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The role of management coaching in employee engagement in an organisational change process in South Africa

Rukande, Marilyn

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The role of management coaching in employee engagement in an organisational change process in South Africa

Marilyn Rukande

Ayanda Magida (Supervisor)

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

Wits Business School

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ABSTRACT

Organisations need to have actively engaged managers, who can deliver performance and lead change to thrive in uncertain, ever-changing business environments. The current research study explored the lived experiences of first line managers, their experiences of change, and strategies of managing change, the influence coaching had on their engagement, and ability to lead change. Management coaching was conducted using the Solution-Focused Cognitive Behavioural (SFCB) coaching approach as the underpinning theory for driving leadership engagement in organisational change. A qualitative research approach with purposive sampling, pre-and post-coaching assessment, the SFCB approach using the PRACTICE-model was conducted. The data collection was conducted using semi-structured interviews of participants and analysed using thematic data analysis to determine the themes from the participants' experiences. It was found that Management Coaching rekindled the participants' passion for their jobs, making them look forward to going to work. The engagement of managers enhanced authenticity, teamwork, leading by example, proactive behaviours, communication, and the buy-in for managing change. Role clarity, involvement, empowerment, and motivation were mentioned as drivers of engagement, and the strategies for managing change included the importance of having the mindset to focus on what is in your control and the importance of well-being when remote working. The findings revealed the contributions management coaching had on creating and sustaining managers' engagement to manage change effectively, providing empirical evidence to literature. Managers' engagement positively influenced their ability to lead change, and the drivers of engagement need to be promoted to ensure coaching interventions enhance engagement.

KEY WORDS management coaching, solution-focused cognitive behavioural (SFCB) coaching approach, PRACTICE-model, employee engagement, organisational change.

DECLARATION

I, Marilyn Rukande, 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 Business and 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: Marilyn Rukande Signature: 

Signed at Sharonlea

On the 15th of June 2021

DEDICATION

A special dedication to my late father, my mother, my father and mother in-law, my husband Gbenga Apata and my daughter Joanna Apata. For their inspiration, unconditional love, unwavering support, and encouragement to pursue my dreams.

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TABLE OF CONTENTS

ABSTRACT ..... **ii**

DECLARATION ..... **iii**

DEDICATION ..... **iv**

ACKNOWLEDGEMENTS ..... **v**

LIST OF TABLES ..... **x**

LIST OF FIGURES ..... **xi**

LIST OF ACRONYMS ..... **xii**

CHAPTER 1. INTRODUCTION **1**

1.1 PURPOSE OF THE STUDY 1
1.2 CONTEXT OF THE STUDY 1
1.3 RESEARCH PROBLEM AND MOTIVATION OF THE STUDY 4
1.4 RESEARCH QUESTIONS 5
1.5 SIGNIFICANCE OF THE STUDY 5
1.6 DELIMITATIONS OF THE STUDY 6
1.7 DEFINITION OF TERMS 7
1.8 ASSUMPTIONS 7
1.9 STRUCTURE OF THE REPORT 8

CHAPTER 2. LITERATURE REVIEW **10**

2.1 INTRODUCTION 10
2.2 MANAGEMENT COACHING 10
2.2.1 EVOLUTION AND DEFINITION OF MANAGEMENT COACHING 10
2.2.2 THEORIES AND APPROACHES TO MANAGEMENT COACHING 12
2.2.3 THE BENEFITS OF MANAGEMENT COACHING 15
2.2.4 THE ROLE OF MANAGEMENT COACHING IN AN ORGANISATIONAL CHANGE 16
2.3 EMPLOYEE ENGAGEMENT 17
2.3.1 DEFINITION AND MEASUREMENT OF EMPLOYEE ENGAGEMENT 17
2.3.2 DRIVERS OF EMPLOYEE ENGAGEMENT 18
2.3.3 THE BENEFITS OF EMPLOYEE ENGAGEMENT 20
2.4 CHANGE MANAGEMENT 22
2.4.1 MODELS OF CHANGE MANAGEMENT 23
2.4.2 MANAGERS' EXPERIENCE OF CHANGE 25

2.5 Theoretical Framework 26
2.6 What is the role of management coaching in engagement in an organisational change process? 28
2.6.1 Proposition 1: Management coaching contributes to managers' engagement in a change process. 29
2.7 How does the managers' engagement affect their ability to manage change effectively? 29
2.7.1 Proposition 2: Managers' engagement influences their ability to lead their teams through an organisational change 30
2.8 Conceptual Framework 30
2.9 Conclusion 31

CHAPTER 3. RESEARCH METHODOLOGY 33

3.1 Research approach 33
3.2 Research design 34
3.3 Population and sample 35
3.3.1 Sample and sampling method 35
3.4 The research instrument 37
3.5 Procedure for data collection 38
3.6 The role of the Researcher 40
3.7 Data analysis and interpretation 41
3.8 Limitations of the study 42
3.9 Methods of ensuring rigor in the study 43
3.9.1 Trustworthiness 43
3.9.2 Transferability 43
3.9.3 Credibility 44
3.9.4 Dependability 44
3.9.5 Confirmability 44
3.10 Ethical considerations 45
3.11 Chapter Summary 45

CHAPTER 4. PRESENTATION OF FINDINGS 46

4.1 Introduction 46
4.2 Pre coaching and post coaching assessment 47
4.2.1 Participants' understanding of coaching 47
4.2.2 Understanding and measurement of Engagement 49
4.2.3 Participants' experience of change 50
4.3 Findings from the Interview 52
4.3.1 Findings on the managers' experience of coaching and the benefits for leadership development and performance 52
4.3.2 Findings on management coaching and its influence on engagement 56
4.3.3 Findings on management coaching as an essential intervention for change management 58
4.3.4 Findings on the drivers for managers' engagement in organisational change 61

4.3.5 FINDINGS ON MANAGERS' ENGAGEMENT AND ITS INFLUENCE ON THE IMPLEMENTATION OF CHANGE MANAGEMENT 65
4.3.6 FINDINGS ON THE MANAGERS' EXPERIENCES OF CHANGE 67
4.3.7 FINDINGS ON THE FACTORS THAT LEAD TO SUCCESSFUL CHANGE MANAGEMENT 68
4.4 LINKING FINDINGS WITH THE PROPOSITIONS 69
4.4.1 PROPOSITION 1: MANAGEMENT COACHING CONTRIBUTES TO THE MANAGERS' ENGAGEMENT IN A CHANGE PROCESS 69
4.4.2 PROPOSITION 2: THE ENGAGEMENT OF MANAGERS HAS AN INFLUENCE ON THEIR ABILITY TO LEAD THEIR TEAMS THROUGH ORGANISATIONAL CHANGE. 70
4.4.3 ADDITIONAL THEMES FROM THE FINDINGS 72
4.5 CONCLUSION 72

CHAPTER 5. DISCUSSION OF THE FINDINGS 74

5.1 INTRODUCTION 74
5.2 MANAGEMENT COACHING CONTRIBUTES TO MANAGERS' ENGAGEMENT IN A CHANGE PROCESS 74
5.2.1 THE UNDERSTANDING AND EXPERIENCE OF MANAGEMENT COACHING 74
5.2.2 THE BENEFITS OF COACHING ON MANAGERS FOR ENGAGEMENT AND LEADING CHANGE. 76
5.2.3 CONCLUSION 79
5.3 THE ENGAGEMENT OF MANAGERS INFLUENCES THEIR ABILITY TO LEAD THEIR TEAMS THROUGH AN ORGANISATIONAL CHANGE 81
5.3.1 THE DRIVERS OF ENGAGEMENT AND DISENGAGEMENT OF MANAGERS 81
5.3.2 THE FINDINGS OF ENGAGEMENT DURING THE CHANGE 82
5.3.3 THE MANAGERS' EXPERIENCE OF CHANGE 83
5.3.4 CONCLUSION 85
5.4 REFLECTIONS ON MY ROLE AS A RESEARCHER AND PERSONALITY 87
5.5 CHAPTER CONCLUSION ..... **ERROR! BOOKMARK NOT DEFINED.**

CHAPTER 6. CONCLUSIONS & RECOMMENDATIONS 91

6.1 INTRODUCTION 91
6.2 MANAGEMENT COACHING CONTRIBUTES TO THE ENGAGEMENT OF MANAGERS IN A CHANGE PROCESS 91
6.3 MANAGERS' ENGAGEMENT INFLUENCES THEIR ABILITY TO LEAD THEIR TEAMS THROUGH AN ORGANISATIONAL CHANGE 93
6.4 RECOMMENDATIONS 95
6.4.1 RECOMMENDATION FOR COACHES 95
6.4.2 RECOMMENDATION FOR ORGANISATIONS 95
6.4.3 RECOMMENDATION FOR MANAGEMENT 96
6.5 SUGGESTIONS FOR FURTHER RESEARCH 97

REFERENCES 99

APPENDIX A Instruments : Interview Guides 119

APPENDIX B : Participant Information 125

APPENDIX C : Participant Consent Form 127

APPENDIX D : Summary of the themes and sub-themes..... 129

APPENDIX E - Ethics Clearance Certificate 132

APPENDIX F - Consistency Matrix..... 133

LIST OF TABLES

Table 2-1 An overview of theoretical approaches to coaching (Cox et al. 2010, p. 11-13)..... 13

Table 2-2 Drivers for employee engagement over the years (Ozyapar & Zahid, 2017, p.13)..... 18

Table 2-3 Summarised Consistency table: Research questions and propositions 32

Table 3-1 Summary of the participant profiles..... 37

Table 4-1: The Pre- and Post-coaching insights to the understanding of coaching. 48

Table 4-2 The strategies for successful change management experienced by the managers..... 68

Table 5-1: Conclusions with responses to the research questions..... 89

LIST OF FIGURES

Figure 2-1 : The characteristics of an engaged employee (Stoyanova & Illiev, 2017, p.24) 21

Figure 2-2 Kotter's eight step-process for leading change (Haas et al., 2020, p. 67) 23

Figure 2-3 The conceptual framework of the study (Authors own interpretation) 31

Figure 3-1 The overall research process 33

Figure 4-1 The word-landscape of the codes from the transcribed interviews . 46

Figure 4-2 The meaning of engagement for the participants 49

Figure 4-3 The participants feedback on their feelings around the change from the pre-coaching and post-coaching assessment 51

Figure 4-4 The summarised findings of coaching on the participants 54

Figure 4-5 The results of feeling engaged versus disengaged during change . 64

Figure 4-6 The influence of engagement on the ability to lead change 65

Figure 5-1 The findings of management coaching using the SFCB coaching approach on engagement and ability to lead change 80

Figure 5-2 The challenges managers face with managing change 83

Figure 5-3 The drivers and findings of engagement during the change process 86

LIST OF ACRONYMS

Term	Definition of the Term
SFCB	Solution-focused cognitive behavioural
VUCA	Volatile, uncertain, complex and ambiguous
CBC	Cognitive behavioural coaching
SFC	Solution-focused coaching

CHAPTER 1. INTRODUCTION

1.1 Purpose of the study

The purpose of the current research study was to explore the role of management coaching in engagement during an organisational change process.

This research explores the participants lived experiences of their engagement and management of change was conducted for a selected South African organisation.

1.2 Context of the study

Across the world, the working conditions under which managers operate today are volatile, uncertain, complex, and ambiguous (VUCA) and ever-changing (Bennett & Lemoine, 2014). According to Rodriguez and Rodriguez (2015) in this VUCA environment, organisational managers are expected to achieve stretched performance with fewer resources to keep up with economic demands. Locally, changes are taking place rapidly, and for organisations to be competitive and profitable, managers need to lead change, provide stability and adaptation for a future South Africa (Du Plessis, 2007).

For South Africa, organisations need to pay urgent attention to building leadership capacity and capability to lead change, to be adaptable and flexible with the growing demands of being competitive. Mamabolo (2018) suggests South African organisations' need to develop agility, be innovative, and build internal capabilities to remain profitable as the future is faced with uncertainty, operating in tough economic climates. In addition, a report by Magwentshu, Rajagopaul, Chui, and Singh (2019) states that South Africa will see the future change in having “an increased number of digital platforms, improved productivity from automation, and there will be a contribution to job creation for specialised skills” (p.1). Technology will significantly contribute to the gross domestic product (GDP) growth rate (Magwentshu et al., 2019). This shows that organisations in South Africa continuously need to change to keep up with the market demands and be

profitable, where managers need to support the agenda for change and deliver on business goals.

Managers face complex challenges in the change management process and need to be equipped to handle these changes. Organisations ought to support managers in embracing change for themselves and in how they lead their teams through change. Holmberg, Larsson, and Bäckström (2016) discussed the challenges that managers face in order to thrive in complex working environments and the need for coping mechanisms to deal with emotional and stress-related pressure.

Glensor (2010) explored organisational change management strategies in South Africa, recognising the challenges businesses face to remain relevant and sustainable for the future. Recently, Isaacs (2018) examined the role of change management on organisational behaviour during restructuring, as this is becoming a need for organisations to thrive in the difficult operating economy. Although there will be some disruption to organisations, the need to manage change will be precious, as the return on investment will be high for the economic growth in South Africa.

Coaching has become an important tool supporting managers' leadership development in organisations and helping them be effective and flexible during times of organisational change in times of change globally (Evers, Brouwers & Tomic, 2006; Grant, 2014; Ortlepp & Karadis, 2013, Bickerich, Michel & O'Shea, 2018). Within an organisational setting, several terms are used to describe coaching, such as management coaching and executive coaching. The differences are with the client who receives the coaching; for management coaching, it is managers at junior and middle management level (Grover & Furnham, 2016), and for executive coaching, it is for executives such as managing directors, vice presidents, and senior-level managers in organisations (Joo, 2005). The current research study focused on management coaching and its influence on engagement and change management.

Coaching is a progressing field, and its role in South Africa is becoming increasingly popular to overcome challenges such as multicultural and diversity

issues and performance management for organisations to be profitable (Rostron, 2006). Studies support the use of coaching interventions in organisations for change management (Atkinson, 2012; Bennett & Bush, 2014; Grant, 2014; Bickerich, Michel, & O'Shea, 2018). Chowthee (2013) studied the effects of coaching at one of the largest telecommunications companies as they underwent a transformation and found coaching to have created an awareness of the change, which accelerated the acceptance of change behaviours. More recently, Nanduri (2018) explored coaching as an intervention in a South African organisation that was experiencing change through retrenchment, and the participants found coaching to help reduce stress in the setting of goals and in having a forward-thinking mindset throughout the change.

Coaching has been used as an intervention for promoting employees' engagement and enabling change management in organisations. Evidence shared for fostering engagement (Crab, 2011) and engagement has positive organisational change outcomes (Reddy, 2018). However, there is limited research exploring the experiences and influences of management coaching during change periods (Grant, 2014). This provided an opportunity for the current study to explore management coaching and its influence on managers' engagement during an organisational change process in a South African context.

Organisational change can be categorised as strategic or non-strategic, incremental and radical, planned, and emergent while being influenced by internal or external factors (Cao, Clarke, & Lehaney, 2000). Jim (2016) describes change from external factors as markets, competition, economy, and internal factors as a change in the job, change in service conditions, or the personnel structures. Change is the new normal, and lately, it has been recorded in organisations in different situations such as new ways of working, implementation of new IT systems, new team structures and downsizing to have a competitive advantage.

The organisation selected for the current study takes pride in measuring employee engagement as employees play a key role contributing to their business performance. There have been changes in the organisation almost every two years in the last seven years to keep up with the market demands and

stay profitable, emphasising the need to support managers in adapting to change and leading teams through the change.

The current study focused on managers that were going through a change process. Their experiences were reviewed to understand the role of coaching on their engagement levels and ability to lead their teams through change. The managers' interpretation and experience of the change after receiving coaching were also analysed to understand the experiences and the role management coaching had in influencing engagement in an organisational change process.

1.3 Research problem and motivation of the study

Organisations need to be agile, develop change readiness and change capability in today's dynamic working environments (Carter & Varney, 2018). Engaged employees who are passionate and motivated will support and drive change initiatives in organisations and contribute to productivity (Fernandez & Rainey, 2006). This study seeks to address the problem of having managers who are not engaged and are expected to lead through change and the role of management in a South African organisation is reviewed. Employee engagement benefits have been shared by several authors (Kumar & Pansari, 2015; Mone, Eisinger, Guggenheim, Price, & Stine, 2011); these include productivity, which contributes positively to business performance.

Management coaching is intended to drive change; in performance and managers' professional and personal development, resulting in transformation where there is a shift for the client to a more desired state (Bennett & Bush, 2013). Grant (2014) highlights the significance of management coaching for improving performance and taking people through organisational change, while Rock and Donde (2008) explore coaching initiatives for driving organisational change. The current study explored managers' experience of coaching and the role of coaching on manager engagement because the manager plays a key role in change management in situations such as decision-making and leading others through the change.

Nowadays, organisations operate in dynamic, competitive, ever-changing, and complex business environments (Lutz Allen, Smith, & Da Silva, 2013). As such, organisations need highly engaged managers who can navigate uncertainty, effectively lead teams through change, and drive high-performance standards to remain profitable. A preliminary review of literature has highlighted the benefits of employee engagement and management coaching for business performance outcomes (Ali, Lodhi, Raza, & Ali, 2018; Rosha & Lace, 2016), yet there is little evidence regarding the findings of management coaching on the engagement levels of managers during periods of change (Grant, 2014). This research sought to review the role of coaching in creating and sustaining managers' engagement to manage change effectively, providing empirical evidence to literature.

1.4 Research Questions

1: What is the role of coaching in engagement in an organisational change process?

2: How does the managers' engagement affect their ability to manage change effectively?

1.5 Significance of the study

In today's business world, the role managers play in managing change is critical and the engagement of managers should be reviewed to support them in delivering on business goals. The problem faced by organisations is that managers are not actively engaged and are not able to lead their teams through change. Managers of teams must translate the vision of change from the C-suite to front line staff, support direct reports with navigating emotions and the transition of change, and influence and create change agents that build alignment and commitment of staff for successful change implementation (Dinwoodie, Pasmore, Quinn, & Rabin, 2015). In light of supporting managers, organisations have introduced coaching as an intervention for upskilling on change management, although more research is needed to address its contributions to engagement of managers whilst going through organisational change.

According to Peltier (2001), coaching is beneficial in organisational change, skill development, and resolving specific problems, supporting its use for managers' professional development to lead change. There is attention being given to management coaching in organisations, and the role coaching practices fuel this have played in enhancing the success of organisational change (Grant, 2014; Rosha & Lace, 2016). Globally, there is an interest in coaching for managers, as it has shown benefits in supporting effective change in organisations (Bennet & Bush, 2014).

Management coaching has also positively affected work engagement, resulting in enhanced business performance (Ali, Lodhi, Raza, & Ali, 2018; Ladyshewsky & Taplin, 2017). For a South African organisation, Chowthee (2013) highlighted the importance of coaching during change and shared insights into how coaching made a meaningful contribution to the managers through creating increased awareness of the change, provided support through the change, skills development of managers, and accelerated the organisational culture change. As coaching is a relatively new field, with a limited number of studies in South Africa (Stevens, 2013), the current study builds on previous work by reviewing the managers' engagement during the change and their lived experiences of coaching.

The engagement of employees in South Africa should be reviewed extensively, as there are benefits of having engaging managers to support organisational changes. Therefore, the problem this study is seeking to address is the role of coaching on employee engagement and the ability to lead change for a South African organisation which is useful for leadership development.

This study's significance is to provide insights into how coaching is experienced, its role in driving engagement, its contribution to building competent managers with the ability to implement sustainable change management.

1.6 Delimitations of the study

I. This research excluded the review of the organisational culture and the influences of leadership styles.

II. The types of change, whether planned or unplanned, were not the scope of the study.
III. The influence of the frequency of change on employees were excluded in the study.
IV. Other factors that affect employee engagement were excluded from the study.
V. The engagement of the managers' direct reports was excluded from the study.

1.7 Definition of terms

Change Management is a “process of continually renewing an organisation's direction, structure and capabilities to serve the ever-changing needs of external and internal customers” (Brightman & Moran, 2001, p.111).

Employee engagement is defined as being valued, involved and satisfied with the role and day to day work activities of employees (Harter, Schmidt, & Hayes, 2002).

Management coaching is when a manager receives coaching, and their potential is realised to maximise their performance (Whitmore, 2004).

Organisational change is a planned modification to an organisation’s operation to improve its effectiveness (By, 2005).

VUCA is “an acronym for volatility, uncertainty, complexity, and ambiguity” (Bennett & Lemoine, 2014, p.27).

1.8 Assumptions

i. After receiving management coaching, the current researcher assumed that the participants would have linked the experience to their engagement, and this would be their normal perspective and experiences.
ii. It was assumed that the participants would provide honest feedback regardless of their own point of view.

iii. There was an assumption that the participants would re-call the coaching interventions with relative accuracy.
iv. The researcher assumed that the participants would provide inputs to coaching experiences rather than focus on other factors that influenced their engagement.
v. It was assumed that the participants understood the concept of engagement and how coaching influenced their engagement and described their experience.
vi. Participants were willing to share in-depth experiences of their journey with leading change, the challenges faced and willingness to put in the coaching sessions' work.

1.9 Structure of the report

Chapter 1: Introduces the research study. It specifies the study's purpose and significance, giving details of the problem and the research goals. The study's key definitions are provided, the delimitations are listed, along with the researcher's assumptions.

Chapter 2: Consists of a literature review on the relevant concepts being studied to inform the research. A detailed review of the theoretical framework is provided on the theory underpinning the study and a conceptual framework. The chapter also reviews the current literature on coaching, the benefits of engagement in organisations, experience in change management and suggests the need to study coaching experiences during change, especially on managers' engagement.

Chapter 3: The research methodology section details the research approach and design selected to answer the research questions, the data collection procedures, the process of sampling, and the selection of participants to take part in the study. The research instrument used to collect the data and the type of data analysis conducted showed a motivation for why these approaches were selected. The limitations of the study, considerations for trustworthiness and credibility, and ethical considerations are also detailed.

Chapter 4: Findings from the data analysis process are shared. For ease of reference, these are shared in the pre-coaching and post-coaching assessment findings and followed by the interview findings with the themes that emerged and how these themes are linked to the research propositions with a conclusion.

Chapter 5: Discusses the research findings concerning the literature review, making interpretations of the experiences, and drawing conclusions based on the findings. The similarities or differences between the findings of the study and the literature review are also discussed.

Chapter 6: The final chapter concludes the study and makes future recommendations based on the findings. It also suggests how the limitations of the study provide potential future research opportunities. The reference list follows, and lastly, the appendices, including letters of request for participation in the study and the research instruments.

CHAPTER 2. LITERATURE REVIEW

2.1 Introduction

This chapter discusses the literature that substantiates management coaching to enhance managers' engagement as they experience organisational change. The literature will be evaluated according to the concepts of management coaching, employee engagement, and management of change, and this chapter intends to explain the gap identified in the literature fully.

Firstly, evaluation is made of the literature related to management coaching in terms of the definition and evolution, theories and models, benefits of coaching on the engagement of managers and their ability to lead change; secondly, the literature on employee engagement in terms of its definition, drivers, and benefits for employee engagement and in managing change; thirdly, literature relevant to change management models, strategies, leadership experiences of change and the findings, including the theoretical framework that forms the basis of the study, a conceptual framework,, and a conclusion.

2.2 Management Coaching

This section will discuss coaching for managers, the definition and evolution; and the theories and approaches associated with management coaching. There will be a review of the benefits of management coaching shared in previous literature across different organisations and the role it has played in organisational change. This section gives more insights to how the journey of management coaching has evolved and its relevance for this study.

2.2.1 *Evolution and Definition of Management coaching*

The term "coaching" is a form of mentoring in sports and it is described as instructional, while in the workplace, it has been described as the non-directive guiding of employees for performance and development (Ives, 2008). Dimensions that define coaching approaches are situational and shared as

“directive or non-directive; personal development or goal-focused; therapeutic or performance-driven” (Ives, 2008, p.100). Ellinger and Beattie (2009) propose that coaching focuses on achieving work performance rather than on personal psychotherapeutic aspects.

Coaching was initially introduced for the benefits of enhancing performance and personal development; this was demonstrated in the sports and corporate contexts (Evered & Selmen, 1989; Witherspoon & White, 1996). It was initially cited in 1937 to develop junior employees and was further developed in 1938 as part of a sales coaching programme (Grant, 2016). Management coaching emerged in the 1950s (Feldman & Lankau, 2005) to address organisational performance. Management coaching is where the coach guides managers on achieving their goals for performance or personal development (Kilburg 1996).

An early definition of coaching helps employees to recognise their competencies (Orth, Wilkinson, & Benfari, 1987). Coaching first appeared in management literature in the 1950s to develop employees, specifically sales, to generate business profits (Evered & Selman, 1989). Gray (2006) notes how the coach in the 16th century was a carriage used to transport people from one place to another. This supports the definition of coaching is a process or a tool that results in a shift or change, unlocking the coachee's potential to reach their goals, resulting in performance delivery (Longenecker, 2010).

Coaching methodologies in the workplace are evolving and have been classified into three generations of workplace coaching (Grant, 2016). The first (1990 – 1999) is defined as performance management, where managers' characteristics were to command and control (Grant, 2016). The second (2000-2010) focused on creating a change in others, where a developmental focus and people development became the sole responsibility of the direct reporting managers (Gilley, Gilley & Kouider, 2010). According to Grant (2016), the third generation (2010 – current) focuses on quality conversations, with managers modelling change behaviours, shifting mindsets, displaying characteristics of being flexible, and providing a learning space (Grant, 2016). The third generation of coaching is beneficial, as a coach is defined as someone with great listening skills and, through questioning and observation, provides suggestions that help the client

reflect and raise self-awareness for their growth (Harwell-Kee, 2019). More recently, Passmore and Lai (2020) describe three key principles, firstly: the relationship between the coach and the coachee, the coachee being the expert and the recognition of their motivation to change for there to be a success, and lastly, the sociological interaction between the individuals. These principles all contribute to the success of coaching for organisations.

2.2.2 *Theories and Approaches to management coaching*

Palmer and Whybrow (2008) have explored the different approaches to coaching, including cognitive behavioural coaching (CBC), narrative, psychodynamic, person-centred, adult learning, systemic, and solution-focused coaching (SFC). These approaches have been applied in different situations, as mentioned in Ives (2008), depending on the focus. For example, goal-oriented coaching follows the dimension of a non-directive approach aimed at achieving a solution and performance delivery.

The current research study selected to use a combination of CBC and SFC approaches, known as solution-focused cognitive behavioural coaching SFCB (Grant, 2016), the details of which will be shared in this section. The approach selected was to help the managers to find solutions during the organisational change. The different coaching approaches are listed in Table 2-1 below (Cox, Bachkirova, & Clutterbuck, 2010). All the approaches could support individual learning; however, CBC and SFC's use has empirical evidence supporting their application (Grant, 2003; Theeboom, Beersma, & Van Vianen, 2014).

Table 2-1 An overview of theoretical approaches to coaching (Cox et al. 2010, p. 11-13)

Approach	Description
Psychodynamic	Considering the unconscious motives associated with past experiences and how this affects behaviours and feelings
Cognitive behavioural	Enhances thinking through facilitating goal setting and self-awareness for creation of new behaviours
Solution focused	Focus on goal attainment using existing strengths to solve challenges faced
Gestalt approach	Awareness of the reality and experiences, how blockers need to be addressed for further growth
Neuro-linguistic programming (NLP) approach	Identifying patterns that form in a way that realities are constructed, in order to control inner experiences in various context
Person centred	Positive development given the appropriate conditions are present
Narrative	Building connections from their stories viewed from different perspectives

Cognitive behavioural coaching (CBC) was developed in the 1990s and is defined 6as combining the cognitive and behavioural approach and problem-solving that aids coachees to achieve their goals (Palmer & Szymanska, 2007). CBC

assumes our thoughts about events impacts our feelings about them (Cox, Bachkirova & Clutterbuck, 2010). Cognitive behavioural coaching exposes what makes up our thoughts and the reaction or response to stimuli. The coach's role is to identify the client's thoughts, feelings, and behaviours (Cox et al., 2010).

On the other hand, solution-focused coaching, sees the coach asking questions that help the client focus on finding solutions to their challenges instead of analysing their problem (Cox et al., 2010). As shared in Cox et al. (2010), the solution-focused approach emerged in the late 1970s by Steve de Shazer and Insoo Kim Berg. This approach focuses on solution talk, and the strengths of the client rather than problem talk, and the assumptions made are that the way the client thinks and talks about events constructs them to be problematic and the client is competent and able to solve their problems (Cox et al., 2010).

The roots of the combined SFCB approach are grounded within social constructivism, which has been explained as an identity being formed from interactions with people and reactions to society's expectations (Amineh & Asl, 2015). Social constructivism originated from Lev Vygotsky, who described cognitive development as a function of social interaction, interpretation, and understanding, rather than individual construction (Vygotsky, 1962).

This current research chose a combined SFCB coaching approach using the integrated PRACTICE-model framework. The integration of solution-focused principles and CBC techniques contribute to developing a more strength-focused approach (Pereira Dias, Palmer & Nardi, 2017). The PRACTICE-model is from the integrated framework of SFC (Hultgren, 2018).

This model originated from Wasik (1984) as a seven-step model of the framework, which Palmer further developed (2007) into the following stages: the identification of a problem; setting realistic goals; creating options for solutions; looking at the results for these solutions; finding the most feasible; implementation; and lastly, evaluation to check results known as the PRACTICE-model. Palmer (2008) then explains in detail the PRACTICE-model results that focus on solutions and driving goal achievement.

This PRACTICE-model was selected as it is targeted for managers going through an organisational change and creates an awareness of the issue, clarifying the steps in the cognitive thinking process, which aid in the solution-focused mindset.

A similar approach was recently applied in a study by Lausten, Frederiksen, and Spaten (2018), where the seven steps of the PRACTICE-model were illustrated as a practical problem-solving tool. This model is not suitable if you are short on time. However, it promotes creativity in a structured way by tackling one problem at a time. The benefits of using the SFCB approach have been supported for business management, organisational change, team coaching and development (O'Connell & Palmer, 2003).

2.2.3 *The benefits of management coaching*

Wales (2002) studied the experiences of managers who received coaching from external coaches in a bank that had recently undergone restructuring. The outcome was that coaching was effective for enhancing communication, assertiveness, stress management, work-life balance, and leadership development. The other benefits of coaching shared include relationship building, goal setting, prioritisation, productivity, communication, personal development, and engagement (Kombarakaran, Yang, Baker, & Fernandes, 2008).

In another study by Grant (2009), a group of executives received SFCB coaching, which enhanced goal attainment, resilience, and building management skills. According to Wiley (2010), managers need to develop the following attributes to be able to manage pressure and to overcome challenges faced in organisations to create trust by having high standards of commitment to the delivery of performance, give steer direction and vision, have open communication, and inspire the confidence of employees.

For engagement, a study by Crab (2011) determined the individual drivers that resulted in an engaged state, and the results helped with managing emotions, aligning with purpose, focusing on strengths that enhance happiness, well-being and engagement. In support of coaching as a tool for development, in Ratiu et al.

(2017), the study used a pre- and post- test approach and confirmed the coaching results for leadership development.

Coaching has shown several benefits, which have been highlighted, and this points to the need for managers to receive coaching as they play a role in the engagement and performance delivery of organisations. A recent study by Decuypere and Schaufeli (2020) concluded that leadership engagement outcomes from coaching drive through their team's emotional connections, role modelling behaviours, and social exchange processes. This supports coaching interventions to drive engagement, resulting in enhanced connections and leading by example behaviours, which are needed for managers to thrive in today's business world, where there are constant change and pressure to meet organisational performance goals.

2.2.4 *The role of management coaching in an organisational change*

According to Grant, Frith and Burton (2010), solution-focused cognitive behavioural coaching (SFCB) had several benefits: increased goal achievement, resilience, well-being, improvements to depression stress levels, and assisted in the ability to deal with change. Atkinson (2012) shared evidence that coaching generated a healthy return on investment and development for driving organisational change and a change in attitude, values, and coachees' behaviours. Similarly, Ortlepp and Kardis (2012) also focused on leadership coaching as a driver for change management for a small business, with increased engagement and alignment. This current research study is ideal as it reviews the efficacy of coaching as a strategy for facilitating change in organisations.

Additional benefits of management coaching using the CBC approach during organisational change were studied by David, Ionicioiu, Imbăruş, and Sava (2016) in the banking sector, during the financial recession using the pre-and post-test intervention for managers. The findings were that coaching enhanced stress resilience and performance. A more recent study mentioned coaching to be a valuable developmental tool in managing change for executives. There were stages of the coaching process that included a pre-coaching and post-coaching phase where for the post-coaching phase, the executives shared the outcomes

of coaching to enable the implementation of change and the management of others through the change (Bickerich, Michel, & O'Shea, 2018).

One of the challenges of management coaching and its development is that it lacks empirical evidence regarding its effectiveness (Hagen & Gavrilova Aguilar, 2012). This supports the need for the current research study to build on work done by analysing managers' experiences of coaching and its influence on engagement whilst experiencing organisational change and using the solution-focused cognitive behavioural coaching, at a personal level, for managers with a pre-and post-test design.

2.3 Employee engagement

This section discusses and reviews literature on the definition and measurement of employee engagement, the drivers of engagement and how that has evolved and the benefits of having engaged employees in organisations.

2.3.1 *Definition and measurement of employee engagement*

Kahn (1990) was one of the earliest contributors to the concept of employee engagement. Kahn (1990) defined engagement as connecting oneself to your role, making meaning to your everyday function, and expressing oneself cognitively and emotionally during work performance. For Shuck and Wollard (2010), engagement has been defined as individuals having cognition, emotional and behavioural energy toward organisational outcomes (Jeve et al., 2015; Shuck & Wollard, 2010). Crabb (2011) developed this work, and Shuck et al. (2017) defined engagement as optimism from an employee due to the organisations' values and a reciprocal relationship to improve performance and meet organisational goals. In summary, work engagement has common themes of connecting to your role, having a purpose, commitment to the organisational goals, and having a positive attitude that translates into emotions and behaviours of dedication.

Schaufeli, Bakker and Salanova (2006) developed a questionnaire to measure work engagement, describing it as a positive work state characterised by

absorption, vigour and dedication towards work performance. The measurement of engagement at work has been conducted using several methods, including the Job Engagement Scale (Rich, Lepine, & Crawford, 2010), the Managerial Leader Engagement Practice Survey (ML-EPS), Gallup's Q12, and the Utrecht Work Engagement Scale – UWES (Kerns, 2014). The most popular is the UWES, which started with 17 questions (UWES-17) later revised to nine (UWES-9). In their study, Kulikowski (2017) found the UWES scale to be far from perfect, noting that there was more work to measure work engagement more accurately. From the researcher's point of view, having a long list of questions is arguably not ideal for measuring engagement, where this poses a challenge for the participants to actively and truthfully answer each question. Research should continue to look for quicker measures to address this, as shared in the study by Kulikowski (2017).

2.3.2 *Drivers of employee engagement*

The drivers for engagement of employees were stated by Kahn (1990) as being fostered by three states of psychology: having meaning, energy and dedication to your role, which is shown through the involvement of your work. Table 2-2 below shows the drivers for employee engagement over the years and how they have evolved but are similar (Özyapar & Zahid, 2017).

Table 2-2 Drivers for employee engagement over the years (Ozyapar & Zahid, 2017, p.13)

Authors	Drivers
Kahn (1990)	Meaningfulness Safety Availability
Wiley (2010)	Recognition Enthusiasm of employees Inspirational leadership

Authors	Drivers
	Caring organisation
Carnegie (2012)	Confidence and trust Recognition Individual development Confidence in Senior Leaders Pride
Bhuvanaiah and Raya (2015)	Feeling involved and valued Personal development A sense of purpose Decision-making authority Empowerment

The table above shows how the drivers evolved from the three listed in 1990: meaningfulness, safety, and availability to five listed in 2015 as personal development, feeling valued and involved, a sense of purpose, decision-making authority, and empowerment. The behaviour has been found to be the most apparent form of employee engagement, with benefits of proactiveness and initiative taken from employees (Imandin, Botha, & Bisschoff, 2015; Shuck & Reio, 2014).

The drivers continue to evolve; in a study by Raza and Nadeem (2018), rewards, decision-making, and communication key drivers highlighted for employee engagement. These resulted in increased job satisfaction and low turnover, which positively impacts business performance and contributes to an organisation's competitiveness. Antony (2018) found that trust, the nature of the job, career growth, pride, relationships, development, performance, role clarity, and alignment all play a role in driving engagement. More recently, Mohanty and

Arunprasad (2020) reviewed the drivers of employee engagement in Indian power companies and found that the Job Demand Resource (JD-R) model resulted in increased engagement and that the Social Exchange Theory (SET) demonstrated how the commitment of staff resulted from engaged staff. In summary, the drivers for engagement have been reviewed in detail, and this current research study will review the drivers of engagement during organisational change.

2.3.3 *The benefits of employee engagement*

There is evidence supporting the benefits of driving employee engagement in organisations, which will be shared in this section. Beijer and Gruen (2016) posit that when organisations focus on driving engagement, both the individual and the organisation benefit. A study confirmed that in South Africa, employees who had increased engagement were empowered in their performance (Kotzé, van der Westhuizen, & Nel, 2014). The outcomes of having engaged employees in organisations are listed by Harter et al. (2013) to be reduced absenteeism, low turnover, less shrinkage, less quality and safety incidents, strong customer metrics, productivity, and profitability. In addition, having engaged employees resulted in strong financial performance, productivity, profitability, loyalty, and customer experience (Bhuvanaiah & Raya, 2015; Kumar & Pansari, 2015; Radda, Majidadi, & Akanno, 2015).

Having engaged employees can lead to successful change management in organisations (Saks, 2006; Matthysen & Harris, 2018). Kavanagh and Ashkanasy (2006) studied employee engagement's influence on managing change, and the findings were that engagement improved communication, where there was transparency regarding the change process. Research studies have supported the benefits of creating employee workplace engagement to survive the challenges faced in work environments (Anitha, 2014; Sacher & Lal, 2017; Shuck, Ghosh, Zigarmi, & Nimon, 2013).

Engagement ought to be measured, studied, and driven as it benefits organisations (Sundaray, 2011). Gallup (2013) described South Africa as having the highest percentage of disengaged employees in the world of 45% and yet

engaged employees are dedicated to performance and organisational outcomes (Nelson & Cooper, 2012). This is significant, as it points to the need for organisations in South Africa to actively foster employees' engagement for profitability.

In Gallup's 2017 report, 85% of employees worldwide are disengaged in their work, and within sub-Saharan Africa, 17% are engaged, 65% are not engaged, and 18% are actively disengaged (Boucek, 2018). Statistics show that having engaged employees results in 3.9 times higher earnings per share growth rate than having less engaged employees, posing the need to build world-class engagement across organisations (Kelleher, 2011; Gupta & Chowdhury, 2018).

As proposed by Stoyanova and Illiev (2017), an engaged employee's characteristics are illustrated in Figure 2-1. These characteristics highlight the benefits of having engaged employees as being linked to their motivation, purpose, connecting with the values and goals, seeing the bigger picture, all of which contribute to organisational success.

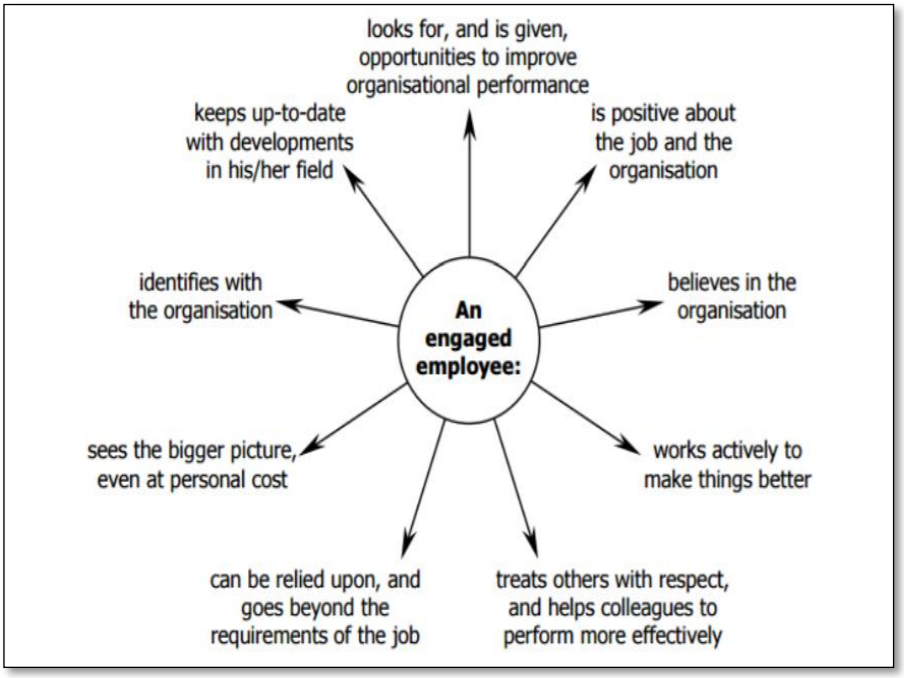


Figure 2-1 : The characteristics of an engaged employee (Stoyanova & Illiev, 2017, p.24)

Gilley, McMillan and Gilley (2009) examine the behaviours of leadership effectiveness during change, and more recently, McGonegal (2020) examines the role of a manager, stating how engagement starts with the manager to embrace change and how engagement increases retention and provides role clarity, purpose, alignment, trust, and communication. Managers need to examine their behaviours, understand how they show up, embrace change, and influence their teams (Hauden & MacLean, 2001). The literature suggests the importance to support team managers on their journey of leading change as they play a key role in driving change successfully in organisations.

2.4 Change management

Change has become the normal way of running a business in organisational life on strategic and operational levels (Burnes, 2004). Organisations are going through changes more frequently and rapidly than before (Bourne, 2015; Seo et al., 2012). With change happening so frequently, whether due to internal or external conditions, organisations need to invest in a workforce that can embrace and navigate through the change (McCann, Selsky, & Lee, 2009).

Change can be planned, emergent, contingency, or choice and these are based on how the change comes about (By, 2005). There are changes due to increased re-organisations, from mergers and changes of ownership, and also through downsizing or expansion, these impact the job security of employees and their engagement (Näswall, Hellgren, & Sverke, 2008). Organisational changes can be brought about by having employees learn new skills, using technology to improve working, or organisational structural changes (George, 2016).

Schwab (2019), in the Global Competitiveness Report, showed that South Africa is ranked 60th out of 141 countries, where globalisation and technology contribute to the ranking. Globalisation and technology bring complexity to organisations, and the report shows that South Africa needs to focus on the leadership capabilities of managing change since organisations operate in an uncertain economic climate (Schwab, 2019). For this reason, focusing on developing

change management competence and capabilities of managers would be beneficial for South African organisations.

2.4.1 *Models of change management*

There are several change management models available to help deal with change, and managers should assess the organisational climate to determine which model to follow (Lewis, 2012). Some authors have listed and discussed the different models extensively (Pryor, Taneja, Humphreys, Anderson, & Singleton, 2008; Rajan and Ganesan, 2017), including their strengths and weaknesses. From a review of extant literature, the current study selected Kotter's eight-step model, a widely used model to date, in terms of scholarly attention and practical adoption. This model has been proven in the literature to have yielded a successful organisational change in business and various health professions and education (Brock, Peak, & Bunch, 2019).

Kotter (1995) proposed that effective change management occurs when a manager understands that change is a process with several steps that must be followed over time. The eight steps are illustrated below in Figure 2-2, adapted from the model in (Haas et al., 2020, p.67).

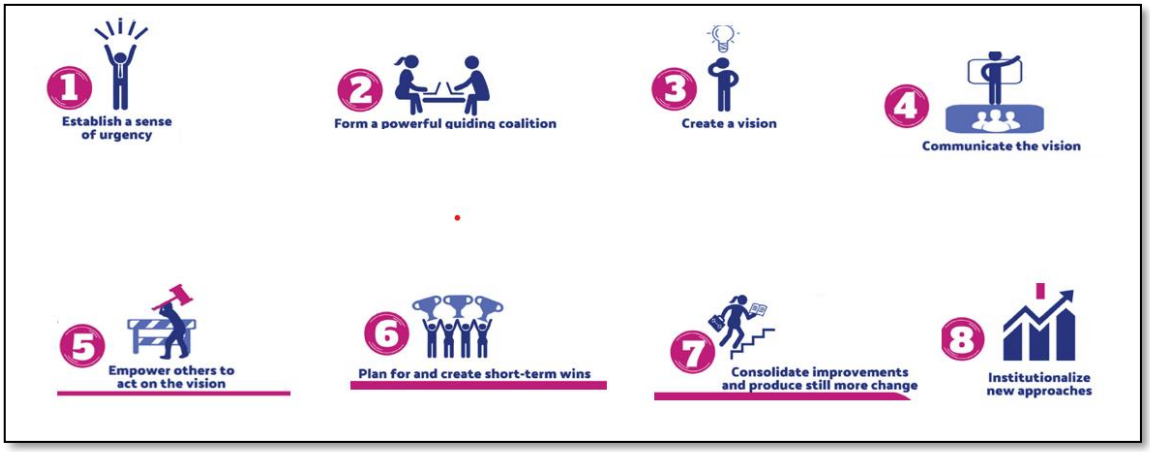


Figure 2-2 Kotter's eight step-process for leading change (Haas et al., 2020, p. 67)

According to Kotter (1995), the eight steps are: 1. initiating urgency around the change; 2. set up a committee that acts as change agents; 3. vision setting of the change; 4. communication of the vision ensuring there is information shared throughout the change process; 5. empower others to act by providing inputs; 6. encourage the celebration of successes; 7. identify areas of improvement; and 8. creating a sustainable culture of change (Kotter, 1995). Kotter's eight-step model focuses on people's response to change: creating importance, building a team, forming the vision, communicating, acting with speed, creating goals to achieve, not giving up, and building a culture of embracing the change (Pollack & Pollack, 2015).

Watson, Goodhue and Wixom (2002) apply Kotter's model for data warehousing transformation for three companies from different industries globally, and the outcomes were positive, achieving successful change implementation. Uys (2010) explored Kotter's model for implementing an open-source learning system at Charles Sturt University. The steps outlined in Kotter's model provided the students with transformation in their mind-set and resulted in them being open to using the system. Gupta (2011) recognise the need for managers to drive innovation, and through following Kotter's model, there was the successful implementation of the innovation change. Small et al. (2016) use Kotter's eight-step in a healthcare environment, finding that it was highly effective and provided structure and adaptable for any setting as an effective framework, as it includes different employee responses to change. These studies support Kotter's model in different industries for the successful implementation of change management.

Recently, Odor (2018) reviews both the strengths and weaknesses of the model, where the strengths included creating an enabling environment for change by actively involving staff in the change process and ensuring sustainability. The author describes the model's weaknesses as its prescriptiveness, being primarily applicable to large organisations while considering its ability to sustain a transformation agenda (Odor, 2018). Haas et al. (2020) further support Kotter's model, which provides a valuable framework for changing the curriculum within medical education for residency didactics, where didactics refers to a course that provides a view of the normal and abnormal characteristics of psychological

development and behaviour of humans. The findings were that learners' educational experience improved, and stakeholders were encouraged to embrace change rather than to fear it.

Kotter's model was used in the current research study as a lens through which to understand the organisational change process and how the managers experience it. The eight-steps were introduced to the participants in their pre-coaching assessments. The participants had the opportunity to review and follow the steps through their change process, and their experiences were then shared. Each step was assessed in terms of its practical application and their experience of managing change. This will contribute to the existing literature on Kotter's Change Model's application and its use in change management for a South African organisation.

2.4.2 *Managers' experience of change*

Managers play a critical role in organisational change management, and yet there is a greater focus on the executives and the front-line employees' experiences of change. This section reviews the managers' experiences of change, providing insights into the importance of supporting managers in being adaptable, committed, and building competencies in leading change. Previous studies have confirmed the valuable input middle managers have into organisational change processes, dealing with uncertainty, considering the difficulty to lead change whilst ensuring performance is delivered (Gerwin, 2016; Herzig & Jimmieson, 2006). The current research study sought to learn how managers experienced change as they need to deal with change and manage others.

Change is experienced through the Kübler-Ross change curve, which Elizabeth Kübler-Ross developed based on the work she conducted with people dealing with grief in 1969 (Williams & Braddock, 2019). Elizabeth Kübler-Ross in 1969 described the change curve, as the five stages of grief: denial, anger, bargaining, depression, and acceptance, to provide an understanding of how people respond and feel towards change. All employees, including managers, experience change through the Kübler-Ross change curve, and when they move from anxiety to

acceptance, they can contribute positively to a change process (Elrod & Tippett, 2002; Goodman & Loh, 2011; Lim, 2013).

Luecke (2003) suggests the best approach to managing change is to ensure employees understand the reason for the change and how they contribute to the sustainable execution of the change process and supported by Hacker (2005), who also added knowing how to manage change, and dealing with resistance, as crucial. The manager's role is to communicate and provide the case for the change, clarify what is expected, and everyone's involvement (Rogiest, Segers, & van Witteloostuijn, 2015). Thereby supporting the findings of Rosenbaum, More, and Steane (2018), who stated that information needs to be shared with employees to prevent resistance and ensure employees feel valued and involved throughout a change process.

As change agents, the role of middle managers was reviewed in Buick, Blackman, and Johnson (2018), who state that the manager's role is to communicate and to make sense of change, as the challenges they face include resource constraints, uncertainty, and the ability to lead change and to perform. Leadership plays a critical role in managing change, according to (Hussain et al. (2018), and there ought to be a focus on supporting managers of teams in how to manage change effectively (Buick, Blackman, & Johnson, 2018). Managers' crucial role in managing change has also been reiterated recently by Fragouli (2018) and Zegeye (2017). In conclusion, the manager plays a critical role in leading change, their experiences and feelings about the change should be considered, and they should be adequately supported, providing relevance of this study to focus on first-line managers.

2.5 Theoretical Framework

Studies that have used the combined SFCB coaching theory have found positive outcomes in increased resilience, goal achievement and improvements in stress (Grant, 2012; Grant 2014; Grant, 2016; Theeboom, Beersma, & Van Vianen, 2016). During times of change, the SFCB framework was conducted on

managers, with increased awareness and solution construction, which enhanced the ability to deal with change, self-efficacy, and resilience (Grant, 2014).

Previous studies have provided empirical evidence of using the SFC approach and the CBC approach separately for organisational performance, which will be discussed in this section. Pointing to the relevance of the solution-focused approach, Grant (2012) compared problem-focused versus solution-focused questioning and the positive effects that resulted were increased self-efficacy and more drive from the coachee to reach their goals. The additional benefits of solution-focused coaching were discussed in a study by Braunstein & Grant (2016), providing achievement of goals and enhance employees' well-being. In the same year, using a different cultural context, Neipp, Beyebach, Nuñez and Martínez-González (2016) found that the SFC approach resulted in resilience, self-efficacy and psychological flexibility. Grant (2016) listed the key mechanisms that drive positive coaching results in organisations. These were shared as having a good relationship with the coach, having space to speak freely around the challenges faced, setting meaningful goals, and identifying strengths used to provide solutions to challenges (Grant, 2016).

CBC is a guided process that helps individuals find solutions to their problems, focusing on the action plans for change and increasing their self-awareness (Neenan & Palmer, 2001a). In a study by Palmer and Gyllensten (2008), cognitive behavioural coaching resulted in problem-solving, assertiveness, and enhanced performance, making this approach suitable for this current research study. It enables a cognitive thinking process and a solution-focused mindset through organisational change.

The current research study used the combined SFCB approach supported in the study by Jones, Woods, and Guillaume (2016), to have had positive outcomes of enhancing performance, reducing stress, and increasing resilience. The combined approach of SFCB concentrates on the client’s strengths, recognising that thoughts, behaviours, feelings, and the environment affect the outcome of challenges faced (Grant et al., 2010). This approach suggests that the coachee has strengths and competencies that they ought to tap into, recognising the coachee as the expert and developing solutions, having a growth mindset critical

for operating in today's complex ambiguous business world (Theebom, Beersma & Van Vianen, 2013).

Understanding the psychological aspect of how managers experience change, how coaching helps them learn during the process and influencing their engagement constitutes this current research study. According to Grant, Frith, and Burton (2010), SFCB focuses on solution talk, and the coach draws attention to the strength of the manager to overcome challenges faced, allow for reflection and goal attainment, which influences the competency to lead change. Grant (2012) advocates that a good measure of return on investment (ROI) for applying coaching strategies is to measure well-being and engagement, as employees who are engaged and are mentally healthy have high energy, strong involvement and commitment to organisations during times of change. Measuring managers' engagement while using the SFCB approach ought to affect managers during the change process positively.

2.6 What is the role of management coaching in engagement in an organisational change process?

The role managers play in leading change has called for the attention to invest in human capital and make the engagement a priority to thrive in today's business world (Taie, 2011). Navigating in uncertain and complex work environments makes it difficult for managers to remain resilient and positive.

Coaching has benefits shared in several studies, where it has influenced commitment, communication, leadership behaviours, confidence, driving purpose, confidence, and well-being of employees (Grant, Curtayne, & Burton, 2009; Wiley, 2010; Crab 2011; Kovacs & Corrie, 2017). In another study, coaching strengthened: self-efficacy, performance and decision-making, which helped lead change (Bono, Purvanova, Towler, & Peterson, 2009). Coaching facilitates a change in an individual that directly impacts the organisation (Greene & Grant, 2003). Mihiotis and Argirou (2016) described coaching as a process that enables the coachee to see opportunities instead of challenges where humans are reluctant to change, and coaching enables embracing the change. According

to Lee (2017), coaching was reviewed in education for schools and the outcomes were enhanced emotional benefits and performance and ability to lead for the staff. Coaching was also shared to enhance engagement in organisations (Crab, 2011) and facilitate the ability to lead change (Grant, 2014).

The benefits of coaching on employee engagement and change management are shared; however, this current research study examined management coaching on engagement in an organisational change to contribute to existing literature.

2.6.1 *Proposition 1: Management coaching contributes to managers' engagement in a change process.*

The current research study proposed that management coaching contributes to managers' engagement after reviewing the literature on coaching results in an organisational change process and suggesting its use to develop managers' engagement.

2.7 How does the managers' engagement affect their ability to manage change effectively?

According to Beijer and Gruen (2016), understanding employee engagement during a change process is crucial. Their study focused on employees engagement, where they found social support, managerial support, organisational support, and communication as key drivers that foster engagement. However, the current research study focused on obtaining insights to the drivers that contribute to managers engagement during organisational change, considering the critical role they play.

Swarnalatha and Prasanna (2005) reviewed the strategies for successful change management and listed competency and engagement as contributing factors. The authors also included knowledge, capability, resources as contributing factors that enhance competency in leading change and involvement, commitment and connection as drivers of engagement (Swarnalatha & Prasanna, 2005).

According to Memon, Shah and Khoso (2020), fear demolishes trust formation, which negatively impacts employee engagement during a structural change. The authors' Memo, Shah, and Khoso (2020) found the level of trust in leaders to enhance employees' engagement in a change process for a telecommunications sector. In summary, organisations ought to review the managers' competencies, promote their engagement, and build trust within the leadership teams for successful change management.

2.7.1 *Proposition 2: Managers' engagement influences their ability to lead their teams through an organisational change*

This current research study proposed that managers' engagement influences their ability to lead change after reviewing the literature on engagement results during the change process and suggests the need to develop change management engagement.

2.8 Conceptual Framework

This study's conceptual framework defines the study phenomenon, including exploring management coaching, managers' engagement, and change management. It reviews the relationship between the phenomenon, as shown in Figure 2-3 below.

When the SFCB coaching approach using the PRACTICE-model framework is applied to managers in a change process, the following are explored: the role of management coaching in engagement; the manager's change leadership ability influenced by coaching; the influence of engagement on change management; and the strategies for change management that are applied, to provide insights to the research objectives.

The research intention is to explore the role of management coaching in engagement in an organisational change process in South Africa.

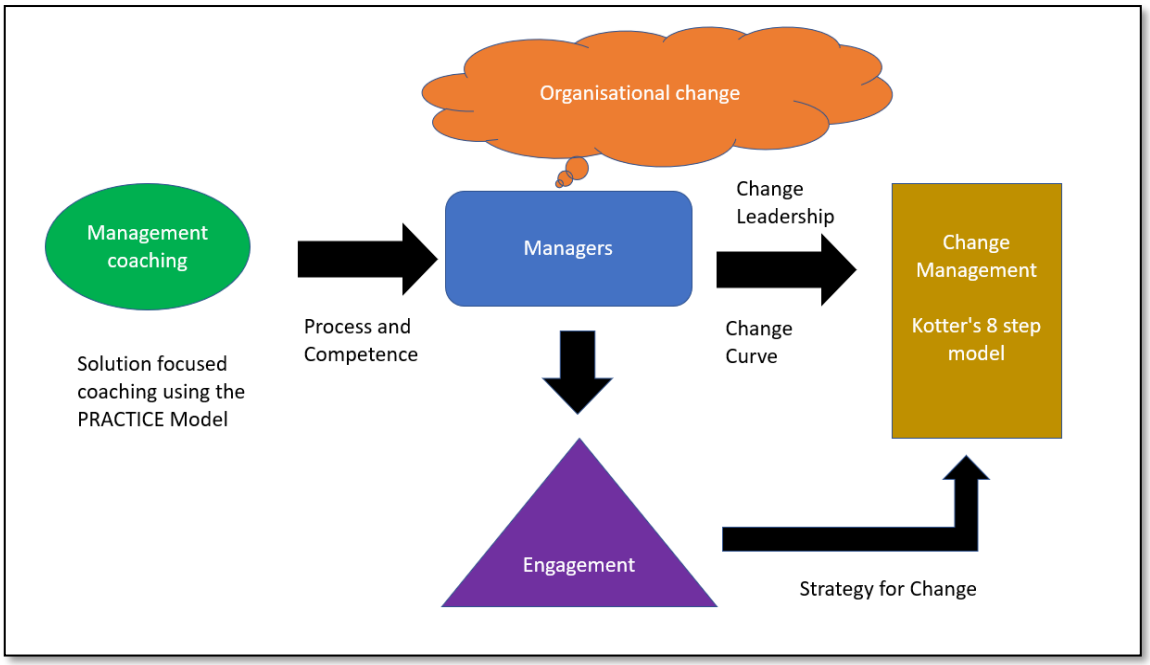


Figure 2-3 The conceptual framework of the study

2.9 Conclusion

Organisations constantly review their direction and structure to meet the market demands and require engaged, resilient employees to adapt and perform. Managers play a crucial role in an organisation's ability to perform, engage employees, and manage change. In this study, managers shared the challenges they face in their day-to-day operations and provide insights towards strategies that helped them manage change.

Extant research supports the benefits of coaching and employee engagement in organisations. However, there is limited research on managers' engagement connected to organisational change and how coaching influences these as a collective. The current study examines solution-focused cognitive behavioural coaching interventions on managers engagement and their experience in leading change, thereby contributing to the literature.

The consistency table is listed below in Table 2-3. The research questions and the propositions of the study.

Table 2-3 Summarised Consistency table: Research questions and propositions

RQ #	Research Question	Prop	Proposition
1	What is the role of management coaching in engagement in an organisational change process?	1	Management coaching contributes to managers' engagement in a change process.
2	How does the managers' engagement affect their ability to manage change effectively?	2	Managers' engagement influences their ability to lead their teams through organisational change.

CHAPTER 3. RESEARCH METHODOLOGY

This chapter details the methodology followed in order to answer the research questions. The methodological approach used, the design, the data collection procedures, the data analysis process are also presented here, as are the details on the study's limitations and the ethical considerations.

The research process followed is illustrated below in Figure 3-1. The steps are taken to collect data through semi-structured interviews, the coaching intervention using the SFCB approach, the managers' experiences of engagement and change management shared, thematic data analysis to get findings and conclusions to answer the research questions.

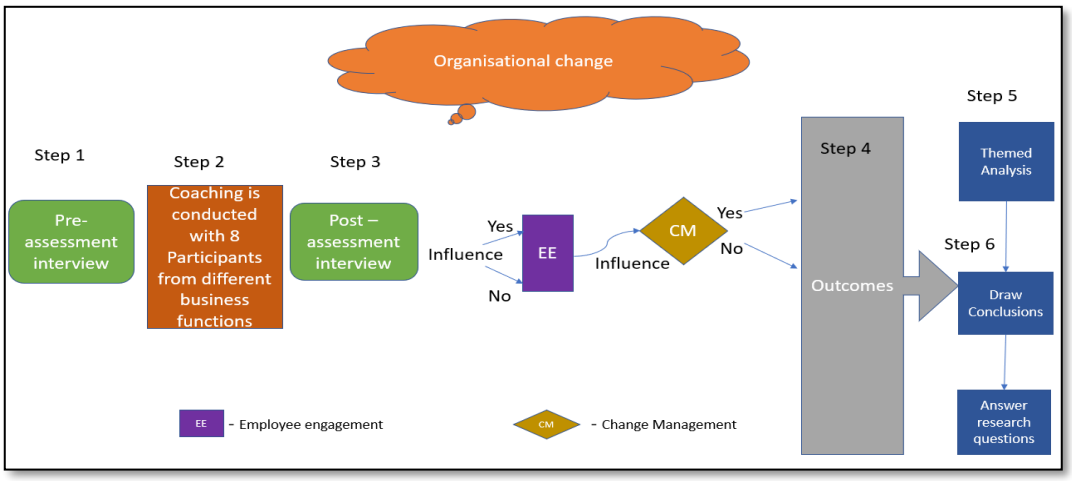


Figure 3-1 The overall research process

3.1 Research approach

A qualitative research approach was conducted for the current study. Qualitative methods involve interpreting reality from participants' experiences and examining processes for understanding the problem (Denzin & Lincoln, 2005, p.2). Polkinghorne (2005) describes the qualitative approach as collecting data required to study experience, emphasising the participant's point of view, and facilitating the investigation of the experience. The selected approach is suitable

for gaining a comprehensive grasp of a problem from stories being shared. It is used to understand human experience, engage participants, and understand their connections to organisations (Taylor, Bogdan, & De Vault, 2015). Noor (2008) described the benefits of qualitative research, noting that there is the discovery of meanings and not a focus on meanings measurement. The approach seeks the lived experiences, which provides practical models of management (Tomkins & Eatough, 2013).

Numerous authors have addressed the benefits and disadvantages of qualitative research methods (Queirós, Faria, & Almeida, 2017; Rahman, 2017; Staller, 2014). These benefits include being able to hear from different points of view as the participant's experiences are explored, and this provides an understanding of the complex issues faced. The qualitative approach can build new theories, and Maxwell (2013) advocates this approach for dealing with participants' beliefs, meanings, and values. Limitations, as described by Rahman (2017), is that context may be left out, generalisability and analysis of data may be difficult, and these were considered while conducting the research study.

3.2 Research design

The study design was phenomenological, where phenomenology focuses on people's perceptions of the world (Sloane & Bowe, 2014). Social constructivism is a theoretical paradigm where individuals look for comprehension in the world, they work and live (Vygotsky, 1962). For the current study, the phenomenon is to review managers' engagement during a change process and the influence of coaching. This approach is selected to explore, investigate, and interpret managers' lived experiences during an organisational change process (Alase, 2017). It seeks to review the lived experience, recognising the complexities faced in an ever-changing business world (Creswell, 2003; DeLyser, Herbert, Aitken, Crang, & McDowell, 2010; Wahyni, 2012). Descriptive phenomenology was developed by Edmund Husserl, objectively reviewing how the phenomenon is experienced by the participants (Connelly, 2010). Tomkins and Eatough (2013) describe phenomenology as an inquiry method to better understand the context from individual experiences and meaning. A phenomenological design considers

the whole person and values their experiences and views the world as their reality. In this current research study, the significance is placed on the point of view (Yilmaz, 2013).

This study aimed to understand how the coaching intervention would influence the managers' experience of their engagement and ability to lead change. The researcher ensured the phenomenology design was applied through the research process for methods, data collection and analysis.

3.3 Population and sample

The current study's research population were participants who led teams through an organisational change process. The participants were working at a South African organisation, a multinational founded in 1833 and operating in more than 70 countries worldwide, with around 84 000 employees, where change has become a constant with a need to stay profitable and competitive. The study selected the study because it had undergone twenty changes between 2015 and 2019, making it an environment suitable for the research study.

The organisation values employee engagement and conducts a people survey every year to evaluate all employees' engagement. Attention is always given to frontline staff, yet managers of teams are critical to driving change, supporting, and promoting their engagement is valuable. There is empirical evidence supporting the managers' role in driving engagement and minimal evidence supporting managers' engagement in a change process. Population

3.3.1 *Sample and sampling method*

A portion from a population is defined as the sample (Taylor, 2005). Twelve participants were invited to participate in the study; out of a potential pool of 12 managers who met the selection criteria, only eight participated in the study.

Eight managers from different business units responded with interest to participate, and they confirmed they had direct reports and were experiencing a change process. The other four managers could not participate in the study due

to time constraints and conflicting priorities with work deliverables. The sample size for this research study was eight participants. Phenomenology studies have supported small sample sizes but using purposive sampling to get the insights of the lived experiences, Polkinghorne (1989) had five to twenty-five interviews and Dukes (1984) three to ten interviews. A smaller size of managers went through change within the organisation, and the eight participants provided enough data to reach saturation through a total of sixteen interviews conducted for the pre-and post-coaching insights.

The purposive sampling method is used to select participants who have experiences suitable for the study. According to Etikan, Musa, and Alkassim (2016), this method is called judgement; it is not random, and participants can be of small size and not linked to theories. This current study specifically targeted participants who were managers of teams going through change, not to include all teams' managers. The length of time in the managerial role was not considered in their selection, although this information was shared during the interview and the number of direct reports they supervised. This gave insight into how new managers, compared to the more seasoned managers, experience change and engagement.

The Human Resources manager was approached to determine which departments were going through change, where those managers who had direct reports were willing to receive coaching for six weeks; were invited to participate in the study. The summary of the participants' profiles is shared below in Table 3-1. The managers comprised both male and female gender and different racial backgrounds to ensure diversity and inclusion of experiences; the details are not described as the ethnic background and gender were not relevant for the study.

Table 3-1 Summary of the participant profiles

Participant Pseudonym	Years of Experience	Number of Direct Reports
Participant A	5	12
Participant B	2	3
Participant C	Five months	2
Participant D	5	12
Participant E	1	2
Participant F	1	8
Participant G	Seven months	6
Participant H	3.5	8

3.4 The research instrument

One-on-one semi-structured interviews were the main means of data collection; this allowed participants to provide the researcher with an in-depth description and explanation of their experiences. The list of open-ended questions guiding the interviews in both the pre-coaching assessment and post-coaching assessment interview guide (see Appendix A). The pre-coaching and post-coaching assessment interviews had a total of 21 open-ended questions. Open-ended questions are most suitable to provide participants with a platform to share

views and descriptions of the phenomenon under study (Chan, Fung, & Chien, 2013).

The three key topics covered in both assessments are the experience of coaching, the influence on engagement, and the experience of change management. Each pre-assessment interview was approximately 40-60 minutes and approximately 60 minutes for the post-assessment and interview. Although the approach was semi-structured, the researcher's role was to prompt, probe and encourage sharing views on what was experienced and how it was experienced. This ensured that the conversation stayed on track in terms of getting insights into the research objectives.

3.5 Procedure for data collection

Suzuki, Ahluwalia, Arora, and Mattis (2007) highlighted the factors that result in effective data collection, which include the researcher's role, the sampling process and criteria, the relationship formed with the participants, and the approach used to allow for objectivity or subjectivity of the participant's experiences as well as the ethical considerations.

The Human Resources manager was approached to obtain permission to conduct the study at the organisation and get details on which departments were changing so that the researcher could approach the teams' relevant managers. One-on-one virtual meetings were set up with each of the 12 managers identified so as to share details around the study, including confirmation of confidentiality; what was expected of them throughout the data collection process; the timelines, and to ask for their consent to participate in the study (Bhattacherjee, 2012). Thereafter, a letter sharing all the information was sent to each participant (see Appendix B).

Sharing a clear step-by-step plan with the participants and the research objectives upfront helped gain participants' commitment and trust. The lingua franca for business in South Africa is predominantly English, which was used to communicate with the participants and conduct the interviews. Consent forms were provided to the researcher as confirmation of interest, authorising the

interview and performing audio recording of the interviews (see Appendix C). The study was not concerned about the type of change but rather interested in the participants' response to change due to coaching.

The pre-coaching assessment was scheduled after consent forms were received. All the participants received three coaching sessions over six weeks, and then a post-coaching assessment was conducted with the final interview. In addition, the interview sessions were conducted virtually and were audio-recorded in order to capture all the insights from the conversations. The recordings were labelled, transcribed, and stored appropriately for future reference and accuracy-checking.

The researcher read through the interview transcripts several times in order to identify common themes and search for words or phrases similarly used by participants, thereafter re-reading the transcripts again to check for clarity, and finally start identifying themes and patterns from the responses as part of the participants' lived experiences (Alase, 2017).

Following the phenomenology design, as part of data collection, more than one interview is conducted. For the current research study, pre-coaching and post-coaching assessments were conducted with the participants to complement the interviews. A pre-assessment was conducted to gain insights from the participants on:

- their understanding of coaching, if they had previously experienced coaching and what they were looking forward to from the coaching sessions;
- their understanding of engagement, what contributes to them feeling engaged and how their levels of engagement are prior to receiving coaching; and
- challenges they faced with managing change, how they felt about the change prior to receiving coaching, and following a structured approach to leading change.

A post-assessment was conducted after three coaching sessions to gain insights on the following:

- whether their understanding of coaching had changed;
- how they experienced their engagement and evaluation of their engagement levels; and
- how they felt about the change and if they had experienced it using Kotter’s eight-step model's structured approach.
- Thereafter the interview findings gave insights on the following:
- how they experienced coaching;
- whether their expectations had been met;
- how coaching influenced their engagement levels at work and their ability to lead change;
- factors that contributed to them feeling engaged or disengaged during the change process;
- what the findings were;
- their views on their engagement and if it influenced their ability to lead change; and
- how they experienced change and the strategies for successful change management.

3.6 The role of the Researcher

The researcher's role plays a critical part in recognising their background, including cultural and personal experiences, as these shape their interpretation. Bracketing is a process of reserving one’s beliefs about the studied phenomenon (Speziale & Carpenter, 2007). The researcher conducted bracketing to describe the participant’s experience accurately and ensured research process credibility. Heidegger noted that it is impossible to remove your own experience from the essence of the phenomenon (Smith, Flower, & Larkin, 2009). In this context, the researcher practised bracketing using strategies put forth by Chan, Fung, and Chien (2013). The use of a diary to reflect listing the ideas, emotions and insights of the phenomenon, the mental assessment of being able to put aside own’s views and of actively listening and seek the participant’s views, inductive approach for data collection, using open-ended questions, maintaining curiosity and generating knowledge from the interviews. The transcripts from the interviews were listed in codes for anonymity and stored in a password protected

location. The notes made by the researcher followed the same approach for storage to respect anonymity and confidentiality.

3.7 Data analysis and interpretation

In analysing the interview data, the inductive approach was used to ensure the meaning of participants lived experiences is the basis of understanding the phenomenon's reality. Denscombe (2014) highlights four principles that ought to guide qualitative analysis, which include: conclusions ought to be made based on the data; rigorous review of the data, realisation and eluding of individual biases as a researcher; and the analysis process should be back and forth through reading and re-reading to immerse in the data collected.

The thematic data analysis was conducted of the managers' experience using the software program NVivo. This programme is used to analyse, manage, and shape the data from different sources. This study, it was from the interview transcriptions. The thematic analysis method is suitable as it is flexible and can produce rich and complex data (Crabb, 2011). According to Braun and Clarke (2006), it is used across a range of theoretical approaches and is not bound to a given theory. Thematic analysis can be used in social constructivism as it moves from description into interpretation, telling a story of the data and other benefits of its use in qualitative research are listed recently (Braun & Clarke, 2018).

The researcher's first step was to familiarise and code the data to immerse oneself into the data fully. This included listening to the recordings and reading over the transcriptions, making notes of the experiences and insights and engaging in the data for ideas and concepts that help address the research question. Coding is a key step as it builds solid foundations for building the themes; this was done using the NVivo software programme, reading line-by-line and tagging with a code, noting the descriptions that have relevance to the research questions. The in-vivo coding method is used to capture direct statements from participants (Saldaña, 2015). The codes were checked after generation to check if expansion were splitting or collapsing them was necessary

to avoid repetition, keeping them open and inclusive to capture all the experiences.

There were initially many codes generated, which is suggested to obtain codes that richly capture the dataset's relevant aspects (Braun, Clarke, and Weate, 2016). The next steps were having the codes form themes, reviewing and revising the themes, and obtaining answers to the data's research questions. This theme development process was used for codes so as to identify patterns and tell a story of the managers' experiences. A clear pattern of themes was apparent, providing details to the phenomenon being studied. The full details are shared in the following Chapter 4. The researcher needed to maintain the bracketing mindset through data analysis to ensure the findings' neutrality through the coding and identifying themes.

3.8 Limitations of the study

- Time constraints with coordinating the schedules for managers to be available for their coaching sessions and the interviews.
- Feedback provided by some managers was a snapshot of what was happening on that day or week and not a holistic view of the change process's entire experience when the initial pre-coaching assessment took place.
- Participants shared other factors that impacted their engagement, which affected their responses to how coaching influences their engagement.
- When managers are fatigued from change and are dealing with pressure to lead their teams, they may not have an open view of the role coaching plays in their engagement and leading change.
- The use of thematic analysis has some critical elements being misinterpreted (Weber, 1990), so having a reflective process aids in this regard.
- Recruitment bias, where participants accepted to participate due to the pre-conceived value of coaching (Whitley, 2002).

3.9 Methods of ensuring rigor in the study

Guba and Lincoln (1985) were the original authors who developed qualitative methods to determine trustworthiness or rigour. Four concepts were developed: transferability, credibility, dependability, and confirmability are applied to a population in research.

3.9.1 *Trustworthiness*

There are steps taken to enhance trustworthiness suggested by Elo and Kyngäs (2007), which include the researcher providing detailed descriptions of the data collected including the selection criteria of participants, strengths, and limitations of the analysis. Daniel (2019) developed a model which enhances the confidence readers have in the research findings and states the importance of having a systematic approach to organising and analysing data, which provides dependable outcomes.

3.9.2 *Transferability*

This refers to how the research study can be applied to other contexts, such as similar situations or populations or phenomenon (Bitsch, 2005). The use of a thick description can be applied for replication to be possible. Thick description is when an interpretive, narrative description is provided to explain situations and their background context. This evolved from Geertz (1973), who believed that the readers need to interpret the author's intentions and do this if they fully described the context. Cope (2014) suggests transferability is achieved when readers can associate the findings with their own experiences. The current study achieved this through detailed documentation of the methodology, the research process, and the data collection methods. Providing background information to the population's choice, how the sample was selected purposefully with details shared on the approach so that the phenomenon could be studied and can be used for future studies.

3.9.3 *Credibility*

Credibility is significant in building confidence in the data collected and the conclusions drawn in the research. The researcher asked participants to verify the interview's captured details to ensure everything has been understood clearly and captured correctly; this is known as member checks or reflections (Morse, 2015). Member checking was conducted, a process where the participants were asked to check whether what had been captured on the transcriptions is what they meant to share and if anything was left out for validation.

3.9.4 *Dependability*

This is an evaluation of findings using data collected (Bitsch, 2005). The coding and re-coding procedures were conducted to ensure consistency (Anne, 2014). This coding system ensures that the findings of the analysis are the same to enhance certainty. Once a section has been coded, the researcher again conducted the process to re-code and evaluated the findings.

3.9.5 *Confirmability*

Confirmability involves explaining the reason for some decisions taken in the research process, helping readers gain insight into the themes evolution from the data collected (Tracy, 2010). The reflexivity strategy was conducted as it notes the self-awareness of the researcher, testing their own biases. Daniel (2019) supports this approach to ensure neutrality and the researcher being open to multiple realities. The researcher maintained a reflexive journal, capturing the processes' experiences, including their thoughts about the phenomenon, and used the bracketing method throughout the data collection and analysis process to be open-minded and allow the participant's experiences to be studied objectively. Keeping a journal enabled reflexivity, which is an important part of the research study as a time to self-reflect, challenges own assumptions and manages own interpretations of the experiences. Capturing the researcher's voice of their ideas and views and ensuring those views are not imposed on the study.

3.10 Ethical considerations

Ethical principles were applied, making participation voluntary, with no harm, and an option to decline to continue with the study (Yin, 2013). Arifin (2018) provided supporting guidance on how to achieve ethical considerations, which included ensuring there is informed consent, voluntary participation, anonymity, confidentiality, ethics approvals, interviews conducted in a safe environment for the participants and data protection. Voluntary participation and confidentiality were applied throughout the research study. Participants had anonymity, protection of their identity, and data privacy was practised. The participants were requested for consent to conduct and to record the interviews. The researcher ensured that the responses were not identifiable throughout the research process. There was no disclosure of the organisation details and identities of the participants. There was no sensitive questions or topics and no vulnerable categories. The researcher's role was also acknowledged, and the appropriate method of bracketing was applied to allow only the participants' experiences to answer the research questions. This research was classified as a minimal risk for the consideration of academic purposes.

3.11 Chapter Summary

This chapter provides a detailed outline of the research approach and design selected for the study. The explanation of the data collection methods, sampling criteria and data analysis conducted with supporting details for the selection. The validity and credibility in the qualitative research and ethical considerations of the study are also discussed. The next chapter will present the findings, the analysis details and a conclusion.

CHAPTER 4. PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the pre-coaching and post-coaching assessment findings and the semi-structured interviews conducted with the organisational change process participants.

Seven themes emerged from the data analysis process; these gave insights on coaching experiences, coaching on the managers' engagement, and leading change. The themes and sub-themes are listed (see Appendix D).

A consistency matrix outlining the research process, design and methods is found in (Appendix E). A word-landscape of the codes from the transcribed interviews is shown in Figure 4-1 below.

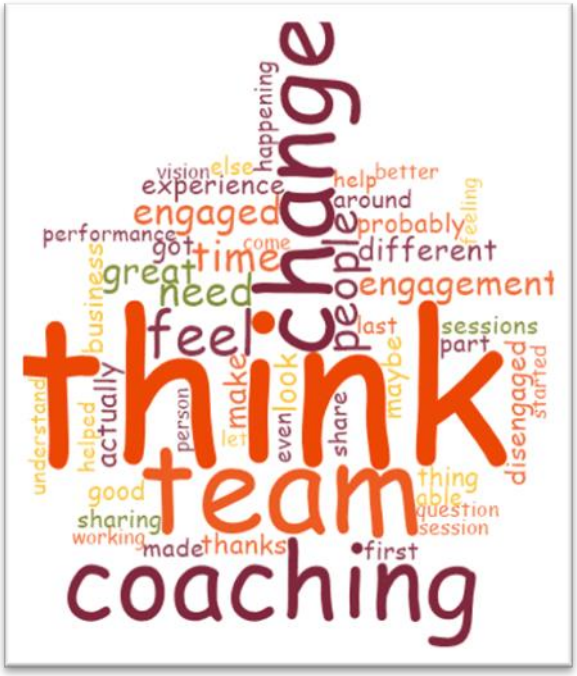


Figure 4-1 The word-landscape of the codes from the transcribed interviews

The identified gaps in the literature review formed the fundamental structure for the findings. The research sought to establish how coaching influences the

engagement of managers and their ability to lead change. Therefore, the findings were aimed at answering the following questions:

1. What is the role of management coaching in engagement in an organisational change process?

2. How does the managers' engagement affect their ability to manage change effectively?

The findings are presented as follows:

- Insights from the participants' experiences prior to coaching and post-coaching via the assessments.
- Interview findings with the themes, linking of themes to the propositions stated earlier in Chapter 2.
- A summary of both the assessments and the interview findings with a conclusion.

4.2 Pre coaching and post coaching assessment

4.2.1 *Participants' understanding of coaching*

The participants had different experiences with regards to coaching. It was established that half the participants had previously received coaching sessions and the other half had not. Those that had received coaching shared that it was performance-driven, or line manager led around the development, and one participant had group sessions, where different people shared their views towards a challenge faced. All the participants were keen on and looking forward to receiving the coaching sessions as they were experiencing several challenges with the change process.

The understanding of coaching across the participants was that it is a process that guides someone on their personal and career journey through asking insightful questions, helping to remove obstacles and come up with solutions, therefore maximising one's capability.

The participants shared what they were expecting from the coaching sessions, and the feedback was that participants were looking forward to: "*guidance on preparing for change", "learning how to coach and different types of coaching approaches", "first time being a manager challenges and how to navigate in a changing environment*".

Participants shared their understanding of coaching in the pre-coaching and post-coaching assessment, and this is listed in Table 4-1 below.

Table 4-1: The Pre- and Post-coaching insights to the understanding of coaching.

Pre-Assessment	**Post- Assessment**

Understanding of coaching
• "*It is guiding someone on their personal and career journey, by asking insightful questions, having advocacy and enquiry skills."*
• *"Helps you to remove obstacles, close gaps for development and come up with solutions."*
• *"Sharing of experiences, being open and honest to bounce ideas in a safe space."*
• *"Similar concerning sport, allows you to reach your goals."*
• *"A relationship between the line manager and a direct report to maximise one's capability."*
• *"It is a process like mentoring.*"
	Understanding of coaching
	• Five participants shared-nothing changed, and their understanding was good and clear
	  ○ "*Coaching helps people be their best."*
	  ○ *"It is good to have exposure to coaching models."*
	  ○ *"Leaders forget to coach, need time to reflect on day to day activities*."
	• Three participants found there to be a difference in what they thought and what it was
	  ○ "*I thought the coach has to be an expert in our area or field*."
	  ○ "*Thought you talk about the problem without coming up with a solution*."
	  ○ "*Felt like a coach would criticise you and focus on what you are not doing well*."

4.2.2 *Understanding and measurement of Engagement*

The participants understanding of engagement as well as factors that contributed to their engagement were shared. Their understanding of engagement was described as having communication, empowerment, involvement, alignment, sense of belonging, and purpose. The details of what engagement means to each participant are illustrated below from the pre-coaching assessment Figure 4-2 below.

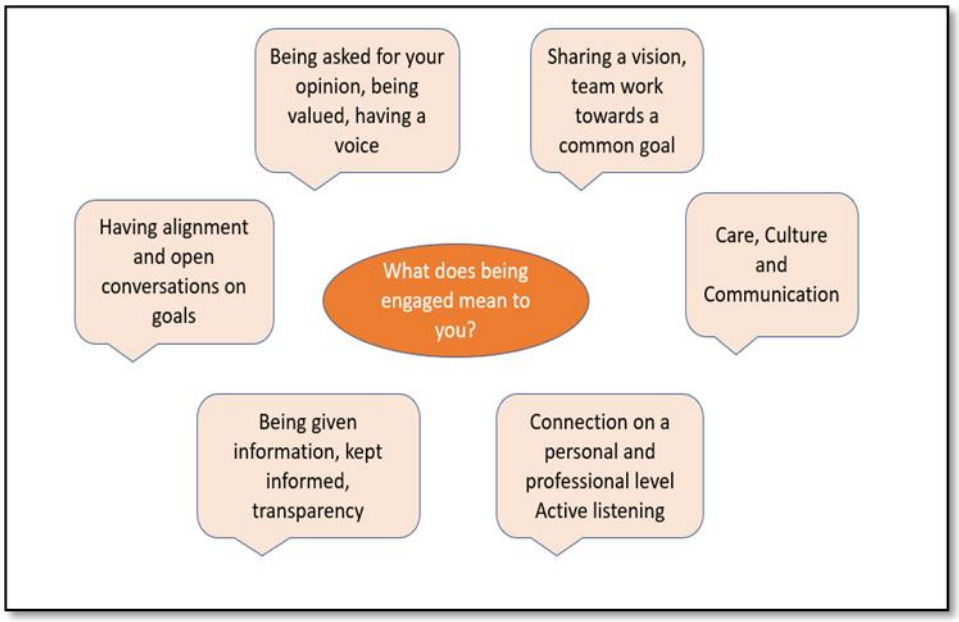


Figure 4-2 The meaning of engagement for the participants

Seven participants felt strongly about their commitment to the organisational goals, six participants felt proud of their work, and seven participants made an extra effort to have ownership of their tasks. Satisfaction with work involvement and looking forward to going to work was not good for most participants.

The experiences shared were challenges with their role; where decisions are made without their views; disempowerment, not involved in important discussions around performance; and the change and goals not being aligned. Leadership support and trust played a role in ensuring the participants felt engaged. The participants shared insights to challenges faced for not looking forward to going to work; these include; being a new manager and needing to deliver through others, time constraints with working under pressure, work from home

challenges, and feeling demotivated and fatigued with not having balanced work-life.

After receiving coaching, every participant felt committed to the organisation's goals for the post-coaching assessment and gave a rating of always feeling committed. The participant's felt part of the change and able to manage the change. For seven of the participants, there was a change in the engagement levels after receiving coaching. Only one participant remained the same and was highly engaged throughout the change, and the feedback shared was that they always have the right mindset to embrace change. They understand the benefits of the change and how they can lead through the change.

4.2.3 *Participants' experience of change*

Participants shared the challenges they faced with managing change in the pre-coaching assessment. These are listed below:

- having a diverse team and needing to know how to lead them through change;
- giving feedback to the team and a line manager and having to transition into a new role;
- when staff members are impacted by the Coronavirus novel 2019, needing to have returned to work conversations and the pressure this has on their direct managers;
- how to effectively engage individuals around the change;
- how to lead people and direct them through the change;
- knowing that not everyone adapts to change in the same way and at the same time, so being aware and acting accordingly to be of inclusive leadership;
- virtual remote working and the challenge it brings to work-life balance;
- having to communicate effectively using the most efficient channels; and
- getting buy-in for change.

Feelings around change were shared using the Kübler-Ross change curve developed in 1969. The participants were mostly committed and accepting of the change, and this is due to their role as they facilitate change and influence their direct reports. They need to focus on what is in their control and see the positive in the change. One participant felt confused due to information shared not being clear, which stirred up emotions of bargaining. One participant shared they go back and forth through the curve depending on the situation and most shared the manager's role is to embrace the change quickly. The details are illustrated in Figure 4-3 below.

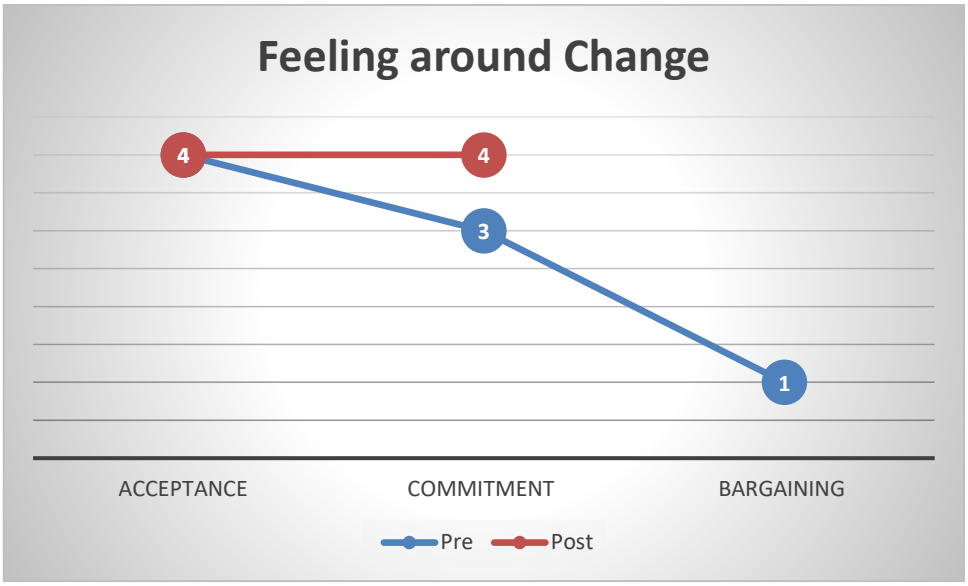


Figure 4-3 The participants feedback on their feelings around the change from the pre-coaching and post-coaching assessment

The participants shared their experience of change in the pre-assessment, four of them had followed a structured approach, and four had not. Four participants had been exposed to Kotter's model and had tried some of the steps. One participant shared "*that it is situational they practised steps three to eight depending on how the change is brought about*" *(Participant H)*. One participant had never been exposed to the model but practised the eight steps without knowing the model, and another participant unknowingly practised steps two, three and four. The participants shared there is an opportunity in steps three to five to provide value to organisations. For the post-assessment, five participants had experienced all the eight steps, and one participant mentioned not having

tried step two, one felt they needed to work on step eight and monitor closely, and lastly, one participant felt step one and six they had not experienced. The steps that need some focus are creating urgency around the change, forming a change committee, celebrating short term wins and embedding the new ways of working.

4.3 Findings from the Interview

A final interview was conducted after the coaching sessions, and the insights will be shared in this section. Seven themes emerged from the interview feedback and experiences shared related to coaching and engagement during the change.

The main themes based on the findings are listed as:

1. managers' experience of coaching and the benefits for leadership development and performance;
2. management coaching influences engagement;
3. management coaching is experienced as an essential intervention for change management;
4. drivers for managers' engagement in organisational change;
5. managers' engagement and its influence on the implementation of change management;
6. managers' experiences of change; and
7. factors that lead to successful change management.

4.3.1 *Findings on the managers' experience of coaching and the benefits for leadership development and performance*

The participants' experiences of the coaching journey were shared as having a platform to speak freely and share challenges. The participants were provided with time to reflect and think out of the box as there were different perspectives and approaches to problem-solving. The journey was shared as being fulfilling, enjoyable, fun and interesting. Coaching provided structure to be strategic in their ability to tackle their challenges.

The participants shared the findings from coaching include:

- there was an increased connection with the team;
- clear vision setting on the goals to be achieved;
- a revived passion for work;
- enhanced engagement;
- personal growth;
- development for the next role;
- learnt to be adaptive and innovative;
- ability to have crucial conversations; and
- ability to perform and lead the team through change.

All the participants would highly recommend coaching and shared for the following reasons:

- it is helpful for managers transitioning to a new role;
- development of junior managers;
- to build strategic skills;
- to proactively upskill on their own development;
- to encourage managers to coach their direct reports;
- for proactive problem-solving and to be solution-focused;
- to get a different perspective which helps with self-awareness; and
- management coaching provides managers with the ability to direct their teams and competencies to lead change.

The insights shared from the post-coaching interview were positive. The verbatim comments obtained after receiving three coaching sessions included "*It's been good*" *(Participant B), "The experience was great" (Participant A), "for me the journey was excellent" (Participant E)* and *"It's been really, really great" (Participant H).*

Two participants shared that their perceptions had changed. Initially, they thought "*the coach has to be an expert in their field*" *(Participant F)* and, "*thought you would be told what you are not doing well" (Participant C)* and found this was not the role played by the coach.

Three participants mentioned that for the experience to be beneficial, the coach-participant relationship plays a critical role, and it should be built on a foundation of trust (Participant A; Participant C; Participant F). The participant "*needs to be willing to do the work, be adaptive and open-minded*" *(Participant C).*

The summarised significant findings of coaching from the participants are illustrated in Figure 4-4 below.

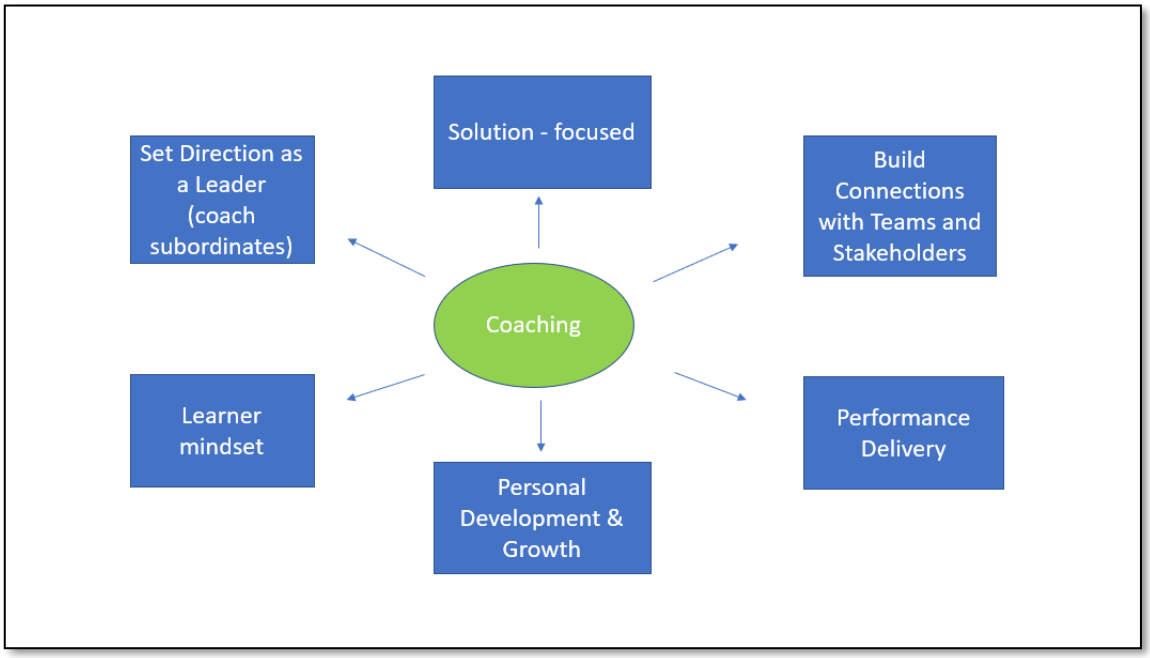


Figure 4-4 The summarised findings of coaching on the participants

Coaching enabled performance improvements during the time of change; one of the participants shared that they were able to meet their targets for the first time in the year, and another shared that the improved collaboration with stakeholders led to performance delivery.

Coaching enhanced personal development and growth, one participant was able to work through their transition towards a new role, and another worked through their next career opportunity. Three participants shared coaching enabled their ability to coach their subordinates.

There was a common view from all the participants that coaching allowed time to reflect, think outside the box, explore other views and options, be more solution-

focused with the challenges they face, and be more adaptable to changing work environments. Connections were built with the participant's direct reports and with stakeholders creating trust-based relationships.

The participants were asked if they would recommend coaching based on their experience of receiving coaching, and the feedback they provided is listed below the quotation.

One participant discussed the role of managers and the need for them to be supported, and the other shared the need to be adaptive, learn, and provide direction to their teams.

> *"So much is required of leaders, emotionally, physically, mentally. If you don't have structure, an action plan, if no one holds your hand at least in the first few months, you can get lost. Coaching for leaders is very, very critical because our teams or people that we lead then become a reflection of our ability to do our jobs or inability to do our jobs." (Participant A)*

> *"We're leaders of teams, leaders of communities, we live in an evolving world and we need to really be very much adaptive and continue learning to provide the necessary direction to the teams." (Participant H)*

The participants also highlighted a leader's journey at the beginning of a leader; coaching is valuable for proactive competency and capability building.

> *"I think coaching is very necessary at the beginning of a leader's journey because it helps you shape the type of leader you become; it helps you really cope with the demand." (Participant A)*

> *"I think as leaders, especially junior leaders, there is still much room for development, and being proactive about upskilling an individual, is better than being reactive and in someone handling a situation, not in the best way." (Participant H)*

When asked what they would do differently going forward as a result of their coaching experience:

Would advocate for coaching.

"*I would do more coaching and would get coached*" *(Participant F),* "*have more coaching sessions as there is value in them*." *(Participant B)* and "*Expose more team members to coaching, promote coaching models.*" *(Participant D)*

Stronger engagement with stakeholders and the team.

> *"How I engage with stakeholders" (Participant D) and "I will implement going forward a structure with my team to engage with them." (Participant A)*

Empower and stay closely connected to the team.

> *"To empower the team more so that I can hold them more accountable to outcomes" (Participant A) and "Stronger connections with the team on a personal level, keep close to the well-being of your staff." (Participant F)*

Allow for more reflection and a learner mindset.

> *"Leaders should adopt a learner mindset" (Participant D), "Need to be flexible to do things differently" (Participant C) and "Create an opportunity to reflect more." (Participant H)*

4.3.2 *Findings on management coaching and its influence on engagement*

Coaching influences engagement positively as it builds communication effectiveness. This was shown where the participants shared, they were able to communicate upwards to senior managers and ask for details needed to manage the change, and they were able to communicate with their teams throughout the change process. Strengthened relationships were formed with the teams and with stakeholders. There was the participants' empowerment, as they felt they could speak up and set the tone on how things should be within their teams. They felt confident in driving performance within their teams and setting clear goals and a vision, which brings a sense of involvement and purpose. All of the above were

valuable in contributing to the participants' engagement during the change process.

Coaching resulted in enhanced communication:

It helped the participant have structure when addressing the change with the team, and coaching allowed for alignment on the shared messages.

> *"I was able also to lead in terms of how I can even structure my conversation before going in there." (Participant C)*

> *"It allowed me to have the serious conversation with my peer and in a manner where I needed us to be much more structured and much more focused, on what we need to achieve for alignment." (Participant F)*

Coaching helped drive better engagement with the team and with stakeholders, where there was more probing and asking of open-ended questions, which allowed the team to have a platform to speak up and raise concerns freely. It allowed the participants to be more proactive with seeking information and more involvement in decisions around the change, (Participant H) was now being included in important meetings, which helped him feel engaged.

Coaching resulted in enhanced connections being built:

It helped develop deeper engagements with the team and with stakeholders and it helped build patience in hearing other people's views.

> *"It's really bettered the relationship within the team between the guys, as well as between themselves and me." (Participant D)*

"*I thought I was a very much impatient person at some point: if you get out of line I will immediately intervene but not really giving an opportunity to an individual to express themselves further and you get to the end of the discussion that you've missed the point*." *(Participant H)*

Coaching helped gain a sense of being valued and belonging by having clear expectations of each other's roles.

“Even setting expectations of each other to ensure the other person understands the role they play and not always being the one to come up with solutions.” (Participant D)

Coaching drove empowerment.

“It made me feel more empowered coming out of the coaching sessions. I have a clearer view and understanding on what can be done to turn things around” (Participant B) and “I probe and empower teams to speak up less one sided.” (Participant D)

Coaching resulted in the creation of defined goals and purpose:

The reason for the change or the why was being clearly shared and understood.

“Yes, having the end game in mind. Changed how we approach urgent tasks such as HSSE, now we know the importance, not looking at things in a negative light, but look at what’s the real intention behind it.” (Participant B) and “now I will know to address the why for change.” (Participant F)

Involvement where your inputs are considered, and clear goal setting is achieved.

“This drives increased motivation and satisfaction.” (Participant D)

The setting of clear goals to meet the business deliverables.

“I can definitely see it in the performance” (Participant G). “Being clear of your role and its influence on the business goals, this led to increased engagement and performance outcomes.” (Participant D)

4.3.3 *Findings on management coaching as an essential intervention for change management*

The participants gave insights into how coaching influenced their ability to lead change:

Coaching allowed for vulnerability.

"*Was vulnerable to the team, and they saw that, they were also able to be vulnerable to me, and therefore I think it allowed us to build some sort of trust*." *(Participant F)*

Coaching helped in driving efficient communication:

> *"I had a big gap to close with putting structure to my team engagements, to address change experienced." (Participant A)*
>
> *"Provided a platform to get insights from the team, have crucial conversations that help unpack issues from the team." (Participant H)*
>
> *"Lots happening in the organisation and how I am able to respond to all the information shared." (Participant B)*
>
> *"Definitely, lots of uncertainty and engaging with teams on their different communication styles has helped and now the team asks questions." (Participant D)*

Coaching strengthened leadership capability and driving the case for change.

Understanding the bigger picture and cascading this down to the team.

> *"Giving the team an opportunity to tell me what's on their mind. How they feel about the change" (Participant F) and "being able to let your team speak up about things." (Participant D)*
>
> *"When you are leading change, you need to expand more on the why, which is to manage stress and anxiety and discomfort, that people might have to go through" (Participant E) and "you were able to give a different steer and a different direction to the team." (Participant B)*

Coaching helped enhance connection and performance:

> *"Gave the space for leaders to learn, to understand the diverse teams they lead and how to engage with them." (Participant B)*

Built an understanding of everyone in the team and how best to connect with them.

> *"Definitely, allowed me not to be narrow-minded How would the team take this, and if they take it this way, what would be my action, and what will be the response." (Participant F)*

Was able to deliver strong performance from the relationships enhanced with the team and with stakeholders.

> "*You're able to work through a lot of your performance stuff and all the changes that are happening in your space with the stakeholders as well." (Participant H)*

Coaching was meaningful to the participants, and additional feedback provided:

The timing was right and provided a better space for leading the team through change.

> *"Someone to talk to, came at the right time, to see things from a different perspective, to get feedback and to implement things with the team" (Participant F). "Yes, definitely in a better space with myself and how I will lead the team." (Participant H)*

Having more frequent sessions and earlier in the process would have been valuable.

> *"Probably where it's more frequent coaching sessions like every week (Participant D), "I wish I had access to this a bit earlier in this year: I'm just thinking about where I was mentally and physically at the beginning of this year, I could have really used the structure" (Participant A) and "Would recommend having more time." (Participant H)*

In summary, the experiences shared were that coaching improved communication, it strengthened the relationship of the participants with the team and the stakeholders, it enhanced the ability to speak up and be empowered to drive the change, and lastly, it ensured the setting of clear goals, which gave a sense of involvement and a purpose. Communication, connection and having defined goals and a purpose were the key findings. Coaching resulted in a change in the participant's commitment to the organisation, and there was an

improvement in six participants interest in looking forward to going to work during the change process (Participant A; Participant B; Participant D; Participant E, Participant F; Participant G). Coaching influenced the participants' engagement, although other factors determining engagement need to be considered for effective coaching interventions.

4.3.4 *Findings on the drivers for managers' engagement in organisational change*

During the change process, the participants shared the factors that made them feel engaged versus being disengaged and the findings of being engaged or disengaged.

Factors that contributed to their engagement:

Having a sense of connection through the regular engagements that were set up to discuss issues faced.

> *"Daily huddles to connect with people and setting up of video calls." (Participant F)*

Engagement is when you are involved, where your opinion is considered, and you are part of decision-making.

> *"Put together a new pricing strategy, which reaped rewards for the business" (Participant B) and "being involved in putting together the Agreements make sure that it's in line with what we want to do and what we want to achieve." (Participant B)*

> *The sense of belonging "really being part of the change and giving my own input and coordinating some of the activities and being given that opportunity to see how things will work in your area." (Participant H)*

Leadership plays a role where managers are included in decision-making around the change and provide inputs on how business goals can be achieved.

“Leadership involvement in business decisions, how to achieve business goals” (Participant H) and “make you look at where you are with targets and feel at least you’ve got a fighting chance” (Participant B).

Information being shared across the organisation helps with engagement.

“Means openness in terms of information sharing, and transparency also is important for me in terms of engagement and we are leaders, so we often get a lot of questions from our juniors, in terms of what is happening you know, where the organisation is headed” (Participant E).

Empowerment in your role as a manager, you can make decisions and can decide how best to onboard your team.

“Onboarding my team in my own way, feeling empowered and situations where I have been given the opportunity to be involved, in from the discussions to any decision-making, especially if it relates to my team.” (Participant C)

Role clarity and motivation are contributing factors where the managers are clear on their role expectations, how they impact the team, and knowing what they do matters.

“It is when I have a full understanding of what is being reviewed.” (Participant B)

“Self-motivation is one of the biggest drives for me, my time should be used positively and what I do has to matter.” (Participant A)

“Having a full end to end understanding of what is being impacted and having a full understanding of what we do and how it impacts the bottom line.” (Participant D)

Factors that contributed to them feeling disengaged:

Disconnection as little or no information is shared, there is no sense of direction and challenges working from home.

"*You lose the human touch and do not have connection with people" (Participant F), "Very little information shared, no direction on what is happening" (Participant D), "Not having open communication and transparency" (Participant H), "Not being able to visit customers, not having face to face visits - I find it very difficult to engage telephonically." (Participant B)*

Misalignment where information shared is conflicting "when you attend different calls, management calls, and you start getting conflicting messages from multiple platforms, yet it is the same organisation." (Participant E)

Lack of involvement, where decisions are made without your inputs and your views are not considered when you speak up.

"Where decisions were made without involving me, from the onset those are some of the examples or instances, that I can give to say, that I didn't feel engaged and I was completely left out." (Participant C)

"Not having a full view of what we do and how it impacts in anything." (Participant D)

"*When your views are not taken into cognisance that's a serious concern for me and when it brings a lot of frustrations." (Participant H)*

and where *"decisions are taken that you don't agree with, leadership style plays a role, where it does not support inclusive behaviours, not valuing staff's efforts; their views are not taken into consideration and dealing with difficult stakeholders". (Participant E)*

"Having to deal with difficult stakeholders really is demotivating." (Participant D)

"Not having space to be able to be yourself and speak up and when unrealistic targets are set." (Participant A)

"When you feel that there is not much you can do to grow the business." (Participant B) and "the leadership approach where I'm sort of told what's going to happen, how to do it, and the style where I'm asked for my opinion but when you give your true opinion it's then used against you in a different forum to make you look bad." (Participant A)

The findings of being engaged versus being disengaged are illustrated in Figure 4-5 below. The participants shared that there are positive experiences and findings of being engaged versus being disengaged during change. Being engaged had positive findings for performance, strategic proactive behaviours, commitment, employee wellness, trust and motivation.

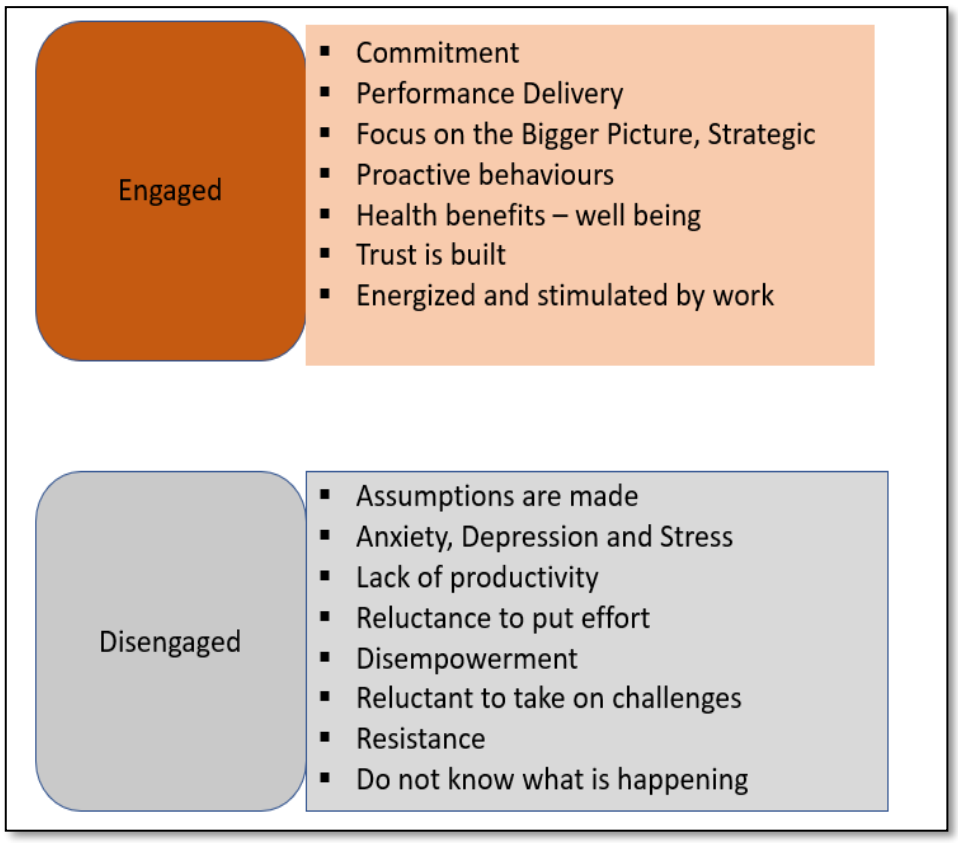


Figure 4-5 The findings of feeling engaged versus disengaged during change

Two participants had their engagement levels decrease post-coaching during the change process, where one participant was not very satisfied in their work and involvement in business performance and committed to the business goals. This participant felt they were not always part of decisions made and "*some goals you*

are not sure if it is something we should be focusing on" (Participant B). The other participant was not feeling as proud of their work, as they felt it was not stimulating and challenging (Participant A).

4.3.5 *Findings on managers' engagement and its influence on the implementation of change management*

The participants shared how they felt engagement influenced their ability to lead change is shown in Figure 4-6 below. When the participants were engaged during the change process, they were able to be vulnerable with their teams, be transparent on what was going on, be authentic about how they were coping with the change, obtain buy-in from their team, be proactive with communication, built trust and teamwork.

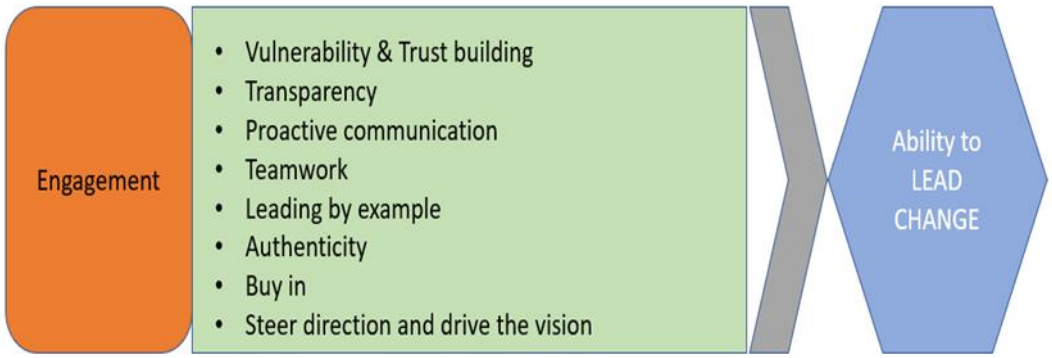


Figure 4-6 The influence of engagement on the ability to lead change

Engagement allowed for open engagements, which built trust amongst the teams.

> *"Being engaged means getting information from somewhere else where you can filter or communicate the correct information to your subordinates." (Participant E)*

> *"Making it easier for the team to raise concerns and to engage further." (Participant F)*

"I have a very different way of engaging with the team and it plays a big part in how I lead them" (Participant H) and "create a platform to get inputs from your team on how things will work better." (Participant H)

How a manager behaves has an impact to the rest of their team.

"*The reason why I'm saying that is because I think my team takes a cue in how I behave and what comes out of me. Whether it's my behaviour or what I say, how I show up at work Assess engagement levels." (Participant A)*

"I strongly believe that as the highly engaged leader I really influence the outcome in a positive way. As I said, one of the key things is to really get the team to really see the direction you're taking and understand and jointly making decisions in terms of the way forward." (Participant H)

"It helps if I am engaged then I set the tone for my team" (Participant C), "You know that if you feeling better as a leader, it can easily rub off to your juniors or subordinates" (Participant E) and "Definitely, try to lead by example, if I am down and depressed or don't believe in something it filters through to the team." (Participant B)

When you are engaged, you can get buy-in from your team and stakeholders. This drives the creation of a vision, steering the team towards the vision.

"You are true to self; be authentic and open about I stand for." (Participant B)

"the workload did not change but how the team pulled together for the benefit of the business goals." (Participant D)

"being able to address the impact of the change and providing honest and transparent leadership (Participant H).

4.3.6 *Findings on the managers' experiences of change*

The participants shared how they were feeling about the change prior to coaching, according to the Kübler-Ross change curve (Elrod & Tippett, 2002). Three were in the acceptance phase, three in the commitment phase, and one bargaining and one between acceptance and commitment. There was mention of managers' role to accept the change quickly as there is an expectation to lead others through the change.

Post-coaching, the participants had shifted positively along the curve, with four in the acceptance phase and four in the commitment phase. One participant mentioned that they move back and forth the phases from denial, shock, anger, bargaining, depression, acceptance, and commitment, depending on the situation. A majority of the managers move quickly through the curve and embrace change as it is expected from their role.

The participants shared their leading change experiences, and these were reviewed using Kotter's eight-step change model. The participants shared that following the eight steps is valuable for organisational change. Five participants experienced all the eight steps in their different teams and situations. One participant would like to experience step two (forming a guiding coalition). Another participant found the last step to be a work in progress (institutionalise new approaches), and one participant mentioned an opportunity for step two (forming a guiding coalition) and step six (plan for and create short term wins).

4.3.7 *Findings on the factors that lead to successful change management*

Table 4-2 The strategies for successful change management experienced by the managers

Strategies for Managing Change	✓ Authentic leadership ✓ Change of mindset to embrace change ✓ Overcoming fear ✓ Commitment ✓ Communication that is structured, which flows throughout the organisation ✓ Create fun engagements, platforms for teams to speak up ✓ Provide space to ask questions and give feedback ✓ Drive Focus on what is in your control ✓ Ensure everyone feels engaged ✓ Have a common goal clearly defined ✓ The need to expand on the reason for the change ✓ Vision Building and planning ✓ Obtain Buy-in ✓ Ensure the importance of the change is understood ✓ Have everyone knowing what is going on every step of the way ✓ Understand the benefits of having the change

The participants felt that their managers need to be authentic, be open and honest about the situation, and share as much information throughout the change process. Creating platforms where people can ask questions and feel part of the change is very helpful and ensures consistent and frequent engagement sessions. There are so many decisions that are made without their control, and it is key to focus on what is in your control to have a clear vision around the change for everyone to achieve. Communication, buy-in, and commitment towards the change are key factors that helped them manage and lead the change process.

In summary, the participants' engagement had positive findings in leading their teams through change. When participants are not involved in decision-making, they negatively impact their engagement despite receiving management coaching sessions when they are not valued and not motivated by their work. Engaged participants were able to communicate, connect and create a vision around change. The participants were in the acceptance and commitment phase

of the change curve, which also aids in positively leading change. The strategies shared align with Kotter's eight-step change model.

4.4 Linking findings with the propositions

4.4.1 *Proposition 1: Management coaching contributes to the managers' engagement in a change process*

The following themes were linked to Proposition 1:

1. managers' experience of coaching and the benefits for leadership development and performance;

2. management coaching influences engagement; and

3. management coaching is experienced as an essential intervention for change management.

As a result of coaching, the sub-themes were:

- Connections resulted as trust was formed in the teams, and there was a better understanding of each other's role and involvement in the change process.
- The coaching process followed the solution-focused approach, and this helped the participants focus on the putting structure and an action plan to address challenges faced rather than a feeling of being stuck in the problems.
- The participants shared clarity on the goals and vision helped them direct their teams towards achieving the goals. Once the vision is clear, it is easier for everyone to feel part of forming the vision together.
- Communication is a key factor in effectively cascading information, creating a platform for further engagement, raising concerns, and listening to the team's concerns.

- Being involved in decisions, being included in meetings around the change, and having your opinion considered. Being able to give inputs findings in empowerment which enhances engagement.
- When goals are attained and performance delivery targets are met, it revives the passion for work and the can-do attitude, which enhances commitment.
- Coaching enhanced personal development by building the participants' confidence, unlocking potential, and felt valued to be at their best.

4.4.2 *Proposition 2: The engagement of managers has an influence on their ability to lead their teams through organisational change.*

The following themes were linked to proposition 2:

4. Drivers for managers' engagement in organisational change

5. Managers' engagement and their influence on the implementation of change management

As a result of the engagement, the sub-themes were:

- Commitment, the participants felt part of the change and were committed to the business's goals, which was confirmed in the measurement of engagement after receiving coaching.

"I strongly believe that as the highly engaged leader I really influence the outcome in a positive way." (Participant H)

- Performance delivery despite the workload, operational challenges faced including working with ambiguity and complexities, engagement resulted in a team delivering for the first time on targets.

"We have seen a turnaround over the last four months, we've seen a drop in fraud of 56%, that's never happened before, and a lot of that has been contributed by the team engagements and we have also seen performance going up, for the first time again in the history of the fleet team." (Participant H)

- Well-being of staff is improved and managed better when managers are engaged, they are not afraid to lead change and can focus on reducing anxiety and stress from their direct teams.

"You know that if you are feeling better as a leader, it can easily rub off to your juniors or subordinates and a lot of anxiety gets managed very well, people's expectations are managed well." (Participant E)

- The participants felt their engagement helped drive the reason and case for change which led to buy in from the teams and themselves on the change. Having information and being able to share openly and transparently built trust and teamwork.

"Being able to control your space and focus on your strengths." (Participant F)

- Being a role model in the change process, as personal motivation influences the team's ability to lead the team. How a manager shows up impacts everyone else around him, leadership plays a role in driving engagement and building competence and capability to lead others.

"I just get things done. I get work done, I am a bit more strategic, I'm more proactive, I'm encouraged, I'm motivated, I get things done, I get my team through it." (Participant A)

- When managers can communicate effectively, ask questions on what is happening and can cascade information to their teams. Not enforcing their views on others, instead create a platform for others to speak up and raise their concerns.

“There are better views as you hear other people’s views, have a way forward, quicker decision making and that collaborative move.” (Participant D)

4.4.3 *Additional themes from the findings*

In addition, the following themes were identified:

6. Managers’ experiences of change

7. Factors that lead to successful change management

The participants shared the challenges faced with managing change and how they felt about the change process before and after receiving coaching. This was insightful to understand the challenges they have with dealing with change and leading the change. The participants provided strategies they found useful in managing change successfully, and these were aligned to Kotter’s eight-step model.

4.5 Conclusion

The participants experienced coaching positively and shared the significant findings that resulted from management coaching. Findings included performance delivery, being solution-focused, having a learner mindset by having time to think and reflect, personal development, coaching subordinates and building connections with the team and stakeholders. All participants found coaching to be valuable and would recommend it. Managers face different challenges, and they felt coaching would help them overcome these hurdles.

Coaching is beneficial for managers' engagement as it enhances communication, strengthens connections within their teams and with stakeholders, and defining goals and having a purpose. Feeling valued, being empowered and being included in decision making are key to driving engagement. Post-coaching, all the managers had a shift in their engagement levels and were looking forward to working even during the change. Coaching influenced the manager’s ability to lead change by enhancing communication, strengthening connections, and

creating a vision. Coaching enabled the participants to be solution-focused and build cohesion with their teams to manage the change process.

The findings show the positive contribution of management coaching to the managers' engagement during the change process. The sub-themes reveal the findings of coaching on managers' engagement and their ability to lead change. The findings also show the positive influence managers' engagement had on their ability to lead change. The sub-themes presented the findings engagement had on the manager's ability to lead change.

Factors that contribute to engagement and disengagement should be paid attention to for positive organisational performance results. The positive findings include commitment, well-being, being proactive, and strategic. The participants felt they were on the acceptance and commitment phase on the change curve after receiving coaching and shared how they experience change influences their ability to lead change.

The participants shared the key strategies that they experienced, which resulted in successful change management. These included communication, goal setting, creating a vision for buy-in, bringing everyone on the journey, authentic leadership, commitment, and having the mindset to embrace change.

CHAPTER 5. DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter discusses the findings shared in Chapter 4. The themes were shared for each proposition, and a discussion of these findings is to provide evidence supporting the research study objectives.

The research questions are:

1. What is the role of management coaching in employee engagement in an organisational change?
2. How does the engagement of managers assist their ability to manage change effectively?

The discussion was based on the following:

- The participants' experiences on the benefits of management coaching for managers' engagement during a change process and a conclusion.
- Experiences sharing the engagement of managers and its positive influence on their ability to lead their teams through an organisational change and a conclusion.
- Reflections on the role of the researcher and positionality.
- An overall chapter conclusion.

5.2 Management coaching contributes to managers' engagement in a change process

5.2.1 *The understanding and experience of management coaching*

Coaching is described as maximising one's capability so they can be their best and reach their goals. This is similarly supported by Kilburg (1996), Witherspoon and White (1996) as they shared it is a process of creating a shift in individuals, guiding managers on the process of achieving their goals. According to Grant (2017), the third generation of coaching focuses on quality conversations, shifting

mindsets, and providing a learning space for managers. For this current research study, the participants shared the coaching journey allowed them to have structured conversations, reflect, and have a learner mindset.

One participant in the current study thought a coach must be an expert in a given field, which contrasts with Passmore and Lai (2020), who argue that the client is the expert. The current study followed the coaching method that focused on solutions rather than problem talk (Cox et al., 2010). One participant in the current study was worried the coach would allow the client to focus on problems only and not have any actions to solve the problems faced. Another participant thought a coach criticises the coachee, yet the coach's role was to allow for a safe space for the client to share their feelings, thoughts, and behaviours (Palmer & Szymanska, 2007) as part of a non-judgemental process (Ellison & Hayes, 2009).

In this current research study, the coachee is also referred to as the participant. The coach's contributing behaviours that helped the participant feel free to speak about their challenges were active listening, open-ended questioning, probing, and not bringing their views to the sessions. The participants shared that they also needed to be open-minded to learn, reflect, and work to shift from problem talk to solution talk.

The coach and participant relationship play a role in the coaching interventions' success. One participant shared the importance of being free, being honest around the challenges faced and being willing to do the work to help them get the most of the sessions. This has been mentioned in previous studies, which support the coach and participant relationship's importance in ensuring the coaching interventions' success (Baron & Morin, 2009; Correia, Dos Santos, & Passmore, 2016).

The integration of solution-focused principles with cognitive behavioural coaching was a suitable method to use during change as a strength-focused approach because it builds on the participants' strengths and ability to make decisions and shift their challenges into opportunities. The managers' feedback enhanced their personal development and growth, performance, the ability to be more strategic and proactive and set direction as a manager. The coaching experience was

described as fulfilling, insightful, and interesting by participants, as they were able to come up with structured plans on how to engage their teams; they had time to think and reflect on the options they had and the most feasible to try out. After each session, the participants had actions to take forward, evaluate them, and make changes as they needed, ensuring they had full ownership of their goals. Recently, Lausten, Frederiksen, and Spaten (2018) supported the use of the PRACTICE-model for a structured approach whilst allowing creativity to tackle one problem at a time, and this was valuable for the participants' experience in this current study.

5.2.2 *The benefits of coaching on managers for engagement and leading change.*

Management coaching was found to be beneficial to the engagement of the participants, as it resulted in the following findings in the research study, and there is literature supporting these:

- Coaching enhanced commitment for all the participants towards achieving business goals (Spence & Grant, 2007).

- Enhanced communication where participants were able to tackle difficult conversations, give feedback upwards and share information in their teams throughout the change process supported in other studies (Wales, 2002; Landsberg, 2015).

- Being valued and having a sense of belonging was shared as an outcome, and in Crab (2011), purpose and belonging aided in the engagement of managers.

- There was trust built and strengthened connections amongst the team and stakeholders. Similarly, relationships were strengthened as an outcome of coaching in Decuypere and Schaufeli (2020).

- In Evers, Brouwers and Tomic (2006), the managers had increased self-efficacy after receiving coaching. However, this study participants had evidence

of empowerment and involvement in decision-making, which was valuable to their engagement.

- There was also insightful feedback shared that coaching revived the passion for work and helped participants look forward to working, resulting in enhanced work engagement, which has not been shared in previous literature.

The engagement of participants was assessed before and after receiving coaching. The findings showed an increase in satisfaction with work involvement and performance, commitment to organisational goals, looking forward to going to work, and making an extra effort to take ownership over management coaching tasks. Having these findings whilst dealing with organisational change is highly beneficial to a businesses' profitability and employee satisfaction. Some studies had job satisfaction results, commitment, thriving at work and ownership of tasks, but this was for managerial coaching (Kalkavan & Katrinli, 2014; Raza, Ali, Ahmed & Moueed, 2017). In another study, employee coaching had increased job satisfaction and job performance (Pousa & Mathieu, 2014). The current research study will contribute to the literature by specifically sharing management coaching and its benefits for working and putting extra effort to take ownership of tasks from the managers during a change process.

Management coaching was beneficial to the manager's ability to lead change, as it resulted in the following findings:

- Confidence in the manager's ability to navigate through the change with their teams, similarly in a study for general practitioners coaching helped increase their ability to make informed decisions (Gattellari et al., 2005) and Grant (2014) described the coaching outcomes to have increased the self-efficacy of managers and solution-focused thinking. It is worth noting that also, the participants shared how coaching builds competencies for managers to lead change.

- Enhanced adaptability and flexibility around the change was an outcome shared by the participants, which was valuable to their ability to lead their teams. Green and Grant (2003) suggested using solution-focused coaching for leaders

to manage people during change and the importance of having adaptable coaching clients that are willing to learn through the process.

- According to Miller (1990), in their study, which used the pre and post design, there was no significant difference in the interpersonal communication skills resulting from coaching. However, in this current research study, participants experienced enhanced communication skills. Kombarakaran, Yang, Baker, and Fernandes (2008) saw executives that received coaching where the outcome was more effective dialogue and communication amongst themselves and their direct reports. In the current research study, there was enhanced communication of cascading information to the teams, providing platforms for the teams to share their concerns, and raising ideas on how they can work through the change.

- Du Toit (2007) shows that coaching helps with sense-making, especially during change. This is aligned with this study as it provided evidence of increased awareness, which led to steering the team in a focused direction on the benefits and reasons for the change.

- Drove the well-being of staff by reducing stress and anxiety around the change. This was previously illustrated in Gyllensten and Palmer (2005), for a finance organisation, the coached participants had anxiety and stress decreased and in other studies (Green, Oades & Grant, 2006; Green, Grant and Rynsaardt (2007), coaching had benefits for improved mental health and ambition for adults and students that took part in an SFCB life coaching programme.

- Involvement by feeling part of the change and enhancing engagement. Ortlepp and Kardis (2012) pointed to the need for coaching as a strategy for facilitating change as its enhanced engagement and alignment in their study.

- The increased performance occurred, seeing the bigger picture and having the commitment to driving the organisational goals. Studies showed enhanced goal attainment and increased goal commitment (Spence & Grant, 2007; Spence, Cavanagh, & Grant, 2008; Grant, Frith, & Burton, 2010).

The participants' feelings around the change were of acceptance and commitment concerning the change curve, and coaching increased their commitment levels. Previous studies confirm commitment as an outcome of coaching (Grant, 2009; Wiley, 2010; Crab, 2011; Grant, 2017; Kovacs & Corrie, 2017). Commitment from managers is valuable for being able to lead change, and the participants shared how they behave matters as it filters down to their teams, as found by Basu (2015), who reviewed the need for able leadership committed to the vision of the organisation.

5.2.3 *Conclusion*

In conclusion, the research study's experience supports management coaching as beneficial to their engagement during the change process. Aligned with Grant (2016), third generational coaching is highly relevant today, as the coaching experience maximised the participant's potential, created a shift of learning mindset and allowed more reflective thinking, which resulted in goal attainment.

The use of the SFCB coaching approach with the PRACTICE-model provided a structure that allowed participants to think through their challenges, bring forward options they could explore, test the most feasible of these, and implement and evaluate the findings. The participants reflected on their thoughts and behaviours and understood what drives their actions through the coaching sessions. The approach is supported for use in organisational change to drive performance, personal development of managers, strategic and proactive behaviours, and managers' ability to give their teams clear direction. The approach is most successful when the coach and participant relationship allow the coaching client to speak freely and honestly about their challenges, where the coach uses open-ended questions and probing and does not bring their own views or judgment to the conversation.

Coaching was beneficial for managers' engagement, as shown by the participants having increased commitment, enhanced communication, value and purpose, trust, and connections. Coaching was also beneficial for the manager's ability to lead change resulting in improved performance, involvement, well-being and self-efficacy.

In contribution to existing literature, the outcome of this research shows that management coaching. Using the SFCB coaching approach findings in an increased passion for work, managers looked forward to going to work, competency development, involvement in decision-making, empowerment, buy-in for the change, adaptability, and flexibility and enhanced communication strategies beneficial for their engagement and ability to lead change during the change process as shown in Figure 5-1 below.

This is significant for managers of teams when they experience uncertainties and complexities in their work environment during a change process to have a revived passion for work, speak up, make decisions, and feel part of the change. The ability to engage with their teams and stakeholders on a deeper personal level, allowing people to raise their concerns, was valuable for managing ambiguity and still delivering on performance goals.

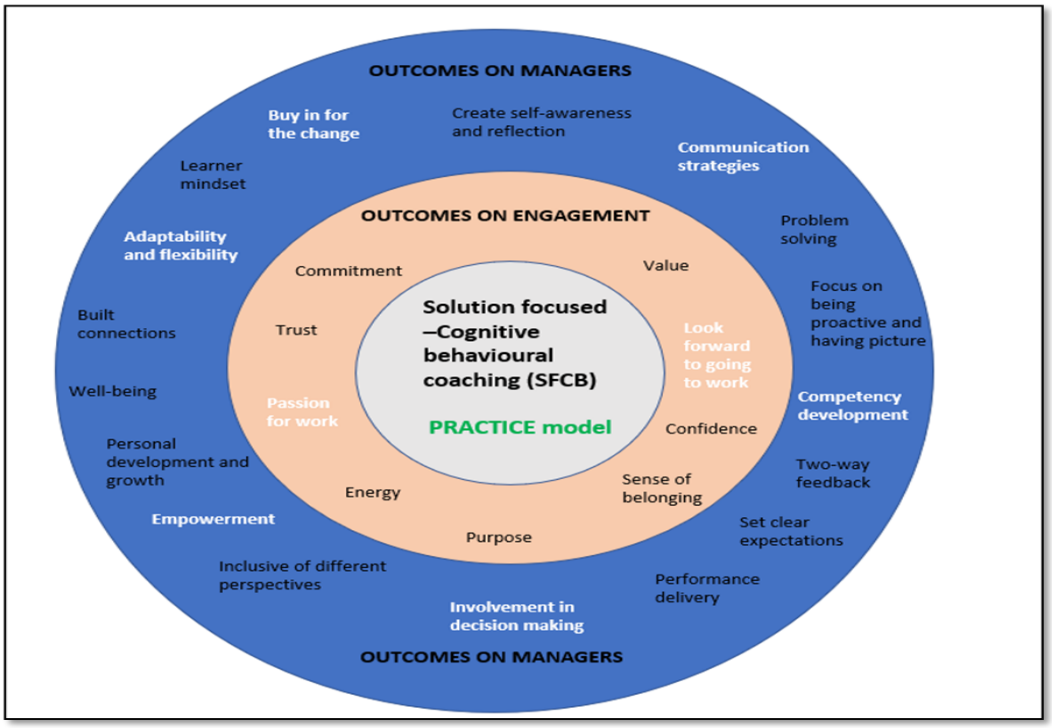


Figure 5-1 The findings of management coaching using the SFCB coaching approach on engagement and ability to lead change

5.3 The engagement of managers influences their ability to lead their teams through an organisational change

5.3.1 *The drivers of engagement and disengagement of managers*

During the change, the drivers that were found in this current study are aligned with Bhuvanaiah, and Raya (2015) were: a connection created by feeling valued and having a purpose, being involved, empowered and having decision-making authority. Training (2012) calls attention to confidence and trust in senior managers, and Wiley (2010) also mentions inspirational leadership as a contributing factor. Xu and Thomas (2011) state that leadership is a key factor for engagement, where certain leadership behaviours are associated with findings of motivation, job satisfaction and commitment. The participants shared that having trust in the managers and leadership support helped them feel part of the change, speaking up, and have their opinions considered important for their engagement. One participant shared the importance of having an inspirational leadership style that allows for decision-making and relationship building and contributes to their engagement. Communication is crucial, as participants shared how information sharing helped their engagement, cascading information to their teams, and having regular updates throughout the change process. Previous studies confirm communication as a prominent driver, with a need to have two-way communication of giving and receiving feedback, using the most appropriate communication channels to ensure everyone receives the information (Wiley, Kowske, & Herman, 2010; Sundaray, 2011; Bedarkar & Pandita, 2014). Role clarity during the change with clear expectations and managers' motivation were also mentioned as other drivers that help with engagement, and this contributes to the existing literature for the drivers of engagement.

The participants shared those factors that caused them to feel disengaged during the change to include remote working and when the information was not provided, or it was not consistent. In a recent survey by Routley (2020), respondents

expressed the challenges they faced with working from home included a lack of motivation, not having work-life balance and difficulties with collaborating and communicating with stakeholders and colleagues remotely. Bhuvanaiah and Raya (2015) similarly mention those factors that result in disengagement as a lack of involvement, leadership styles, and lack of motivation.

Participants felt the lack of involvement in decision-making around the change, working with authoritative leadership styles that did not aid in trust-building, they did not feel valued and supported and felt that they were no longer motivated about the work. Leadership behaviours play a role in the development of employee engagement (Shuck & Herd, 2012). Similar to the research findings, previous studies found job involvement, satisfaction, and empowerment to enable employee engagement (Beijer & Gruen, 2016; Gupta, 2015; Markos & Sridevi, 2010).

Despite receiving management coaching, two participants had their engagement levels decrease due to not being involved in decision-making, not feeling valued and not being motivated. Jhar and Kumar (2016) reviewed employee engagement as a tool for improving performance; the employees mentioned that being valued and empowered at the workplace plays a key role. The coaching interventions could not make a shift in their engagement because those factors significantly impacted the managers.

5.3.2 *The findings of engagement during the change*

The engagement resulted in a positive influence on the ability to lead change. Performance delivery is one of the most valuable organisations' outcomes (Harter et al., 2013; Kotzé, Van der Westhuizen, & Nel, 2014). Commitment to the organisational goals, setting clear goals, driving the organisations' vision, and having strategic focus were also mentioned in Bhuvanaiah and Raya (2015). Robertson and Cooper (2010) suggest employee engagement be sustainable when psychological well-being is elevated, and similarly, participants mentioned health benefits and well-being as an outcome as they experienced reduced anxiety and stress. Previous literature (Kahn, 1990; Shuck & Wollard, 2010; Grant, 2012) noted engagement as having behavioural energy, and the

participants of this study mentioned this as one of the outcomes. Having energy and enthusiasm for work during the change is also profound.

The participants' additional findings had proactive behaviours with their operations and enhanced communication strategies during the change. They were able to obtain buy-in for the change, and everyone collaborated on driving the change. They reported that, although the workload was heavy, the team pulled together to meet the business performance requirements that were not reported in previous literature due to resourcing constraints. The managers were vulnerable, authentic and were leading by example as role models for the change.

5.3.3 *The managers' experience of change*

The participants shared the challenges they faced in managing change. These are shown in Figure 5-2 below.

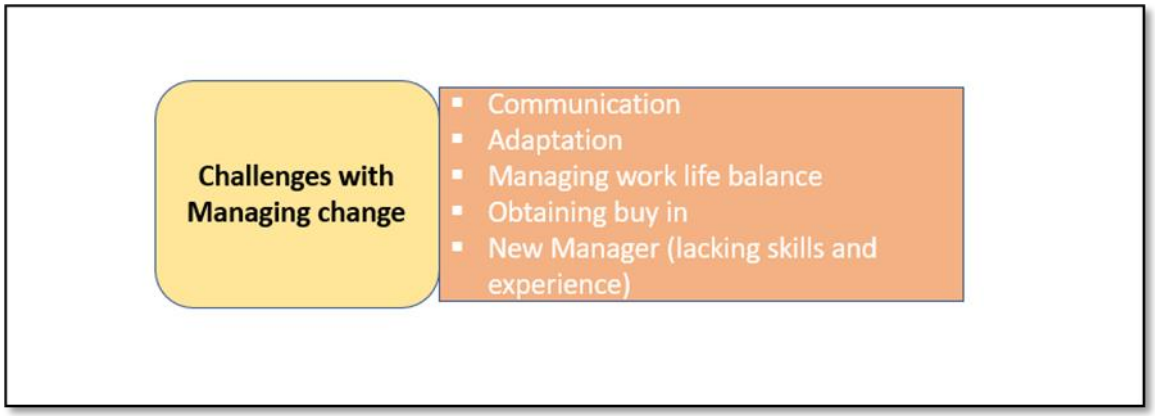


Figure 5-2 The challenges managers face with managing change

The challenges faced by the participants are indistinguishable from those reported in previous literature. Gentry, Eckert, Stawiski, and Zhao (2014) collected inputs from 763 participants from seven countries globally, and they all shared similar challenges as: developing leadership skills; the inspiration of others; employee development; team leadership; change management; and stakeholder management. Communication was mentioned as a challenge with being effective in engaging diverse teams, and Elving (2005) reviewed the critical role which communication plays in getting buy-in and reducing resistance to

change. Managing work-life balance was suggested for its importance for increased job satisfaction and commitment to organisational goals (Sirgy & Lee, 2018).

In terms of having the experience of using a structured approach to managing change, the participants felt all of Kotter's eight steps to be helpful, where several studies have shared the benefits of using the eight-step model (Gupta, 2011; Small et al., 2014; Haas et al., 2020). There is an opportunity to practice the following steps of Kotter's model; step 1: creating urgency around the change; step 2: setting up a committee; step 6: celebrating the quick wins; and step 8: institutionalize new approaches, more consistently as shared by the participants. This is valuable information for managers to pay attention to in terms of the steps that are not consistently followed and how these can help with the change process.

The participants shared which strategies helped drive successful change management based on their experiences through the change process. Communication was shared as a crucial factor in ensuring alignment and consistency of information shared and having structured and regular information shared throughout the change process. Employee involvement on the change journey, the learner mindset, clear goal and vision setting that is shared across the organisation and authentic leadership, which builds trust and buy-in for the change. These strategies have similarly been shared in Stouten, Rousseau, and De Cremer (2018), where the authors integrated management practice and literature with a review of the strategies for successful planned change implementation.

Lorenzi and Riley (2000) reviewed the reasons for failure to implement change: communication and leadership. Ineffective outgoing communication, ineffective listening, and leaders not skilled in taking their teams through the benefits of the change. Interestingly, the mindset to focus on what is in your control was also mentioned in this current research study as an important strategy to lead and manage change successfully.

5.3.4 *Conclusion*

In conclusion, the engagement of managers positively influenced their ability to lead change. The drivers that contributed to the managers feeling engaged and disengaged through the change process were shared. Remote working added another complexity to managers' process as they had to learn how to engage their teams, build connections remotely, and posed another challenge for collaboration with stakeholders. Despite receiving coaching, two participants felt having authority for decision-making, feeling valued, and being motivated in their role is key for managers' engagement during a change process. These factors ought to be considered when supporting managers through organisational change.

The engagement findings were listed with benefits for the organisation as the managers felt they were able to lead their teams through change. The drivers and findings of engagement are illustrated in Figure 5-3. In contribution to existing literature, the outcome from this research shows that having role clarity and motivation of your role are also drivers for engagement and additional findings of having enhanced teamwork, authenticity, buy-in, leading by example, proactive behaviours, and being able to communicate more effectively for the managers' ability to lead change.

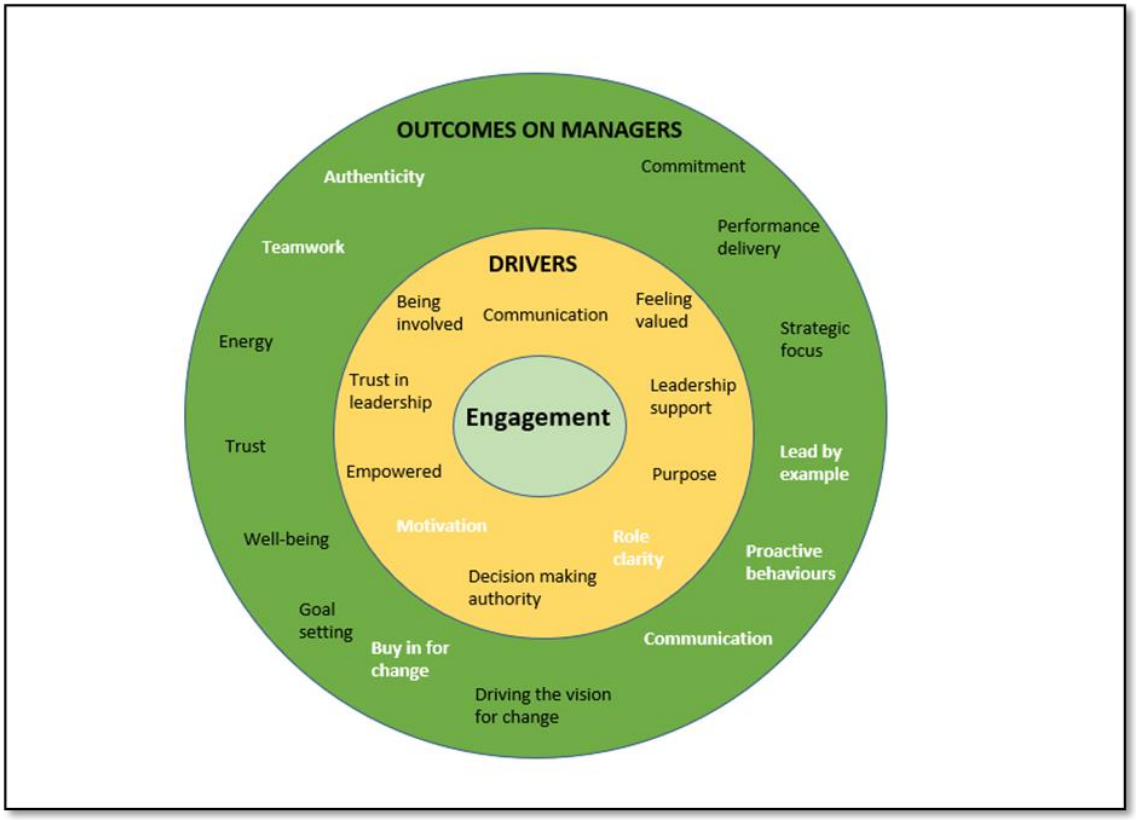


Figure 5-3 The drivers and findings of engagement during the change process

Some of the challenges cited include maintaining a work-life balance, which managers face when managing change, which are common across the world. The current study participants also mentioned the challenge of managing work-life balance for themselves and for their teams during the change process. Their experiences included remote working, juggle time at work and time at home, workloads being heavy due to resource constraints, and needing to deliver performance with fewer resources available.

The strategies for leading change were then shared. The participants mentioned the importance of focusing on what is in your control and accepting and committing to the change. These work-life balance management areas and the mindset for focusing on your control have not been explored in previous literature and exploring these in the future will be valuable.

5.4 Reflections on my role as a Researcher and personality

Reflection took part throughout the research study as I had two roles to play as a coach and as a junior researcher. I will share my journey firstly as a coach. I felt anxious as a student, so I refreshed myself on the coaching process and principles covered during the MMBEC Programme. I felt more at ease with the structured PRACTICE-model framework, as I was able to stay focused with a guideline of bringing out the solution-focused mindset from the participants. I was delighted when the coaching clients had their insightful moments, where they felt I had challenged their thinking and were able to try something different to solve their challenges.

As the participants shared their experiences in each session, I made reflective notes on what I heard, their feelings, thoughts, and actions, which gave me insight and an understanding of their reality. I prepared before each session to recap on what we had discussed before and what the participant had committed to working on so that they had confidence that I was paying attention, paraphrasing and checking the clarity of my understanding.

Following on to my role as a researcher, I opted to use the bracketing approach so that my thoughts and my previous experiences would not be brought into the research study. Having been impacted by a restructuring process previously, I was curious about the topic. I wanted to understand how coaching would influence the participants, their engagement, and lead change due to the pressure they faced from above with senior managers below, with subordinates. I was keen to understand using the pre-coaching assessment and post-coaching assessment design what the findings would be. I chose to rather list in my journal what my experience was like, though I did not receive any coaching then, and I made it clear that this was not my story, and I wanted to tell the manager's stories and their experiences.

During data collection and analysis, I used an inductive approach with line-by-line coding to note everything experienced by the managers. I was hoping for positive findings from coaching after being a student and learning how the coaching topic has been evolving over the years, and yet I was open-minded to

learning about the different findings from the experiences shared. It was a meaningful process for me as a researcher to understand how coaching is viewed through a change process and how it influenced the manager's engagement.

The process of having both roles was very exciting and insightful, my passion for coaching grew, and a challenging experience with making time to reflect and time to write up all the experiences and findings. It was very important for me to think differently as a coach and a researcher and position myself separately when conducting those roles to be open-minded in getting the best out of the coaching interventions, the interviews, and data collected for the research study.

5.5 Chapter conclusion

In summary, managers' experience supports management coaching as being beneficial for their engagement during a change process. Using the SFCB coaching approach, a PRACTICE-model framework resulted in structure and allowed participants to think, noting the coach-participant relationship also plays a role in the intervention's success. Coaching helped enhance commitment, communication, value and purpose, trust built, and managers' connections. Coaching was beneficial for the manager's ability to lead change resulting in improved performance, involvement, well-being, and self-efficacy. Contributions to literature were also mentioned for management coaching findings on engagement and ability to lead change.

The engagement of managers had a positive influence on the manager's ability to lead change. The drivers of engagement and disengagement during the change process were shared. The findings of the engagement and on the ability to lead change were discussed, and the contributions to existing literature include exploring role clarity and motivation as drivers: teamwork, authenticity, buy-in, leading by example, proactive behaviours, and being able to communicate more effectively for the manager's ability to lead change.

The challenges faced by managers with managing change and the strategies for managing change were discussed. The area of work-life balance as a challenge and the mindset of focusing on your control are suggested to be explored further

for successful change management. The findings from this current research study were discussed to provide answers to the research questions.

The conclusions made concerning linking the responses from the findings to the current study's research questions are shared below in Table 5-1.

Table 5-1: Conclusions with responses to the research questions

Research Questions	**Summary from the Findings**
What is the role of management coaching in employee engagement in organisational change?	Management coaching is beneficial for the engagement of managers It has positive findings of enhancing commitment, communication, value and purpose, the trust built and connections of the manager, and managers' connections. In addition, coaching for leading change resulted in improved performance, involvement, well-being and self-efficacy. The SFCB coaching approach resulted in an increased passion for work; managers looked forward to working, competency development, involvement in decision-making, empowerment, buy-in for the change, adaptability, flexibility, and enhanced communication strategies.

Research Questions	Summary from the Findings
How does the managers' engagement affect their ability to manage change effectively?	The engagement of managers has a positive influence on the manager's ability to manage change. It is important to review the factors that drive engagement and disengagement during organisational change. Despite receiving coaching, there were reduced engagement levels because managers were not being involved in decision-making, not feeling valued, and not being motivated. The engagement findings were commitment, performance delivery, strategic focus, leading by example, proactive behaviours, communication, driving the vision, obtaining buy-in, goal setting, well-being, trust, energy, teamwork and authenticity. Managers' challenges to manage change and the strategies to implement change successfully were noted, and there is evidence of the findings of engagement being valuable to the managers' ability to lead change.

CHAPTER 6. CONCLUSIONS & RECOMMENDATIONS

6.1 Introduction

This chapter concludes the study with findings summarised to answer each research question. The purpose of this study was to review the role of management coaching in engagement in an organisational change process. The conclusions are shared for each proposition. This chapter summarises this study's main contributions in relation to the research problem and the existing body of literature on management coaching, employee engagement, and change management. There are specific recommendations provided for coaches, managers and organisations within pertinent areas of practice, and this current study provides suggestions for further research.

6.2 Management coaching contributes to the engagement of managers in a change process

Management coaching is a practice that helps organisations through the development of managers to drive performance and manage change. There is an ever-increasing need for managers to be supported when working in ambiguous, uncertain and complex times and needing to meet business goals. The current findings concur with the literature on the benefits of management coaching. There is a paucity of literature on management coaching and its influence on engagement during South Africa's change (Crabb, 2011; Evers, Brouwers, & Tomic, 2006; Nielsen & Nørreklit, 2009).

Several research studies support coaching for executives and frontline staff during change; however, this current study focused on the experiences of first-line managers of management coaching using the SFCB approach and the influence on their engagement during the change to contribute to the literature.

The findings indicate that management coaching was beneficial to the managers' engagement as it resulted in increased commitment, enhanced communication, value and purpose, built trust, and strengthened connections. The findings further

highlighted that the coaching relationship influenced how the participants experienced coaching interventions and shared their experiences openly. In addition, for the ability to lead change, coaching resulted in improved performance, managers' involvement in decision-making, improved well-being, and self-efficacy.

In contributing to literature, the solution-focused cognitive behavioural coaching approach resulted in the following benefits for the participants: an increased passion for work as the participants looked forward to going to work; competency development in their ability to lead change; a greater sense of involvement in decision-making; a greater sense of empowerment; buy-in for the change; adaptability and flexibility; and enhanced communication strategies. The communication strategies were described as having structured and planned communication with senior managers and their direct reports. This was beneficial to have information shared transparently across the organisation and allowed everyone to speak up about their concerns. The other benefits of SFCB were personal development, strategic focus, proactive behaviours, and the participants' ability to give clear direction to their teams.

In conclusion, management coaching maximised the potential of the participants. It created a shift in their learning, enabled reflective thinking, and aid in their goal attainment. Every participant expressed the outcome of coaching to have allowed them to think and be empowered to face their challenges. The participants' findings enabled the participants to feel part of the change, speak up, build an inclusive environment, and strengthen connections with stakeholders and their teams. The participants indicated the strong need to be supported by their engagement and ability to lead change. The current research study finds management coaching to be a driver of leadership engagement whilst enduring an organisational change process.

6.3 Managers’ engagement influences their ability to lead their teams through an organisational change

Organisations are starting to invest in driving employees' engagement as the benefits have resulted in enhanced performance, profitability, competitive advantage, customer satisfaction, employees' engagement as the benefits have resulted in enhanced performance, profitability, competitive advantage, and customer and employee satisfaction. Having engaged employees has also been found to contribute to the successful management of change in organisations. This points to this study's significance to have reviewed managers' engagement in an organisational change process.

Change is unsettling and is frequently being implemented in organisations to remain profitable and keep up with the demanding needs of thriving in the business world today. Being equipped to manage change is key for managers, and they should be supported to build competencies in navigating through turbulent times. This current research study was interested in managers' engagement and how this influences their ability to lead change.

The findings indicate that managers' engagement positively influences their ability to lead their teams through organisational change. The participants' engagement drivers were having a purpose, leadership support, being valued, communication being shared and consistent, trust in leadership, being empowered, and decision-making.

The factors that led to disengagement were also mentioned. These were having a lack of information, the disconnection from remote working, lack of involvement, and working with authoritative leadership styles, which did not result in empowerment and motivation for work. Despite receiving coaching interventions, two participants reported a decrease in their engagement levels due to lack of decision-making authority, not feeling valued, and not being motivated. Thereby showing the value of reviewing the factors, which enhance engagement for organisations so that there is an effort put in to drive engagement which will support managers in their commitment, motivation, and energy towards their role and leading change.

The findings further highlighted the findings of the engagement and its influence on the ability to lead change. The participants shared their experiences of having increased engagement, which included them looking forward to going to work and had revived passion for work resulting in energy, commitment, performance delivery, strategic focus, enhanced well-being, and trust built across the teams' clear goal and vision setting. In contribution to existing literature, role clarity and motivation were additional drivers for engagement and enhanced teamwork, authenticity, buy-in, leading by example, proactive behaviours, and effective communication for change management.

The participants shared their feelings about the change, and after receiving coaching, they were in the accepting and commitment phase of the Kübler-Ross change curve. The participants also felt they had a critical role to play as they are responsible for accepting change and cascading the details of the change to the rest of their teams.

Despite the participants having different numbers of direct reports and years of service, they all experienced similar leading change challenges. The challenges which the managers faced with managing change are similar globally, and the key highlighted insights were that there should be a change in mindset to focus on what is in your control and review work-life balance for managers, especially with remote working and needing to manage change successfully.

The participants shared value in following a structured approach to change using Kotter’s eight-step model. Although not all the steps were consistently followed, there is an opportunity to enforce the use of step one – creating urgency around the change, step two – having a committee, step six – producing and celebrating short term wins and step eight – institutionalising new approaches, where all the other steps were applied consistently.

In conclusion, managers’ engagement should be considered and reviewed as leadership development strategies as it poses valuable benefits to organisations, driving performance, commitment, and change management capability. The drivers for engagement ought to be fostered and actively driven as part of the organisation's culture as the findings are positive towards managers' ability to

lead change and meet business goals. Previous literature provides the benefits of employee engagement for organisational change; however, this study explored the drivers that resulted in managers' engagement and disengagement during the change process. In addition, the influence engagement had on the managers' ability to lead change was also shared.

6.4 Recommendations

This section recommends focusing on coaches, corporations, and management from the research study findings.

6.4.1 *Recommendation for coaches*

The study findings contribute to academic research exploring management coaching experiences using the SFCB approach. It adds the dimension of understanding of how coaching interventions influence managers' engagement whilst undergoing a change process.

The findings indicate the importance of the coach-participant relationship in the success of the coaching interventions. The coach can be internal if they follow the coaching principles, including confidentiality, non-judgment; the client is the expert. A foundation of trust and relationship-based is essential to facilitate reflective thinking, self-awareness, solution-focused thinking, and goal attainment. Having the coach not impose their beliefs, ideas of the situation and not focusing on the problem is critical to allowing the participants' experiences to be brought to light. The participant will share their thoughts, feelings and behaviours around their challenges and have a safe space to build a learner mindset, empowered to face their challenges.

6.4.2 *Recommendation for organisations*

The findings suggest the use of management coaching for leadership development practices. This also needs to be well-planned, as managers have

time constraints due to operational demands, but they also need to be fully present in the coaching sessions to gain the intervention's full benefits. There should be more time invested in teams, especially those transitioning from an individual contributor to a team manager for the first time.

The literature reports that organisations mostly focus on senior executives to whom executive coaching, engagement, and change management is provided. Although there is always interest in how the front-line staff or the lower-level employees feel around these topics, there is often less attention given to the first-line managers to develop their change management competencies, enhance their engagement, and provide coaching support. Organisations should therefore ensure the factors which enhance engagement are considered, and those behaviours should be encouraged across the organisation.

From the current study, coaching interventions may not enhance engagement if other factors are causing disengagement and dissatisfaction amongst managers. This would first need to be addressed in order to realise the benefits of coaching. Organisations should also focus on managers' psychology in focusing on what is in their control and focusing on staff's well-being, especially with the challenges remote working brings to an individual and need to successfully deliver change management initiatives. The findings indicate that coaching, such as competency building for change management and enhanced engagement in leaders resulted in performance delivery. Investing in coaching interventions would benefit the organisation to have a competitive advantage by thriving in uncertain, ever-changing, complex business environments.

6.4.3 *Recommendation for management*

In today's business world, managers must be actively engaged and manage change despite facing the increasing demands of their work environments. Coaching interventions for managers can raise self-awareness, maximise their potential, and enhance reflective thinking. However, for this to work, managers would need to make time for the sessions, allow themselves the space to learn, and share openly on their challenges faced to problem solve and execute

sustainable change management. The managers should be prepared to do some work to tackle their challenges and solve their problems.

Role clarity, motivation, feeling valued, and decision-making authority was mentioned as contributors to their engagement, and there should be a review of how they feel supported on this and speak up when this needs to be addressed for improvements. Managers should be aware of how they influence their teams by leading by example, and the study findings indicated when they are engaged and committed to change, this is filtered through to their teams, which in turn helps them drive performance and change management.

6.5 Suggestions for further research

One of the limitations was that there was no feedback from the direct reports to provide insights into the managers' engagement and lead change. This would lend valuable insight to the manager's role modelling behaviours. Concerning the factors that were shared as being drivers for employee engagement and the experiences of management coaching, there is an opportunity to replicate this outside of South Africa and across the change taking place in different industries, contributing to the broader body of knowledge. While the current research study used the SFCB coaching approach, other approaches could also be studied to test and explore if similar findings would be presented.

Exploring different leadership styles and trust as a factor in senior managers and their influence on the managers' engagement would also contribute to the literature. However, the current study did not focus on the type of change and the frequency of change as this was beyond the research scope, as a suggestion to explore this for further contributions to research. Further research into management coaching and its application for enhancing managers' well-being and enabling their performance whilst remote-working would be beneficial considering the challenges managers face with leading change and additionally needing to do this while working from home.

Further research on the impact of management coaching interventions on leadership development would make an important addition to the literature.

Another limitation of this research study was that it used only a qualitative approach. Establishing the correlation between management coaching and managers' engagement through a quantitative research approach with a large sample size would affect coaching statistically and applying both approaches to contribute to research in this field. Future studies should explore management coaching experiences when applying Kotter's eight-step change management model's structured approaches and review the more challenging steps or the steps that are not consistently applied across different organisations. In addition, if there are other steps or another model that will be most suitable as managers are under immense pressure to navigate change successfully.

In conclusion, studying the role of management coaching on business leaders and its effect on engagement helped develop the learner mindset for the researcher. Applying the phenomenological approach enabled the researcher to comprehend the constructs of management coaching, engagement and change management. Researching the participants' circumstances shed light on the different dimensions that contribute to engagement and the ability to lead change, provided the researcher a platform to explore emerging themes and to identify areas for further research.

Managers in South Africa need to be equipped with the skills to perform and to manage change as they operate in complex work conditions. They need to be aware of how they deal with change and lead others through it. They have a role in driving their teams' engagement, yet they also need to be actively engaged. Managers' engagement is valuable for leadership development, and management coaching contributes positively to engagement in times of organisational change.

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APPENDIX A Instruments : Interview Guides

Pre-coaching Assessment Session

- Introduce myself
- Thank participant for their time and willingness
- Restate the research objectives
- Confirm permission to record, consent and ethics clearance
- Contracting – time commitment for an hour, check if it is a safe place to speak

Introduction	
What is your current role? How many direct reports do you have? How long have you been in your role for? Ice breaker – what has excited you the most this week?	
Coaching	
What is your understanding of coaching?	
Have you received formal coaching within the last six months?	
Can you share more on your experience of receiving coaching?	
What are you looking forward to or your expectations of coaching from our sessions?	

Engagement					
What does “being engaged” mean to you?					
What would you say contributes to you feeling engaged?					
To assess your current engagement levels					
How would you rate where you are? Please share more on why you have selected this response?	Never	Rarely	Sometimes	Often	Always
1. How satisfied are you with your work and your involvement in the business performance?					
2. I am highly committed to the business goals?					
3. I always look forward to going to work?					
4. I am proud of the work I do?					
5. I always make an extra effort in taking ownership in relation to new tasks or when problems arise?					
Managing Change					
What is the current change you are experiencing at work and for how long?					

What are the current challenges you face with managing change or leading your teams through change?	
In response to change which word describes how you feel right now: denial, shock, anger, bargaining, depression, acceptance, commitment? Please share more details on why this response.	
Have you followed any structured approach with leading change? Please share more.	
Introduce Kotter's eight steps and ask if any of the steps have been practiced by them before? 1. Establish a sense of urgency 2. Form a powerful guiding coalition 3. Creating a vision 4. Communication of the vision 5. Empowering others to act on the vision 6. Plan for and create short term wins 7. Consolidate improvements 8. Institutionalise new approaches	

POST COACHING ASSESSMENT & FINAL INTERVIEW

Engagement	
What would you say are the factors that contribute to you feeling engaged or disengaged during this time?	
What would you say would be the result/outcome of being disengaged vs. being engaged during this change?	
In your view do you think or believe your engagement levels influence your ability to lead your team through change? Please share examples.	
Measuring against same criteria	**Never Rarely Sometimes Often Always**
How satisfied are you with your work and your involvement in the business performance?	
I am highly committed to the business goals?	
I always look forward to going to work?	
I am proud of the work I do?	
I always make an extra effort in taking ownership in relation to new tasks or when problems arise?	
Coaching	
Could you please tell me about your coaching journey over the past months?	

Has your understanding of coaching changed from the intro session, if so, what insights do you have now?	
What were the outcomes from your coaching sessions, where your expectations met?	
What did you learn from the coaching experience?	
Would you recommend coaching for leaders? Please share your reasons	
In which ways, if any, did coaching influence your engagement levels at work? Please share examples	
In your view do you think or believe coaching has contributed to your ability to lead through change? Please share examples	
To what extent did coaching make a meaningful contribution to you during change?	
Managing Change	**Denial, shock, anger, bargaining, depression, acceptance, commitment**
In terms of the change curve how are you feeling now?	
When do you feel you have managed change effectively, please describe the outcomes?	
Which steps in Kotter's model have you experienced?	

Summary and closure	
Would you do anything differently as a result of coaching?	
Is there something you would like to mention about your experience on this coaching journey to add to this study?	

APPENDIX B: Participant Information

The Graduate School of Business

2 St David's Place, Parktown

Johannesburg, 2193, South Africa

PO Box 98, WITS, 2050

Website: www.wbs.ac.za

Dear Sir/Madam,

My name is Marilyn Rukande and I am a master's student in the Master of Management in Business Executive coaching at the University of Witwatersrand in Johannesburg. As part of my studies, I must undertake a research project, and I am investigating the role of management coaching in engagement in an organisational change process in South Africa. This research project aims to find out: What is the role of management coaching in employee engagement in an organisational change and how does managers' engagement assist their ability to manage change effectively?

As part of this project, I would like to invite you to take part in a pre-assessment interview followed by coaching sessions and lastly a post-assessment interview. A total of 3 coaching sessions approximately an hour each will be conducted, and we can add another coaching session if it is needed. With your permission, I would like to record the interview, and this can be done via Skype. The recordings will be transcribed for data analysis purposes only.

You will not receive direct benefits from participating in this research, and there are no disadvantages or penalties for not participating. You may withdraw at any time or not answer any question if you do not want to. The interview will be completely confidential and anonymous as I will not be asking for your name or any identifying information, and the information you give to me will be held securely and not disclosed to anyone else. I will be using a pseudonym (false name) to represent your participation in my final research report. If you

experience any distress or discomfort at any point in this process, we will stop the interview or resume another time.

If you have any questions during or afterwards about this research, feel free to contact me on the details listed below. This study will be written up as a research report which will be available online through the university library website. If you wish to receive a summary of this report, I will be happy to send it to you. If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email Shaun.Schoeman@wits.ac.za.

Yours sincerely,

Student: Marilyn Rukande

Email: 0711365d@students.wits.ac.za

Tel: +27 82 844 6096

Supervisor: Ayanda Magida

Email: ayanda.magida@wits.ac.za

Tel: 011 717 3953

APPENDIX C: Participant Consent Form

I have not been pressured to consent to participate in this research project. I have fully discussed and understood the purpose and procedures of this study. I have been given the Participant Information Sheet and the opportunity to ask questions about this study and have received satisfactory answers and information.

I understand that my participation is free and voluntary and that I am free to withdraw my participation at any time, without penalty or negative consequences or giving any reasons. I agree to the process that needs to be followed for receiving management coaching, then interviewing and that the interview may be recorded.

I also understand that there are no direct benefits for my participation in the study. I understand that there are no risks involved in the study.

I have also been assured of confidentiality and that my identity will remain anonymous. I agree that the information I provide may be used anonymously after this project has ended, for academic purposes by other researchers, subject to their own ethics clearance being obtained.

I therefore give my consent to participate in this current research study.

…… (signature)

…… (name of participant)

…… (date)

…… (signature)

…… (name of person seeking consent)

…… (date)

CONSENT FORM TO AUDIO RECORDING & TRANSCRIPTION

I understand that the interview session will be audio recorded to help with capturing all that is said as the researcher cannot write up everything that is said. This will help ensure that what is said is as accurate as possible.

I have had all the information explained especially about how my confidentiality will be guaranteed and I understand the explanation.

Neither my name nor any of my other identifying information will be associated with the audio or audio recording or the transcript.

I hereby agree to the audio recording of the interview session with the researcher.

Participant's name: _____

Participant's Signature: _____ Date: _____

I Marilyn Rukande declare that I have explained the information given in this document to (Participant's name) ……..

Researcher's Signature: _____ Date: _____

APPENDIX D: Summary of the themes and sub-themes

Themes
1. Managers' experience of coaching and the benefits for leadership development and performance
2. Management coaching influences engagement
3. Management coaching is experienced as an essential intervention for change management
4. Drivers for managers' engagement in organisational change
5. Managers' engagement and its influence on the implementation of change management
6. Managers' experiences of change
7. Factors that lead to successful change management

Proposition 1 Management coaching contributes to managers' engagement in a change process.	
Sub-themes	
Connections	Trust formed in the teams Understanding each other better Relationships with Stakeholders
Solution-focused mindset	Putting actions to address challenges Having a problem-solving focus
Vision setting	Being clear on the objectives and the goals Having steer and direction
Communication	Being able to tackle difficult conversations Creating platforms to speak up and information cascaded across the organisation
Involvement	Sense of belonging and having purpose Being part of decision making Empowered to act on decisions
Performance	A revived passion for work Delivery of results, proactive approach to challenges Commitment to achieve goals
Development	Confidence Being valued & Unlocked potential to be their best

Proposition 2 The engagement of managers has an influence on their ability to lead their teams through an organisational change.	
Sub-themes	
Commitment	Feeling valued and being part of the change drove commitment towards the change Bigger picture thinking and solution-focused
Deliver on Performance	Despite operational challenges having everyone pull together to deliver on business goals Putting action plans to successfully deliver on change management within teams
Enhanced well-being of staff	Managed to remove fear, reduce stress and anxiety which helped cope with uncertainties around the change
Buy in for the change	Being able to drive the reason or case for change and the individual impact to teams Trust formed from the ONE team engagement approach
Role modelling	How a leader shows up directly impacts the team when engaged and motivated it filters through the team
Open communication	Enhanced communication to speak about concerns Created platforms to engage further around the change and involve everyone in the process

APPENDIX E - Ethics Clearance Certificate

Graduate School of Business Administration
University of the Witwatersrand, Johannesburg

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

Ethics Clearance Certificate

Ethics protocol number: WBS/BE0711365D/389
This certificate is only valid with a legitimate ethics protocol number and signed by the Researcher (belo

Project title	The role of management coaching in employee engagement in an organisational change process in South Africa
Investigator / Researcher	Ms Marilyn Rukande
Nature of Project	MM (Business & Executive Coaching)
Decision of the Committee	Approved unconditionally
Issue Date of Certificate	2021-03-08
Expiry date	Date of submission of the project report
Chairperson	Prof Anthony Stacey ☎ +27 11 717 3587 +27 82 880 4531 Anthony.Stacey@wits.ac.za

Declaration by Researcher

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

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

Signature

8th March 2021
Date:

APPENDIX F - Consistency Matrix

The role of management coaching in employee engagement in an organisational change process							
Objectives	**Literature Review**	**Propositions**	**Research questions**	**Phenomenon/Concepts**	**Source of data**	**Type of data**	**Analysis**
Explore manager's experiences of coaching, the influence on engagement in the change process	Grant (2009), Grant, Frith and Burton (2010), Grant (2016), Bickerich, Michel and O'shea (2018)	Management coaching contributes to managers' engagement in a change process	What is the role of management coaching in employee engagement in an organisational change process?	Management coaching Engagement	Interview guide questions 9,10,11,12, 13,14,15,18	Nominal qualitative	Thematic Data Analysis
Explore manager's engagement and its influence on their ability to lead change	Crabb (2011), Shuck and Wollard (2011), Bhuvanaiah and Raya (2015), Stoyanova and Illiev (2017), Shuck et al. (2017)	Managers' engagement influences their ability to lead their teams through an organisational change	How does the managers' engagement affect their ability to manage change effectively?	Engagement Change Management	Interview guide questions 1,2,3,4,5,6,7,8,17,18,19	Nominal qualitative	Thematic Data Analysis