations and relationships, Alvesson and Sveningsson (2003) found in a case study research that listening, chatting and informal conversations were crucial to relationships and participative leadership. Interestingly, they call their article the “extra-ordinarization of the mundane”, and also found that a coaching culture enabled coaching to become part of a daily conversation (Dixey, 2015).

Importantly in personalising coaching, Grant et al. (2013) found that clarifying whether it was skills, performance or developmental coaching influenced the format of the coaching and that “in order to keep the coaching conversation on track, it is important to match the coaching approach to the issue being addressed” (Grant et al., 2013, p. 105). Grant (2016) proposed that because time and attention of both the manager and coachee is scarce, in third generation managerial coaching moves, conversations move from formal to corridor, to informal collaborative conversations. He stated that formal managerial coaching sessions were not flexible, and have been driven by the jargon of external service providers with low adoption rates (Grant, 2016). According to Grant (2016), managerial coaching behaviours need to include: attracting coachees to oneself and not coercing them; modelling change behaviours oneself; shifting mindsets by putting principles into practice; achieving synergistically aligned goals while upholding values; and in order to create systemic change of both the individual and the system. Grant (2016) presented his Performance/Well-being Matrix, which guides the workplace coaching process to take cognisance of performance and well-being, so they can move people to the top right hand quarter of sustainable high performance, as depicted in Figure 6 below, on page 28.

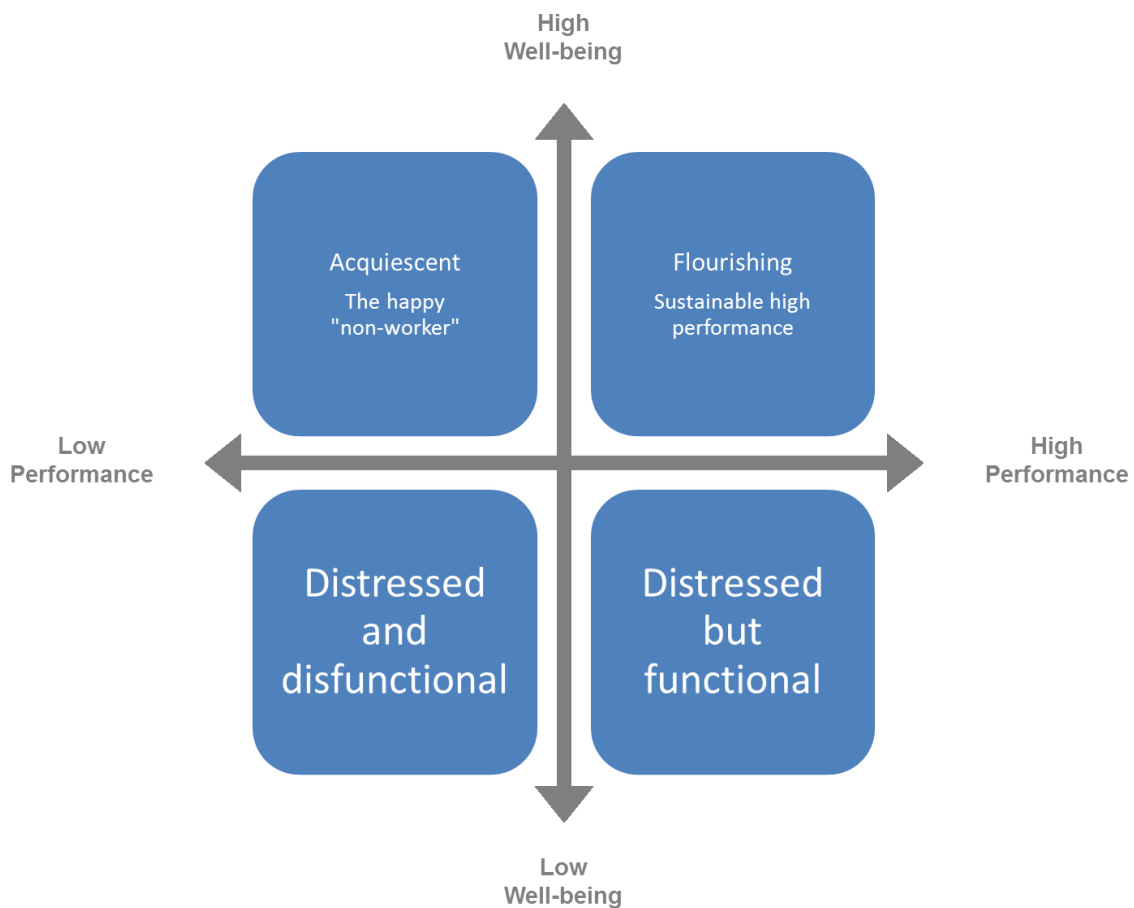


Figure 6: Grant's (2016) Performance/Well-being Matrix

Grant (2016) claimed that the key characteristics of coaching going forward should be: simplicity and ease of use, deep personalisation for the coachee, and coaching effectiveness to develop a growth mindset, resilience, increasing solution-focused thinking, and helping people to deal with organisational change. McCarthy et al. (2013), in their examination of literature on managerial coaching, identified that authentic listening enhances a trusting relationship and does not appear frequently enough in previous studies. The authors linked listening and employee engagement and said that as "most organisations now have a strong focus on employee engagement, it is important for managers to learn how to listen at a deep level" (McCarthy et al., 2013, p. 6).

d. ***Reflective practice***

Grant (2007) postulates that the manner in which a manager coaches is an expression of their emotional intelligence, which assists people to move beyond career development. There are claims that coaching prepares people for a future full of surprises because of the rate of innovation and disruption in an ever-changing world (Cross et al., 2009; de Haan & Burger, 2014; Gray, 2006). People need to think differently (Grant, 2001) and, in order to do this, they

need to learn, self-regulate and self evaluate by reflecting and developing insights, which is a “powerful technique that has the potential to invigorate and energise” (Hickson, 2011, p.837).

Various aspects of reflection fall within Mezirow (1990)’s theory of transformation and meta-cognition and meta-learning theory (Gray, 2006, p. 497; Jackson, 2004; Sammut, 2014). Managers can use questions to stimulate reflection and “can inspire reflection to the extent of generating new ways of coping with change” (Raelin, 2002, p. 3). Høyrup (2004) presents a number of ways that organisations can use reflection as a core learning technique: as a problem-solving process, idea generation and testing, and through interactions which are “asking for feedback; challenging groupthink; learning from mistakes; sharing knowledge and experimentation”, as well as in meetings (Høyrup, 2004. p.344). Managers need to support and facilitate these organisational reflection processes through learning and coaching to make sense of various interdependencies (Hotho & Dowling, 2010; Høyrup, 2004). Kline (1999)’s work proposed ten components which gives people the time to think, often in groups or meetings, and slows down thinking, ensures listening, enables everyone to share thinking, and in turn, gives them more time. McCarthy et al. (2013) examined literature of managerial coaching and found that coaching was more than problematic performance feedback, as it encourages reflection, learning, taking responsibility, engaging and developing within the organisation.

e. ***Development of managerial coaching behaviours***

The crucial implication that the McCarthy et al. (2013) study identified was the managers are not trained on coaching, and are over-reliant on single models of managerial coaching and they supported the opinion of Ladyshevsky (2010) who said that coach development needed to include emotional intelligence, trust, and values. McCarthy et al. (2013) also raised the idea of managerial coaching supervision and proposed proper training of coaching skills. In a study by Dixey (2015), they found that in organisations who trained their managers on coaching, coaching became a way that that business was conducted.

f. ***Manager as an expert***

Evers et al. (2006) conducted a quasi-experimental study on coaching effectiveness and highlighted that coaching was different to mentoring and training in that the coach did not have to be an expert in the coachee’s domain, and should not tell the coachee what to do. They compared two groups of managers, one being a control group who had not received coaching training, and the other group who were trained on coaching skills, and they proved that coaching impacted on overall effectiveness in the organisation. Senge (1990) described how the manager who develops people is not to be seen as an expert who has to correct people’s version of reality but to rather enable people to develop useful views of reality. Furthermore, he

mentioned leaders as coaches in the organisation responsible for learning. Ellinger et al. (1999) highlighted that when people seek the expertise of managers; this is normally to fill the gaps in their development.

g. ***The role of feedback and questioning***

McCarthy et al. (2013) also identified the use of non-directive questions which can be used in a problem-solving mode or to enable a deeper understanding of their employees in order to make a choice of appropriate coaching behaviours. The authors highlighted that “powerful questions is a characteristic of mature coaching, along with using ideas of team members and shared decision-making, whereas in earlier stages of developing their coaching skills, managers focus more on performance, feedback and goals” (McCarthy et al., 2013, p. 7). McCarthy et al. (2013) also identified goal setting and a solution-focused approach to managerial coaching as well as the important role of feedback, which not only keeps performance on track, but identified a ‘feedforward’ as a useful future orientated tool, and created learning, reflection and ownership.

a. ***Coaching as part of transformational leadership***

Milner and McCarthy (2016) compared leadership theory to managerial coaching to identify similarities, as did Grant (2007), who then identified similarities as being a role model, motivating others, enabling creative thinking and innovation, and achieving goal attainment. Goleman (2000) identified six different leadership styles of which a coaching style is one: it is more focused on personal development than orientated towards task. He also claimed that “coaching leaders develop people for the future” (Goleman, 2000, p. 5) and that great leaders switch between the various roles. Milner et al. (2016) proposed that managerial coaching is less about the “extraordinary capabilities of the leader” (Milner et al., 2016, p. 4) and more about common characteristics such as trust, respect, high ethics and consistency. Many other characteristics are shared, such as committing to goals and the vision; communicating expectations and goals, which includes feedback; motivation and enthusiasm; and encouragement of new ideas and approaches. A strong similarity between leadership and managerial coaching was the individualised consideration and included a supportive learning opportunity, personalised interactions of individual needs, two-way communications, and delegation, which means that people can work without constantly referring to the manager and consequently growing in their role (Milner et al., 2016).

2.2.2 Measuring coaching behaviours

Four different measuring tools for managerial coaching behaviours have been identified in the literature, as summarised in Table 7 below. They are the Ellinger et al. (2003) study of Managerial Coaching Behaviours Measures; the McLean et al. (2005) five dimensional measurement of coaching; Batson et al. (2012) citing Yoder's instrument; and the Grant and Cavanagh (2007) Goal-focused Coaching skills Questionnaire.

Ellinger et al. (1999) is the more comprehensive study and could be considered a seminal work. It was used as a basis for this research. The Supervisor/Line Manager Coaching Behaviour Instrument and the Employee Perceptions of Supervisory/Line Managers Coaching Behaviour Measure were developed, used and validated by Ellinger et al. (2003), based on a number of previous studies (Ellinger, 1999; Ellinger et al., 1999). It has eight items. An advantage of the Ellinger et al. (2003) study is the alignment between the line manager coach and the perceptions of their employees on an item-by-item basis. This is also a comprehensive psychometric analysis of the Coaching Behaviour measures, validating it as a questionnaire as it has been used in a number of studies since publication (Beattie et al., 2014; Ellinger, 2013; Ellinger et al., 1999; Ellinger et al., 2010; Ellinger et al., 2008a; Ellinger et al., 2008b; Elmadağ et al., 2008; Hamlin et al., 2009; Hamlin et al., 2006).

The Measurement Model of Coaching Skills covers five dimensions and was designed by McLean et al. (2005). In this survey of the managerial coaching behaviours, the authors used two different studies within their study to revise the instrument and to ensure the validity and reliability of the survey, using various quantitative techniques. The study only surveys the manager's responses and can then be seen as a limitation of this study. The instrument was validated by Park, McLean, and Yang (2008a) using both a qualitative and quantitative approach, and a fifth dimension was added. The value of the study was that it established a positive correlation between managerial coaching and employees' attitudes, and a negative correlation between managerial coaching and turnover intentions, which is one of elements of employee engagement; the propensity to stay (Park et al., 2008a).

Batson et al. (2012) cite Yoder's instrument, which measures managerial coaching and other attributes in relation to a 'healthy work environment'. Yoder's instrument is not freely available and therefore not an option for this study.

Finally, Grant et al. (2007) validated the Goal-focused Coaching skills Questionnaire, and use key competencies: Goal setting skills; Development of strong working alliance; Solution focus; Managing process; Accountability, and Outcomes of coaching, which only focuses on goal-focused coaching and is therefore most probably not relevant in terms of the new paradigms of

coaching. A limitation of this study in terms of assessing managerial coaching behaviours was that it used a self-report coaching skills questionnaire and was combined with an emotional intelligence test.

Table 7: Summary of the Measurement of Coaching Behaviours of Managers

Year and Author	Name of Instrument	Measures
(Ellinger et al., 2003)	Coaching Behaviour Inventory	Single Coaching dimension displayed managerial coaching behaviours
(McLean et al., 2005) Validated by (Park et al., 2008a)	Measurement Model of Coaching Skills	Five dimensions: Open Communication, Team Approach, Value people, Accept ambiguity, Facilitate development
(Batson et al., 2012) cites Yoder L.H. (2002)	Yoder instrument	Measures the concept of Managerial coaching, including support and other attributes pertaining to an outcome of a 'healthy work environment'
(Grant et al., 2007)	Goal-focused Coaching skills Questionnaire	Five key competencies: Goal setting skills, Development of strong working alliance, Solution focus, Managing process and accountability, and Outcomes of coaching

In light of the limitations and benefits of the possible evaluation tools of managerial behaviours as discussed and identified in Table 7 above, the Ellinger et al. (2003) Supervisor/Line Manager Coaching Behaviour Instrument and the Employee Perceptions of Supervisory/Line Managers Coaching Behaviour instrument will be used. It has been validated for both employees' perceptions of Managerial coaching behaviours and the perception of the coaching behaviours by the managers. It has also been used in numerous other studies. It has only eight questions, which makes it easy to use. Ellinger has contributed greatly to the field of managerial coaching over several decades.

This study will specifically focus on gathering empirical evidence on employee engagement being a possible outcome of managerial coaching. Outcomes of managerial coaching will be discussed later in this section.

2.2.3 Outcomes of coaching by managers

Outcomes are the consequences of the coaching by managers. This shows whether managerial coaching has any impact. This section will cover the few empirical studies that have shown that managerial coaching improves individual and organisational performance (Ellinger et al., 1999; Hamlin et al., 2006). The general consensus in nearly all published articles is that more research is needed.

Hagen (2012) divides the outcomes of managerial coaching into individual and organisational outcomes, as depicted in Figure 3, on page 16, while Ellinger (1999)'s qualitative critical

incident study divided the consequences into Employee, Manager and Organisational, and this construct was used by Batson et al. (2012) in their conceptual analysis of managerial coaching in the nursing profession. The recent study by Hagen (2012), motivated by the few impact research studies available, covers a lot of the literature on coaching by managers. It is also a good indicator of the research conducted on outcomes (Hagen, 2012). Hagen (2012) cited individual outcomes as informative and relational studies on positive outcomes of job satisfaction, organisational citizenship behaviour, commitment, task performance, less intention to quit, and morale. However, the study questions whether the effect of managerial coaching is isolated and the real cause of these findings. Hagen's (2012) conclusion was the same for organisational studies which showed outcomes on cost savings, team performance, goal achievement, solutions to problems, performance improvement, and meeting project budgets (Hagen, 2012).

Ellinger et al. (2003) used a case study approach to establish that the coaching behaviours of line managers impacted on job satisfaction of employees but also showed that those who were coached had more job commitment and better performance than others. The weakness of the study was that it was focused on a warehouse setting and had limited the generalisability to other managerial coaches. They also used subjective perception tests to measure perceptions of performance and job satisfaction. Ellinger et al. (2003) conducted a study which identified a relationship between coaching by supervisors in a warehouse and the positive impact on performance and job satisfaction. More interesting, there were significant differences between the supervisors' rating of the coaching behaviours versus the behaviours measured by the employees. The research discovered that the supervisors thought they were "engaging in coaching behaviour at higher levels than those perceived by their employees" (Ellinger et al., 2003, p. 452). The researchers identified that a limitation of the study was the degree to which the manager-coaches had received training on coaching, among other factors (Ellinger et al., 2003).

Elmadağ et al. (2008) reported on a quantitative survey and found that managerial coaching had an influence on people's commitment to service quality. They also examined, using a conceptual framework, whether coaching impacted on affective outcomes such as satisfaction and commitment to the firm, and behavioural outcomes such as job performance and organisational citizenship behaviours. Some of these concepts are similar to concepts in employee engagement but not directly. They reported a positive relationship to the measured outcomes of managerial coaching. This study appeared to be complicated and again set within the context of a single service industry, which limits the application of the results (Elmadağ et al., 2008). Liu and Batt (2010) conducted a multi-level and longitudinal study on the effectiveness of supervisory coaching and found that the amount of coaching received was

predictive of increased level of performance. This increased when incentives were added. Although this was a multi-level study, it only focused on performance and did not mention engagement or elements thereof.

In her case study investigation, Wheeler (2011) demonstrated that informal managerial coaching behaviours contributed to the achievement of organisations goals. However, her study focused only on sales performance and cultural contexts. She made a contribution to listing managerial coaching behaviours and concluded that if managers were more confident about their behaviours, there would be more positive outcomes. Wheeler (2011) identified the positive impact of the following behaviours: providing information; being resourceful; transferring ownership and responsibility; role modelling; conversing; giving and seeking feedback; listening, questioning and changing perspectives; and holding back answers. She also identified that collaboration, support, praise and encouragement, and values added to a coaching culture. However, this study did not establish any link between coaching behaviours and any of the constructs of employee engagement (Wheeler, 2011).

Agarwal et al. (2009), in a hierarchical linear modelling study, showed that there were positive relationships between managerial coaching intensity and sales performance. However, the method of analysis has a number of limitations and one of them is that they inferred causality from arguments around theory than from real scientific evidence.

Park, Yang & McLean (2008) conducted a survey on 178 people using the instrument created by McLean et al. (2005) in one organisation and found a significantly positive empirical relationship with employee learning, organisational commitment and turnover intentions. Perhaps the most serious disadvantage of this study is that they focused on one organisation. However, the study showed significant relationships between managerial coaching with outcomes which are relevant elements of employee engagement such as retention, reassure the researcher that more studies need to be undertaken in this area (Park et al., 2008b).

In a quantitative study, Pousa et al. (2015) proved in their study of financial advisors that coaching increased self-efficacy and in turn, performance. A drawback in this study was that they used a purposive sampling within one organisation, and reliance on one respondent to give information on dependent and independent variables. Self-efficacy has some links to employee engagement but is a small aspect of the construct.

These studies are summarised in Table 8 below, which identifies the outcomes and the research methodology.

Table 8: Summary of studies on outcomes of coaching by Managers

Authors	Outcomes divisions	Research Method
Hagen (2012)	Individual and organisational outcomes <i>Individual outcomes:</i> informative and relational studies on positive outcomes of job satisfaction, organisational citizenship behaviour, commitment, task performance, less intention to quit and morale <i>Organisational studies:</i> showed outcomes on cost savings, team performance, goal achievement, solutions to problems, performance improvement, and meeting project budgets.	Literature review
Ellinger (1999)	Consequences into Employee, Manager and Organisational.	Critical incident thematic analysis
Ellinger et al. (2003)	Establish that the coaching behaviours of line managers impacted on job satisfaction but also showed more job commitment and performance than others.	Case study approach
Elmadağ et al. (2008)	Found that managerial coaching had an influence on people's commitment to service quality.	Quantitative survey
Liu et al. (2010)	Found that the amount of supervisory coaching received was predictive of increased level of performance, and this increased when incentives were added.	Multi-level and longitudinal study
Wheeler (2011)	Demonstrated that informal managerial coaching behaviours contributed to the achievement of organisations goals.	Organisational case study
Agarwal et al. (2009)	Positive relationships between coaching intensity and sales performance.	Hierarchical linear modelling study
Park et al. (2008a)	Significantly positive relationship with employee learning.	Large scale survey in one organisation
Pousa et al. (2015)	Coaching increased self-efficacy and in turn, performance.	Study of financial advisors

As per the summary Table 8 above, the research in terms of consequences or outcomes of managerial coaching is limited. There is little evidence of any research on employee engagement as an outcome. Therefore, this study is much needed to add to the body of knowledge on the feasibility of managerial coaching and how it can add value to the development of the organisation through creating employee engagement.

2.3 Employee Engagement

There are claims that Employee Engagement can improve business results, which makes this concept appealing to organisations (Macey et al., 2008). In this section, the following questions will be considered: What is employee engagement, what has research contributed so far, and how can it be measured?

2.3.1 *What is Employee Engagement?*

Kahn, in 1990, first used the concept of employee engagement in the literature (Kahn, 1990). His thinking has subsequently been built upon by other academics as well as the research and consulting practitioners, sometimes at different tangents. He identified three conditions for engagement: safety, meaning and availability. Kahn described engagement, in his empirical study as such:

“Personal engagement is the simultaneous employment and expression of a person’s ‘preferred self’ in task behaviours that promote connections to work and to others, personal presence, and active full role performances” (Kahn, 1990, p. 700)

However, the evolution of the concept has been a tussle between academics and consulting/research firms. There has been huge debate as to who is leading the way, and this creative tension has resulted in a need for much more academic rigour in the engagement concept (Crabb, 2011; Macey et al., 2008; Rich et al., 2010; Saks, 2006). It is interesting to note that in consulting practitioner articles, the authors refer to Gallup as initially coining the term employee engagement and some authors are of the opinion that consulting and research firms drove the research, constructs and application of employee engagement in the corporate world (Harter et al., 2002; Harter et al., 2009; Little & Little, 2006).

The research around employee engagement evolved particularly around the definition of what it is, and the measurement of antecedent and precedent factors (Rich et al., 2010). Research questions moved from what is engagement and why do we need engagement, to how do we create engagement at work or what really makes people engaged (Hallberg & Schaufeli, 2006; Harter et al., 2002)? This supports the need for this study on the relationship between managerial coaching and employee engagement.

In 2001, Maslach, Schaufeli, and Leiter (2001) wrote a seminal work on the developmental theory of engagement in opposition or on a continuum to burnout. Schaufeli et al. (2002) later defined engagement as having three characteristics, such as:

“Vigor” which is “the high levels of energy and mental resilience”, “Dedication” which is “a sense of significance, enthusiasm, inspiration, pride, and challenge” and “Focus” which is described as “being fully concentrated and deeply engrossed in one’s work” (Schaufeli et al., 2002, p. 74).

May et al. (2004) tested and found Kahn’s theory “important in determining one’s engagement at work”, and defined employee engagement as an “...individual’s involvement and satisfaction with as well as enthusiasm for work” (May et al., 2004, p. 30). One of the serious weaknesses of this practitioner-driven research is that it consistently uses satisfaction in the definitions of employee engagement, as it leads on from previous employee satisfaction surveys that they had conducted.

Saks (2006) was seen as the first researcher to investigate antecedents and consequences of employee engagement and a social exchange model in a study which combined early theories, academic and practitioner work into empirical study, as stated by Shuck and Wollard (2010). The disadvantage of this research is that the subjects were young students on a graduate programme and not representative of the general population. The significance of the study was that they proved that job and organisational engagement were distinct constructs. Saks defined employee engagement as:

“A distinct and unique construct that consists of cognitive, emotional, and behavioural components that is associated with individual role performance” (Saks, 2006, p. 602).

Macey et al. (2008) researched the concept of employee engagement, based on all the previous theories, and considered the job, leadership, trust and all other aspects of engagement, which resulted in the following definition:

“(a) job design attributes... directly affect trait engagement, (b) the presence of a transformational leader... directly affect[s] state engagement, and (c) the presence of a transformational leader... directly affect[s] trust levels and thus, indirectly affect[s] behavioural engagement” (Macey & Schneider, 2008, p. 25).

More recent debates about engagement are that it is a two-way relationship between the employer and the employee, and that the organisation must work on creating and retaining engagement. Crabb (2011), who links engagement with managerial coaching, defines engagement as such:

“An engaged employee is aware of business context, and works with colleagues to improve performance within the job for the benefit of the organisation. The organisation

must work to develop and nurture engagement, which requires a two-way relationship between employer and employee” (Crabb, 2011, p. 28).

Macey et al. (2008) postulate that there is still a need for much more academic rigour in defining engagement. A summary of all the definitions is listed below in Table 9, which also shows the development of employee engagement definitions through the years.

Table 9: Definitions of Employee Engagement

Authors	Definition	Elements
(Kahn, 1990, p. 700)	Personal engagement is the simultaneous employment and expression of a person's 'preferred self' in task behaviours that promote connections to work and to others, personal presence, and active full role performances" (Kahn, 1990, p. 700)	Expression of preferred self Connections to work and others Personal presence Active full role performance
(Schaufeli et al., 2002)	Defined engagement as having three characteristics, such as: "Vigor" which is "the high levels of energy and mental resilience", "Dedication" which is "a sense of significance, enthusiasm, inspiration, pride, and challenge" and "Focus", which is described as "being fully concentrated and deeply engrossed in one's work. (Schaufeli et al., 2002)	"Vigor" – energy and mental resilience", "Dedication" – "a sense of significance, enthusiasm, inspiration, pride, and challenge." "Focus" – being fully concentrated and deeply engrossed in one's work"
(May et al., 2004)	Tested and found Kahn's theory "important in determining one's engagement at work" and they defined employee engagement as an "...individual's involvement and satisfaction with as well as enthusiasm for work" (May et al., 2004, p. 30).	individual's involvement satisfaction enthusiasm for work
(Saks, 2006, p. 602).	A distinct and unique construct that consists of cognitive, emotional, and behavioural components that is associated with individual role performance. (Saks, 2006, p. 602).	Components: Cognitive Emotional Behavioural associated with individual role performance.
(Macey & Schneider, 2008, p. 25)	Based on all the previous theories, which resulted in a definition: (a) job design attributes... directly affect trait engagement, (b) the presence of a transformational leader... directly affect[s] state engagement, and (c) the presence of a transformational leader... directly affect[s] trust levels and thus, indirectly affect[s] behavioural engagement.	Trait engagement State engagement Behavioural engagement
(Crabb, 2011)	An engaged employee is aware of business context, and works with colleagues to improve performance within the job for the benefit of the organisation. The organisation must work to develop and nurture engagement, which requires a two-way relationship between employer and employee.	Improve performance Two-way relationship

The two seminal definitions of Kahn's, and the definition as postulated by Schaufeli et al. (2002), are the strongest definitions as they have been used by other studies. The definition of engagement stated by Schaufeli et al. (2002) evolved from burnout theory (Demerouti, Bakker, De Jonge, Janssen, & Schaufeli, 2001; Maslach et al., 2001; W. B. Schaufeli & Bakker, 2004; W. B. Schaufeli, Leiter, & Maslach, 2009). It is clear and simple because it looks at three aspects of a person's engagement and is easier to work with in the research questions in this study on how managerial coaching behaviours influence engagement. It also has a validated evaluation instrument, which will be discussed later. A pragmatic approach to defining employee engagement is needed to reduce misunderstandings (Macey et al., 2008).

2.3.2 *Various models of Employee Engagement*

Confusion in the field of employee engagement is about the number of definitions as well as the concepts of employee engagement. This may be because there are limited scientific studies and most research has been driven by HR and Research consultants (Macey et al., 2008). Several authors (Macey et al., 2008; Shuck et al., 2013; Wefald & Downey, 2009) ask whether it is really unique and new or the "same wine in a new bottle" (Macey et al., 2008, p. 6). Wefald et al. (2009) explored how both industry and academics were using employee engagement and concluded that much more research work is needed to clearly define it, as organisations currently focus on the outcomes and benefits, researchers focus on the individual, and academics focus on the psychological aspect thereof. This again indicates that there is a need for this proposed research to bridge this gap between academics, researchers and organisations.

Kahn (1990) uses the idea that people have three psychological conditions in the ways that they express themselves while performing, which are: meaning, safety and availability. Safety refers to an emotion or being able to be authentic without any negative consequence, availability means having emotional, physical and psychological resources in order to be engaged, whereas meaningfulness implies a feeling that there is a sense of purpose about doing the work. He further expanded his work, as displayed in Table 10, by introducing the concept of presence, which had four parts: attention; connection; integration; and focus on role performances (Kahn, 1992). May et al. (2004) and a number of authors built on and validated Kahn's concept of engagement.

Table 10: Kahn's Engagement Concept

	Psychological conditions	Description
1	Safety	refers to an emotion or being able to be authentic without any negative consequence (Kahn, 1990)
2	Availability	means having emotional, physical and psychological resources in order to be engaged (Kahn, 1990)
3	Meaningfulness	implies a feeling that there is a sense of purpose about doing the work (Kahn, 1990)
4	Presence	four parts: attention; connection; integration; and focus (Kahn, 1992)

The burnout concept was developed by Maslach et al. (2001), who proposed that engagement was on a continuum with burnout. The perceived weakness of seeing engagement on a continuum was counteracted by Schaufeli, Leiter, and Maslach (2009) and Schaufeli et al. (2002), who supported the dimension of burnout being the opposite of engagement but proposed that they should be measured differently because a person with low burnout might not be highly engaged, and that burnout eroded engagement. After this separation, many more studies used this concept of engagement for further studies (Bakker & Schaufeli, 2008b; Bakker, Schaufeli, Leiter, & Taris, 2008c; Hallberg et al., 2006; Schaufeli & Salanova, 2007; Schaufeli & Bakker, 2004; Schaufeli, Bakker, & Salanova, 2006; Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009). Schaufeli et al. (2002)'s research evaluated the psychometric aspects of their two instruments, which were the Utrecht Work Engagement Scale (UWES), and changed the course of the burnout theories of engagement and concurred and highlighted the need for future research to answer the question: How do we promote engagement at the job? (Schaufeli et al., 2002, p. 88).

The engagement concept developed, through conducting research locally and internationally, including in South Africa (Kotzé, van der Westhuizen, & Nel, 2014; Storm & Rothmann, 2003) and developed and validated measurement tools (Bakker, 2008; Bakker, 2011; Bakker, Albrecht, & Leiter, 2011; Bakker & Demerouti, 2007a; Bakker et al., 2008a; Bakker, Hakanen, Demerouti, & Xanthopoulou, 2007b; Bakker et al., 2008b; Bakker et al., 2008c; Bakker, van Emmerik, & Euwema, 2006; Demerouti, Bakker, De Jonge, Janssen, & Schaufeli, 2001; Hakanen, Bakker, & Schaufeli, 2006; Schaufeli & Bakker, 2003; Schaufeli et al., 2004; Schaufeli et al., 2006; Schaufeli et al., 2002; Tims, Bakker, & Xanthopoulou, 2011; Xanthopoulou et al., 2009).

Most of this work is based on the seminal work by Schaufeli et al. (2002). The following evolved definition, as broken down in Table 11, is the basis for their work:

“Work engagement is defined as a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption. Vigor is characterized by high levels of energy and mental resilience while working. Dedication refers to being strongly involved in one's work and experiencing a sense of significance, enthusiasm, and challenge. Absorption is characterized by being fully concentrated and happily engrossed in one's work, whereby time passes quickly and one has difficulties with detaching oneself from work. In short, engaged employees have high levels of energy and are enthusiastic about their work” (Bakker et al., 2008a, p. 1).

Table 11: Breakdown of the Utrecht Engagement Model (Bakker & Demerouti, 2008)

Characteristic of Engagement	Explanation
Vigor	is characterised by high levels of energy and mental resilience while working.
Dedication	refers to being strongly involved in one's work and experiencing a sense of significance, enthusiasm, and challenge.
Absorption	is characterised by being fully concentrated and happily engrossed in one's work, whereby time passes quickly and one has difficulties detaching oneself from work.

Bakker et al. (2007a) found that interface between job demands and job resources are the main predictors of engagement, which supported their development of the Job-Resource model, which was researched and developed further in other studies (Bakker, 2011; Bakker et al., 2008a). Bakker et al. (2008a) pulled together all the theories and studies of engagement and expanded the model where they grouped job resources and personal resources, which are impacted upon by the job demands, which creates work engagement and, in turn, performance at all levels. This is depicted in Figure 7 overleaf.

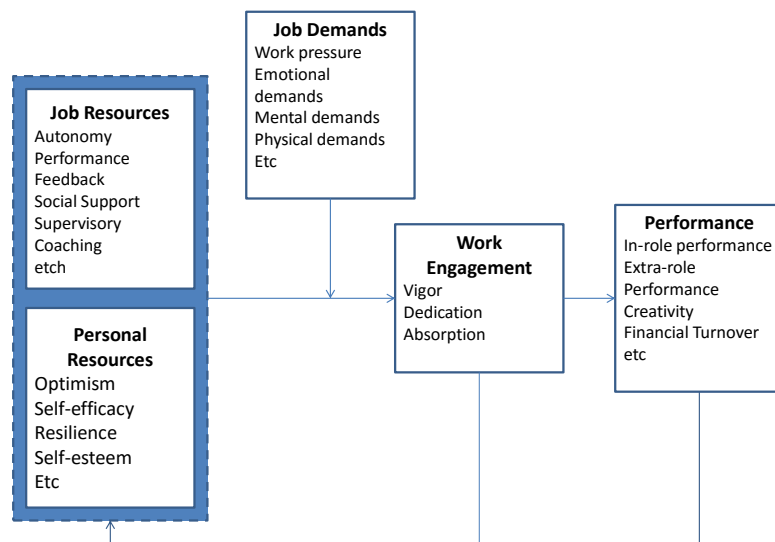


Figure 7: Job-Resource Model (Bakker & Demerouti, 2007)

Saks (2006) postulated that people have two separate but distinct roles in an organisation: an organisational member and work role, and that engagement is the extent to which one is present in those roles. Saks (2006) identified that job characteristics, perceived organisational supervisory support, rewards, and justice were antecedents of engagement, and that engagement can predict job satisfaction, commitment, and intention to leave the organisation. According to Saks (2006), more research is needed on the possible “predictors of job and organization engagement”, which validates the need for further research, as per their model in Figure 8.

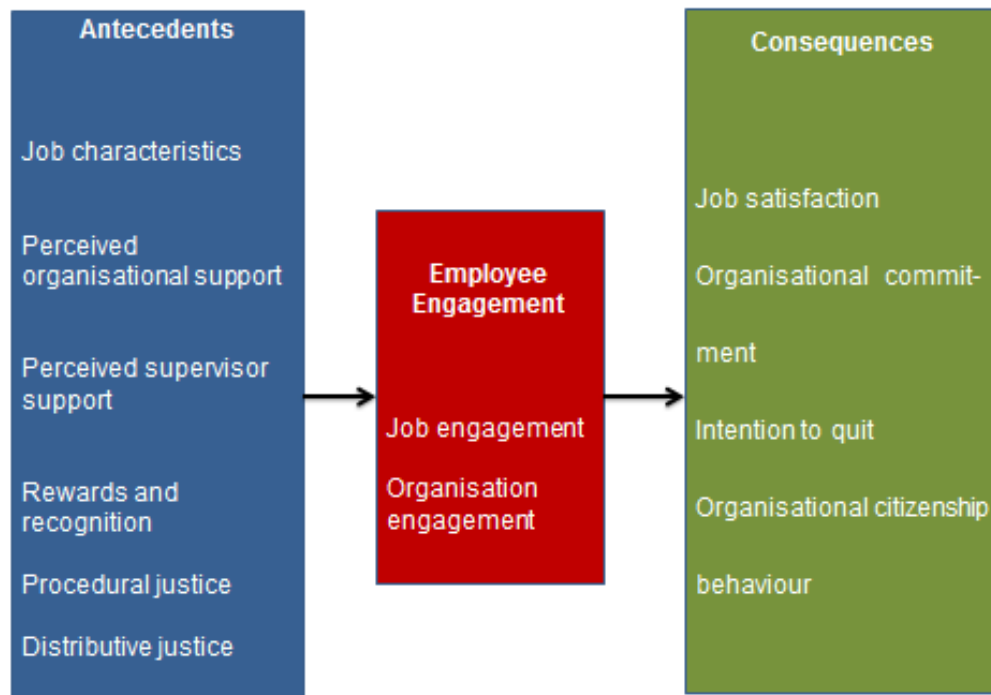


Figure 8: Saks' (2006) Model of the antecedents and consequences of employee engagement

Macey et al. (2008) considered engagement as a worldview or trait, which is an antecedent to behavioural engagement which results in the discretionary effort in one's role. However, Dalal, Brummel, Wee, and Thomas (2008) argue that Macey et al. (2008) did not resolve anything but added to the muddle of literature on employee engagement. Dalal et al. (2008) also claimed that people move from various states of energy and absorption within the day.

Thomas (2009a) proposed that work today was defined as behaviours which are performed in line with the purpose of the roles, which required more self-management. People who were engaged utilised their self-management: they committed to, chose, monitored relevant behaviours, and evaluated progress towards their purpose. Engaged people were driven by emotionally charged intrinsic rewards of: meaningful purpose of their work; the choice of work activities; their competence; and progress towards achieving purpose (Thomas, 2009b). Thomas (2009a) highlighted outcomes as job satisfaction: professional development, career success, commitment to the organisation, reduced stress, and retention.

Table 12 is a synthesis of all the models of employee engagement described above.

Table 12: Models of Employee Engagement

Author	Name of model	Elements
Kahn (1990) Kahn (1992)	Engagement Expression of preferred self Connections to work and others Personal presence Active full role performance	Safety Availability Meaningfulness Presence (Kahn, 1992)
Maslach et al. (2001)	Engagement/burnout continuum	Engagement Burnout continuum
Schaufeli et al. (2002)	Work engagement is defined as a positive, fulfilling, work-related state of mind	Vigor, Dedication, and Absorption
Bakker & Demerouti (2008)	Job-resource model	Mental/ emotional/ physical aspects creates – job demands Support/ autonomy/ feedback and so on – job resources Motivation or strain – determines the organisational outcomes
Thomas (2009a)	Work Engagement Profile	Meaningful purpose of their work, the choice of work activities; their competence; progress towards achieving purpose.
Saks (2006)	Model of the antecedents and consequences of employee engagement.	Two roles: Organisational member Work role
Macey et al. (2008)	Engagement as a worldview or trait Results in discretionary effort	Is an antecedent to behavioural engagement?

However, with all the various theories of Employee Engagement, it is important to consider whether one is referring to engagement with one's role, group or even the organisation (Griffith, 2010). As seen in Table 12, the elements of the models can vary greatly. All the models, summarised in Table 12, contribute to the ever-growing body of knowledge of employee engagement. Employee engagement is still in the definition and theory formation phase of research.

2.3.3 Drivers of Employee Engagement

The question is asked: what creates engagement (Saks, 2006)? Part of this dilemma is that it is “more difficult to state why some people have passion for their work and others do not and why in some organizations passion characterizes employees, whereas in other organizations it does not” (Macey et al., 2008, p. 19). Engagement could be created because of the personality characteristics of individuals, the job characteristics, the person-environment or organisational fit (Kahn, 1990; Macey et al., 2008). Organisations want “employees who are more productive, profitable, safer, healthier, less likely to turnover, less likely to be absent, and more willing to engage in discretionary efforts” (Shuck et al., 2010, p. 90). So this is “an ‘appealing construct’ that offers many benefits to an organisation” (Crabb, 2011, p. 28).

The theme of the association between leaders or managers and their people’s engagement is a finding in many studies. Arakawa et al. (2007) conducted a cross-section research on 86 members of staff and 17 managers and found a relationship between positive leadership, people’s optimism, engagement and performance. They discussed how coaching can influence these managers but never specifically mentioned managers displaying coaching behaviours, although they identified that the manager leverages strengths, provides recognition and perspective, which are aspects of coaching. Wang and Hsieh (2013) conducted a quantitative study on authentic leadership, trust and engagement, which showed a positive relationship between trust and engagement that was developed by authentic leadership, which is evaluated by a correlation between what one says and does. They also highlighted good communication skills “through authentic communication supervisors can build trusting relationships and show their support for their employees through encouragement” (Wang et al., 2013, p. 622). The researchers suggested future research on the interdependent relationships between manager and their employees. Rodwell, McWilliams, and Gulyas (2017) conducted a quantitative study to investigate the impact of nurses’ relationship with their supervisors, engagement and trust on performance and intention to quit, and confirmed that the nurses’ high perceptions of the quality of the relationship and the levels of trust with their manager correlated with a low intention to quit. The researchers admitted that the research design led to limited conclusions between variables and that some qualitative research needs to be done on the variables. Lockwood (2007), meanwhile, identified the many influencing factors on employee engagement such as culture, communication, management styles, leadership and company reputation.

Menguc et al. (2013) studied the antecedents and consequences of engagement in a quantitative study where a major finding was more that when managers invested in improving engagement, the customer ratings were that they received superior service. The limitation of this study was the focus only on the role of the supervisor and not on co-worker support and

relationships, nor did they consider the influence of coaching behaviours on employee engagement. Menguc et al. (2013) positively related the role of supervisory support on work engagement, which is perceived as support, encouragement and concern. The promise and lure of engagement is that:

“As employees become more engaged, they find their work more meaningful, self-fulfilling, and inspirational and, accordingly, become more dedicated, concentrated, and engrossed in their jobs. This positive and motivated state of mind should carry over to how they treat and serve customers” (Menguc et al., 2013, p. 2165).

A number of studies identified antecedents to engagement: Rich et al. (2010) conducted a quantitative survey of 245 firefighters which looked at the antecedents of engagement and found that those who were more engaged reported receiving organisational support and had value congruence. Rich et al. (2010) also concluded that people with higher levels of engagement received high ratings of task performance and organisational citizenship behaviour by their supervisors. The study overlooked a breakdown of the elements within organisational support, which the manager could have played a role. This leaves a gap in the literature as to how managers influence the engagement of their people. Christian et al. (2011) used a meta-analytic path modelling quantitative study and found that the antecedents to engagement were autonomy, task variety, task significance, feedback and transformational leadership. Christian et al. (2011) also showed that engagement improves organisation's competitive advantage with engaged people showing increased discretionary work performance. Significantly, the study used a variety of engagement instruments, including the UWES (Schaufeli et al., 2003). In this impressive investigation, Christian et al. (2011) identified that transformational leadership is an antecedent to engagement; something which was also supported by a literature review by Soieb, Othman, and D'Silva (2013), who identified that the employees' perceptions of leadership styles impacted on engagement. Wollard (2011) identified that supervisory support and feedback, as well as autonomy, influenced engagement, but the behaviours of leaders were not identified, which is a gap in the antecedent engagement literature. In addition, Wollard (2011) described three aspects of disengagement as cognitive, emotional and physical or behavioural. Research around disengagement is scarce because research was around burnout being the opposite of engagement and not disengagement. This was important because it showed components of disengagement as the opposite to engagement.

The interrelated components are presented in Table 13.

Table 13: Wollard (2011, p. 532) Components of Disengagement

Cognitive	Emotional	Physical
Confusion; Expectations unclear; Lack of voice options; Disconnected psychologically; Passive endurance, Cynicism regarding organisational change; Intention to leave organisation; Diminished commitment; no trust	Perception of safety threats; Passive aggression; Burnout; Stress from sickness; Stress from being tired; Frustration; Resignation; Unfairness; Inferiority; Hopelessness	Lack of communication; Exhaustion; Deviance; Absenteeism, Work slowdowns, Incivility, Theft; Distancing; Non performance; Turnover.

In a meta-analysis of nearly 8,000 business units in 36 organisations, Harter et al. (2002) found that deviations in management practice which influence people's satisfaction can increase the business outcomes and profits. The serious weakness in this explanation lies with their definition of engagement where they focus on employee satisfaction to create engagement, which is a narrow definition of a rich construct.

Ghafoor et al. (2011) conducted a quantitative study of 270 employees and managers within telecom companies, which indicated a relationship between employee engagement, performance and transformational leadership. They also found that ownership of responsibilities and accountability and psychological ownership acted as a driver of employee engagement and performance. There was no mention of coaching behaviours in this research.

The following studies mentioned coaching, though coaching was not a focus of the studies: Xu and Cooper Thomas (2011) first conducted a pilot study and then a linkage analysis on 178 people in a large New Zealand insurance company and identified that these three leadership factors predicted engagement: supports team, performs effectively and displays integrity. Coaching was an item in their assessment. Xanthopoulou et al. (2009) investigated, using questionnaires and a daily diary of their participants, how autonomy, coaching and team climate related to their self-efficacy, work engagement and financial returns, and found a strong correlation between them. The weakness in this approach was that they used a homogeneous sample of employees within a fast food company and they also relied on a number of inferences. The authors suggest that future research should be on "interventions focused on the empowerment of job resources and particularly coaching may create engaged and productive workforces" (Xanthopoulou et al., 2009, p. 198). Strom, Sears, and Kelly (2014) conducted an on-line survey with 348 respondents to look at transformational and transactional leadership style as moderators of organisational justice and work engagement. They found

that low transactional leadership style elicits uncertainty, and identified coaching in their literature review but not in their findings. Baumruk (2006) claimed that managers can influence engagement by coaching, recognition, accountability, involvement and communication.

Crabb (2011) introduced a journal article that has both coaching and employee engagement in the title, by saying: “This may mean that organisations are beginning to adopt ‘positive’ organisational practices, such as coaching, that focus on enhancing employee skills, happiness or well-being to achieve optimal performance, instead of ‘plugging’ development gaps to meet ‘acceptable’ performance” (Crabb, 2011). The article used a three-year study to identify the individual drivers of an engaged state and, after a thematic analysis, found that there were three key themes which focused on strengths, managing emotions, and aligning purpose, which the authors thought could be developed through workplace coaching, because:

“This would ensure that line managers could influence their direct reports throughout all levels of the organisation by first helping them to identify and understand their individual level drivers and working with them to enhance the effectiveness of these within their roles” (Crabb, 2011, p. 29).

The limitations of the report of Crabb (2011) is that coaching behaviours were only considered in their analysis and reporting, and was not part of the original research design.

Vincent-Höper, Muser, and Janneck (2012) research collected data from 602 men and 530 women found that work engagement was influenced by transformational leadership and impacted on job performance. Coaching was one of the items in their research, though they make no commentary regarding coaching in their findings.

Smith, Peters, and Caldwell (2016) conducted a literature review on employee engagement to identify key roles and test their propositions to create an engagement culture. They found that organisations who develop coaching techniques in their managers are more likely to have an engagement culture: the techniques included in training include building a sense of belonging, recognising contributions, and building trust in relationships (Smith et al., 2016). They also deduced that the ability of the supervisor to identify and formulate psychosocial contracts, to invest time in their people and to be approachable created more engagement.

In conclusion, it appears that there are very few studies connecting coaching as a means of creating engagement (Crabb, 2011; Smith et al., 2016; Xanthopoulou et al., 2009), although this was not a key focus of the studies and importantly, the different authors highlighted coaching as an important future research topic. This does indicate that there is a gap in the literature that needs to be explored.

2.3.4 Measuring Engagement

There are a number of instruments to measure engagement. Nearly all consulting and research organisations have their own measurement tools, whose relevance has often been debated in academic literature because they are not validated or peer reviewed (Shuck et al., 2013; Wefald et al., 2009).

Schaufeli et al. (2003) confirmed the validity of their engagement questionnaire called the Utrecht Work Engagement Scale (UWES), which can be used as a psychometric test as well as for research. The validity of the UWES has been supported by numerous studies over the years (Batson et al., 2012; Ellinger, 1999; Elmadağ et al., 2008; Halbesleben, 2010; Menguc et al., 2013; Saks, 2006). The UWES has been used in many languages and has even been used in South Africa, in the police services (Balducci, Fraccaroli, & Schaufeli, 2010; Schaufeli et al., 2003; Storm et al., 2003). The Initial UWES comprised 17 items and had good psychometric properties (Batson et al., 2012; Ellinger, 1999; Elmadağ et al., 2008; Halbesleben, 2010; Menguc et al., 2013; Saks, 2006). Schaufeli et al. (2006) then validated a nine-itemed instrument, the UWES-9 with comparable properties to the earlier version, across ten countries.

May (2004) designed, tested and then redesigned a validated and reliable engagement measurement tool based on the work of Kahn (1990). A limitation of this survey instrument is that much of the data come from a self-administered questionnaire and that it was limited to one organisation. Further research still needs to be completed on this survey, in order to establish the reliability and validity, although the construct is attractive.

Saks (2006) also designed an instrument to use in his study. However, Griffith (2010) debates the validity because of the way that Saks (2006) conceptualises engagement.

The instruments are presented in Table 14 below.

Table 14: Measurement Instruments of Engagement

Author	Name of Instrument	Validity
Schaufeli et al. (2003)	Utrecht Work Engagement Scale (UWES)	Confirmed the validity of their engagement questionnaire in many countries, including South Africa, and in numerous studies.
May (2004)	Based on the work of Kahn	Still to be retested.
Saks (2006)	Designed an instrument to use in his study	Debate as to its validity because of the ways that Saks conceptualises engagement (Griffith, 2010).

In conclusion, as displayed in Table 14, there are limited options with regards to academic and validated engagement surveys. Schaufeli et al. (2003) UWES not only meets those requirements but is also freely available for academic use and has a user manual for test scoring and administration. It will, therefore, be used in this study.

2.3.5 Conclusion of Literature Review

When managers treat people well, through coaching behaviours, they influence their people's engagement (Rodriguez et al., 2014). Supervision has been identified as a factor in employee engagement research (Andrew et al., 2012; Arakawa et al., 2007; Baumruk, 2006; Ghafoor et al., 2011). Agarwal et al. (2009) showed in their study that coaching only improved performance when people were satisfied with the organisation. There are limited studies on the influence of coaching behaviours on employee engagement.

Gruman et al. (2011) postulated that performance management is a way of creating employee engagement. However two-thirds of their article is about coaching by line managers. A number of researchers identified many other influencing factors on employee engagement such as culture, communication, management styles, trust, communication, leadership and company reputation (Christian et al., 2011; Ghafoor et al., 2011; Harter et al., 2002; Lockwood, 2007; Rich et al., 2010; Vincent-Höper et al., 2012).

Leaders influence and create work engagement (Breevaart et al., 2014; Tims et al., 2011), yet this is under-researched, so "research on specific leadership processes, such as managerial coaching, can assist in furthering what is known about the influence of leader behaviours in shaping and improving the nurse work environment" (Batson et al., 2012, p. 1665).

When considering all the employee engagement and managerial coaching literature there is an absence of literature describing managerial coaching and the related coaching behaviours of managers as an antecedent of engagement of employees. There is also an absence of literature which describes the outcomes or results of managerial coaching as employee engagement, in a study.

There were few studies which connected leadership with engagement (Breevaart et al., 2014; Tims et al., 2011; Zhu, Avolio, & Walumbwa, 2009). Only three articles could be found which cover the two concepts of employee engagement and coaching by managers (Crabb, 2011; Gruman et al., 2011; Smith et al., 2016). Therefore, there is a gap in the literature as to whether coaching by managers can influence employee engagement.

Although numerous studies in employee engagement have been focused on defining the constructs whereas managerial coaching has focused on looking at defining and measuring

managerial coaching behaviours, little attention has been paid to the influence of managerial coaching on employee engagement.

Insights are needed into the antecedents of employee engagement, while exploring outcomes of managerial coaching. This research aims to explore how both engaged and disengaged people perceive the coaching behaviours of their managers. It will also focus on the perceptions of managers of how their coaching behaviours influence engagement of their people, so there may be a contribution to the body of knowledge in both managerial coaching and employee engagement.

This will be addressed by exploring the following research questions with managers and employees in their own teams, using a case study method:

Research Question 1: How do Managers perceive the influence of their coaching behaviours on employee engagement?

Research Question 2: How do engaged and disengaged employees perceive the influence of their Manager's coaching behaviours on their engagement?

CHAPTER 3. RESEARCH METHODOLOGY

The overall research methodology will be described in this chapter under the following headings: Research Paradigm with its relevance to research; Research Design in terms of its appropriateness to the research questions; Case selection; Research Instrument; Procedure for data collection; Data analysis and Interpretation; Limitations of the study, and Validity and Reliability.

The research methodology addressed the following two research questions:

Research Question 1: How do managers perceive the influence of their coaching behaviours on employee engagement?

Research Question 2: How do engaged and disengaged employees perceive the influence of their manager's coaching behaviours on their engagement?

3.1 Research paradigm

This research fell within the constructivist or interpretivist paradigm as the literature or theories on the research problem were limited; the nature of the research questions were exploratory; and the approach created meaningful findings in complex situations through the interaction between the researcher and the participants (Baxter & Jack, 2008; Flyvbjerg, 2006; Ponterotto, 2005). Therefore, the approach enabled theory development or explanations and was inductive in nature (Creswell, 2013; Noor, 2008).

The role of the scientist is to “appreciate the different constructions and meanings that people place upon their experience” (Noor, 2008, p. 1602). This supported the world view that the research be conducted through an interaction with people who construct meaning in their interactions and the acknowledgement that the researcher's own background influenced the interpretation of these interactions and was, as a result, subjective (Baxter et al., 2008; Creswell, 2013).

Wahyuni (2012) argued that the researcher should challenge their chosen paradigm. However, any other paradigm would have needed more literature around the problem on which to base research. Furthermore, those paradigms would be restrictive and reduce the possibilities of this study.

3.2 Research design

A research paradigm directs the research design, which included methods, instruments and units of analysis based on the research questions. Therefore, a qualitative case study research design was consistent with the constructivist or interpretivist view as it used rich data, was subjective and exploratory, and was most relevant to answer the research question (Ponterotto, 2005; Wahyuni, 2012). Qualitative research inferred that meanings and processes were not measured or examined meticulously but rather, insights were discovered and interpreted (Noor, 2008).

Both Wahyuni (2012) and Yin (2013) postulated that the choice of research design should be based on the research questions, and the design ensured the collection of the information in order to answer the research questions and to make findings. The research design was considered a scheme to deliberate what questions; what data is relevant; how it can be collected; and how to analyse the data (Yin, 2013). It was a rational way to ensure that the evidence addressed the initial research questions (Yin, 2013).

The case study design was differentiated from grounded theory or ethnography in that concepts or theory influenced both the research and the interpretation thereof (Meyer, 2001, p. 331). The choice of a case study design in this research was influenced by three factors presented by Yin (2013). Firstly, the research questions of “who”, “what”, “where”, “how” or “why”; secondly, that the researcher had little control over events; and thirdly, that the attention was “on a contemporary phenomenon within a real-life context” (Tellis, 1997; Yin, 2013, p. 2).

In terms of the research, the two research questions began with “how”; the researcher had no control or influence over any aspects of the proposed case study sites; and the interviews were in current teams with real lives and perspectives within organisations. Yin (2013) defined case studies as:

“The case study inquiry copes with the technically, distinctive situation in which there will be many more variables of interest than data points, and as one result relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result benefits from the prior development of theoretical proportions to guide data collection and analysis” (Yin, 2013, p. 38).

The case study research process followed was firstly, the formulation of the research questions which determined the selection of the case design and finer details of the methodology. The instruments were selected and conducted at each case study site. Thereafter, the data was coded, analysed and written up for each case, following which a

cross-case analysis was conducted and conclusions were drawn up. This is all represented in Figure 9 below.

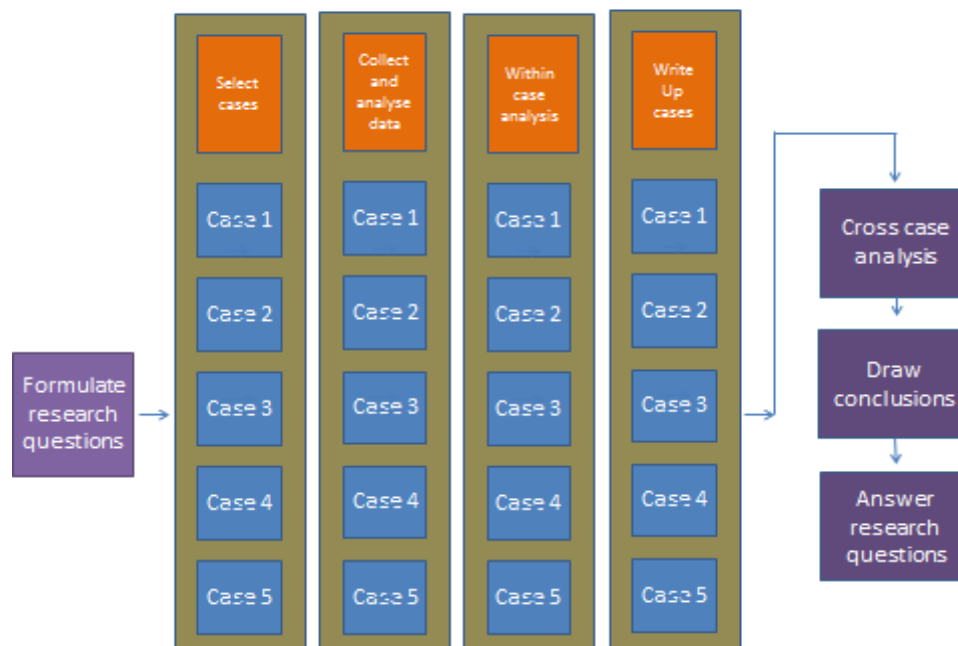


Figure 9: Overall case study research process

The advantage of this approach was that there was little need for existing or extensive theory as case study research was excellent for theory testing or building (Bhattacharjee, 2012). Furthermore, there was limited theory about the link between managerial coaching behaviours and employee engagement. This was a significant advantage of using this method.

Although this study had already formulated the research questions, in case study research, they can be changed during the course of the research (Bhattacharjee, 2012). Other approaches do not allow this (Bhattacharjee, 2012; Meyer, 2001). The data collection process can also be changed in the research (Meyer, 2002). Given that so little was known about the elements in the questions, this was an advantage of the case study research.

Case study research usually invokes more descriptive, richer and contextualised interpretation of “contemporary phenomena in real-life contexts” (Meyer, 2002, p. 330) from the perspectives of many research participants and uses many sources of data and levels of analysis (Bhattacharjee, 2012). The study of multiple cases was able to create stronger, more reliable and robust triangulations (Baxter et al., 2008).

3.3 Case selection

Multiple cases were studied to enable comparisons within each case study of the Engaged and Disengaged people's perceptions of how the coaching behaviours of their manager influenced their employee engagement, as well as the perceptions of the Manager regarding how their coaching behaviours influenced the employee engagement of their team members (Wahyuni, 2012; Yin, 2013). Comparisons between case study sites were comprehensively analysed in order to evaluate the influence of managerial coaching on employee engagement (Wahyuni, 2012; Yin, 2013).

Yin (2013, p.26) claims that in order to explore the research questions fully, one needs to choose case studies where there is enough access to information. Therefore, in order to ensure that enough data was collected, five cases were studied using purposive case selection (Noor, 2008). This was so that the findings could be applied, compared and analysed (Noor, 2008; Yin, 2013). In the site selection, maximum variation was applied (Noor, 2008; Yin, 2013) both in the nature of the organisation and the hierarchical levels analysed. Creswell (2013) stated that the purpose was to rely on subjects' interpretations of the circumstances being investigated. This meant that the case studies were at a large financial services corporate at a professional level; a state-owned enterprise at a senior management level; a smaller corporate business at an executive level; a service organisation at middle level; and at a manufacturing company at a supervisory level. The types of companies and levels are listed in Table 15 below.

Table 15: Profile and Hierarchical levels of the cases

Case	Type	Hierarchical levels
A.	State Owned Enterprise	Senior management team
B.	Financial services corporate	Senior professional team
C.	Smaller corporate business	Executive team
D.	Service organisation	Manager and their team
E.	Manufacturing company	Production Director and their supervisory team

Yin (2013) defined the unit of analysis as the same as the case, which was strongly influenced by the research questions. In this research, the case was a triad of a manager and two team members within the context of their team in an organisation, who were interviewed according to a semi-structured questionnaire (Bhattacharjee, 2012; Noor, 2008). Two people who reported to their manager were selected by a purposive and extreme sampling method based

on the results of an online questionnaire, described below. This established who the most Engaged and the most Disengaged persons were in that team. Together with the manager, they formed the triad, as indicated in Figure 10 below (Noor, 2008). Throughout this report, these two people per case will be identified with capital letters on Engaged and Disengaged and the Manager will also be identified with a capital letter because they are replacing their names and are people.

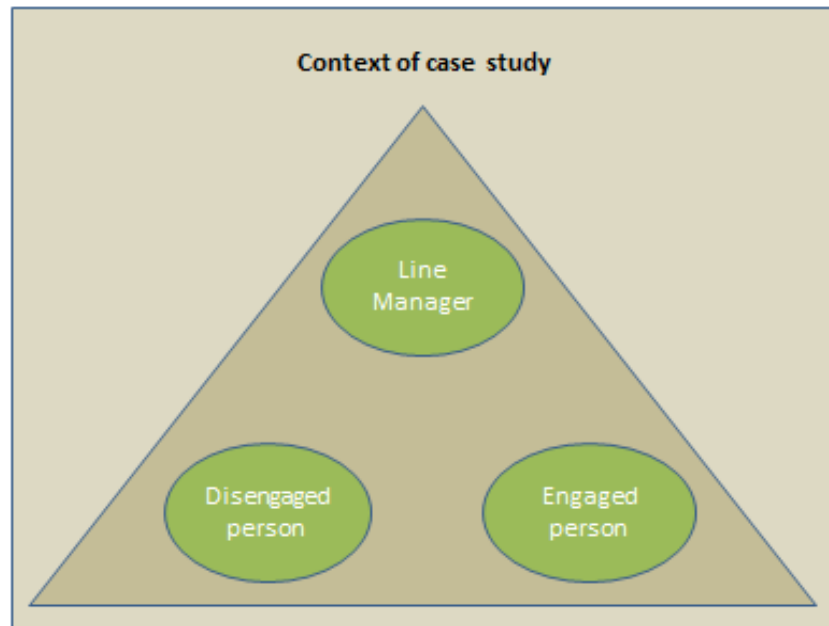


Figure 10: One case study site

3.4 The research instruments

Three research instruments were used. The first online survey instrument was used at the start of the case study data collection to identify which members of the team were most engaged or most disengaged. At the same time, the second instrument was included in the online survey, which identified the perceived managerial coaching behaviours. These two instruments used an online survey tool called SurveyMonkey. The third research instrument was the semi-structured questionnaire which guided the interviews, which were conducted with the Manager, the most Engaged and the most Disengaged selected from the first two instruments, within each of the cases.

3.4.1 The first instrument: Utrecht work engagement scale UWES-9 test

The first instrument was the Utrecht work engagement scale UWES-9 test, which was conducted on all the potential interviewees within a case study site (Balducci et al., 2010;

Schaufeli et al., 2006). This was first developed by Schaufeli et al. (2002), has been validated in numerous studies including South Africa (Balducci et al., 2010; Schaufeli et al., 2003; Storm et al., 2003), and was allowed to be used for academic research without permission. The advantage of using this test was its simplicity and researcher-friendly approach from the originators. The disadvantage of using this test was that it excluded other more recent theories of employee engagement. The test was short, with only nine items, which meant that it did not take the participants long to complete. The results of this instrument were used to select the people comprising the triad of each case. This test was piloted by the researcher's supervisor. Please see Appendix I for a copy of the online questionnaire which distinguishes the items which form the three distinct aspects of engagement – vigor, dedication and absorption (Bakker et al., 2008a, p. 1).

3.4.2 The second instrument: Supervisor/Line Manager Coaching Behaviour Instrument

The second instrument which assessed managerial coaching behaviours was the Ellinger et al. (2003) Supervisor/Line Manager Coaching Behaviour Instrument and the Employee Perceptions of Supervisory/Line Managers Coaching Behaviour instrument. This was first developed by Ellinger et al. (2003) and has been validated and used by numerous studies (Beattie et al., 2014; Ellinger, 2013; Ellinger et al., 2010; Ellinger et al., 2008a; Ellinger et al., 2008b; Elmadağ et al., 2008; Hamlin et al., 2006). Please see Appendix II for a copy of the questionnaire. The authors of this instrument welcomed more academic research, and permission to use the test was sought and provided by Professor Ellinger, with her response attached in Appendix III. The advantage of using this test was that it has been validated for both employees' perceptions of managerial coaching behaviours and the perception of the coaching behaviours by the managers, and that it only had eight questions, which made it quick and easy to complete. This test was piloted by the researcher's supervisor.

3.4.3 The third instrument: the semi-structured interview

The third instrument was the semi-structured interview guide used in the interview with the Manager, the Disengaged and the Engaged team member at each site "because it offers sufficient flexibility to approach different respondents differently while still covering the same areas of data collection" (Noor, 2008, p. 1604). There were 23 broad questions. The first six questions in the questionnaire dealt with employee engagement, the next 12 questions dealt with managerial coaching behaviours, and the last five questions dealt with exploring the learning environment and the impact of coaching on engagement. The interview guide evolved

as the interviews were conducted, as per case study methodology (Noor, 2008). Please see Appendix IV for a copy of the semi-structured questionnaire.

3.5 Procedure for data collection

Selecting the right data collection procedures was as much determined by the research design and the research questions as it was time availability, financial means and admission to case sites (Meyer, 2001; Yin, 2013). An overview of the data collection process, as per Figure 11 below, was that after consent for the case study site was given, the members of the case team were invited and completed the online survey which measured their employee engagement and their perception of managerial behaviours (Ellinger et al., 2003; Schaufeli et al., 2002). The survey results were used to select the most Engaged and Disengaged, and thereafter, the Manager and the two people who were the Engaged and the most Disengaged were interviewed according to a semi-structured questionnaire. These were recorded and transcribed for each person within the five studies.

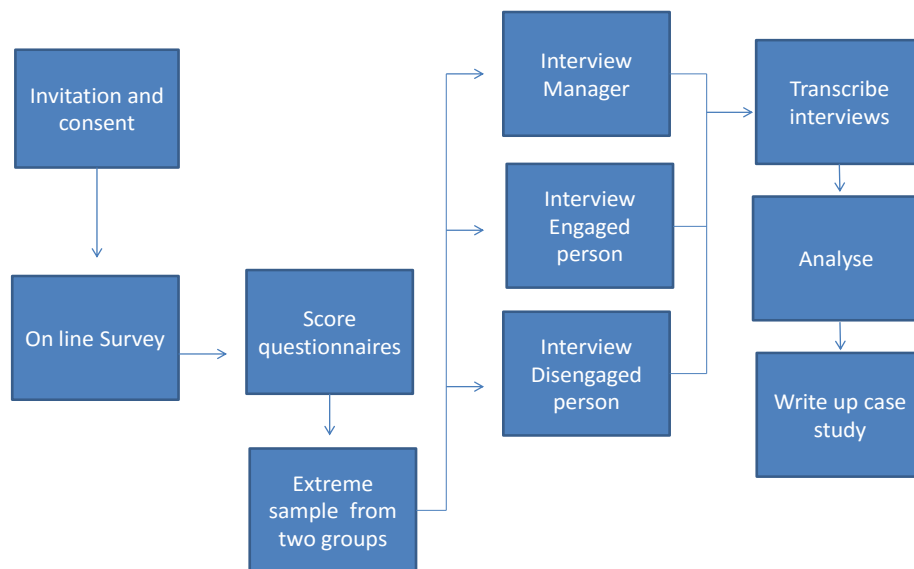


Figure 11: Description of the Research methodology within a case

Wahyuni (2012) described data triangulation as a way of collecting information from many sources as a way to “cross-check their consistency in order to enhance the robustness of findings” (Wahyuni, 2012, p. 73). The data collection methods of the three instruments in this study ensured that data triangulation was rigorous.

Companies and managers were approached to participate in the study according to the case selection criteria described above (please see Appendix V for the request letter). This test was

piloted by the researcher's supervisor. The Manager sent an email to his/her team about the research (draft email included in Appendix VI). The researcher then sent an email with a link to the online survey, which covered the consent to participate in this study, and for the first and second instrument in the study. The wording of the consent is included in Appendix VII.

Once the survey was completed by all the team members within a case, the results of the Engagement and Managerial Coaching behaviours survey were calculated (Ellinger et al., 2003; Schaufeli et al., 2002). The two team members with the most extreme scores on the Engagement scale were chosen to be interviewed as the most Engaged and most Disengaged. When there were two people with the same engagement score, the highest score on the Ellinger et al. (2003) managerial coaching questionnaire was used to select the most Engaged member of the team. The results of the two online surveys are included in Appendix VIII and Appendix IX. The interview sessions were set up and conducted with the Manager and the two extreme Engaged and Disengaged team members.

Wahyuni (2012, p. 74) identified that the purpose of the interview was for the "interviewees to share their perspectives, stories and experience regarding a particular social phenomena being observed by the interviewer ... through the conversations held during the interview process", which allowed the investigator to understand the interviewees' behaviours and perspectives (Baxter et al., 2008). The interview started with an explanation of the purpose of the interview. The interviewee was reassured of confidentiality and consent signed (please see Appendix X for an example of this consent form). The interviews followed the semi-structured interview guide mentioned above (Appendix IV).

The interviews were recorded, labelled and transcribed as soon as they were completed. The researcher took notes of the personal observations, which formed part of the researcher's field notes (Bhattacharjee, 2012). The audios and transcripts were backed up on an external hard drive and Dropbox. The transcriptions were checked against the voice recordings.

3.6 Analysis and interpretation

The whole intention of analysing data by categorising, scrutinising, tabulating, and testing information was to interpret and draw conclusions (Yin, 2013). Data analysis overlapped with information collection as it allowed the researcher to select the interviewees and to adapt the interview guide and data collection when certain themes emerged and warranted further exploration (Bhattacharjee, 2012; Yin, 2013). The analytical techniques in case study methodology as described by Yin (2013) included: Pattern Matching, Explanation Building, and Cross-case Synthesis. Table 16 on the following page identifies the relevant analysis strategies and techniques that were used in this study.

Table 16: Analysis of relevance of Yin (2013) analytical techniques for the purpose of this study

	First level of data analysis	Second level of data analysis
Strategies of Analysis		
Developing case study descriptions	Yes	Yes
Use of qualitative and quantitative data	Yes	Yes
Examining rival explanations	Possibly	Possibly
Analytical techniques		
Pattern Matching	Yes	Yes
Explanation Building	Yes	Yes
Cross-case Synthesis	No	Yes

There were two levels of analysis in this study: the first level of within case analysis and the second the cross-case analysis.

3.6.1 *The first level of analysis: within case analysis*

The first level of analysis occurred within the bounds of the case study (Bhattacharjee, 2012). The transcribed interviews were coded: Atlas TI was used as a tool to analyse and code the data into codes, which were then allocated into code families and organised into super code families (please see Appendix XI for the breakdown of codes into code families and super codes). Atlas TI did not replace the analytical thinking of the researcher, who documented these decisions in memos within Atlas TI (Yin, 2013). This analysis also looked at patterns, similarities and differences between the three interviewees' responses to the coded interviews and the first instrument and the second instrument, as depicted in Figure 12 below.

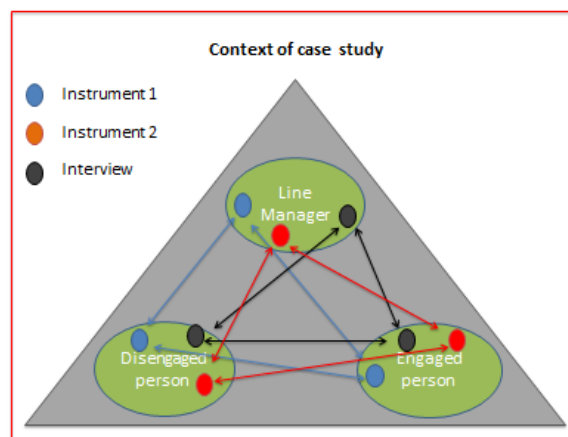


Figure 12: First order of analysis within the case site

The analysis evaluated any “chain of evidence or inferences” and patterns between the constructs that were found (Bhattacharjee, 2012, p. 97). Yin (2013) identified strategies and techniques of case analysis. The relevant strategies for this first level of data are: developing case study descriptions; use of qualitative and quantitative data; and examining rival explanations. The relevant analytical techniques are: pattern matching and explanations building, and are presented in Table 16. This study used the case description and the qualitative and quantitative data analysis strategy which was challenging and useful when there was a large amount of information (Yin, 2013). The use of “rival explanations” analysis strategy of the research question (Yin, 2013, p. 131) were evaluated during the analysis of the cases, which meant analysing whether there were any other factors that influenced employee engagement.

3.6.2 Second order of data analysis: cross-case study analysis

Once each of the cases was analysed and written up, the second stage of data analysis was a cross-case study analysis, as depicted in Figure 13 below. The triangulation of patterns, concepts and themes were analysed by comparing similarities and differences and applying the strategies and techniques identified in Table 16 (Bhattacharjee, 2012; Yin, 2013). The relevant strategies for the second level of data are: developing case study descriptions; use of qualitative and quantitative data; and examining rival explanations (Yin, 2013). The relevant analytical techniques are: pattern matching; explanations building and cross-case synthesis explanations (Yin, 2013).

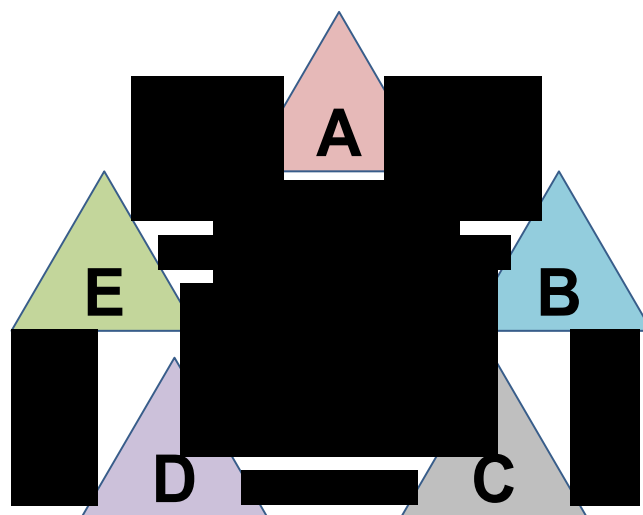


Figure 13: Cross-case analysis

As a result of the cross-case analysis, themes across the cases were compared to the literature, although in this study, this was very limited, yet growing, as the interest in both

concepts has recently developed. Findings and conclusions were made in order to answer the research questions and a new model was proposed. If findings and conclusions were not what was expected, these were still reported on, and the differences between the cases were highlighted. If the findings were replicated across the cases, then these findings were considered to be robust (Noor, 2008).

3.7 Limitations of the study

Yin (2013) said that good case studies are challenging to do. This research was complex and a challenging case study research as, firstly, there were a number of cases, which meant a large amount of information (Simon, 2011; Yin, 2013), and secondly, the methodology was intricate and time consuming because of the large amount of data to analyse (Simon, 2011). However, this resulted in better academic rigor and a foundation for scientific findings and theory development (Yin, 2013, p. 15).

Limitations are out of the control of the researcher, while delimitations are those aspects that “limit the scope and define the boundaries of your study. The delimitations are in your control” (Simon, 2011, p. 2). This research excluded perspectives of people beyond the case or on any other managerial behaviours except coaching behaviours.

One limitation was that the responses to the semi-structured questionnaire might have been a “snapshot on that day”, or that the respondents might not have been honest (Simon, 2011, p. 2). This study reduced this limitation by using multiple sources of data collection and analysis per case, as well as because the researcher made research notes during the course of the interviews to identify any dissonance in the interviewees.

Simon (2011) and Bhattacharjee (2012) argued that findings can be difficult to generalise and the reliance on the quality of the researcher’s inferences within case study research was a weakness. The multiple case study approach to this research as well as the use of three different research instruments which provided three different data sources and the cross-case analysis reduced the blindness of the patterns in the cases (Yin, 2013). The maturity of the researcher also increased the quality of inferences. However, because of the multi-case study research, this concern was delimited as the findings generated some theory, which can be further tested using other methods in other studies (Bhattacharjee, 2012).

Complexity of the method was seen as a time consuming weakness because “the fact that the case study is a rather loose design implies that there are a number of choices that need to be addressed in a principled way” (Meyer 2002 p. 330). This study was delimited to a narrow purpose and focus of the influence of managerial coaching on employee engagement,

whereas it could have been broader and include all other aspects of managerial behaviours (Simon, 2011). The purpose statement narrowed the focus clearly. The research questions have been delimited to only two relevant questions and the study will be bound with the Gauteng province of South Africa (Simon, 2011).

3.7.1 *Validity, reliability and ethical considerations*

Yin (2013) listed four tests of reliability, construct, internal and external validity, which determine the quality of a research design. They are described below.

3.7.2 *External validity*

The external validity of case study research could be perplexing as to the “knowing whether a study’s findings are generalisable beyond the immediate case study” or the reliance on “analytic generalisation” to theory of these cases (Yin, 2013, p. 43). Baxter suggested that “a hallmark of case study research is the use of multiple data sources, a strategy which also enhances data credibility” (Baxter et al., 2008, p. 554). This study used five case studies, with multiple data collection sources which were analysed and then the findings described. Therefore, within the case study, the replication logic and triangulation methodology ensured external validity (Baxter et al., 2008; Meyer, 2001).

3.7.3 *Internal validity*

Yin (2013) had two concerns regarding internal validity when the researcher tried to erroneously describe a cause while there was another motive for the cause, then the research design never considered the other cause. His other unease was that the researcher made “inference every time an event cannot be directly observed” and whether this inference was correct (Yin, 2013, p. 43). The multiple case studies with multiple data sources and collection methods moderated this concern. However, data analysis strategies and techniques were key to ensuring internal validity and this study used mostly pattern making out of the coded themes and explanation building (Yin, 2013).

3.7.4 *Construct validity*

Yin (2013, p. 42) linked the challenge of construct validity to when the researcher did not “develop a sufficiently operational set of measures” and used “subjective’ judgments” in data collections. It also meant the degree to which a measure actually represented or measured what was meant to (Yin, 2013). He described three tactics of using multiple sources of

collecting data; establishing a “chain of evidence”; and having a “key informant” review the draft report (Yin, 2013, p. 42). In this study, the first two tactics were described in the sections above. The researcher’s supervisor was the ‘key informant’ who reviewed the analysis and conclusions, and ensured construct validity.

3.7.5 Reliability

Reliability was explained that if the same case study research were to be run again, then the same results would be found (Yin, 2013) and thus it was constant or dependable (Bhattacharjee, 2012). Yin (2013, p. 45) explained that the “goal of reliability is to minimise the errors and biases in a study”. The researcher of this study made researcher notes and memos, which tracked her own feelings and concerns with regards to observations at the time of the interviews and throughout the study. An awareness of the researcher in terms of her own bias increased reliability. Self-reflection questions were asked of the researcher and adherence to case study protocols throughout the progress of this research (Rule & John, 2011).

3.7.6 Ethical considerations

One of the major ethical considerations of this research was that if the manager within the case site was made aware of the purposive extreme sampling technique to determine the interviewees, the manager would then know that these two members of their team were either extremely engaged or disengaged, and this could result in a breach of confidentiality, which was against ethical principles (Bhattacharjee, 2012). Therefore, the research methodology was designed so that the manager never knew why two people were chosen from their teams.

Other ethical principles were voluntary participation and harmlessness. This study allowed people the option to not participate if they do not want to (Yin, 2013). There were only two people in two different cases who failed to complete the online survey. Also, there were no foreseen reasons why anyone would be harmed by participating in this study.

The overall research methodology was described in this chapter and identified the rationale for a case study methodology with its relevance to research, the overall design in terms of its appropriateness to the research questions, how the cases and instruments were selected, the data collection and analysis and interpretation, as well as the limits, validity and reliability for this study.

Chapter 4 will present the within case analysis of the five cases.

CHAPTER 4. WITHIN CASE ANALYSIS

This section will present the findings and analyse each of the five cases. In each case, the case will be introduced first. The perceptions of the engagement of the Manager, the most Engaged and Disengaged will be presented and analysed following this. In the subsequent section, the perceptions of the coaching behaviours of the Manager will be presented and analysed, after which the influence of the Manager's coaching behaviours on Employee Engagement will be analysed for each case. Each case will then be concluded.

4.1 Case A

4.1.1 *Introduction to Case A*

Case A company is a large, state-owned enterprise which employs nearly 40,000 people nationally. It is a key public utility within South Africa that has been the subject of many controversies in the media for several years, which resulted in numerous changes of top leadership, as well as the implementation of cost-controlling initiatives. The mission of the organisation is to deliver solutions which enable economic growth in the country while increasing the living standards of people within the region of Southern Africa. The organisation has eight dimensions of sustainability, namely financial, operational, asset creation, revenue and customer, environmental and climate change, human capital, transformation, and social.

The Case A studied comprised five members of the team, including the Manager, who are Senior Managers within the Leadership Development team and are responsible for the development of leadership throughout the entire organisation from supervisory to the top levels.

The respondents were all well-educated; the Manager held a Doctorate, the most Engaged held a Masters degree and the most Disengaged had a Post-graduate degree. The Manager headed the department of about 45 people and had been in the organisation for three years. The Engaged was in charge of leadership and executive talent strategy, which responded to the organisational strategy, and had been in this role for five years and in the organisation for nine years. The Disengaged led a team focussed on the delivery of leadership programmes for all levels in the organisation and had been in this role for 10 years.

4.1.2 Analysis of the perceptions of engagement within Case A

In this section, the reflections of the Manager, the most Engaged and Disengaged in relation to their engagement and how the Manager influenced it, will be reported on.

a. **Case A's UWES-9 engagement scores**

The scores of all three respondents are displayed in Table 17 below. The Manager shared an 82 percent overall percentage of engagement with the most Engaged, whereas the most Disengaged has a low score of 33 percent (Schaufeli et al., 2002).

Table 17: Percentages of engagement according to Schaufeli et al.'s (2002) UWES-9

Respondents	Overall Percentage	'Vigor' Percentage	Dedication Percentage	Absorption Percentage
Manager	82	67	89	89
Engaged	82	83	78	83
Disengaged	33	39	33	28
Team average	72			
Team range	33 to 82			

b. **Enjoyment and challenges at work**

All three respondents enjoyed their work. The Manager claimed it aligned with his personal strength and purpose to enable leaders to become effective. The Engaged person stated that he valued the impact on an individual, team and organisational level. The Disengaged claimed it was because she worked with people and changed their lives and mindsets. However, she indicated that she was more engaged now than when the Manager first arrived three years ago, which must have been extremely low because her engagement was now low.

They all disliked the problematic context and instability in the organisation, which created challenges for the Manager and his team; a major one was the reduction of investment into their work. The Disengaged complained that budget cuts impacted on the delivery of programmes designed to empower delegates to cope with their challenges.

"The challenge is given that there is no money. What is it that we can do to continue empowering our people and get them to cope in this environment?" Case A Disengaged - 2:3 (26:26)

In addition, the Manager added that he was forced to rationalise the impact of the team's work to his new manager and leadership, which distracted him from his core work. The Manager yearned for full support, such as he received from the previous leadership.

“There was a time ... when we felt that the top leadership was fully on board ... Now we cannot say that with so much certainty.” Case A Manager - 1:13 (23:23)

Both the Manager and the Engaged were concerned about the impact of stress: the Engaged disliked that leaders defaulted to their old behaviour and it also gave rise to a kind of leader who was contrary to their team's philosophy. The Manager was furthermore concerned because they went from crisis to crisis, which further increased stress.

c. ***Energy and ‘Vigor’***

This challenging context strained the energies of the Manager and his team. This related to the Manager's lowest score, at 66 percent for ‘Vigor’ of the UWES-9 assessment. The ‘Vigor’ scores of the Disengaged and Engaged were insignificantly higher than their other measures. The Disengaged claimed that her energy levels fluctuated when the organisation was consistently portrayed negatively in the media, along with budget challenges. Her UWES-9 score for ‘Vigor’ was low at 39 percent, yet was her highest score. She felt supported by her Manager in these challenges because he fought for budget for her programmes. The Engaged's energy fluctuations depended on whether he enjoyed what he was doing or encountered barriers to experimentation and innovation. Therefore, the energy of the Engaged was determined by the enjoyment or frustrations of his work, whereas the energy of the Manager and the Disengaged was influenced by the impact of the challenging context.

The Manager claimed he created energy and mental resilience in himself and his team through reflective practice, which was a way of stepping back from situations in order to see the whole picture. However, the Engaged stated that the Manager created his energy and mental resilience when he was available, showed empathy, or supported and encouraged him. He also felt energised when he brainstormed and initiated interventions with the Manager. The Engaged lost energy when his Manager was unresponsive under high pressure; was not listening; repeated conversations; and took a more disciplinary approach. The Disengaged claimed her Manager created energy and mental resilience in these difficult times when he explained the whole context, or brought in speakers to uplift their spirits.

d. ***Absorption, focus and concentration at work***

The Manager stated that it was difficult to leave work on time, which aligned with his UWES score of 89 percent for ‘Absorption’. The Engaged claimed that most days ran away and he

forced himself to leave. He was engrossed when leaders used the work of the Leadership Development department, which aligned with his high UWES-9 'Absorption' measure.

"Those are the moments that are very powerful for me." Case A Engaged - 3:56 (71:71)

Contrary to these two, the Disengaged person claimed that she managed to leave work on time every day because her team worked well together, which linked with her low UWES-9 'Absorption' score of 28 percent, which meant she was not absorbed enough to struggle to leave work. However, the Disengaged claimed that she and her team were totally absorbed, and had nervous and excited energy when they launched new programmes which were now limited because of the embargo on all training.

The Manager claimed that he created an absorbed team when he focussed on the purpose of their work and encouraged that it be completed excellently, while the Disengaged stated that her Manager created focus and concentration when he challenged them to be creative and kept them informed, even when it was painful or there was no information to share.

"He is honest in giving us even the painful feedback ... he is honest if he doesn't have the information to share." Case A Disengaged - 2:25 (60:60)

e. ***Dedication and meaning of work***

The three respondents all believed they contributed significantly to the organisation: the Manager believed this was through the development of the leadership. This, in turn, made a significant contribution to the organisation, its customers and South Africa. He had a higher 'Dedication' score of 89 percent on the UWES-9, and claimed that his department significantly changed the way that the leadership behaved.

"The leadership institute helps leadership to think about challenges differently ... with the possibility that the actions they take, will also be different." Case A Manager - 1:19 (27:29)

The Engaged also believed it was because his work was strategic. The Engaged had a slightly lower 'Dedication' score of 78 percent on the UWES-9 in comparison to his average of 82 percent; however, it was still relatively high. In comparison, the Disengaged stated that she contributed when she motivated her team to be creative without resources in order to achieve their results. However, her responses were incongruent with her low UWES-9 'Dedication' score of 33 percent.

Positive feedback played an important role in creating dedication and significance for all three of the respondents. The Manager and the Disengaged claimed it was when they received

positive feedback, praise and recognition from people in the organisation. They both agreed that the Manager added his own praise and recognition when he relayed this back to his team. The Engaged claimed that the Manager made him feel significant and enthusiastic because he recognised him for his achievements. The Disengaged added that she felt that their work had meaning when past participants referred people to their programmes.

f. ***Other influences on engagement***

Other influences of engagement varied in the team: the Engaged claimed he shared a sense of humour with the Manager and they did not take each other too seriously, which balanced his engagement within a troublesome context.

“Humour, joking, not taking each other too seriously is a big, big part of that energy.”

Case A Engaged - 3:34 (57:57)

The Disengaged and the Manager identified that the team played an important role in creating engagement: the Manager thought his team members benefited from each other because they learnt, practiced and interacted with each other. The Disengaged claimed that the Manager developed a common language within the team, which made them think differently. This was achieved by encouraging her and the team to read the same books.

“He says you are unconscious ... Think about things right now. And not give an answer that is from a habit. ... then I remember that I need to think differently around those issues.” Case A Disengaged - 2:95 (155:155)

g. ***Summary of engagement within Case A***

The engagement of all three respondents was tested by the challenging context of the organisation trying to stabilise itself. The Manager never felt supported by the newly appointed top leadership and his own Manager. Although the most Engaged's engagement was negatively influenced by the contextual challenges, he said that he was highly engaged because his Manager positively influenced his energy level. The most Disengaged was previously disengaged and although her UWES-9 scores stated otherwise, she claimed that she was now engaged because the Manager supported and challenged her. The Manager played a strong role in compensating for the organisational challenges, and supported his team members.

4.1.3 Analysis of the perceptions of managerial coaching behaviours within Case A

In this section, the reflections of the three respondents in relation to their perceptions of the Manager's coaching behaviours will be reported on. The identified managerial coaching

behaviours throughout this section will be listed in Appendix XII. If the respondent had a negative response to the behaviour; it is marked with an 'X'; if there was no response, it was left blank, while a positive response was indicated by a '√'.

a. ***The Ellinger (2003) Perception of manager's coaching behaviours***

The highest perception of the Manager's coaching as per the Ellinger et al. (2003) Manager's Coaching Behaviour instrument was the most Engaged person who rated the Manager at 87 percent, whereas the Manager rated himself lower at 82 percent, and the most Disengaged rated this even lower at 68 percent (Ellinger et al., 2003). The team average was 80 percent and the range was from 68 to 87 percent. This is depicted in Table 18 below.

Table 18: Presentation of the Ellinger et al. (2003) scores

Respondents	Coaching score percentage
Manager	82
Engaged	87
Disengaged	68
Team average	80
Team range	68 to 87

b. ***Learning environment***

The Manager allowed the team members to take responsibility for their own professional development paths as he believed his role was to create a space and a better perspective for them to grow further. The Engaged person critiqued his Manager's coaching in that there was not enough focussed time or career coaching, although he thought he could initiate the conversation himself. However, the Disengaged claimed that her career was a success because of the Manager's coaching and feedback.

c. ***Coach development and breakdown of coaching, leading and managing time***

As they delivered leadership development for the entire organisation, the whole team had advanced coaching skills according to the Engaged. However, the Manager claimed that he learnt how to coach through his own personal transformational work and his Doctoral academic research on mental models. He also believed that you could not build other peoples' consciousness if you had not built your own.

“I went through some very deep training in terms of shifting my own kind of level of consciousness ... I don’t live in a space of excuses, or a space of the mental models that traps us.” Case A Manager - 1:91

The breakdown of the perception of time that the Manager spent between coaching, managing, and leading is presented in Table 19 below. The Manager claimed he spent 45 percent of his time coaching, while the Engaged said it was 50 percent and the most Disengaged allocated 33.33 percent.

Table 19: The perception of the percentage of time spent by the manager

Respondents	Percentage of Time		
	Coaching Percentage	Managing Percentage	Leading Percentage
Manager	45	20	35
Engaged	50	25	25
Disengaged	33.3	33.3	33.3

d. ***Expectations setting and transfer of responsibility***

The Manager set goals both individually and as a team because he claimed he was cautious about creating silos. In the Ellinger et al. (2003) instrument, the Manager rated himself highly that he ‘Very Often’ set expectations with his employees and communicated and aligned them to the broader goals of the organisation. The Manager stated that he never took away his team members’ responsibility. The Engaged and Disengaged confirmed that the Manager set very clear and well-defined expectations which were documented and mapped and re-aligned when necessary. The Disengaged stated that he held her accountable from the beginning of their relationship while the Engaged said that his Manager trusted him to do things without the Manager getting too involved.

“... that kind of a relationship is incredibly powerful. So it is trust and empowering I think are really, really positive factors for that kind of energy.” Case A Engaged - 3:46 (61:61)

e. ***Feedback, evaluation of performance, reward and recognition***

Feedback played an important role in all the respondents. The Disengaged claimed that in the beginning of their relationship, the feedback was uncomfortable; however, she was able to give contrary evidence. She linked her manager's feedback to the development of her career. The Manager claimed he acknowledged achievement but never glossed over non-achievement of expectations, yet people were motivated to improve because of the way that he did it. This was supported by the Engaged, who confirmed that the Manager gave brutal and honest feedback which he saw as a factor that built their relationship over time. They thus all agreed that the Manager gave direct feedback and saw the value in it. This aligned with how the most Engaged and Disengaged rated the Manager as 'Very Often' on the Ellinger et al. (2003) instrument that the Manager provided them with constructive feedback, whereas the Manager rated himself differently with a higher 'Almost Always' score.

The Engaged and Disengaged both described how well the Manager managed performance using the organisation's formal process. They both agreed how meticulous he was, which made feedback easy. The Engaged further claimed that it included a two-way feedback process where he and the Manager gave each other feedback around leadership behaviours.

f. ***Manager as expert resource and creator of new perspectives***

The Manager claimed he provided guidance and was a resource to his team members, which was supported by the Engaged who said that the Manager was always approachable when one had a problem. The Manager described his coaching as predominantly a 'reflective practice' which involved deep self-awareness and self-observation from different perspectives, whether it was after or while in action. He aided them so that they viewed their problems differently, which slowed people down. They had developed their own specific reflective practices. He explained further that a person only saw a small part of reality and that he empowered his people to think through issues which in turn informed their actions.

"It's for that reason people come back to me and say, here is an issue that I'm really battling with... how do I look at it differently?" Case A Manager - 1:137 (153:153)

The Engaged person confirmed how the Manager was brilliant when he created deep understanding when he constructively challenged people. He questioned profoundly in order to solve deep issues and created self-awareness and different perspectives.

"It is deep, deep pushing reflection on self-awareness and ... can be incredibly useful from a learning perspective, and then it leads to a completely different approach." Case A Engaged - 3:100 (109:109)

The Disengaged appreciated the Manager's underlying passion about people's self-awareness and how he created awareness of her own weaknesses. She said that he forced her to think through issues when he asked numerous questions. The Engaged confirmed that the Manager used questions to uncover information and then referred, often, back to his own experience. However, the Engaged cautioned that the overuse of questions could be tedious as the team was well trained in behavioural sciences.

In the Ellinger et al. (2003) instrument, the most Engaged gave the Manager the highest 'Almost Always' rating that the Manager encouraged him to broaden his perspective by helping him to see the big picture, which was the same as the Manager gave himself. In comparison, the Disengaged gave the Manager an 'Often' rating for the same item.

The Manager did not identify the escalation of issues at all. However, it was more important for the Disengaged that the Manager was involved and escalated her issues further up the organisation, while the Engaged added that the Manager stood up for him in a mature way by seeking information, getting to the truth, and then feeding the results back to him

"Sometimes he wins, sometimes he loses, but he will come back and say I have won this; this is what we will be able to do." Case A Disengaged - 2:39 (74:74)

g. **Coaching style**

The Manager claimed he coached members of his team and others within the organisation. He described his coaching style as constructive confrontation because he did not tolerate excuses or allow people to operate in their 'blindness'. He also claimed that they appreciated this approach as it stretched them, even though it was painful at times. These views of the Manager were supported by the Disengaged person, who now regarded herself as engaged. She described when the Manager first arrived to head up the department three years ago, she thought that he was very controlling and, as a result, they conflicted.

"If you ask me and say three years back, I would say it was too controlling, and because I am also controlling, it was painful... And it was difficult." Case A Disengaged - 2:71 (119:119)

She recalled their tough conversations because they came from different positions but when she looked back, she now realised that he was coaching her. She acknowledged she pushed back because of her strong personality. She said that he did not try to prove that he was in charge, but sent her on various training interventions which he valued. She said that the relationship was at a low then.

“Those conversations were tough. ... Only after we have included some of his input on how we should change our programmes, and seeing the results, then I realised that that was the coaching.” Case A Disengaged - 2:62 (111:111)

When she saw his point of view, the relationship became collaborative. Previously he called and checked up on her every day, now he trusted her and she called him when she needed him. She believed his prescriptive coaching style was appropriate because otherwise she would still be doing things in an incorrect way.

The Engaged described the Manager as more prescriptive when he was under pressure, when he was challenged in his own area of expertise, or when there was no time for creativity as he needed to respond quickly to a request. However, the Manager thought that he was initially more prescriptive when his team stepped into his space; as they were normally in a state of ‘deep blindness’. He never held back an answer if he thought the person needed to progress and be in a reflective space. He claimed his responsibility was to shape them so they realised that the solutions lay within themselves. He adapted his approach depending upon the level of consciousness of the person, and became more empowering and moved into a questioning style as they evolved.

“At the beginning ... I am more focused on helping to provide some of the solution but as the person grows in his or her level of consciousness, I let the person explore ... it moves from telling to questioning a bit more.” Case A Manager - 1:115 (145:145)

The Engaged saw how the Manager held back his responses when he wanted to hear others’ views, as he valued diversity. He often did this before he shared his own thoughts. However, the Manager reflected that he pushed people too hard and that he needed to remind himself to have a more differentiated approach to members of his team. The Engaged person described the Managers’ coaching behaviour as integrated, as it touched him as a whole person, was broader than problem solving, and not prescriptive as the answers belonged to him. He claimed the Manager’s coaching was a fun way to discover the underlying causes of issues in order to determine the real solutions.

“I mean by integrated ... it touches on the full system of who I am and what I am doing and where I am doing it.” Case A Engaged - 3:62 (75:75)

The two team members felt comfortable challenging the Manager when he was very prescriptive and they were not in agreement. The Manager claimed that he advocated his views at times but was open to enquiry from his team members.

The Disengaged person indicated that she moved from being disengaged to engaged, as a result of the ways that her Manager coached her: he was interested, gave suggestions and provided input in her work.

h. ***Influence of trust and relationship on coaching***

The Manager believed that coaching was about the quality of both the conversation and the relationship which enabled the achievement of engagement. These coaching conversations created meaning about the team's contribution to the organisation.

"It's all about conversation and if that conversation is not of high quality, we actually cannot shift." Case A Manager - 1:195 (201:201)

The Engaged confirmed the Manager's view on how he created mutual trust and respect through numerous conversations, which made him feel valued and accountable. The Disengaged agreed and also stated that the Manager developed trusting relationships. The Manager created trust by treating people consistently and fairly; however, his philosophy to remove conditions which destroyed trust meant that people were not all treated the same.

Both the most Engaged and Disengaged agreed that the Manager built their relationships with humour. The Disengaged and the Manager now both laughed at their initial relationship. Humour enabled the Engaged and Manager to deal with difficult times because of the context. They connected with humour and teased each other.

"There is humour in it and we see each other as not perfect but flawed human beings in so many ways, but our hearts are pure and we are trying to do the right thing, it is not that we are trying to harm each other, we are actually trying to help each other. So it is a very good relationship in that perspective." Case A Engaged - 3:104 (119:119)

The most Engaged and Disengaged both believed that their relationship was developed over time by his coaching. The Disengaged claimed that other departments were envious of their team.

"So, it was a built relationship over a process; or, of time, or the coaching as well." Case A Disengaged - 2:79 (127:127)

However, both the most Disengaged and Engaged were in alignment that the relationship with the Manager was two-way, which made it stronger.

"For me it is a two-way relationship ... if both people are putting something in, the engagement is exponential." Case A Engaged - 3:95 (141:141)

The Disengaged also supported the view of the two-way relationship as she claimed the team coached the Manager when he was despondent about contextual issues which were beyond his control. She stated that he took it personally, as he wanted the organisation to succeed.

“We have an Executive that is not interested in getting things done. So that is in conflict with his character and it frustrates him. We acknowledge it when we say we see that you are frustrated, and he says yes. What else can I do?” Case A Disengaged - 2:165 (265:265)

They both described the Manager’s passion for his work, how he positively interacted with the organisation, how he was open to new and creative ideas, and was a role model on how to coach people.

i. **Summary of managerial coaching behaviours within Case A**

The Manager’s coaching behaviours were advanced as agreed by all three respondents, shown in the above section. He was also able to set expectations, provide challenging feedback, manage and acknowledge performance, recognise achievement, and be an expert resource to both of them in different ways. This was all within a challenging organisational context. The Manager identified that his coaching behaviours centred on a constructive confrontation style of coaching which created a deep reflective practice. The Engaged identified the coaching behaviours of the Manager as integrated, which touched him as a whole person and was a fun way to uncover what the real issues were. The Disengaged described how she previously thought that the Manager was prescriptive and controlling but with hindsight realised that it was appropriate as he coached her through some tough conversations.

4.1.4 The influence of manager’s coaching behaviours on employee engagement

In this section, the influence of the managerial coaching behaviours on engagement will be reported on for this case. The comparison of the UWES-9 engagement with the Ellinger et al. (2003) Manager’s coaching behaviours scores are presented below in Table 20.

Table 20: Presentation of the UWES-9 and the Ellinger et al. (2003) scores

Respondents	UWES-9 score Percentages	Coaching score Percentages
Manager	82	82
Engaged	82	87
Disengaged	33.33	68

The Manager and the most Engaged shared an UWES engagement score of 82 percent. The Disengaged team member had a low rating of 33.33 percent, which was contrary to her claim that she was previously disengaged but was now engaged (Schaufeli et al., 2006). All three people interviewed loved their work but disliked the challenging organisational context as this strained their energies and was a major factor to create disengagement. The three respondents all believed that they made a significant and meaningful contribution because they impacted positively on the organisation. Humour was a common thread that ran through the relationships of the three people interviewed in this case with their Manager, which created the engagement of the Engaged who also claimed that Manager positively influenced his energy levels. The Manager also believed that when he focussed his people on the purpose of their work and encouraged them to do it excellently, it made them absorbed and focussed. The most Disengaged acknowledged that she had two different kinds of relationships with the Manager: the one where she was totally disengaged and now when she claimed to be very engaged despite UWES-9 scores indicating the opposite.

The Engaged person rated the Manager's coaching behaviours at 87 percent, whereas the Manager rated himself lower at 82 percent and the Disengaged rated his coaching even lower at 68 percent (Ellinger et al., 2003). There was over a 20 percent score differential between the Engaged and the Disengaged, which highlighted the difference of their perception of the Manager's coaching. The Manager totally believed that his coaching behaviours positively influenced the engagement of his people. He was confident about his elevated level of coaching ability. In line with this, the most Engaged believed that his Manager played an important role in his engagement.

"I do believe my boss plays a major role in my engagement." Case A Engaged - 3:86
(139:139)

The Engaged also claimed that feedback was key in making his work meaningful, and he felt significant and enthusiastic when he was recognised for his achievements. He also stated that

the Manager was a powerful role model and supportive coach. The Manager also believed that his team members influenced each other's engagement as they interacted well with each other. The Disengaged believed that the Manager created her engagement because he coached, supported and challenged them to be creative. She also claimed that their relationship changed because of the way that he coached her. The Disengaged was a good example of how the coaching behaviours of the Manager transformed her from being disengaged to being engaged.

4.1.5 Conclusion of Case A

A coaching philosophy was the norm and culture within this team. The Manager impacted on the energy, absorption and dedication of the team, despite contextual challenges because he went beyond the normal managerial coaching, utilising advanced coaching behaviours where he created a space for reflection and deep awareness in and after action.

In the next section, Case B will be presented and analysed.

4.2 Case B

This section will present the findings and analyse Case B.

4.2.1 Introduction to Case B

The Case B team is an Information Technology (IT) Project Management team within one of the top four banks in South Africa. The bank claims to be vision and values led and believes that how they do things is as important as achieving results. The seven members of the Case B team, including the Manager, project manages the roll out of a core banking IT platform into the rest of Africa. When this system was rolled out in South Africa, it doubled the profits in the division. The vision is to grow the five percent contribution of African countries to 20 percent by 2020. They reduced the planning time to about a third of previous projects, with an agreement with all stakeholders that a rehearsal is held 10 days before they actually 'go live' in order to make any necessary adjustments. In the history of the bank, IT change had never been implemented as fast.

The team consists of agile, experienced and professionally qualified project managers who form part of a professional level within the bank. They manage large implementation budgets and people who are co-opted from their internal clients. The team was mostly educated at a bachelor level, with professional qualifications in project management. The Manager operated

at an Executive level and was responsible for IT projects in the bank. She was educated at tertiary level with an IT degree and has over 30 years of working experience. The most Engaged person was a Senior Project Manager who worked in the Case B team for three years and had 11 years banking experience. She is educated to a tertiary level. She became tearful twice during the interview because she claimed she was burnt out because of extreme pressure. She believed the Manager was in the same situation and therefore could not help. She was embarrassed and very quickly added that she was not unhappy at work. The most Disengaged person was also a Senior Project Manager on the team, who was involved in the roll out of the core banking solution. He has a tertiary degree and has been in the team for a year; in the bank for 14 years.

4.2.2 Analysis of the Perceptions of Engagement within Case B

This section will report on the reflections of the Manager, the most Engaged and Disengaged team members in relation to their engagement and how the Manager influenced it.

a. Case B's UWES-9 Engagement scores

The overall team engagement score average was 80 percent. The most Engaged team member had the highest score of 100 percent; however, her interview did not indicate this engagement. The Manager's overall percentage of engagement was 94 percent. The Disengaged member of the team had the lowest engagement score at 48 percent. The scores of all three respondents, which include the breakdown of 'Vigor', 'Dedication' and 'Absorption', are displayed in Table 21 below.

Table 21: Case B percentages of engagement according to Schaufeli et al.'s (2002) UWES-9

Respondent	Overall Percentage	'Vigor' Percentage	'Dedication' Percentage	'Absorption' Percentage
Manager	94	94	94	94
Engaged	100	100	100	100
Disengaged	48	50	50	44
Team average	80			
Range of scores	44 to 100			

b. ***Enjoyment and challenges at work***

All three respondents claimed to love the nature of their work. For the Manager, it was the complexity of managing many independencies and problems, which aligned with her high 'Vigor' aspect of the UWES score of 94 percent (Schaufeli et al., 2002). Both the Engaged and Disengaged liked that they added value to the business, whereas the Disengaged liked that he enabled change. The Engaged claimed it was because of the diversity and variety, the ability to execute, and the consistency of project management methodology.

"Project management... and the methodologies are constant but the types of projects... and the people you deal with is different." Case B Engaged - 18:3 (29:29)

However, the nature of the work also created the factors which they disliked. The work-life balance issues were shared by all respondents: the Manager said the intensity of the roll outs related to her high 'Absorption' aspect of the UWES-9 score of 94 percent (Schaufeli et al., 2002).

"I don't have a proper work-life balance on a continuous basis... for the past three years we've been working non-stop and it is taking its toll." Case B Manager - 17:4 (15:15)

Both the Engaged and Disengaged disliked the resistance of people to structured project management methodology, which often resulted in power struggles or incongruence in values of others. The Disengaged repeatedly stated that he gave so much for little reward.

"When it gets to that crunch time, you are giving much, much more and what [is] reciprocal from the organisation?" Case B Disengaged - 19:115 (182:182)

All three respondents shared the biggest challenge of sourcing the right people who were able to deliver. The complexity differed between the project managers and the Manager. The Manager needed people who were willing and able to travel for work in unglamorous living conditions, while considering family and personal circumstances. She tried to incentivise people or compensate them to travel but was restrained by corporate governance and policies. The Engaged person relied on people to deliver to deadlines in work streams; however, not everyone liked the complexity of the work, which resulted in a high churn rate. She then had to induct new people, which placed pressure on her time.

"Sometimes you can't get the right resources; that's a massive constraint for us, or you don't have enough of them, or you don't have them at skill at a level you need them to be." Case B Engaged - 18:7 (36:36)

The Disengaged member of the team stressed that the shortage of resources stemmed from issues of systems, cultural differences and unrealistic leadership and believed that if they planned better, their work would be easier. He claimed that the environment constantly changed, which created more challenges for him.

“It’s like building a house with the plans that are continuously evolving; even the foundation is not set.” Case B Disengaged - 19:76 (112:112)

c. **Energy and ‘Vigor’**

All three respondents claimed that normally they had a high energy level: the Manager linked it to her passion for her work and self-motivation. She also asserted that the team had a high energy level and passion and that people who had left the team missed the adrenalin and vibe. The Disengaged stated that what kept his energy elevated was that people looked up to him in his project management role. The three respondents had different views regarding whether and how the Manager created energy and resilience. The Manager claimed it was when she described the meaning, desired end results, and the impact of their work on the bank and the local businesses in Africa, and when they celebrated small successes with treats.

“I think if you paint a picture of the end result, what it is that you are aiming towards, if you can tell people the why, then the energy counts.” Case B Manager - 17:16 (38:38)

The Engaged, however, attributed it to the fact that the Manager allowed her to operate freely within her mandate. In contrast, the Disengaged complained that he was burnt out, and that it was often too late when the Manager told him to take time out, get physical help, or to see who could assist. He used a metaphor of fighting a war without ammunition, people or time for recuperation because they moved from one project roll out to another with little time to recover, which aligned with his low UWES-9 score for ‘Vigor’ of 50 percent (Schaufeli et al., 2002).

d. **Absorption, focus and concentration at work**

The Manager and her team claimed they all focussed intensely all day long. The Manager called this ‘content switching’, which referred to constant engagement with people, which ranged from CEOs to the cleaning staff, dealing with people issues, and problem-solving. This resulted in the team questioning what they achieved at the end of the day.

“It is a lot of content switching all the time, and at the end of the day you often think what have I achieved?” Case B Manager - 17:12 (32:32)

The nature of their work required consistently high levels of focus and concentration; however, they differed in opinion as to how this focus was created. The Manager thought that it was the daily team meetings where they evaluated progress and facilitated an agile response to issues. She also added the use of WhatsApp for consistent communication and urgent ad hoc meetings because their environment changed all the time. The Engaged and Disengaged believed that they created their own concentration and focus, in line with the Engaged's own sense of autonomy and independence. The Engaged person worked extra hours every day as she was absorbed in the projects but believed that she was working past her own capacity. This aligned to both her high 'Vigor' and 'Absorption' scores (Schaufeli et al., 2002).

"We're working way past capacity... and on a daily basis we probably have about three or four hundred emails." Case B Engaged - 18:44 (163:163)

The Disengaged created his own focus and concentration through his project plans which detailed daily activities. However, one crisis after another could change this, often because leadership changed their focus, so they started again and he described how time ran away when days became nights and nights became days. Due to the lack of people resources, he personally completed the under-skilled or non-existent people's work, which resulted in a loss of focus on his own work and a quality compromise. He said that the senior levels needed a more strategic focus. He also highlighted that they were totally absorbed when they were doing dress rehearsals of the IT system implementation, which involved over 150 people.

e. ***Dedication and meaning of work***

The Manager and the Engaged felt that their work was significant and had meaning, while the Disengaged was not so certain. The Manager said her work was tied to her passion for Africa and dealing with diverse people in their IT platform roll outs. She also claimed the almost-doubling of the division's revenue demonstrated the value of their work, which was not the case with other projects. This created meaning for her and aligned with her high 'Dedication' element of the UWES-9 score of 94 percent (Schaufeli et al., 2002). The Engaged was confident about the significance of her contribution, which created meaning as she believed that she saved time, money and energy through the delivery of projects and gave credibility to her high 'Dedication' score (Schaufeli et al., 2002). The Disengaged team member felt that his work contributed only to a certain degree because he was not involved in decisions that were made by leaders and the dissemination of information was slow or not shared adequately. He described how they chased a deadline, worked weekends to the point of burn out, and were then not informed that the deadline was changed to a month later.

The Engaged and Disengaged had different views about whether or how the Manager made them feel significant or created meaning: the Engaged acknowledged that it was because the

Manager asked her opinion on a daily basis, whereas the Disengaged stated that he was not made to feel significant by his Manager – although she appreciated milestone achievements, this gratitude did not compensate for the sacrifices that he made. The Engaged described how the Manager allowed her to influence decisions and she substituted for the Manager when she was absent. As a result, other members of the team naturally came to her for advice and guidance when the Manager was not available. She believed that the Manager valued her above her peers. The Engaged team member was primarily motivated by her working relationship with the Manager, and her high level of autonomy. She attributed her engagement and resistance to other job offers, to the access that the Manager gave her to senior management, without any constraint. She would only leave for much more money.

f. ***Other influences on engagement***

The Manager thought the team interacted well with each other, although relationships were sometimes strained when emotions were charged in critically stressed points. The Manager believed that a high level of engagement was easy because of the exciting and exhilarating nature of their work, as these kinds of projects only come along once every four years. However, she never mentioned burnout, as did the other two respondents. The Engaged described how the team shared a level of intensity and it was difficult to ensure that all matters are under control, therefore everyone's anxiety was increased and there was potential for burnout. However, she also stated that some of the team members were non-performers, which the Disengaged also agreed on. The Disengaged claimed that all the members of their project manager's team felt the same way as he did, and were burnt out, which was contradictory in light of the team's high overall engagement score of 80 percent. However, there was only one other person who was not interviewed with a low engagement score similar to his.

g. ***Summary of engagement within Case B***

This section has described the engagement of the three respondents: they all claimed to love their work yet shared the challenges of finding enough of and the right people. The Disengaged's engagement level was low as he questioned whether the burnout, sacrifice and stress were worth it. Contrary to the Engaged, he said it was difficult to take ownership of the planning or management decisions when he was not part of it; whereas the most Engaged was energised because of her autonomy and access to senior management and her relationship with the Manager. The Manager was engaged because of the exciting nature of her work.

4.2.3 Analysis of the perceptions of managerial coaching behaviours

In this section, the reflections of the three respondents in relation to their perceptions of the Manager's coaching behaviours will be reported on. The identified managerial coaching behaviours throughout this section will be identified in Appendix XII.

a. The Ellinger (2003) Perception of manager's coaching behaviours

The perception of the Manager's coaching as per the Ellinger et al. (2003) instrument by the Engaged was 86 percent, whereas the average of the entire team was 61 percent. The range of the team's rating went from 29 to 100 percent (Ellinger, 2003). The Manager evaluated her coaching at a low 38 percent, whereas the Most Disengaged rated his perception of the Manager's coaching at 45 percent. There was a difference of 41 percent between the most Disengaged and Engaged's perception of the Manager's coaching behaviours (Ellinger, 2003). This is presented in Table 22 below.

Table 22: Presentation of the Ellinger et al. (2003) scores

Respondents	Coaching score Percentages
Manager	38
Engaged	86
Disengaged	45
Team average	61
Entire team range	29 to 100

b. Learning environment

The three respondents all agreed that the nature of their work made it a learning environment, and the Manager described how the team asked questions and shared their experiences. Both the Engaged and Disengaged stated that there were no formal learning opportunities. The Disengaged felt unsupported in this regard and said that career discussions were non-existent, also noting that he had not been in training for three years because they were so engrossed in what they were doing. However, he did state that he had learnt from the Manager. The

Engaged person positively described her learning exchange: she brought methodology into a complex environment and, in turn, was exposed to high volumes of information and worked with respected consultants. She loved this about her job.

c. ***Coach development and breakdown of coaching, leading and managing time***

The Manager clarified that she had never been but planned to go on manager as coach training. The Manager gave herself 15 percent for coaching as she was managing too much because of the critical project time, and rated herself the lowest of all the respondents.

“I am doing too much management at the moment.” Case B Manager - 17:44 (74:74)

The Disengaged allocated 30 percent to the Manager’s coaching role, while the Engaged allocated 25 percent. The breakdown of the perception of time that the Manager spent between coaching, managing and leading is presented in Table 23 below.

Table 23: Case B Perception of the percentage of time spent by the Manager

Respondents	Percentage of Time		
	Coaching	Managing	Leading
Manager	15	70	15
Most Engaged	25	50	25
Most Disengaged	30	40	30

d. ***Expectations setting and transfer of responsibility***

There were inconsistencies as to how expectations were set between the three respondents. According to the Manager, it was fairly easy because they were determined by project schedules; however, she said that unclear role definitions created ambiguity in expectations. The Engaged confirmed that her expectations were set within a Balanced Scorecard. In addition, she supported the Manager’s view that they were evaluated according to the projects and the Manager’s expectation of her was to deliver and coordinate according to the project plan. The Disengaged was unclear and uncertain about how expectations were set because

he said that he did much more than a Senior Project Manager should in order to meet the project delivery expectations.

The Manager implied that she did not give everyone total responsibility and accountability as she often jumped in and became controlling when projects neared crunch time. Her view was supported by both the other respondents, although they had a different experience. The Engaged team member felt that she had total responsibility and ownership in her large project to deliver on her mandate. This was in contrast to the Disengaged, who hesitantly stated that there were boundaries to his ownership, as he felt excluded from senior levels, confidential information, and the rationale behind decisions that affected his work.

“We help in the execution but one level up where all the decisions are made we are not always included... How do I get the exposure to get to that level if I am always sitting on the sidelines?” Case B Disengaged - 19:30 (54:54)

e. ***Feedback, evaluation of performance, reward and recognition***

The Manager planned to meet her team members weekly both individually and in a team meeting; however, the meetings were infrequent when projects became pressured. The Disengaged agreed this happened and that he valued their weekly one-on-one session. The Manager stated that team members needed to know and remediate their mistakes, and she encouraged them to come up with their own solutions. She claimed to feedback ‘with love’.

“You need to give him different data points to look at so that he can change his perception or view.” Case B Manager - 17:75 (104:104)

The Disengaged had a different view as he said that his Manager conveyed other people’s comments to direct negative feedback and she claimed that she defended him, which made him uncertain whose feedback it was. The Engaged person had a different experience as she hardly ever received any negative feedback. She contrasted with the Disengaged and said that the Manager added to positive feedback that the Engaged received from others. This aligned with the Ellinger et al. (2003) instrument, where the Disengaged rated the Manager as ‘Sometimes’ on the item that the Manager provided them with constructive feedback, whereas the Engaged rated the Manager differently with ‘Often’.

Both the Manager and the Disengaged claimed that the Manager used the bank’s project management system to evaluate technical and interpersonal performance according to the plan, budget, and daily or monthly measures. The Disengaged felt that it was very fact based and fair. In contradiction, the Engaged said that her performance was not evaluated and was not necessary as she delivered on her mandate and was connected to the Manager all the

time. The Engaged strongly asserted that the Manager needed to hold non-performers more accountable, as this had made the Engaged's work more difficult as she did non-performers' work. This was a strong reason for the Engaged to exit the organisation.

"Have you been in a situation where the ability, the skill level, the delivery of everyone you're working with or the extent to which they deliver or don't deliver... would directly impact you?" Case B Engaged - 18:88 (316:316)

The Manager utilised informal recognition for achievement where she acknowledged achievement in the team's WhatsApp group, gave cakes for successes, and verbally praised; however, she identified the need to individualise more formal recognition.

"I am passionate and self-motivated, and I am not driven by praise. I sometimes forget that some team members need more praise than others." Case B Manager - 17:18 (39:40)

The Engaged team member affirmed that she felt acknowledged and recognised despite no formal recognition programmes, which occurred by virtue of her exposure to the circle of executives who recognised her strengths and capabilities. However, the Disengaged asserted that any recognition or rewards seemed insignificant in relation to their sacrifices and were inconsistent as they recently had a cocktail afternoon after a big roll out, but a weekend away with one's spouse would have been more appropriate. He recently considered whether he wanted to continue burning himself out in the team.

"How much do you give because the more you are giving... of yourself, sacrificing important things; your health, your family and all of those things and where's the recognition and reward? It doesn't always have to be monetary." Case B Disengaged - 19:10 (37:37)

f. ***Manager as expert resource and creator of new perspectives***

Both the Disengaged and Engaged team member acknowledged the deep contextual and technical expertise of the Manager. The Manager explained that a major part of her role was the first point of contact for the escalation of issues for her numerous project stream leads. People came to her and she either redirected people or gave them the relevant information. She listened to people and was the sounding board. The Engaged acknowledged a good relationship with the Manager as the Manager provided her with daily guidance and project-related support when needed, which made her feel more engaged. When she needed more resources, the Manager escalated the issue to get more money.

“So, in that time, we are discussing what the challenges are, how we’re going to go about rest of it and, bouncing ideas off each other all the time.” Case B Engaged - 18:48 (174:174)

Although the Disengaged admitted that the Manager had removed some of his obstacles within the constraints of her mandate, this was only temporarily as he believed that she was not proactive but reactive when there was a crisis. He also stated that the Manager should push back with respect to the executives of the business.

“She’s taking on more responsibility where it should be allocated to somebody else... So the executive... is being pushed by the IT executives on the one side and the Africa executives here and then Africa executives on the other side.” Case B Disengaged - 19:112 (174:174)

The Manager explained that she used a questioning approach to create a deeper understanding of issues and different perspectives. She described a process she regularly used whereby she addressed the conflict between two people by getting them to describe the other person’s perspective, which resulted in conflict resolution. The Engaged stated that in their daily telephone conversations on the way to work, she tested ideas with the Manager, who created context and shared her thoughts and experiences, and the Manager was very collaborative. The Disengaged agreed with the view of the Engaged, saying that when he had an issue, the Manager was able to provide a different perspective because of her expertise. He looked forward to this kind of interaction. The Engaged gave the Manager the highest ‘Very often’ rating that the Manager encouraged her to broaden her perspective by helping her to see the big picture, whereas the Manager gave herself a ‘Sometimes’ and the Disengaged gave her an ‘Often’ rating for the same item (Ellinger et al., 2003).

All three respondents positively described how the Manager dealt with problems. The Manager said she used clarification questions to understand the team member’s thought process and how their team assisted because of their elevated level of understanding.

“So that I can understand, try to understand their thought pattern, and it helps you understand the way they are going about fixing the problems.” Case B Manager - 17:61 (88:88)

The Engaged and the Manager solved problems in their daily conversations as part of their connected relationship and the Disengaged valued the Manager’s structured problem-solving approach and found that it gave him options which he tried out.

“If I am in a meeting and struggling with some content, she jumps in very quickly to assist because she has the history and an excellent memory of things that have happened in the past.” Case B Disengaged - 19:126 (197:197)

g. **Coaching style**

The three respondents described the Manager's coaching differently. The Manager described her coaching as situational: she determined the needs of her team member, established what their motivational drivers, such as finance, time off from work, or a work-life balance, and then adapted her coaching style accordingly. The Engaged person claimed that she and the Manager did not have a formal coaching relationship because their one-on-one meetings were mostly not held because of project pressures, although the Manager coached her informally all the time.

"One doesn't necessarily need to schedule time for coaching... [it] happens on an ongoing basis... we are engaging with her all the time, and for me, that's part of that coaching process." Case B Engaged - 18:48 (174:174)

The Disengaged described the Manager's coaching style as having moved from being non-existent because of time constraints to becoming more empowering in recent times.

The Manager's view was that she was more prescriptive than empowering, which differed from the two respondents, although they all agreed that she became prescriptive when required. She shifted to being more prescriptive at the 'go live' stage because there was no luxury of time. However, mostly she adopted a more empowering discovery approach. The Manager critiqued her style as too prescriptive and wanted to create a learning environment; for example, when she used a questioning approach, the questions were still prescriptive in nature. However, both the Disengaged and the Engaged person claimed the Manager was more empowering than prescriptive but agreed that the Manager could be prescriptive when she identified problems, conveyed an instruction from elsewhere, or had no choice.

"I found that it fluctuates depending on the phase of our problem that we are in. The closer we get to our deadline with things not happening, the more prescriptive it becomes." Case B Manager - 17:47 (76:76)

The Manager said she coached around performance in the bi-weekly, one-on-one meetings with team members. She stated that she asked them to consider whether an action or decision would be acceptable if they were in their client's situation. However, the Engaged thought that although she was empowering, she was also too tolerant and understanding as the Manager allowed people to run rampant because she did not like conflict, and preferred to be a more nurturing person. She described how, under pressure, the Manager became more reactive, anxious and controlling. She felt that the Manager needed to balance coaching with applying consequences for non-performance. The Disengaged stated that she was slow in coaching

him as she concentrated on project-based issues. However, she had been more engaged with him recently and focussed on his strengths.

h. ***Influence of trust and relationship on coaching***

The Manager said that trust was an espoused value of the bank, shared by the various geographies and her team. She thought that she did not have to work too hard at creating trust. The Engaged person believed that the Manager trusted her, based on the fact that she was allowed to work independently. However, the Disengaged stated that he and his Manager only had a certain degree of mutual trust and respect, but she was not totally responsible. In the same vein, the Manager described a time when the team experienced a great deal of personal tragedy: they were very distracted for a time and members of the team had to pick up the others' work, in addition to their already pressurised load. She referred people to internal support systems, coached, persuaded some absent people to return to work, and gave others leeway to adapt to their personal challenges. Her relationship with her team was important in the way that she dealt with people differently throughout this difficult time.

"I just had to adapt depending on the person." Case B Manager - 17:36 (64:64)

Both the Engaged and Disengaged claimed a good relationship with the Manager. The Disengaged stated that he respected her as a person. The Engaged team member attributed her engagement to her relationship and connection with the Manager, as well as the Manager's own resilience in dealing with project constraints, challenges and escalating issues to more senior levels. In comparing herself to the Manager, she said that the Manager was kinder than she was and that they complemented each other.

"She brings a... almost a tenderness, a nurturing motherly vibe into the team, is very understanding and so on, whereas I can generally be intolerant, so I think that she brings balance." Case B Engaged - 18:26 (78:78)

i. ***Conclusion of managerial coaching behaviours within Case B***

The Manager's coaching behaviours were underdeveloped and driven by her deep expertise, nurturing nature and good relationship with her people, shown in the above section. She claimed to have a situational approach to coaching, which was supported by the other two respondents. The Disengaged and the Engaged had varying perceptions as to how she set expectations, provided feedback, acknowledged performance, and recognised achievement. However, she was an expert resource to both of them. Available time was a key differentiator to the kind of coaching behaviours displayed.

4.2.4 The influence of the manager's coaching behaviours on employee engagement

In this section, the influence of the managerial coaching behaviours on engagement will be reported on for this case. The comparison of the UWES-9 engagement with the Ellinger et al. (2003) Manager's coaching behaviours scores are presented below in Table 24.

Table 24: Presentation of the UWES-9 and the Ellinger et al. (2003) scores

Respondents	UWES-9 score Percentages	Coaching score Percentages
Manager	94	38
Engaged	100	86
Disengaged	48	45

The UWES-9 engagement score of the Manager was 94 percent, and the most Engaged was 94 percent. The most Disengaged team member had a low rating of 48 percent, which was about half of the others (Schaufeli et al., 2002). All three respondents loved the nature of their work but which also created challenges, such as the intensity and constant rolls out of the project implementations, which affected their work-life balance. As such, all three respondents displayed characteristics of burnout. The Manager and the Engaged believed that they made a significant and meaningful contribution because they impacted positively on the organisation; however, the Disengaged was not so certain: he felt excluded from access to the decision-makers and was not sure that his contribution was worth the personal sacrifice of overworking and long hours. The Engaged felt that her access to executives made her engaged. The Engaged and the Disengaged were both concerned about the underperformance of other people, which was a reason for both of them to leave the team.

The Engaged person rated the Manager's coaching behaviours at 86 percent, whereas the Manager rated herself at a low 38 percent, and the Disengaged rated her coaching a little higher at 45 percent (Ellinger et al., 2003). There was a high difference of 39 percent of the score between the most Engaged and the Disengaged, which highlighted the difference of their perception of the Manager's coaching. The Engaged's perception of coaching was influenced by her daily interactions and relationships with the Manager.

The Manager said that she thought the exciting nature of their work created engagement, rather than what she did personally. She admitted that she did not consciously create engagement through coaching. However, the Manager was a kind and nurturing person whose good relationship with her team resulted in some of her displayed behaviours falling within the realm of coaching. The Disengaged stated that the limited and recent coaching by the Manager raised his awareness and made him feel supported.

4.2.5 Conclusion of Case B

The Manager's available time set limits on how she was able to coach, along with her limited coaching skills. This Manager would be an excellent coach if she had been trained, as she was kind and nurturing. She was predominantly managing the team more than coaching. She claimed to vary her approach to her team members based on their needs. The stress of context was the same for all the three respondents. The Engaged person who had access to executives was more engaged, while the Disengaged perceived that he had limited access. The Engaged perceived that the Manager coached her on a daily basis, while the disengaged felt the coaching he received was limited but increasing.

In the next section, Case C will be presented and analysed.

4.3 Case C

4.3.1 Introduction to Case C

Case C is a property development and services group in the South African and sub-Saharan African markets. They claim their success is due to their people, reputation and capital. Previous Case C was part of a large financial group and through a corporate restructuring, broke away in 2008, which allowed for a management buyout of 26.5 percent, as well as black equity and another major corporate shareholding.

These senior executives are all highly experienced, successful and well-regarded in the industry. They all worked in the organisation for a long period of time. The Chief Executive Officer (CEO) of the organisation is the Manager in Case C, and he has seven Directors reporting to him, each of whom represent the normal organisational functions as well as Property Development, Property Management, Valuations, Leasing and Investment Brokering, Facilities Management, Asset Management, Trading and investment, Retail, and Property Advisory Services.

All three of the respondents were qualified Chartered Accountants (CAs). The CEO reported to the board and was responsible for all the governance structures. He had over three decades of experience in the property industry. The most Engaged person was the Financial Director responsible for Human Resources, Company Secretariat, Risk and Compliance, as well as the Operational division, which was similar to a Financial Director and Chief Operations Officer (COO) role. He had been with the organisation for 18 years in total, and in Johannesburg for nine of those. The Asset Management division was headed up by the most Disengaged executive team member. She was responsible for the strategic management of property portfolios of clients who extracted investment value through portfolio composition, analysis and structured deals. She had been part of the current team for about seven years, had a prior break of five years, and worked for them for eight years before that.

4.3.2 Analysis of the Perceptions of Engagement within Case C

In this section, the reflections of the Manager, the most Engaged and Disengaged in relation to their engagement and how the Manager influenced it, will be reported on.

a. Case C's UWES-9 Engagement scores

The overall average engagement score of all the members of the executive team, including the Manager, was 86 percent. There were two highest scores of 93 percent within the executive team, and in order to select the most engaged, the member who rated the Manager with the highest Ellinger et al. (2003) coaching behaviours score was interviewed as the most Engaged team member. The lowest engagement score was 76 percent and was interviewed as the Disengaged member of the executive team. The score of the Manager was 83 percent. The scores of all three respondents, which includes the breakdown for 'Vigor', 'Dedication' and 'Absorption', the average and the range of score are displayed in Table 25 below (Schaufeli et al., 2002).

Table 25: Case C Percentages of Engagement according to Schaufeli et al.'s (2002) UWES-9

Respondents	Overall Percentage	'Vigor' Percentage	'Dedication' Percentage	'Absorption' Percentage
Manager	83	83	94	72
Engaged	93	89	100	89
Disengaged	76	72	72	83
Team average	86			
Team range	76 to 93			

b. ***Enjoyment and challenges at work***

All three respondents said that they enjoyed the variety and diversity of their work. The Manager loved the entrepreneurial culture of the organisation but disliked non-value creating work such as administration, compliance and governance issues. The most Engaged claimed that he enjoyed the property industry and the internal company environment but did not like the continuous pressure of the job. Both the Engaged and Disengaged liked the management style where everyone was responsible for what they did. The Disengaged said that she enjoyed the challenges of her role and working with her team and that she could run her division independently, but she disliked unfocussed and procrastinating clients.

"I'm actually left on my own, more independent to run with things. I quite enjoy that, well... to a degree." Case C Disengaged - 11:1 (19:19)

The CEO stated the current South African economic climate was his biggest challenge along with sourcing the right people. The Disengaged also claimed that they were under-resourced, which resulted in a lack of focus and tension but was not an issue in her function because she had control. However, the CEO claimed core people stayed for a long time.

"We're lucky to have a core of senior staff that have been here for a very long time." Case C Manager - 10:5 (18:18)

The Engaged stated his biggest challenge was to add value to a large number of diverse activities that required his attention. However, this was easy because of the high calibre people who took full responsibility and accountability for their roles.

“My office is like Park station. The phone rings non-stop. People are in and out all the time.” Case C Engaged - 12:18 (43:43)

c. **Energy and ‘Vigor’**

The CEO claimed that he was enthusiastic with high energy but became physically tired towards the end of the day. The Engaged reflected that he was a workaholic with high energy levels but tried to get home early to his young children. The Disengaged described herself as generally energetic; however, her energy level dropped when she was frustrated at work.

The Manager claimed he created energy in his people by giving them their own areas of responsibility. The Engaged supported the Manager’s view and added that he enjoyed working hard and being involved in areas broader than his responsibilities. However, the Disengaged stated that the Manager never created her energy and resilience because he was too involved in other initiatives; however, she was energised by her executive team members.

“It’s not because... there’s no interest in what I do, it’s because there’s pressure in other areas, where my manager is perhaps more usefully spending his time.” Case C Disengaged - 11:25 (53:53)

Their views aligned with their scores for ‘Vigor’ on the UWES-9 engagement assessment, where the Manager’s score was 83 percent, the Engaged’s score was 89 percent, and the Disengaged’s score was 72 percent (Schaufeli et al., 2002).

d. **Absorption, focus and concentration at work**

The Manager specified that he was recently distracted because of personal issues, which affected his work performance. This aligned with his lower ‘Absorption’ score of 72 percent, which was lower than his 83 percent average UWES-9 score. The Disengaged confirmed this of the Manager and complained that he was not attentive in meetings as he was on his phone all the time. The Engaged described how he often forgot to eat and took work home, which illustrated his high ‘Absorption’ score in the UWES-9 of 89 percent. The most Disengaged team member maintained she was a fairly independent member of the executive committee; therefore she did not need someone who focussed or motivated her on an ongoing basis, which was in line with her UWES-9 score of 83 percent for ‘Absorption’, which was higher than her other scores. Although she said that she preferred to work on her own, she said that occasionally she would like more focus on her.

All three respondents claimed that time ran away on a daily basis. The Engaged person said he was fully absorbed and worked long hours because he was a detailed person and liked to know that work was completed properly, which he believed made the Manager trust him.

“I really get absorbed in the detail and understand it fully and make sure that I’m 100 percent happy with it.” Case C Engaged - 12:116 (121:121)

The Disengaged said that her work-life balance was important, so she set a daily cut-off time and generally never took work home unless essential. The Manager claimed he never accomplished what he set out to do. However, he believed that the organisational support he provided enabled his team to immerse themselves fully in their roles.

e. ***Dedication and meaning of work***

The three members who were interviewed from the executive team had different beliefs about the meaning and significance of their work. The Disengaged claimed her work was significant and created meaning for her because the management of portfolios made a huge financial contribution to the organisation and impacted other divisions. She was regarded as one of the high performers in the company. The Engaged identified his support role as being different from the ‘deal makers and fetchers’, yet he claimed he made a significant contribution because of his length of service, expanded role and broad understanding of the industry. A number of factors created the Engaged’s meaning at work: his pride in the successful organisation with uncompromising integrity, his small shareholding, and the support of and his good relationship with the Manager, all of which was in alignment with his UWES-9’s ‘Dedication’ 100 percent score. The Manager believed he created significance in his people by giving them total responsibility for their divisions and giving them credit for their successes. He said that, as high-performing professionals, they derived a sense of significance from their contributions to the business. He also said that he did not manage his team closely as they did not need it.

f. ***Other influences on engagement***

The executive team played a strong role in creating engagement with all three team members interviewed. The Manager described his team as interactive: feeding off each other, giving each other energy and motivating each other. They shared their specialist knowledge into each other’s objectives.

“We’ve got a very interactive team so they can feed off each other all the time. So that’s probably how you get sustainable energy. So, we motivate each other, you can convey good news, add through specialist skills to somebody else’s objectives.” Case C Manager - 10:10 (24:24)

The Engaged team member described how the senior executive team dealt with extreme challenges, was led by the Manager, and had learnt lessons from these crises. Both the Engaged and Disengaged shared the view that the entrepreneurial executive team co-existed, solicited and provided input, collaborated, relied upon and created mutual energy with each other. The Engaged believed that the team shared his sense of pride in the organisation. The Disengaged added to this: although she made her own decisions and often felt alone, she valued the support of the Executive team that energised her.

“The Divisional Heads are quite experienced [and] have been with Case C for a long time... They run and work on their own, all respect each other... and feed off each other.” Case C Disengaged - 11:40 (63:66)

The Engaged stated that even when he was irritated by certain decisions that were made or the Manager was inattentive, he was always engaged. He always felt committed to his work, supported by the fact that he bought equity in the business. He believed that this, although not the sole reason that he and the executive team worked hard, certainly drove them. The Disengaged also described the Manager's lack of attention or time, which created her disengagement even though she was a high performer and was left alone to contribute to the business.

g. **Summary of engagement within Case C**

In this section, the engagement levels of the Manager, the most Engaged and Disengaged team members in Case C have been described. The three respondents had high engagement scores, with the most Disengaged executive team member's average UWES-9 score being just seven percent lower than the Manager's. The Manager loved the entrepreneurial nature of his work and that his team took total responsibility for their divisions. The Disengaged and Engaged valued this as well; however, the Disengaged, who was a high performer and contributor to the business, would have liked more attention from the distracted Manager. The Manager acknowledged that he had lost focus because of personal issues. The Engaged executive team member was totally absorbed in his work and believed that his contribution was significant to the business, and as a result, he claimed he was always totally engaged.

The next section focuses on their views of managerial coaching.

4.3.3 Analysis of the perceptions of managerial coaching behaviours within Case C

In this section, the perceptions of the three respondents in relation to their manager's coaching behaviours will be reported on. The identified managerial coaching behaviours throughout this section will be noted in Appendix XII.

a. ***The Ellinger (2003) Perception of managers' coaching behaviours***

The highest perception of the Manager's coaching as per the Ellinger et al. (2003) Manager's Coaching Behaviour instrument was by the Manager himself, at 82 percent. The scores are depicted in Table 26 below. The most Engaged person rated the Manager at 80 percent, whereas the most Disengaged rated the Manager's coaching low, at 50 percent (Ellinger et al., 2003). This was a difference of 32 percent and 30 percent between the most Disengaged and the Manager and the Disengaged and the Engaged respectively.

Table 26: Presentation of the Ellinger et al. (2003) scores

Respondents	Coaching score percentages
Manager	82
Engaged	80
Disengaged	50
Team average	67

b. ***Learning environment***

The three respondents had differing views about the learning environment. The Disengaged summed up that as a smaller entrepreneurial and financially focussed company, the executive team was negative about coaching and leadership programmes as they never anticipated any long-term intangible benefits and she believed that people needed development to meet the future needs. She added that her Manager was unaware of her personal development needs and thus she organised her own attendance at courses and conferences.

“They don’t see [long-term] intangible value; they want to see quantifiable value. It’s perceived as taking time out of everybody’s day where you could be earning profits.” Case C Disengaged - 11:52 (84:84)

The Manager agreed with the Disengaged and claimed his team managed their own growth and did not develop through irrelevant courses that he could organise but learnt as they went along from their new challenges. The Engaged team member claimed he had grown so much in the last nine years because the Manager consistently shared information with him. The

Disengaged said that the Manager expected an executive divisional head to be well qualified and be able to perform in their role.

c. ***Coach development and breakdown of coaching, leading and managing time***

The Manager received no training on coaching but claimed he had been mentored by a previous Manager who managed people well. The Disengaged speculated that if the Manager received some leadership training concerning human leadership, he would become a brilliant leader. The breakdown of the perception of time that the Manager spent between coaching, managing, and leading is presented in Table 27. The Manager claimed to spend 50 percent of his time coaching, the Engaged said 30 percent coaching, and the Disengaged allocated a low 10 percent. The Manager thought he spent far more time coaching than his team members thought.

Table 27: The perception of the percentage of time spent by the Manager

Percentage	Percentage of time		
	Coaching	Managing	Leading
Manager	50	30	20
Engaged	30	20	50
Disengaged	10	50	40

d. ***Expectations setting and transfer of responsibility***

The three respondents had different views about the setting of expectations. The Manager claimed the executive team members knew their expectations because of their roles, although there were no job descriptions at this level; however, the Disengaged described how her expectations had been set by the formulation of their strategic and divisional plans, though she was often frustrated by the unlocking of those plans. The Engaged was also unsure of the Manager's expectations of him because they grew as he constantly worked on more than his responsibilities and, were he to leave, it would be difficult for the Manager, who might need to employ two people.

All three respondents agreed that the Manager gave them total responsibility and accountability because of the strength of the executive team and, as a result, the Manager stated that he only retained shareholder and governance responsibilities. The Engaged agreed as he said that the Manager would hold him accountable if he did not deliver, therefore he kept the Manager informed about developments.

“What’s mine to deal with is mine to deal with. And if I fail at it he will hold me accountable.” Case C Engaged - 12:144 (141:141)

The Disengaged viewed her accountability and responsibility as a function of the high level of trust the Manager had in her to deliver, together with his management style, and hence he did not focus on her at all. Although she felt neglected she also liked to work autonomously and make her own decisions.

“I know he trusts what I do... because it means that... he doesn’t need to focus his efforts [on me]... his style is that he will let people run autonomously and expect them to be accountable.” Case C Disengaged - 11:1 (19:19)

e. **Feedback, evaluation of performance, reward and recognition**

Only the Disengaged supported the Manager’s claim that he gave direct, positive or constructive daily feedback, which aligned with the Manager’s ‘Often’ score on the Ellinger et al. (2003) instrument that he provided constructive feedback. The Disengaged mentioned that she received more deal-based feedback and was unsure of the sincerity of the Manager’s oft-said ‘good job’. She added that she mostly received positive feedback as she was a high performer, which made her more engaged. This response substantiated her ‘Sometimes’ score on the Ellinger et al. (2003) instrument that the Manager provided them with constructive feedback. The Engaged stated that he neither received nor expected feedback at his level; however, if he was not rewarded in his incentive, he would be unhappy. This contradicted his ‘Often’ score on the Ellinger et al. (2003) item that the Manager provided him with constructive feedback.

“Where it would be a problem is if I didn’t get a proper thank you in my incentive.” Case C Engaged - 12:194 193:193)

They had a difference of opinion regarding the performance reviews: the Manager and the Engaged stated that they had an annual performance review, whereas the Disengaged claimed they never had performance appraisals. The Manager explained, however, that it was more of a strategic conversation than a rating type of appraisal. He added that mediocre people did not survive in their environment and that they were either asked to leave because of poor performance or resigned. The Engaged further added that he and the Manager

consistently discussed issues and said he always knew where he stood with the Manager. The Manager claimed he was able to receive feedback well, as long as it was logical, unemotional and not too personal.

In line with the Engaged's comment above regarding his incentive, the Manager claimed he rewarded and recognised his executive team through incentives. However, it appeared that both the Engaged and Disengaged wanted more than this. The Disengaged said she was driven by genuine recognition more than money, while the Engaged said his Manager never said 'well done' or 'good job', although he heard compliments via other people. Although the Engaged stated that the financial rewards became an acknowledgement for the work which was beyond his responsibilities, such as standing in for the CEO, he gave the impression that he would like more praise and recognition for the extended work he did. However, he felt recognised because the Manager valued his opinion and his strength of attention to detail.

"He didn't once say jeez, thank you for dealing with it and sorting it out, it wasn't mine to do, but I did it." Case C Engaged - 12:198 (199:199)

f. ***Manager as expert resource and creator of new perspectives***

The Disengaged and Engaged supported the Manager's view that he was an available resource to his executive team; however, they both rarely went to him, although the Engaged claimed he could call the Manager at midnight if he needed. The Disengaged added that she was aware of his limited time, although the Manager had never said he had no time for her. She reiterated, however, that people appreciated his views and opinions as he was very clever, with vast experience, but was not a hundred percent focussed when they were all together.

The three respondents agreed that the Manager was a deep expert in all areas of the property industry and a successful dealmaker, and the Engaged added that the executive team became a high-performing team because of him. However, the Disengaged explained how the Manager never replaced a Chief Operations Officer role, which placed stress on him, along with the fact that he was not naturally inclined to the softer side of management as he was a financial person who thought people should get on with their jobs.

"He's got too much on the go; I suspect he hasn't found the right person for that role. He is not naturally inclined to the softer issues of management and dealing with people, people must just do their job." Case C Disengaged - 11:96 (185:190)

The three respondents had differing views on problem-solving: the Manager claimed that his executive team came to him to discuss their problems, options and recommendations and he

was far more prescriptive with weaker team members. The Engaged agreed but added that it was usually in a quick and ongoing manner, which mostly aligned with the highest 'Almost Always' rating the Engaged gave the Manager, that the Manager encouraged him to broaden his perspective by helping him to see the big picture. This was the same as the Manager gave himself (Ellinger et al., 2003). In contrast, the Disengaged felt that the Manager's lack of attention and time impacted on problem-solving: his valued input was lost and she wanted a collaborative or a 'devil's advocate' debate with him. Her comments contradicted the 'Often' rating that she gave the Manager on the item, that the Manager enabled her to look at issues from different perspectives (Ellinger et al., 2003). It appeared that the Manager was capable of providing deeper perspectives with his executive team; however, he was limited by his available time.

g. **Coaching style**

The Manager claimed he was more empowering than prescriptive but stated that he was prescriptive when the circumstances called for it. The Engaged added that no one in their senior executive team level was prescriptive, which included the Manager, as they rather debated issues and the Manager gave opinions on how to deal with issues.

"He will say maybe you shouldn't be dealing with it that way, but deal with it this way... if I don't agree I will go back and tell him... So, it's not prescriptive... It's never ever been that way. And I don't think we work that way here." Case C Engaged - 12:147 (145:145)

The Disengaged contradicted them and claimed she knew the Manager after working with him for 20 years and thought that he was quite prescriptive. She explained that if she needed to make a contentious decision, she prepared every aspect before she consulted with him, otherwise he would be prescriptive with his view. If she felt ambivalent about the outcome, she listened and considered his viewpoints.

"If you're not prepared you'll come out there losing... because the Manager's view will prevail." Case C Disengaged - 11:59 (109:113)

She maintained that she learnt and worked well with him in the first five or six years of working with him, but now, she had become more confident and experienced and realised that she had the right to have her own opinions.

The Manager explained that he would not hold back answers in order to rather ask questions of his team because they are senior, experienced and do not need to be managed in this manner. He claimed to ask questions to enhance his own understanding. The Engaged added that the Manager asked him many questions in recognition of the expertise of the Engaged

person. The Disengaged had a contrary view, claiming that the Manager asked people questions in order to catch them out rather than to make them grow as a person. She stated that it was easier to handle the Manager when he was in a good mood or on a one-on-one, and she felt sorry for people who were castigated in front of other people.

The Manager described his coaching style as hands-on, whether it was a deal or managing an operation or task, as the person learned from experience.

“It’s by virtue of integrating the coachee into the deal or the operation or the task at hand as opposed to sitting and telling somebody theoretically what they should do... So, the person learns by experience.” Case C Manager - 10:28 (58:58)

The Engaged aligned with the Manager’s observation, as he emphasised that when they worked together, the Manager shared and disclosed. However, the Disengaged saw his coaching differently: she perceived his coaching as more effective when she first started, but as she grew as a person and manager, she believed in a more holistic and positive way of managing and coaching people. She acknowledged two changes: her Manager had limited time for her and she had increased her expectations.

“I’ve developed a more holistic approach; a manager needs to be more holistic and coach a little bit more.” Case C Disengaged - 11:92 (178:178)

They all agreed that the Manager did not provide extensive coaching but each respondent had a different viewpoint. The Manager claimed he did not coach extensively as they were a high-powered and self-driven executive team who needed intellectual debate and overall strategic focus from him. The most Engaged supported the Manager’s understanding as he felt that he did not need much coaching from the Manager. The Disengaged contradicted the other two as she thought the Manager was not a strong coach at all, as he focussed on operations and the business and not on people.

h. *Influence of trust and relationship on coaching*

The Manager and the Engaged had similar opinions around trust, whereas the Disengaged differed. The Manager maintained that he consciously developed trust and respect by the way that he managed the executive team’s incentive schemes. He also believed that healthy relationships created trust, which the Engaged supported. The Engaged believed that their trust was two-way because of the Manager’s support, and commitment to joint decisions. The Engaged said that he also respected the position of the CEO.

“Probably just years of experience working with someone, you build up. You earn trust. And also... you respect the position.” Case C Engaged - 12:216 (213:213)

Although the Disengaged thought the Manager trusted people right away and was very hard on them if they broke that trust, she stated that her trust and respect with the Manager was at an all-time low. Previously the Manager created trust and respect by supporting her. Her trust diminished when the Manager believed that only his view was correct, which became worse when the Manager was stressed and had no time to collaborate and coach her in depth. She claimed her highest trust and respect levels were about five years previously.

The Manager believed that he had created engagement through his relationship with his executive team, and the Engaged claimed to value his relationship with the Manager.

“I try and build relationships which we’ve done successfully... Trust, I try and build trust with people and I think that we’ve been successful in that for sure.” Case C Manager - 10:112 (178:178)

The Engaged claimed that he developed trust in the Manager when he did not make him travel because of his young family.

i. **Summary of managerial coaching behaviours within Case C**

The Manager appeared to work on a deal-making role and identified that his coaching was limited and not extensive because his executive team was highly competent, high-powered and self-driven; expectations were set through the responsibilities of their roles; and that he gave them total responsibility and accountability. The high-performing Disengaged felt neglected because she was not given any time, input into decisions or perspective creation. This was probably because the Manager thought that she did not need it as a high performer. The most Disengaged identified that the Manager was able to display coaching behaviours because he was an expert in their industry; however, these were restricted because of his time available, his inability to focus and his poor attitude towards people development. Her trust was at an all-time low. The Engaged was probably more like the Manager in management style; however, he picked up much of the overload work of the Manager’s and was unsure of whether the Manager was aware or appreciated it. The Manager never said thank you and he would have liked more recognition for his efforts. The most Engaged identified the overall coaching behaviours of the Manager as the constant sharing of information, intellectual debates and support, which resulted in his personal growth and a trusting relationship which had developed over the last nine years.

There was a lack of emphasis in the Case C organisation on the management and development of people, as the executive team comprised mainly of Chartered Accountants who, in the words of the Disengaged, were more comfortable with figures, buildings and finance than dealing with people.

4.3.4 The influence of managers' coaching behaviours on employee engagement

In this section, the influence of the managerial coaching behaviours on engagement will be reported. The comparison of the UWES-9 engagement with the Ellinger et al. (2003) Manager's coaching behaviours instruments are presented below in Table 28.

Table 28: Presentation of the UWES-9 and the Ellinger et al. (2003) scores

Respondents	UWES-9 score Percentages	Coaching score Percentages
Manager	83	82
Engaged	93	80
Disengaged	76	50

The Manager and the Engaged had a UWES-9 engagement score of 83 percent and 93 percent respectively. The Disengaged team member had a lower rating of 76 percent (Schaufeli et al., 2006). All three respondents interviewed loved their work and enjoyed that they were given total accountability and responsibility for their roles, which the Manager believed created their energy and mental resilience, as well as their meaning and significance. He was aware that he was not totally focussed at work because of personal issues. The executive team played a strong role as far as the respondents' engagement was concerned because they had worked together for a long time and energised and shared their specialised knowledge. The Engaged person felt that people at an executive level should not rely on their Manager to create engagement or motivation and that the challenging environment kept him engaged because it was interesting and involved significant amounts of money and risks. He was similar to the Manager in many ways. The Disengaged was not engaged because of the Manager's non-existent coaching behaviours.

The Engaged person rated the Manager's coaching behaviours at 80 percent, whereas the Manager rated himself higher at 82 percent. The most Disengaged rated his coaching at 50 percent – over a 30 percent difference between the others (Ellinger et al., 2003). Despite a lack of training, the Manager did display some coaching behaviours. The Manager claimed he had a limited awareness about coaching behaviours or employee engagement and focussed on business results and profitability rather than on people management and development. He expected his team members to be fully developed at the executive level, hence his perception

of a limited coaching role. Another major restriction was his time availability as a result of chasing deals for the business or the impact of his personal issues.

The Engaged acknowledged that he had learnt from the Manager and grew a lot over the period that they worked together through daily information sharing, discussions and intellectual debates, which made his work enjoyable. The Engaged claimed that his involvement in more than his responsibilities created his energy; however, this also created his unfulfilled need for greater recognition. His meaning at work was created because of his good relationship with the Manager and his pride regarding the high integrity within the business. He felt that he was never disengaged, even when the Manager was distracted, and was always totally engaged.

Only the Disengaged had more awareness about the people side of the business. The Disengaged stated that the Manager's behaviour and absence of needed coaching behaviours impacted negatively on her engagement and created her disengagement. She claimed that when he was disrespectful towards people, her energy and motivation were depleted and she thought of exiting the organisation. She said that if he had been more focussed on her department and treated all people better and in a more constructive manner, she would be more engaged. She explained that he had demonstrated that he could be charming and engaging when he wanted, and said he had coached her when she first worked with him, and that she had learnt a lot from him. The Disengaged proposed that the Manager did not spend enough time with her as she was a high performer and had elevated her expectations of the organisation, leadership and her own Manager.

"I think there is a little bit a change in the Manager but I think it's also my growth."

Case C Disengaged - 11:95 (183:184)

However, she acknowledged that the Manager's brilliance in other aspects of the business outweighed his lack of coaching.

"That's coaching... he's very good in other areas which weigh, which far exceed..."

perhaps a little, nobody's perfect in everything..." Case C Disengaged - 11:65 [122:122]

4.3.5 Conclusion of Case C

Case C was the executive team of a successful corporate entrepreneurial business that was chasing profitability all the time. Limited importance was placed on the management and development of people. However, it was claimed that the business was successful because of its people. The Manager had a negative attitude towards managerial coaching. He had poor coaching skills and believed that coaching was for addressing remedial issues, and not for the further development of high performers. The Disengaged used to appreciate the way the

Manager coached her, though her needs changed with the increase of her confidence and skills. Executives most probably do not need basic skills coaching from their Managers but a higher level of coaching around deal-making, innovation and creativity, the industry, and leading the organisation.

In the next section, Case D will be presented and analysed.

4.4 Case D

This section will present the findings and analyse Case D.

4.4.1 Introduction to Case D

Case D is a boutique advertising agency which claims to be a group of imaginative people with diverse talents who offer marketing solutions. These solutions include advertising concepts, branding, promotions, packaging, and website design, all of which are considered to be below-the-line advertising. They do not do above-the-line advertising such as television adverts. They are fast-paced and creative, and describe themselves as a mixture of oddballs, social misfits and the clinically insane. They also claim to provide excellent value to a core group of loyal clients who appreciate their exceptional service and their ability to meet tight deadlines.

There are seven members of the studio team in the agency, which include the Manager and six graphic designers. They each do all the creative work for their own accounts. The Manager is the Creative Director and one of the two partners of the advertising business. The most Engaged and the most Disengaged team members are both Senior Graphic Designers who receive, interpret and design briefs for their clients. The Engaged claims that clients come to them with a problem and that they solve it creatively. The Engaged has worked for the business for two and a half years, while the most Disengaged has worked there for nine years.

4.4.2 Analysis of the perceptions of engagement within Case D

In this section, the reflections of the Manager, the most Engaged and Disengaged in relation to their engagement and how the Manager influenced it, will be reported on.

a. Case D's UWES-9 Engagement scores

The average engagement score for the team was 83 percent, and the Manager and the most Engaged team member both had a score of 87 percent. The most Disengaged had a score of 80 percent, which was still a high level of engagement. The scores of all three respondents,

which includes the breakdown for 'Vigor', 'Dedication' and 'Absorption', the average and the range of score, are displayed in Table 29 below (Schaufeli et al., 2002).

Table 29: Percentages of engagement according to Schaufeli et al.'s (2002) UWES–9

Respondent	Overall Percentage	'Vigor' Percentage	'Dedication' Percentage	'Absorption' Percentage	
Manager	87	83	89	89	
Engaged	87	83	94	83	
Disengaged	80	78	78	83	
Team average	83				
Team range	80 to 87				

b. ***Enjoyment and challenges at work***

All three respondents loved their work. The Manager and Disengaged claimed they liked the creativity and that every day was different. The Manager said that she was never bored.

“You are constantly thinking out [of] the box, something new and different every single day. I absolutely love what I do.” Case D Manager - 7:2 (15:15)

The Disengaged also liked the adult interaction. The most Engaged said she tried a few other jobs but loved “making pretty pictures” and was good at designing and photography.

The Manager disliked working long hours and often through the night. All the respondents disliked their stressful challenge of managing and delivering multiple projects to meet deadlines, without timeous information from the client. The Engaged disliked frustrating clients who destroyed her artwork.

“You work long and hard to create and it gets ripped to pieces by clients, whom you don’t always agree but you have to do it. A client is a client and that is how it rolls.” Case D Engaged - 8:4 (25:25)

The Manager's biggest challenge was managing staff, as she was not a natural manager. She stated that although they enjoyed each other and laughed a lot, she battled to address issues and carried the bulk of the workload because she was not able to delegate.

"I am unable to delegate because by nature I am not a manager, I am a doer." Case D Manager - 7:16 (19:19)

c. **Energy and 'Vigor'**

All three respondents had high energy, which correlated with their high scores for 'Vigor' which was 83 percent for the Manager and Engaged, and 78 percent for the Disengaged (Schaufeli et al. (2002). The Disengaged claimed that her energy levels were high: she worked quickly and was not a procrastinator. The Manager described her energy as medium to high: she also worked extremely fast and disliked laziness and inactivity. The Engaged described that she was energetic on most work days.

The Engaged and Disengaged claimed that the Manager impacted on their energy and resilience, while the Manager stated it was created by the team's jovial natures and not her personally. The Disengaged thought it was because they had a good relationship and it was easy to work with her. The Engaged claimed that the Manager made them all laugh and told stories, which released stress and pressure. The Manager added that they laughed about difficult periods of work as well.

"Even when times are tough, I mark it with humour. So we all laugh. I tease them. It's a very, very laughing atmosphere when we're not working like dogs." Case D Manager - 7:194 (179:179)

d. **Absorption, focus and concentration at work**

The three respondents declared that time ran away every day. The Manager stated that although everyone worked hard and was efficient, they only worked from eight to five and she was the only one doing the long hours every day. The Disengaged left to pick up her children from care. The Engaged went to gym at 17:00 and took work home to meet major deadlines, of which the Manager seemed unaware. The Manager felt resentful as she had a small child but acknowledged that she benefited as an owner of the business. She also saw this as an indication of her poor management ability.

"But it is a reflection of my inability to manage correctly and to get them to actually buy into the fact that if you each do an hour extra, I'm doing four hours less a day." Case D Manager - 7:60 (40:40)

The Manager stated that she focussed the team to be more positive, but both the Engaged and Disengaged contradicted her as they believed they focussed themselves. The Disengaged believed the nature of their work made it easy to be engrossed, absorbed and excited, and the most Engaged thought that only juniors needed to be focussed. All of the descriptions above aligned with the UWES-9 'Absorption' score of 83 percent for the Engaged and Disengaged and a slightly higher score of 89 percent for the Manager.

e. ***Dedication and meaning of work***

The Manager claimed she was significant to the businesses' success as she worked the hardest, fastest and was the most creative person in the team, although the others were able to utilise the design programmes better than she was. However, she stated that they were unable to create a client's campaign and action list from a client's brief, although she thereafter assigned the entire design job to a team member from concept to conclusion, where they dealt directly with the client without her interfering unless they requested assistance. She thought that this made them feel significant as well as that she did not micromanage, and praised them for excellent work.

"You would take your job from the beginning, right to the end. The only time I'll interfere is if you ask for help." Case D Manager - 7:46 (36:36)

The Engaged supported the Manager's view and claimed that the Manager trusted her to deliver.

"They trust me enough to do a project from beginning to end and if I need help I can just go them." Case D Engaged - 8:15 (45:45)

The Manager had a score of 89 percent and the Engaged had a score of 94 percent (Schaufeli et al. (2002). The Disengaged stated that her work was no more significant than anyone else's, which correlated with a lower score for 'Dedication' of 78 percent (Schaufeli et al., 2002). However, the Disengaged believed her Manager made her significant by the positive feedback on her work and when they contributed as a team and generated new ideas. Both the Engaged and Disengaged claimed that they contributed to the brainstorming and creative input into the team.

"We're all doing the same thing, not really too many different levels in the company." Case D Disengaged - 9:9 (42:42)

The Disengaged agreed that it was easy to come to work – the people were enjoyable and there was no conflict and no grudges after any disagreements. The Engaged supported her

view and felt that all factors related to the job enabled her engagement. She said she would only leave for much more money.

“It is a great working environment... you don’t always get that, you don’t always get to like everyone.” Case D Engaged - 8:24 (51:51)

f. **Summary of engagement within Case D**

The three respondents were all engaged and loved their work; however, the Manager appeared to be bordering on levels of burnout as she worked long hours, claiming she did not delegate effectively. The Engaged claimed that the Manager had recently stated to her how much she meant to the company, which really motivated her. The Most Disengaged was still highly engaged because she enjoyed the variety, her contributions to the team and business, the humorous environment, and because the Manager made her feel significant and enthusiastic.

4.4.3 Analysis of the perceptions of managerial coaching behaviours within Case D

In this section, the perceptions of the three respondents in relation to their manager’s coaching behaviours will be reported on. The identified managerial coaching behaviours throughout this section, will identified in Appendix XII.

a. **The Ellinger (2003) Perception of managers’ coaching behaviours**

The highest perception of the Manager’s coaching as per the Ellinger et al. (2003) Manager’s Coaching Behaviour instrument was by the Engaged, at 77 percent. The results are presented below in Table 30. The Disengaged person rated the Manager at 61 percent, whereas the Manager rated herself low at 41 percent (Ellinger et al., 2003). There was a difference of 20 percent between the Disengaged and the Manager, and 36 percent between the Manager and the Engaged. Both the Manager and the Disengaged were below the team average of 67 percent.

Table 30: Presentation of the Ellinger et al. (2003) scores

Respondents	Coaching score percentages
Manager	41
Engaged	77
Disengaged	61
Team average	67
Team range	38 to 88

b. ***Learning environment***

The three respondents believed that they worked in a learning environment because they developed through the humorous feedback they gave each other. Everyone shared, questioned and learnt from each other, facilitated by the Manager. The Manager confessed that this included feedback to herself when they teased her about a poor design. The Manager and Engaged confirmed that she sent people on relevant courses.

“When you move into an environment where there’s more than one of you, you are immediately on a learning curve. Me included.” Case D Manager - 7:159 (148:148)

The Disengaged affirmed how the Manager treated people as individuals and gave the impression that she valued everyone’s opinion and was pleased with better ideas than hers. The Manager was a role model to the Engaged as she had grown her skills by observing the Manager’s work.

“We all learn from each other and if I don’t know, I will ask the studio... So, it is a sharing environment in terms of learning.” Case D Engaged - 8:81 (132:132)

c. ***Coach development and breakdown of coaching, leading and managing time***

The Manager had never been trained on coaching or any form of managerial development, which she expressed that she needed. The Manager and Engaged rated the Manager’s coaching time as 40 percent of his time, and the Disengaged rated it as 65 percent of the time.

Therefore, all of the respondents rated that the Manager spent much of her time coaching. The results are presented in Table 31 below.

Table 31: Perception of the percentage of time spent by the Manager

Respondents	Percentage of Time		
	Coaching Percentage	Managing Percentage	Leading Percentage
Manager	40	30	30
Engaged	40	20	40
Disengaged	65	15	20

d. ***Expectations setting and transfer of responsibility***

There was no clarity as to how expectations were set between the three respondents: the Manager stated she was told she had too high expectations and explained that they planned their work in a Monday meeting, though this was outdated by Tuesday due to new client demands. The Engaged expressed uncertainty about any formal expectation-setting process but claimed that the feedback loop system enabled her to appreciate the expectations. The Disengaged credited that she knew the Manager's expectations because she had worked with her for a long time. The Disengaged further stated that there was an expectation that they continuously improved their designs, researched and came up with ideas.

The three respondents all agreed that they were accountable for their own projects or jobs, which meant that clients were called, deadlines met and assistance requested until completion and delivery.

“Once a job’s on your plate, you have to take ownership of that job completely. If there’s a problem, you phone the client... Ask me if you need help.” Case D Manager-7:142 (110:110)

e. ***Feedback, evaluation of performance, reward and recognition***

The Manager said her team normally did excellent work and she gave them immediate one-on-one feedback in an open-plan studio. She was careful not to offend, as creative people are sensitive. However, their clients sometimes gave hard criticism.

“Sometimes even when I’m happy, the client’s not. So they’re getting criticism from both sides... Very, very frustrating... and as a designer, it’s very heart-breaking.”

Case D Manager - 7:167 (154:154)

The Engaged confirmed she had developed from the continuous feedback from the whole studio. The Disengaged appreciated her honest and good relationship with the Manager as feedback came with good intention was constructive, and done in a casual manner through asking and answering questions. This also correlated with how the most Engaged and Disengaged both rated ‘Very Often’ on the Ellinger et al. (2003) instrument, that the Manager provided them with constructive feedback, whereas the Manager rated herself differently with an ‘Often’ score, which are all high scores.

All three respondents confirmed there was ongoing feedback but no formal performance evaluation process. However, the Disengaged stated that they met about every four months to assess that she was happy, while the Engaged said she received overall performance feedback when she received her annual raise, as well as feedback that they were very happy with her work.

“It’s... consistent feedback rather than no feedback on how you have performed.”

Case D Disengaged - 9:58 (152:152)

The Manager quality assured their work before it went to clients. The Manager gave feedback with kindness and made suggestions for improvement, which they were forced to implement. She also asked for their feedback on her work. The Manager claimed that one naturally liked work that one designed, so they possibly viewed her opinion as a hindrance.

“Sometimes I’m just a hindrance... I need to know that what I’m sending out... the right standard of work. Most of the time they hit the nail on the head so it’s really not a problem.” Case D Manager - 7:146 (118:118)

The Manager also claimed that if someone was out of flow, struggled with a job or their suggestions did not work, she exchanged work with one of the design team. She stated that they were generally relieved at this stage. The Engaged member confirmed this, agreeing that it was a relief.

The Manager stated that she praised and recognised people through being honest when they produced excellent work. The Engaged claimed that the Manager often said her work was “awesome”, while the Disengaged stated that praise and positive feedback on her work created her enthusiasm for her work.

“They’ll give you positive feedback on your work... which helps.” Case D Disengaged - 9:14 (62:62)

f. ***Manager as expert resource and creator of new perspectives***

The three respondents all agreed about the deep expertise of the Manager: the Manager reaffirmed that she was very skilled and crucial when they pitched proposals to a client. The expertise level of the Manager made her comfortable coaching people, according to the Disengaged, and was the reason why the Engaged listened to the Manager’s suggestions. They both agreed that the Manager was a resource to them as she was always approachable and had extensive experience. Moreover, the Engaged liked her management style as she was not forceful and was patient with junior staff, although at times she needed to be more assertive.

“I don’t know if I would want her to be more decisive or forceful but in a way I think I like her the way she is, the way she manages”. Case D Engaged - 8:70 (116:116)

In contrast, the Manager was frustrated that people came to her too readily, which interrupted her work. She claimed they were well qualified to complete their work without her input and that they did not have the tenacity to search for things. However, she appreciated and discussed the need for the expansion of their skills as digital advertising increased, and the demand for paper-based material declined.

The Manager also stated that she hardly used questions to create new thinking and perspectives. The Disengaged and Engaged disagreed, however, and said she asked many questions and discussed their work while soliciting the views of the team. Both the Engaged and Disengaged agreed that they were able to discuss any work or personal issues with the Manager. The Manager encouraged them to resolve issues themselves first, asking for her help only if they really needed. She always did this in a light and comical way.

“When we are all struggling, she will make us laugh and that laughter helps release the pressure, it is like a little comic relief and that helps a lot.” Case D Engaged - 8:27 (53:53)

The above descriptions are more positive than their ratings on the Ellinger et al. (2003) instrument item were the ‘Manager encouraged to broaden perspectives by helping to see the

big picture', the Engaged and the Manager only gave a 'half the time' rating, while the Disengaged gave the Manager an 'Often' rating for the same item. The Manager always seems modest in rating herself.

g. **Coaching style**

The Manager stated that she did not coach her team members, that she avoided conflict and was never intentionally malicious, to which the Engaged added that she did not like to cause issues or fights. The Disengaged added that some people might think that she was too informal or relaxed. The Engaged critiqued the Manager as being too passive despite being a well-qualified and excellent art director. However, she claimed that the Manager stood up for herself if she believed that something was wrong.

The Disengaged thought the Manager was a good match for her as she liked to be left alone to do with her work, as the Manager worked well with consistent and productive people. However, she thought the Manager was not a good match for slow people who needed more management and did not meet billing output requirements in their fast-paced industry.

"It is a fast-paced industry, so you have to design within tough deadlines in order to meet the billing requirements. Therefore, energetic and fast-paced people were needed in the team." Case D Disengaged - 9:63 (158:158)

The Engaged and Disengaged described how the Manager's coaching style enabled them to develop on their own; she never checked up on them and, when they needed help, the Manager jumped in. The Most Disengaged described her Manager as enthusiastic, forthcoming and helpful.

"She's very enthusiastic and always forthcoming and helpful... she's a nice person... able to let everyone get on with their stuff... but at the same time, she's helpful and aware." Case D Disengaged - 9:23 (86:86)

The Manager claimed that she was reluctant to tell people what to do and listened. The Disengaged claimed that the Manager was appropriately prescriptive at times. The Engaged described the Manager as empowering because she made many suggestions, adding that she was not reprimanded if she disregarded the Manager's suggestions.

"So, she will say maybe try this and this and this – if I don't think it is a good idea and I don't do it, she doesn't get angry with me. She says okay well that is the decision you made, we'll see what the client says." Case D Engaged - 8:65 (108:108)

The Manager stated that because of her insight into and her ability to identify people's moods and emotions, she asked pertinent questions that no one else asked, and therefore people conversed with her and were often more engaged after their interactions. However, in the section above, she claimed that she did not ask questions to evoke thinking and create new perspectives.

The Manager evaluated her team member's work with broad directions and suggestions rather than harsh and direct input. This allowed them the opportunity to rework in a way that they preferred. The Engaged appreciated that the Manager never held back if she knew the answer to her challenges, as the Manager knew the clients' requirements better than she did. The Disengaged supported the Engaged's view and appreciated the Manager's advice, and honesty often resulted in better work.

"She is always trying to push you to do better work and she always gives good advice on how to improve... She's always quite honest... she won't sit on the fence." Case D Disengaged - 9:36 (108:108)

She added that the Manager asked questions as to why one designed work in a certain way and gave feedback when something had not worked, which allowed her to then rework.

The Manager acknowledged that she was good at developing people. She gave an example where she identified one person's photography talent and passion, and this person was now responsible for all the photography in the business. She gave another example where she expanded the role of a person who came up with a fantastic idea for the client. The coaching behaviour of identifying a team member's strengths was shown in these two examples.

h. ***Influence of trust and relationship on coaching***

They all claimed to have good relationships with the Manager and the team. The Manager appeared to have a good relationship with her team members, although she felt comfortable to hold people accountable if they had slower outputs. The three respondents had different reasons as to why there was mutual trust and respect at work: the Engaged believed it was because she worked autonomously; the Disengaged felt it was because she had worked with the Manager for a long time and because the Manager was always willing to learn despite her expertise. The Manager claimed it was because she was honest all of the time, gave feedback positively, spoke with respect, and created a light and humorous work environment. Their well-developed trust and good relationships enabled constant feedback, which is vital for coaching.

i. ***Summary of managerial coaching behaviours within Case D***

The Manager thought that she was not a good coach, manager or delegator and gave herself a very low rating in the Ellinger et al. (2003) instrument. However, both the Engaged and Disengaged person identified many coaching behaviours of the Manager, although the Manager had never developed her coaching or leadership skills. The Manager was an emotionally and socially aware person who was committed to the development of her people and work environment, and built trusting relationships. Although she gave ongoing feedback in an open-plan office, it was seen positively because it was timeous, while the whole team contributed to suggestions and ideas with humour. The fact that they were responsible for their projects from beginning to end enabled their accountability for delivery of their work. The team used humour to give feedback to each other and they all had jovial relationships, which made it a pleasant place to work.

4.4.4 *The influence of the manager's coaching behaviours on engagement*

In this section, the influence of the managerial coaching behaviours on engagement will be reported on for this case. The comparison of the UWES-9 engagement percentage with the Ellinger et al. (2003) Manager's coaching behaviours scores for each respondent are presented below in Table 32 for Case D.

Table 32: Presentation of the UWES-9 and the Ellinger et al. (2003) scores

Respondents	UWES-9 score Percentages	Coaching Percentages score
Manager	83	41
Engaged	93	80
Disengaged	76	50

The most Engaged's UWES-9 engagement score was 93 percent. With a 10 percent difference, the Manager had a score of 83 percent, while the Disengaged had a score of 76 percent (Schaufeli et al., 2006). There was hardly any noticeable difference in the engagement between the Engaged and Disengaged in the interview as all the respondents loved the casual work environment. The Manager developed an atmosphere in which the team gave perpetual

and immediate feedback in a light-hearted manner. The Manager acknowledged that she was key to the studio's success, yet she was at her limit before she burnt out.

The Manager claimed that she was a poor manager of people and rated her coaching behaviours the lowest in the team, at 41 percent in the Ellinger et al. (2003) online survey. She did not think that she created energy in her people. The Disengaged and Engaged contradicted her, however, and gave examples of how she created energy, resilience and meaning. There was hardly any difference in the identification of coaching behaviours for the Engaged and Disengaged, except in the Ellinger et al. (2003) instrument where the Disengaged rated the Manager's coaching 30 percent lower than the Engaged team member. The Engaged person rated the Manager's coaching behaviours at 80 percent, while the Disengaged rated her coaching low, at 50 percent (Ellinger et al., 2003). The Disengaged claimed that the Manager's praise and positive feedback created enthusiasm and impacted on her energy and resilience because of their easy relationship, and that the Manager made her feel significant when they all brainstormed and generated creative ideas as a team. The Manager had also accommodated her personal circumstances when needed.

"She's open and she's fun and you know, you don't ever walk into the office and get a long face and even if she's having a crap day, she's always polite to you and she's always... you know, she's always willing to help you even if she's hectic."

Case D Disengaged - 9:66 (162:162)

The Engaged believed that the way that the Manager swapped their work if they were out of flow on a particular project and praised the Engaged on how much she meant to the business made her feel significant and enthusiastic, and created meaning.

All the three respondents were positively engaged and could identify how the Manager's coaching behaviours were aligned to their engagement.

4.4.5 Conclusion of Case D

The studio where the respondents worked was a delightful, humorous open-plan environment with constant feedback and learning created by the Manager who thought that she did not coach her people. The Manager displayed many coaching behaviours which were identified by herself, the Engaged and most Disengaged, even though she had never been on any training.

In the next section, the last case, Case E, will be presented and analysed.

4.5 Case E

This section will present the findings and the analysis of Case E.

4.5.1 Introduction to Case E

Case E South Africa is wholly owned by Case E Company in Germany, the largest independent specialist lubricants manufacturer in the world. They supply the automotive, mining and industrial sectors. They have a state-of-the-art manufacturing plant which is ISO accredited, and are continually expanding their lubrication range to meet the fluid needs of their clients. Case E Germany is a strong, family-owned business which is values-driven, with the espoused values being trust, value creation, integrity, and respect.

The Case E team was the production team, comprising the Operational Director, who was also a member of the executive team, and four team members who were managers and supervisors. The Manager had worked for 32 years in his industry; eight of which at Case E. He claimed that he had worked his way up through the ranks, starting from when he cleaned drains. The most Engaged was a manager who received and controlled raw materials, base oils and packaging used inside the plant. He had worked at Case E for 19 years, also having progressed his way up the ranks. He managed a team of eight people. The Engaged battled to understand and answer the questions succinctly. The most Disengaged was the factory manager, who moved from another site three weeks prior and was in charge of the people, production, raw materials, packaging, and all activities in the factory. He had worked for Case E for 2.5 years and was previously part of an organisation that was acquired by Case E. He also reported to the Manager at the previous site. He spoke rapidly and was the only member of the team with a tertiary education.

4.5.2 Analysis of the perceptions of engagement within Case E

In this section, the reflections of the Manager, the most Engaged and Disengaged in relation to their engagement and how the Manager's coaching behaviours influenced their engagement will be reported on.

a. Case E's UWES-9 engagement scores

The overall engagement in the team was high, with an average score of 92 percent, with the Manager's engagement score being 94 percent. Two people rated their engagement at 100 percent (Schaufeli et al., 2002). The team member with the highest score according to the Ellinger et al. (2003) Coaching Behaviour instrument was interviewed as the most Engaged.

The most Disengaged had an engagement score of 74 percent, which was 20 percent lower than the Manager. The scores, which include the breakdown of 'Vigor', 'Dedication' and 'Absorption', of all three respondents are displayed in Table 33 below.

Table 33: Case E percentages of engagement according to Schaufeli et al.'s (2002) UWES-9

Respondents	Overall Percentage	'Vigor' percentage	'Dedication' percentage	'Absorption' percentage
Manager	94	94	94	94
Engaged	100	100	100	100
Disengaged	74	72	72	78
Team average	92			
Team range	74 to 100			

b. ***Enjoyment and challenges at work***

All three respondents loved their work: the Manager loved coaching and working with people; the Engaged enjoyed the challenging stock counts; and the Disengaged enjoyed the respect, honour, title and absence of physical work as Factory Manager.

"I am respected for being factory manager... I don't physically have to do anything, I monitor and I assess and I make judgement calls." Case E Disengaged - 16:2 (59:59)

All three respondents disliked aspects of their work: the Engaged disliked shortages and unbalanced stock; the Disengaged disliked the culture of the multi-national corporation: everyone was too busy for him, and his new team was so effective that they would not miss him if he was not there.

"Nobody has time for you... and that's something new to me." Case E Disengaged - 16:12 (74:74)

The Manager disliked challenges with the support structures such as the laboratory, procurement and finance, who were key for his team's success. The Manager often solved the Engaged's challenges, for example, when he organised faster pumps. The Disengaged's challenge was that his new expanded role managed a team who better understood their roles than he did, and he needed to build his reputation and win people over.

c. ***Energy and 'Vigor'***

All three respondents claimed that their energy was high, which was in relation to their high UWES-9 assessment scores for 'Vigor'. The Engaged claimed that his energy levels never fluctuated during the day. The Disengaged and Manager attributed their high energy to the fact that they moved around. The Disengaged complained that he spent 12 hours away from home. The Manager added that he managed people at three different sites and only got tired when he went home.

"By walking around, you tend to hear passage talk, gripes; you tend to get a feel of what is really happening." Case E Manager - 15:17 (66:66)

The Engaged and Disengaged had very different views of how and whether the Manager created energy and mental resilience: the Engaged claimed his energy increased when the Manager supported and encouraged him, while the Disengaged claimed that the Manager, as a Director in the business, had limited time for him, which decreased his energy. The Manager stated that he created mental resilience in his team when he showed them an overall perspective of the interdependence between all the departments.

d. ***Absorption, focus and concentration at work***

All three respondents claimed that they were fully absorbed at work, which was in line with their high 'Absorption' score on the UWES-9. The Manager explained that his mind focussed on many aspects of his work at the same time and that his team was absorbed because they produced orders on demand, which often changed rapidly.

"This was our plan for today; we need to change the plan... to have the product available at a certain time." Case E Manager - 15:60 (141:141)

The Engaged claimed that he was busy all the time and that the Manager created focus at their Tuesday meetings where he guided, assisted, identified team and individual performance issues, and highlighted needed improvements.

"My manager is behind me, supporting me in everything." Case E Engaged - 13:19 (116:116)

The Disengaged contradicted the other two's views: even though he was too busy to even eat or drink, he said that his Manager never focussed him on any issues and was so distracted when he spoke to the Disengaged. The Disengaged thought that this was the way of management in international companies.

"They probably don't have the time... it's just work, work, work... So maybe that's the world of these big companies, it's not what I'm used to." Case E Disengaged - 16:32 (102:102)

e. ***Dedication and meaning of work***

All three respondents were dedicated and felt significant, although the Disengaged was uncertain about his significance. The Manager felt significant because he was able to double the production output in the plant. The Engaged believed his work had meaning, purpose, and significantly contributed because of his custody of large value products.

"My work contributes a lot because I'm looking after a big value product." Case E Engaged - 13:7 (76:77)

They all acknowledged that the Manager played some part in making them feel significant and dedicated. The Manager claimed that he praised them when they excelled, and reassured and motivated them when they were unfairly blamed from outside their team. The most Engaged claimed that the Manager was a role model; encouraged them to come up with ideas and to work independently. However, the Disengaged said that although the Manager tried to make him feel significant, he was all about facts and figures and the Disengaged needed more of a relationship with him.

f. ***Summary of engagement within Case E***

All three respondents claimed to love their work and their challenges. However, the Disengaged was grappling with the challenges of a new role where he managed people more competent than he was, perceived that his Manager had no time for him, and wanted to develop a personal relationship. The Disengaged claimed that he was engaged and wanted the new role although he felt like an outsider. They all claimed to have high energy and were totally absorbed at work, yet the Disengaged resented the long hours. They also all felt that their roles were significant and had strong meaning and purpose, yet the Disengaged was a little uncertain, despite the Manager trying to make him feel significant. The Engaged was furthermore extremely engaged and was supported and encouraged by his Manager.

4.5.3 Analysis of the perceptions of managerial coaching behaviours within Case E

In this section, the reflections of the three respondents in relation to their perceptions of the Manager's coaching behaviours will be reported on. The identified managerial coaching behaviours throughout this section will be listed in Appendix XII.

a. The Ellinger (2003) Manager's Coaching behaviours scores

The highest perception of the Manager's coaching as per the Ellinger et al. (2003) Manager's Coaching Behaviour instrument was the Engaged person, who rated the Manager at 100 percent, whereas the Manager rated himself lower at 73 percent, and the Disengaged rated the Manager's coaching lower still, at 59 percent. This is depicted in Table 34 below. There was a 14 percent difference between the Disengaged's perception of coaching and the Manager's. There was also a larger 41 percent difference between the Disengaged and the Engaged. The team average score was 83 percent (Ellinger et al., 2003).

Table 34: Presentation of the Ellinger et al. (2003) scores

Respondents	Coaching score percentages
Manager	73
Engaged	100
Disengaged	59
Team average	83
Team range	59 to 100

b. Learning environment

The Manager claimed that he created a learning environment because he acknowledged that learning was different for people and he encouraged his people to learn from everyone else. He was restrained by budgets when he wanted to implement training sessions, and felt that the company did training for the purposes of training scorecards.

“Learning can be different... Very seldom you get a manager looking downstream for help, they look upstream for help. Put your pride aside, learn from him.” Case E Manager - 15:174 (273:273)

The Engaged trusted the expert knowledge of the Manager and hoped he would learn and grow into another role if he stayed close to the Manager. However, the Disengaged claimed he learnt more from his staff in the factory than from the Manager, which was exactly what the Manager wanted.

c. ***Coach development and breakdown of coaching, leading and managing time***

It appeared that the Manager had not been on any leadership or coach development. The most Disengaged rated the Manager’s coaching as 20 percent, the Manager allocated 33.3 percent, and the Engaged allocated 40 percent of his time to coaching. The rest of the results are presented in Table 35 below.

Table 35: Perception of percentage of Manager’s coach, lead and manage time

Respondent	Percentage of Time		
	Coaching	Managing	Leading
Manager	33.3	33.3	33.3
Engaged	40	30	30
Disengaged	20	40	40

d. ***Expectations setting and transfer of responsibility***

All three respondents claimed that expectations were set: the Manager stated he used his Tuesday production meeting, which people beyond production attended, to set expectations where they covered all aspects of production. He added that his daily production team meeting used a similar format. The Engaged confirmed that the Manager set goals and timeframes all the time, which he was given total responsibility to deliver, while the Disengaged admitted that the Manager clarified his overall expectations before he moved to this plant.

The Manager indicated that his team members were not at the accountability and responsibility level required, as he had inherited people who were nice but not necessarily competent. He

explained that he thought for people at times because if he allowed them to think for themselves, they had the worst possible outcome.

“So, at times I have to think for people as well. But I allow them to think for themselves, that is the worst case scenario.” Case E Manager - 15:169 (267:267)

e. ***Feedback, evaluation of performance, reward and recognition***

The Manager claimed that he was consistent and tried to be balanced in his feedback as he had a tendency to be direct, stern and harsh. He gave feedback in meetings so they could all learn from each other's mistakes as they were so dependent on each other. He claimed that many positives came out of the meetings.

“I like to do it with my team so that the other members can learn from their colleagues' mistakes.” Case E Manager - 15:34 (89:89)

There was a relationship between the Manager's claims above and his rating of 'Very Often' on the Ellinger et al. (2003) instrument, that the Manager provided constructive feedback. The Engaged claimed to value the Manager's feedback as it identified where he needed to improve, which was in alignment with his rating of 'Almost Always' on the Ellinger et al. (2003) instrument on the same item.

“He tells me when I slip, he sits with me and says... that's what I like too, because when you slip you need to know where you can improve.” Case E Engaged - 13:10 (88:88)

The Disengaged had a more negative perception of the Manager's feedback as he felt reprimanded or “rapped over the knuckles” if he did not come up with the answers that the Manager wanted. The Manager gave him feedback in the daily meetings in front of the other team members or if he went directly to the Manager. The Disengaged claimed that feedback was given in a very straight and autocratic manner, and he would have preferred it to be in a more subtle way. This aligned with his moderate rating that the Manager 'Often' provided constructive feedback on the Ellinger et al. (2003) instrument.

“Very straight to the point, very direct and I have to learn to live with that.” Case E Disengaged - 16:65 (202:203)

All the three respondents agreed that there were no formal performance reviews, but the two team member respondents always knew how they were doing. The Disengaged said this was through his interactions with the Manager. The Engaged also claimed he knew that the Manager valued him highly and told him when he did well. The Manager claimed he checked on them daily despite this.

The Manager and the Engaged mentioned how a 'braai' was held as a token of appreciation for people who did well or excelled. The Manager did not appear to have his own budget for recognition and rewards and if he did, said he would customise rewards for each person.

“Okay, it is good to make noise when people are wrong. It is also good to make noise when people are right as well.” Case E Manager - 15:53 (137:137)

However, the Engaged described how the uninvited to the 'braai' felt left out and complained as they thought that they also had performed. This is indicative of the absence of formal performance feedback. Importantly, the Disengaged said that the Manager made him feel significant when he praised him.

f. ***Manager as expert resource and creator of new perspectives***

In the Ellinger et al. (2003) instrument, the Engaged gave the Manager the highest 'Almost Always' rating in the item that the Manager encouraged him to broaden his perspective by helping him to see the big picture, which was the same rating the Manager gave himself. However, the most Disengaged gave the Manager an 'Often' rating for the same item. The relationships to these scores are aligned to the descriptions below.

The Manager believed that he was a well-positioned resource to develop people because of his years of experience, vast industry training and good communication skills. However, he felt that he vacillated between being a frustrating mindset challenging resource versus being respected and leant on by others. He claimed he restructured their thinking when he highlighted problems and proposed solutions to enhance productivity. The Engaged added that the Manager was approachable. In contrast, the most Disengaged was unsure if the Manager was really a resource to him as he rather sourced information and problem solved with other people to avoid the Manager's strong and unapproachable manner. However, the Manager claimed that he aspired to be firm yet fair. Apart from using the Tuesday meetings to solve problems, the Manager claimed he problem solved when he walked the production sites consistently as he was usually under pressure by Sales to ensure their orders were delivered.

Both the Manager and the Engaged agreed that the Manager asked questions to create different perspectives. The Manager also claimed that he used questions to discover the facts to not rely only on his assumptions. He then tried to make them think creatively.

“So, at times I have to force them to go the extra mile to think out of the box and it does work.” Case E Manager - 15:133 (233:233)

In contradiction, the most Disengaged claimed that the Manager had not created the opportunity for him to think differently.

g. **Coaching style**

The Engaged and the Disengaged had opposing views of how prescriptive the Manager was: the Engaged claimed that because the Manager trusted him, he was not prescriptive, gave guidelines and the responsibility to do the work. However, the Engaged added that if something was urgent, the Manager could be prescriptive. The Disengaged was intimidated as he was new in the role, and the Manager never provided the answers but just stated what he wanted and then left. He added that even though this allowed him to develop himself, he would have liked more coaching.

“He says what he wants and then he leaves, so it does allow me to develop my own self, my own style, so yes, I would have wanted a bit more coaching than it is NOW.” Case E Disengaged - 16:56 (169:174)

The Manager thought he was a fairly good coach and loved to share all his experience and knowledge but was harsh if a person did not perform on a task on which they were trained. He claimed he had transformed people that others had written off. He added that his supervisors lacked people skills, but through his coaching were now performing well. The Manager asserted that he knew all the strengths and weaknesses of his people and he differentiated how he treated them. He believed there were limits on people's ability; however, he liked to push them to that limit. In order to make people more results driven, he claimed to challenge their mindsets and guided their skills development. He believed in being positive and that his success was tied to his team's success.

The Manager and the Disengaged had different views of the current situation of the Disengaged. The Manager claimed that the Disengaged was a bright graduate who was not performing as he battled to manage people, make decisions and comprehend ideas. The Manager thought that he spent a lot of time with the Disengaged and would make him successful by praising, providing needed feedback, asking task-related questions, and giving him ideas and solutions to expose him to the bigger operation. He acknowledged that the Disengaged also managed a knowledgeable but undermining person.

“He battles to manage people, he battles to comprehend and attach ideas or make a quick decision, he battles. So I am giving it my best and I am being hard.” Case E Manager - 15:101 (201:201)

However, the Disengaged differed from the Manager in that he thought his new team accepted his responsibility and authority. The Disengaged also wanted the Manager to be less autocratic even though he excused it as the Manager was an expert in their industry and had a strong personality.

"I would love him to be less autocratic, he seems to be an expert in his field and he's a strong personality... I prefer engaging and talking." Case E Disengaged - 16:74 (229:231)

The Engaged struggled to describe his Manager's coaching behaviours but claimed that the Manager taught him to be a good manager. The Engaged felt supported by the Manager when one of his team members laid a grievance against him; yet in private the Manager coached him on how he should have handled the situation.

The Manager resented management meetings, which took him away from time with his staff. He reflected on his day at home and admitted that he apologised at times to people when he was wrong.

h. ***Influence of trust and relationship on coaching***

The Manager and the Engaged had a trusting relationship, according to the Disengaged, but the Disengaged and the Manager had not yet developed that kind of relationship. Both the Engaged and Disengaged were in awe of the expertise of the Manager. The Manager complained about the competence levels of his managers and production team, while the Engaged desired to better himself by using the Manager, who was a good person, as a role model. The Manager claimed that he built up mutual trust, respect and relationships through his ability to communicate at all levels, which enabled others to understand what he valued and for him to know other people as well.

"If you communicate properly with the people you will build that trust." Case E Manager - 15:176 (279:279)

The Engaged was convinced that the Manager trusted him because the Manager saw his high level of commitment. His only critique of the Manager was that he found it difficult to trust easily again, if a person failed.

"To criticise on that side, if you slip somewhere, he takes time to gain confidence [with] this person... that's where his weakness is." Case E Engaged - 13:55 (255:259)

The Disengaged explained that in his old role, he saw the Manager every week for an hour and a half even though the Manager was distracted in that time, but this had not happened since his move. He claimed not to have a relationship with him and hoped that with time it would improve, as he wanted to sit in someone's office to talk. It appeared that the Manager did not have time for this kind of action because of his responsibilities at different levels.

"We don't have much of an interaction or relationship. I guess maybe with time it will improve." Case E Disengaged - 16:23 (92:92)

i. ***Summary of managerial coaching behaviours within Case E***

The Manager at Case E was viewed as experienced and an expert in his field by the Engaged, the Disengaged and himself. Despite the Manager claiming he was a good coach, and the intention and his desire to develop people, his range of coaching skills seemed limited. He was unable to moderate his coaching style, although he claimed people are different and required a differentiated approach. When the Most Disengaged changed roles and moved sites, he needed more time and a different type of coaching from the Manager as well as more of a personal relationship. The Most Engaged revered the expertise and experience of the Manager and offered little critique of the Manager's coaching. He saw the Manager as a role model from whom he could learn and grow.

4.5.4 *The influence of managers' coaching behaviours on employee engagement*

In this section, the influence of the managerial coaching behaviours on engagement will be reported on for this case. The comparison of the UWES-9 engagement percentage with the Ellinger et al. (2003) Manager's coaching behaviours scores for each respondent are presented below in Table 36.

Table 36: Presentation of the UWES-9 and the Ellinger et al. (2003) scores

Respondents	UWES-9 score percentages	Coaching percentages score
Manager	94	73
Engaged	100	100
Disengaged	74	59

Although the Disengaged had more than a 20 percent difference in his Engagement score between the Manager and the Engaged, 74 percent was not a low score (Schaufeli et al., 2006). The three respondents all believed that they were highly energetic and engaged and made a significant and meaningful contribution because they impacted positively on the organisation. The Engaged claimed that the Manager saw that he was already committed, which in turn created his own engagement. The Engaged had a positive view of the Manager's role in creating his engagement because of the Manager's support, guidance and encouragement. However, in the Ellinger et al. (2003) instrument, there was over a 41 percent

score differential between the Engaged and the Disengaged, which meant that the Disengaged had a lower perception of the Manager's coaching behaviours than the Engaged. The Disengaged was recently promoted to a role which was a challenge and he appeared to not be adjusting to all the changes, although he claimed he was excited and engaged in the role. The Manager never gave the Disengaged the support or time that he needed. The Disengaged, however, wanted more of a personal relationship with the Manager and needed more relevant coaching. The Disengaged stated that the lack of coaching by the Manager made him disengaged.

The Manager believed that he influenced the engagement of people through his coaching and claimed to see the results of turning people around. He also added that he recently reduced his headcount because he coached his existing people to produce more. The Manager used meetings to manage and coach his team because this enabled an understanding of the interdependencies of the business within his limited time.

"And I think I am a fairly good coach because I have seen results, people that were written off, I have turned them around." Case E Manager - 15:82 (175:175)

4.5.5 Conclusion of Case E

The Manager was an expert in his field with a vast amount of industry knowledge. He was passionate about developing people; however, he has never been trained in coaching and lacked the full range of managerial coaching behaviours. He was also pressed for time, which influenced the Disengaged's full engagement as he needed more coaching in his new role. The Engaged was in awe of the expertise of the Manager and looked up to him as a role model, and was hence fully engaged. Therefore, in this case, it was evident that perception of the Manager's coaching behaviours influenced the engagement of the most Engaged, while the perception of the lack of the Manager's coaching behaviours influenced the Disengaged to be more disengaged than his team members.

4.6 Within case analysis conclusion

In the section above, the five cases' descriptions were introduced, the perceptions of engagement were presented and analysed for the Manager, the most Engaged and Disengaged, following which the perceptions of each Manager's coaching behaviour were reported on. Finally, the influence of the managerial coaching behaviours on engagement was presented before the cases were concluded.

The managers had a variety of levels of managerial coaching behaviours, which resulted or did not result in engagement. In the next chapter, Chapter 5, the cross-case analysis will be presented under themes.

CHAPTER 5. CROSS-CASE ANALYSIS

This chapter presents a discussion of the cross-case analysis of the five cases which are discussed under themes as identified in Chapter 4 where the cases were presented. These themes, which identify pattern matching, explanations, similarities, differences or synthesis between the cases, will also be positioned within the context of the literature described in Chapter 2. Each theme will be concluded. Each of the themes contribute towards the conclusion of answering the research questions. The two research questions are:

Research question 1: How do Managers perceive the influence of their coaching behaviours on employee engagement?

Research question 2: How do engaged and disengaged employees perceive the influence of their Manager's coaching behaviours on their engagement?

5.1 Theme 1: Engaged employees have a higher perception of their manager's coaching behaviours than disengaged colleagues.

5.1.1 *Manifestation of theme in the data*

Engaged employees had a higher perception of their manager's coaching behaviours as per the results of the Ellinger et al. (2003) instrument, as shown in Figure 14 (Schaufeli et al., 2002). The difference between the scores of the Ellinger et al. (2003) Managerial coaching behaviours instrument of the Engaged and Disengaged ranged from 16 percent in Case D, to 41 percent in Case B. This is displayed in the Figure 14 overleaf on page 134, which shows the comparison between the engagement levels and the perceptions of their Manager's coaching, between the Engaged and the Disengaged.

It appeared that if a person was engaged, they rated their Manager's coaching behaviours high, though it could be conversely argued that the person was engaged as a result of their Manager's coaching behaviours. The Engaged respondents corroborated with this finding, as the Case A Engaged confirmed that the Manager displayed the highest level of coaching skills; the Case B Engaged felt totally supported by the ongoing coaching by her Manager; Case C Engaged claimed he grew through ongoing intellectual debates and information sharing with his Manager; Case D Engaged's Manager created a great working environment and facilitated feedback so their work was the best that they could produce; and, in Case E Engaged felt supported and had grown because of his Manager. This was in comparison to Case A Disengaged, who claimed that when she was disengaged, she perceived her manager to be

prescriptive and controlling; Case B Disengaged, who claimed his Manager hardly ever coached him; Case C, who also thought her Manager never focussed on her; Case D Disengaged was fairly engaged and there was not a huge difference between her engagement score and the Case D Engaged's score; and, Case E Disengaged did not perceive that his Manager coached him at all. This was also evident in the difference in the numbers of managerial behaviours identified between the engaged and disengaged across the cases, as shown in Appendix XII, where the Engaged identified a higher number of coaching behaviours than the Disengaged in this study.

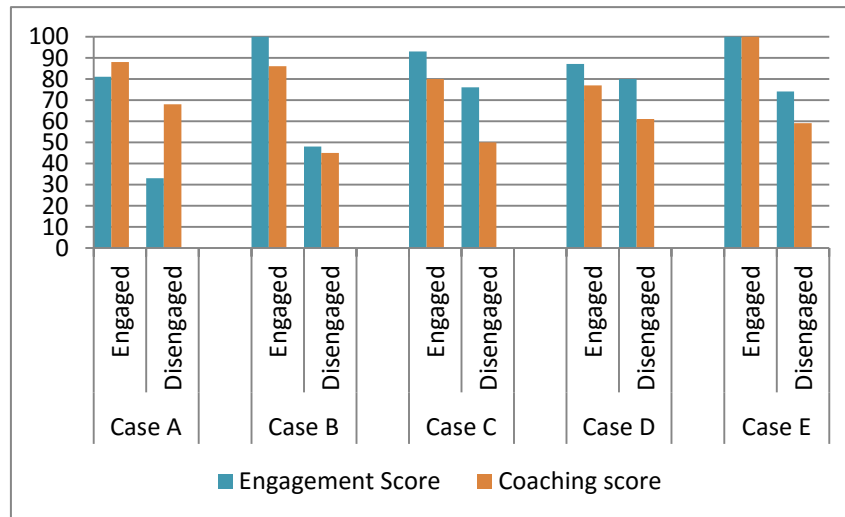


Figure 14: Comparison of the Engaged and Disengaged engagement and Perception of Coaching scores for Case

5.1.2 Comparison to the literature

Crabb (2011) identified that work-based coaching between a manager and their reports could enable their engagement through focussing on their strengths, aligning their work to their purpose and enabling their people to manage their emotional state. This research did not evaluate or prove the impact of manager's coaching behaviours but presupposed the impact of coaching behaviours on engagement. Numerous other studies highlight that engagement is impacted by supervisory support, transformational leadership, and management practices (Christian et al., 2011; Harter et al., 2009; Menguc et al., 2013; Soieb et al., 2013). Yet, only the study by Xanthopoulou et al. (2009) proved a relationship between managerial coaching and engagement.

5.1.3 Conclusion

Existing literature considered antecedents of engagement and covered leadership and supervisory support (Saks, 2006), but the studies were not directed at the impact on engagement by managerial coaching behaviours. Therefore, this research has identified the relationship between the perception and existence of coaching behaviours and the engagement of people. Engaged people within each of the case study triads positively perceived the overall impact of the coaching behaviours of their managers. For example, the Engaged of Case A, B, C, D and E all viewed a higher number of coaching behaviours of the managers and described how their managers' coaching positively impacted on their purpose, meaning of work, dedication, and energy. Most of the Disengaged people in the cases experienced an absence of or an insufficient amount of positive coaching behaviour by their managers. The Disengaged of Cases B, C and E experienced an absence of coaching and presence from their managers, which decreased their energy and resilience. However, it can be debated whether the Engaged or Disengaged rated their Manager's coaching behaviours positively or negatively respectively because of the actual coaching behaviours, or lack thereof, or whether it was because their level of engagement influenced their perception of the manager's coaching behaviours.

5.2 Theme 2: All the Managers were highly engaged, yet they varied in how they perceived their own coaching behaviours.

5.2.1 Manifestation of theme in the data

All the managers were highly engaged, with the engagement scores ranging from 81 to 94 percent, with an average score of 87 percent for all five cases. Case A and Case C rated their coaching behaviour both at a very high 82 percent and were the only two cases that were higher than their entire team's average. With regards to the perceptions of managerial coaching in the other three cases: the Managers rated their coaching lower than the averages of their team ratings. Case E rated his coaching behaviour at 73 percent, whereas his team average rated him at 83 percent. The Case E Manager had never been trained in coaching skills or behaviours. The Case B and D Managers rated their own coaching very low at 38 percent for Case B, and 41 percent for Case D, which was much lower than the average of their team's scores, which were 61 and 64 percent respectively. Case B and C both responded in the interview that they had never been trained on coaching skills and therefore were poor coaches, however, the Case C Manager thought that he was a better coach than he was. These scores are depicted in Table 37 and displayed graphically in Figure 15 below.

Table 37: Comparison of the Managers' engagement and perception of coaching scores with their team's average perception of their coaching behaviours

Case	Respondent	Engagement Percentage	Coaching score	Team average coaching score
Case A	Manager	81	82	80
Case B	Manager	94	38	61
Case C	Manager	83	82	67
Case D	Manager	87	41	64
Case E	Manager	94	73	83

Only the Case A Manager had spent years developing himself and his coaching behaviours, which was evident in the way that he coached his people. All the other case managers admitted that they had not developed their coaching skills. Case C claimed to have learnt from a previous leader but did not believe that he needed to coach his high-performing executive team, as he possibly conceived managerial coaching as a skills and performance orientation instead of a strategic imperative. Case E was also unskilled in his coaching, although he had every intention to develop his staff and did not think that he had poor skills.

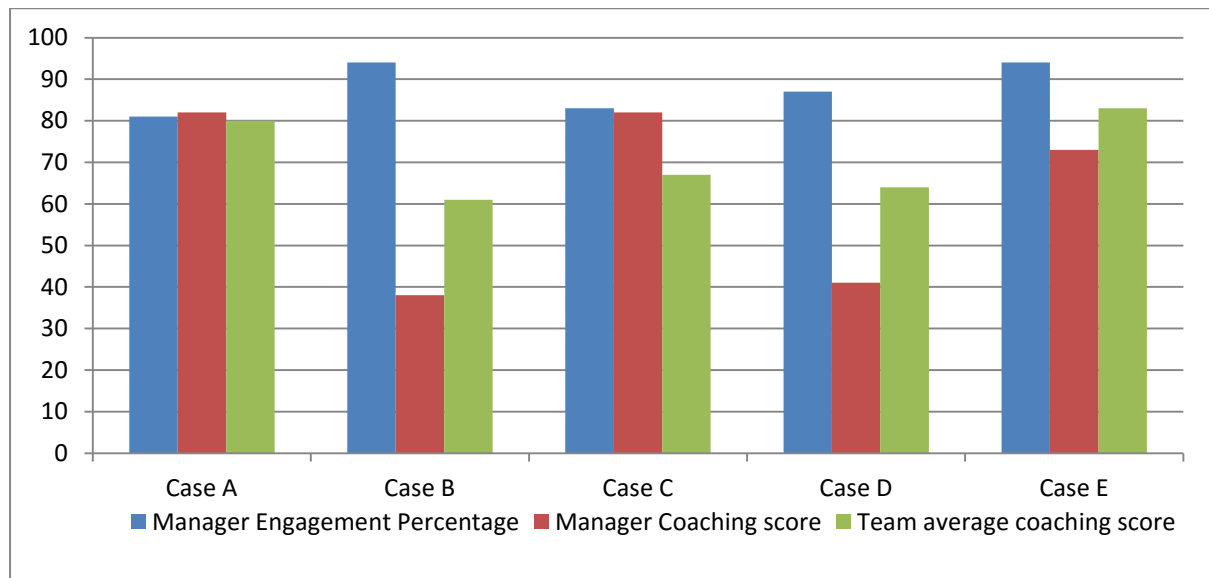


Figure 15: Graphic comparison of the Managers' engagement and Perception of Coaching scores as well as their team's average perception of their coaching behaviours

5.2.2 Comparison to the literature

A study conducted by Ellinger et al. (2003) identified that the supervisors rated themselves significantly higher than their employees' rating of their coaching behaviours. This was not the situation in these five cases, where only Case C Manager rated himself significantly higher than his team's average, and only the Case A Manager's own rating was insignificantly higher. The Managers of Cases B, D, and E rated their coaching behaviours significantly lower than their team's average. The Ellinger et al. (2003) study identified a limitation of the study: the degree to which the manager-coaches had received training on coaching, among other factors, which was also a factor in these five cases. Evers et al. (2006) assessed the impact of managerial coaching effectiveness through comparing two groups: one group received no coaching skills development and were proven to be less effective than the other group who had received relevant training. The Case A Manager, whose coaching behaviours had been well developed, had the smallest margin between his score and his team's average, whereas in the remaining four cases, the difference in scores between the Manager's perception of their coaching and their team's perception was significant.

5.2.3 Conclusion

The findings of this study contradicted the research of Ellinger et al. (2003), as not all the Managers rated themselves significantly higher than their team members. A limitation in the Ellinger et al. (2003) study was the degree to which the managers had been trained. The

Managers of cases B, C, D, and E had little manager as coach training or development. The Case A Manager, who had well-developed managerial skills and coaching behaviours, had the smallest difference between his own rating and that of his team members. Therefore, it is important that managers are well trained on their coaching skills. In addition, these differences could be as a result of the managers not having a deep understanding and appreciation for what managerial coaching really is, and the fact that they are making an impact on their team without consciously applying learnt coaching behaviours. This study also supports the importance of developing managers' coaching behaviours (Evers et al., 2006).

5.3 Theme 3: Relationships and presence influenced perceptions of the manager's coaching behaviours, and in turn engagement.

5.3.1 Manifestation of theme in the data

Relationships and presence of the manager influenced all the cases, albeit in different ways. The three positive relationships were in Case A, B and D. In Case A, the Engaged identified that his humorous two-way collaborative trusting relationship with his manager was "integrated" as it touched the essence of him. The previously Disengaged in Case A described her poor relationship with her manager, which they both looked back at with humour, when she thought he was controlling and prescriptive, and how their relationship improved through his coaching. The Case A Manager was distracted from the core purpose of his work because of the time that it took to rationalise the impact of their team's work to the unsupportive executives, to which the Case A Engaged critiqued that the Case A Manager never gave him enough focussed time and career coaching, at times never listened, paid him full attention, and repeated questions. Case B Engaged and Disengaged both claimed a good relationship with the Manager and appreciated her time constraints: the Engaged said that it is "*the working relationship is... what motivates me most*" Case B Engaged - 18:24 (77:77), as the Manager communicated daily, informally coached and guided her all the time. However, the Disengaged only recently saw the value of the Manager's coaching, though he did not always trust the Manager because of project issues and her time constraints. In Case D, the Manager connected with both the Engaged and Disengaged on a personal level and she gave them perpetual feedback, guidance and input. The Case D Manager sacrificed the completion of her own work and worked long hours in order to focus on her team.

Contrary to the cases above, the Case C Disengaged stated that her relationship was at an all-time low with the Manager and she perceived that he hardly ever coached her, he was distracted in meetings and inattentive to her and her division as she was a high performer. Case C Engaged was satisfied with their relationship and identified that the Manager coached

him by ongoing information sharing and debates and was able to “*just have a quick chat*” Case C Engaged 12:12 (125:125) with his manager, anywhere and anytime of the day even though he was busy. However, both the Engaged and Disengaged restrained themselves because of the Case C Manager’s limited time. The Case E Disengaged wanted more of a personal relationship with the Manager and claimed that the Manager did not coach him adequately because of limited availability, which decreased his energy and engagement. Conversely, the Engaged was content with his relationship with the Manager and viewed his Manager’s coaching positively.

5.3.2 Comparison to the literature

Hargrove (1995, p. 1) defines managerial coaching as “giving them the gift of your presence”, while Ellinger et al. (2008a, p. 248) identified “not giving time” as a common ineffective managerial coaching behaviour. Coaching is seen as time consuming, which makes people hesitant to commit (Grant, 2016; Gregory et al., 2011; Raelin, 2002; Turner et al., 2015; Waldroop et al., 1996). Grant (2016) proposes that informal collaborative conversations are important in coaching conversations. The negative perception of the manager’s coaching was influenced by the lack of attention or time spent with the coachee in the cases; for example, with the Disengaged in Case B, C and E, which they stated created their disengagement. However, even engaged people within the cases had issues with the attention of their managers, such as in Case A and C. But both Case A, B and C Engaged claimed that the Manager coached informally all the time.

The literature well documents the relationship between the manager and employees as key in successful managerial coaching (Batson et al., 2012; de Haan et al., 2016; Gilley et al., 2010; Gilley, 2000; Grant, 2014; Gregory et al., 2011; Moss & Sanchez, 2004; Rodwell et al., 2017; Turner et al., 2015). Furthermore, trust is a crucial component of the relationship (Batson et al., 2012; Beattie, 2006; Beattie et al., 2014; Gregory et al., 2011; Hagen, 2012).

There are several references as to how the relationship between the manager and the employee impacts on managerial coaching and employee engagement (Crabb, 2011; Ladyshevsky, 2010; McCarthy et al., 2013). There is also growing literature that relationships with one’s manager increase engagement and reduce the intention to quit, and that trust is a variable in these relationships (Anitha, 2014; Arakawa et al., 2007; Crabb, 2011; Macey et al., 2008; Menguc et al., 2013; Rodwell et al., 2017). This was also evident as mentioned in the cases where Case B, C and E Disengaged claimed that their relationship with the manager was compromised whether it was because of a lack of trust, time or attention. McCarthy et al. (2013, p. 4) sum it up when they say that “the relationship between coach and the coachee is

not just *a* critical success factor but *the* critical success factor in coaching, the existence of a strong relationship enhances the prospect of success”.

5.3.3 Conclusion

This study supports, proves and adds to existing literature that the relationship between the manager and their employee can be virtuous and a vicious circle to managerial coaching, and in turn, influences employee engagement because, if there is a good relationship, then the coachee is responsive and identifies positive managerial coaching behaviours, but if the relationship is poor, then the coachee views the managerial coaching behaviours as absent or negatively. When a Manager is available, present and gives the “gift of time” to their practice of managerial coaching, they impact on their relationships and engagement. By linking managerial coaching to the benefits of employee engagement, along with all the benefits of the relationship between manager and employee, the importance of the manager being present is emphasised in this research. Trust is also developed as a consequence. The study thus extends existing literature on the importance of being present and developing trust to enhance managerial coaching relationships, which impact on engagement.

5.4 Theme 4: The Manager’s use of a more empowering coaching style, using questioning enhances engagement.

5.4.1 Manifestation of theme in the data

All of the cases utilised a mixture of empowering and prescriptive coaching. However, in Case A, these coaching behaviours of the manager were by choice in response to a learning need, or business situation, whereas in all of the other cases it is because of, or in spite of a lack of training or insight. In Case A, the Manager was controlling and prescriptive with the Disengaged but his style had subsequently changed as a result of, or resulting in, her becoming more engaged. The Manager also claimed that he was more prescriptive when a person was unaware or in ‘deep blindness’, which may have been the situation with the Disengaged. He then adapted his style depending upon their progress and moved to an empowering questioning approach. The Engaged thought the Manager’s approach was a positive way of discovering deep causes to find solutions. Thus, the Manager of Case A was flexible in his approach, appropriately using a prescriptive approach when necessary, moving to coach in a more empowering style. As in Case A, in Case D both the Engaged and Disengaged were happy with their Manager’s style, as it suited them. The Case D Manager thought she was prescriptive at times, while the Disengaged thought she was appropriate and

the Engaged claimed that she was empowering and not prescriptive when the Manager made suggestions about their work.

In the other cases, there was a mixed response to the empowering versus prescriptive style of the managers. All the respondents in Case B agreed that the Manager could be very prescriptive in critical project times: the Manager thought her questions were even too prescriptive, but the other two respondents stated that she was empowering overall. The Disengaged agreed that she was prescriptive about 20 percent of the time, which made him feel unaccountable and disengaged. The Manager vacillated between an empowering and prescriptive style as she was untrained in coaching skills but was overall a nurturing person.

The Disengaged in Case C thought that the Manager could be quite prescriptive and she prepared her arguments if she felt strongly about issues, whereas the Engaged claimed that they debated issues where the Manager gave his valued opinions. The Manager claimed he was more empowering but could be prescriptive if needed. The Manager thought a questioning coaching orientation was inappropriate at this level, and supported the Engaged's point of view that they needed intellectual debate. The Case E Engaged thought that the Manager was only prescriptive when faced with urgency; however, the Disengaged was intimidated by the prescriptive coaching nature of the Manager. The Case E Manager's language was predominately prescriptive, although he clearly wanted to develop his people, which was most probably because of a lack of coaching skills development.

5.4.2 Comparison to the literature

Ellinger et al. (1999) identified two clusters of empowering and facilitating, where empowering includes 'holding back - not providing the answers' and 'question framing to encourage employees to think through issues'. Of the Ellinger et al. (2003) eight managerial coaching behaviours, three are relevant to this: 'differentiating learning circumstances'; 'broadening people's perspectives'; and 'questioning to encouraging people to think through issues'. Hamlin (2004) and Beattie (2006) also identified empowerment or empowering as managerial coaching behaviours. All the Managers within all five cases displayed aspects of all these behaviours.

Ellinger et al. (2008a) study identified 'being too authoritarian and directive'; and being 'controlling or autocratic', which the Disengaged respondents of Cases B, C and E thought their Managers were at times. McCarthy et al. (2013) state that a direct style is appropriate when in a skills development type of coaching. Ellinger et al. (2008a, p.248) described negative coaching behaviour as "employing inappropriate approaches and/or behaviours", while McCarthy et al. (2013) add that managerial coaches need to distinguish which approach

is appropriate. Case A Manager claimed to be prescriptive and direct when he coached people who were in blindness, and this is how he moved the most disengaged to engaged. All the other Managers in the other cases never purposefully choose their prescriptive styles, although they thought of themselves as more empowering (Goleman, 2000).

5.4.3 Conclusion

Empowering does not mean questioning to maintain a coachee's comfort zone but asking challenging questions to move mindsets and create awareness in line with theirs and the business's needs. The study thus supports and extends existing literature that the manager coach needs to be agile by distinguishing the real learning need, and making the appropriate behavioural choice; for example, to use direct and prescriptive coaching for a purpose and reason which is not only skills development (Ellinger et al., 2003; Grant, 2016; McCarthy et al., 2013).

5.5 Theme 5: Managerial coaching behaviours have an influence on fluctuating engagement levels.

5.5.1 Manifestation of theme in the data

Fluctuations in engagement occurred in all five of the cases; in three of the cases these fluctuations were caused by more than coaching behaviours or lack thereof. In Cases A, B and D, factors outside of the team impacted on their engagement; however, the manager's coaching did influence their fluctuations positively or negatively. In Case C and E, it was the manager's coaching or non-coaching that impacted on engagement levels.

In Case A, the challenging context and budget cuts influenced engagement and raised stress levels for all the respondents. The Engaged lost energy when value was not placed on their work and was energised when the Manager coached him. The Disengaged claimed the Manager coached her out of disengagement because of the context by explaining the big picture, and creating new perspectives on delivering creatively. The Manager was concerned about the impact of stress on well-being, used his sense of humour and constantly coached using a deep reflective practice, which was largely responsible for the Engaged and Disengaged's positive level of engagement. All the respondents in Case B were facing near burnout because of the "*continuous spiral wheel*" Case B Manager - 17:105 (132:132) of tight rollouts of under-resourced projects. The Manager's limited coaching behaviours were not adequately supporting the team. Case B Engaged burst into tears twice, expressing overwork, which displayed some incongruence of her claims of being fully engaged because

of daily informal coaching, her autonomy, and access to executives, which counteracted any disengagement. Case B Disengaged's disengagement also fluctuated: he was engaged at times as he loved the nature of his work, but disengaged because of exclusion from decision-making, and felt that no recognition would compensate for the sacrifices he made. He would readily exit the organisation. He claimed that opportunities for coaching were frequently cancelled, though when held, he appreciated the value of coaching. In Case D, despite the tight deadlines with increasing client demands, along with negative client feedback, both the Engaged and Disengaged were engaged, with little fluctuation. The Manager created an engaging environment through idea generation, brainstorming and feedback with the whole team as the Manager made them laugh, which relieved stress. Without sophisticated coaching skills, she coached consistently and swapped their work if they were out of flow or had reached a block, which made them all feel relieved and reassured.

Case C and E's engagement was only influenced by the manager's coaching or lack thereof. Despite Case C Engaged claiming he was always engaged even when irritated by certain decisions, it appeared that his engagement fell when he felt unappreciated by the Manager for his extra work. The high-performing Case C Disengaged was engaged and committed yet became disengaged when the Manager was prescriptive, disrespectful to other people as well as because of the lack of attention and lack of coaching by the Manager. She lamented that *"it would be nice to have a bit more focus on some of my initiatives"* Case C Disengaged - 11:28 (54:54). She stated that she was previously highly engaged and learnt much from the Manager when he had coached her. The Case E Manager impacted positively on the engagement of the Engaged by solving his challenges, supporting and encouraging ideas, identifying performance issues and recognising achievements, while he impacted negatively on the Case E Disengaged, who needed more appropriate and relevant coaching. Cases B, C and E Managers had limited time themselves to coach their people, coupled with poor managerial coaching skills to improve the well-being and reduce the stress levels of their people.

5.5.2 Comparison to the literature

Dalal et al. (2008) describe how people have various levels of energy and absorption throughout the day. Within the literature of employee engagement, the impact of the supervisor, manager or leader is identified as one of the drivers of employee engagement (Baumruk, 2004, 2006; Kahn, 1990; Menguc et al., 2013; Strom et al., 2014; Tims et al., 2011; Tuckey, Bakker, & Dollard, 2012; Vincent-Höper et al., 2012; Xu et al., 2011). Other studies omit the role of the manager in their research (Rich et al., 2010). A few studies or articles link coaching by managers as a way of creating engagement, though this was only an element of

their studies and not the entire focus (Baumruk, 2006; Crabb, 2011; Smith et al., 2016; Xanthopoulou et al., 2009; Xu et al., 2011).

Case B was experiencing burnout and Case D experienced ongoing stress. The early seminal engagement literature refers to burnout on an opposite continuum to engagement (Maslach et al., 2001). Wollard (2011) identifies stress, burnout and frustration as emotional aspects of disengagement, and exhaustion as a physical aspect of disengagement. Case A was stressed and frustrated by a context that challenged their choice, meaningful purpose and purpose, which aligns to Thomas (2009a) statement that engagement is driven by intrinsic rewards of purpose, choice and progress to achieving purpose. Case B was both emotionally and physically exhausted from their work. Thomas (2009a) proposes that engaged people handle stress better.

5.5.3 Conclusion

Literature generally implies that engagement levels of people are set at a certain level; however, there are elements within a person's work that can make them engaged and aspects that can make them disengaged, hence creating fluctuations in their engagement levels. Nevertheless, these fluctuations may either be caused or mitigated by their manager's coaching behaviours, or have nothing to do with the manager's coaching. This study opens up a myriad of possibilities, where proper managerial coaching can alleviate stress, burnout and contextual challenges as it did in Case A, and in part in Case D. Case B could have alleviated burnout and stress if she had been more proactive in her coaching. If Case C and E managers had applied managerial coaching behaviours, they would have developed their people properly and relieved their own pressures. Therefore, well developed managerial coaching has the potential to influence fluctuations in engagement levels.

5.6 Theme 6: A reflective practice within managerial coaching enables deeper understanding of perspectives, and in turn engagement.

5.6.1 Manifestation of theme in the data

Case A was the only case where the Manager fully utilised reflective coaching for a deeper perspective and enhanced self awareness by utilising his advanced coaching skills, and was able to move the Disengaged to being engaged. The Engaged described the way that the Manager deeply coached him as a fun process to discover the unknown and underlying issues. The Manager explained his "constructive confrontation" process where he skilfully

challenged excuses and disabling paradigms. The Case A Manager rationalised that people sought his coaching because he challenged them out of *“Skilful incompetence being that we keep on saying the same thing over, but yet, we expect that there’s a different result to it... how do you help a person to see that, it’s not easy”* Case A Manager - 1:127 (148:148). He explained that it meant slowing people down so that they stepped back to see their issues in perspective.

Case E was a complete contrast: the Case E Manager summed up his misalignment to reflective coaching where he claimed to restructure thinking or perspectives that when *“there is a problem, I will highlight it and give you a solution and restructure their thinking so that we have a productive day”* Case E Manager - 15:28 (80:80). He gave people the solutions instead of creating that deep perspective that enabled their own problem-solving. This continued the cycle of his people not developing adequately and his necessity to walk the floor to problem-solve. Case D Manager claimed that she never created new perspectives although her Engaged and Disengaged said that she asked questions about pieces of work while soliciting views from others, which created an engaging environment. Case C Manager verbalised that in order for his people to see a different perspective in terms of creating growth, he structured a strategic session with all his executives. While both the Case C Engaged and Disengaged described the value of debates with the Case C Manager where he applied his experience, logic and reasoning and challenged his people, the Disengaged was denied this because she was perceived to be a high performer, supporting the view that even high performers need coaching. The Case B Manager described how she asked questions to appreciate thought patterns before she utilised a structured problem-solving process, which was admired by the Case B Engaged and Disengaged as it exposed different perspectives, especially when they were in crisis situations. Nonetheless, it was not a reflective style of managerial coaching.

5.6.2 Comparison to the literature

Ellinger et al. (1999) identified a number of ‘empowering’ and ‘facilitating’ managerial coaching behaviours which contribute to a reflective managerial coaching style. They are ‘question framing to encourage employees to think through issues’; ‘holding back - both providing the answers’; ‘stepping into other to shift perspectives’; and ‘working it out together – talking it through’. However, the literature around a deep reflective practice falls within in the ambit of learning theory and is only recently evolving into coaching theory (Brockbank & McGill, 2006; de Haan, 2012; Hedberg, 2017; Hickson, 2011; McGonagill, 2002; Olson, 2014; Raelin, 2002; Simpson & Trezise, 2011; Stelter, 2009). This practice of reflective coaching is not common practice in managerial coaching as it requires a high level of skill as the Case A Manager said that if you are not working consciously on yourself, you are unable to work with others at this level. The four Managers in the other cases were not at this level of coaching skills.

The literature around reflection is evolving from individual to organisational learning (McCarthy et al., 2013) and recently there are propositions that deep reflective managerial coaching is needed to prepare people for an ever-changing world (Cross et al., 2009; Hotho et al., 2010; Høyrup, 2004; Milner et al., 2016).

5.6.3 Conclusion

This research extends existing literature by providing an excellent case study of how deep managerial coaching behaviours enabling a reflective practice created deeper understanding and enabled engagement of people and a disengaged person to become engaged. This study also identified the importance of managers learning and enabling this deep level of managerial coaching to meet the future needs of organisations.

5.7 Theme 7: Managerial coaching conversations occur on a continuum from informal to formal, which influences people's levels of engagement.

5.7.1 *Manifestation of theme in the data*

The Case A Engaged's only critique of the Manager's coaching was that they needed more formal coaching, although the Manager adequately coached him all the time; whereas the Manager coached the Disengaged, which strongly impacted positively on her engagement levels. In Case B, the Engaged person expressed that her Manager's coaching happened all the time and hardly ever in formal sessions because of their extreme time pressures. The Case B Disengaged was positive about the more recent coaching sessions with the Manager; however, he felt that the Manager had not coached him consistently, which possibly contributed his to disengagement. The Case B Manager believed that she used meetings to create meaning and focus. The Case C Engaged defined his Manager's coaching as the daily information sharing, discussion and intellectual debates, while the Case C Manager described his coaching as 'hands on' while they were working on deals. Case C Disengaged missed the intellectual debates and informal coaching by the Manager and therefore claimed he was a bad coach. Nonetheless, she believed that he had so much experience that she and her team could benefit from some interaction with him. Intellectual debates appeared to be valued at this executive level.

Case D Manager coached her team all day while they examined each other's work, generated ideas and gave suggestions in their learning environment. They hardly had any formal one-on-ones unless there were problems or issues. Because he was stretched in his various roles, the

Case E Manager appeared to use the daily and weekly meetings with his team and other stakeholders to manage, grow and coach people. He claimed to give feedback in front of others so everyone could learn, which might not have been well received by all. The lack of purposeful one-on-one time with his manager was insufficient for the needs of the Disengaged in Case E.

5.7.2 Comparison to the literature

There is growing literature about the different formats and the benefits of managerial coaching, which range from formal to informal, corridor or in the life, or in car drives (Dixey, 2015; Grant, 2001; Grant, 2016; Grant et al., 2013; McCarthy et al., 2012; Turner et al., 2015). It was initially thought that managerial coaching should mirror executive coaching with scheduled sessions; however, in response to the demands of a fluctuating business environment and individual needs, there is an opportunity to have different formats and lengths of coaching conversations in different circumstances and situations (Grant, 2016). External executive coaches do not share this opportunity. This was evident in the cases, for example, where Case D never held one-on-one sessions but was coached by the Manager on their work, all the time, as was the Case B Engaged. However, this requires excellent coaching skills of the manager to know where and when to apply relevant coaching (Grant, 2015; Turner et al., 2015) and how to personalise the coaching for the person's performance, developmental and well-being needs (Grant, 2016).

5.7.3 Conclusion

The study extends the emerging literature on the value of informal managerial coaching while maintaining that formal coaching has a key role in career development and strategic conversations. This research also implies that managerial coaching behaviours need to be developed and matured so that managers are confident to use them to grow the engagement of people in a variety of formats in relation to the individual's health, learning and performance needs, balanced with the organisation's health, development and future needs, to innovate for the evolving future.

5.8 Theme 8: The expertise of managers was valued irrespective of the perception of coaching behaviours or levels of employee engagement.

5.8.1 Manifestation of theme in the data

All the managers within the five cases were perceived to be experts within their field by themselves, the Engaged and Disengaged. In addition, all the team members saw the benefit from this expertise irrespective of whether they were engaged or not engaged. The issue in Cases B, C, D and E is whether they were actually deriving the full benefit of this expertise because of the limited coaching behaviours of their Managers. The Case A Manager was qualified at a doctorate level in his field, and developed both the Engaged and Disengaged with his high level of coaching behaviours. He was a positive role model to both, described by the Engaged as *“observing him doing it himself, so learning from that”* Case A Engaged - 3:57 (73:73). Again, in Case B all three respondents acknowledged the deep contextual and technical expertise of the Manager, from which they learnt and grew through their interactions despite her underdeveloped coaching behaviours. As the Disengaged said: *“It is on the work ... that’s where you pick up your knowledge from her”* Case B Disengaged - 19:161 (275:275). All the respondents in Case C recognised the deep industry expertise of the Case C Manager: the Engaged claimed that he had grown so much in the eight years that they worked closely together. The Case C Disengaged’s concern was that she lost out on the valuable input of his intellect, experience and expertise, and she knew he was capable as he had coached and developed her before: *“I think a lot of people respect him because of his experience and his knowledge and he’s very clever so his views are appreciated”* Case C Disengaged - 11:35 (56:56).

In Case D, the Manager believed that *“I work the fastest, the hardest and the most creatively of the team. That’s why I’m Creative Director”* Case D Manager - 7:36 (33:33), while the other two respondents agreed with her and said they had learnt so much from her expertise and that she coached and facilitated idea generation in her interactions from the team. The Case E Manager accredited his expertise to his 32 years in the industry and claimed to use expertise power: the Engaged thought that if he associated with the Manager, he could develop into a more senior role. The Case E Disengaged credited the Manager with his expertise by saying: *“He seems to be an expert in his field”* Case E Disengaged - 16:73 (229:229). Furthermore, he knew that he could learn from the Manager if the Manager coached him appropriately.

5.8.2 Comparison to the literature

There is little literature on the manager as an expert, only that the manager does not have to be an expert to be a coach (Evers et al., 2006). Many coaching behaviours align with Senge

(1990)'s ideas on creating a learning organisation by the leader not being the expert and having to correct people but rather to enable the exploration of useful views of reality. A number of Ellinger et al. (1999) coaching behaviours, such as 'being a resource' and 'creating new levels of understanding and perspectives, to promote a learning environment' support Senge (1990)'s propositions. Grant (2016) highlights that managerial coaches need to model desired behaviours within the organisation. However, in all the cases, the managers were expert resources within their case, even when they did not have a high level of coaching behaviours.

5.8.3 Conclusion

The study thus extends and contradicts existing literature on whether a manager should be an expert or not, because in all of the five cases, the expertise of the manager was appreciated and valued by the engaged and disengaged alike. Each respondent saw the value and benefit of the manager's expertise, even though they might not be personally benefitting from the expertise. The possibility of combining the expertise of the managers with a high level of coaching behaviours would go a long way to develop cutting edge, agile and high-performing organisations.

5.9 Theme 9: Positive feedback and praise from the Manager and others make people feel recognised and significant.

5.9.1 Manifestation of theme in the data

All of the engaged and a few of the disengaged respondents within the cases described how positive feedback, praise and recognition from the Manager created meaning and made them feel significant and energised. However, each respondent interpreted their meaning differently. For example, in Case A, both the Disengaged and Engaged claimed that positive feedback made them feel significant and recognised, although the Disengaged claimed the Manager's direct feedback was uncomfortable at first, while the Engaged was bemused by his own need for recognition. In Case B, the Engaged felt recognised as the Manager added to the feedback of others, while the Disengaged was uncertain when the Manager relayed others' feedback as he questioned whether it was the Manager's own feedback disguised as if it came from other people. This added to his feeling of insignificance along with his position that no amount of recognition will compensate for his sacrifices. The Case B Manager claimed to give direct feedback with love. In Case C, although the Manager believed that he gave credit to people for their own success, the Engaged claimed that the Manager never thanked him for the extra work he did, but believed that his recognition was in his incentive payment, while the Case C

Disengaged claimed she received positive deal-based feedback as she performed well. However, she felt his casual praise was insincere and that she was not driven by the incentive payment, so this was not creating a meaningful significance for her. In Case D, the Manager was cautious as to how she gave feedback to sensitive creative people through her consistent, daily and honest feedback, which made both the Engaged and Disengaged feel significant and enthusiastic, though negative feedback from clients made them lose energy. In Case E, although the Disengaged had a negative view of the manager's feedback, which felt like reprimands, he did claim that he felt significant when the Manager praised him. The Engaged claimed that he felt valued by the Manager, who always provided feedback on how he was doing. Therefore, the meaning and significance was different for each respondent within the cases. Some respondents received positive feedback and yet it never made them feel totally engaged, as was the case of the Disengaged in Cases B, C and E.

5.9.2 Comparison to the literature

A key managerial coaching behaviour consistently described in the literature is the logical and efficient provision of feedback (Gilley et al., 2010, p.54) "to enhance an employee's professional skills, interpersonal awareness, and personal effectiveness" (Beattie et al., 2014; Ellinger, 1999; Ellinger et al., 1999; Ellinger et al., 2003; Gilley et al., 2010; Grant, 2016; Grant et al., 2013). A number of authors identify that feedback within managerial coaching is more than performance-related but about encouraging, understanding self, creating learning and reflection, encouraging taking ownership, building collaborative relationships, and creating engagement with the organisation (Gilley et al., 2010; Gregory et al., 2011; McCarthy et al., 2013). Feedback played a crucial role within all the cases: Case A was positive, in Case B, there were mixed reaction because the Engaged felt significant and engaged because of the feedback, whereas the Disengaged was uncertain about the sincerity of the feedback, which made him feel insignificant and disengaged.

Ellinger et al. (2008a) presents 'Being too authoritarian and Directive' and 'Withholding information' as two ineffective managerial coaching behaviours, which could fall within the ambit of giving feedback. In Case E, the Engaged felt engaged and significant because his work had meaning. Conversely, the Disengaged did not share the engagement and significance about this work and viewed feedback as reprimands.

The relationship between supervisory support and feedback with employee engagement has been documented in academic literature (Baumruk, 2006; Christian et al., 2011; Menguc et al., 2013), where meaning and significance are constructs within engagement and feedback is a mechanism whereby employees adjust their behaviours (Thomas, 2009a; Thomas, 2009b).

Arakawa et al. (2007) describe how a manager can create engagement by recognising and leveraging strengths through feedback. In Case C, both enjoyed the positive feedback which was also given in incentives, but the Disengaged felt that the feedback was too casual and money was not her only motivator, which made her disengaged. Case B participants were satisfied with the way they received constant positive feedback and the Manager worked hard to maintain their creative spirit, so feedback made them feel engaged and significant and created meaning in their lives.

5.9.3 Conclusion

The study extends and connects existing literature on the role of feedback as a managerial coaching behaviour (Beattie et al., 2014; Ellinger, 1999; Ellinger et al., 1999; Ellinger et al., 2003; Gilley et al., 2010; Grant, 2016; Grant et al., 2013) with the literature on creating engagement where one of the antecedents in the literature is feedback and supervisory support (Baumruk, 2006; Christian et al., 2011; Menguc et al., 2013), where feeling significant and recognised is an outcome of engagement. This may imply that the managerial coaching behaviour of giving feedback to create deeper perspectives and awareness is highly valued and has other benefits, such as improving the coaching relationship, and can increase engagement, which is needed in creating agile and flexible organisation for the future.

5.10 Theme 10: The Manager's coaching ability to create a sense of accountability and ownership results in increased engagement.

5.10.1 Manifestation of theme in the data

The Case A, C and D Managers gave total accountability and responsibility for delivery of their expectations at their level, which created engagement in Case A and D but not in Case C. Case B and E never gave total accountability and responsibility because they did not trust all of their employees, which resulted in disengagement in some people. The Case A Manager held his team fully accountable and responsible for their departments: he said *"I don't take away their responsibility for them to take ownership"* Case A Manager - 1:120 (147:147). The Case A Disengaged confirmed that he said to her that *"if things turn out badly or they don't get done, I hold you responsible, or accountable for it"* Case A Disengaged- 2:89 (147:147). Trust was covered in theme 3 above but was also critical to the relationship between the manager and the coachee, and plays an important role in accountability as in Case A, B and D: Case A Engaged was energised by the Manager's trust to achieve his deliverables without interference. Case B Engaged claimed that *"she trusts me... I can do what I want but I have a mandate to proceed with work"* Case B Engaged - 18:23 (72:73). Conversely, the Case B Manager claimed that she never

gave everyone total accountability and responsibility and she became very controlling in crucial project stages. The Disengaged confirmed that he was not given full accountability and ownership when he said: *"It's an 80/20 thing and the 20 percent is where she actually will get involved, while you are running with your 80 percent"* Case B Disengaged - 19:132 (209:209). This lack of accountability and responsibility, along with his burnout and no decision-making influence, impacted his disengagement.

In Case C, the expectation by the Manager was that his executives had full strategic accountability and responsibility for delivery because of their competency levels, which he believed created their meaning and significance at work. However, the Case C Engaged was concerned about his every expanding responsibility, and the high-performing Case C Disengaged knew that while the Manager trusted her to deliver and she enjoyed working independently, she still felt neglected, which created her disengagement.

Case D's accountability and responsibilities were at an account's task level and they took on the work from beginning to delivery, which created meaning and a feeling of contribution. The Manager said: *"They are all very good with just taking ownership and saying this is mine, I will see it to the end"* Case D Manager - 7:143 (114:114). The Case D Engaged claimed it was because the Manager trusted her and the Case D Disengaged, as she liked to work on her own.

There was incongruence in Case E: the Manager, who never displayed a high level of coaching behaviours, wanted people to be accountable and responsible but did not fully trust his teams, and hence he always checked up on them and made decisions for them. The Case E Engaged thought that the Manager allowed him to work independently as the Manager trusted him. Conversely, the Case E Disengaged was disengaged because he felt *"a bit lost because... when it comes to your work nobody checks on you, nobody assesses you"* Case E Disengaged - 16:10 (73:73).

5.10.2 Comparison to the literature

A number of studies identified accountability as an empowering attribute of managerial coaching (Batson et al., 2012; Grant et al., 2007). Accountability is also described as a driver of employee engagement by managers (Baumruk, 2006; Ghafoor et al., 2011), while trust is linked to accountability and engagement (Rodwell et al., 2017; Wang et al., 2013).

It may be argued that creating accountability and ownership between a manager-coach and an employee falls within Grant et al. (2013)'s subset of performance coaching. Milner et al. (2016) compare managerial coaching to transformational leadership and argue that delegation falls within both, which means that people work independently of the manager and do not have to

keep on involving the manager, which was the situation in Cases A and C. Even though Case D gave accountability and responsibility for tasks to the team members, they involved the Manager all the time. Two managers who could not hold their people accountable were the Case B and E Managers, and at times, both displayed aspects of the two Ellinger et al. (2008a)'s ineffective managerial behaviours of being too authoritarian and directive, and too controlling at times. Case A Manager held his people totally accountable and responsible, which made them all engaged, even though the Case C Disengaged was disengaged because of the lack of coaching and attention by her Manager, she was still totally accountable and responsible.

5.10.3 Conclusion

Creating accountability and responsibility is an important way of creating engagement through managerial coaching, though this is not always the case. For example, even though the Case C Disengaged enjoyed working independently and being totally accountable, this was overshadowed by the lack of focus and attention, which created her disengagement. There is a possibility in the cases where the managers never trusted their employees or gave total accountability and responsibility that managerial coaching behaviours would up the skill levels of their people to empower them to deliver according to expectations.

The study thus highlights the value of managerial coaching behaviours to enhance both accountability and employee engagement. However, other coaching behaviours need to be in place as this is not the only factor to create engagement. Managerial coaching behaviours have the potential to develop people so they can become more accountable and take greater ownership of their responsibilities, and thus relieve managers' responsibility to constantly monitor their people.

5.11 Theme 11: An agile managerial coaching approach in response to learning, or business needs makes people feel engaged.

5.11.1 Manifestation of theme in the data

The Managers of Cases A, B and E claimed that they differentiated their coaching approach depending on the needs of their people, the situation and the business, although this was only evident in Case A. The Managers of Case C and Case D never mentioned that they adapted their coaching approach at all.

The coaching by the Case A Manager of the Case A Disengaged which *“moves/d from telling to questioning a bit more”* - Case A Manager - 1:117 (145:145) was a good example of a varying and agile coaching approach which changed the Disengaged from being disengaged when the Manager was prescriptive and controlling when he first took over the department, to that she went to him when she needed assistance as she claimed that she was now engaged. The Case B Manager claimed: *“So my coaching style is one of, each one is individual... so I adapt according to the person’s needs”* Case B Manager - 17:39 (66:66). Furthermore, the Manager mostly connected with the Case B Engaged’s needs; however, she was misaligned with the coaching needs of the Disengaged, although this recently started to improve. The Case E Manager strongly claimed that he adapted his approach as he said: *“I treat each one differently because they behave differently, they react differently and they are at different levels.”* Case E Manager - 15:151 (261:261). The Engaged was unable to critically evaluate the Manager’s coaching style but the Case E Disengaged believed that the Manager was not coaching him appropriately for his new role. It appeared as if the Manager had already made up his mind that the Disengaged was not going to be successful in this new role, and the Disengaged wanted to develop more of a relationship with the Manager, as he knew there was distance between the two of them; the Manager needed to spend more time coaching him into the new role. This coaching approach of the Manager was creating the Disengaged’s disengagement.

The Case C and D Managers made no claims about differentiating their coaching approach: the Case C Manager believed that his executive team had little need for coaching; nevertheless, the Case C Disengaged was desperate for intellectual debate, which appeared to be the style appreciated by this executive level. Case C Disengaged explained she had grown and her needs had changed beyond which her Manager was aware. The Case D Manager also never made any claims about differentiating her approach. This is supported by the Case D Disengaged, who claims that the Manager’s coaching styles suits strong and independent people like herself and the Engaged, and not people who need to be micromanaged. However, the Case D Disengaged did say that the Manager treats everyone like individuals.

5.11.2 Comparison to the literature

Grant et al. (2013, p. 105) postulate that “in order to keep the coaching conversation on track, it is important to match a coaching approach to the issue being addressed”. Ellinger et al. (2008a) identified ‘Employing inappropriate approaches and/or behaviours’ as an ineffective managerial behaviour. Goleman (2000) used a metaphor of a golfer choosing golf clubs like a leader needs to choose their appropriate style to get results, of which coaching is one of them.

Apart from Case A, all the other Managers were not consciously personalising their response to the coaching needs of their people. For example, in Case C, the Manager never realised that the Disengaged had grown and needed a different level of coaching from him, and Case E was not customising his coaching for the Disengaged, who had undertaken a new role. Grant (2016) describes a coaching agility where a manager uses a variety of coaching techniques and conversations in different settings in order to personalise their response to the person's and organisational needs at that particular time, yet managerial coach training programmes are not developing this type of managerial coaching behaviours. Gilley et al. (2010) describe how managers need to change their coaching roles consistently from active to passive, and from motivating to reflecting.

5.11.3 Conclusion

There is little evidence in the literature about appropriate coaching behaviours at levels within organisations. However, this study adds to the body of knowledge with regards to the different preferences of managerial coaching behaviours at the different organisational level represented in the cases: which were intellectual debates at a senior executive level; ongoing informal coaching and influence of decision-making at a professional level; deep reflective and ongoing coaching at a senior management level in a challenging context; constant feedback and interaction at a technical entrepreneurial level; and, performance coaching at a production level. Yet, not all the managers in the cases were able to be agile in their response to needs, with the selection of the correct coaching behaviours appropriate to the business or individual needs.

5.12 Theme 12: The predominant managerial coaching behaviours lie within the performance coaching paradigm.

5.12.1 *Manifestation of theme in the data*

On analysis of the coaching behaviours across the cases, most were performance coaching behaviours as described by Grant et al. (2013), as indicated in Appendix XII where all the coaching behaviours of all the cases have been documented. There were more coaching behaviours noted on all three aspects of Skills, Developmental and Performance level for Case A, whose Manager was the most qualified and experienced managerial coach, followed by Case D, who was unskilled in managerial coaching but by nature was empowering and created a learning environment. Some behaviours can be used for skills, performance and development coaching. Case B Manager agreed that she coached around performance in

meetings, but the Engaged thought that she could be harder on non-performance. All the cases had less than half of the behaviours within the Developmental set than Case A.

5.12.2 Comparison to the literature

Grant et al. (2013) divided managerial coaching into three sets of skills, performance and developmental. Developmental included a more strategic approach and any development of a professional and personal nature, emotional intelligence and team work. Skill coaching develops particular skills or competencies and focuses on behaviours within more formal coaching sessions, and would include rehearsal, role modeling and feedback. Performance coaching focuses on performance over a period of time and includes goal setting, removing obstacles, evaluating and giving feedback on performance. A more empowering and facilitating approach crosses over all these sets of coaching (Ellinger et al., 1999; Grant et al., 2013). This is evident in the cases where some of the behaviours, as indicated in Appendix XII, ran across all these three types of managerial coaching.

Grant (2016)'s third generation of managerial coaching is where the manager focuses on the performance and well-being of both the individuals and the organisation for greater sustainability and creating meaning for people. Some of these behaviours are evident in the five cases, and particularly in Case A, but absent in a high level executive team such as Case C, where this kind of managerial coaching should be strongly evident. Even though Case A was advanced in their managerial coaching, there was still room for growth into the philosophy of Grant (2016)'s third generation of managerial coaching.

5.12.3 Conclusion

The study applies an analysis within five case studies against Grant et al. (2013)'s skills, performance and developmental coaching, as well as assessing the case behaviour against Grant (2016)'s descriptions of the third generation of managerial coaching. This may imply that new ways of training and developing managerial coaching behaviours and skills are needed, and that the manager as coach is a continuous process of development. It is important to be able to access a range of coaching behaviours from which to choose for the appropriate need and situation.

5.13 Cross-case analysis conclusion

As stated in the Introduction, our main purpose was to present the cross-case analysis of the five cases. The cross-case analysis was discussed under the following themes and positioned within the context of the literature as described in Chapter 2, and then concluded:

Theme 1: Engaged employees have a higher perception of their manager's coaching behaviours than disengaged colleagues.

Theme 2: All the Managers were highly engaged, yet they varied in how they perceived their own coaching behaviours.

Theme 3: Relationships and presence influenced perceptions of the manager's coaching behaviours, and in turn engagement.

Theme 4: The Manager's use of a more empowering coaching style, using questioning enhances engagement.

Theme 5: Managerial coaching behaviours have an influence on fluctuating engagement levels.

Theme 6: A reflective practice within managerial coaching enables deeper understanding of perspectives, and in turn engagement.

Theme 7: Managerial coaching conversations occur on a continuum from informal to formal, which influences people's levels of engagement.

Theme 8: The expertise of Managers was valued irrespective of the perception of coaching behaviours or levels of employee engagement.

Theme 9: Positive feedback and praise from the Manager and others make people feel recognised and significant.

Theme 10: The Manager's coaching ability to create a sense of accountability and ownership results in increased engagement.

Theme 11: An agile managerial coaching approach in response to learning or business needs makes people feel engaged.

Theme 12: The predominant managerial coaching behaviours lie within the performance coaching paradigm.

These themes were explored in order to answer the two research questions of:

Research question 1: How do managers perceive the influence of their coaching behaviours on employee engagement?

Research question 2: How do engaged and disengaged employees perceive the influence of their manager's coaching behaviours on their engagement?

In the next chapter, the two questions will be answered, the report concluded, implications presented and recommendations made.

CHAPTER 6. CONCLUSIONS AND RECOMMENDATION

In this Chapter, the two research questions will be answered and thereafter, a model around managerial coaching behaviours and their influence on engagement will be presented; the implications and recommendations of this research discussed; contributions of this study identified; and recommendations for future research proposed.

6.1 Conclusion

The two research questions will be answered in this section. They are:

Research Question 1: How do Managers perceive the influence of their coaching behaviours on employee engagement?

Research Question 2: How do engaged and disengaged employees perceive the influence of their Manager's coaching behaviours on their engagement?

6.1.1 *How do Managers perceive the influence of their coaching behaviours on employee engagement?*

The Managers in all the cases were engaged and their coaching behaviours influenced the engagement of their employees, but not all positively. The Managers were varied in how they perceived their own coaching behaviours. The predominant coaching behaviours of the managers fell under the performance coaching paradigm, which was one of many paradigms of managerial coaching because skills acquisition, developmental considerations and well-being are also important (Grant et al., 2013). A number of the identified managerial coaching behaviours also fall under all of these paradigms.

The Case A Manager wholeheartedly believed that his coaching behaviours positively influenced the engagement of his people and was confident about his high level of managerial coaching ability. The Case B Manager perceived that the exciting nature of their work created engagement, rather than what she personally did, and she admitted to not consciously working on creating engagement through coaching. The Case C Manager claimed he had a limited awareness about coaching behaviours or employee engagement and focused on business results and profitability, and not on people management and development. He expected his team members to be fully developed at the executive level. The Case D Manager believed that she positively influenced the engagement in the studio but claimed that she was a poor manager of people and rated her coaching behaviours low. The Case E Manager thought that

he created engagement through his coaching and was passionate about developing people; however, he was never trained in coaching and lacked the full range of managerial coaching behaviours.

In order to respond to and/or create the future world of work, managers cannot control every task of their people. Therefore, the perception that the manager's coaching ability to create a sense of accountability and ownership resulting in increased engagement is critical in organisations going forward. The managers identified that they adapt their coaching style to the needs of their employees and the context of the team and organisation. This highlighted that an agile managerial coaching approach in response to individuals' learning or business needs makes people feel engaged and committed to the organisation and its purpose. This gives meaning and purpose to their work (Thomas, 2009a). Where the managers were not adapting or personalising their coaching to the needs of their people, they created disengagement.

In conclusion, the variety of perceptions as to whether they, as managers, influenced engagement through their coaching behaviours was a result of lack of training and awareness about coaching behaviours. However, the stronger manager coaches believed that their coaching behaviours influenced employee engagement, of which there was strong evidence.

6.1.2 How do engaged and disengaged employees perceive the influence of their Manager's coaching behaviours on their engagement?

All the Engaged employees perceived a positive influence of the managers' coaching behaviours on their engagement. Of the Disengaged people within the five cases, two claimed that the Manager influenced their engagement positively while the other three felt that their managers' coaching behaviours, or lack thereof, influenced them negatively. Engaged employees had a higher perception of their managers' coaching behaviours than their disengaged colleagues.

Crucial to managerial coaching was the relationship between the employee and their manager, which impacted on their positive or negative perception of the coaching behaviours of the manager, as well as their engagement levels. The presence of the manager, in other words, the time and attention that was paid to the employees, influenced trust, their relationships and engagement levels.

An empowering coaching style enhanced engagement and it appeared that all the respondents valued the expertise of their managers, whether they were engaged or not. However, even if the expertise of the manager was valued, not everyone thought that they were deriving

personal value from this expertise through coaching by the manager, which resulted in disengagement.

Engagement fluctuated in all the cases, caused by issues other than the manager: strong and relevant managerial coaching behaviours had a positive influence on these fluctuating engagement levels.

A reflective practice within managerial coaching enables deeper understanding of perspectives and, in turn, engagement, but requires a high level of managerial coaching skill and practice to use a questioning approach to identify the real issues behind problems. The managers coached in a variety of opportunities that were impactful and relevant, and in some of the cases never held formal coaching sessions.

Receiving positive feedback and praise from the Manager made people feel recognised and significant, which reaffirmed their purpose and meaning at work, although a few people did want more relevant recognition. Either the lack of coaching or the loss of the benefits of the coaching creates disengagement.

Therefore, in conclusion, the positive perceptions of managerial coaching behaviours influence employee engagement and the perceptions of inadequate or lack of managerial coaching negatively influence employee engagement.

6.1.3 *Proposed model of managerial coaching*

The proposed model, presented below in Figure 16, provides a tool which aligns to and displays how managerial coaching behaviours can impact employee engagement. At the core of the model is the relationship between the Manager and their employee, and which is strongly influenced by sharing values, trust and respect. The relationship between the Manager and their people impacts on the success of their coaching. Coaching also influences the development of their relationship; hence it being at the centre of the model.

The next aspect in the wheel of managerial coaching behaviours model answers the questions of 'who', 'what' or 'why', 'where', 'when', and 'how'. In order to answer the 'what' and 'why' questions, there are two blocks which balance the needs of the organisation with the needs of the individual as to whether it is skills, performance, developmental or well-being coaching. The manager needs to consider 'why' the individual needs coaching and 'what' the purpose of the coaching is, while aligning this to the organisational answers to the 'why' and 'what' questions. The next block answers the 'who' question; whether it is an individual, group or team to be coached. Managerial coaching is not constrained to one-on-one but can be in a variety of arrangements when a manager has developed a coaching mindset. The next block

answers the 'when' and 'where' questions under the heading of 'coaching opportunity': coaching may be informal or formal coaching, in the corridor, in the car, at the lift, in a meeting, and so on. The last block answers the question 'what else' and relates to the manager's own ongoing need for personal and coaching skills development, as well as a need for supervision. For too long, managerial coaching development has been given at the most two days of training or nothing at all, yet managerial coach development needs to be a continuous process of development and reflection, hence the supervision need.

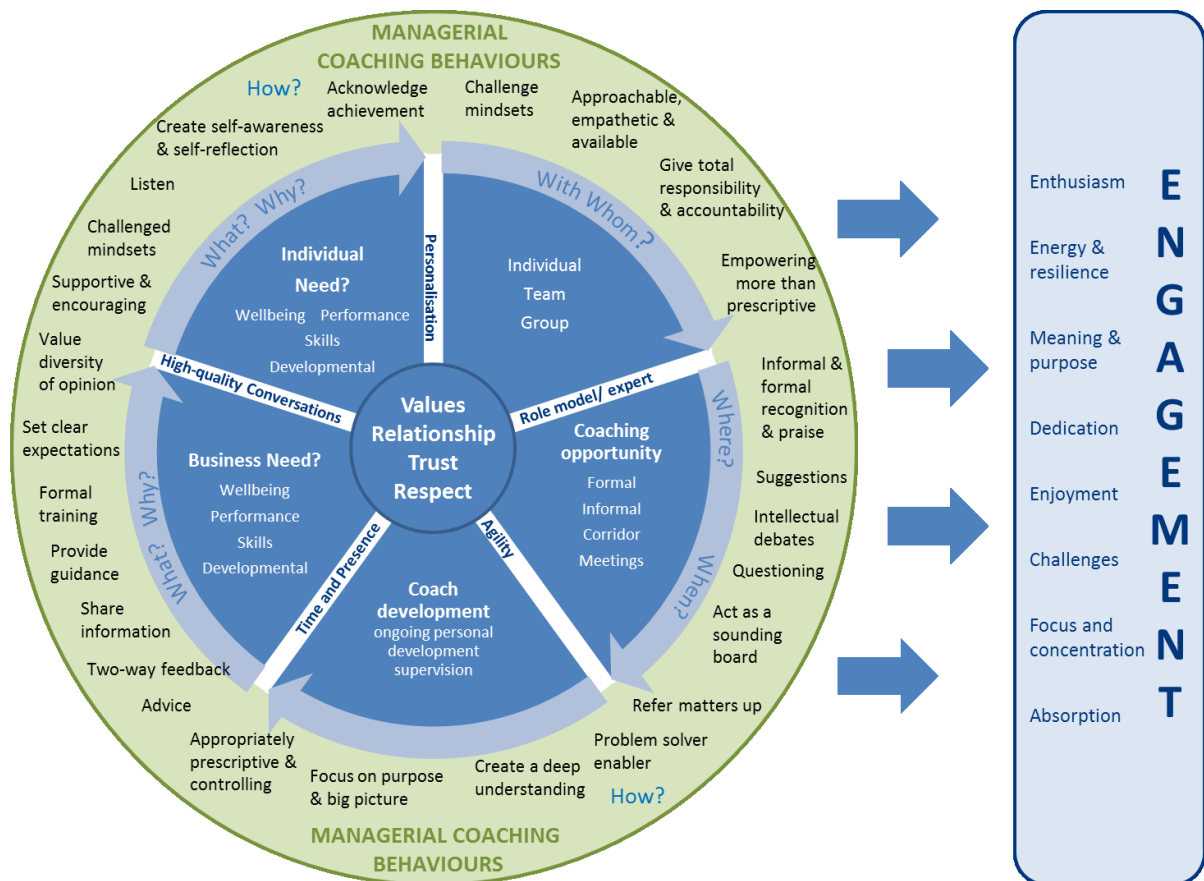


Figure 16: Model of agile managerial coaching process and behaviours to create engagement

There are two aspects to the model: the wheel covers the managerial coaching behaviours which impact or influence the engagement of employees. These managerial coaching behaviours can lead to enhanced employee engagement, with the elements of engagement outlined in the box to the right of the wheel. In the managerial coaching behaviours wheel, around the edge where the tyre of a wheel hits the road, are the coaching behaviours from which the manager chooses, depending upon their responses to the inside segment questions namely 'who' they are coaching, in other words an individual, group or team; and the 'what'

and 'why' of the coaching, in other words, the needs of the individual or the organisation. The spokes of the wheel are the critical success factors; factors essential to achieving relevant and impactful managerial coaching sessions as determined by the need and, in turn, to create engagement. The critical success factors are: high quality conversations, time and presence, role model and expert, personalisation, and agility of manager.

High-quality conversations are needed to converse around the coaching needs and form the basis of any coaching relationship and process. The time and dedicated presence of the manager is critical, as is the manager's ability to be agile in response to needs to individualise or customise the managerial coaching approach.

The coaching behaviours are accessed from the individualisation of the coaching, as the manager needs to be competent to determine what coaching behaviours are appropriate for that coaching opportunity. The ability and agility of the manager to access all aspects of this wheel, from the core of the relationship to the critical success factor spokes, to answering the segment questions inside, to selecting the appropriate managerial coaching behaviours, will create engagement of their people. Each person is unique, with a variety of learning, performance, well-being and skills needs, and therefore their manager's coaching needs to be customised to them and delivered in creative opportunities that will result in their engagement. All of this needs to be balanced with the needs of the organisation as it occurs within that context. This requires managerial coaching behaviours that go beyond mere skills and performance coaching to skilled reflective managerial coaching appropriate for the forever changing world of work.

6.2 Implications and recommendations

This section provides implications and recommendations for managers or leaders and the organisation, which includes human resource leadership. The implications of this case study research are relevant for a number of stakeholders in organisations.

6.2.1 *Managers or leaders*

This study has implications for managers who need to pay full attention and be present with their people, in other words, to give their people the gift of their time. It is imperative that managers develop their coaching from the basic level and expand their ability to use a higher-level reflective practice. Not many managers understand the full possibility of coaching and its alignment to achieving short and long-term organisational outcomes, which include engagement.

Managers also need to be agile in their coaching, which means that they coach both informally and formally, responsive to the needs of the individual, the situation and the business. Every person is different and has different needs, and hence managers ought to personalise their coaching approach for each individual. The role and importance of managerial coaching behaviours has been demonstrated and therefore managers need to become aware and appreciate the benefits for themselves, their people and the organisation.

6.2.2 *The organisation*

The organisation, which includes human resource management and development leadership, should customise managerial coaching for their organisation and reframe how managerial coaching can be part of the culture of the organisation.

Organisations spend time and effort assessing employee engagement, often year after year. The redress for low engagement is often considered at an organisational level and broad-based organisational development programmes are introduced. There is the adage that people join an organisation but leave because of their boss. Retaining talent is a key outcome of engagement initiatives. If organisations develop their coaching skills, which resulted in visible coaching behaviours of their leaders, managers and supervisors, they would improve their engagement scores.

The development of managerial coaching behaviours needs to be customised and aligned to the strategy of the organisation and not the latest practitioner research or models. Managerial coaching skills and behaviours development should be a staged process using action learning principles; in short, interventions where managers are able to try out their skills in the workplace. Managers should be involved in a supervision process as manager coach to ensure that they are continuously developing their mindset, skills and behavioural application. With successes around managerial coaching, it could become part of the culture of the organisation.

Managerial coaching has the potential to drive change in organisations and enable people to be agile and flexible in response to change. This will prepare employees to be proactive and innovative in response to rapidly changing environments.

6.3 Contribution to research

Previous research which aligned the impact of managerial coaching on engagement was through a thematic analysis of literature (Crabb, 2011), or linking performance management with engagement (Gruman et al., 2011). This constructivist or interpretivist approach using case

study methodology enabled a deeper understanding of how managerial coaching behaviours influenced engagement, and the crucial role of the relationship between the manager and the employee, the importance of investing time in the process, how coaching needs to be agile and flexible depending upon the needs of the organisation and the employee, how important it is to develop coaching skills of managers, and to ensure supervision of coaching that occurs as part of continuous coach development.

This research has provided a case study of excellent coaching behaviours of a manager who was able to coach his people within a challenging context. A number of examples of ineffective or lack of displayed coaching behaviours and their impact on the disengagement of their people are also shown in this study. This research identified that coaching was needed and appreciated at all levels of organisations because of the research design of selecting cases across different organisational levels and types; for example, intellectual debate was appreciated at an executive level and ongoing feedback appreciated at a technical level.

The contribution of this research has established the link between engagement and managerial coaching, as well as the value of managerial coaching across different organisational types and levels to create engagement. As a result of this study, there is also more clarity on the perception of managerial coaching behaviours, particularly the value of an empowering coaching style, which can enhance engagement as well as the clarity with regards to the needed selection or personalisation of a variety of managerial coaching behaviours per situation.

6.4 Recommendations for future research

One of the limitations of this study was that, in selecting the cases, there was no control as to whether the managers had been trained on coaching behaviours and skills. Research around the development of these skills and the impact on engagement would be important. Research around the impact of manager coach development methods would make an important addition to the practice and the body of literature regarding managerial coaching.

Another limitation of this research was that, because it was qualitative in nature, with large, rich descriptions of data, more clarity is needed to establish the correlation between engagement and managerial coaching behaviours. Therefore, more quantitative research with large sample sizes to determine statistically the perception of the influence of coaching behaviours on engagement using the two instruments as well as additional questionnaire items would also contribute to research in this field.

There is an opportunity to establish specifically which managerial behaviours impact on employee engagement, as well as which behaviours are useful in skills, performance, developmental and well-being coaching. It would be a great contribution to rank and align various coaching behaviours with desired outcomes.

More research on the impact or influence of managers who practice a deep reflective practice type of managerial coaching would add to the managerial coaching body of knowledge. Another opportunity is to establish specifically how managerial coaching can be used to align organisational well-being and development needs with that of the individual. Another area of future research could be the impact of managerial coaching to mitigate against negative contextual influences. Although this research highlighted the differences in coaching in different contexts, it was not within the scope of this research to deeply explore that component, and this would thus be an important area of future research.

This research was limited to the Gauteng region of South Africa and the replication of this research would contribute to the body of knowledge.

In conclusion, the alignment of employee engagement and managerial coaching has the potential to ensure sustainable and thriving organisations with people who are able to create the future.

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APPENDICES

Appendix I: Instrument 1 - Utrecht Work Engagement Scale (UWES-9) (Schaufeli et al., 2002)

Instruction: The following nine statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, cross the "0" (zero) in the space after the statement. If you have had this feeling, indicate how often you feel it by crossing the number (from 1 to 6) that best describes how frequently you feel that way.

Never	0
A few times a year or less / almost never	1
Once a month or less / rarely	2
A few times a month / sometimes	3
Once a week / often	4
A few times a week / very often	5
Every day / always	6

1. At my work, I feel bursting with energy (Vigor)
2. At my job, I feel strong and vigorous (Vigor)
3. I am enthusiastic about my job (Dedication)
4. My job inspires me (Dedication)
5. When I get up in morning, I feel like going to work (Vigor)
6. I feel happy when I am working intensely (Absorption)
7. I am proud of the work that I do (Dedication)
8. I am immersed in my work(Absorption)
9. I get carried away when I'm working (Absorption)

Appendix II: Instrument 2 - The Supervisor/Line Manager Coaching Behaviour and Employee Perceptions of Supervisor/Line Manager Coaching Behaviour (Ellinger et al., 2003)

Almost Never	1	Often	5
Rarely	2	Very Often	6
Sometimes	3	Almost Always	7
Half the time	4		

	Items for Manager Coaching Behaviour Measures	Items for Employee Perceptions of Manager Coaching Behaviour Measures
1.	I use analogies, scenarios and examples to help my employees learn	My supervisor uses analogies, scenarios and examples to help learn
2.	I encourage my employees to broaden their perspectives by helping them see the big picture	My supervisor encourages me to broaden my perspective by helping me to see the big picture
3.	I provide constructive feedback to my employees	My supervisor provides me with constructive feedback
4.	I solicit feedback from my employees to ensure that interactions are helpful to them	My supervisor solicits feedback from me to secure
5.	I provide my employees with resources so they can perform their jobs more effectively	My supervisor provides me with resources so I can perform my job more effectively
6.	To help my employees think through issues I ask questions, rather than provide solutions	To help me think through issues, my supervisor asks questions rather than provides solutions
7.	I share my expectations with my employees and communicate the importance of those expectations to the broader goals of the organisation	My supervisor sets expectations with me and communicates the importance of those expectations to the broader goals of the organisation
8.	To help them see different perspectives, I role-play with my employees	To help me see different perspectives, my supervisor role plays with me

Appendix III: Permission from the Author for Instrument 2

From: Andrea Ellinger [mailto:AndreaEllinger@uttyler.edu]

Sent: Friday, 02 October 2015 9:01 PM

To: Caryn Conidaris; andreadellinger@gmail.com

Cc: Andrea Ellinger; Alex Ellinger

Subject: RE: Request for Permission to use your Supervisor/Line Manager Coaching Behavior Measure for my Master's case study research

Dear Caryn:

Many thanks for your email and interest in our work. Thank you also for requesting permission to use our measure which we are comfortable with and approve. We will look forward to learning more about your findings.

Interestingly, we are in the final stages of completing a manuscript that does include managerial coaching and employee engagement constructs along with others, and believe that this line of research needs to be further developed so your study is quite timely and relevant. We presented a very early version of our study and findings at a past UFHRD conference and participants seemed quite interested in these topics so yours should be quite well received, too.

Best wishes with your Master's thesis.

Kind regards, Andrea

Dear Professor Ellinger

I am a Masters student at the University of Witwatersrand in Johannesburg, South Africa. I have been granted ethical and title clearance from our university to begin my case study based research for my Master's dissertation on *"The influence of coaching behaviours by managers on employee engagement"*.

As part of my methodology, I would like to use your Supervisor/Line Manager Coaching Behavior Measure for the teams in each of my case studies. The survey is from your published article; Ellinger, A. D., Ellinger, A. E., & Keller, S. B. (2003). Supervisory coaching behavior, employee satisfaction, and warehouse employee performance: A dyadic perspective in the distribution industry. *Human Resource Development Quarterly*, 14(4), 435-458.

I attach my Research proposal, if you are interested. I certainly have found more of your articles that can add to my literature review while I was looking for your contact details.

I look forward to receiving your permission to use the above-mentioned measure. Thank you in anticipation.

Yours sincerely,

Caryn Conidaris

Appendix IV: Instrument 3 - Semi-structured interview questionnaire

Brief	Explain purpose of study at high level. Get signed consent form. Ask if I can record the session. Brief: There are no right or wrong answers, answer as truthfully and how it relates to you. This is totally confidential and no one other than me, my research supervisor and examiners will see these responses. They will not know that they belong to you. (All)
1.	What do you do? How long have you been in this team? Do you enjoy your work? What is it that you like / dislike about your work? (All)
2.	What are your biggest challenges at work? How do you approach those challenges? (All)
3.	How does your work contribute to the team / objectives of the organisation? Is it significant? How do you approach it? (All) What does your manager do to make you feel dedicated, significant, enthusiastic and challenged by your work? What does he / she do? (Team member) What do you do to make your people feel dedicated, significant, enthusiastic and challenged by their work? What do you do? What were you doing to create this? Can you describe the opposite situation? (Manager)
4.	How often do you have those times when time runs away with itself? (All) Do you find it difficult to leave your work because of your enthusiasm for it? (All) How does your manager create focus and concentration on work, so that time passes quickly? What does your manager do? (Team member) How do you create focus and concentration on work for others, so that time passes quickly? What do you do? For you and for your people? (Manager)
5.	How would you describe your energy levels? Does it change during the day? (All) How does your manager create energy and mental resilience at work? What does he/she do? (Team members) Describe an incident or time when you and your team had high levels of energy and mental resilience at work. How was this created? Can you describe the opposite situation? How was this created? (Team members) How do you create energy and mental resilience of others at work? What do you do? (Manager) Can you describe an incident or time when you and your team had high levels of energy and mental resilience at work? What were you doing to create this? Can you describe the opposite situation? Is there anything that you did to create this? (Manager)
6.	Describe an incident when you or your team were fully absorbed at work? What did your manager do to create this? Can you describe the opposite situation? (Team members) Describe an incident when your team was fully absorbed at work. What were you doing to create this? Can you describe the opposite situation? (Manager)
7.	How would you describe your manager's coaching behaviours? (Team members) How would you describe your coaching behaviours? (Manager)
8.	Can you see evidence of your manager being trained on coaching? Is he / she confident about coaching people? How long after the training? (Team members) How have you been trained on coaching? When did you feel confident about coaching people? How long after the training? (Managers)
9.	If you had to divided 100 points to coaching, leading or managing in your world as your manager's role / or your role as a manager, or time spent? How would you distribute it? (Team member / Manager)
10.	Is your manager more prescriptive; in other words, controlling, directing and prescribing your employee behaviour versus helping you grow and develop? In what situations does he / she use a more prescriptive approach? What is normally the result? When does he / she use a more developmental approach? (Team member) Are you more prescriptive, in other words, controlling, directing and prescribing your employee behaviour versus helping the employee grow and develop? In what situations do you use a more prescriptive approach? What is normally the result? In what situation do you use a more developmental approach? (Manager)

11.	Are you aware of your manager holding back and not providing the answers to you? How does this make you feel? What is the result? Can you give an example of this? (Team member) Are you aware of are holding back and not providing the answers to your people? What do you do instead? How do you think your people handle/deal with this? What is the result? Can you give an example of this? (Manager)
12.	How does your manager transferring ownership of issues to you, in other words, making you accountable? What does he / she do? How do you handle this? What is the result? Can you give an example of this? Have you been significantly more engaged because of this? (Team member) Are you aware of transferring ownership of issues to your employees; in other words, making them accountable? What do you do? How do you think your people handle this? What is the result? Can you give an example of this? (Manager)
13.	Is your manager being a resource to you people or removing obstacles for you? What does he / she do? How do you handle this? What is the result? Can you give an example of this? Have you been significantly more engaged because of this? (Team member) What percentage of the time do you think, or are you aware of being a resource to your people or removing obstacles for your people? What do you do / instead? How do you think your people handle this? What is the result? Can you give an example of this? (Manager)
14.	Does your manager help you think through issues? How does he / she do? Does he / she ask you questions to encourage you to think through issues? What is the result? Can you give an example of this? Have you been significantly more engaged because of this? (Team member) How do you get your people to think through issues? What percentage of your coaching time do you think that you are asking questions to encourage your employees to think through issues? What do you do instead? How do you think your people handle this? What is the result? Can you give an example of this? (Manager)
15.	How does your manager provide new levels of understanding and the exploration of new perspectives with you? Can you give an example of this? What was the result? Have you been significantly more engaged? (Team member) How do you provide new levels of understanding and the exploration of new perspectives with your people? Can you give an example of this with your people? What was the result? Have they been significantly more engaged? (Manager)
16.	How does your manager provide guidance and support to create your learning and development? Can you give an example of this? What was the result? Have you been significantly more engaged? (Team member) How do you provide guidance and support to create their learning and development? Can you give an example of this with your people? What was the result? Have they been significantly more engaged? (Manager)
17.	How does your manager provide feedback to you? How do you respond? When does it seem easy? Have you been significantly more engaged because of this? (Team member) How do you provide feedback to your people? How do they respond? When do you find it easy? When do you find it challenging? (Manager)
18.	How does your manager set your expectations with you? Can you give an example of this? What was the result? Were you significantly more engaged? (Team member) How do you set your expectations with your people? Can you give an example of this with your people? What was the result? Have they met your expectations? Have they been significantly more engaged? Do you find some people more challenging than others? Why? How do you handle this? (Manager)

19.	How does your manager create a learning environment for your team? How does he / she do that? (Team member) Would you say that you create a learning environment for your team? How do you do that? What do your people do to be part of creating that learning environment? (Manager)
20.	How does your manager work at creating mutual trust and respect within your team and with you? Can you give an example where this has worked well? Can you give an example where this has not worked well? Have you been significantly more engaged because of this? (Team member) Do you consciously work at creating mutual trust and respect within your team? Can you give an example where this has worked well with a member of your team? Can you give an example where this has not worked well? (Manager)
21.	How does your manager evaluate you and your team member's performance? Can you describe it? What has been a challenging example of this? What was the result? Have you been significantly more engaged because of this? (Team member) How do you evaluate your team member's performance? Can you describe it? What has been a challenging example of this? What was the result? Did this add to their engagement? (Manager)
22.	If you had to critique your manager's coaching style, what would it be? What does this do to your engagement? (Team member) If you had to critique your coaching style, what would it be? What do you find challenging about coaching your people? What do you think that your people would say about your coaching style? (Manager)
23.	How your manager' coaching behaviours influence your engagement at work? Can you give an example? How do you think that your coaching behaviours influence the engagement of your people? Can you give an example? (Manager)

Appendix V: Informed consent letter and form

The Graduate School of Business Administration

2 St David's Place, Parktown

Johannesburg, 2193
South Africa
PO Box 98, WITS, 2050



Website: www.wbs.ac.za

Name of person and company

Dear x

MMBEC RESEARCH INFORMATION SHEET AND CONSENT FORM: The influence of coaching behaviours by managers on employee engagement Study

Who I am

Hello, I am Caryn Conidaris. I am conducting research for the purpose of completing my Masters in Management specialising in Business Executive Coaching at Wits Business School.

What I am doing

I am conducting research on how coaching behaviours by managers influences employee engagement.

I am conducting a qualitative study using case study methodology using five different organisation sites at different hierarchical levels in order to establish what are the perceptions of managers of the influence of their own coaching behaviours on employee engagement and what perceptions do employees have of the coaching behaviours of their line managers?

Your participation

I am asking you whether you will allow me to conduct research on you and your team as a case study. If you agree, I will ask you and your team to participate in the following way; firstly; for the team to complete an on-line survey which should take at the most 14 minutes each, and then, secondly; for me to conduct an interview with yourself and two member of your team who will be randomly selected, for approximately one hour. I am also asking you to give us permission to tape record the interview. I tape record interviews so that I can accurately record what is said. The interviews will be confidential.

Please understand that **your participation is voluntary** and you are not being forced to take part in this case 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 go continue. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way.

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 people responsible for making sure that research is done properly, 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 pseudonym (another name) 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 on how coaching behaviours by managers influences employee engagement.

I can offer you a short analysis of the on-line assessment for your team. If you would like to receive feedback on the study, I can send you the results of the overall study when it is completed sometime after November 2016.

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, Mmabatho Leeuw. Mmabatho.leeuw@wits.ac.za

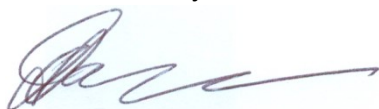
If you have concerns or questions about the research you may call my academic research supervisor, Lynda Gouveia on 083 326 1756.

I do hope that this answers any questions that you may have. If you have any other questions, please let me know.

I do hope that you and your team will be involved in my study.

I would like to complete this by the end of November 2015.

Yours sincerely



Caryn Conidaris

CONSENT

I hereby agree to participate in research on "How coaching behaviours by managers influences employee engagement". 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.

.....

Signature of participant

Date:.....

I hereby agree to the tape-recording of my participation in the study.

.....

Signature of participant

Date:.....

Appendix VI: Draft correspondence from Manager to their team

Dear ...

Caryn Conidaris is conducting research for the purpose of completing her Masters in Management specialising in Business Executive Coaching at Wits Business School on how coaching behaviours and employee engagement.

She has requested that she can conduct case study research on our team. We will firstly complete an online survey which should take at the most 15 minutes, then three of us are going to be interviewed for about an hour each.

Please understand that **your participation is voluntary** and you are not being forced to take part in this case study. If you choose not take part, you will not be affected in any way whatsoever.

Any responses in this research will be confidential, and I will not have access to your information. I do hope that Caryn will share the overall results of our team with us. Only academic supervisors will have access to ensure that the research is done properly, and they are required to keep your identity confidential. Everything will be destroyed after marking of the research.

I do not see any risks in our participation. The risks associated with participation in this study are no greater than those encountered in daily life.

There are no immediate benefits to you from participating in this study, however it is important for us to contribute to a developing body of knowledge of research on improving organisations.

Caryn will send you a link directly to the on-line survey, and then will contact you directly to set up the interview to the individuals who are randomly selected to be interviewed.

I thank you for your involvement.

Appendix VII: Informed consent as part of the online survey

I hereby agree to participate in research on “How coaching behaviours by managers influences employee engagement”. 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.

Appendix VIII: Instrument 1 - Utrecht Work Engagement Scale (UWES-9) results case by case (Schaufeli et al., 2002)

Case	Respondent	Overall Percentage	Vigor Percentage	Dedication Percentage	Absorption Percentage
Case A	Manager	81	67	89	89
Case A	Engaged	81	83	78	83
Case A	Disengaged	33	39	33	28
Case B	Manager	94	94	94	94
Case B	Engaged	100	100	100	100
Case B	Disengaged	48	50	50	44
Case C	Manager	83	83	94	72
Case C	Engaged	93	89	100	89
Case C	Disengaged	76	72	72	83
Case D	Manager	87	83	89	89
Case D	Engaged	87	83	94	83
Case D	Disengaged	80	78	78	83
Case E	Manager	94	94	94	94
Case E	Engaged	100	100	100	100
Case E	Disengaged	74	72	72	78

Appendix IX: Instrument 2 - The Supervisor/Line Manager Coaching Behaviour and Employee Perceptions of Supervisor/Line Manager Coaching Behaviour (Ellinger et al., 2003)

Case	Respondent	1. My manager uses analogies, scenarios and examples to help me learn	2. My manager encourages me to broaden my perspective by helping me to see the big picture	3. My manager provides me with constructive feedback	4. My manager solicits feedback from me to ensure that his/her interactions are helpful to me	5. My manager provides me with resources so I can perform my job more effectively	6. To help me think through issues, my manager asks questions rather than provides solutions	7. My manager sets expectations with me and communicates the importance of those expectations to the broader goals of the organization	8. To help me see different perspectives, my manager role-plays with me	Total Score	Individual Average	Individual	Team average
A	Manager	5	7	7	5	7	5	6	4	46	5.75	82	80
A	Engaged	5	7	6	6	6	7	6	6	49	6.13	88	
A	Disengaged	4	5	6	5	5	4	5	4	38	4.75	68	
B	Manager	3	3	3	2	3	3	3	1	21	2.63	38	61
B	Engaged	6	6	6	7	6	6	7	4	48	6.00	86	
B	Disengaged	4	3	3	3	3	3	3	3	25	3.13	45	
C	Manager	7	7	5	5	7	7	5	3	46	5.75	82	67
C	Engaged	6	7	5	5	7	7	5	3	45	5.63	80	
C	Disengaged	3	5	3	3	4	4	4	2	28	3.50	50	
D	Manager	2	4	5	5	2	3	1	1	23	2.88	41	64
D	Engaged	4	5	6	7	7	6	6	2	43	5.38	77	
D	Disengaged	4	4	6	5	6	6	2	1	34	4.25	61	
E	Manager	5	7	6	5	5	4	6	3	41	5.13	73	83
E	Engaged	7	7	7	7	7	7	7	7	56	7.00	100	
E	Disengaged	4	4	5	5	3	4	4	4	33	4.13	59	

Appendix X: Informed consent form for the interviewees

The Graduate School of Business Administration

2 St David's Place, Parktown

Johannesburg, 2193, South Africa

PO Box 98, WITS, 2050

Website: www.wbs.ac.za



MMBEC RESEARCH INFORMATION SHEET AND CONSENT FORM

The influence of coaching behaviours by managers on employee engagement study

Who I am

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What I am doing

I am conducting research on how coaching behaviours by managers influences employee engagement.

I am conducting a qualitative study using case study methodology using five different organisation sites at different hierarchical levels to establish managers' perceptions of the influence of their own coaching behaviours on employee engagement and perceptions employees have of the coaching behaviours of their line managers?

Your participation

I am asking you whether you will allow me to interview as one of the ways of conducting research on your team as a case study. If you agree, the interview with yourself will take approximately one hour. I am also asking you to give us permission to tape record the interview. I tape record interviews so that I can accurately record what is said. The interviews will be confidential.

Please understand that **your participation is voluntary** and you are not being forced to take part in this case 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 go continue. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way.

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research is done properly, 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 pseudonym (another name) 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 on how coaching behaviours by managers influences employee engagement.

If you would like to receive feedback on the study, I can send you the results of the study when it is completed sometime after November 2016.

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, Mmabatho Leeuw. Mmabatho.leeuw@wits.ac.za

If you have concerns or questions about the research you may call my academic research supervisor, Lynda Gouveia (083 326 1756).

CONSENT

I hereby agree to participate in research on "How coaching behaviours by managers influences employee engagement". 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.

Signature of participant

Date:.....

I hereby agree to the tape-recording of my participation in the study.

Signature of participant

Date:.....

Appendix XI: Breakdown of codes, code families and supercodes

		Case					TOTAL
Supercode	Code family	A	B	C	D	E	
Expert resource & creator of new perspectives	Coaching > Being a resource - time - removing obstacles	13	14	16	56	16	115
	Coaching > Being a resource - Not available - removing obstacles	4	40	17	5	7	73
	Coaching > Influence of Deep expertise of manager	3	11	25	5	22	66
	Coaching > Create new perspectives - think through issues - reflective practice	68	10	15	2	15	110
	Coaching > Not create new perspectives - not think through issues - reflective practice	0	0	0	0	2	2
	Coaching > Not Questioning, not hold back answers	3	0	3	1	1	8
	Coaching > Questioning/ Pulling/ Holding back - not providing the answers	11	12	9	4	5	41
Learning environment	Coaching > Learning / development not happening or need more	0	8	3	1	3	15
	Coaching > Learning environment	26	11	14	17	11	79
Coach development	Coaching > Coach development status	8	3	1	1	0	13
Coach, lead, manage time	Coaching > Coach Manage Lead percentages	8	12	6	8	6	40
Coaching style	Coaching > Coaching style - critique	3	14	9	4	9	39
	Coaching > Coaching style - positive	45	10	2	7	17	81
	Coaching > Evidence of managers coaching behaviour	69	15	21	1	24	130
	Coaching > Problem solver absent	1	3	0	0	4	8
	Coaching > Problem solving enabler	18	8	8	17	38	89
	Coaching > More empowering than prescriptive	4	8	10	9	6	37
	Coaching > More prescriptive than empowering	17	12	27	3	15	74

Expectation setting & transfer of responsibility	Coaching > Expectations not set	0	4	2	1	5	12
	Coaching > Expectations set	10	7	8	18	10	53
	Coaching > Transferring total ownership to employees - responsible and accountable	5	14	16	4	3	42
Feedback, evaluation of performance, reward and recognition	Coaching > Absence of reward, recognise, appreciate and praise	1	7	12	0	0	20
	Coaching > Reward, recognise, appreciate and praise	6	7	14	5	8	40
	Coaching > Performance evaluated regularly	6	10	11	4	16	47
	Coaching > Performance not evaluated	0	2	8	3	5	18
	Coaching > Feedback - non or need more	1	10	9	10	5	35
	Coaching > Feedback - positive & useful	35	27	40	43	30	175
Energy & Vigor	Engagement > Energy & Vigor - Negative	21	23	11	6	9	70
	Engagement > Energy & Vigor - Positive	45	23	26	34	20	148
Enjoyment & Challenges	Engagement > Challenges - Negative	33	42	13	22	16	126
	Engagement > Challenges - Positive	6	20	6	5	6	43
	Engagement > Work - Dislikes aspects	3	7	4	2	6	22
	Engagement > Work - Enjoys work	7	24	18	15	10	74
Absorption, focus & Concentration at work	Engagement > Creator of focus, absorption and concentration	25	9	9	3	5	51
	Engagement > Focus, absorption and concentration - no influence	0	1	0	0	0	1
	Engagement > Absorbed at work - time run away	8	11	10	7	10	46
Dedication & meaning of work	Engagement > Creator of dedication, significance, contribution and meaning	10	9	2	6	10	37
	Engagement > No dedication, significance, contribution and meaning work	0	4	0	1	0	5
	Engagement > Dedication, significant contribution and meaning	15	12	22	3	9	61

Engagement	Engagement > Engagement - negative	12	25	22	24	16	99
	Engagement > Engagement - Positive	33	29	38	8	22	130
Other influences on engagement	Influence - Humour, laughter and lightness	28	2	0	28	5	63
	Influence of context	39	13	8	0	0	60
	Role of team	2	10	9	24	8	53
Relationship & Trust	Influence of relationship on coaching	32	11	17	21	12	93
	Creator of mutual trust and respect	27	18	27	18	12	102
	Trust none	0	4	14	0	1	19

TOTALS:

711 576 562 456 460 2765

Appendix XII: Summary of identified coaching behaviours in all the cases

Coaching Behaviours of Manager				Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged 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Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged Manager	Disengaged Engaged 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	✓		Formal recognition and praise							✓	✓	✓		✓		✓	✓		
	✓		Gave advice and/or suggestions	✓	✓	✓		✓						✓	✓	✓	✓	✓	✓
	✓		Listened; acted as sounding board		✓	✓	✓	✓	✓					✓					
	✓		Problem solver through reflective practice or process	✓	✓		✓	✓	✓					✓					
	✓		Problem solver enabler						X	✓	X	X		✓	✓	✓			X
	✓		Gave solutions to problems		✓											✓			
	✓		Removed obstacles and referred matters up	✓	✓	✓	✓	✓	✓					✓	✓	✓		✓	
	✓		Prescriptive and controlling when needed	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓		✓	✓	X
		✓	✓ Focus on purpose and big picture			✓	✓												
		✓	✓ Created a deep understanding	✓	✓	✓											✓		
		✓	✓ Created new perspectives and awareness	✓	✓	✓	✓	✓	✓	✓	✓	X				✓	✓		
		✓	✓ Constructive confrontation for deep understanding and challenged mindsets	✓	✓	✓										✓			
		✓	✓ Created self-awareness and self-reflection	✓	✓	✓								✓					
		✓	✓ Valued diversity of opinion and other views		✓							X		✓					
		✓	Gave responsibility for own professional paths and growth	✓						✓	✓	✓							
		✓	Career-focussed coaching		X	✓			X										
		✓	Formal training opportunities	✓		✓		X	X										
		✓	Learnt from team, others and work challenges	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
		✓	Shared information	✓	✓	✓				✓	✓								
✓			Positive behaviours	3 4	3 7	3 5	1 9	2 5	1 5	2 5	1 2	8 5	2 2	3 0	2 8	2 4	2 0	2 8	8
X			Negative view of behaviours		1		2	1	9		5	1 2	2	1	1	1	1	1	2

