

https://dspace.org/

Coaching managers to facilitate integration after an agricultural acquisition in South Africa

Mashile, Theodorah Dudu

2020
https://hdl.handle.net/10539/37174

Downloaded from a DSpace repository. https://dspace.org/

Coaching managers to facilitate integration after an agricultural acquisition in South Africa

Theodorah Dudu Mashile

507036

dudu.mashile@bayer.com

Supervisor Dr Jenika Gobind

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

Johannesburg, 31 March 2020

RESTRICTED

ABSTRACT

Generally, organisations continuously search for ways to enhance the capabilities of their leaders to maintain pace with the ever-evolving business environment. Leaders frequently lack dynamic leadership behaviour; consequently, they need effective interventions to develop their emotional and social intelligence competencies to achieve their organizational or work-related goals. The current study aimed to investigate the role of coaching in facilitating team integration after an acquisition.

Majority of influential managers come from environments where technical, financial and operational knowhow were a priority, and these skills have provided little help when it comes to guiding people through change. The research followed the interpretive worldview. Data was collected from managers who have several people directly reporting to them. The sample consisted of mid-managers leading teams from both the acquired and acquiring companies. Face-to-face interviews were held with the participants—also, observations, detailed notes and researcher reflections.

Research findings confirmed that managers have a gap of being more task-orientated and less on being people orientated could be closed through coaching managers through this transition. The findings of the study further suggest that coaching can be used as a tool to develop the required skills to handle most changes that come with the integration stage.

Coaching has the potential to assist leaders to recognise their own emotions better and also acknowledge and manage their teams' emotions during the most uncertain period of organisational change. It helps to rely on their strengths and focus on their areas of development to lead and embrace change.

KEYWORDS

Executive Coaching, Facilitate, Integration, Acquisition and Mergers

DECLARATION

I, Theodorah Dudu Mashile, 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 field of Business Executive Coaching at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

Name:Theodorah Dudu Mashile Signature:

Signed at Springs

On the …….. day of March 2020

ACKNOWLEDGEMENTS

During this study, I have benefited a lot from the support, guidance and assistance of a number of people.

Firstly I would like to thank God almighty strength, ability and privilege to study.

Secondly, I would like to thank my manager Kobus Steenekamp, for allowing and supporting financially, timely and otherwise towards my studies. Our HR business, partner Madelin Du Plessis, our BEE manager Parusha Pillay for believing in me.

I am indebted to my family (my husband and two sons) for their support and patience, which made it possible for me to persist in finishing this study.

My profound gratitude goes out to my supervisor Dr Jenny Gobind for entrusting me with the opportunity to undertake this study. More importantly, I would like to thank her for practical during this study.

I would also like to thank Ayanda Magida for her devotion and valuable input towards this study.

I am also indebted to the WBS MMBEC staff Meisie Moya who has supported not only me but the whole in this field. A particular word of thanks goes to my colleagues; all the managers that have participated in this study; it was not a comfortable journey required many sacrifices.

TABLE OF CONTENTS

ABSTRACT ..... **ii**

DECLARATION ..... **iv**

ACKNOWLEDGEMENTS ..... **v**

LIST OF TABLES ..... **ix**

LIST OF FIGURES ..... **x**

LIST OF ACRONYMS ..... **xi**

CHAPTER 1. INTRODUCTION **1**

1.1 PURPOSE OF THE STUDY 1
1.2 CONTEXT OF THE STUDY 1
1.3 RESEARCH PROBLEM 2
1.4 RESEARCH OBJECTIVES 3
1.5 SIGNIFICANCE OF THE STUDY 3
1.6 DELIMITATIONS OF THE STUDY 4
1.7 DEFINITION OF TERMS 5
1.8 ASSUMPTIONS 6
1.9 STRUCTURE OF THE REPORT 6

CHAPTER 2. LITERATURE REVIEW **7**

2.1 INTRODUCTION 7
2.2 ORGANISATIONAL INTEGRATION 7
2.2.1 IMPORTANCE OF MERGERS AND ACQUISITIONS 7
2.2.2 INTEGRATION PROCESS 8
2.2.3 LEADERSHIP DURING THE INTEGRATION STAGE 10
2.3 COACHING OF MANAGERS 10
2.3.1 COACHING APPROACH 12
2.3.2 DEFINITIONS OF DIFFERENT COACHING APPROACHES 14
2.3.3 PROPOSITION 1: EXECUTIVE COACHING PLAYS A PIVOTAL ROLE IN INFLUENCING MANAGERS DURING THE INTEGRATION PROCESS 16
2.4 COACHING THEORIES 16
2.4.1 COACHING USING KOLB'S EXPERIENTIAL LEARNING THEORY 16
2.4.2 EMOTIONAL INTELLIGENCE COMPETENCE 18
2.5 THE PROCESS OF DISCOVERING NEW SKILLS IN COACHING 20

2.6 CONCLUSION OF THE LITERATURE REVIEW 22

CHAPTER 3. RESEARCH METHODOLOGY 24

3.1 RESEARCH APPROACH ..... …….24
3.2 RESEARCH DESIGN 25
3.3 DATA COLLECTION..... 26
3.4 POPULATION AND SAMPLE 26
3.4.1 POPULATION..... 26
3.4.2 SAMPLE AND SAMPLING METHOD..... 27
3.5 THE RESEARCH INSTRUMENT..... 28
3.6 PROCEDURES FOR DATA COLLECTION 28
3.7 DATA ANALYSIS AND INTERPRETATION 29
3.8 LIMITATIONS OF THE STUDY 30
3.9 TRANSFERABILITY AND DEPENDABILITY 30
3.9.1 TRANSFERABILITY 30
3.9.2 CREDIBILITY..... 30
3.10 DEMOGRAPHIC PROFILE OF PARTICIPANTS 31
3.11 ETHICAL CONSIDERATIONS 31

CHAPTER 4. PRESENTATION OF RESULTS / FINDINGS 33

4.1 INTRODUCTION 33
4.2 FINDINGS FROM THE COACHING SESSIONS 33
4.2.1 LEADERS LEARNING STYLES ACCORDING TO KOLB'S THEORY 33
4.2.1 RESULTS OF THE EMOTIONAL INTELLIGENCE SELF-ASSESSMENT..... 34
4.2.2 PREPOSITION ONE: EXECUTIVE COACHING PLAYS A PIVOTAL ROLE IN INFLUENCING MANAGERS DURING THE INTEGRATION PROCESS 34
4.3 CENTRAL THEMES FROM THE INTERVIEWS 34
4.3.1 COACHING EXPERIENCE 35
4.3.2 INFLUENCE OF COACHING ON TEAM MANAGEMENT 38
4.3.3 PERCEIVED IMPACT OF COACHING..... 41
4.3.4 LESSONS LEARNT FROM THE EXECUTIVE COACHING PROCESS..... 43
4.4 SUMMARY OF THE RESULTS/FINDINGS..... 47
4.4.1 COACHING EXPERIENCE 48
4.4.2 INFLUENCE OF COACHING ON TEAM MEMBERS 48
4.4.3 PERCEIVED IMPACT OF COACHING..... 48
4.4.4 LESSONS LEARNT FROM THE EXECUTIVE COACHING PROCESS..... 49
4.5 RESEARCHER REFLECTION AND EXPERIENCE 50
4.6 SUMMARY OF THE RESULTS/FINDINGS..... 52

CHAPTER 5. DISCUSSION OF THE RESULTS 53

5.1 INTRODUCTION 53
5.2 PARTICIPANTS DEMOGRAPHICS..... 53

5.3 FINDINGS FROM THE INTERVIEWS 54
5.3.1 COACHING EXPERIENCE 54
5.3.2 INFLUENCE OF COACHING ON TEAM MEMBERS 55
5.3.3 PERCEIVED IMPACT OF COACHING,..... 55
5.3.4 LESSONS LEARNT FROM THE EXECUTIVE COACHING PROCESS. 56
5.4 CONCLUSION 57

CHAPTER 6. CONCLUSIONS & RECOMMENDATIONS 58

6.1 INTRODUCTION 58
6.2 CONCLUSIONS REGARDING AN UNDERSTANDING OF HOW EXECUTIVE COACHING PROCESS INFLUENCED MANAGERS DURING THE INTEGRATION STAGE. 58
6.3 CONCLUSIONS REGARDING THE LESSONS LEARNT BY MANAGERS DURING THE EXECUTIVE COACHING PROCESS 58
6.4 CLOSING REMARKS 59
6.5 RECOMMENDATIONS 59
6.6 SUGGESTIONS FOR FURTHER RESEARCH 60

REFERENCES.....62

APPENDIX A Semi-structured interview guide 70

APPENDIX (X) Ethics Clearance Certificate 71

LIST OF TABLES

Table 2-1 Objectives of coaching Source: Ives, (2008) p.12.....14

Table 2-22-3: Goleman's leadership competencies 19

Table 3-1 Table 4. Consistency table: research questions, propositions, data collection and data analysis.....32

LIST OF FIGURES

Figure 2-1 The ‘onion’ model of personality Source: Adopted from de Haan and Nieß (2011).....13

Figure 2-2 Figure 2.2. Kolb’s four learning styles Source: Adapted from Turesky and Gallagher (2011) 17

Figure 2-3 Figure 2.4. The process of discovering new skills.....21

LIST OF ACRONYMS

VUCA - Volatility, uncertainty, complexity and ambiguity,

FAO - Food and Agriculture Organization of the United Nations

R&D- Research and Development

M&A - Mergers and acquisitions

CHAPTER 1. INTRODUCTION

1.1 Purpose of the study

The purpose of this study was to examine whether executive coaching facilitates integration after the acquisition of two multinational agricultural companies.

1.2 Context of the study

Due to globalisation and recent economic challenges, there have been many mergers and acquisitions in companies that are looking for increased growth, new products and innovation (Vancea, 2011). It is further argued by Vancea (2011) that the intense rivalry, of the new economic opportunities and changes in the policymaking process globally and local enterprises, have become tactical tools. Backing the development of product ranges, access to new markets, and gaining of new technologies. Mergers and acquisitions, in most cases, are used in the same connotation. However, there is a distinct difference between the two phrases.

A merger is a manner in which two different companies amalgamate with one company advancing its entire assets to others which continue to exist, in the system of large company legislations. Essentially one enterprise absorbs the other, but the investors of the absorbed enterprise obtain stocks in the remaining enterprise (Koi-Akrofi, 2016). An acquisition is when the shareholders of a smaller company are offered a price by an acquiring company which is larger more extensive and stronger in finance for their stocks (that includes a premium over current market stock). The acquiring company has the permission of the target company's board of directors to purchase and take over the company (David, 1991). Amid other alliances and takeover processes, the integration process is one of the initial and critical processes of an acquisition's success.

The acquisition, which is the backdrop of this study is one of the largest cash acquisition on record amounting to $66billion. The successful transaction between two big Agricultural companies concluded in 2018. According to Kumar (2019) the

acquiring German pharmaceutical and medicine business made an automatic bid to acquire, the massive US agrichemicals at $122, a share that approximately valued at $66 billion during the period of deal-making.

The purpose of the acquisition is to enhance agriculture research and revolution for doubling global food source by 2050 (Varinsky,2018). Food and Agriculture Organization of the United Nations (FAO) (2014) and Erasmus (2019) warn in their studies that, there is a considerable gap between the quantity produced foods globally and the amount of food required to feed a projected 10 billion people by the year 2050. The combined companies were the sole leading provider of seeds and crop protection chemicals across the globe. The two businesses are very robust companies in selling similar products and have firm Research and Development (R&D) competences. The acquisition shaped a leading cohesive agriculture business with a comprehensive product range to offer innovative results, almost a one-stop shops to the farmers. The transaction and acquisition were global. The study, however, focuses on South Africa, in the Gauteng Province specifically. The combined companies pledged science for a better life, and to use innovative and sustainable technology in shaping the future of farming for farmers, consumers and planet. This significant pledge may not materialise without a successful team's integration following the acquisition. In Sub-Saharan Africa, several factors, such as climate change, and increasing demand mean that African smallholders are not able to meet this demand, donor and government support to agriculture have decreased significantly, there are less land/labour ratios and inequitable land distribution (Jayne, Mather, & Mghenyi, 2010). Agriculture plays a crucial role in the economy of South Africa, as it provides food, helps decrease high unemployment and is a sustainable integration process.

1.3 Research problem

According to Battilana, Gilmartin, Sengul, Pache, and Alexander (2010), majority of influential managers come from environments where technical, financial and

operational knowhow were a priority, and these skills have provided little help when it comes to guiding people through change. Battilana et al. (2010) further argued that such leaders might be pushing the limits of their understanding of the future, and they need perspective and advice. That is where coaching, as an enabler, can be a valuable vehicle to help leaders strengthen their people skills and build that trust with their employees.

Malone (2001) suggested coaching as the best way to enable the following efficacy-strengthening approaches: self-mastery through experience, modelling, social persuasion, and psychological states. Executive coaching can allow for increased growth of work-related goal achievement, strengthen solution-focused thinking, become ready to meet challenges. Also enhanced leadership, surpassing difficulty and flexibility, and decreased unhappiness; this research indicates positive results that executive coaching can introduce to non-work related areas, such as social and personal life (Grant, 2014). The current research investigates the role of coaching in facilitating team integration after an acquisition.

1.4 Research objectives

- To assess how executive coaching process influenced managers teams intergration after an acquisition.
- To determine what are the lessons learnt by managers during the executive coaching process.

1.5 Significance of the study

According to Schuler and Jackson (2002), mergers and acquisitions are useful when enterprises want to grow and keep their position in the market place. Acquisitions are considered to be a quick and effective way to grow into virgin markets and consolidate new technologies and to innovate. The study is essential to help organisations better manage worker's integration during mergers and acquisitions; as the difference is constant organisations are dealing more and more with a Volatility, Uncertainty,

Complexity and Ambiguity (VUCA) environment in business. The current corporate strategy is focused mainly on alliances and takeovers as measures for promoting future strength and creating a sustainable impact. Enterprises are unapologetically looking and acquiring compatible and synergistic businesses to boost their strong points and divesting those activities that are outside the business (Warter & Warter, 2014). The findings in the study may help acquisitions of companies in the same industry to compare notes and take the necessary remedial measures and thereby create value by managing the integration process during after acquisitions. Executive coaching is frequently used in times of organisational change to support executives with psychological and behavioural skills essential. Besides, to focus on realising their work-related expectations and on managing the disruptions that may arise with company transformation (Grant, 2014). Several enterprises are making use of coaching as a mechanism of developing performance, improving skills and potential, allowing leadership development, as well as career management.

1.6 Delimitations of the study

The study did not focus on a global scale due to the lack of resources, time and cost implications. The focus was on a few mid-managers at the head office (Isando), and different plants (Petit Research station as well Nigel production plant) based in Gauteng South Africa. The sample was composed of participants belonging to the two agricultural companies (acquiring and acquired) who were currently at the integration stage. The inclusion of both sets of managers provided a balanced input.

The study focused on the Crop Science division and excluded other divisions like pharmaceutical, homecare and animal care. The research sample was drawn from a pool of mid-managers who have teams reporting to them. Interviews couldn't be tape recorded, as participants were not willing to give their permission. Combining hand written notes and tape recorder would have resulted in a more accurate report by capturing more responces.

1.7 Definition of terms

The acquisition is the process when one company buys the target company as a continuous business, and transfer the shares of the target company on the shareholders of the company that is acquiring the other for cash or debt, the acquired company's assets and liabilities entirely controlled by the acquiring Koi-Akrofi (2016).

Business coaching occurs within an organisational context, promote success at all levels of the organisation by affecting the actions of those coached (Kahn, 2011, p. 194).

Executive Coaching is a purpose-directed, all-round development for increasing people, work and life (Griffiths & Campbell, 2009).

Compassion is an interpersonal feeling that involves noticing another person as being in need, empathising with him or her, and acting to enhance his or her well-being in response to that need (Boyatzis, Smith, Van Oosten, & Woolford, 2013b).

Competence is the capacity to apply information and other skills, essential for the positive and well-organized achievement of a selected mission, the business of effort, achieving a set goal or accomplishing of an affirm responsibility in the organisational operations (Pagon, Banutai & Bizjak 2008).

Emotional Intelligence-EQ is a range of sensitive, private individual and social capabilities which stimulates one's endless potential to well survive under the state of stresses and influence (Kaliyaperumal, & Padmanaban, 2019).

Integration refers to the blending of several fundamentals, such as the accounting systems, the possessions, the production lines, the information technologies or the cultures (Vancea, 2011).

The team is a makeup of adherents, or members who work and interrelate with dynamism, towards an esteemed goal, these members' works separately and together

with each member adding value to fulfil the team's goals (Kozlowski, Watola, Jensen, Kim, & Botero, 2009).

1.8 Assumptions

- Participants will be truthful and benefit from one on one coaching sessions, as both companies do not have an existing coaching culture.
- This research will show that coaching can bring new learning to the managers
- Managers will be favourable towards coaching, and they will recommend as a development tool for the whole organisation.

1.9 Structure of the report

The current report has six chapters. The first chapter focuses on locating the study. Thus it is an introduction and an overview of the study. It also outlines the central thesis of the study. The presentation of the research objectives, the rationale and context of the study. Finally, it also includes some of the assumptions and delimitations of the study.

The second chapter presents some of the states of the art literature. The literature review focuses on understanding the role of coaching in the process of integration. In the third chapter, the methodology used in the study is presented; this includes the design, data collected, sample and data analysis. The fourth chapter presents the research findings. Thus the following themes are discussed: Managers coaching experience, the influence of coaching on the team members, perceived impact of coaching and lessons learnt from coaching. In the fifth chapter, the findings of the study are presented against the available literature. Finally, chapter six presents the main conclusion and recommendations from the study.

CHAPTER 2. LITERATURE REVIEW

2.1 Introduction

Organisations pursue mergers and acquisitions as a means to advance strategy and market attractiveness (Battilana et al., 2010; Vancea, 2011). It has been noted that the integration phase of the merger and acquisition progression is the most challenging part. Which often contributes to a merger and acquisition fiasco, and that the problematic area in the integration stage has to do with the human factor (personnel dealing with cultural differences, politics, lack of effective communication (Koi-Akrofi, 2016). Leaders play a crucial role in shaping organisational efficacy across all areas (e.g., individual, team, unit) within corporations (Burke, Sims, Lazzara, & Salas, 2007). companies tend to l rely on leaders to drive a successful team's integration after acquisitions and keep them motivated and engaged as valuable company assets. Recognized that the capability to advance leadership talents and skills is essential to sustainable effectiveness of companies (Turesky & Gallagher, 2011). The purpose of the current chapter is to discuss the following themes: organisational integration, coaching of managers, coaching focus and theories.

2.2 Organisational integration

2.2.1 *Importance of Mergers and Acquisitions*

Studies conducted by several authors (Schuler & Jackson, 2002; Vancea, 2011; Warter & Warter, 2014) indicate that mergers and acquisitions (M&A) by firms in an attempt for global growth, in going into new marketplaces, strategic revitalisation or for the establishment and sustaining of their market share in the market place. Numerous factors lead companies to acquire other companies. These factors indicate the multifaceted and increasing challenges that companies need to manage to stay competitive, sustainable and to continue growing. According to the company newsletter of June 2018, the acquisition will help with innovation, as it is essential to produce more healthy, safe and affordable food for a growing population in a more

sustainable manner. The amalgamation of the two businesses will allow the new company to offer added. Innovation faster and provide solutions tailored to the needs of farmers around the globe.

2.2.2 *Integration process*

The integration process is a pivotal factor in determining whether the objectives of acquisition are achieved (Mehta & Hirschheim, 2007; Paruchuri, Nerkar, & Hambrick, 2006). Mehta and Hirschheim (2007) are of the view that the merger integration involves a combination of some of or all organisational assets, people, processes, and technology, resulting in 'wholeness.'

Acquisition Integration models as pointed out by Carbone (2011):

1. The "Cross-Leverage" model only merge competencies and employees into the acquiring company, and the acquisition stays a self-standing component. When the acquired organisation is a large one or partly utilised to supplement portfolio gaps, often used as a backtrack model.
2. The "New Bet" model is a model that should get over the challenges brand awareness in the new market, different company policies and unpleasant help from the acquiring company to access virgin markets.
3. The "Top Up" model is a model that derange the acquired operation into portfolio essentials and merges it into the acquiring company. This model is well suited to increase ae capable critical business unit by adding resources and filling gaps quicker than can be done gradually.
4. The "Double Down" model merges both businesses' assets into the final company. This model is ideal best when the acquired company has the market impetus, brand, customer base, or network, and when it also has a useful and competent management complement.

The acquiring company followed the 'Double down" integration model by joining both business assets into one, with the acquiring company becoming the sole owner. The two agricultural businesses have complementary products to one another, where one is robust in crop protection products, the other has a healthy seeds and traits portfolio.

The acquisition gives growth to a world-class agriculture business with a high level of advanced selling points and a robust product range.

Poor integration between the acquiring and the target firm affords an insight for acquisition performance falling short of projections because integration is critical in producing value from an acquisition. Several studies have suggested that change can be problematic and can result amongst other factors in emotions like stress which can negatively influence on the morale of employees (Alaranta and Viljanen (2003); Brady, Cullen-Lester, Edward and Webster (2018). The acquisition comes with lots of changes like cost savings as well as restructuring processes that need to be managed, especially on the people's side. Organizational Structure changes, including collaborations from the acquisition and a reduction in the global workforce by around 12,000, should result in annual savings of 2.6 billion euros ($3 billion) from 2022. In South Africa, 4000 jobs in three years will be lost due to the restructuring process.

This cost-saving strategy is communicated within the organisation, and it may result in staff's members fearing to lose their jobs or losing prospects that they previously had. This anxiety may result in lower productivity and may further exacerbate the situation by driving top-performing employees out of the company to go and seek for stable jobs elsewhere, even the company's rivalry. These factors do not only prevail during the process of integration after an acquisition or a merger. Focuses on how people react when there are disruptions to their daily routine like new management, new systems and policies. The business will continuously need to address such factors, as the business environment is forever changing, and leaders need to be competent and skilful to manage these challenges.

Active or passive resistance in change is a human factor that is most likely to bring about an undesired outcome of the integration stage, effective communication and proper human resource management are critical during the integration process. It is crucial to personal managing issues and individual personalities during this stage of acquisition to realise its value.

2.2.3 *Leadership during the integration stage*

Leadership plays a pivotal role during the integration phase. The integration phase brings many uncertainties. It is at this stage that the company needs to have leaders who have the necessary skills and attributes to get employees to trust them throughout the integration process. In most acquisitions and mergers, change is often imposed on the leaders themselves; despite this, leaders must act as agents of change by prompting others to follow (Kavanagh & Ashkanasy, 2006). According to Santhidran, Chandran, and Borromeo (2013), for such willpower, leaders should have confidence and aptness, such as honesty, inspiration, drive, emotional intelligence, dignity, and understanding. Leaders must foremost be able to handle the emotional consequence that may result from the declaration of the acquisition or merger before inspiring self and others to move onward with integration tasks (De Alwis, 2013).

Most leaders come from practices where procedural, financial, or operative services were central skills, and those skills offer little support when it comes to leading people through change (Bridges & Mitchell, 2000). The practices mentioned by Bridges and Mitchel (2000) does not include the essential concern of the manager, including to encourage and inspire team members to work together in achieving the common goal, while positively enforcing group cohesion and in the accomplishment of the team spirit.

It is quite evident that for the company to realise its initially set goals for the acquisition, highly skilled managers are required to implement change successfully. The speed of change has never been rapid than in the current nonstop evolving VUCA business environment. Companies that will survive are those who are agile to the VUCA business and act with speed to adapt to the ever demanding and ever-changing business world.

2.3 Coaching of managers

Gradually, more companies are turning to coach as an approach of fostering performance, advancing skills and capability, empowering leadership development, as well as career management (Rosha & Lace, 2016). According to Grant (2014), solution-focused coaching and solution-focused therapy are strengths-based methods

which highlight people's resources and resilience and how these can are used in the quest of resolute, constructive transformation. Arakawa and Greenberg, (2007) in their study also emphasized that positive leadership holds the significance of hopefulness and confidence in the future in the workplace, and there is a connection between productivity and teams engagement.

Ely et al. (2010) highlight four different ways in which current leadership development varies from leadership coaching:

(a) leadership coaching places emphasis on the client's essential need and that of the clients' company and the extraordinary characteristics that will be offered by each
(b) leadership coaching stresses on coaches in possession of unique skills and competencies,
(c) leadership coaching accentuates in the connection od the client-coach, and
(d) leadership coaching highlights all-round development to achieve intended results.

These four (client, coach, client-coach relationship, and coaching process) offer a basis for understanding the exceptional nature of leadership coaching, the consequential context, and inferences for its evaluation (Ely et al., 2010). According to Geber and Keane (2013), fundamental knowledge in coaching and coach training is key to Southern Africa's leadership development and the re-connection to more humane and community-oriented ways of being.

Executive coaching today is still inclined to be reduced to its two old perceptions: psychological and managerial, whereas these are vital, they alone are usually inadequate to release the coachee' s complete potential International (Coaching Federation (ICF) 2010). ICF further argues that Coaching that integrates numerous viewpoints is a current vehicle for empowering sustainable and international accomplishment for self and others.

According to Sherman and Freas (2004), contrasting most business procedures, which lean towards reducing information to ideas, executive coaching is involved with people in personalized ways that recognize and respect their uniqueness. It assists people to know themselves well, to live more intentionally, and to contribute richly

(Sherman & Freas, 2004). According to Grant (2014), executive coaching is frequently utilized in times of organizational transformation to support executives in developing the psychological and behavioural skills desirable to focus on attaining their job-related goals, while at the same time, dealing with the disorder related to organizational transformation.

2.3.1 Coaching Approach

A few studies warn of the possibility for discontent when a specific coaching approach, whereas the client group is anticipating a different one (Brockbank, 2008; Kahn, 2011; Grant et al. 2012). These studies provide three main recommendations for coaches to safeguard that the coaching they are offering. Namely, coaching should be appropriate for purpose solution-driven and stress people's resources, and an appropriate atmosphere that is reinforced by the senior executive is formed (Brockbank, 2008; Kahn, 2011; Grant et al. 2012). Particularly since people are multifaceted; it is not going to be a one-size-fits-all; best choice does not indicate that one approach/style is the best or correct; each coaching should be treated according to its merits. While de Haan and Nieß (2011) accentuate that classification of transformation conventionally fit into an 'onion model' of the client´s personality; the writer utilises the figure of an onion that indicates the client´s personality with:

1. An 'outer' layer that is our crossing point with the outside world. This first classification includes transformation in communication know-how, like attention skills or nonverbal language,
2. Another layer that is also having to do with our 'crossing point 'with the outside world, such as relational skills (classification two), such as reinforcement, influencing, respect and incorporating part of the team; honestly regarding the self (category three); accountability and responsibility skills (layer four), such as delegating and prioritising and significance; and conflict handling, ambiguity, or challenging situations (layer five),
3. More obscured fragments relating to an associate of self: taking an understanding and moving viewpoint (layer six), and self-understanding and self-knowledge (category seven),

4. Deviations in defiance (fourth layer of the onion model) are defined by classes eight to ten. Cluster eight shows altering attitude and intellectual change, like as challenges-solving and executive, whereas cluster nine explains growths in self-confidence and reality. Group ten deliberates on the advancement of originality, like liveliness or resilience.
5. Category 11 (total transformation, not exhaustive) developed to costume the imageries that did not underline a wide-ranging change.

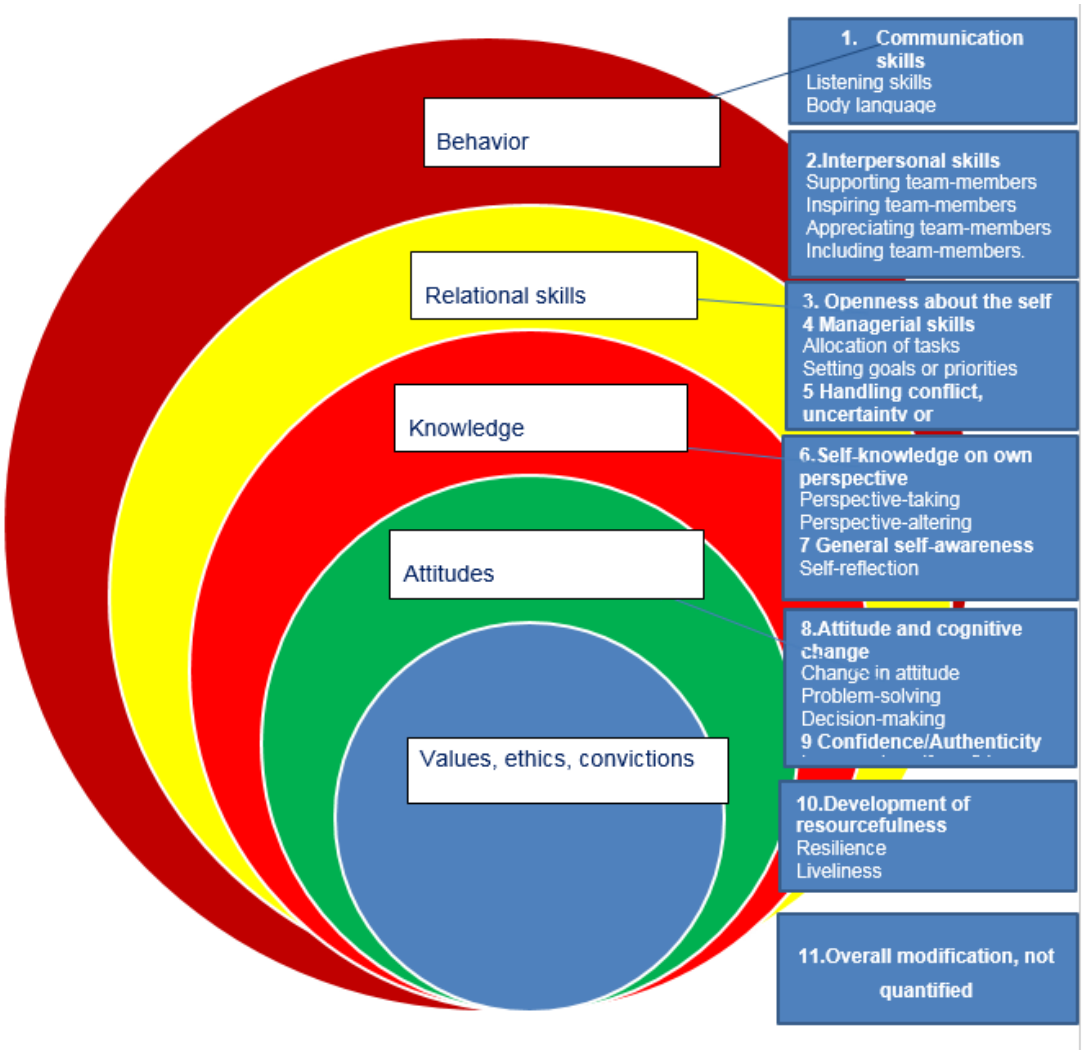


Figure 2-1 The 'onion' model of personality Source: Adopted from de Haan and Nieß (2011)

Peoples personality layered like an onion some easy to see and some not. The way people behave at work during integration might change than when they are working in

a different environment. Coaching is about understanding the values and beliefs of those coached. According to Dippenaar, & Schaap, (2017) impactful coaches need to possess skills and know-how to raise the level of psychologically energizing self-conscious or paying attention to self and self-accountability to encourage conscious independent discovery and advancement. It focuses on building on their strengths and managing the gaps. When coaching is taking place, it will be a process to see tangible change, all these layers will have to be touched on and layer by layer. Coaches will have a lot to take in, process, reflect and then purposely take action about the new learning.

According to Grant (2012), the term goal denotes “the purpose toward which an endeavour directed; an objective or outcome emphasized further by Rodgers (2004), coaching is about change and action.

2.3.2 *Definitions of different coaching approaches*

Table 2-1 Objectives of coaching Source: Ives, (2008) p.12

Type of Coaching	**Objective of Coaching**
Humanistic	“Coaching is above all about human growth and change” (Stober, 2006 p. 17)
Behaviourist	“The purpose of coaching is to change behaviour” (Peterson, 2006 p.51)
Adult development	Coaching is about helping clients develop and grow in maturity
Cognitive Coaching	Coaching is foremost about developing adaptive thoughts
Goal-focused	“Coaching is a goal-oriented, solution-focused process” (Grant, 2006, p. 156).”

Positive psychology approach	“Shift attention away from what causes and drives pain to what energises and pulls people forward” (Kauffman, 2006 p. 220)
Adventure coaching	Stretching the client through entering into challenging situations and the learning that arises.
Adult learning	A learning approach that helps self-directed learners to reflect on and grow from their experiences
Systemic coaching	“Coaching is a journey in search of patterns” (Cavanagh, 2006 p. 313)

There is no wrong or right coaching approach, and it is, however, essential to identify the desired coaching outcome and then use a suitable approach/approaches to accomplish that outcome. Using multiple strategies, the coachee can end up discovering a lot more learning than using just one specific approach. The study of Passmore (2007), concludes by highlighting that coaching is a call for the coach to derive broad ideas, bringing together devices and methods from procedures or approaches, yet targeting the principal goal of advancing and developing executives in the workplace. That is the case of adventure coaching. It is concerned with, stretching the client through entering challenging situations and the knowledge that arises. Important this is as the managers will be joining the integration process, which will be challenging for them and their teams. According to Linley, Woolston, & Biswas-Diener, (2009) the purpose of executive coaching is to assist leaders in being more capable in their leading roles, as ineffective leaders are destructive to the departments they are leading, creating desolation, nervousness, and antagonism amongst their team members during the time of change. Dippenaar and Schaap (2017), reiterate that emotional intelligence coach results into positive and increased peoples and communication skills as well a psychological skills, better deal with stress, have high regard for themselves and can execute empathy. Managers mentioned that they need to be highly empathetic and support their team in order to realise effective integration. Skills, civil the significant positive impact EI coaching had on the intrapersonal,

interpersonal, stress management, self-regard and empathy components. Practical teamwork results in highly engaged teams and increases productivity in that way; the organisation will realise the initial goal of acquisition.

2.3.3 Proposition 1: Executive coaching plays a pivotal role in influencing managers during the integration process

2.4 COACHING THEORIES

Many theories inform the coaching field. These cuts across the different study fields some of the widely used theories in coaching include learning theories, emotional Intelligence and Competence theories the current study Kolbs Experiential learning theory and Goleman's leadership competencies. Coaching, according to (Brown & Grant, 2010) is about a coach/es and two or more coachees interacting or engaging with a critical focus on change and growth. There is a difference between one on one coaching and group coaching session. Primarily coaching is based on the coach's need to understand group dynamics in addition to the relationship-building skills. Both one on one and group coaching sessions were held subsequently.

2.4.1 *Coaching using Kolb's Experiential Learning Theory*

Turesky and Gallagher (2011), suggest that Kolb's four learning modes and styles afford a guiding structure for expert coaches to personalise their tactic to coaching leaders to overcome the leader's over-reliance on their main learning style and suitably access more productive behaviours in management to face the many of responsibilities they face. It is thus imperative for coaches to know their learning styles to be more effective in their coaching role. Kolb's four learning styles Coach vs Managers learning styles.

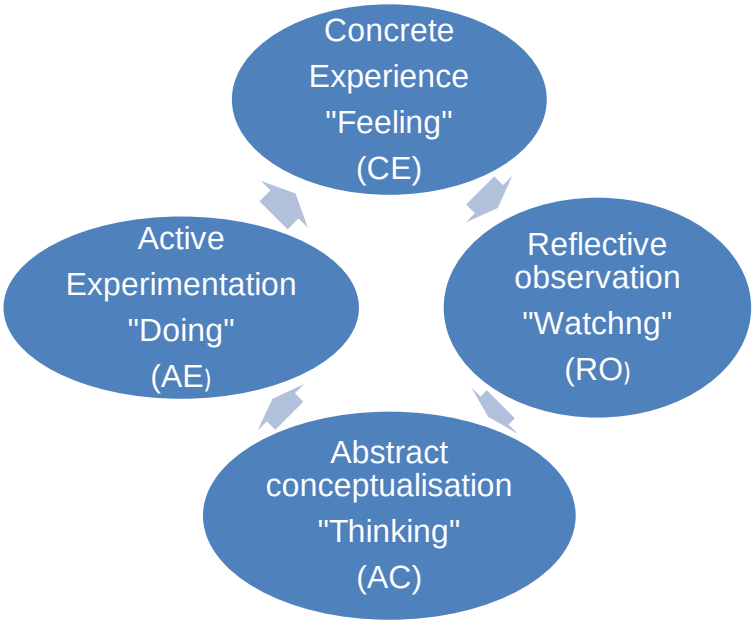


Figure 2-2 Figure 2.2. Kolb's four learning styles Source: Adapted from Turesky and Gallagher (2011).

As aforementioned, the current study was informed by Kolb`s learning styles theory. In the coaching process, coaches should have all four learning styles and be able to match their style to that of the managers to facilitate effective coaching (Turesky & Gallagher, 2011). For example: if a coach is an abstract conceptualisation learner, coaching will not be valid if the coach imposes his/her learning styles on the managers. It stands a chance to be useful if the coach recognises the managers' learning style and adapt to it. In the study by Griffiths and Campbell (2009), learning was found to be at the heart of coaching, and it appears to be subtly unstated to realise coaching outcomes, learning must take place. The most desirable outcome for the study would be for the managers to be sensitised on their dominant learning style and learn to adapt to their team members' learning styles for successful integration.

Boyatzis et al. (2013b) maintain that in traditional coaching, most managers or executives consider an employee's actions, and then they hurry to complete the activities they should have applied in advance. They further note in their study that

there is rarely scrutiny if the person desires to go this route; they call this ‘‘coaching for compliance (Boyatzis et al. 2013b).

This coaching approach puts people into boxes and does not allow them to recognise their gaps and decide on how, where and when to improve. It results in malicious obedience which is short term, instead of opening them up to new potential which is long term and deep-rooted. In the NEA (Negative Energy Attractor) state, people often feel pressured and are on the defensive (Boyatzis et al., 2013). The approach of coaching with compassion is the focus on invoking the ideal self and guiding the change process (Boyatzis et al., 2013). This form of coaching engages the Positive Emotional Attractor during most conversations and meetings. Coaching with compassion prioritises the establishment of a caring, trusting relationship between the coach and the coachee and anchors the coaching conversation on positive emotions and the discovery of the Ideal Self (Boyatzis et al., 2013). The characteristics of a caring coaching relationship include emotionally in sync with another and committed to helping that individual.

2.4.2 *Emotional Intelligence Competence*

Various authors (Battilana et al., 2010; Boyatzis, Smith, Van Oosten, & Woolford, 2013a; Boyatzis et al., 2013b; DiGiorgio, 2002) have maintained that emotional capability characterises the specific behaviour that permits a person to create a sense of shared hope, collective vision, joint mindfulness and shared empathy.

After day one, managers need to step up to attend to several diverse ideas, teams, personalities, cultures and matters that require to be perceived to be effective. There are uncertainty and anxiety from employees about the integration process within the company, especially knowing retrenchment is on the cards due to cost savings. According to Reina, Rogers, Peterson, Byron, random (2018) managers are mostly a point to connect with employees to the organisational vision and the need for change predominantly managers who positively energise and inspire their employees. The company must have competent leaders who will be able to form the team’s synergy that will pursue teamwork efforts and support each in achieving their own, teams and organisational goals. Collaboration is of utmost importance to develop an atmosphere

for change, in a challenging situation in which to build a team, due to cultural differences, the strain of the integration process, and demands for outcomes (Reina et al., 2018).

Battilana et al. (2010) argue that value at task-oriented and person-oriented behaviours necessitates different but interrelated sets of competencies, success at task-oriented behaviours hinges on the capability to streamline required tasks and to structure tasks around a formation's mission and objectives. Battilana et al. (2010) further pointed out that success at person-oriented behaviours hangs on the capability to reveal consideration for others, as well as to understand one's own and others' emotions.

Table 2-22-3: Goleman's leadership competencies

	Definition	**Hallmarks**
Self-Awareness	The ability to recognise and understand moods, emotions and drivers as well as their effects on others.	Composure Authentic self-assessment A self-deprecating sense of humour
Self-Regulation	The ability to control or redirect disruptive and impulsive moods A propensity to suspend judgement – to think before acting	Trustworthiness and integrity Comfort with ambiguity Openness to change
Motivation	Passion for working for reasons that go beyond money and status The propensity to pursue goals and with energy and persistence	Strong drive to achieve Optimism even in the case of failure Organisational commitment
Empathy	The ability to understand the emotional makeup of other people. Skill to treat people according to their emotional reaction	Expertise in retaining and building talents Cross-cultural sensitivity Service to customers and clients

	Definition	Hallmarks
Social Skills	Proficiency in managing relationships and building networks. An ability to find common ground and build rapport	Effectiveness in leading change. Persuasiveness. Effective in building learning teams

Blagg and Young (2001) highlighted that some great managers struggle with transformation and fail to be great leaders. In contrast, a great leader might fail to generate a sense of constancy in an organisation and not count as a manager. There is hope because Boyatzis (2008) maintains that one of the benefits of the capability, or behavioural method to talent is that we go in a domain of human expertise that can be advanced in adulthood.

Different leader skills are essential for different situations, and it is clear from the studies mentioned above that it is essential to have managers with high emotional intelligence in the integration process. It is also worth noting that people follow managers in whom they have developed a high level of trust, especially at the time when transformation involves more uncertainties. Managers will earn the poise and confidence of their teams based on their display of the high level of emotional intelligence, which will contribute to the attainment of united and highly effective teams.

2.5 The Process of Discovering New Skills In Coaching

Learning needs to take place during or even after the coaching process. The study by Griffiths and Campbell (2009) found that learning in coaching materialized and reached the highest point of development. Like steps taken to combine newly discovered skills, activities in searching, and a process of discovery (Griffiths and

Campbell, 2009). The coaching in the current study will employ these steps of discovering new skills in coaching.



Figure 2-3 Figure 2.4. The process of discovering new skills

The coaching methods were guided by the process in figure 3, where managers will relate to the coach, the coach silently listens attentively, the coach paraphrasing and questioning managers, managers reflecting and coach challenges while listening to the managers. The coach provided feedback to managers and assisted managers in coming up with their own new goals based on the coaching outcome. During the coaching process, the coach and managers held each other accountable for taking action for their purposes; managers assumed the responsibility for applying the newly discovered knowledge. According to Salomaa (2018), it is quite clear that companies need leaders, managers and individuals who can effectively manage and thrive in a VUCA business environment that is ever-changing.

Proposition: Managers learn and acquire skills during the executive coaching process.

2.6 Conclusion of the Literature Review

Acquisitions have become a strategic way for companies to gain new markets, increase market share, adapting to new technologies, future growth and innovation to compete in an ever-changing business environment. Change is constant; it can lead to anxious, confused and unhappy employees. Companies need leaders who can manage this change, and still stay psychologically stable, deliver on their goals and effectively communicate the vision of the future to those they lead. Amongst other challenges that lead to acquisitions, a high failure rate is an unsuccessful integrating process. The process is delicate and could lead to a rescinding of merger value. The integrating process requires leaders to be more people-oriented and less task-oriented and to have high emotional intelligence competencies. Literature indicates that long-lasting coaching outcomes, learning should take place. The literature outlines that most leaders can attain these qualities through purposeful outcome-based coaching. Boyatzis (2008) maintains that one of the benefits of the competency, or behavioural approach to talent is the exploration of the domain of human expertise developed in adulthood. It is also worth noting that people follow managers in whom they have developed a high level of trust, especially at the time when transformation involves uncertainties. Organisations need to change to take full advantage of the innovations and to adjust to the reality of the evolving business environment to stay competitive. According to Pagell (2004), a significant number of acquisitions in organisations end up destroying value for the investors because these deals bring about emotionally significant manifold threats to management. Literature warns that if the change is not well managed and managers leading people are not competent and skill full to implement change, change can destroy value instead of creating value for the organisation (Battilana et al., 2010; Boyatzis, Smith, Van Oosten, & Woolford, 2013a; Boyatzis et al., 2013b; DiGiorgio, 2002).

The coaching process will not be limited to but focus on Kolb's learning theories, Emotional intelligence as well as Situational leadership. These three tools equip leaders to be confident in leading their teams during the integration stage.

RO#	Objective	Prop	Proposition
1	To understand how executive coaching process influenced managers during the integration stage.	1	Executive coaching plays a pivotal role in influencing managers during the integration process
2	To determine what are the lessons learnt by managers during the executive coaching process.	2	Managers learn and acquire skills during the executive coaching process.

CHAPTER 3. RESEARCH METHODOLOGY

The research methodology is concerned with how issues are approached and is an attempt to discover answers to research questions (Taylor, Bogdan, & DeVault, 2015). The current study adopted a qualitative methodology. The expression 'qualitative methodology' refers to people's personal written or spoken words and observable behaviour. Leedy and Ormond (2001) argue that all qualitative approaches have two things in primary purposes. Firstly focuses on phenomena that occur in a natural setting- in the "real" world. Second, the qualitative approach involves studying those phenomena in all their complexity (Leedy & Ormond, 2001).

Leedy and Ormond (2001) further posit that qualitative researchers do not at all times attempt to resolve what they observe; they take note that the challenge and are learning about has numerous facets and layers. They represent the challenging matter in its several forms. Qualitative research is frequently judged for missing scientific rigour with, inadequate validation of the methods implemented, non-existence of clarity in the systematic events and the discovery perceptions in their essence (Smith, 2015).

Teherani, Martimianakis, Stenfors-Hayes, Wadhwa and Varpio, (2015) theorise that qualitative research concentrates on the occurrences that emerge, and those occurrences are viewpoints of those involved. The current study adopts a qualitative exploratory approach to understand managers from their frame of perception and experience dealing with the reality of the challenges they face during integration stages. Also, the study seeked to identify with the managers studied to grasp how they perceived the process they are underwent.

3.1 Research approach

This research will follow the interpretive worldview. The interpretive approach permits the researcher the ability to expand in newly developed ideas about a situation (Willig, 2009; Leedy & Ormrod 2010). The buildout of new ideas about a set of assumptions about the situation and lastly bring to light the challenges found within that situation (Leedy & Ormrod (2010). The managers will develop new concepts

and perspectives during coaching about some critical pillars of emotional intelligence which will help them with the challenging team's integration, and to further lead their teams even way beyond the integration stage. The process of coaching was observed as it happens in the natural setting. The researcher's perception and perspective aside, and coaching managers viewed anew.

3.2 Research design

The research design was based on a qualitative case study approach. According to Zainal (2017) case study allows for the investigation, interpretation and understanding of difficult issues, it is also viewed as vigorous design, primarily when a comprehensive investigation is entailed. The case study research design was deemed applicable as it allows for scrutinising of how managers evolve over a period as an outcome of the coaching intercessions. As aforementioned, the current study focuses on two companies that have undergone through a process of integration. These companies are embarking on the integration stage, which is the stage that can lead to a failure of mergers and acquisition if it is not adequately managed. According to Starman (2013), subsequent case studies happen sequentially, and there is a hypothesis that what has taken place at a certain period will one way or the other impact the following events. This acquisition was sequential; after two years of negotiations, the acquisition final came through, the success of the team's integration amongst another process will determine the success and an initial goal of the company.

Case studies have some advantages and disadvantages. Starman (2013) refer to the following benefits of case studies: their possibility to obtain reasonable validity, vigorous approach to stimulate hypotheses, they are functional in exploring the hypothesized part of effect in the circumstance of individual cases, and their ability for looking at the practical impact of the challenge. According to Noor (2008), case studies have been criticized that they lack scientific correctness and genuineness. The disadvantage of using a case study method in this single case is that we cannot be confident that conclusions are generalizable to other circumstances (Noor, 2008).

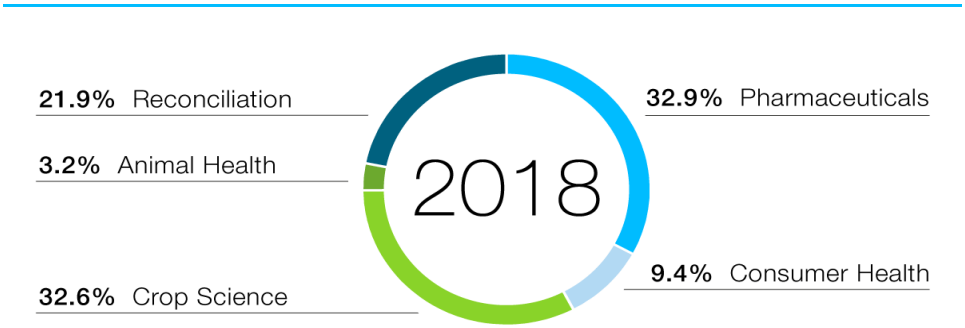
3.3 Data Collection

The study used semi-structured interviews to collect data. The research interview is essential in understating the opinions, events, thoughts and feelings of managers during the integration process. According to Sutton and Austin (2015), the interview process consists of huge uncoordinated amount details and inputs, necessitating an audio-taped data which can later be a reminder of critical factors during data analysis. According to Mayer (2015), the questions during the interview focus on coaching during the integration process; its main should be gain knowledge about participant's individual experiences, experiences and sentiments. The interview process also most suitable for discovering delicate matters, where the participants in this instance managers, may not be willing to have a conversation about such issues where there are concerns for anonymity a lot of people participating at once (Gill, Stewart, Treasure, & Chadwick, 2008). Introduction questions started with more relaxed and were used to established rapport. Then once the participant was comfortable, the interviewer moved to the more sensitive questions.

3.4 Population and sample

3.4.1 *Population*

The data for this study was collected from managers who have several people directly reporting to them. Executives carry and own the vision, but managers are those who will be hands-on with personnel integration, they will be the one who will experience and manage all the challenges during the integration phase. The sample consisted of mid-managers leading teams from both the acquired and acquiring companies. Thus Senior management, junior managers as well as those managers who do not have employees reporting to them but rather lead by influence were excluded from the study.



2017 figures restated; values rounded to the nearest hundred; number of employees in full-time equivalents (FTE)

3.4.2 *Sample and sampling method*

The case study employed the purposive sampling strategy. Five managers from each company participated in the study, adding up to ten. Adequate sample size in qualitative research is one that allows because of not being too large the in-depth, case-oriented investigation that is a symbol of all qualitative inquiry, and that consequences are because of not being too small -a new and rich understanding (Gill et al., 2008). Managers from two different companies have an exceptional, diverse or vital viewpoint on whether coaching in emotional intelligence an enabler of successful integration after a merger. Moser and Korstjens (2018) argue that purposive sampling yields a good set of knowledge and input when choosing participants who can be instrumental in contributing to the advancement of the unfolding theory. According to Gentles, Charles, Ploeg and McKibbon (2015), although discussion of firm sampling is quite essential in the extensive qualitative methods literature, among the three historically investigated in the case study. The sample consisted of managers from different sections, e.g. credit, sales, procurement, customer care, and finance department. This sample excluded executives as managers are those who are responsible for personnel integration.

3.5 The research instrument

This study followed the one-on-one semi-structured interviews compared to a structured interview as an independent participant was approached while working on the same data collection(Noor, 2018). Managers had the first coaching as a group session, the one-on-one coaching between four to six sessions per manager. Then later, the semi-structured guide was used in the face-to-face interviews, covering the emotional intelligence components example self-awareness, self-regulation, motivation, empathy, and a bit on social skills. The guide consisted of open-ended questions to allow participants to express their views and indicate the coaching on emotional intelligence has equipped them to implement successful personnel integration during mergers or otherwise.

3.6 Procedures for data collection

Face-to-face interviews were conducted including observations, detailed notes and researcher reflections (Ranney, Meisel, Choo, Garro, Sasson and Morrow 2015; Noor 2018). Managers were selected based on having a minimum of five and more people reporting directly to them. Managers were provided with a hard copy of the guide to respond to the questions, for the participants to do member checking. Due to the nature of the study, the participants did not consent to the audio recording. This lead to the researcher relying on both her detailed notes captured and that of the participants. All the responses were captured electronically on a word document, and then both researcher`s notes and participants responses were used to cross-checking if everything is appropriately captured. Two interviews were done per day, ranging from 45-60 minutes per interview, however, if by any chance more time needed by any manager, time was be permitted, rather than rushing through questions and missing on some import, meaningful information. The participants were informed about the day of the interview in advance, communicated to the managers to allow them to allocate and give enough time and thought to add value to the study.

3.7 Data analysis and interpretation

Data analysis is the last challenge of the research phases experienced when conducting qualitative studies (Mays & Pope, 2000; Sandelowski, 1995). The conventional data analysis of content which is inductive was applied. Content analysis is a systematic, objective, quantitative assessment of communication characteristics. It includes both human-coded summaries and computer-aided text analysis (CATA). The application of content analysis consists of a careful examination of human interactions in the natural setting. Content analysis involves meaning that the outlines, themes, and classes of investigation originate from the data; they develop out of the data rather than being forced on them before data gathering and analysis (Srivastava & Hopwood, 2009). According to Sandelowski (1995), qualitative interpretation is the knowledge produced: the end-product of study where the researcher construes or renders the analysed data in such a way that something new is created that is different from, yet faithful to, the data in its original form. Glaser & Lauder (2013) indicate that qualitative content analysis is relevant as it is about separately processing the selected important information from the raw data, they mentioned that is non-holistic, but convenient in determining the outcome analysis. Anderson (2010) advises that the interpretation should regularly be grounded in participants' inputs and could be semi-quantified, if this is likely or fitting, e.g. "50% of the participants said …" "The great number said …"

The current study employed an inductive category formation as a suggestion by Mayring (2010a, 2013). This method employs the following steps

- The subject matter, hypothesis, aims of analysis
- Description of the classification system (main categories and subcategories) from theory and state of the art
- Description of the coding standard, containing for all kinds: meanings, examples and coding rules
- initial codings, to be completed including the coding rules
- Modification of the types and coding scheme after 10–50% of the raw material
- Final review of the material
- Analysis, category frequencies and contingencies interpretation

3.8 Limitations of the study

The limitations of this study included the selection of the participants. The participant's perceptions of the organisations that will be integrating. Their perceptions influence their subjective responses to the questions in light of the integration process. Other limitations included the time constraints a potential reality transpired due to managers extensive travel. The study only focused on ten out of hundreds of managers within the company.

3.9 Transferability and dependability

Strategies can be utilised during the study progression to strengthen the value of qualitative studies. Approaches used to find dependability include having a third person present to help in the analysis technique, giving complete individual enlightenment of the examination methods, or importantly, a step-by-step duplication of the research to understand if results might be similar or to intensification the primary outcomes (Thomas & Magilvy, 2011). Other companies undergoing the same process can learn from the themes and recommendations of the study.

3.9.1 *Transferability*

One strategy used to address transferability in sample selection is the use of a board of judges to help with the process of choosing participants, typical of the observed situation under study, also known as a nominated sample (Krefting, 1991). Senior executives, together with Human Resources, will help identify the sample. In this case, the study selected experienced, and knowledgeable managers to add real value to the study, not just managers.

3.9.2 *Credibility*

Credibility determines whether the research outcome embodies credible evidence originating for participants data and is the understanding of the participant's initial point of views (Anney, 2014). All managers were based in Gauteng offices, and most of

were office-based. This permitted spending an extended period with each other, whether informally having coffee, or formally in meetings. It will enable more engagement with them, verifying viewpoints and allow them to become familiar with the coach and coaching sessions. It is essential because it allowed for an opportunity for building rapport, understanding each other, and they will be free to reveal more even secrets, their fears and past experiences.

3.10 Demographic profile of participants

Agriculture is generally a male-dominated industry, and though an attempt was made to get an equal number of females and males, there are more males than female participants. Managers will be comprised of all races available in South Africa. These are all mid-managers; their age will vary, and the majority will be between the age of 45-55 years. The implication of having more males than females might give some skewed results as males lead differently from females. The study will also lack the view of young managers as more of them are starting, and they are on the junior managers' band. The study might not produce a general perspective on whether emotional intelligence coaching can enable the successful integration of personnel during a merger of the two different companies.

3.11 Ethical considerations

The procedure of getting approval entails: permission will be given freely (optional), managers should understand what is being asked of them, and are competent to consent. Managers were adequately informed about the purpose of the study research. Participants understood the purpose of the study and consented to participate. They could also to decide whether to participate or decline at any point during the interview. All the participants were asked to complete and sign a written informed consent. All the managers will be approached individually and clarified the intention of the study and data collection process. They could ask questions for clarity during the interview. They also had the liberty not to respond to questions that uncomfortable. According to Arifin (2018), participants' need to be individually approached and asked to sign a written informed consent.

The anonymity and privacy of the managers' were ensured and protected by not divulging their identities in the data gathering, analysis and reporting of the study outcome. Confidentiality of the interview atmosphere will be managed cautiously during the interview process, data analysis and distribution of the study outcome. Silent break away rooms will be used, and interviews will not be held in managers offices, where can be interference with phone calls. When analysed data, no one will know what was each managers response to the interviews as their real names and positions will be anonymous.

It was anticipated that due to the sensitive nature of the study and emotional state in which the managers can withdraw at any point during the interview. That is the reason why each one-on-one interview will be private and in a silent board room or their own offices if they so prefer. All managers will be respected, creating honest and open communications, steering clear of distortions and avoiding judgement.

Table 3-1 Table 4. Consistency table: research questions, propositions, data collection and data analysis

RQ #	Research Objective	Prop	Proposition	Data collection detail	Data analysis method
1	To understand how executive coaching process influenced managers during the integration stage.	1	Executive coaching plays a pivotal role in influencing managers during the integration process	Coaching exercises and reflections	Content analysis
1	To determine what are the lessons learnt by managers during the executive coaching process.	2	Managers learn and acquire skills during the executive coaching process.	Interviews	Thematic analysis

CHAPTER 4. PRESENTATION OF RESULTS / FINDINGS

4.1 Introduction

The purpose of this study was to examine whether executive coaching facilitates integration after the acquisition of two multinational agricultural companies. In this chapter, the results from the semi-structured interviews and coaching sessions will be presented. An inductive process was followed in the study. The research question and arbitrary ideas emanating from the study informed the themes that have merged. Results presented in this chapter are from the coaching questionnaire and the interviews conducted with the participants. The coaching questionnaire was used in the study for triangulation purposes and thus triangulated with the interview data. Through the review and multiple readings of the data, the following themes emerged: (i) Coaching experience, (ii) Influence of coaching on team members, (iii) Perceived impact of coaching, (iv) lessons learnt from the executive coaching process.

4.2 Findings from the coaching sessions

4.2.1 *Leaders Learning Styles according to Kolb's theory*

The concept of Kolb's Adult learning theory was new to all the leaders. Some even mentioned that they were getting along with some colleagues outside the work environment. However, once they get to the boardroom for meetings, things did not stay the same. Kolbs learning styles offered insight into how different leaders from the study learn.

All the leaders working at the production site had the same learning style, which, thus, most of the participants displayed pragmatists learning style. One leader even mentioned that they also prefer hiring employees with the same learning style, as their own. They suggested that the training they went through as managers from which the same results were shown. The learning style outcome correlated with other development exercises that the plant managers went through; hence they were not surprised by the Kolbs learning theory outcome. One leader indicated that they were

having so many challenges at the plant, and she now understands where the problem emanated. Leaders took this exercise to their employees to further investigate their suspicions. Other leaders had different learning styles. However, some mentioned that they think learning styles can evolve depending on one's environment, circumstances and experience.

4.2.1 *Results of the emotional intelligence self-assessment*

Emotional intelligence has five components, self-awareness, managing emotions, motivating oneself empathy and social skills. Results of emotional intelligence questionnaire indicated that most of the participants scored high on low on social skills component. Most of the participants rated high on social skills (38%). The remaining measure was less than 20%. Based on these social skills was followed by self-awareness and managing emotions scores, 19% and 18% correspondingly. The least score on motivating oneself (13%) and empathy (12%).

4.2.2 *Preposition one: Executive coaching plays a pivotal role in influencing managers during the integration process*

From the findings presented above, it is evident that coaching had a significant influence on the managers during the integration process. The managers took it upon themselves to not only use the tools but also administer the tools to their teams. Based on the abovementioned, it can be concluded that executive coaching plays a pivotal role in influencing managers during the integration process.

4.3 Central Themes From The Interviews

Also, to the abovementioned, the interviews were conducted with the participants. The following themes emerged from the interviews: (i) Coaching experience, (ii) Influence of coaching on team members, (iii) perceived impact of coaching, (iv) lessons learnt from the executive coaching process. The coaching, as aforementioned, consisted of a series of sessions. Initially, individual coaching sessions were held the group sessions followed these. The results below are discussed and presented to show the

different experiences of the participants during the organisation merge and coaching sessions. Thus, the participant's experiences of being coached during a transition process being highlighted. After the presentation of the themes, the researcher reflection narrative is presented. The ten participants who took part in the study were allocated false names to protect their identify and ensure confidentiality and anonymity. The following pseudo names are used to refer to the participant's in the report: Jake, Terrence, Becky, Clive, Patrick, Alison, Daniel, Sarah, David and Benjamin.

4.3.1 *Coaching experience*

The participants had different views about the overall coaching experience. Most of the opinions shared by the participants suggest that participants had an overall positive experience with the coaching sessions. Concepts and feelings such as self-awareness, communication and learning styles seemed to be the core that encapsulates the participants coaching experiences. Below is an extract from the raw data that captures one of the participants' experience. This participant reflected on coaching as a tool to guide management during the change management process.

> *"Coaching is a good tool to manage change in a volatile environment. Managers and their teams can be equipped with the right mechanisms to manage the changes" (David).*

Another participant reflected on the role of coaching on emotional intelligence. That coaching offers solutions on how a manager can work with their subordinates and understanding their emotions and anxieties. This participant also reflected on the tendency of leaders only to be interested in the performance of their employees and not be concerned with their well-being. Through coaching, they were able to identify their blind spots and realized the importance of paying attention to the wellbeing of employees, precisely their emotions.

“Ability to manage, influence and inspire the emotions team, to help them anxiety and emotions. As a leader, one needs to pay much attention to performance and goals and never really pay attention to their emotions (Terrence)”.

In describing what the coaching experience meant, one participant view coaching as a way of stepping into other people`s shoes. That it assists one to look at things from a different perspective; this then influences their interactions with their team and perceptions about them. Coaching has helped them recognize that each individual is different.

“Coaching is another opinion, to step out of yours and out of one's comfort zone, bounce your ideas off, see things clearer. Helps one to think about things that one does normally not think about on their own. Start to see the team differently, and realizing every individual is different” (Alison).

Another participation reflected on the role of how coaching has helped them in communicating better with their team. Also, it has exposed her to the different tools she can adapt to understand the feelings and emotions of their subordinates.

“Giving insight on how to speak to people honestly, confirmed my approach on how I will communicate to my team. Provided boldness understand their feelings and their emotions. Tools to be used to determine why people are behaving in a certain way. Not only applicable just to one person but everyone affected by integration” (Becky).

The coaching process has exposed the participants to the different techniques and methods they can apply to their team during the process of integration. Across all the participants, there is a consensus suggesting that coaching has exposed them to the different tools and styles on how they can better manage their teams. Some of the core concepts emanating from this they include self-motivation, communication, the understanding of the different skills, shared results and learning styles. The participants have also taken it upon themselves to understand the various tools and

what they measure. They have even administered the instrument to their team members. One participant mentioned that they had used the Kolb Questionnaire with their team to understand their team members and preferred learning styles.

> *"I have shared the Kolb Questionnaire with my team, and the results gave me a better understanding of how they are wired and what is their preferred learning style" (David).*

Another participant highlighted the importance of listening and giving feedback during the process of integration. They have shared a sentiment that the coaching experience has helped to find value in connecting to people more.

> *"Connecting people at a deeper level, listening to giving feedback, all-round approach that fits that person, on your approach used giving feedback. Do is not put people in one box" (Sarah).*

Another participant pointed out that they have learned about the importance of portraying positive energy and how it gets people to be more self-motivated. Also, that trust is essential and that leaders do not seek to micromanage but allow their team members to thrive.

> *"Most propelling technique tries to have portrayed positive energy, very crucial because people get self-motivated. Be a leader do not need a macro to manage, build trust in the team abilities; they intern trust and become themselves" (Terrence).*

The participants seem to not only benefited during the coaching process and indirectly have learned more about themselves. Some participants have reflected that the coaching process has taught them the importance of self-awareness building social skills and mastering of their emotions. This participant highlighted the importance of self-awareness, understanding one's feeling. Moreover, through coaching, he can be more empathic to his subordinates.

“Self-awareness motivate oneself, empathy, and build social skills for the betterment of the company. Master emotions and effect, they have on people (Patrick)”.

During the coaching sessions, participants were exposed to emotional intelligence and why it is essential. Most of the participants have touched on the application of the different elements informing emotional intelligence. Some participants reflected on the importance of listening and giving feedback. That the coaching experience has influenced how they view communication, and how they can create a better work environment. The importance of empathy and listening to others more to get their perspective came out quite prominently. As highlighted in the extract below:

“Listening more, try to see someone else perspective. Emotional intelligence is a must-have, how ones see and react, and the role of the emotions play in the process. Help with a self-reflection technique” (Becky).

4.3.2 *Influence of coaching on team management*

The participants have also reflected that coaching has helped them to take stock of their management practices. It has influenced how they manage their teams. The participants have pointed out through the coaching experience they have come to recognize the importance of team vision, different strengths and skills possessed by the members.

“… it helps to motivate the team to stay focus and speak freely about things hindering during the integration stage. Once their concerns are noted and discussed, they can now go back and deliver for the company, so as a manager I win, the team wins too, and the company wins” (Patrick).

Another participant precise reflected on the importance of understating one`s management style and how it influences decision making during the integration

process. This participant has also reflected on how coaching has helped them in seeing the value in identify teams' strengths and building on them. Also, to identifying the team's strength, it has facilitated the process for them, it identifies areas of development with their teams.

One participant reflected on how the coaching sessions have taught them the value of finding a management style that will complete the team and assist in the team achieving their goals.

> *"Integration for me was to take on a new diverse team and finding a management style that will complement the team to achieve our goals., coaching thought me how to work with a team. Identify the strengths of team members and build on that" (David).*

Coaching also influenced the participants' view of development. Though the coaching session, they have identified the areas of growth from a personal and team perspective. Moreover, they were able to develop concrete plans. The coaching session enabled this. Furthermore, the participants also highlighted the importance of lifting each other, having a shared team vision, building relationships and supplementing each other's strengths.

> *"Areas of development" vs weakness was a vital lesson learned in the coaching sessions. managed to identify the areas of development and set-up a plan for improvement through coaching, mentoring and training (David)"*

Coaching also facilitated the process of participants to learn more about themselves and understand their management styles and how that impact the development and running of the team. The sense of self and also the team is fundamental to the success of the organisation.

> *"I am winning as a manager by knowing myself more, knowing my team, and the organization wins because we know each other's strength, and we use them*

to achieve business deliverables. It is tripartite win-win for all. win as manager, team and organization" Becky)

Coaching has equipped the participants with the necessary tools; they can use to identify the team needs. They have expressed that they use the tools to gain some insight into the ideal team they need. Furthermore, to understand each team member skills and strength. Also, the participants have reflected that coaching as shed some light on the importance of understanding oneself and the team.

"Coaching gives me tools to identify what type of team, know team makeup, identify learning of the team, members and know each strength and use them accordingly (Sarah)".

Understanding of oneself as well as by extension, the team is fundamental in the development of the team and ensures that the team wins together. Some participants have reflected on seeing the positive within organisations and give the member allowing s autonomy to function and independence—also, the importance of recognising other team members to run with things.

" Win-win, taking a step back, remove yourself out of the situations and look at in a more, positive way and imparting that positiveness to even other teams. Turn the word around. Sit back a lot and watch. Feel good in, not seeking to stand out"(Becky).

The importance of understanding of having and understanding of the team vision came out prominently in the study. The participants have expressed that coaching has helped them to recognize the value on a team vision and everyone in the team buying and believing in the vision.

"Give them challenging projects for the team vision, looking at their goals and stretching them. Understand their strong points and then delegate them according to and evaluate when having one on ones give them o objectives

congratulate and work on their developing point and monitor. No surprises on the day of the relationship, make them feel you are part of them" (Benjamin).

4.3.3 *Perceived impact of coaching*

Most of the participants have mentioned that coaching has added value in both professional and personal lives. The focus of the coaching process was to guide and prepare them for the integration of the two organization. They also highlighted the potential impact of the change management process as a result of the integration of the two organisations. The participants have appreciated the coaching method. They have highlighted that coaching has helped them recognize the importance of empathy, supporting each other and respecting each different feelings.

Managers have also acknowledged that the coaching experience has helped them not to focus so much on the potential impact of integration. They have also mentioned that they are aware that the change process may facilitate progress in the organization. Coaching has helped them to channel their feelings on work and focus of the key deliverables.

"Even though myself as the manager am not sure of my future position as we have to reapply for our jobs, I am encouraging the team to focus on the team and the job and business deliverables, we all should stay strong psychological. Quality of people work should not drop, keep monitoring deliverables, so will come on the other side still strong" (Alison).

Across all the interviews, the participants have reflected on the importance of the psychological well-being of their teams. That thorough both individual and group coaching, they have learned the value of not only understanding but showing empathy.

"I learned through empathy, how to become aware team members feelings, and they handle members emotions and motivate that individual positively and respond accordingly" (Patrick).

The participants also reflected on the influence that coaching has had on them in understanding others feelings. Some participants have reflected that coaching has helped them to see value in motivating their teams and providing continuous encouragement. Moreover, it has helped to understand that they need to support each other as team members. Coaching has also helped them to see value in the bottom-up the relationship. That managers can be able also to draw strengths from their team members too.

> *"People do not need to fear change, motivate them that change is there for a reason. Integration out to parties together to work for a common goal— continuous motivation and encouragement. Integration is not retrenchment. There is no better team member every member needs to play a role at the end of the day we need each other. As a manager, one is not better than team members draw on their strength (Benjamin)".*

The participants have also expressed that through the coaching experience, they have learnt about the importance of feedback and having open dialogues with the team members. Feedback, whether positive or negative big or small, is essential. They viewed feedback as a reciprocal process. Therefore, they need to give feedback to their team members and allow them to provide them with feedback in return. They have also highlighted the importance of recognizing that although society expects managers to know everything, they do not know everything. That they need to be honest and say they do not know.

> *"Open dialogue, when you do not have something as a manager, say you do not know ……. Avoid people and never to feel excluded, give feedback no matter how small " (Becky).*

Again, the value of team support came out prominently. The participants have expressed the value and importance of supporting each other during the process of integration. Coaching has it is essential to focus and offer support to the team members.

"Focus on the requirement of each team member and support" (Jake).

Participants also echoed on the role of coaching on the development of resiliency and perseverance during the merger. The participants expressed that coaching has helped them to better deal with the eminent restructuring process as a result of the integration. The coaching has helped them see a ray of hope in their uncertain situation, although they are not sure about their future in the organization. Coaching has enabled them to remain positive and determined during this period.

Personal impact not knowing what will happen in future coaching helped build resilience during uncertainty because we are restructuring and up to this day we do not know if we will have jobs, must stay positive emotionally psychological healthy. To were required to stay motivated as a manager. Coaching played a role there. Professionally managing the team is much better and a pleasant working environment (Patrick).

Some participants have reflected on the professional impact coaching has had on them. That through the coaching process, they have learned the value of self-introspection and being assertive.

"The professional impact helped with self-introspection, specifically in knowing one's strength and areas of development. Personal I used to be played a lot and take things lightly. Change is critical. More responsible even at home and socially. Need to balance the two not changing self but balance more assertive" (Terrence).

4.3.4 *Lessons learnt from the executive coaching process*

Additional, to the coaching of experience and the personal and professional impact, it has had. The participants have also reflected on some of the lessons learnt from the coaching process. They have highlighted the valuable lessons they have learned during the executive coaching experience.

Some of the lessons that the participants have learned through the coaching experience include the understanding of learning styles, the value of emotional intelligence, self-actualizing, management of their emotions—the recognition of team strengths and weakness.

> *"Coaching helped me in recognizing that everybody wants to grow; you first grow as a leader and help them grow. They are stabilizing in their new roles and responsibilities. It gives room to focus on the strategical things and pay less attention to operational issues" (Terrence).*

> *"Coaching has brought more need to be empathetic to people different emotions and feeling. It is not just about their deliverables but also their emotions anxiety trust" (Alison).*

> *"Professional allowed look at things differently and realize that it is not about me and think more about colleagues. Self-actualizing, and realizing that for better results, we need every team member. I am not just looking within the department but the betterment of the whole organization. I look at opportunities to do things better, not just for self but for the team if we all grow, the company will grow" (Benjamin).*

> *"Yes, it did, change demands a lot from you as a leader, company initiative. Consider their strength and their weaknesses and company objectives—emotional driving themselves on purpose. Empathy is critical as we are leading human beings (Jake).*

Coaching has also enabled participants to reflect on their leadership role. They have thus expressed that through coaching, they have learned the importance of team cohesion and selflessness—the value of being a leader and not dictators.

> *"It thought me how to the leader and not a dictator. It is only thinking about self, but team members, to put the company first. Without the company, there are*

no jobs. The team members have no jobs, so during the integration, one must think about the company interest" (Benjamin).

Coaching is also fundamental to the development of managers. Through coaching, the managers can learn to appreciate some of the soft skills that are usually not recognized in the corporate world; these soft skills include being empathetic and understanding.

"Coaching will lead to managers having a better understanding of themselves and their teams; in that way, they will support them throughout their emotional stages during integration" (Daniel).

The participants have found value in the coaching process so much that they feel it is a service that should be offered to everyone. Coaching is an instrumental tool in preparing managers to handle the complicated transition process in organizations.

Coaching can equip managers to deal with difficult or different situations in their teams and to use the coaching tools to guide their organisations through the transition phase (David).

"Coaching will lead to managers having a better understanding of themselves and their teams; in that way, they will support them throughout their emotional stages during integration (Daniel).

"You cannot be in the changing environment and stay. To change, one has to know what needs change. Coaching brings awareness of what needs to change and why to understand the development needs (Sarah)".

One of the participants has expressed the value coaching had on them in understanding the personal and professional relationship. Coaching has helped them to appreciate that the relationship between the two can sometimes be blurred. Once

one has mastered the role the private life has on the professional, they can work better with others and motivate them to be great.

> *"Personally, knowing yourself and understanding yourself, that helps manage healthy relationships. Once one understands themselves, and emotions that will auto automatically impact the professional life. Once there is a balance personal and professional life, it becomes easier to motivate teams during the time of such change" (Alison).*

Some participants have also reflected on the value they found on coaching in stimulating their self-awareness and perseverance. They have utilized terms used during coaching sessions such as self-actualisation. Participants valued the coaching process and also learnt new words. That coaching has helped them to see value in perseverance in light of the integration that is eminent in their organization. Below is an extract from one participant narrating his experience:

> *"Professional Situational awareness, Personal self-awareness and self-actualizing and take the initiative and ownership accordingly. Change is inevitable; we have no choice but to embrace it. Pioneer the change to succeed as a team but also the whole organization. Same energy flow to the team. Persevere regardless of obstacles and setbacks, like restructuring, which is very uncomfortable" (Daniel).*

Change is inevitable. One of the other lessons learnt by the participants is the significance of adaptation during the process of change. The participants have expressed that it is essential to be agile during the integration phase. One of the participants reflected on the value of evaluating one's feelings.

> *"Practicing adaptation in times of change is very importation. Go with the flow or swim upstream. The best advice to can give is to go with the flow if it does not compromise one intrinsic values if it compromises their internal values, the*

Helwig Value quadrant to quantitively evaluate the severity versus emotional perception" (David).

The coaching experience has been enlightening and eye-opening for the participants. They have also articulated on the importance of having coaching aftercare, evaluation and feedback. That both the coach and coachee should receive some defence from the other. Although a coach provides a service which is coaching, the process can be reciprocal in that they can both learn and help each other.

"Yes, I will, but it is not only coaching. Its also about the coachers it was an eye-opener. The coach made it clear; coachers should be interested in the outcome of their coaching—evaluation of coaching experience feedback and Coaching aftercare (Benjamin).

All the participants have expressed that they would recommend coaching to others because they have found value in the process. They have also mentioned that they have coaching has equipped them with necessary life tools. That these tools can benefit others and therefore, one needs need to go through the coaching process, especially during the process of integration.

"Yes…..because it gives you the tools not only for your team but for yourself. If one does not have these tools, how as a leader are support the team" (Becky).

4.4 Summary of the results/findings

The following themes: (i) Coaching experience, (ii) Influence of coaching on team members, (iii) Perceived impact of coaching, (iv) lessons learnt from the executive coaching process. That has emerged from the study are summarized in this section.

4.4.1 *Coaching experience*

This theme provides some of the highlights as expressed by the participants about the coaching experience. By focusing on the shared experiences of the coaching session by the participants particular, the following came out.

Participants had positive experiences in the coaching session. They have articulated that it has helped them to understand the different learning styles. Through the coaching session, they were able to evaluate their emotional intelligence and learning styles. Participants also reported that they had learned a lot from the coaching experience they have expressed this by using concepts and feelings such as self-awareness, communication and learning styles seemed to be the core that encapsulates the participants coaching experiences.

4.4.2 *Influence of coaching on team members*

Coaching had a significant impact on how participants viewed their teams going forward. The coaching experience has shaped how the participants relate to their organisations. One of the essential factors raised by the participants was that of teamwork. The participants have reflected that during the change process, it is crucial to have a shared team vision. A shared vision keeps all the members motivated and engaged.

Understanding of team members skills, abilities and learning styles was also seen as of importance by the participants. After taking the learning style, many managers took it upon themselves to share the tool with their team members so that they can understand where they are and their different learning styles. Some have reflected that they had the previous indirectly pushed their team members to work like them.

4.4.3 *Perceived impact of coaching*

Empathy came out prominently in the study. The participants have expressed that coaching has helped them to be more empathetic to their colleagues and team members. The participants have also reflected on how coaching has impacted on their

development. They have reflected-particularly on being of resilient and patient with the merger process. Although they did not know what their future was with their respective organisation, they choose to be positive in the whole process. Through coaching, they have learnt some of the necessary traits they could use to adapt during this uncertain time. As a concern, it came throughout the interviews, the participants felt uneasy and unsure about the eminent change process, but the coaching experience nevertheless helped them to be resilient and to persevere in light of the anticipated changes in their organisations.

Understanding team member strengths are equally essential. The participants have also touched on the importance of developing their team members. They have also expressed that identifying their areas of development of their team members is crucial to their development.

4.4.4 *Lessons learnt from the executive coaching process*

The participants have reflected on some of the valuable lessons learnt during the coaching exercise. They have in particular spoke about emotional intelligence, adaptation, self-awareness and actualization during the process of change, the participants have also mentioned that importance of developing managers after the process of integration.

The lines between personal and professional relationships can sometimes be blurred. Through coaching, the participants have appreciated that personal relationship affected or influenced professional relationships. Coaching assists the participants in seeing the complexity of this relationship and how it can sometimes affect one's judgement. The change process does not only affect the personal relationship concerning the loss of livelihood but also impacts on some aspects of their own lives.

Coaching is critical, especially during the process of change or organizational integration. Participants recommended that coaching should be the norm in organisations. During coaching, the participants were exposed to issues underlying, human behaviours, such as employee wellbeing and emotional intelligence.

Preposition 2. Managers learn and acquire skills during the executive coaching process.

4.5 Researcher reflection and experience

Qualitative research stresses that the researcher reflects on their role and experience in the research process. Therefore, the following vital points form part of the researcher's conceptualization of their experience and reflections. The initial plan for data collection altered as managers have concerns about the audio recording of the interview. They thus changed their mind from doing audio recording to just noting their responses. They have cited issues of confidentiality as one of the reasons why they decided not to consent to the recording of the interviews. The notes were written, captured electronically and responses were given back to the participants to verify if it was indeed what they said and meant which took a bit longer while to captured personal account of what was observed during the interviews.

During the data collection, the company researched was at the peak of the integration process. Through which every manager was expected to apply for their position and go for a job interview. Most of the managers appreciated going through the coaching sessions as some of them were never coached and thought coaching was for non-performers. Managers enjoyed coaching on learning styles especially now when everybody is trying to prove how important it is for the company to consider them, not being aware of one`s learning style will need lead to unnecessary conflicts.

However, as they appreciate their awareness, during the interviews, they inquired about whether top management or executives are aware of their learning styles and those of the teams meaning managers. The different tools administered during the coaching sessions revealed that most managers scored low on Social Competence. The managers were open and honest during the interviews and were more relaxed now knowing that the interview would not be audio recorded.

Managers pointed out that coaching made them aware that they need to lead their teams differently during integration, paying more attention to their emotions, and

checking their team's levels of stress, tension and anxiety. They, however, alluded that they are not being led like that by the senior managers, they are also as unsure and as anxious about this integration, and it is a challenge to remain positive.

Managers emphasized that open, candid communication is critical for the success of the integration. One leader mentioned that he is frustrated to go through this integration will little or no communication at all. Most of the managers raised their frustration with their leaders which are executives. Managers also highlighted that coaching will lead to a win-win which is they will grow and benefit from the coaching process, their teams will be managed better after coaching, and the organization will help and realize its objectives. Managers want the integration to work out but need the top 'management to keep them in them abreast with the developments.

One manager mentioned that he is even not comfortable because it looks like when they are asking questions for clarity they are viewed to be negative and not embracing change which what it is not is. Managers mentioned that they are not feeling great but are surviving taking it a day at the time. One manager said that is a bit of a challenge to implement the strategy and not buy into, as these strategies are from the senior managers.

Another manager is convinced that coaching helped him improve the relationship between him and his team. This is consistent with what shared by other participants during the interviews. Still, coaching made him realize that he has taken too much hypocrisy within the business, and he is not sure if he should stay at the company that contradict his values or just leave. He said maybe coaching came at the right time to wake him up, and the timing seems ripe. He stressed that coaching did not show him is the effect of the integration. However, coaching helped him to realise that he has been unhappy for a while. Although he has enjoyed benefits in the organization, he remains unfilled. As a result, he is now having a severe introspection.

4.6 Summary of the results/findings

The chapter presented findings from both the coaching process and the managers' experiences of coaching. The participants have benefited from both the coaching experience. They have shared their experiences about the coaching experience. The participants have also highlighted the influence of coaching in teamwork and development. Overall they have expressed shared positive experience of the coaching experience.

CHAPTER 5. DISCUSSION OF FINDINGS

5.1 Introduction

Most of the organization are resorting to mergers and acquisitions in order to have a competitive advantage. The idea of integration might seem easy and exciting, and it brings managerial and teams challenges. Integration results in hundreds of thousand job losses due to re-engineering, restructuring, and layoffs. During this stage, employees go through emotions like anxiety, nervousness, stress, fear resulting in low productivity and loss of focus on their goals. Managers need to play a pivotal role during integration. The literature review indicates that most managers come from practices where procedural, financial, or operative services were central skills, and those skills offer little support when it comes to leading people through change or integration.

In this chapter, the results presented in the previous chapter are discussed. The current study aimed to:

- To understand how executive coaching process influenced managers during the integration stage.
- To determine what are the lessons learnt by managers during the executive coaching process.

5.2 Participants Demographics

The original number of participants who participated in the study was fourteen. Unfortunately, three resigned from the organization during the time of data collection. Resulting in a total of ten interviews conducted with the participants. Out of the ten participants, there were seven males and three females. The participants in the study mirror the nature of the industry; both public and private agricultural sector are male-dominated. The six managers were from Legacy company one, which is the acquiring company, and the four other managers are from the Legacy two company, which is the acquired company. The age range of managers was from 30-59 years. The

participants occupy a different position in the company; all of these are at the management level. Managers had four group coaching process and ten one-on-ones. After the coaching session, the participants were given a tool to self asses and measure their learning styles. Most of the leaders were exposed to coaching for the very first time. As a result, they did not know what to expect or even to trust the process. All managers started opening after building that rapport, and after being assured that the information collected was solely for research purposes.

5.3 Findings from the interviews

5.3.1 *Coaching experience*

The participants have reflected on the positive experience of the coaching process. They have, in particular mentioned that through the coaching, they were able to reflect on their individual and team needs learning styles and emotional intelligence. They also mentioned that it was beneficial to their wellbeing. Consistent with findings by Katrin Bickerich, Alexandra Michel & Deirdre O'Shea (2018). Participants in the study also mentioned that coaching had helped them to know and understand themselves better.

Sherman and Freas, (2004) posit that coaching assists people to know themselves well, to live more intentionally, and to contribute richly to their wellbeing. Managers also highlighted this point through coaching. They were able to realise and understand their social skills. Poskey, 2006, Sunil, & Rooprai, 2009 indicate that social skills are essential for influencing: positively utilizing means and ways to persuade and encourage the anticipated outcome.

According to Poskey (2006), a lot of organization’s concentrates their hiring measures based on skills like (skills that are practical, expert skills, and academics, and behaviour). These companies never gauge key competencies, like dealing with anxiety and stress, people skills, social skills; boldness and resilience, and are not even on the training and development programs.

5.3.2 *Influence of coaching on team members*

The ten managers that attended all the coaching sessions were more optimistic about integration and felt ready to even onboard the new team members that might end up joining the teams. Consistent with Linley, Woolston, & Biswas-Diener, (2009) who has highlighted that the purpose of executive coaching is to assist leaders in being more capable in their leading roles, as ineffective leaders are destructive to the departments they are leading, creating desolation, nervousness, and antagonism amongst their team members during the time of change.

Participants were able to understand their teams learning styles and be in a better position to support them during the integration stage. They were also felt equipped to get different groups of people motivated and excited. Emphasized in the finding of Arakawa, and Greenberg, (2007). Arakawa and Greenberg (2007) found that positive leadership holds the significance of hopefulness and confidence in the future in the workplace.

There is a connection between productivity and teams engagement. Managers will have the skills to build strong and collaborative teams coherently coexist to archive synergy in a mission to archive, consolidated business results which are according to Poskey (2006) is critical for successful integration.

5.3.3 *Perceived impact of coaching,*

The study by Grant (2014), indicate that a number of a wide variety of positiveness. Grant further reiterate that executive coaching can even encourage work-life balance to managers, lower the rate of mental health issues, move managers from problem-focused and increase their solution-focused ability, increase their flexibility and enhance their ability to embrace change (2014).

Managers echoed that they feel equipped to can handle and support their teams after the coaching sessions. Managers are more positive about the integration process, and they will take the same positive attitude to their teams. Also highlighted in the study of

Dippenaar, and Schaap (2017), where they reiterate that emotional intelligence coach results into positive and increased peoples and communication skills as well a psychological skills, better deal with stress, have high regard for themselves and can execute empathy.

The impact of coaching is perceived as a three-folded, and managers will be a change catalyst, embracing and driving transformation and change. They will stay psychologically actively and focusing on their teams' needs. Coaching brought of self-awareness to their managers, encouraging them to tap into their strength and focus on their development needs. Teams will have supportive managers who understand their needs. Teams will stay and engaged and met their goals, and the organization will realise their aim to integrate.

5.3.4 *Lessons learnt from the executive coaching process.*

Managers learned the importance of effective communication, listening deeply to understand. According to Bartz, (2017) proper way to engage in communication is by conveying detailed intended meaning of information from the manager to the team members and inversely. Managers learnt the importance of transferring and distributing communication that is substantial, strong and clear enough to be received and grasped by their teams.

While managers expressed that through this process, they have learned not to judge their teams during the integration stage, but try to be empathetic and instil positiveness. Also highlighted in the study by Stokes, & Jolly (2010), that trust has developed both ways by showing empathy, attentive listening, empathy, unprejudiced manner and congruity. Managers have learnt the importance of building bonds constructing and cultivating associations that are influential for the thriving of the business.

Managers realized that they need to stay ready as the business evolves and is ever-changing. Horner, (2002), advice that business environment is demanding managers

to proactively expect and get ready for change and acknowledge that precautionary leadership evolution is pivotal in aiding essential workforce to obtain required skills to steer away management calamity. The study`s position is in line with the finding of the study that coaching plays a pivotal role in influencing managers during the integration stage. The study also found that managers learnt and acquired new skills during the coaching process.

5.4 Conclusion

This study indicates that purpose of executive coaching is to assist leaders in being more capable in their leading roles, as ineffective leaders are destructive to the departments they are leading, creating desolation, nervousness, and antagonism amongst their team members during the time of change. Managers need to be a change catalyst, embracing and driving transformation and change at work. Coaching equipped managers to understand their own emotions better and connect with their team members at a deeper emotional level. New skills are acquired to facilitate the integration of their teams and stay strong psychologically keen to deliver on their business goals.

CHAPTER 6. CONCLUSIONS & RECOMMENDATIONS

6.1 Introduction

The purpose of this study was to examine whether executive coaching facilitates integration after the acquisition of two multinational agricultural companies. The chapter concludes the study by taking a closer look at the research outcome and address the outlined study objectives. In this study recommendations emanating from the study and the outcome will be discussed. Lastly, suggestions for further research to add to the academic body are noted.

6.2 The role of the executive coaching process influenced managers during the integration stage.

It can be concluded that executive coaching influenced managers to reflect more about the importance of balancing their managing between being task-orientated and people-orientated. Executive coaching served as a mirror to the managers, and although it was uncomfortable at the time, managers are quite thankful for the process of coaching as these were like their blind spot. Coaching also influenced the way they look at their teams. They now understand the importance of social skills during the period of change.

6.3 Lessons learnt by managers during the executive coaching process

Managers learned that people are valuable assets and the needs, emotions, and feelings can lead to disruptions if their managers do not consider them during the time of change. Managers discovered their learning styles and came to realise that an adult learns differently, and every learning style is essential for their teams and business performance. Managers also learnt that having social skill is not all about being friends with everyone and being the most popular. They have learnt that the integration stage requires them to distinguish emotional state both in their teams and their own. This

period requires them as managers to be emotionally connected with their teams in order to have balance, sharp psychological, physical well-being, meet their goals performance.

6.4 Closing remarks

Integration of two different companies with different organisational culture and diverse teams can be challenging. In the case of the current study, the integration was on a global scale. This integration has created many uncertainties about the human recourse needed post-integration. The uncertainties about the security of the participants have affected the study. In that, the participants did not feel comfortable discussing the coaching process and how it influences the integration in the said company. Management of the merge and integration process for companies is very crucial. If the integration process is not managed well, it could ruin the value for the shareholders. A key challenge during integration is the management skills in embracing and leading their team during this change. Current curricular offered in Business schools do not empower leaders to have soft skills like social skills, resilience, empathy. Coaching can, therefore, be a tool amongst others to close the gap of managers being more task orientated.

6.5 Recommendations

Based on the abovementioned findings, the study makes the following recommendations:

- Companies should have and instil coaching culture because organizational change is here to stay. Coaching should not start when change is already happening. Executive coaching should be considered as a support function within an organization such as human resource. Executive coaching plays a pivotal role in the development of employees. It is therefore recommended that the company studied should do continuous coaching.
- Executive coaching is also a necessity for the executive. As such, it should also target the subordinates but all the staff levels. Company executives should

undergo their specific coaching to equip them with tools they can use during change.

- Coaching should be for the whole company different management levels and teams that are not on the managerial levels. Thus it should not only be limited to those who can afford to coach privately or when the organization is undergoing a process of change.
- Top executives like the CEO should be the key drivers and emphasize the importance of the coaching culture within their organisations. The whole executive will follow suit, and if it not driven at this level, no one will have the appetite.
- Further studies should focus on the importance and value of aftercare in executive coaching programmes.

6.6 Limitations

The main challenges encountered during the study were related to the sensitivity of the study. A lot of the participants were dealing with emotional burdens and disappointment associated with the integration process. They confirmed and would later cancel the coaching sessions on short notice. Some ended up not notifying the researcher that they are cancelling or postponing their appointment. It has caused a delay during data collection. A second limitation was that the study focused on using coaching as a tool during the integration process and not post-integration. Most of the participants, as mentioned, they were not sure about their position post-integration. Therefore it would be challenging to evaluate the actual value that coaching had on them.

6.7 Practical implications

The practical implications are associated with the benefits of coaching. Coaching plays a role the growth, and development and a path to the self motivate. It is therefore imperative that the coach is more empathic and tackles the coaching process

emphatically and objectively. Post the coaching process, participants have reached out for formal and informal coaching, and they refer to other managers, who are anxious about this integration. Based on this, it can be concluded that the coaching process has added value to the participants such that they now want aftercare. This speaks to the practical application of coaching; the participants asked for additional coaching support over and above the coaching sessions they have received. During the coaching sessions, it was also established that a lot of the participants were dealing with some issues related to mental health due to the possibility of being retreated. Some managers were committed to the organisation and were dealing with the fear of being retrenched from the company. In addition, they have been loyal and dedicated to for several years. Coaching should form part of a multidisciplinary team that facilities the integration and change management process. The multidisciplinary team should have coaches; psychologists equipped to deal with mental health-related issues.

6.8 Suggestions for further research

Further studies need to focus on the role of executive coaching post-integration. In order to establish the need for coaching post-integration. Some of the participants in the current study have mentioned the value of coaching aftercare. Aftercare for executive coaching is a phenomenon that need further exploring.

Further studies also need to explore the importance of executive coaching during the process of integration of two or more organisations. Due to the current financial restraints, more companies are merging. It is thus significant for further studies to look at the importance of executive coaching as a tool during the process of integration. To explore the role that coaching can play in a that went through the coaching process during organisational change.

REFERENCES

Atlanta, M., & Viljanen, M. (2003). *Integrating the IS Personnel after Merger-Managing Challenges and opportunities.* Paper presented at the ECIS 2004 Proceedings.

Anderson, C. (2010). Presenting and Evaluating Qualitative Research. *American Journal of Pharmaceutical Education, 74*(8).

Anney, V. N. (2014). Ensuring the quality of the findings of qualitative research: Looking at trustworthiness criteria. Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS), 5(2), 272-281.

Arifin, S. R. M. (2018). Ethical Considerations in Qualitative Study. *International Journal Of Care Scholars, 1*(2), 30-33.

Banutai, E.; Bijak, U., &Pagon, E.,(2008) LEADERSHIP COMPETENCIES FOR SUCCESSFUL CHANGE MANAGEMENT study done at University of Maribor, Slovenia Accessible from

Bucciarelli, L. (2015). A review of innovation and change management: stage model and power influences. *Universal Journal of Management, 3(1), 36-42.*

Battilana, J., Gilmartin, M., Sengul, M., Pache, A.-C., & Alexander, J. A. (2010). Leadership competencies for implementing planned organizational change. *The Leadership Quarterly, 21*(3), 422-438.

Barrow, J. M., & Toney-Butler, T. J. (2018). Change, management. In StatPearls [Internet]. StatPearls Publishing. Accessible from https://www.ncbi.nlm.nih.gov/books/NBK459380/ Accessed on the 4th May 2019

Bartz, D. E. (2017). Communication, feedback, and coaching skills for managers to use with staff members during the performance appraisal process. International Journal of Business and Social Science, 8(6), 1-5.

Blagg, D., & Young, S. (2001). What makes a good leader? *Harvard Business School Bulletin, 2*.

Boyatzis, R. E. (2008). Competencies in the 21st century. *Journal of Management Development, 27*(1), 5-12.

Boyatzis, R. E., Smith, M. L., Van Oosten, E., & Woolford, L. (2013a). Developing resonant leaders through emotional intelligence, vision and coaching. *Organizational Dynamics, 42*(1), 17-24.

Brătianu, C., & Anagnoste, S. (2011). The role of transformational leadership in mergers and acquisitions in emergent economies. *Management & Marketing, 6*(2).

Bridges, W., & Mitchell, S. (2000). Leading transition: A new model for change. *Leader to leader, 16*(3), 30-36.

Burke, C. S., Sims, D. E., Lazzara, E. H., & Salas, E. (2007). Trust in leadership: A multi-level review and integration. *The Leadership Quarterly, 18*(6), 606-632.

Carbone, P. (2011). Acquisition integration models: How large companies successfully integrate startups. *Technology Innovation Management Review, 1*(1).

Cullen-Lester, Kristin L., Brian D. Webster, Bryan D. Edwards, and Phillip W. Braddy. "The effect of multiple negative, neutral, and positive organizational changes." *European Journal of Work and Organizational Psychology 28 (1) 124-135*.

Dippenaar, M., & Schaap, P. (2017). The impact of coaching on the emotional and social intelligence competencies of leaders. South African Journal of Economic and Management Sciences, 20(1), 1-16.

De Alwis, A. P. (2013). Post Merger Integration Leader and Acquisition Success: A Theoretical Model of Perceived Linkages to Success of Mergers and Acquisitions.

De Haan, E., & Nieß, C. (2011). Change through executive coaching. *Training Journal, 7*, 66-70.

DiGeorgio, R. (2002). Making mergers and acquisitions work: What we know and do not know–Part II. *Journal of Change Management, 3*(3), 259-274.

Erasmus, D. (2019). A sustainable approach to feeding the world by 2050. Farmer's Weekly, 2019(19003), 6-7.

Ely, K., Boyce, L. A., Nelson, J. K., Zaccaro, S. J., Hernez-Broome, G., & Whyman, W. (2010). Evaluating leadership coaching: A review and an integrated framework. *The Leadership Quarterly, 21*(4), 585-599.

Geber, H., & Keane, M. (2013). Extending the worldview of coaching research and practice in Southern Africa: the concept of Ubuntu. *International Journal of Evidence-Based Coaching & Mentoring, 11*(2).

Gentles, S. J., Charles, C., Ploeg, J., & McKibbon, K. A.(2015) Sampling in Qualitative Research: Insights from an Overview of the Methods Literature.*The qualitative Report 20(11) 1772-1789*

Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research: interviews and focus groups. *Bj, 204*, 291. DOI:10.1038/bdj.2008.192

Grant, A. M. (2014). The efficacy of executive coaching in times of organisational change. *Journal of Change Management, 14*(2), 258-280.

Grant, A. M., Cavanagh, M. J., Kleitman, S., Spence, G., Lakota, M., & Yu, N. (2012). Development and validation of the solution-focused inventory. *The Journal of Positive Psychology, 7*(4), 334-348.

Griffiths, K. E., & Campbell, M. A. (2009). Discovering, applying and integrating: The process of learning in coaching. *International Journal of Evidence-Based Coaching and Mentoring, 7*(2), 4.

Horner, C. J. (2002). Executive Coaching: The Leadership Development Tool of the Future? (Doctoral dissertation, Management School, Imperial College London).

Jayne, T. S., Mather, D., & Mghenyi, E. (2010). Principal challenges were confronting smallholder agriculture in sub-Saharan Africa. *World Development, 38*(10), 1384-1398.

Mackey, A., & Gass, S. M. (2015). Second language research: Methodology and design. Routledge.

Kahn, M. S. (2011). Coaching on the Axis: An integrative and systemic approach to business coaching. *International Coaching Psychology Review, 6*(2), 194-210.

Kaliyaperumal, M., & Padmanaban, S. (2019). A Full Circle Appraisal on Emotional Intelligence. *American Journal of Educational Research, 7(1), 49-57.*

Kansal, S., & Chandani, A. (2014). Effective management of change during merger and acquisition. *Procedia Economics and Finance, 11*, 208-217.

Kavanagh, M. H., & Ashkanasy, N. M. (2006). The impact of leadership and change management strategy on organizational culture and individual acceptance of change during a merger. *British journal of management*.

Koi-Akrofi, G. Y. (2016). Mergers and acquisitions failure rates and perspectives on why they fail. *International Journal of Innovation and Applied Studies, 17*(1), 151.

Kozlowski, S. W., Watola, D. J., Jensen, J. M., Kim, B. H., & Botero, I. C. (2009). Developing adaptive teams: a theory of dynamic team leadership. Team effectiveness in complex organizations: Cross-disciplinary perspectives and approaches, 113-155.

Krefting, L. (1991). Rigour in qualitative research: the assessment of trustworthiness. *The American journal of occupational therapy: official publication of the American Occupational Therapy Association, 45*(3), 214.

Stokes, J., & Jolly, R. (2010). Executive and leadership coaching. The complete handbook of coaching, 245-56.

Sunil, K., & Rooprai, K. Y. (2009). Role of emotional intelligence in managing stress and anxiety at the workplace. *Proceedings of ASBBS*, *16*(1), 163-172.

Kumar B.R. (2019) Bayer's Acquisition of Monsanto. In: Wealth Creation in the World's Largest Mergers and Acquisitions. Management for Professionals. Springer, Cham

Leedy, P., & Ormond, J. (2001). *Practical research*. 7th ed. London: Prentice-Hall Merill.

Lynch, B. (2015). Partnering for performance in situational leadership: a person-centred leadership approach. *International Practice Development Journal, 5.*

Mackey, A., & Gass, S. M. (2015). Second language research: Methodology and design. Routledge

Malone, J. W. (2001). Shining a new light on organizational change: Improving self-efficacy through coaching. *Organization Development Journal, 19*(2), 27-27.

Mays, N., & Pope, C. (2000). Assessing quality in qualitative research. *BMJ, 320*(7226), 50-52.

Mehta, M., & Hirschheim, R. (2007). Strategic alignment in mergers and acquisitions: Theorizing IS integration decision making—*Journal of the Association for Information Systems, 8*(3), 8.

Meier, D. (2016). Situational Leadership Theory as a Foundation for a Blended Learning Framework. *Journal of Education and Practice, 7(10), 25-30.*

Moser, A., & Korstjens, I. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal of General Practice*, *24*(1), 9-18.Noor, K. B. M. (2008). Case Study: A Strategie Research Methodology. *American Journal of Applied Sciences, 5*(11), 1602-1604.

Pagell, M. (2004). Understanding the factors that enable and inhibit the integration of operations, purchasing and logistics. Journal of operations management, 22(5), 459-487.

Paruchuri, S., Nerkar, A., & Hambrick, D. C. (2006). Acquisition integration and productivity losses in the technical core: Disruption of inventors in acquired companies. Organization Science, 17(5), 545-562.

Passmore, J. (2007). An integrative model for executive coaching. Consulting Psychology Journal: Practice and Research, 59(1), 68.

Poskey, M. (2006). The importance of emotional intelligence in the workplace, why it matters more than personality. *Retrieved April 17*, 2006.

Ranney, M. L., Meisel, Z. F., Choo, E. K., Garro, A. C., Sasson, C., & Morrow Guthrie, K. (2015). Interview-based qualitative research in emergency cares part II: data collection, analysis and results reporting. *Academic Emergency Medicine*, *22*(9), 1103-1112.

Reina, C. S., Rogers, K. M., Peterson, S. J., Byron, K., & Hom, P. W. (2018). Quitting the boss? The role of manager influence tactics and employee emotional engagement involuntary turnover. *Journal of leadership & organizational studies, 25(1), 5-18.*

Rosha, A., & Lace, N. (2016). The scope of coaching in the context of organizational change. *Journal of Open Innovation: Technology, Market, and Complexity, 2*(1), 2.

Sandelowski, M. (1995). Qualitative analysis: What it is and how to begin. *Research in nursing & health, 18*(4), 371-375.

Santhidran, S., Chandran, V., & Borromeo, J. (2013). Enabling organizational change–leadership, commitment to change and the mediating role of change readiness. *Journal of Business Economics and Management, 14*(2), 348-363.

Schuler, R. S., & Jackson, S. E. (2002). *HR issues, activities and responsibilities in mergers and acquisitions.* Geneva: ILO.

Sherman, S., & Freas, A. (2004). The wild west of executive coaching. *Harvard business review, 82*(11), 82-93.

Shonhiwa, C. (2016). An examination of the situational leadership approach: Strengths and weaknesses. Cross-Currents: An International Peer-*Reviewed Journal on Humanities & Social Sciences, 2(2), 35-40.*

Smith, J. (2015). Issues of validity and reliability in qualitative research. Evidence-*Based Nursing, 18, (2): 34-35.*

Salomaa, R. (2018). Coaching of Global Careerists. In *The Management of Global Careers* (pp. 91-116). Palgrave Macmillan, Cham.

Srivastava, P., & Hopwood, N. (2009). A practical iterative framework for qualitative data analysis. *International Journal of Qualitative Methods, 8*(1), 76-84.

Starman, A. B. (2013). The case study as a type of qualitative research. *Journal of Contemporary Educational Studies/Sodobna Pedagogika, 64(1).*

Sutton, J., & Austin, Z. (2015). Qualitative research: data collection, analysis, and management. T*he Canadian journal of hospital pharmacy, 68(3), 226.*

Taylor, S. J., Bogdan, R., & DeVault, M. (2015). *Introduction to Qualitative Research Methods: A Guidebook and Resource.* Hoboken, NJ.: John Wiley & Sons.

Teherani, A., Martimianakis, T., Stenfors-Hayes, T., Wadhwa, A., & Varpio, L. (2015). Choosing a qualitative research approach. Journal of graduate medical education, 7(4), 669-670.

Thomas, E., & Magilvy, J. K. (2011). Qualitative rigour or research validity in qualitative research. *Journal for specialists in pediatric nursing, 16*(2), 151-155.

Thompson, G., & Vecchio, R. P. (2009). Situational leadership theory: A test of three versions. The Leadership Quarterly, 20(5), 837-848.

Turesky, E. F., & Gallagher, D. (2011). Know thyself: Coaching for leadership using Kolb's experiential learning theory. *The Coaching Psychologist, 7*(1), 5-14.

Ives, Y. (2008). What is' coaching'? An exploration of conflicting paradigms. *International Journal of Evidence-Based Coaching & Mentoring*, *6*(2).Vancea, M. (2011). Challenges and stakes of the post-acquisition integration process. *Annales Universitatis Apulensis-Series Oeconomica, 13*(1).

Varinsky, D. (2018). The $66 Billion Bayer-Monsanto Merger Just Got a Major Green Light—But Farmers Are Terrified. Business Insider.

Warter, I., & Warter, L. (2014). Latest trends in mergers and acquisitions research. The new pattern of globalization. *Bulletin of The Polytechnic Institute of Iasi, 60*, 25-43.

Zakaria, Z. (2007). The causality relationship between financial development and foreign direct investment. *Jurnal Kemanusiaan, 5(2).*

APPENDIX A Semi-structured guide

1. Please explain in any way how did coaching influence the way you will manage your team/s during the integration stage?
2. What new technique/s used during coaching will you use during integration?
3. Did coaching help orchestrate win-win situation from your team during integration? If so, please explain how?
4. How will you maximize each team member strength and work on areas of development to facilitate teams integration?
5. How did coaching help you guide your team/s learn and adapt and evolve to survive the integration process?
6. What is the professional and personal impact of coaching on you, and how will that play a role in integrating your team?
7. How has coaching influenced your perspective of managing teams during change?
8. Would you recommend coaching to managers leading teams who are going through the integration process, and why?

APPENDIX (X) Ethics Clearance

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

SCHOOL OF GRADUATE SCHOOL OF BUSINESS ADMINISTRATION ETHICS COMMITTEE
CONSTITUTED UNDER THE UNIVERSITY HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)

CLEARANCE CERTIFICATE	**PROTOCOL NUMBER: WBS/BA507036/182**
PROJECT TITLE	Coaching managers to facilitate team integration after the acquisition of an agricultural company in South Africa
INVESTIGATOR	Ms Dudu Mashile
SCHOOL/DEPARTMENT OF INVESTIGATOR	MMBEC
DATE CONSIDERED	10 December 2019
DECISION OF THE COMMITTEE	Approved unconditionally
RISK LEVEL	MINIMAL RISK
EXPIRY DATE	28 February 2020

Matshabaphala.

ISSUE DATE OF CERTIFICATE 17 February 2020 **CHAIRPERSON** __ _____
(Dr MDJ Matshabaphala)

cc: Supervisor: Dr Jenika Gobind

DECLARATION OF INVESTIGATOR

To be completed in duplicate and **ONE COPY** returned to the Chairperson of the School/Department ethics committee.

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

_____ 19,02,2020
Signature **Date**

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES