

COACHING AND ITS INFLUENCE ON EMPLOYEE ENGAGEMENT WITHIN A SERVICE DEPARTMENT OF A MOTOR DEALERSHIP

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DECLARATION

I, Matthias Gunther Roberg, declare that the entire body of work contained in this research assignment is my own, original work; that I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe any third-party rights and that I have not previously in its entirety or in part submitted it for obtaining any qualification.



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ABSTRACT

There is an organisational benefit to having engaged employees. Coaching introduced as a human intervention strategy has proved to have benefits for improving organisational performance. At the outset of this research it was unclear if coaching could influence engagement. The aim of the present research was to gain insight into how coaching influences employee engagement of frontline service employees of a motor dealership.

Understanding of employee engagement characteristics and coaching emerged out of an inductive review of peer-review articles and research papers on employee engagement and coaching. The engagement state of ten frontline service employees in a motor dealership was assessed before and after a coaching intervention. The response data collected from two sets of interviews were content-analysed qualitatively in accordance with engagement characteristics determined from the literature. The shifts in engagement response data after coaching were further analysed deductively using the coaches' notes and literature on coaching to establish whether coaching had influenced the shift.

The results from analysing the response data showed that before and after coaching, participants were neither completely engaged nor non-engaged. What did emerge was that non-engagement organisational aspects factored more strongly than any other engagement category of negative response data before coaching. These responses included a lack of support, a lack of feedback and communication. After coaching, the non-engagement organisational responses reduced considerably. Analysis of the response data after coaching in conjunction with the coaches' notes and coaching literature showed that participants had shifted their attitudes. Before coaching, participants looked at the organisational inadequacies for reasons on why they were unhappy. After coaching, the participants sought solutions in themselves, agreeing to change their approach towards colleagues and organisational challenges. The coach focused on a solutions-focused approach. Participants were encouraged to take responsibility for finding other ways to behave, to explore previous limiting assumptions and to rewire their thinking. After coaching, participants seemed more confident and empowered to resolve many of the issues they had communicated before coaching.

Implications of this research focus on the use of coaching in organisations. Many organisations do not know how engaged their employees are or the reasons for their current engagement state. Introducing coaching, using appropriately qualified coaches, could encourage employees to deal with issues frustrating them and affecting their engagement levels. Coaching may also support employees taking more responsibility to find independent solutions to their current problems without major organisational interventions.

KEY WORDS

Employee engagement characteristics

Employee internal competencies

Employee external observable competencies

Psychological workplace climate

Coaching characteristics

Coaching organisational context

Coaching skills

External internal coaches

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

Business today has many challenges. In the experience of the researcher, high levels of competition and increasing costs have reduced operating margins. Furthermore, the challenging competitive environment of the automotive industry has been made more difficult by stringent labour laws, high levels of employment and high employment costs. Employment costs represent a large portion of any organisation's costs, making it imperative to maximise the return on this investment. In addition to these factors, the research was aware of other challenges faced by employees, in and outside the work environment. These challenges include high costs of living, personal security concerns and limited scope for growth in a tough labour environment. Organisations are therefore burdened with the difficulty of getting employees to maximise their work effort in the face of these challenges.

Interest in employee engagement has increased in recent years. Engagement has been defined as "an individual employee's cognitive, emotional and behavioural state directed towards desired organisational outcomes" (Shuck & Wollard, 2010:103). Research by Harter, Schmidt, Killham & Agrawal, (2009) and Shuck, Thomas & Reio, (2013) shows a strong correlation between employee engagement and performance outcomes in organisations. However, current research also indicates that less than 30% of the global workforce is engaged (Gebauer and Lowman, 2008 cited in Schuck 2011). As a result, "many organisations share the belief that in an evolving, international, free-agent talent market, where knowledge is becoming an organisational commodity, employee engagement is an undeniably dominant source of competitive advantage at all levels" (Swartz, 2010 cited in Schuck 2011:305).

Coaching as a management intervention has grown in popularity over the past few years. Research confirms a positive correlation between coaching, employee satisfaction, individual performance and organisational goals (Ellinger, Ellinger, Bachrach, Wang & Elmadag Bas, 2011). Crabb (2011) further shows that the implementation of coaching principles fosters employee engagement. The motor business is highly competitive. Customer demands are escalating and margins decreasing. As an executive in the motor industry the researcher made the following observations: The demands on service departments and their employees are particularly onerous. The service department lacks the glamour of the sales department. Yet service staff deal with the same demanding customer who expects service excellence. Far from stepping into a smart new car, these customers are grudgingly paying

for a service, the value of which they often do not understand. They are therefore often impatient and irritable. Service departments in the business led by the researcher tend to show higher absenteeism, low productivity and indifferent quality. The researcher considers high levels of stress and disengagement to be a contributory factor to these productivity issues. Anecdotal evidence suggests this is true for other businesses in the automotive industry and indeed may be an industry phenomenon. Substantiating these assumptions was outside of the scope of this research but may be worth investigating in further research.

1.2 RESEARCH PROBLEM, AIM AND OBJECTIVES

1.2.1 Problem statement

It is unknown whether coaching will influence the employee engagement of service employees in the service department within a motor dealership.

1.2.2 Research aim

The present research aimed to gain insight into how coaching influences employee engagement of service employees of a motor dealership.

1.2.3 Research objectives

The research set out to accomplish the following objectives:

- Objective 1: To compile a list of employee engagement indicators and drivers from a literature review on employee engagement.
- Objective 2: To establish the current state of employee engagement within a particular service department of a motor dealership based on the selected engagement indicators.
- Objective 3: To introduce a coaching programme, coaching selected employees of the selected service department in a motor dealership.
- Objective 4: To establish the state of employee engagement within the selected service department after completion of the coaching based on the agreed engagement indicators to define any changes in employee engagement.

1.3 SIGNIFICANCE OF THE STUDY

The study established a relationship between coaching and employee engagement. This finding made it possible to put forward a case for using coaching tools to influence employee engagement in other service departments.

This research could contribute to the current body of knowledge on employee engagement.

Applying academic theory on employee engagement in a practical situation could contribute to the academic and practitioner perspective of employee engagement.

1.4 RESEARCH METHODOLOGY

The following approach was taken to designing and carrying out the research.

1.4.1 Overall design

A qualitative method of research design was undertaken, using an exploratory case study approach. The qualitative method is appropriate because the research was exploratory in nature (Babbie & Mouton, 2011). The research sought to explore whether a relationship exists between coaching and employee engagement. This research focused on one service centre in a selected dealership, making a case study the most appropriate approach (Babbie & Mouton, 2011).

1.4.2 Population sampling

The researcher used a purposive sample of a specific target population of employees in a motor dealership. In particular, the frontline staff of a service department in that dealership were used. Participant selection was based on job function and experience.

As an executive with 20 years of experience in the automotive industry, the researcher based the selection of the sample for the research on an understanding of how a dealership and workshop is structured in the business under consideration. The service department in a motor dealership is responsible for servicing and repairing customers' vehicles throughout the customer's vehicle ownership life cycle. The frontline staff of the service department are specifically responsible for the smooth operation of the customer-dealership interaction throughout the ownership life cycle. The level of employee engagement in-part influences the quality of that interaction.

The participants selected for this research came from the frontline service department staff. Frontline staff includes service managers, service supervisor, service advisors, costing, warranty clerks and service receptionists.

The work of frontline staff is characterised by multiple customer interactions. These interactions take place with both internal and external customers. External customers are owners of vehicles serviced and repaired at the dealership. Internal customers include sales and parts departments within the dealership, senior management of the dealership and other departments within the motor group with whom the dealership associates.

The population for this research comprised 10 frontline employees working in service departments in motor dealerships at the time of the research study. This sample included service managers, service supervisors, warranty and costing clerks and service receptionists.

Inexperience or unfamiliarity with the job could have affected the data. To manage these variables, participants had to have worked in the selected service department for more than a year.

1.4.3 Data collection instruments

The small size of the sample made interviews possible. Therefore, data were collected from the target population by means of semi-structured interviews (Babbie & Mouton, 2011). The contracted coach also produced a reflective note after each coaching session which was made available to the researcher.

The open-ended interview questions focused on environmental, behavioural, mental and performance issues as they related to the participants' work environment. Coaching also focused on the participants' environmental, behavioural, mental and performance issues as these related to their work.

The participants were interviewed before and after the coaching intervention. The participants were each coached twice between interviews. When the data collection was complete we therefore had collected four distinct types of notes for each participant: A transcript from the pre-coaching interview, a note from the coach from each of the coaching sessions and a transcript from the post-coaching session. All in all we had 40 articles of information.

1.5 ETHICAL CONSIDERATIONS

The research objectives and processes were communicated with all role-players ensuring maximum transparency (Babbie & Mouton, 2001). The researcher had a letter of approval from the organisation executive and site management of the research site (see Appendix E).

Selected participants were working as frontline staff in service departments at the time of this research.

Each participant was provided with an informed consent form to be signed (see Appendix 4). In this informed consent form, the purpose of the research was explained and various ethical points clarified. Appropriate provision was made in the form of a consent letter that had to be signed by each participant (see Appendix F).

Participants' rights were stressed during selection. The right to voluntary participation was emphasised (see Appendix F). Participants were encouraged to participate but were free to remove themselves at any stage from the research programme. This right to discontinue the process at any point was emphasised. (see Appendix F). The consent and contracting process included contracting with participants about the scope of the information to be discussed.

Ethical and confidentiality issues were addressed thoroughly with participants within a recognised ethical framework (Babbie & Mouton, 2001).

The right to confidentiality was emphasised (see Appendix F). The researcher provided a commitment to each participant to ensure the confidentiality of the information they provided (see Appendix F). Any information obtained in connection with this study and which can be identified with participants will remain confidential and will be disclosed only with the express permission of the participant or as required by law (Babbie & Mouton, 2001). No personal information will be released to management, supervisors, participant's peers or the university supervising the study. Revealing confidential information was not required during the research.

Data security was addressed in contracting process Confidentiality was maintained by securing the files in which this data will be stored. Interviews were recorded and the participants had the right to review tapes and transcripts. Only the researcher and the participants had access to these recordings and transcripts. On completion of the research and according to university requirements, all recordings and transcripts will be erased.

The right to anonymity was emphasised during the contracting process and the signing of the relevant documentation by participants (see Appendix F). The researcher provided a commitment to each participant to maintain their anonymity in how the data was reported in the research assignment (see Appendix F). All transcripts were coded to ensure anonymity. The subject's name was replaced with a code in all reporting. Should this work be published, details of participants and institutions will not appear in the research article.

Both the researcher and coach were sensitive to the revelation of unsolicited data, which were kept confidential.

It was also undertaken that any emergency situation, either caused by the research or not, which was revealed during the research would be reported to the supervisor and the University of Stellenbosch Business School Director immediately (see Appendix F)

To avoid any conflict of interest an external coach was selected for the research. A suitably qualified, external coach coached all participants. Normal contracting between coach and coachee included confidentiality agreements.

At the time of the research, the researcher was a senior member of the organisation where the research was carried out. However, the research was conducted in another division under the responsibility of another senior member of the organisation with the same rank as the researcher (see Appendix F). All data were stored on the researcher's computer and were only be accessible to the researcher. Data were also password protected.

1.6 DATA ANALYSIS

The interviews were transcribed and the researcher familiarised himself with the data. The transcribed data were captured electronically and a qualitative content analysis was carried out to check for themes of engagement indicators and characteristics.

The ATLAS.ti qualitative data analysis programme was used to assist in the coding of the information.

1.7 PRELIMINARY LITERATURE REVIEW

This research tried to establish a link between employee engagement and the discipline of coaching. The research intended to describe human behaviour within a work-based environment; the service department of a motor dealership.

Literature highlighted relationships between coaching and employee engagement. For coaching the researcher sought understanding of the definition of coaching and benefits of coaching. For employee engagement the researcher sought to understand definitions of employee engagement, drivers of employee engagement and benefits of employee engagement.

Two concepts: coaching and employee engagement provide a framework for this research. No one specific definition could be found to define either concept satisfactorily (Shuck, 2011). However, the different perspectives on coaching and engagement provided a point of

departure from which to explore the relationship between these two fields. This understanding is reported in detail in the full review.

Bakker, Albrecht, and Leiter, (2011:74) describe employee engagement as a “high arousal affective state characterised by energy and involvement”. Crawford, Lepine and Rich (2010) make reference to Kahn (1992) describing engagement as “reflected simultaneous investment of cognitive, emotional, and physical energies in such a way that one is actively and completely involved in the full performance of a role”.

Employee engagement drivers include persistence, a pervasive affective-cognitive state (Schaufeli, Salanova, Gonzales-Roma & Bakker 2002). Dedication and job-involvement, seem to have a common link to the employees feeling of self-worth or self-image (May, Gilson, and Harter, 2004). As a result, these employees tend to perform better in their work (Bakker et al., 2010) and (Xanthopoulou, Bakker, Demerouti Schaufeli, 2009). Engaged employees “are able and willing to cope with high job demands as they have the psychological capital “(Bakker, Albrecht & Leiter, 2011).

Coaching has received a lot of attention in recent years. Fournies, (1987 cited in Park, Yang, and McLean, 2008:1) defines coaching in the work context as “improving performance by focusing on correcting work problems”. De Haan and Duckworth (2012:7) define coaching simply as “a form of leadership development that takes place through a series of one-on-one conversations with a qualified coach”.

Research has shown a positive correlation between coaching and employee satisfaction, individual performance and organisational goals and the employee’s attachment to the organisation (Ellinger et al., 2011). Crabb (2011) lists additional benefits such as enhanced happiness and well-being of employees, reduced sickness and greater productivity. De Haan and Duckworth (2012) show coaching to be very effective in promoting learning in organisations. The growing popularity of coaching, it would seem, is largely due to these positive results.

The full literature review will highlight the mechanisms through which coaching delivers these results, the methods used to research the relationship between coaching and engagement, and some of the details of the results.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Senior managers and executives of organisations worldwide, search for ways to improve performance in their organisations. The interventions include improving their product desirability, boosting service levels, reducing costs and getting the most out of assets (Kaplan, 2010). These approaches are supported by actions to improve skills, information technology and organisation culture.

In the experience of the researcher, the market place is more competitive than ever. Skilled and top-performing employees are more sought-after and more inclined to move between different companies. Staff seem to find it much easier to leave an organisation and start work in another than they did 15 years ago. Knowledgeable employees with specific work experience are a source of competitive advantage at all levels for organisations (Schwartz, 2011). This makes having engaged employees who remain loyal to their organisations an imperative (Shuck, 2011). Advantages for organisations who have engaged employees include higher shareholder return, profitability, productivity, quality, customer satisfaction as well as lower absenteeism and turnover (Wellins, Bertha & Phelps, 2008). Harter, Schmidt, Killham and Agrawal (2009) found that departments whose employees were highly engaged had nearly twice as much chance of an above-average performance when compared with departments and divisions whose employees were not engaged. Engaged employees also establish better relationships with others, both within and outside the organisation (Mishra, Boynton & Mishra, 2014). According to Chong (2007), these relationships are promoted by a comprehensive communication strategy which enhances the organisations' reputation and image within and outside of the organisation. However, current studies by Gebauer and Lowman (2008 cited in Schuck, 2011) suggest that less than 30% of the global workforce is engaged. If the benefits of having engaged employees are so obvious why are so few employees engaged? This is the perplexing issue.

Today's leaders need to be equipped to help employees negotiate the challenging dynamic environment of the current global workplace. The managers' role is no longer just one of making sure their employees get the work done. Managers need to exhibit a different set of character traits and behaviours more closely associated with leadership behaviour. Employees need leadership to help them deal with the ever-changing work environment that is so characteristic of today's global organisational context (Lyons, 2000). Traditional

training programmes fall short in helping managers develop leadership competencies required (Kotter, 2001).

The aim of this research was to contribute to finding answers to the organisational performance dilemma, particularly from a human perspective. The research set out to contribute to an understanding of employee behaviour as characterised by employee engagement. The research also sought to contribute to an understanding of coaching as a potential human intervention strategy for employee engagement. The two concepts of *employee engagement* and *coaching* were explored in more detail in this review of the related literature.

2.2 EMPLOYEE ENGAGEMENT

The concept *employee engagement* is viewed from many different perspectives by different researchers (see 2.2.1.1, 2.2.1.2). There seems to be no single accepted definition of the concept *engagement*. While a definition may be useful as an academic consideration, the researcher felt that defining the concept would not necessarily provide practical help for leaders of organisations seeking to improve their employee engagement levels. In working towards a more practical understanding of the concept *employee engagement*, an inductive process involving a review of the literature and research on employee engagement has been undertaken. This review of the literature explored the external observable behavioural characteristics associated with engagement, the internal perspectives of the engaged employee and the characteristics of the organisations nurturing engagement.

2.2.1 The contribution of the employee to engagement

Engaged employees behave differently (Rich, Lepine & Crawford 2010 and Shuck, 2011). The behaviour of engaged employees is distinguishable in how they perform in their working role, the way they approach their work and their own growth and development (Sonnentag, 2003). These behavioural differences are observable to others, externally and internally, and are discussed next.

2.2.1.1 External observable behaviour

Rich, Lepine & Crawford (2010) define four external signs of employee engagement: work performance, attitude and self-development and job crafting. The employee's work performance role is one aspect of external observable behaviour. The level of commitment is visibly obvious in engaged employees (Rich et al., 2010). Engaged employees immerse themselves in their work. Their working behaviour is characterised by high levels of personal energy involving all their faculties (Rich et al., 2010). These employees willingly

take on different types of work, going beyond their expected tasks. They regard taking on extra work as contributing to their own development and work performance (Rich et al., 2010). The work attitude of engaged employees is reflected as they make it obvious how they feel about their work and the people with whom they work (Halbesleben, Harvey, and Bolino, 2009). They are alert and have caring relationships with work colleagues. Shuck (2011) describes how engaged employees get on better with their employers and thus tend to be more loyal to the organisation than employees who are not engaged. Engaged employees are involved in self-development and job crafting as they show a greater willingness to use their initiative, commit to developing themselves and learn from the work they do, than less engaged employees (Sonnentag, 2003). These employees will design their work environment and mobilise their job resources, including social support from colleagues, supervisory coaching and feedback (Bakker et al., 2011). Observable behaviour is not the only characteristic distinguishing engaged employees from disengaged employees. Engaged employees may also be distinguished from the disengaged ones through the internal, unseen thoughts and emotions, which motivate behaviour and actions (Sonnentag, 2003).

2.2.1.2 Internal employee perspectives

Engaged employees think and see the world through a particular lens. Their way of thinking, and viewing the world shapes how they react and engage with the organisation. According to Quirke (2008 cited in Mishra et al., 2014), engaged employees feel a close emotional connection with the organisation they work for, promoting it to others and working hard towards organisation success.

There are three internal states (psychological conditions) that contribute to engagement (Kahn, 1990). These conditions are psychological meaningfulness, psychological availability and psychological safety (Landman, 2012). When staff believe their work to be meaningful, they invest themselves in their role, expecting positive returns. Brown and Leigh (1996) who described how meaningful work tends to 'draw staff in' supported this observation by Kahn (1990). Kahn (1990) describes how staff embrace and engage their task when they believe their work matters. According to Spreitzer, Kizilos and Nason (1997), meaningful work facilitates employee motivation and personal growth, both of which contribute to empowerment and employee involvement (Shuck, 2011). According to Britt, Adler, and Bartone (2001), staff perceive benefits to accrue from work they feel is meaningful. Harter et al., (2009) linked employee turnover, customer satisfaction, loyalty, safety, productivity and profitability to the motivation employees feel when engaged in meaningful work. According to Bakker et al. (2011), employees who consider their work to be meaningful remain

enthusiastic, dedicated, motivated even when their tasks are difficult and emotionally demanding. Schaufeli, Arnold, Bakker and Salanova (2006) describe the energetic and effective connection of employees who feel they are able to deal well with the demands of their work because they see their work as meaningful.

Availability refers to the individual resources engaged employees bring to their role (Kahn, 1990). Such employees bring optimism, self-esteem and a self-efficacy that gives them confidence in their own ideas. Being present, attentive and empathetic, they also incorporate the ideas of others (Bakker et al., 2011). Engaged employees are motivated and happy and absorb themselves in challenging tasks. They have the competence to select ideas critically and synthesise solutions creatively, which they then implement with persistence (Coetzer & Rothmann, 2007). How they carry out their work is characterised by vigour, dedication and absorption (Coetzer & Rothmann, 2007). Availability is described as the physical, psychological and emotional abilities the employee brings to his/her work (Kahn, 1990). These abilities help employees to enhance their work performance and cope with the job demands placed on them (Halbesleben, 2011).

Psychological attributes such as confidence and optimism improve the employee's willingness to engage in difficult and demanding work and management. Persistence, self-discipline and conscientiousness are other psychological resources required for individuals to complete tasks and achieve objectives (Bakker et al., 2011). In a practical sense, these employees use their emotions and thoughts actively and tend to be highly motivated and generally happy. They have happy relationships within and out of the work context (Kahn, 1992). The positive emotions and constructive outlook of these employees give them the capacity to think critically and creatively (Shuck, Thomas & Reio, 2013). Positive emotions also provide the motivation to excel, which further motivates employees to invest in their resources (Bakker et al., 2011).

Vigour, dedication and absorption are more ways of defining the personal resources employees have available to call upon to fulfil their work role (Coetzer & Rothmann, 2007). Vigour refers to employees' energy, mental resilience and spirit whilst working, persevering even when faced with difficulties (Coetzer & Rothmann, 2007). Vigour is associated with energy related to mental strength and personal will, displayed by these individuals (Coetzer & Rothmann, 2007). Dedication describes the attitude the employee has about the work he/she does. This attitude relates to the importance employees attribute to their work, how proud they feel about doing the work and how much the work tests their ability (Coetzer & Rothmann, 2007). This refers to the emotional connection employees have with the work and determines the extent to which these employees are willing to dedicate themselves to their work role (Coetzer & Rothmann, 2007). Absorption refers to the mental aspect of the

employee's capacity when working. Engaged employees have high levels of concentration and can focus intently on the given task without distraction (Coetzer & Rothmann, 2007).

The internal perspectives that affect employee engagement are not only influenced by employees' perception of the work they do and their personal attributes but also by how safe they perceive the working environment to be (Kahn, 1990). Engaged employees feel safe (Kahn, 1990). Employees' safety is also ascribed to the way they experience the organisation. According to employees, they feel safe when they feel comfortable to present themselves as they are, without fear of ridicule (Brown & Leigh, 1996) or jeopardy to their status or career (Kahn, 1990). These employees feel safe at work because no one makes fun of them (Shuck et al., 2013). Each employee's internal perspectives have a significant effect on their engagement in their work. Employees' attitudes towards their work influence how they behave and carry out this work. In addition to this, characteristics of the work environment in which they operate, discussed in the next section, also influence employee attitudes.

2.3 ORGANISATIONAL CHARACTERISTICS

Employee design and accepted norms of behaviour significantly influence employee behaviour, engagement and therefore performance. Organisational employee design is important and organisations must find suitably qualified people and provide them with the appropriate resources to ensure the employee has the best work conditions for optimal employee performance (Bakker et al., 2011). The fit between the employee and their job is governed by how the employee relates and is suited to the work he/she does (Edwards, 2008). Employee suitability or 'fit' refers to how appropriate the employee is for the job, based on qualifications, experience and skill level. Edwards (2008) describes person–environment fit as the congruence, match or similarity between the person and his/her environment. Human resource departments must therefore assist organisations to find-high quality people, selecting the best-qualified people for the particular job, (Wagner & Harter, 2006). According to Brown et al., (1996), the manager's role is to help employees select, develop and execute roles best suited to their skill set.

Job demands are the physical, psychological, social and organisational components of a job. Job demands require a physiological and psychological investment to sustain a physical and psychological effort on the part of the employee (Schaufeli & Bakker, 2004). According to Roberts and Davenport (2002), employees who regard their work as challenging yet feel they have freedom to design their own approach to their tasks are more likely to be engaged. According to Schaufeli and Bakker (2004), job resources are the physical, psychological social or organisational factors of the job, which either reduce the workload

and complexity of the work or which help provide support in promoting employee development. Job resources that help employees to be more competent in their role and those that make their work easier to complete are the most beneficial to them, in particular, resources focused on development promote a sense of self-worth, leading to growth (Coetzer & Rothmann, 2007).

The most common job resources provided by organisations are training, development, materials and equipment (Schaufeli & Bakker, 2004). Employee engagement levels are higher where employees have the opportunity to enhance their expertise and talents within the organisation where they work (Coetzer & Rothmann, 2007). According to Leiter, Laschinger, Day, and Gilin-Oore, (2010) training, systems and support are key ingredients in helping employees perform to their potential. When employees do perform to their potential, they are more likely to relate well with others. They are also more likely to communicate with openness and civility, helping their organisations to function effectively (Bakker et al., 2011). Besides recognising employees for good work, organisations should provide employees with the opportunity to improve their skills and knowledge. According to Wagner & Harter (2006), great managers prioritise training that benefits both the employee and the organisation.

The work environment is characterised by a relationship dynamic between the employer and employee. Employee performance is dependent on an agreed-upon balance of job resources and job demands (Xu & Thomas, 2010). If the employee has sufficient resources to cope with the job demands then he/she will be engaged and perform well (Bakker et al., 2011). Providing employees with the right tools for their tasks indicates that an organisation is committed and willing to assist employees' progress (Bakker et al., 2011). The assured provision of the required tools for a task is a minimum requirement for employees to feel committed to their work (Shuck, 2011). Great managers not only provide employees with the necessary tools but also help them understand how using these tools effectively helps the organisation achieve its objectives (Harter et al., 2009).

2.4 ORGANISATIONAL BEHAVIOUR

The way employers communicate and engage with employees in the course of their working relationship gives the organisation its behavioural characteristics. Psychologically, employees experience the workplace climate through how others behave towards them in the course of them doing their work (Mishra, et al., 2014). The behavioural characteristics of communication and feedback sharing are noted in the literature (Mishra, et al., 2014).

Leadership communication that results in creating an environment for engaging employees is characterised by clarity, transparency, consistency and positivity (Mishra, et al., 2014).

Frequent and honest communication builds trust (Saks, 2006). Positive communication with employees builds trust and demonstrates respect for employees (Mishra et al., 2014). Positive feedback seems to enhance work engagement levels (Coetzer & Rothmann, 2007). Mishra et al., (2014) identified internal communication by managers as vital for achieving employee engagement. When management behaviour includes listening to employees and eliciting employee feedback, the quality of decision-making is improved (Mishra et al., 2014). Employees who are involved in decision-making tend to commit to creating and sustaining the organisational objectives. Sharing the goals and objectives of the organisation with employees promotes a greater sense of ownership and alignment of employee efforts. These employees perform better and feel a close association with their employer, which in turn fosters a relationship of mutual purpose and a bond of trust results between employer and employee (Mishra et al., 2014).

One of the most important needs for employees is getting feedback from management thus defining and clarifying the expectations of the employer about the outcomes of their work (Harter et al., 2009). Management feedback provides employees with a reference on their progress relative to the expectations of the organisation. Discussing the employee's current performance in a constructive, positive and guiding way can help the employee improve performance and foster better relationships with his/her employer (Mishra et al., 2014). According to Kahn (1990) and Maslow (1970 cited in Shuck, 2011), giving employees feedback about the significance and value of their contribution to the organisation encourages employees to continue positive behaviour.

According to Brown et al. (1996) the behaviour of an organisation, in the quality of relationships and levels of trust experienced between management and employees is experienced by employees collectively as the psychological workplace climate. When the leadership provides its employees with support, reward and recognition this is experienced as caring by employees.

2.5 PSYCHOLOGICAL WORKPLACE CLIMATE

A positive psychological workplace climate not only enhances engagement levels but also improves employee loyalty towards the organisation (Shuck et al., 2013). The implication is clear. If organisations want engaged employees, they must create a humane, inclusive and culturally sensitive place of work (Shuck et al., 2013).

Many of the characteristics and behaviour of organisations centre on leadership behaviour. A positive relationship exists between transformational leadership and employee engagement (Landman, 2012). Employees working in organisations with transformational

leadership are less inclined to quit (Landman, 2012). According to Ryan and Deci (2000), transformational leaders provide employees with optimal challenges, feedback and freedom, resulting in employees becoming inherently motivated and engaged in their work. According to Arakawa and Greenberg (2007), management styles can affect attitudes, performance and levels of engagement. According to Luthans and Peterson, (2002) confident managers have a positive effect on employee engagement levels.

According to Saks (2006), employees experiencing increased support from their managers tend to reward this support with greater levels of engagement. According to Kahn (1990), a supportive, trusting environment allows employees to fully invest their energies in their work roles. Support comes from different sources such as colleagues or feedback from managers. This type of support has a positive influence on the employees' willingness to achieve their work goals (Brown & Leigh, 1996). Employees focused on work goals tend to improve their ability to complete daily tasks resulting in them working harder and being more ambitious. The energy initiated from this behaviour and outcome makes employees have a more positive disposition. Therefore, the employee feels more competent which increases his/her feeling of engagement (Crawford et al., 2010). Individuals experience care differently. At the heart of showing someone you care is the way you behave towards that person. Great managers listen to the people who report to them and answer their specific needs. They do this in conjunction with finding a synergy between the needs of the individual and the need of the organisation (Harter et al., 2009).

Interaction with others is a basic human need. People interact with each other all the time at work. Some managers encourage employees to interact and get to know each other better. They may even be more personable themselves, understanding the value of employees developing close, trusting relationships with fellow colleagues. This can create a more caring, trusting environment where employees like coming to work (Wagner & Harter., (2006). According to Wagner and Harter (2006), these managers can create an environment of mutual respect and improved collective performance among employees by setting common goals for a group of like-minded, ambitious and hardworking employees and increasing the opportunities for them to work together. The best performing companies have competent people, doing work for which they are best qualified, with people they like. Luthans and Peterson (2002) state this approach results in a strong emotional bond with the organisation.

Feeling safe at work is a by-product of the attitude of the organisation towards co-worker interactions and the social environment it creates to encourage employees to form strong, close relationships among employees (Harter et al., 2009). This could lead to higher levels of engagement. When employees feel both free and safe to express their emotions at work

they tend to make meaningful connections with others and therefore become more engaged in their work (Xu & Thomas, 2010). According to Mishra et al. (2014), people have a basic need for affirmation and recognition for good work. Recognition confirms that the employee is on the right track and encourages more of the same behaviour. People respond differently to how they are recognised; thus, finding the appropriate reward for a particular employee is important if the reward is to have a positive effect on their level of engagement.

To engender an environment that succeeds in creating a place where employees feel engaged requires employer and employees to work together to craft a positive, trusting, civil, respectful and mutually beneficial working relationship such that all parties genuinely believe there is the potential for equity, fairness, opportunity and meaningful growth within the system (Xu & Thomas, 2010). Managers must therefore exhibit honesty, transparency, genuine caring, support and a willingness to listen to employees in order to engender a trust relationship between them (Mishra et al., 2014). According to Carroll (2006 cited in Mishra et al., 2014), the trust relationship develops as managers help employees understand expectations of them. These employees trust their work environment cognitively, emotionally and behaviourally (Kahn, 1990). Employees enjoy working in an environment where they trust the people they work for, have pride in what they do and enjoy the people with whom they work (Kahn, 1990).

The literature on employee engagement (Xu & Thomas 2010; Halbesleben et al., 2009; Kahn 1990 and Harter et al., 2009) makes a compelling argument for the value of having engaged employees and their influence on organisational performance. Future organisational competitiveness might be less about products and more about the quality, work ethic and ingenuity of the workforce. In a dynamic working environment, where job security is unsure and employees experience more variety of choices, employee loyalty is less predictable. This means organisations need to change their approach to how they manage their people, to ensure that employees develop their potential fully and remain within the organisation (Taylor, 2011).

A lack of training and development of talented leaders at an organisational level as well as a general shortage of these appropriately skilled leaders is providing organisations with a further dilemma (Chambers, Foulan & Handfield-Jones, 1998). According to Charan, Drotter, and Noel, (2001 cited in Taylor, 2011), the lack of an evolving leadership development strategy has resulted in a shortage of leaders who have the skills to maximise the potential of the organisational workforce, resulting in an environment where the employees feel disengaged. The dilemma facing organisations is how to develop the potential of their current workforce in real time as they continue to run a successful organisation (Taylor, 2011). Managers may become leaders as they change the way they

work with people. Developing coaching skills in managers may be an alternative approach to creating transformative leadership (Taylor, 2011).

Understanding how coaching works within an organisational context, its potential effect on human behaviour, unique characteristics as a human intervention approach and the coaching process could provide the necessary insight to establish whether coaching can address the leadership void which in turn could enhance employee engagement levels.

2.6 COACHING: ORGANISATIONAL CONTEXT

The objective of coaching in an organisational context is to maximise employee performance. According to Coutu and Kauffman (2009), the three main reasons why coaches are engaged are: to develop high potential people or facilitate transition, to act as a sounding board, and to address derailing behaviour. The role of the executive coach is to bring about change at the individual level as well as at the broader organisational cultural level as the coaches work with individuals and teams (Armstrong, Matthews & McFarlane, 2006). Coaching used as a means to develop and enhance the talent of their employees is receiving more acceptance as a development intervention (Taylor, 2011). According to Bond and Seneque (2013), coaching differs from other human intervention development approaches. Coaching focuses on the needs of the individual coachee, within the organisational context. Coaching requires a distinctive skill set. The relationship between the coach and coachee is a priority, and the coaching process demands flexibility to achieve the desired results (Bond & Seneque 2013).

When coachees in the present research study were quizzed on the impact of coaching, they responded that coaching has a positive effect on their self-image, attitude, satisfaction and commitment to their work as well as helping resolve work and family conflict issues (Travis & Lane, 2006). The intimate and coachee-focused agenda of the coaching relationship often helps satisfy the coachee's need for affection, care and belonging often not satisfied at work. This creates safety and engenders trust. Managers, who either initiate coaching or carry out the coaching themselves, help strengthen the employee's attachment to the organisation (Allen & Meyer, 1990).

Coaching also influences the employees internal (not observable) and external (observable) competencies (Park et al., 2008).

2.7 EMPLOYEE INTERNAL COMPETENCIES

Self-awareness is important, and the theme underpinning all successful coaching outcomes is the coachee's new level of insight. Coaching works on the core beliefs, assumptions and

internal perspectives, not only on the external stimuli affecting the coachee (Berg & Karlsen, 2012). According to Taylor (2011), benefits derived from the coaching interaction may extend beyond the issue coached. New self-insights gained in the coaching engagement help the coachee see and react differently to the world. These new insights and reactions equip the coachee to deal better with the world than before the coaching. White (2006) shows how new neural pathways are created each time anyone talks about a desired behaviour. These new neural pathways become more entrenched and easier to use the more we talk about the particular behaviour we desire. This can stimulate change, as people reinforce new behaviours and they begin to re-programme themselves.

One of the biggest barriers individuals experience in reaching their full potential is their own negative attitudes and limited self-perceptions (O'Shaughnessy, 2001). Often individuals have not explored their own potential. How they see themselves is not necessarily who they are. The coaching process can help the individual explore the limiting self-perceptions at the root cause of negative attitudes and explore the individual's potential (Ciolli, 2012). The coach helps the coachees gain insight into how others see them by making them aware of their behaviour and its effect (Ciolli, 2012). Coaching creates environmental conditions to bring the "unconscious to conscious awareness" White (2006). Ting (2006 cited in Botma, 2012) confirms the value of the coach in assisting the coachee gain clarity on his/her unconscious thinking. The new personal insights and resulting growth because of coaching help managers understand better how to improve their own efficacy as well as the performance of their organisation (Delpont, 2011). The change in management self-awareness alters their own leadership behaviour, improving the drive and engagement levels of the coachees and the employees that report to them (Taylor, 2011).

Coaching promotes learning within individuals, resulting in personal growth and development (Ellinger, Ellinger, and Keller, (2003); Mink, Owen and Mink, (1993); Redshaw, (2000). Learning from the perspective of the coachee is about the coachee's own perception of the change that is happening in the coachees thinking whilst being coached (Park, Yang & McLean, 2008). This change includes new insights, understanding and ability (Hall, Otazo, and Hollenbeck, (1999). A coaching approach accelerates the change (White 2006). Employees feel more proficient and happy after coaching, which improves their ability to add value to their colleagues and the organisations for which they work (Flaherty, 2010).

Incorporating coaching as a human development strategy confirms the commitment of an organisation to the learning and development of their employees by helping employees manage their prospects within the confines of the organisation (Bond & Seneque, 2013). This coaching also assists managers to focus their attention on how their direct reports can maximise their opportunities for growth and development (Ciolli, 2012). For motivation and

goal setting, coaching might be effective because it improves the coachee's levels of intrinsic motivation (Burke & Linley, 2007). Individuals who are intrinsically motivated because they understand who they are, tend to set goals congruent with who they are and who they want to be (Sheldon, Arndt, & Houser-Marko 2003; Sheldon & Kasser, 1995). Goals of this nature tend to be more readily pursued and achieved, resulting in these individuals feeling better (Burke & Linley, 2007). Coaching helps individuals recognise their abilities and possibilities (Taylor, 2011).

For organisations to maximise the potential of their employees they must help employees develop their personal resources and capability to manage the complexity of their world Sloane, (2006 cited in Botma, 2012). They can do this by initiating coaching. The coach helps individual employees recognise their potential and their capacity to fulfil this potential. According to Meyer and Allen (1991), a successful outcome of a coaching engagement is thus the new sense of enablement an employee feels after successfully concluding an objective after he/she has received coaching.

2.8 EMPLOYEE EXTERNAL OBSERVABLE COMPETENCIES

Change in observable behaviour is the definitive determinant of the success of a coaching process (Botma, 2012). The ultimate purpose of any coaching relationship is for the coach to help the coachee change the way he/she sees the world and reacts to it. These reactions will determine the coachee's actions (Botma, 2012). An important development focus for coaching is the coachee's ability to assess situations differently resulting in pro-active behaviour and therefore coachees' ability to solve their own problems (Bond & Seneque, 2013). The change experienced through coaching is, in large measure, emotional (Day, 2010). Changes in behaviour are more likely when coaches adopt strategies to encourage the coachees to visualise ideal scenarios, share best practices or role play. In this way, the coachee briefly experiences what the desired outcome could feel and look like, making it more real (Day, 2010).

Coachees who experienced a combination of 360-degree feedback followed by coaching reported consistent improvements in behaviour (Ciolli, 2012). The behavioural shifts in coachee behaviour are improved capacity to deal with current and future issues Giglio, Diamante and Urban (1998 cited in Ciolli, 2012) and responsiveness to managing stress which results in greater levels of confidence in their role (Ciolli, 2012). This change in behaviour improves performance, resulting in improved career prospects benefiting both the employee and the organisation (Delpont, 2011). Coaching is about exposing hidden talents and abilities to expose potential of which the coachee may not have been aware, resulting in improved performance (Burdett, 1998). Coaching predominantly focuses on improving

performance (Ciolli, 2012). To understand what makes coaching different from other human intervention approaches, the next section covers characteristics of the coaching approach and process.

2.9 CHARACTERISTICS OF THE COACHING

The relationship between the coach and the coachee lies at the heart of a good coaching intervention (Botma, 2012). It is important for the coach to build a good relationship with the coachee from the outset. The focus of this relationship is on the coachee, his/her goals and aspirations (Botma, 2012). The relationship is based on the assumption that the coachee already has the answers, while the coach's role is to help the coachee find them for him/herself (Bond & Seneque, 2013).

The coach helps the coachee establish goals, hopes and ambitions (Botma, 2012). The coach therefore acts as a facilitator in the change the coachee seeks. The main role of the coach is to set up the circumstances and create the right environment to guide the coachee through a process to new self-insights (Ulrich, 2008). The coach acts as a sounding board and observer (Starr, 2008). Part of this process involves providing the coachee with feedback on what the coach detects whilst exploring the coachee's world during the coaching engagement. According to Starr (2008), the coach observes records and categorises the observations as a collection of behaviours. The feedback given is constructive, objective and not critical in order to maintain the safety and trust of the relationship (Starr, 2008).

Learning and development are best facilitated through the building of relationships where the employee gains a greater level of self-awareness through his/her interaction with others (Park et al., 2008). The coaching relationship is characterised by collaboration where the coach and coachee co-operate in the process of new learning for the coachee (Bond & Seneque, 2013). Establishing mutual understanding at the beginning of the coaching relationship characterises the nature of the relationship (Botma, 2012). The on-going quality of the coaching relationship depends on the rapport built between the coach and coachee based on the perceived level of trust that exists between them (Botma, 2012). Confidentiality is an important aspect of trust (Botma, 2012). The coachee must know and trust without doubt that what he/she shares will remain confidential if he/she is going to feel comfortable sharing sensitive information, especially information relating to the employer (Botma, 2012). The coach's professionalism and competency as well as his/her attitude towards the coachee are vital to building rapport (Park et al., 2008).

The purpose of the coaching relationship is to bring about a desired outcome or shift in behaviour. The coaching process involves helping the coachee address a particular issue within a specific setting as part of an on-going development relationship (Megginson & Clutterbuck, 2005). The objectives of each of the coaching engagements vary and may include improving the coachee's self-awareness, personal development, performance, problem solving or clarity on issues (Ciolli, 2012). The coach facilitates the process, leaving the coachee better equipped to deal with the issue that brought about the need for coaching in the first place (Grant, 2010). Successful coaching engagements achieve the objective sought by the coachee (Botma, 2012).

When coaching focuses on goal achievement and the process required to achieve that goal, the coachee is better equipped to act appropriately. Coaching facilitates the creation of new neural pathways, experienced as new ways of thinking, through which Schwartz and Begley (2002 cited in Ciolli, 2012), confirm the effect of coaching on the brain. After achieving the goal, the coachee may reflect on new insights as a result of new neural pathways that have been created. The coachee can then apply what he/she has learnt through reflection to achieve future goals (Ciolli, 2012).

Any intervention involving change requires a particular way of doing things, a process (Grant 2010). According to Haneberg (2006 cited in Botma, 2012), in coaching, this process is vital in achieving the desired outcome. The following generic coaching process provides some outlines of the steps involved in a coaching process.

2.10 COACHING PROCESS

Before coaching, either the coachee or the organisation initiates the coaching engagement (Ellinger, 2011). The coach establishes the relationship between coach and coachee, namely guidelines at the beginning of the coaching intervention. The guidelines include confidentiality issues, the coachee's appetite for coaching, the nature of the issue brought to the intervention by the coachee, and the objective or goals for the session or series of coaching sessions (Botma, 2012). These elements as well as logistics, costs and duration of sessions make up the initial contracting stage that precedes the coaching engagement (Starr 2008; Flaherty. 2010; Rostron 2009).

During coaching, each coach applies a dialogue process model, appropriate for the type of coaching required (Flaherty, 2010). The dialogue focuses on helping the coachee gain better clarity, new insights and perspectives on the issues he/she brings to the coaching. The objective of the coaching is to develop and build a clear action plan, such as goals and a clear path to obtaining these goals.

For action to take place, the coachee is now ready to do the work laid out in the action plan because of clarity around the required objectives (Botma, 2012; Flaherty, 2010). On-going review of the outcomes of actions taken in the action plan assists the coachee in achieving the objectives and goals (Botma, 2012; Flaherty, 2010). Achievement of the goal or objective concludes the coaching process. New goals may follow and this might result in a new coaching intervention (Botma, 2012; Flaherty, 2010; Rostron 2009).

What differentiates coaching in practice are the coaching skills required by the coach.

2.11 COACHING SKILLS

There are a variety of skills required to be a proficient coach. Haneberg (2006 cited in Botma, 2012) conducted a survey from which he distilled a list of skills. These were the capacity to listen, to ask the right questions at the right time, being curious, the capacity to motivate the client for change or action, and the capability to put aside his/her personal agenda as a coach. Other important far-reaching skills are communication capabilities, client motivation capabilities, self-management capacity and technical coaching ability of the coach (Botma, 2012; Flaherty, 2010; Rostron, 2009). Communication, intuition and adaptability are also essential skills required for coaching (Ciolli, 2012).

The communication, forming the basis of a coaching relationship is a dialogue including the exchange of ideas, thoughts, feelings and information (Park et al., 2008). This dialogue is characterised by mutual understanding of each party (Park et al., 2008). The quality of this dialogue depends on the skill level of the coach as he/she listens effectively listening and asks the appropriate questions. The coach must be able to listen to the coachee in a way allowing the coach to understand not only what the coachee is saying but also what he/she is not saying (Starr 2008). Starr (2008) further categorises listening into deep listening, active listening and using intuition to provide further insight. *Deep listening* includes listening for understanding on who the coachee is and what the coachee's desires are. This includes listening for what the coachee is not directly saying but implying. *Active listening* focuses on the discussion and includes reviewing and recording the facts. In using intuition, the coach uses his/her heightened sense of awareness and instincts, through the coaching conversation, to unlock problem areas not mentioned by the coachee. Often, in the course of the coaching dialogue, what lies at the root cause of the issue requiring resolution, does not get mentioned. The ability to listen in this way enables the coach to provide assistance and guidance unhindered by the limits of his/her conscious mind (Starr, 2008). The non-verbal messages of body language, tone and expression provide the coach with the necessary clues (Starr, 2008). The ability of the coach to ask the right question at the right time lies at the heart of a successful coaching conversation (Starr, 2008). The coach must

be able to ask suitable, simple and specific questions that encourage the coachee to explore the issue questioned in more detail (Starr, 2008). By expecting an answer to a well-directed question the coach encourages the coachee to engage his/her brain as he/she explores and thinks about the issue presented. This unlocks new areas and connections not previously made (Starr, 2008). The coachee builds his/her own picture based on his/her own, formulated, new ideas. This way, he/she gains a new perspective and 'feel' for the potential future (Ulrich, 2008).

Coaching intuition is needed in the organisational context, where the environment creates high levels of uncertainty, and where levels of emotional intensity and anxiety are high, coaching at the relational depth becomes critical (Day, 2010). This requires the coach to have a heightened awareness and understanding of the unconscious dynamics at play in groups. It is important for the coach to be aware how he/she may be influencing the coachee (Day, 2010).

Adaptability is vital, and the approach and style of coaching will vary depending on the needs of the client (Botma, 2012; Flaherty, 2010; Rostron, 2009). Good coaches can adapt their coaching to the circumstances they face in the coaching at that particular time (Botma, 2012; Flaherty, 2010; Rostron 2009). The coach's framework will allow him/her to stick to his/her core values as he/she adapts to the needs of the coachee (Botma, 2012).

Researchers have investigated how coaching is implemented in an organisational context (Botma 2012; Burdett 1998; Ciolli 2007; Day 2010; De Haan; Ellinger 2011; Grant 2010; Ladyshevsky 2009; Lyons 2000; Mc Dowell 2014; Park 2008; Taylor 2011). The two main approaches to implementing coaching are managers as coaches and external coaches. The purpose of including brief review on internal and external coaching is not necessarily to conclude either way, but to add context to the coaching intervention used for this research.

2.12 INTERNAL AND EXTERNAL COACHES

The argument for managers who have the necessary qualifications and abilities to coach their teams is compelling (Ladyshevsky 2009; McCarthy 2013; Park 2008). These managers will have the agility and ability to encourage and develop their employees in the normal course of their interaction (Ladyshevsky 2009; McCarthy 2013; Park 2008). The employees will therefore naturally be more positively disposed towards management and the organisation (Ciolli, 2012). The core managerial skills of open communication, team focus, valuing people over task and accepting the ambiguity of the working environment are also core-coaching skills, which each manager should practice in order to help employees improve performance (Ladyshevsky, 2010).

Any coaching done in the organisational context should include in the coaching programme elements such as the organisation's business objectives, mission, strategic intent, beliefs and values, this would require the coach to be familiar with them before embarking on the coaching (Burdett, 1998). Coaching must further support the organisational strategic objective (Bond & Seneque, 2013). Managers who operate as coaches help the employee sustain the appropriate environmental conditions, such as appropriate use of resources, progress toward objectives, feedback and guidance, which help the employee focus on maximising his/her performance (Muller & Edward, 2000). Using internal coaches who understand the organisation's strategic intent and inner workings has benefits when it comes to aligning employee development and organisational requirements (Delpont, 2011; Burdett, 1998). However, the use of managers as coaches also has limitations.

The manager's inclination towards coaching, his/her workload and available time, coaching skill and emotional intelligence are all factors that underpin the success of a manager in the role of manager as coach (Ladyshefsky, 2010). Many managers find the role of coach and manager too time-consuming and feeling too much like self-development (Lindbom, 2007). Managers are also often too busy to take on the coaching role (Ciolli, 2012). The nature of typical manager-subordinate interactions is characterised by a relationship of power where the staff member has relative little power compared to the manager. This inequality can leave the subordinate feeling vulnerable and less comfortable in trusting the impartiality and motives of management (Ladyshefsky, 2010). This discomfort limits the information employees are willing to share (Ladyshefsky, 2010). Ciolli (2012) asks whether it is at all possible for employees to feel confident enough to raise personal issues with their managers. Many managers see their direct reports as a means to furthering their own career (Graduate Recruiter, (2007). This does not create the ideal environment for establishing safety and rapport between manager and employee (Ciolli, 2012).

Management work tends to be less focused on people than it is on delivery and process or, as Rock and Donde (2008) put it, in leaders/managers managing the new generation with old management models. Most leaders are equipped to change processes and not people (Rock & Donde, 2008). Confidentiality and impartiality are two important ingredients at the heart of a successful coaching relationship (Ciolli, 2012). The nature of the power relationship of manager and subordinate makes it challenging for managers to create the perceived level of safety in the subordinate's mind necessary for an open and honest dialogue. This may be easier to achieve by employing the services of an external coach (McCarthy, 2013).

Using external coaches provides the objectivity often missing in the employee-manager relationship as coaching scenario (McCarthy, 2013). The content shared remains in the

confines of the coaching relationship (McCarthy, 2013). This provides the level of safety encouraging the employee to be completely open and honest (Ciolli, 2012). Coaching introduced as a corrective intervention promotes impartiality and therefore the conditions for open and honest dialogue where the defensiveness on the coachee's part may be minimised (Ciolli, 2012). The focus then becomes the coach's development rather than justifying or explaining the errant behaviour or performance (Travis & Lane, 2006).

Coachees sometimes wrestle with seemingly intractable issues (Ciolli, 2012). A suitably practised external coach can provide additional new perspectives from his/her experience to assist in resolving these difficult issues for the employee (Ciolli, 2012). In addition, Hall et al. (1999) state that external coaches are more objective, less likely to judge and can say the 'unspeakable'. Those from outside the company often have credibility based on external validity, they bring innovative ideas to the coaching experience, and they may be candid when insiders might temper their remarks (Ulrich, 2008).

Ultimately, organisations who intend to embark on a human intervention strategy centred on coaching will need to weigh up the benefits of insider knowledge, logistics and the cost considerations, of 'manager as coach' against the potential skill attainment, impartiality and new perspectives gained when employing external coaches (Ciolli, 2012).

In summary, the research literature seems to support the concept of coaching as an effective human intervention strategy to facilitate individual and team development within an organisation (Botma 2012; Burdett 1998; Ciolli 2007; Day 2010; De Haan; Ellinger 2011; Grant 2010; Ladyshevsky 2009; Lyons 2000; McDowell 2014; Park 2008; Taylor 2011). Coaching helps individuals develop their self-awareness, self-esteem and competency, which enables them to master the appropriate reactions to their environment and to improve their performance (Taylor 2011; Ulrich 2008; Park 2008). When this change happens at a leadership level, leaders are able to transform organisational behaviour (Bond & Seneque 2013). They simultaneously positively influence the subordinate employee experience and perceived organisational character (Bond & Seneque, 2013). In addition, this further enhances employee engagement.

2.13 CONCLUSION

Understanding complex human behaviour, especially in the context of the working environment, is difficult. The present research showed a strong correlation between organisational performance and levels of employee engagement. In spite of the high value of engaged employees in achieving organisational results, the indications are that employee engagement is rare (see 2.2.1). A lack of clear understanding of what employee

engagement is and how to achieve it compounds the issue (see 2.2). Research on the topic is still in its infancy, and new learning consisting of academic theory tested in the business environment is scarce.

This literature review further illustrated the difficulty leaders have in gaining access to understanding and translating into practical applications the latest research on employee engagement. By reviewing literature on employee engagement within the work context, a clearer picture of employee engagement as a concept emerges (see 2.3). By delineating the employee with his/her internal employee perspectives and resources and the external environmental organisational characteristics, a better understanding may be gained of how engaged employees behave and the factors influencing this behaviour from an employee and organisational perspective.

What emerges quite clearly is the significant role management and leadership play in influencing engagement levels in employees (see 2.4). The present research revealed a lack of a leadership development strategy (see 2.5), resulting in a shortage of leaders who have the skills to maximise the potential of the organisational workforce and create an environment where employees feel engaged.

The answer it would seem lies in finding a human intervention strategy that fits into the organisational context and which addresses the current shortcomings of employee development strategies employed by organisational leadership (see 2.5). Exploring the research literature on coaching revealed its unique approach in human development. The characteristics of the coaching relationship and coaching approach to people development, which centres on the coachee, his/her self-awareness and insights and explores his/her potential, may be the solution to address the current leadership void. To test this assumption, the present research aimed to see whether, by introducing coaching to a group of employees in an organisational context, coaching has any influence on the employee engagement levels of this group of employees after a coaching intervention. This research therefore contributes to the body of knowledge on employee engagement. The research methodology to explore this empirically will be discussed in the next chapter.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The main aim of this research was to investigate the influence coaching has on the phenomenon of employee engagement in a particular context. The literature review explored the current theory on employee engagement. This review highlighted some key themes, namely the link between employee engagement, organisation performance, employee characteristics and organisational perspectives. The influence of coaching on employee engagement was mentioned in some research but was not a core focus. The present research focused on the effect of coaching on employee engagement of a selected group of employees. This research aimed to provide a rationale for introducing coaching as a means to improve employee engagement.

The context chosen for the research was a service department in a motor dealership. The service department is responsible for servicing and repairing customers' vehicles throughout the customer's ownership life cycle. The subjects chosen for this research were the frontline staff of the service department. The responsibility of these personnel is the smooth customer–dealership interaction throughout the servicing and maintenance of his/her vehicle in the life cycle of the vehicle.

This chapter covers detail on the research method used in this study. Comments on the overall design, the selection of the population for sampling and the instruments used for collecting data are all covered in this chapter. The process of collecting data raised significant ethical issues, which were also considered. A description of the method used for analysing the collected data is also included. The chapter is concluded with comments on how the quality of the research was managed.

3.2 OVERALL DESIGN

A qualitative approach was undertaken in this exploratory case study (Babbie and Mouton, 2001) of how coaching influences employee engagement in a motor dealership. A group of employees from one workshop in a motor group was selected to participate in the research. Selected participants were working as frontline staff in the service department of the selected motor dealership.

Employee engagement was explored through what was 'observed' and 'discovered', based on transcripts of interviews conducted before the coaching intervention, coaching notes from two coaching sessions, and transcripts of an interview following the coaching intervention.

The research aimed to add to the body of knowledge on employee engagement by exploring the engagement levels of the selected group of employees prior to and after coaching. This research sought to understand 'engagement' from the perspective of the selected subjects and therefore lent itself to a qualitative approach, (Babbie and Mouton 2001).

The research aimed to understand engagement in the context of a service department within a dealership in a specific industry, using multiple methods of data collection, interviews and coaching notes. Babbie and Mouton (2001) recommend a case study approach for this type of research. The research did not seek to quantify or measure *engagement* as would be the case in a quantitative study (Babbie and Mouton 2001).

In the first meeting, the participants were interviewed using open-ended questions for between 30 and 50 minutes. The response data from the first set of interviews aimed to gain insight into the level of engagement of these participants before the coaching intervention. After this first interview they were coached. An external coach coached the participants in the study for two coaching sessions. The coach was not the researcher nor was he in the employ of the company. A second set of interviews conducted after completion of the second coaching session provided the balance of the response data for analysis. The researcher coded and analysed the data from transcripts. The notes from the coach were also reviewed. Based on this data the researcher intended to establish whether the coaching had any influence on the subjects' engagement levels. The research included a triangulation strategy (Babbie and Mouton, 2001) to enhance internal validity by using multiple sources of data, interviews and coaching notes and multiple investigators, i.e. the researcher and external coach (Merriam, 1997).

3.3 POPULATION SAMPLING

The research centred on solving the qualitative problem of what effect, if any coaching has on employee engagement. The objective of the study was not to answer questions about employee engagement. Therefore, according to Babbie and Mouton (2001), a non-probabilistic sampling strategy was appropriate. A typical purposeful non-probabilistic sample was selected.

The sample was purposeful in that a particular group of employees were selected, based on a number of variables consistent to their work roles. Frontline staff in a dealership deal with many stakeholders. These relationships are characterised either as subordinate to others

(management, customers and manufacturers), or reliant on others to fulfil their work role (parts supply, technical support). The service environment lacks the glamour of sales. Customer interaction is characterised by need to service or repair rather than desire to buy. At the same time, service departments must deliver on set productivity and revenue targets. In order to meet these targets, frontline staff in the workshop must offer top-class and efficient service to satisfy customers and manufacturers. To offer a consistently high service standard, staff rely on others over whom, for the most part, they have no authority. Failure in any of these objectives results in significant consequences for those responsible. This makes for a particularly stressful environment with maximum pressure for the employees who fill these roles. Once a customer has purchased a vehicle, the customer experience of dealership is largely influenced by the frontline staff on which this study focussed. This experience has a significant influence on the customer's decision to stay with the brand in future. This further exacerbates the pressure to deliver for frontline staff. Having engaged employees in this environment therefore becomes imperative for dealerships seeking to be competitive.

The purposeful sample selected for this research was typical because, in the experience of the researcher, these positions with the same pressures occur in other dealerships.

The sample of frontline service staff were:

- one service manager, one parts manager and a service foreman: These supervisors provided a link between all of the stakeholders of the service department as well as setting the tone and direction for many of the strategic objectives of the department;
- two service advisors and a service receptionist who, besides fulfilling other administration roles, have a key role to play in the communication cycle with the customer;
- one parts salesperson who provided a key link in parts supply and communication with technicians and frontline staff; and
- Two warranty clerks and a costing clerk who dealt directly with all stakeholders providing a key support function for the service department and other frontline staff.

A total number of 10 frontline staff therefore participated in the research. To avoid variables such as inexperience or unfamiliarity in the job affecting the research, participants had to have worked in the particular service department selected for more than a year.

Picking one dealership out of the five that had a service department eliminated the influence of variables such as number of franchises, differences in franchises serviced, geographic

and demographic differences, service department size and number of service employees. All the subjects worked in the same service environment.

Working with frontline service staff in the same dealership made sampling convenient. The size and business of the dealership also meant that the research created as little disruption as possible to the subjects or the business during interviews and coaching.

3.4 DATA COLLECTION INSTRUMENTS

There were three main sources of data collected. Semi-structured interviews were carried out before any coaching, the coach supplied notes from each of the coaching sessions and a semi-structured interview was carried out after the coaching had been completed.

3.4.1 Semi-structured interviews (before the coaching intervention)

The small size of the sample made interviews possible. The open-ended interview questions focused on the employees' work experience. The two broad areas explored were the work environment and the employees themselves.

The researcher interviewed participants before the coaching commenced (see Appendix 9 for the interview guide). Interviews lasted between 30 and 50 minutes. The venue chosen for the interviews was a boardroom in the dealership, situated away from the main retail and service areas. The venue was quiet and remained uninterrupted for the entire duration of the interviews. The participants and researcher arranged times that were mutually agreeable to both parties.

The questions focused on:

Employees

- The work role: particularly how they perceived their work role, and how much influence they had in re-designing their work role;
- The way they applied themselves to their work, how satisfied they were in the work they do, how meaningful they found their work, which personal resources they brought to their work; and
- How much fear or anxiety they felt at work.

Organisation

- The job itself and how well the employees felt they were suited to the work they did, the demand of the job, the resources that were available; and

- Organisational behaviour centred on communication, feedback to employees, workplace climate and leadership.

3.4.2 Coaching notes

An external coach was selected and appointed. The coach's brief was to coach employees on any work-related issues as well as applying the necessary ethical and confidentiality criteria as laid out in the ethical brief and research proposal. Coaching as a discipline was not the intended focus of the research, rather its influence on engagement. Therefore, no further brief was necessary. On the contrary, it was felt that the less the coaching approach was influenced the more reliable the data would be. The topic was coaching and its influence on engagement not a particular coaching approach and its influence on engagement. The selected coach had the necessary experience and skill required to fulfil the technical requirements of coaching in line with the research done on coaching in the literature review (see 2.9; 10; 11). Reviewing the coaching notes provided further insight into any potential influence the coaching may or may not have had.

The participants were coached twice. The planned duration of each coaching session was one hour. The coach used a solutions-focused approach to coaching the participants. The same coaching approach was used for each participant. The variable nature of the content resulted in some differences in the actual coaching questions. The venue was the boardroom in the franchise and we were able to close the door. This was convenient for the participant, the coach and the dealership. The approach is described in more detail in Appendix 3).

3.4.3 Semi-structured open interviews (after coaching)

The open-ended questions revisited the responses from the first interview. Questioning centred on any potential changes that might have occurred in the time between the two interviews specifically, but was not limited to issues discussed in the first interview.

Therefore, data collected for each participant were two sets of transcribed notes from the interviews, two sets of coaching notes of observation from the coach and one formulation sheet on the participant (see Appendix 10).

3.5 ETHICAL CONSIDERATIONS

Ethical considerations and the protection of the rights of participants were vitally important in planning and executing the research. These are described in detail the research methodology.

The researcher communicated the objectives and research process with all role players to ensure maximum transparency.

The researcher received a signed letter of approval from the divisional, regional and branch executive management.

The purpose of the research and the ethical considerations were clearly explained in the contracting process and stated in the informed consent form signed by each participant (see Appendix F). The rights of the participants to anonymity, confidentiality and the freedom to leave the programme were emphasised during the selection process and again at the signing of consent forms. The commitment and tools to exercise confidentiality and participants' anonymity were clearly demonstrated in the contracting process. The consent form, signed by each participant, made appropriate provision for exiting the programme.

The researcher and coach were sensitive to the revelation of unsolicited data. Where such information was not relevant to the research it was held as confidential and will only be revealed if required by law (Babbie and Mouton 2001), though this has not been required in the research.

Information obtained in connection with this study that could be linked to a participant remains confidential and will be disclosed only with the express permission of the participant or as required by law. Confidentiality and anonymity were maintained by the use of pseudonyms in reporting and by securing the files in which research data was stored.

No personal information was released to management, supervisors, participant's peers, or the university. Interviews were recorded and the participants were assured of their right to review tapes and transcripts. Only the researcher and – on request – the participants have access to these recordings and transcripts. On the completion of the research and according to university requirements, all recordings and transcripts will be erased. In the event of the study being published, details of participants and institutions will not appear in the research article. These arrangements were described and demonstrated to participants.

All transcripts were coded to ensure anonymity. The researcher contracted in writing with each individual participant on issues of anonymity to ensure maximum safety for participants. The comfort provided by the guarantee of anonymity reduced the risk of losing participants during the research. In addition to anonymity, participants were shown how their data was kept in a secure place, protected from unauthorised access. The researcher and the coach contracted these points of confidentiality in each session with participants.

A suitably qualified, external coach was selected to avoid any conflict of interest. All participants received coaching from this coach. Normal contracting between coach and

coachee included confidentiality agreements. Because the researcher was a senior executive of the organisation in which the research was carried out, the research was conducted in a different division reporting to a different senior executive holding the same rank as the researcher. All data was stored on the researcher's computer and will only be accessible to the researcher. Data is password protected.

3.6 DATA ANALYSIS

In the preparation phase for data analysis, the researcher explored employee engagement to create a framework against which the response data from the interviews could be coded. A literature review on employee engagement included reading peer-reviewed articles and research articles and creating categories and sub-categories on the phenomenon of employee engagement.

The ATLAS.ti qualitative data analysis programme was used to categorise engagement and coaching indicators. Indicators for engagement and coaching were grouped into themes in a framework. The resultant table of engagement characteristics formed the template into which the response data from the interviews was organised (see Appendices 1, 2, 8 and 9).

Content analysis consisted of response data preparation, data identification and categorising data into the framework defined from the literature review (Reid 1992 cited in Merriam 1998). This process constituted the coding of the response data (Henning, Van Rensburg and Smit 2004).

The data was prepared for analysis by transcribing the interviews and organising the transcribed response data into the categorising framework in an Excel spread sheet. A separate sheet was created for each participant.

The table of coded engagement categories was included as a sheet for each participant into the same Excel file.

In the data identification phase, the participants comments in the transcripts were highlighted as either indicating engagement (green) or the antithesis of engagement, non-engagement (yellow) (see Appendices 6 and 7). The comments were then collated under the relevant categories in the employee engagement table for both the interviews before and after coaching for each participant in the relevant participant sheet (see Appendices 1, 2 8 and 9).

This process describes what Dey (1993 cited in Henning, 2004) refers to as "a process of resolving data into its constituent components to reveal its characteristic elements and structures". The coded response data provided information about the engagement or non-engagement characteristics of the participant responses. These responses alluded to the

state of participant engagement before and after coaching, two of the objectives of the research.

The aim of this research was to understand the influence coaching has on employee engagement in service employees of a motor dealership. To gain a better insight into the coaching influence, the response data, coded according to similar topics and concepts relating to the engagement categories identified from the literature review, needed to be analysed in conjunction with the coaching notes for triangulation. The coaching notes were coded to see which information overlapped with the interview response data. Coaching-inspired responses, actions and processes (marked in grey in Appendix 3) provided insight into what in the coaching might have prompted the change. See Appendix 3 for a comparison of this information to the coaching theory gleaned from the literature review on coaching, which helped provide some conclusive insights as to what in the coaching might have facilitated the change. In textbox 1, the examples show a participant response after coaching and the reasons for the change are expressed together with an excerpt from the coach's notes for the same person (see Appendices 3, 6 and 9). All participant responses are reproduced verbatim.

Textbox 1: Example of triangulation: coach and coachee

Coachee	Mostly my frustration, is my admin, because it takes a lot of my day ... I
[Martha before coaching]	get frustrated when the customer has to stand and wait because we are understaffed ... we want to grow but at the moment we can't, because me and Gerry, we can only do that much ...
[Martha after coaching]	The way that coach was talking actually made me starting to think different about everything ... It is just all the questions that he had asked ... It really opened up my eyes ... It is really in a way changed me as a person ... Coaching has changed my personality or the way I am working with all the people ...

3.7 ENSURING QUALITY

Triangulation was the predominant method used to enhance internal validity. The interviewer and the coach provided different perspectives. And there were different sources of data; The interview transcripts, the transcriber's comments and coaches notes were used to validate the data (see Appendices 3, 11 and 12). This is consistent with the view of Foreman (1948 cited in Merriam, 1997) who recommends using outside investigators. In this study, the external coach worked independently with each of the participants, without the

knowledge of the content of the comments made in any of the interviews. Coaching notes were only reviewed at the writing-up stage long after the fieldwork had been completed. In spite of the independent nature of the coaching intervention, coaching notes revealed a high level of consistency between issues discussed in the first interview before coaching, the issues coached on and the resolutions commented on in the second interview after coaching (see Appendices 3, 6 and 7). Given time and logistical constraints, member checks were deemed not to be practical. Long-term observation was also not a viable option for determining internal validity, given the period limitations consistent with a case study, as was the chosen design for this study. In textbox 2, an example of participant Mary's response before coaching, the coach's notes from the two coaching sessions and the response in the second interview after coaching indicating triangulation, are presented.

Textbox 2: Example of triangulation: coach and coachee

Coachee [Mary's response in the first interview]	They have to work with me not ignoring their calls ... They have to do their part ... No one return their calls ... I feel bad not like I belong ... Management should encourage employees to carry their phones
Coach [Coaching notes Session one Mary]	The big issue for Mary is that customers speak with her and if she cannot find the person they are trying to reach then she leaves a message with them. These people then do not call the customer back.
Coach [Coaching notes Session two Mary]	Follow-ups are better – Luke is following up with sales advisors – she is pushing this more each day but some of them are not returning calls – especially when they have unresolved issues on which they have no report.
Coachee [Mary's comment in the second interview]	Make the job more well and how to handle things, especially on the service side ... Following up people now ... I feel so encouraged in taking the initiative with my responsibility in dealing with people ...

3.8 SUMMARY

A case study research was the most appropriate approach for this research, given that the focus of study was one group of a limited number (10) of specific participants (frontline service employees) in a specific context (one dealership). The aim of the study was to

establish the influence coaching had on this group of employees. The specificity of the research setting, the sample group and the sample group size imply that the data may not be generalised to a larger population. The findings can provide insights as to the potential influence coaching has in an organisational context. The main findings for this study are set out in Chapter four where the engagement state shifts in participants are analysed in conjunction with coaching data derived from coaching notes to establish the link between coaching and employee engagement of the participants. Chapter five summarises the influence that coaching has on employee engagement and the implications for practice and provides recommendations.

CHAPTER 4

RESULTS

4.1 INTRODUCTION

The aim of this research was to establish what, if any, relationship exists between employee engagement and coaching. A group of ten frontline service employees were selected, interviewed before coaching, coached twice and interviewed a second time after coaching. Reviewing literature on employee engagement revealed employee and organisational characteristics that influence engagement in employees. The responses from both interviews were organised according to these employee engagement characteristics delineated for employee and organisational engagement. In this chapter, the participants are given pseudonyms (Mathew, Mark, Mary, Martha, Lydia, Paul, James, Simon, Andrew and Philip). These pseudonyms are used to identify the source of quotes. The responses for this sample group provided evidence of the engagement states before and after coaching. Any changes revealed in the second interview when compared with the interviews before coaching, could be evidence of a change in the engagement state of the sample group. An analysis of coaching notes and the literature on coaching might provide explanations of the changes identified in the respondents and may reveal the influence coaching may have had to bring about the change in the engagement state of this group of employees.

The findings are presented as engagement states before and after coaching, followed by the shifts in organisational non-engagement response data after coaching.

4.2 ENGAGEMENT STATE (BEFORE COACHING)

The engagement characteristics derived from the literature fell into two broad categories, namely the employee and the organisation. The responses in the interviews before coaching revealed participants' perceptions of their behaviour and internal perspectives and their experience of the organisational characteristics. The initial impression of the participant's engagement state before coaching from the interviewer and coach perspective conclude the section on the findings.

4.2.1 Employee: external observable behaviour

The way that employees approach their work is an external, observable indicator of their commitment towards their work and their colleagues. The external signs of engagement described in the literature were grouped in this study to incorporate perceptions about employees' work performance, attitude, self-development and job crafting. Halbesleben et al. (2009) say that work attitude of engaged employees is reflected in how they describe their feelings about their work and the people with whom they work. Participants in the study (Mary, Martha, Mark, James and Phillip) mentioned the importance of being punctual and professional, efficient, working independently, and working hard, giving customer service and communicating effectively, as some examples of external behaviour showing engagement. The comments from this research confirm the finding of Rich et al. (2010) who say that engaged employees immerse themselves in their work, and their working behaviour is characterised by high levels of personal energy involving all their faculties. Other comments from the study illustrate this point further:

Customer service top priority ... (Simon)

I am trying to create a mutually beneficial solution by communicating with the staff member. (Paul)

Some participants in the study displayed a willingness to do more than is expected of them. These employees willingly took on different types of work, going beyond their expected tasks, as reflected on by Rich et al. (2010), who said such employees regard taking on extra work as contributing to their own development and work performance. Examples of this work behaviour are reflected in these two comments from the study:

I do the banking and sometimes I go and pick up clients and drop off clients. (Mark)

Helping where I can ... People go on leave; I do their job that is how I learn. (Simon)

Sonnentag (2003) refers to the external behavioural characteristic of self-development as employees who show a willingness to use their initiative, commit to developing themselves and are prepared to learn from the work they do. Some participants in this study (Andrew, Simon and Matthew), showed a willingness to grow, develop and do what is necessary to make their work easier and for them to be more effective, starting as technicians, cleaners and drivers and growing into their current positions. As Bakker et al. (2011) put it, they designed their work environment and mobilised their job resources to further themselves.

Other responses revealed perceptions that were the antithesis of the engagement characteristics or non-engagement behaviours, such as preferring to work independently of

the team they are part of and not seeing how others, or they themselves, can make a contribution to improving their working environment. (James, Andrew and Phillip)

4.2.2 Employee: internal employee perspectives

According to Kahn (1990), psychological meaningfulness, psychological availability and psychological safety are internal psychological conditions that contribute to engagement. By analysing the comments from participants in the study before coaching, the research hoped to establish the psychological perspectives of the participants to gain some insight into their psychological engagement state.

Meaningful work as described in the literature shows that when staff believe their work is meaningful they display the following: motivation and personal growth, empowerment and involvement (Shuck, 2011). Participants Paul, Martha and Mary respectively mentioned, “I feel like the king of my domain”, “my work means a lot to me”, “to think that I actually play a big part in the company”, reflecting high levels of motivation and involvement with their work. Participants who found their work meaningful behaved consistently with the findings of Bakker et al. (2011), who say that their employees remained enthusiastic and dedicated even when their tasks were demanding. This is reflected in the attitudes of some the comments from participants below;

Because when you have frustrations, you learn better ... A problem can be fixed ... When there is pressure on me, I will overcome ... I am a fighter. (Matthew)

I believe I can do better Whatever challenge I get, I would just go for it ... If the opportunity is there, I will just grab it. (Lydia)

In this study, the indicators describing psychological availability are taken from the work of Kahn (1990) and May et al. (2004) as the individual resources engaged employees bring to their role. According to Kahn (1990) and May et al. (2004), these resources encompass attributes such as active use of emotions and thoughts, optimism, self-esteem, efficacy, being psychologically present and being attentive and pro-active. Respondents' quotes include statements such as:

Challenges which excite (Paul), make myself happy (Andrew), have a positive attitude (Mary), I will overcome (Phillip), I would just go for it (Simon), I can do better (Matthew), emphasise the energy, mental resilience and spirit of these participants whilst working, persevering even when faced with difficulties.

Vigour is associated with energy related to mental strength and personal will, as illustrated by the participant responses in the previous paragraph (Coetzer and Rothmann 2007). The positive mental and emotional engagement states described by (Coetzer and Rothmann

2007) as dedication characterised by significance, pride, enthusiasm and inspiration, are evident in the following participant responses.

I love my work... I am excited ... We will always try our best our ability even when the pressure is heavy... I have passion for what I do. (Paul)

I am not a time watcher I stay till the job is done. (Phillip)

An important ingredient for employees' engagements states was their feeling of safety, as Kahn (1990) and May et al. (2004) put it, in other words, how safe they perceived the working environment to be. Participants expressed feelings of comfort and security, not being scared to confront issues with management or to deal with customers (Mary, Mark, James and Paul). They felt safe and comfortable to present themselves as they were, without fear of ridicule (as noted by Shuck et al., 2013) or jeopardy to their status or career (Kahn 1990).

Some participants' psychological perspectives, including attitudes, emotions and perception, were not consistent with engagement. These participants seemed to lack the confidence and drive to take action. They also expressed safety concerns linked to their employment (Phillip and Matthew). Further comments also illustrate this non-engagement:

Sometimes I feel fear when there is too little work coming in. (Andrew)

Disciplinary action in the past makes me feel insecure in my work role. (Phillip)

The behaviour and perspectives of these participants were contextualised in the organisational context where they worked. The workshop environment and accepted behaviour at the dealership could have influenced these participants' behaviour, engagement and therefore performance. To gain further insight into the engagement state for this group, the participants' comments relating to how they experienced the organisation, in this case the dealership, had to be analysed as well. The organisation–employee job fit included the employee's suitability for the job, described as job fit, the resources provided by the organisation to help do the work, and the demands of the work itself.

4.3 EMPLOYEE DESIGN (JOB FIT)

The job–employee fit refers to how the employee relates to and is suited to the work he/she does (Edwards 2008). Employee suitability or 'fit' refers to how appropriate the employee is for the job, based on qualifications, experience and skill level (Bakker et al., 2011). Engagement responses on job fit were limited and predominantly reflected the participants' perceptions on their own personal attributes, emphasising their suitability for their current work role (Paul and Martha). Some participant responses included expressing concerns

about limits in skill for the role they were fulfilling and frustration because of a lack of perceived potential for growth in their current job:

Not sure if I am suited or not suited for the role ... trained as a mechanic not a technician. (Andrew)

Doing a receptionist job for two year with a BCom ... I want to learn more ... I don't want to sit at reception for the rest of my life. (Mary)

According to Shuck (2011), in addition to the characteristics of the job itself, the employee must also be certain that the required tools to do his/her job are provided in order to feel committed to his/her work.

4.4 JOB RESOURCES

Job resources provided by organisations, which are deemed to enhance engagement, are training, development, materials and equipment. According to Coetzer and Rothmann (2007), employee engagement levels are higher where employees can improve their knowledge and job-related skills and be more competent in the work they do. Training and personal development were identified as important contributing elements in promoting improved performance in those participants who responded positively to job resources and their effect on their work environment (Martha, Andrew, Mary, Simon and James). Some participants responded by admitting that they have the necessary tools to facilitate their job function better (Paul and Phillip). According to Leiter et al. (2010), training, systems and support are key ingredients in helping employees perform to their potential. A lack of training and development opportunities, system issues and resource shortages were contributing to a non-engaged state for some participants. (Paul, Mary, Matthew and Lydia). Some examples illustrate their experiences:

I did not get training for this job ... not been on foreman training ... the electronics is a bit advanced. (Andrew)

Could do with more money. (Phillip)

The final organisational design (job fit) element was the perceived effect of the job demands on the employees' perceived engagement state. The work itself demands a physical and mental effort from the employee and together with organisational factors makes up the job demands (Schaufeli and Bakker 2004). The participants' perception of their work and levels of engagements were influenced by the nature of the work and the organisational context of that work.

4.5 JOB DEMANDS

The job demands and organisational components of a job require of the employee to think and apply him/her proportionately and to interact appropriately with others to ensure the work is carried out at the required standard (Schaufeli and Bakker 2004). Participants' responses included performance outcome, competence in the role (Paul, Lydia and Andrew), support from colleagues (Mary, Martha), potential for growth (Mark) and environmental conditions (James) as job-related factors that affected their engagement state. Further examples from participants are:

In the sense that there are nice people to work with ... I do get motivated by customers and some people around me ... It is great. (Simon) [This indicates: *Support from colleagues*]

That is exciting me, just to interact with new people, new challenges ... I am getting to interact with more people. (James) [This indicates *Environmental work conditions*]

The response from one participant in particular was consistent with employee engagement states as described by Roberts and Davenport (2002) because even though Mark regarded his work as challenging, he still felt he had the choice to carry his work out in a way that would help him to be effective.

I enjoy this job, because there is actually room to grow ... I enjoy helping people ... The people I work with, are also quite interesting ... Chatting with the different people. (Mark)

A number of negative job-related issues, more extensive than those expressed for job engagement characteristics were recorded. Adjectives describing participants' emotions during the interview before coaching were anxiety, pressure, confused, stressed, worried, frustrated, and mixed-up feelings, upset and emotional. The anxiety and stress factors of work volume, time pressures, lack of support from work colleagues and the shortages of resources were the main influences contributing to negative emotions in participants' responses (Mary, Simon, Matthew, Lydia and James). Some examples illustrating the point further are listed below:

Down days come when you miss your daily target, anxiety ... threats from customer leave me feeling anxious ... Anxious about reaching daily target. (Paul)

... get tired, don't get to what you actually set your mind on ... they are not interested to know how to solve the problem ... Some days too little work, other days totally overbooked. (Andrew)

Some participants expressed both engaged and non-engaged job-related responses. This supports the view that the participants in this research showed a mixed engagement state. In spite of job-related frustrations, emitting strong feelings, some participants were still able

to reflect on positive emotions when relating to work experiences in the same work environment. In addition to the organisational structural characteristics that affect engagement, organisational behavioural characteristics were also identified as having an influence on the engagement states of employees. To gain a comprehensive picture of the engagement state of this participant group, the participants were asked to comment on their experience of the organisation.

The behavioural characteristics of communication characterised by feedback and sharing and recognition formed the basis for assessing organisational communication behaviour related to engagement.

4.6 ORGANISATIONAL BEHAVIOUR: COMMUNICATION (FEEDBACK AND SHARING)

The communication that participants referred to related to how they perceived the dealership to communicate with its employees (Paul and Mary). Electronic communication, notice boards and bulletins were the predominant communication mediums mentioned. Saks (2006) refers to communication as being necessary for providing clarity and transparency, which are necessary elements for building trust and essential elements for creating environmental conditions that enhance work engagement levels. One-on-one discussions as well as daily and monthly management meetings seemed to be the preferred method of providing feedback on work performance and dealership issues (Paul, Martha, Andrew, Lydia and Matthew). This supports the approach that Wagner & Harter (2006) and Welch & Jackson, (2007 cited in Mishra et al., 2014) refer to on the role of internal communication by managers in promoting employee engagement. This may also explain why some participants had positive experiences from engaging with management and getting feedback from them (Mark and Mary).

Other examples illustrating this experience are:

He talks to me When he goes to a meeting, he comes back and he gives his guys feedback, what the meeting is all about. (Matthew)

I get all my feedback from the accountant, and other managers ... At the moment I don't really lack any information from higher up ... management meetings help us ... I learn a little bit more about the other departments and they learn more about us. (Martha)

A number of negative responses highlighting a lack of qualitative feedback were also recorded. These were more extensive than those relating to a positive feedback experience. The negative responses related to a lack of feedback from management explaining and illuminating to participants what is expected of them as described by Harter et al, (2009) as

being necessary for employees to feel engaged in their work (Mary and Andrew). This point is further highlighted by the following example:

From management side, I would like to know what you think about me. (Mary)

Other negative responses highlighted a lack of two-way communication characterised by management behaviour encouraging employee feedback and listening to their responses, which could improve the quality of decision-making (Mary and Mark) (Mishra et al., 2014). Examples of this perception included:

I do not feel that management listens to my concerns. (Lydia)

Feedback meetings are infrequent ... Infrequent one on ones with my manager or company. (Andrew)

Lastly, some of the negative responses relating to communication and feedback from participants referred to insufficient levels of communication associated with organisational goals and objectives. This resulted in a reduced sense of ownership and alignment with the organisational goals (Mishra et al., 2014), highlighted in the following response from the study:

Don't get any information on organisational performance objectives for the month. (Mary)

4.7 ORGANISATIONAL BEHAVIOUR: COMMUNICATION (REWARDS AND RECOGNITION)

Rewards and recognition comprise another positive form of feedback that communicates to employees that the leadership of the organisation values them (Brown and Leigh 1996). In the present study, the management of the dealership recognised its employees for good work by communicating verbally and in writing and through organised events where individual participants were recognised corporately (Paul, Phillip, and Lydia). Examples from the study included:

I must say, for the first time in my job, I actually get told, you are doing really good ... It is just the little bit of recognition that I get, that I appreciate. (James)

We do get recognised for good work ... At times a customer will send an e-mail to management, 'thanks for your staff' ... They give us thumbs up ...It makes one proud ...It feels like you have been recognised ... It is a good feeling. (Simon)

Some participants did not believe they received any recognition in the form of compliments, appreciation shown or gratitude for the work they did. (Paul, Andrew, Mark and Matthew). Other comments included:

There is no recognition for good work ... I am not recognised by managers. (Mary)

That in all of these years and all of these managers, who was here, they did nothing ... Not a word of appreciation. (James)

Participants recounted both positive and negative experiences related to receiving feedback and recognition in the same dealership interacting with the same leadership. This could suggest that management feedback and behaviour related to feedback and recognition were either inconsistent or perceived differently by participants or a combination of the two. The lack of consistency in feedback and positivity created by not recognising good work has resulted in these participants experiencing negative perception around the organisation's behaviour resulting in them feeling disengaged. This would suggest that, for these participants, the conditions as described by Mishra et al. (2014) for creating an environment where they felt a close association with the dealership, which nurtured a relationship of mutual purpose and a bond of trust between them have been met entirely.

Organisational behaviour is characterised not only by how the organisation communicates but also by how employees feel the organisation trusts, cares and supports them and the quality of the relationships they experience as feeling safe and secure in those relationships (Kahn 1990; Landman 2012).

4.8 ORGANISATIONAL BEHAVIOUR (TRUST, CARE AND SUPPORT)

A number of participants (Paul, Mark and Lydia) said they experienced the kind of management support that Saks (2006) refers to, which led to them making extra effort and being more engaged (Mishra et al., 2014). Other participants experienced the care and support from colleagues and other departments described by Kahn (1990) as supportive and trusting, creating the conditions where they felt they could fully engage with their work role (Mark). This experience is best illustrated by the response below:

Parts and workshop work together, which makes me feel that I am also part of it now actually... including the mechanics ... All of them make my work easier ... Company will stand by me ... I also have the help of my technicians ... If I get stuck then he helps me Sometimes he gets stuck and then I help him ... If I do struggle, my other help is also my importers I always have someone that I can rely on and ask for help ... There are certain people in the company that I can go to. (Martha)

Some participants expressed the view that management did not support their decisions or did not assist them in their work, thus preventing them from optimising their work role (Simon, Lydia and James). The behaviour of management in this situation is unlike the optimal behaviour for creating a trusting environment essential for employee engagement

(Bakker 2011; Coetzer 2007; Chong 2007; Halbesleben 2011 Harter 2009) (Bakker. According to Kahn (1990), this trust requires management to support the employees adequately allowing them to fully invest their energies in their work roles. Inconsistency, unfair management practices, lack of support from colleagues and questionable integrity by some managers were cited in negative responses from participants, reflecting organisational behaviour as lacking in trust, care and support (Andrew, Mark, Simon, Lydia and James). The following responses further illustrate this point:

They have to work with me not ignoring their calls ... They have to do their part ... No one return their calls ... Management should encourage employees to carry their phones. (Mary)

Unethical behaviour breaks trust ... I do not trust that my colleagues are competent ... I don't believe what my managers tells me about my worth ... Colleagues do not complete the information or do the work properly ... Colleagues are often too busy to help. (Phillip)

Finally to gain a complete picture of the engagement state of this participant group, the levels of perceived safety, identified in the literature as an important element for creating or retarding employee engagement (Xu and Thomas 2010), had to be established.

4.9 ORGANISATIONAL BEHAVIOUR (RELATIONSHIPS AND SAFETY)

Some employees felt they could approach management with issues, feeling comfortable to discuss problems supporting the view expressed by Xu and Thomas (2014) that they could maximise the quality of their working relationships by dealing with issues without fear of reprisals (Matthew). An example supporting this view was:

We work so closely together, if I have any problems, I can always ask him. (Martha)

The point expressed by Xu and Thomas (2014), namely that employees are more likely to make meaningful connections with others and therefore become more engaged in their work if they both feel free and safe to express their emotions at work is best illustrated by the participant's response below:

He gives pep talks ... He has got the way to do it ... He finds a way to make you feel good and you want to try ... It is his style, personality, his way, approach ... It is great that you know it is someone you can really turn to, who is actually going to listen to you and makes you see to solve the problem. (Matthew, describing senior manager's behaviour)

The contrasting comments of some participants point to environmental conditions such as the economic environment, errors by colleagues that reflect badly on the participant's performance, unfair management practices that condone underperformance by some

employees and insecurity as a result of a lack of performance feedback as some of the reasons why these participants feel unsafe (Paul, Mary, Phillip, Mark, Matthew and Lydia).

The responses from participants in the interview before coaching indicate a variety of both positive and negative perceptions linked to the employee work performance, employee emotions, attitude and thoughts, the work itself and organisational behaviour. There is no clear indication that employees are in either a fully engaged or a non-engaged state. Reviewing the qualitative response data in a table illustrates this point. See Table 4.1 below, depicting both positive and negative responses from participants of their perception on employee and organisational engagement characteristics before coaching.

Table 4.1 Engagement and non-engagement characteristic responses before coaching

Participants	Employee (7 categories of characteristics: work-application, job-crafting, vigour, dedication, absorption, safety, meaningfulness)				Organisational (11 categories of characteristics: job employee fit, tools, training and development, physical, psychological, organisational job demands, communication feedback, recognition and rewards, trust care and support, relationships)			
	Engagement		Non-engagement		Engagement		Non-engagement	
	n	%	n	%	n	%	N	%
Matthew	4	57%	1	14%	1	9%	6	55%
Mark	5	71%	0	0%	8	73%	10	91%
Mary	6	86%	2	29%	3	27%	10	91%
Martha	6	86%	2	29%	7	64%	7	64%
Lydia	5	71%	3	43%	6	55%	8	73%
Paul	6	86%	0	0%	8	73%	8	73%
James	3	43%	1	14%	3	27%	8	73%
Simon	5	71%	2	29%	5	45%	7	64%
Andrew	3	43%	3	43%	5	45%	9	82%
Phillip	4	57%	5	71%	6	55%	8	73%
TOTAL		67%		27%		47%		74%

Other engagement data patterns that emerged when looking at the data show that the organisational non-engagement responses were higher than employee non-engagement, engagement and organisational engagement responses. These findings may indicate that at this stage, employees perceived the negative organisational characteristics as having a greater influence on their engagement state than their own perspectives or the positive organisational characteristics.

To conclude this section of data analysis before coaching, the initial engagement impressions of the coach and interviewers were rated and are included in Table 4.2

4.10 INITIAL ENGAGEMENT IMPRESSION RATINGS BEFORE COACHING

The interviewer and coach rated their impressions of each participant's engagement levels based on observations such as levels of enthusiasm, body language, expression and energy displayed during the interviews and coaching sessions. The rating scale 'high' indicated that the participant seemed to be highly engaged, enthusiastic, energetic, positive, 'glass half-full', expressions open, and body language animated. Interviewer and coach were encouraged by the positivity of participants in the interview and coaching session. 'Medium' indicated that the participant seemed more engaged than disengaged but less than the highly engaged participant, energy levels were subdued at times and body language varied from being animated to reserved. Interviewer and coach were left feeling neutral. A 'low' rating indicated that the participant was more disengaged than engaged, energy levels were mostly subdued, the participant leaned to negative, and 'glass half-empty', body language was defensive and guarded. Interviewer and coach were left feeling concerned and unconvinced.

This rating was included as part of the data to see if there was any relationship between the participant's visible outward impressions of engagement and his/her engagement state as depicted by his/her responses before and after coaching. Table 4.2 below shows the coach and interviewers, engagement impression rating for all participants in the first interview and first coaching session.

The coach and interviewer's initial impression of each participant's engagement state, showed high, medium and low engagement impressions. The scale therefore seemed to support the view that the participants were neither in a completely engaged or disengaged state.

Table 4.2 Coach–interviewer engagement impression rating before coaching

Participant	ENGAGEMENT IMPRESSION SCALE COACHING SESSION 1 INTERVIEW 1	
	COACH	INTERVIEWER
Matthew	Highly engaged (H), energetic. Positive, open, animated, coach interviewer encouraged	Highly engaged (H), energetic. Positive, open, animated, coach interviewer encouraged
Mark	More non-engaged than disengaged (L), subdued energy levels, leaning to negative, body language defensive, interviewer coach concerned	More engaged than disengaged but not as high as highly engaged (M), energy levels variable reserved to animated, coach interviewer left feeling unconvinced
Mary	Highly engaged (H), energetic. Positive, open, animated, coach interviewer encouraged	More engaged than disengaged but not as high as highly engaged (M), energy levels variable reserved to animated, coach interviewer left feeling unconvinced
Martha	Highly engaged (H), energetic. Positive, open, animated, coach interviewer encouraged	Highly engaged (H), energetic. Positive, open, animated, coach interviewer encouraged
Lydia	More engaged than disengaged but not as high as highly engaged (M), energy levels variable reserved to animated, coach interviewer left feeling unconvinced	More engaged than disengaged but not as high as highly engaged (M), energy levels variable reserved to animated, coach interviewer left feeling unconvinced
Paul	More engaged than disengaged but not as high as highly engaged (M), energy levels variable reserved to animated, coach interviewer left feeling unconvinced	More engaged than disengaged but not as high as highly engaged (M), energy levels variable reserved to animated, coach interviewer left feeling unconvinced
James	Highly engaged (H), energetic. Positive, open, animated, coach interviewer encouraged	More non-engaged than disengaged (L), subdued energy levels, leaning to negative, body language defensive, interviewer coach concerned
Simon	More engaged than disengaged but not as high as highly engaged (M), energy levels variable reserved to animated, coach interviewer left feeling unconvinced	More engaged than disengaged but not as high as highly engaged (M), energy levels variable reserved to animated, coach interviewer left feeling unconvinced
Andrew	More non-engaged than disengaged (L), subdued energy levels, leaning to negative, body language defensive, interviewer coach concerned	More non-engaged than disengaged (L), subdued energy levels, leaning to negative, body language defensive, interviewer coach concerned
Phillip	More non-engaged than disengaged (L), subdued energy levels, leaning to negative, body language defensive, interviewer coach concerned	More non-engaged than disengaged (L), subdued energy levels, leaning to negative, body language defensive, interviewer coach concerned

At this stage of the study, the initial engagement impressions seemed to indicate a high level of consistency with the findings of the detailed response data, but differences were observed. The scale was however found not to be a reliable indicator of engagement states given that participants who were perceived as being engaged still responded negatively to engagement characteristics and participants who were perceived as having a low engagement rating responded positively to engagement characteristics. Of interest to the researcher, the ratings of the interviewer and coach showed a high correlation, with seven of the ten participants giving the same engagement impression for both the coach and the interviewer.

In the next section, an analysis of the engagement data for the same employee and organisational engagement characteristics after a coaching intervention to establish whether there were any changes in the engagement states as expressed in the participant responses in the second interviews is reported. This data was reviewed in conjunction with the comments from the coaching notes and literature on coaching. The aim was to establish whether any changes in perceived engagement state of participants after coaching could be attributed to the coaching and if so, why.

4.11 ENGAGEMENT STATE AFTER COACHING

Interviews conducted with participants after the coaching intervention provided the following observations:

4.11.1 Employee: external observable behaviour shift

The most obvious change in work-related behaviour as reflected by participants after coaching was improved communication. A common theme emerging in the analysis of

responses was improved communication between management and subordinates, managers with each other and employees with each other (Paul, Martha and Lydia).

I started more of a communication ... Everyone knows what is going on ... What happens now, is I go to them one on one myself with the foreman and the technician There has been a change. (Paul)

I have been talking to C and J ... I will definitely go to them if they do not come to me. (Martha)

Megginson and Clutterbuck (2005) describe the purpose of a coaching relationship as a change in behaviour, in this case, improving communication levels. By addressing the issue of communication challenges with certain managers and subordinates, they could discuss and explore better ways to engage with each other.

In addition to the improved communication, managers and supervisors participating in the group said they were getting more involved with their subordinates assisting them in addressing various issues (Paul, Martha and Andrew). The direct reports to these managers and supervisors were in turn also taking the initiative to address certain issues directly with their management and fellow colleagues.

I following up on people now ... I feel so encouraged in taking the initiative with my responsibility in dealing with people. (Mary) (Employee with colleagues)

I asked questions how to go further and I got a lot of answers. (Matthew) (Employee with management)

The specific objective of each individual coaching engagement was dependent on the issues brought to the session by the person being coached. The needs identified included addressing problems like relationship challenges with direct reports (Paul and Martha), a lack of support from colleagues (Mary), career-related questions (Matthew and Mary), and performance issues (Andrew). Botma (2012) expresses the view that the coach helps the coachee see the situation differently, by being more objective and aware of issues possibly contributing to the participant's current circumstances. The coach then engages with the coachee to find different ways of approaching the situation, changing the ways the participants do things, and leaving the coachee better equipped to deal with similar situations in future.

The coach in this study used a solutions-focused method to encourage participants to choose an alternative, more positive perspective on the resources they already had to deal with the issue they discussed. The coaching encouraged the participants to reflect actively on solutions, rather than just the problem they faced. Day (2010) suggests that changes in

behaviour are more likely when the coach encourages the coachee to visualise the ideal scenario, reflect on the tried and tested method, and imagine new ways of doing things. The coachee gets the opportunity to experience the emotions associated with the new method, experiencing it as real. Examples from coaching notes show how the participant expressed her version of the ideal scenario in her working world:

Then I asked what perfect looks like? (Coach)

She wants to be as good as T in targets ... Getting the resources means my salesman and I are focused on business not admin ... They are open on Saturday ... In our perfect world ... We have a personalised service ... Our processes are going as well as they are now ... Our process runs smoothly ... etc. (Martha) (participant response to coach's question)

The more we talk about the particular behaviour we desire, the more we create new neural pathways (White 2006), we literally change the way we think, as White (2006) puts it, we begin to re-programme ourselves. White (2006) says that, as these new neural pathways become more entrenched, they become easier to use, thus stimulating change as people reinforce new behaviours. Only one participant responded that an aspect of their work process was still a problem. (Phillip) The fact that other participants who had responded negatively before the coaching and did not respond negatively after coaching could be attributed to creation of new thinking by these participants.

Each of the participants responded to areas of self-development or organisational design. They addressed the frustrations and issues with fellow colleagues, subordinates, management and other departments (Martha, Andrew and Lydia). The range of initiatives also included: finding ways to augment their own and other employees' skill sets, improved discipline and operational rigour in the business, achieving personal goals, changing their attitude towards their fellow colleagues and initiating career conversations (Paul, Lydia, Mary, Phillip, Matthew and James).

One particular example emphasised the potential ancillary benefits derived from the coaching. One participant, after failing her drivers' licence test seven times in ten years, passed after the coaching intervention. The new way she saw the world and herself after the coaching interaction could have been the catalyst that gave her the confidence and courage to do something she could not previously do (Taylor 2011). She was now better able to deal with the world which previously had limited prospects because of fear and lack of confidence. The participant's responses included:

Stop being a coward and start doing things for yourself ... Don't just be content with what you have ... Take a step further ... I actually passed my licence ... Change that mind-set ...

Why be scared of something else or somebody else if you are the person that needs to do it (Lydia) (participant expressing the new way she saw the world).

Because I actually spoke my mind and instead of just sitting there ... thinking these types of things, and working myself up ... It was good to just express myself and not caring how they are going to treat me at the end of the day (Lydia) (Participant expressing her experience of the coaching)

The examples listed below illustrate the positive effect of an effective coaching relationship as described by Bond and Seneque (2013). These participants were taking a pre-emptive approach, taking charge of the situation and finding their own solutions to the challenges they were currently facing.

I am busy writing a small little story of not servicing your vehicle ... I do speak to the director about it ... I went another step further and I approached HR. (Paul)

I sent G a bit for training up to JHB ... I am communicating a little bit more with him ... I actually spoke to C a while ago. (Martha)

I approached the necessary people and sat down and had a few words with them ... I got some positive feedback and that resolved the problem. (Mary)

Some participant responses reflected what seemed to be a helpless disposition in some circumstances related to their work environment, finding different reasons for why they had not yet addressed their concerns (Paul, Andrew, Mary, Phillip, Mark, Simon and Matthew):

Management does not assist me ... Well I was just told that he will look into it from management side ... The manager must take it from there, or the DP [Dealer Principle] must take it from there ... I don't know who else. (Andrew)

Don't know how to approach feedback issues with management. (Mary)

These responses would suggest that whilst coaching can facilitate change there is no guarantee that it will. One of the biggest barriers individuals experience in reaching their full potential is their own negative attitudes and limited self-perceptions (O'Shaughnessy, 2001). Other limiting factors potentially retarding a successful shift in the coachee's perception are contextual limitations, over which the coach has no control. An important contributor to a successful coaching outcome is the ability of the coachee to be objective and self-aware (Berg & Karlsen, 2012), irrespective of the contextual limitations.

The external behavioural changes are good indicators of the effect that coaching has had, but looking at the data of the internal employee perspective responses after coaching provides some insight into what motivated the change.

4.11.2 Employee: internal employee perspective shift

The coaching process can help the individual explore the limiting self-perceptions, often the root cause of negative attitudes, and help the affected participant explore their own potential (Ciolli, 2012). The coach helps the coachee gain insight into how others see them by making them aware of their behaviour and its effect (Ciolli, 2012). Coaching creates environmental conditions to bring the unconscious to conscious awareness. Ting (2006 cited in Botma, 2012) confirms the value of the coach in assisting the coachee gain clarity on his/her unconscious thinking. This new way of thinking expressed by some of the participant comments in the second interview is illustrated below:

The coach, made you think in a different way, that you were not generally thinking by yourself ... He gave you a different thought pattern ... I don't think I would have come up with on my own ... Set up the entire path ... I learned a lot ... Change your pattern of thought ... From where I was to where I am. (Mark)

The coaching encouraged me ... coaching shows you got the capabilities of doing things ...you just put into action what you have aired and thought ... What are your challenges and what do you think you can solve ... What will be the resolutions to your challenges. (Mary)

The renewed confidence (Lydia) could be an indication of participant's shift in thinking highlighted by, a resolve to action (Andrew and Matthew) as a result of renewed levels of insight (James and Mary) in the participants because they are more self-aware as a result of successful coaching interaction as confirmed by Berg and Karlsen (2012). Other examples highlighting the shifts in the psychological condition of the participants include:

I was not communicating enough ... it does not always help that I just leave it and get angry about it ... He just needs somebody to help him ... I think everything is about attitude. (Martha)

I must go there with a positive attitude ... You are the one who has changed your attitude towards the technicians and then they change their attitude towards you. (Phillip)

The participants who gave positive emotional responses indicated that they felt more positive, less frustrated, more optimistic and less stressed, resulting in a willingness to take responsibility for resolving and dealing with the challenges they face in the workplace (Paul, Martha, Mary, Simon and Matthew). A number of participants also expressed feeling more confident and less afraid to confront issues and take action (Paul, Andrew, Mary, Simon, Matthew, Lydia and James). These participants may have been showing new levels of confidence and resolve because of the positive effect that coaching had on their self-image,

attitude, satisfaction and commitment to their work by helping them resolve work issues (Travis & Lane, 2006).

There were a few negative emotional responses, characterised by feelings of apathy and resignation around the work circumstances (Andrew and Lydia). One participant felt discouraged because of not feeling part of the team (Mary).

You can't change people by trying, so I just concentrate basically on me. (Lydia)

The changed psychological disposition of some of the participants resulted in corresponding changes in the participants' behaviour. What about their perception on the influence of the organisation? Had the participant's perception of the organisational design and behaviour changed after coaching?

4.11.3 Organisation–employee design job fit and resources

The predominant resource response after coaching focused on the coaching offered by the organisation. The responses by participants after coaching included expressing the view that the coaching had served as a development resource, an enabler to a new way of thinking. The renewed confidence as a result of the coaching helped the affected participants address various issues, including relationships with direct reports (Martha, Paul and Andrew), performance of colleagues (Mary, Simon, Martha, Mark and Phillip), career discussions with management (Martha, Paul and Mary), self-development and training initiatives (Matthew and Andrew), and discussions with management on incentives (Lydia). This is consistent with the view of Ciolli (2012) who regards coaching as an enabling resource, encouraging, inspiring and facilitating participant development and confirming the commitment of the organisation to employees' learning and development.

The organisational design concerns relating to a lack of training and development opportunities, system issues and resource shortages that contributed to a non-engaged state before coaching, were not mentioned after coaching. This could be because the coachee-focused agenda of the coaching relationship placed the emphasis for resolution of coachee issues on the coachees themselves (Botma, 2012). The coach thus placed the emphasis for finding solutions on the participants themselves. They therefore had no choice but to find their own ways to deal with challenges, for instance, dealing with resource shortages. The locus of control therefore rested with them. The following responses highlight this shift in thinking:

The coaching encouraged me ... I do things that I was thinking of doing, but not doing ... But now I am able to put more action on it ... It is not about the power you have, but the action that you do ... Changing what you are doing. (Mary)

There was also a shift in the way participants viewed organisational design issues, such as job resources. After coaching, no negative resource-related frustrations were expressed. Participants commented positively on the coaching as a development intervention. The organisational job resource and design challenges mentioned before coaching had not necessarily been resolved. They were just not top-of-mind concerns in the second interview. This could indicate that the intensity and importance of these organisational factors had diminished sufficiently for participants not to feel it necessary to mention them at this time. To see if this response pattern was consistent for all job-related organisational factors the response data on perceptions of the job was analysed.

4.11.4 Job demands shift

Participants expressed a number of positive and negative emotions relating to performance outcomes, competence in their role (Paul, Lydia and Andrew), support from colleagues (Mary, Martha), potential for growth (Mark) and environmental work conditions (Martha) before coaching. Whilst in some cases these environmental conditions had not shifted, a number of participants (Paul, Martha, Andrew and James) expressed positive emotions relating to changes experienced in their working environment after coaching. These changes had occurred because of the changes brought about by participant attitudes and behaviour because of the insights gained and actions agreed to in the coaching sessions (Phillip, Mark, Paul and Martha). This confirms the view expressed by Taylor (2014) that what makes coaching relationship effective as a human intervention strategy, is the focused attention the coachee gets on addressing the coachees needs within the organisational context. Some examples of the participants' improved emotional disposition include:

Team is more positive, more productive More enthusiastic and more eager to do their work. (Paul)

I don't have that much tension. (Martha)

The following examples from the coaching notes highlight responses from participants in terms of shifts in behaviour that may have happened because of insights gained and actions agreed to in the coaching sessions:

I spoke with her about the process of building a vision, defining the current reality, including her values and defining the work to be done to get from current reality to vision, which will lead to a plan she can implement every day. She gave a list of the training she would like to do including, Sewell's, Excel, etc. (coach on Martha).

[Mark's] response to the question about what is going better was clear: The technicians are responding well to him taking more of an interest in their work ... Continuing to build bridges with the technicians ... Building a relationship with Martha. (Coach on Mark).

[James] has begun to stand up and face the customers ... He is able to be forthright with customers about problems ... That morning he spoke to a customer whose tow-in was not going to be covered by warranty. (Coach on James).

The perception as expressed by participants after coaching indicated a number of positive changes in perceptions relating to the job and the nature of the work itself. The final stage of data analysis included reviewing whether participants experienced any differences in organisational behaviour.

4.12 ORGANISATIONAL BEHAVIOUR, COMMUNICATION

The changes in communication behaviour as observed in the participant responses after coaching, relate to improved communication with direct reports, colleagues and management (Martha, Mark and Matthew). This also includes sharing more and discussing work-related challenges with colleagues (Paul and Mary).

Better communication and understanding ... We do get results in the meetings (Mark).

She comes and tells me what happened at meetings ... I have told her what I have learned at training ... We share information more now ... I get my feedbacks ... If there is a problem, they tell me ... foreman will explain to me what he really wants. (Matthew).

Some participants still express a perception that communication and feedback levels were inadequate to address their needs especially from management (Paul, Mary, Mark, Simon and James). The amount of negative feedback and the number of recognition responses after coaching were less than before coaching.

I need somebody to tell me, that is where you are lacking, that is what you must do. (Paul).

I still do not get feedback about the company ... Speak among themselves in the meeting and do not give anything back ... how would I know whether I am doing good or how would I know that I improve. (Mary).

4.12.1 Trust care and support shift

After coaching and having had some developmental needs addressed, some participants experienced an improved level of support. By helping direct reports fulfil some of their work requirements, they showed their colleagues that they are looking out for them, resulting in different levels of mutual respect (Paul, Andrew and Mark). The initiation of coaching could

have created the opportunity for participants to experience the safety, attention and intimacy required for creating enough trust to share their concerns openly, resulting as Allen and Meyer (1990) state, in them having their need for affection, care and belonging satisfied, which they often did not believe was possible at work. This perceived change in the nature of the working relationship was most evident in the example where both the participant and his supervisor had received coaching. The effect on their renewed working relationship, characterised by mutual respect, support, trust and effort was evident. The following responses from the subordinate participant before coaching and then after coaching emphasise the shift in the subordinate's experience of his supervisor:

I would like to know where I stand with the company ... My manager goes and she does not come and talk to me about what happened ... If I know what is on the table, then I would feel much better ... I need feedback ... That we can plan for the future. (Matthew).

She was real behind me ... it is nice having her behind me, helping me through this ... not keeping stuff away from me ... But like she said, she is going to help me ... I can call her any time, she is not too busy. (Matthew).

Other participants still expressed concerns about a lack of fairness and interest in addressing career-related concerns. The number of negative responses highlighting a lack of care and support were less after coaching than before (Martha, Andrew, Mary and Mark). Two examples illustrate this:

Just always as if I am out of the loop. (Martha).

Certain people gets away with it ... the one person gets nailed with a written warning and the other person 'don't worry, just don't do it next time again' ... Sometimes I do think that management is a bit inconsistent. (Andrew).

4.12.2 Relationships and safety shift

Compared to a number of negative perceptions expressed by participants before coaching, after coaching, no negative responses relating to safety and relationship issues were mentioned. The responses after coaching included positive relationship shifts, less conflict, greater levels of comfort working more closely and communicating more honestly as a result of the insights gained when exploring the relationships in the coaching conversations (Lydia, Mark and Matthew). According to Travis and Lane (2006), the improved self-image, attitude, fulfilment and dedication were positive by-products of coaching as confirmed by coaches in their study who were quizzed on their perceptions of the effect that coaching had on them.

The perception of the participants' experience of organisational behaviour was still mixed. Many participants experienced better communication and feedback, while others still felt that

communication and feedback could improve. A similar pattern emerged when analysing the response data on trust, care and support, with some experiencing positive shifts in support from management and colleagues, having had some important concerns addressed, while others still felt excluded, experiencing management behaviour as unfair. When analysing the response data on relationships and safety perception only positive responses were recorded.

After coaching, the engagement response data still indicated that participants were in a mixed engagement state. Participants' perceptions about their behaviour, psychological states and perceptions on the organisation were mixed, showing many positive shifts. Some participants however still expressed less positive perceptions around their own behaviour, psychological states and the organisation within which they worked.

The broad changes in participant perception and the contribution coaching might have made after coaching are summarised in the next section of this chapter (see 5.13).

4.13 SHIFTS IN ORGANISATIONAL NON-ENGAGEMENT RESPONSE DATA AFTER COACHING

The engagement response data before and after coaching was analysed qualitatively as reflected in the previous sections (see 4.2 and 4.6). At this point the research focussed on the shifts that took place. The number of positive and negative responses regarding the engagement or non-engagement characteristics mentioned in the interviews by each respondent were considered (see 4.6 and 5.11). By viewing the data in table form reflecting engagement or non-engagement, there are interesting patterns, for example the shift in organisational non-engagement response data. Table 4.3 on the next page, depicts the engagement response in data before (above) and after (below) coaching for each participant as well as the total for the entire participant sample.

The engagement data still showed a mixed engagement state in the interview after the coaching for the participant sample group, that is, the state was neither completely engaged nor non-engaged. Employee engagement, non-engagement and organisational engagement perspectives had not changed much from before coaching. The number of comments reflecting organisational non-engagement had dropped however. Before coaching, the organisational non-engagement response data was higher than the organisational engagement response data, and after coaching, the non-engagement response data was lower than the organisational engagement response data.

Table 4.3 Engagement and non-engagement responses before and after coaching.

Characteristics Participants	Interview	Employee (7 categories of characteristics: work application, job crafting, vigour, dedication, absorption, safety, meaningfulness)				Organisational (11 categories of characteristics: job employee fit, tools, training and development, physical, psychological, organisational job demands, communication feedback, recognition and rewards, trust, care and support, relationships)			
		Engagement		Non-engagement		Engagement		Non-engagement	
		n	%	N	%	n	%	n	%
Matthew	Before	4	57%	1	14%	1	9%	6	55%
	After	6	86%	2	29%	7	64%	2	18%
Mark	Before	5	71%	0	0%	8	73%	10	91%
	After	6	86%	1	14%	7	64%	3	27%
Mary	Before	6	86%	2	29%	3	27%	10	91%
	After	5	71%	3	43%	2	18%	2	18%
Martha	Before	6	86%	2	29%	7	64%	7	64%
	After	4	57%	1	14%	6	55%	4	36%
Lydia	Before	5	71%	3	43%	6	55%	8	73%
	After	5	71%	2	29%	2	18%	0	0%
Paul	Before	6	86%	0	0%	8	73%	8	73%
	After	5	71%	4	57%	4	36%	4	36%
James	Before	3	43%	1	14%	3	27%	8	73%
	After	4	57%	2	29%	1	9%	3	27%
Mary	Before	5	71%	2	29%	5	45%	7	64%
	After	5	71%	2	29%	3	27%	3	27%
Andrew	Before	3	43%	3	43%	5	45%	9	82%
	After	4	57%	4	57%	4	36%	3	27%
Phillip	Before	4	57%	5	71%	6	55%	8	Matthew3%
	After	3	43%	2	29%	2	18%	1	9%
TOTAL	Before		67%		27%		47%		74%
	After		67%		33%		35%		23%

This table shows that participants showed a mix of engaged and non-engaged characteristics in their responses before and after coaching. However after coaching there was what seems to be a significant drop in organisational non-engagement response data. This is shown in the reduction the number of negative organisational responses. Reviewing the shift in organisational non-engagement response data in conjunction with the findings of the detailed response data in the previous sections of this chapter would summarise the findings and possible reasons for the shift.

Most negative perceptions relating to the job itself as expressed before coaching, such as a lack of growth prospects, environmental work conditions and systems issues had diminished, and were replaced after coaching by positive perceptions relating to the work environment. This change could have been a result of the participant's attitude. Participants had renewed insights after the coaching, by visualising an alternative to their current reality and devising an appropriate action plan to create a new reality. This solutions-focused approach encourages the employee to speak about the desired behaviour, creating what White (2006) refers to as new neural pathways, new ways of thinking, and when reinforced enough, new ways of doing. This shift may not necessarily indicate that the negative aspects of the organisation had changed, but they were no longer top of mind for the affected participants and thus possibly as much of an issue after coaching as before. This could be because the coachees had had the opportunity to explore these issues within the confines of a coaching conversation that was not possible prior to the coaching. This view is supported by Ciolli (2012), who found that the coaching process enables the coach to help the coachees explore negative assumptions they have about themselves and the resulting negative perceptions and behaviour, and to reframe these into positive assumptions, attitudes and behaviour. What was formally unconscious is now conscious to the coachee. Ting (2006) confirms the value of the coach in assisting the coachee gain clarity on his/her unconscious thinking. The examples below indicating how the participants relayed the benefits of expressing themselves in the coaching conversation substantiate this view:

It was good to just express myself. (Lydia).

Dealing with my problems differently ... But after this coaching thing, you get to speak about your problems ... It helps you, I got some positive feedback and that resolve the problem ... It actually relieves so much stress. (Mary).

Reviewing the participants' changed perceptions on the organisational engagement characteristics in conjunction with the other changes including the reasons for these changes provided further insight into why these changes may have occurred. After coaching, participants expressed a number of perceived differences in how they believed

they behaved and in their thinking and psychological state. What emerged was that participants expressed having higher levels of confidence, being less fearful, less stressed and more confident when dealing with work-related issues. Participants reflected on how they now viewed their working world differently because of new personal insights gained during the coaching. Renewed insights comprised understanding the origin of their own feelings of fear and inadequacy and why some working relationships had not worked. Many participants expressed a renewed level of personal empowerment and self-assuredness, realising they had the ability to shape their own future, which was now characterised by pro-activity, improved dialogue and interaction with management and colleagues. This conforms to the view of Meyer and Allen (1991) that successful coaching engagements leave the coachees with a greater sense of control to address their issues themselves. The example below expresses a supervisor's insight, which led to a resolve for her to change her approach towards her colleague:

I can help a bit more, than I used to ... I am being stricter with him ... Giving him a little bit more work to do ... I am teaching him a lot more stuff ... (Martha) (manager with subordinate)

I was not communicating enough ... It does not always help that I just leave it and get angry about it ... He just needs somebody to actually help him ... I think everything is about attitude. (Martha)

The changes in participant behaviour resulted in them addressing many of the organisational concerns expressed before coaching. The pro-active nature of the participant behaviour meant that participants addressed the issues independently of organisational intervention. Because the coaching relationship focus emphasises the need for participants (coachees) to review their issue (current reality) differently. Bond and Seneque (2013) believe coachees can take positive steps to change their behaviour and resolve issues themselves. In the present study, participants who in the first interviews reported that they felt they were victims of organisational design or behavioural circumstances after coaching reported feeling empowered because of new perspectives gained on the organisational elements, leaving them feeling confident enough to take the necessary steps to address the negative organisational issues.

Many of the negative environmental conditions still existed, but the coachee-focused agenda put emphasis on the individual to find solutions independent of these environmental limitations. Simply put, as participants were able to address their fears, frustrations and work-related issues in the safe confines of a coaching conversation, explore alternative approaches, visualise a new way of behaving, they had a renewed confidence to change

their current reality independently. The organisational limitations might still be there but now they did not seem so daunting.

To conclude this research report, the next chapter summarises the scope, findings and final thoughts from the researcher.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 BACKGROUND

Doing business in today's world offers many challenges, including high levels of competition and increasing costs, putting pressure on business to deliver acceptable returns. In the introduction to this study, it was noted that employee costs represent a large portion of any organisational cost that highlights the importance of investing in human capital to maximise the organisational returns on this investment (see 1.1). Furthermore, in the literature chapter, the relationship between how engaged employees feel at work and their work performance, was highlighted and showed the ultimate influence on organisational performance (see 2.3 and 2.4). Finding ways to ensure employees are engaged at work is therefore an organisational imperative. As noted in the literature section (see 2.6), coaching has been identified as an effective employee intervention strategy to improve employee commitment and performance. This research sought to gain insight into the possible influence that coaching could have on a group of employees in an organisational context.

To gain a better understanding of what constitutes employee engagement, the researcher conducted a literature review on employee engagement. Based on the literature review, a group of ten frontline service employees of a motor dealership were interviewed to establish their current engagement levels prior to a coaching intervention based on the employee engagement characteristics. These employees were then coached twice and interviewed a second time after the coaching to explore the changes brought about by the coaching. Any changes after coaching were analysed in conjunction with the coaching notes and literature to establish how coaching could have influenced changes in participants' engagement state.

5.2 LITERATURE REVIEW

The literature review was conducted on the impact of coaching on employee engagement. The research literature on engagement highlighted two overarching characteristics that influence engagement: the employees themselves and the organisation within which they work. The employee characteristics included two broad engagement categories, namely employee external behaviour and employee internal perspectives. The organisational characteristics included two engagement categories: organisational employee design and organisational behaviour. A further seven employee sub-categories and eleven engagement

categories identified provided a deeper level of understanding of engagement and assisted in the categorisation of the engagement response data later in the research.

Given that the aim of the research was to gain insight into how coaching influenced the sample groups' engagement state, conducting a literature review on coaching provided the researcher with details of the characteristics unique to coaching that could contribute to possible changes in engagement states after coaching. The coaching literature elaborated on coaching in the organisational context, development of internal and external competencies, specific characteristics unique to coaching, the coaching process and skills as well as exploring internal and external coaching briefly.

5.3 FINDINGS

The findings related to the aim of the study revealed that coaching did influence participant engagement levels of a participant group of frontline service employees. The objectives stated for this study were to compile a list of employee engagement indicators from literature, establish the engagement state of a selected group of employees within a service department, coach them and establish their engagement state after coaching.

Although data collected in the study was qualitative and although the aim was not to measure levels of engagement, there were certain interesting trends noted in the types of positive and negative responses regarding the various categories of engagement. Participants' employee and organisational engagement perspectives elicited from both interviews (prior to and after coaching) revealed a mixture of positive and negative comments regarding engagement. Participants were neither completely engaged nor non-engaged. What did emerge was a pattern in the data for employee engagement and organisational engagement perspectives. In both interviews, before and after coaching, the number of positive employee engagement responses were higher than the negative responses. Analysis of the organisational engagement response data in the first interview (before coaching) revealed the opposite ratio. The negative organisational engagement response data was higher than the positive engagement response data. This ratio changed after coaching. The organisational engagement response data was now more positive than organisational non-engagement response data. The pattern relating to employee engagement perspectives would seem to suggest that before and after coaching, participants felt generally positively disposed towards their job and work performance. A different picture emerged when the organisational engagement response data before coaching and after coaching was compared. Participants who gave a predominantly negative organisational engagement response before coaching were not as negative after coaching. This would suggest that participants felt negatively disposed enough toward the

organisational structure and/or behaviour to voice their concerns before coaching but not so much after coaching. These patterns did not prove any point conclusively given the nature of the data collected. The focus of the study was on the rich data gathered to understand the nature of the changes.

Further analysis of the qualitative responses by participants revealed a more detailed picture of the shift in their perceptions after coaching. There was a change in many participants' perceptions of personal empowerment. These participants became more in touch with their capabilities and less concerned about what others were not doing for them. They became more absorbed in finding solutions to their issues than being preoccupied with what the organisation had not given them. The comments revealed a shift in their attitude from problem-thinking to solution-thinking. The comments by the participants also outlined the resources the participants felt the organisation should provide to support the participants in their work role. Participants put aside their fears and engaged a more community-focused mind-set. There was a shift for many from being daunted by their task to being excited about the possibilities that exist, as a result of their new thinking and personal confidence.

The coaching encouraged the participants to identify and assess the main issues affecting them at work. The coaching relationship created the appropriate environmental conditions encouraging participants to voice their concerns in an objective and safe space promoting free and open dialogue necessary for renewed insight by participants. A solutions-focused approach to the coaching provided the framework that facilitated the dialogue encouraging the coachees to discuss alternative ways of viewing their current reality, including thoughts and behaviours in the work context. Participants were encouraged to explore alternative ways of thinking, communicating and behaving.

In spite of many positive engagement shifts expressed by participants, there were still some non-engagement responses after coaching. Whilst these negative perceptions were fewer than before, contextual and environmental conditions still existed that caused participants to feel unsupported, unappreciated and excluded. Some participants also mentioned a lack of consistency in how the organisation gave feedback and recognised its employees. Coaching is a facilitation process that requires the coachee to be actively involved, willing to overcome his/her own negative attitudes and limiting self-perceptions to ensure they receive maximum benefit from the coaching intervention (Flaherty, 2010; Rostron 2009). Many of the coaching conversations helped participants overcome these barriers, but some did not help at all. For some of the participants two coaching sessions resolved a number of important work issues. For other participants some of the issues still remained unresolved. The contextual environmental conditions, such as the economy, leadership behaviour and customer behaviour could also have been so overwhelming that more than two coaching

sessions might be required to achieve results. This could be a topic for further research. Many participants responded positively, indicating a resolve to change their approach and behaviour after the coaching, but they had not followed through in taking the necessary action agreed upon in the coaching session. Coaching can create the right conditions for the coachee to see the world differently, commit to changing their mind-set and behaviour, but the coachee must do the work (Flaherty. 2010; Rostron 2009).

The first set of interviews revealed that there were organisationally related frustrations. Coaching was limited to one select group of employees in the organisation. The coaching focus was on individuals and not team-based. Broader organisational issues were not the focus of this intervention and therefore not addressed directly. In spite of this, the negative organisational engagement responses dropped after the coaching intervention. This would seem to indicate that coaching on an individual basis could improve employee perceptions around organisational issues without actually addressing the organisational issues directly.

Interviews for this research and coaching were conducted independently of each other making use of a coach who was not the researcher. In spite of this independence, the issues that emerged were consistent in both the reflections of the interviewer and the coach based on the content of the participants' comments. The interview questions may have prompted thought patterns preparing the participants for the coaching. By the time the coaching happened after the initial interview, the participants have had time to mull the issue over in their minds.

In summary, related to the objectives, a list of employee engagement indicators and drivers was identified from literature (see 2.2 and 2.3 and 2.4 and 2.5). A group of frontline service employees' were contracted (see 3.2) to participate in the research. The engagement state of these participants was established before coaching. This participant group was then coached. To establish the engagement state after coaching, a second interview was conducted. Analysis of the engagement response data after coaching revealed a shift in the engagement state of the participants. Coaching therefore did influence the engagement state of this participant group of frontline service employees.

5.4 RECOMMENDATIONS

Further research covering the cost-benefit model for coaching at low levels compared with current investments in training and development programmes could help both organisations and the coaching community in organisations plan future business intervention strategies better.

A more extensive study using the same research methodology, with similar sample groups in different dealerships, other sample groups in the same dealership and other dealerships could confirm and/or highlight findings. Replicating these findings would assist in providing a greater level of reliability for the research on the coaching engagement relationship in this context.

Existing studies (Bond and Seneque 2013, Botma 2012, Ladyshewsky 2009, McCarthy 2013, and Park 2008) highlight the benefits and challenges associated with the manager as coach. The process of developing the manager as coach needs further study, taking into consideration the delivery and accountability management role versus that of facilitator and confidant and the equality role of the coach and its plausibility.

The present study analysed participant responses based on their perceptions. The scope of the study did not include validating the perceptions against actual performance data or feedback on participant behavioural changes observed by others. To provide additional validity, a study could be conducted that substantiates shifts in engagement responses related to performance and behaviour by triangulating these through peer examination, observation and performance data.

5.5 IMPLICATIONS FOR BUSINESS

In the experience of the researcher who has been involved in a senior leadership position for 17 years, coaching is generally initiated at an executive level and managerial level. It has been the experience of the researcher that the development of non-executives and lower-level employees is normally limited to functional training focused on skills and process development. The approach in the present study was to use a coaching intervention for supervisory and lower-level employees who do the work and interact with customers directly. The positive shifts in attitude and behaviour similar to those evidenced in the findings of this study, could have a direct and positive effect on quality of employee work, working relationships between colleagues and management as well as improved customer experience, with little or no organisational intervention other than facilitating coaching. Non-executive and lower-level employees get little opportunity to share their experiences and concerns in a safe and objective environment. Coaching interventions at this level can therefore have a significant effect in creating an environment of trust where employees feel cared for and valued which can be attributed to the organisation that coaches or arranges coaching.

Managers who use a coaching approach could facilitate this change in the normal course of conducting business and align behavioural shifts throughout the organisation in a cost-

effective way. Focusing on individual shifts can effect organisational change, especially true if coaching focuses on influential people at any level of the organisation.

5.6 IMPLICATIONS FOR PRACTICE

This study shows the potential benefit to organisations of coaching for all levels of employees within an organisation.

To make coaching accessible to various levels in an organisation, a team-coaching programme could include teaching managers the basic principles and skills of coaching. This could streamline employee intervention strategies because of the daily involvement of these managers with affected employees. The manager as coach would contribute to sustaining the shift in employee performance and behaviour achieved as a result of the coaching, ensuring continuity in delivery after coaching. The improved morale and attitude of employees leading to consistent performance improvements could add credibility to coaching as an employee intervention strategy.

Developing an interview guide for employees to determine their engagement state before coaching might assist in preparing employees better for the coaching intervention. Carefully crafted qualitative open-ended questions could encourage employees to consider what their current challenges are and prepare them for the coaching sessions. The rigorous ethical framework and preparation of the participants for the interviews may also have served to confirm safety therefore promoting open and honest responses from them. Ethical considerations in the contracting phase of the coaching process should be equally rigorous. In conclusion, employees make up the heart of any organisation. Having them as fully engaged as possible must be an important organisational imperative. Coaching has a proven record of accomplishment in helping employees engage(Burke 2007, Coutu 2009, Grant 2010, Taylor 2011). This study provides further scope for a pursuit of using coaching as a viable intervention for promoting employee engagement.

5.7 CONCLUDING RESEARCHER REFLECTIONS

For many years, as a manager of people, I have had an intrinsic view of what engages and disengages employees. Embarking on the literature review on employee engagement revealed to me how little I knew about the concept of employee engagement. I was also surprised by how relatively little research had been conducted on employee engagement and particularly within the retail environment. Creating engagement categories and sub-categories for engagement helped delineate the concept, which helped facilitate the data

organisation and analysis. This made it easier to identify and understand the participant's responses in the context of their current engagement state.

I have studied coaching. I have been coached. And I have coached my own clients. I therefore have first-hand experience of the power of coaching to influence and change behaviour. Doing this research broadened my own coaching landscape, which to date included mainly management and executives. In spite of my positive disposition to coaching, I was still surprised by the energy and positivity encountered in the interviews after coaching. What made the experience even more humbling was that this group of employees would probably not have experienced the value of coaching if I had not decided to do this research.

Employees who seem disengaged, seldom really knowing the cause, have often frustrated me. Like many other senior executives, the longer I am in business, the more I realise the importance of understanding the world of the employees at the coalface. Television programmes like *Undercover Boss*, emphasise the gap of understanding between organisational leadership and the employees who actually do the work. I believe that truly unleashing the power of coaching for organisational performance should be introduced at coalface, where worker meets customer. Maybe it is time for organisations to invest differently when it comes to developing the 'ground troops' of our organisations.

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APPENDIX 1 DATA SORTING INSTRUMENTS

1.1 Engagement table coded response data from one participant interview

EMPLOYEE		ORGANISATIONAL CHARACTERISTICS										
WORK PERFORMANCE		ORGANISATIONAL EMPLOYEE DESIGN					ORGANISATIONAL WORKPLACE CLIMATE					
INTERNAL PERSPECTIVE/VISIBLE	EXTERNAL PERSPECTIVE/INVISIBLE	JOB RESOURCES	JOB DEMANDS	PHYSICAL	PSYCHOLOGICAL	SOCIAL	ORGANISATIONAL	COMMUNICATION	FEEDBACK	RECOGNITION	TRUST AND SUPPORT	RELATIONSHIPS
Internal perspective/visible (Organisational factors, tangible/observable, and visible characteristics)	External perspective/invisible (Organisational factors, intangible/unobservable, and invisible characteristics)	Job resources (Psychological, physical, and social resources that facilitate performance)	Job demands (Psychological, physical, and social demands that hinder performance)	Physical (Physical environment)	Psychological (Psychological environment)	Social (Social environment)	Organisational (Organisational environment)	Communication (Communication environment)	Feedback (Feedback environment)	Recognition (Recognition environment)	Trust and support (Trust and support environment)	Relationships (Relationships environment)
<p>SELF DEVELOPMENT Job crafting (Job redesigning, adjusting job resources, expanding responsibility, seeking social support, developing new skills)</p> <p>NEUROBIOLOGICAL (Involvement, motivation, energy, focus, attention)</p> <p>COGNITION (Attention, perception, memory, problem-solving)</p> <p>ADAPTATION (Learning, flexibility, resilience, coping)</p> <p>SAFETY (Physical safety, psychological safety, job security)</p> <p>MANAGEMENT PRACTICES (Leadership, communication, organizational structure, employee involvement)</p>	<p>Individual characteristics (Personality, intelligence, skills, experience, health, age, gender, etc.)</p> <p>Organizational characteristics (Organizational culture, structure, processes, policies, etc.)</p> <p>Work environment (Physical environment, social environment, etc.)</p> <p>Job design (Job characteristics, job demands, job resources, etc.)</p> <p>Leadership (Leadership style, leadership behavior, etc.)</p> <p>Communication (Communication style, communication behavior, etc.)</p> <p>Feedback (Feedback style, feedback behavior, etc.)</p> <p>Recognition (Recognition style, recognition behavior, etc.)</p> <p>Trust and support (Trust and support style, trust and support behavior, etc.)</p> <p>Relationships (Relationships style, relationships behavior, etc.)</p>	<p>JOB EMPLOYEE FIT (Compatibility between employee characteristics and organizational characteristics)</p> <p>TOOLS (Equipment, technology, software, etc.)</p> <p>TRAINING (Education, development, etc.)</p> <p>PHYSICAL (Physical environment, physical demands, etc.)</p> <p>PSYCHOLOGICAL (Psychological environment, psychological demands, etc.)</p> <p>SOCIAL (Social environment, social demands, etc.)</p> <p>ORGANISATIONAL (Organisational environment, organisational demands, etc.)</p>	<p>Individual characteristics (Personality, intelligence, skills, experience, health, age, gender, etc.)</p> <p>Organizational characteristics (Organizational culture, structure, processes, policies, etc.)</p> <p>Work environment (Physical environment, social environment, etc.)</p> <p>Job design (Job characteristics, job demands, job resources, etc.)</p> <p>Leadership (Leadership style, leadership behavior, etc.)</p> <p>Communication (Communication style, communication behavior, etc.)</p> <p>Feedback (Feedback style, feedback behavior, etc.)</p> <p>Recognition (Recognition style, recognition behavior, etc.)</p> <p>Trust and support (Trust and support style, trust and support behavior, etc.)</p> <p>Relationships (Relationships style, relationships behavior, etc.)</p>	<p>Individual characteristics (Personality, intelligence, skills, experience, health, age, gender, etc.)</p> <p>Organizational characteristics (Organizational culture, structure, processes, policies, etc.)</p> <p>Work environment (Physical environment, social environment, etc.)</p> <p>Job design (Job characteristics, job demands, job resources, etc.)</p> <p>Leadership (Leadership style, leadership behavior, etc.)</p> <p>Communication (Communication style, communication behavior, etc.)</p> <p>Feedback (Feedback style, feedback behavior, etc.)</p> <p>Recognition (Recognition style, recognition behavior, etc.)</p> <p>Trust and support (Trust and support style, trust and support behavior, etc.)</p> <p>Relationships (Relationships style, relationships behavior, etc.)</p>	<p>Individual characteristics (Personality, intelligence, skills, experience, health, age, gender, etc.)</p> <p>Organizational characteristics (Organizational culture, structure, processes, policies, etc.)</p> <p>Work environment (Physical environment, social environment, etc.)</p> <p>Job design (Job characteristics, job demands, job resources, etc.)</p> <p>Leadership (Leadership style, leadership behavior, etc.)</p> <p>Communication (Communication style, communication behavior, etc.)</p> <p>Feedback (Feedback style, feedback behavior, etc.)</p> <p>Recognition (Recognition style, recognition behavior, etc.)</p> <p>Trust and support (Trust and support style, trust and support behavior, etc.)</p> <p>Relationships (Relationships style, relationships behavior, etc.)</p>	<p>Individual characteristics (Personality, intelligence, skills, experience, health, age, gender, etc.)</p> <p>Organizational characteristics (Organizational culture, structure, processes, policies, etc.)</p> <p>Work environment (Physical environment, social environment, etc.)</p> <p>Job design (Job characteristics, job demands, job resources, etc.)</p> <p>Leadership (Leadership style, leadership behavior, etc.)</p> <p>Communication (Communication style, communication behavior, etc.)</p> <p>Feedback (Feedback style, feedback behavior, etc.)</p> <p>Recognition (Recognition style, recognition behavior, etc.)</p> <p>Trust and support (Trust and support style, trust and support behavior, etc.)</p> <p>Relationships (Relationships style, relationships behavior, etc.)</p>	<p>Individual characteristics (Personality, intelligence, skills, experience, health, age, gender, etc.)</p> <p>Organizational characteristics (Organizational culture, structure, processes, policies, etc.)</p> <p>Work environment (Physical environment, social environment, etc.)</p> <p>Job design (Job characteristics, job demands, job resources, etc.)</p> <p>Leadership (Leadership style, leadership behavior, etc.)</p> <p>Communication (Communication style, communication behavior, etc.)</p> <p>Feedback (Feedback style, feedback behavior, etc.)</p> <p>Recognition (Recognition style, recognition behavior, etc.)</p> <p>Trust and support (Trust and support style, trust and support behavior, etc.)</p> <p>Relationships (Relationships style, relationships behavior, etc.)</p>	<p>Individual characteristics (Personality, intelligence, skills, experience, health, age, gender, etc.)</p> <p>Organizational characteristics (Organizational culture, structure, processes, policies, etc.)</p> <p>Work environment (Physical environment, social environment, etc.)</p> <p>Job design (Job characteristics, job demands, job resources, etc.)</p> <p>Leadership (Leadership style, leadership behavior, etc.)</p> <p>Communication (Communication style, communication behavior, etc.)</p> <p>Feedback (Feedback style, feedback behavior, etc.)</p> <p>Recognition (Recognition style, recognition behavior, etc.)</p> <p>Trust and support (Trust and support style, trust and support behavior, etc.)</p> <p>Relationships (Relationships style, relationships behavior, etc.)</p>	<p>Individual characteristics (Personality, intelligence, skills, experience, health, age, gender, etc.)</p> <p>Organizational characteristics (Organizational culture, structure, processes, policies, etc.)</p> <p>Work environment (Physical environment, social environment, etc.)</p> <p>Job design (Job characteristics, job demands, job resources, etc.)</p> <p>Leadership (Leadership style, leadership behavior, etc.)</p> <p>Communication (Communication style, communication behavior, etc.)</p> <p>Feedback (Feedback style, feedback behavior, etc.)</p> <p>Recognition (Recognition style, recognition behavior, etc.)</p> <p>Trust and support (Trust and support style, trust and support behavior, etc.)</p> <p>Relationships (Relationships style, relationships behavior, etc.)</p>	<p>Individual characteristics (Personality, intelligence, skills, experience, health, age, gender, etc.)</p> <p>Organizational characteristics (Organizational culture, structure, processes, policies, etc.)</p> <p>Work environment (Physical environment, social environment, etc.)</p> <p>Job design (Job characteristics, job demands, job resources, etc.)</p> <p>Leadership (Leadership style, leadership behavior, etc.)</p> <p>Communication (Communication style, communication behavior, etc.)</p> <p>Feedback (Feedback style, feedback behavior, etc.)</p> <p>Recognition (Recognition style, recognition behavior, etc.)</p> <p>Trust and support (Trust and support style, trust and support behavior, etc.)</p> <p>Relationships (Relationships style, relationships behavior, etc.)</p>		

1.2 Engagement response data

Example of engagement response data coded for engagement and non-engagement

EMPLOYEE ENGAGEMENT CATEGORIES WITH PROPERTIES				
EMPLOYEE				
EXTERNAL BEHAVIOUR/WORK PERFORMANCE ROLE (complete commitment, diving personal energy, personal energy, willing to different work)	INTERNAL PERSPECTIVES/MOT VISIBLE (Strong emotional bond to org, committed to org success, emotional intellectual commitment)			
<p>In the beginning I also use to do my own thing! used to be stubborn, do things my own way! am going to try and fix it myself</p>	<p>I don't like asking people for help. I will rather struggle and sort something out before I ask somebody</p>			
<p>The main thing I do, is to keep the customers happy! So we always try and actually get that part, see whatever we can do nice thing for me is working with the workshop manager! give them a reward at the end of the month who ever helped us the most to the company! helping my salesman. I am giving him more knowledge! only thing we can do in that case, is to tell the customer I apologized</p>	<p>We started a whole program at the workshop as well, to help us times if the workshops have hiccups with divers, I help them out, picking up! can take that little bit of time to help them as well. In the end of the day, I am helping myself, customers, delivering a car, picking up a car! So I just start listening! are going to start realising, I have to ask somebody! started seeing how I was struggling! started asking for help and not just doing it by myself! you have to start focusing and making sure if you order a part! try and get rid of some of the mistakes! have taught myself you need to know your systems! when the systems is slow we work on an approximate price based on our knowledge of teh aprt numbers!</p>	<p>Try and show them I can do it exactly as a male</p>	<p>whole satisfying feeling that a customer comes and buys from you! how far you can actually go to help them! strong personally! Always will! not worry about dead stock because it is costing the company money!</p>	
				<p>If I have a problem with a certain manager, I am not scared to say it</p> <p>enjoying my job, every single day! when it is working hours. It is working hours, after work we can talk a lot of nonsense! at the end of the day, we actually play a bigger role, because what we supply! means a lot to me, to think that I actually am! play a big part in the company! I am someone sorting out everything</p>

1.3 Response data 'Luke' before and after coaching

		EMPLOYEE ENGAGEMENT CATEGORIES WITH PROPERTIES				ORGANISATIONAL CHARACTERISTICS			ORGANISATIONAL BEHAVIOUR/LEADERSHIP/TEAM AGEMENT/COLLEAGUES	
DATA TYPING	EXTERNAL BEHAVIOUR/WORK PERFORMANCE ROLE (complete commitment, driving personal energy/personal energy, willing to different work)	INTERNAL PERSPECTIVES/NOT VISIBLE (Strong emotional bond to org. committed to org success, emotional/intellectual commitment)	ORGANISATIONAL EMPLOYEE DESIGN (Optimal organisational performance depends on design that enables ideal design of resources)	ORGANISATIONAL BEHAVIOUR/LEADERSHIP/TEAM AGEMENT/COLLEAGUES (transformational leaders, provide employees optimal challenges, feedback, freedom, managers self-ethic)	EXTERNAL BEHAVIOUR/WORK PERFORMANCE ROLE (complete commitment, driving personal energy/personal energy, willing to different work)	INTERNAL PERSPECTIVES/NOT VISIBLE (Strong emotional bond to org. committed to org success, emotional/intellectual commitment)	ORGANISATIONAL EMPLOYEE DESIGN (Optimal organisational performance depends on design that enables ideal design of resources)	ORGANISATIONAL BEHAVIOUR/LEADERSHIP/TEAM AGEMENT/COLLEAGUES (transformational leaders, provide employees optimal challenges, feedback, freedom, managers self-ethic)	EXTERNAL BEHAVIOUR/WORK PERFORMANCE ROLE (complete commitment, driving personal energy/personal energy, willing to different work)	INTERNAL PERSPECTIVES/NOT VISIBLE (Strong emotional bond to org. committed to org success, emotional/intellectual commitment)
COMMENT BEFORE COACHING	before the coaching I was feeling the pressure and there was problems and I did not take the initiative to go to the person who is who can be able to work with me of the person who is in charge. I was waiting or else I just give messages and no follow up. I did not follow it up!			Customer think I am not passing on messages	the coaching encouraged me or yes, I do things that I was thinking of doing, but not doing, but now I am able to put more action on this is not about the power you have but the action that you do, the changing that you are doing so I think it is best to start next year if I want to do that		You get a lot of pressure/you become confused because of pressure/no time to messagethink I am not doing my work when calls are not returned	They have to work with me, I ignore their call/return their messages/they have to do their part	They have to work with me and giving their call they have to do their part/one return their call/feel bad not like I belong management should encourage employees to carry their phones	
COMMENTS AFTER COACHING	make the job more well and how to handle things, especially on the service side/following up people now. I feel so encouraged in taking the initiative with my responsibility in dealing with people.	So it was my idea that I must go to Brent. So at least he must update me on those standing cars so because those guys keep on phoning for their updates of their vehicles/so I went to speak with Brent. We, I met with Steve for the service address I not available at that moment, then I will be able to say, no, you car at the moment, at this stage and more calm and more and not really not under pressure but now I have discovered how to make my job more easy. I follow up I asked the person who is responsible for the phone, I asked does she experience the problem with the phone but at least I did make a follow up, is it the phone that is wrong or she is not available and now and now she is phoning the phone asked so we spoke about it. We also spoke about career wise, about my career, plan on what must I do in order to be able to reach my short term goals/We spoke about gaining an experience within the company to volunteer because what I am looking at now, is to how to do things practically, especially in the finance side/the way forward, is to speak with Cornelia, because he is basically the one who is in charge	at least now I am calm and if you take actions and you do follow up, then your job will be much easier!	I feel more confident as what I did and am not afraid of taking action	the coaching encouraged me or yes, I do things that I was thinking of doing, but not doing, but now I am able to put more action on this is not about the power you have but the action that you do, the changing that you are doing so I think it is best to start next year if I want to do that	It did not happen again, employee not answering the phone				

APPENDIX 2

EXAMPLE OF COACHES NOTES (PSEUDONYM USED)

Confidential

Reflective Questions

- Client: 'John
- Date: 2014-10-14
- Duration of session: 1 hours
- Session Number: 1 and 2
- What I planned for the session
.as for the others
- What did you observe in the session? (Describe what happened, what you were thinking and feeling during the session, what assumptions you hold regarding what the client was thinking and feeling)

The issue she brought up was administration. (She stuck with a functional topic).

She does a lot of paperwork but is not the best at it.

She does all the paperwork.

On a busy day she pushes cash customers through and the paper work builds up and she has to catch up in the evening.

Here obstacles are around staffing - maybe she will get an admin person.

The systems are slow and customers get frustrated.

She has dealt with this. The systems are not user-friendly.

She also has to bring in new business and would like to go out on the road to attract business from smaller workshops. She has a rep but would also like to canvas new business for herself.

There are no relationship problems in her team and between her team and others.

She learns something new every day.

Whenever they have issues they sort them out. There is no more stuffiness.

She has a good team - and only had positive things to say about them.

She loves her work even though she is not technical.

She was a bit nervous when talking with F.

I asked her about her future.

She said she would like to run her own dealership one day - or another business.

Then she said she loves administration but in her position there is so much more to do, including sales, administration and workshop.

I spoke with her about the process of building a vision, defining the current reality, including her values and defining the work to be done to get from current reality to vision which will lead to a plan she can implement every day. She gave a list of the training she would like to do including, Sewell's, Excel etc.

She also would like to learn about financial management, Sales, Operations and some technical background.

We spoke about leadership development and I spoke about self-managing teams.

Her homework she took away was to spend more time planning her day and to develop a more detailed picture of the future she envisaged.

Session 2 Preparation

What I planned for session 2

The second session was intended to follow-up on agreements and any progress made in session 1. Therefore for all participants I decided to use the following questions as a guide:

What is going better since our last session?

What else?

Please give an example of how that looked in practice.

What are your best hopes for this session?

How will you know this is happening?

What does the ideal look like for you as you consider this issue?

How close are you to this (scaling 1-10)?

What are you doing right to get you to this rating?

What are the obstacles to achieving the ideal?

What is an action plan?

Observations from session 2

High, high focussed energy

What is going better?

Everything by me is going much better.

She is still struggling with admin but have a solution based on an internal resource. She has enlisted the help of one of the girls to help with admin so now she can go out and visit all the smaller workshops to do some F2F work.

So everything is looking much more positive.

She is helping her salesman to improve and grow. She is going to do that for all the brands, developing his skill. Also working on his salary. Sorting out to keep him happier.

And business is picking up (“but I can spare this time”).

It is more positive even with the workshop guys.

It is all about communication.

The parts business has some technical hitches they have to deal with. For instance they got a part for a customer who bought a part for us and fitted in another site. But it doesn't work. They brought it back but it is not covered by warranty so the dealership doesn't cover the cost. So the customer is stuck with a R4000 cost. It is part of the business.

How do you account for that?

They are looking out of the box for solutions. And they have a positive attitude - even with the hiccups. They are dealing with the frustrations.

I said now I see order and positivity to the energy I saw last time we spoke.

They have sorted out the storeroom. It has removed a huge energy-drain

Then I asked what perfect looks like?

She wants to be as good as Tokai Multifranchise in targets. “So getting the resources means my salesman and I are focussed on business not admin”. And they are open on Saturday.

This goes hand in hand with the marketing Brent is looking at.

She sees she can work with Brent to broaden their brand in the basin. She sees they are more than Kia. And they are working hard on networking. They are going to advertise workshop and parts on Gumtree and Facebook. They meet every day to deal with communication, strategy and tactics.

She said she would also look at growing a workshop and parts business in Stellenbosch. They are doing everything for them at the moment.

“So in our perfect world we have a personalised service:

- Our processes are going as well as they are now. Our process runs smoothly at the moment.
- Our systems are much much better - customers don't wait 10 minutes for prices.
- We have admin support.
- Our communication is flawless - no hassles, no delays, no damages, speedy delivery, communication, speaking with workshop, customers and importers. No delays - and we do it through communication - Communication is the Wildly Important Goal. Communication with T is key.

I asked how she moved herself up their agenda at T?

- She is getting them to sort things out there and then. To sort out their bottlenecks
- Having crucial confrontations with Simon at T. We get together once a month to sort out problems.

She said communication with T is the thorn in her side. She gets on well with Simon - and he goes out of his way to help me. But overall he has problems.

Simon is a good guy but sometimes he is too soft. He has grown but he sometimes gets soft.

Her task now is to log the events that he causes - not to beat him up but to let him know how it is affecting you.

Sometimes we promise the customer a part - he promises us - but when he looks for it is not there.

Now this is not to nag him - now we need to go into an action planning session.

I asked what she can do to make this happen. Then I explained the process of crucial confrontations.

She said the process works for her to do a final fix.

‘John’ has an action step to log the pattern of non-deliveries which is having a serious impact on her business. She will keep a log for two weeks. Then tell a story about S

Then prepare and tell S a story - observations not interpretations.

I stepped through the way to do the plan in detail with ‘John’

I offered for her to make her plan and drop me a mail to get any assistance she needs.

I asked her how this process of coaching has been.

She said it has been very helpful.

Then I explained about boundaries and the difference between a Load, a Burden and a Monkey.

– **What was the issue?**

The functional issue was about getting support she needs from her associate in T.

The deeper issue was about clearer focus on important but not urgent issues, which she is doing anyway.

– **What was the goal of the session?**

The goal was to support the changes she is already making and confirm her direction.

– **What worked well?**

Giving her space to talk through her strategy and allowing the issues to emerge was useful.

– **What homework did we agree?**

The client is going to keep a log of the issues to raise with Simon to help him get his act together.

– **Where is the client on the transition curve?**

She is embracing the practice to work through the process of conscious competence

APPENDIX 3

INTERVIEW QUESTIONS

3.1 Example of question set for Interview one

Q 1: How would you describe what you do to a friend?

Q 2: What have you changed in the way you work?

Q 3: What excites you most about the work you do?

Probe: what work do you do that is not directly linked to your job?

Q 4: If you were brutally honest with me, how happy are you in your job?

Probe: why do you say that?

How meaningful is the work to the employee

Q 5: How does what you do, help the organisation?

Probe-How does that make you feel?

Q 6: Which specific skills, would the dealership lose if you left?

Probe-What are some of the things about you that you think are unique to you?

Q7: Can you describe any time where you felt anxiety or fear about your job?

Probe: what would happen if you tried something new and different?

Q8: Can you describe why you are well suited to the job that you do?

Q9: What are things that you find most challenging about your job?

Q10: Is there anything that the company could provide you with that would make your job easier?

Q11: What information is important for you to get to do your job well?

Probe: Is it freely available?

Probe: What information do you think you should get that you do not?

Q12: how does management compliments or recognises you for good work?

Q13: In what way do you think the organisation shows how they feel about its employees?

Probe: How do you feel about future of the organisation and your role in the organisation?

Probe: How does management react when you are faced with a crisis or difficulty?

Probe: You have a personal issue to discuss at work, who would you go to?

Q14: How does management behave towards employees?

Probe: give some examples to explain what you mean.

Probe: How would you describe the teamwork under pressure?

Probe: How are you rewarded,

3.2 Example of question set for Interview two

Q 1: How are things going at work?

Q 2: Has anything changed since we last met?

Q 3: You mentioned that you wanted to develop your career further, anything happened?

Probe: Are you signing up for anything?

Q 4: How are your relationships with management?

Probe: You mentioned last time that it would be nice if the ... interacted more with the technicians?

Q 5: How are you receiving feedback?

Probe-is that different and if so why do you think is has changed?

Q 6: How is it going with other work relationships?

Probe- Last time you had a problem with an individual who you felt was not a team player, not a leader?

Q7: Do you have any comments about the coaching?

Probe: How did you find the coaching?

Probe: Anything that stood out for you on the coaching

APPENDIX 4

TRANSCRIPTIONS

4.1 Example 1: Before the coaching

Example of transcribed interview 'John' coding interview one (before coaching)

John

Somebody that says, no what is it that you do?

J The main thing I do, is to **keep the customers happy**. Not just that, but helping them being so. It is **always important**, especially with the industry, doing genuine parts which lasts longer, and it actually gives you that **whole satisfying feeling that a customer comes and buys from you** and you tell, listen here, it is better doing genuine parts. You are paying a little bit more for it, but it is going to last longer. So you are going to be safer on the road which gives me peace of mind and of course safer for the customer, and the other family and body who is also involved in there. **It is also meeting people**. **Meeting new people, new customers, a customer relationship you build up**. Especially if you **give a customer a service good the first time, he is going to come back**. You build up, you **build up your data**. Yes, sometimes there is a **little bit of hiccups**, but mostly it is for me **it is mostly all about the customers**. What we can do for them. **How far you can actually go to help them**. Mostly that is actually how I can describe it. For me it is all about the customers and what you can actually do for them.

F I **can see from your energy** that that is something that really gets you, that you really enjoy.

J Yes, I definitely do. For me **it is a male industry**.

J **But being a female, yes I do have my ups and downs, especially with working with all of the men**. I have my challenges, **but I face it head on**. I **always try and prove them wrong**. **Try and show them I can do it exactly as a male**. **Yes, I am not a mechanic. I can't fit that for you, but I can give you definitely the same customer service that you want from a guy**. I can give you that as well.

J A **lot of challenges we face**, are **if we don't have stock**. "We have to try and source somewhere else and they don't have overseas and you have to try and get it from them. If a customer has to wait a month long, I would also be furious. To wait a month long just to get a part by me and to get it into my car. So you are a little bit uncertain every time you drive your car, is it going to break now, is it going to cause more damage. **So we always try and actually get that part, see whatever we can do**. If I have to go out of my way, I will do that. **If I have to go and fetch the stuff myself, I will do that as well**, but yes, the whole, most of the

times the challenges are keeping the customers happy, especially if there is not stock or the part is wrong or you are sitting with a hiccup. It does not fit. It is totally the wrong thing and you have to try and sort it out at that point for the customer.

F What else would you say have you done even in the time that you have been here, that you have introduced into the business, changed or made different to help make your life easier or to improve your work?\

J What we have done now, is, the nice thing for me is working with the workshop manager. Working with Brent. We work really close together. So we got a nice team. We actually have a very nice team behind us as well. And because we work so closely together, if I have any problems, I can always ask him, please can you help me out. Can we try and help this customer, will it be possible, can you squeeze him in, stuff like that. We started a whole program at the workshop as well, to help us at the end of the day, to helping 'name of business'. I give them a reward at the end of the month who ever helped us the most to the company, that person gets a gift from the parts department. We may have a braai and that whole thing actually brings everybody close together and the communication is the biggest thing. Lots of times there is a lack of communication. We are actually starting to communicate more. When there are problems, sort them out. Not have a hiccup and this one said that and that one did not tell you. We are just open with each other.

F Is that quite different to before Brent was here?

J It was. I struggled a lot with Lucian and Herman.

J For Herman and Lucian it felt like they were just about themselves. It is just about the workshop, but for Brent for him it is the company. It is parts and workshop which makes me feel that I am also part of it now actually. I am not getting pushed aside and getting pinned down the whole time, why am I not keeping all the top brake pads we have and that, which I have explained to Brent. You can't, because my stock will be sky high and it is going to stay there on the shelf for 6 months, 12 months. I can't take that risk. Which we have worked out now with Brent, we got a lot better communication that I had with the previous ones. We talk to each other, which is nice. Every single day. We don't always have to have meetings, but every single day we pass each other, we talk to each other. That is how we sort the stuff out.

F What would you say is the most exciting thing in your job? What excites you?

J The people I work with. Actually it makes it worth for me. If you have a nice team, then you enjoy standing up in the mornings and to say to yourself, you are going to work now.

J That is how I feel.

F So if I gave you a score out of 10, with 10, I love it, 100% and 1, please, anything new. What kind of score would you give yourself?

J I would make it a 100.

J For enjoying my job, every single day.

J Other jobs I mostly had people working against me, not really, in the car industry I have only been now a year, two years and before that a year. And before that I was all by myself. I did not work with anybody and now I got people that work with me. They want to work with me. Yes, we have hiccups, but we sort it out. Like I told the guys, when it is working hours, it is working hours. We work as a team. Yes, after work we can talk a lot of nonsense.

F So what do you do, is there something you do that is not directly linked to your job? To your role as the parts manager?

J Actually everything is. Everything that I do every day has to do with my department.

F Is there anything that you do that is outside your department's responsibility? When you do something that is not?

J Lots of times if the workshops have hiccups with drivers, I help them out. Even if they have a problem with fetching customers, picking up customers, delivering a car, picking up a car, they can always ask me. I can take that little bit of time to help them as well. In the end of the day, I am helping myself.

J 'Laugh'.

F Very good. So, how do you think what you do, how does it help the organization, if you have to say that, if you have to say, what was my role in the big picture of the organization now? What would you say?

J Well, I must say we may be a small department, but we do play a big role.

J New cars, if there is any problem with them, of course we need and try to sort it out before they can even try and sell a car to a customer. If there is any problems, we need to sort it out first. Yes, it comes through your workshop. It comes through the parts department. At the end of the day, we actually play a bigger role, because what we supply, is one of the major things in the product that they have to sell to a customer.

J I hope they do.

J Me, sometimes no. Some of the other branches, yes **in the beginning I also use to do my own thing.** I am use to this. **I tried to do my own thing.** And then I started realising that it is not going to work like that.

F What made you change mind on that?

J **It was just my mindset, because** I ...And Jackie's name, you hear every time, about every single thing, I realise I am doing something wrong. **I am not listening. I am not taking into consideration what they are actually saying to me.** **So I just start listening. I started doing everything that they telling me, how they would like a meeting to run and I took it from there.** And every day **I learned a bit more.** We have made now we actually, for our small department, we have really come a long way.

F I have seen that. Tell me, let's talk about the Carin before she saw the light as you say. Started listening.

J **Stubborn.**

F Stubborn, what else?

J She was very stubborn **she always wanted to do everything her own way.** **Never really wanted to listen to advice.** Wanted to do one thing and **I am going to try and fix it myself.** And then it does not always work like that. At the end of the day, you **are going to start realising, I have to ask somebody.** And for me it was difficult in the beginning. Can anybody help me with this? Can you help me with that?

J Because of the type of person I am.

F Yes, tell me about that?

J **I don't like asking people for help. I will rather struggle and sort something out before I ask somebody. Can you maybe help me.**

F So what made that change? What made Carin going from saying, who wasn't keen on getting help, to say, would you help me?

J **I started seeing how I was struggling.**

J With all this stuff I was doing, **I really started struggling.** All the problems **I had, the whole mess** I was actually sitting with, especially **with my stock,** I had almost 500 thousand rand's stock which I bought in a year's time. And then, and **I listened and down the line I had half of that.** Because I was starting to listen and I **started asking for help and not just doing it by myself,** realising that is not just me. Even all the other barnies are not linked to me, but we are all a team.

J So you said you are 100% happy with your work. Out of all the things that have happened to you, what was the biggest impact on you being really happy and successful in the business and maybe before not so much?

J **My salesman that I have now.** He really does play a big role in my work.

F Okay.

F I got a salesman that is, **he works hard.** **I will help him in any way that I can and he helps me at the end of the day as well.** For me it is nice, because we really do **make a nice team.**

J Me and Gerry. Every day.

F and you say Brent as well?

C **Yes. And the mechanics. All of them.**

F So, let's talk about Carin, what skills do you think, skills, attributes, personality traits, whatever it is, will the company lose if you were to leave?

J Well I would say they would really lose an important person, because what I have built up so far, in my department, and the **person that I am,**

F So tell me what that is?

J Strong. A **strong personality.** **Always willing.** And want to be successful, because that is what I see in myself.

F What about the skills? And the attributes?

J The skills definitely yes. I have **learned a lot.** I am still not one of the experts, but I have learned a lot more that I had. And I have seen, with the week and a half that I was not here, there is a huge gap and everybody told me, we missed you. And I never had that before. Where there is actually, when I am not here, there is actually a gap, like you can't close it. And it **means a lot to me, to think that I actually am I play a big part in the company.**

F And in terms of closing that gap? Do you think that is something you want to achieve?

J What I am doing, is I am actually **helping my salesman.** I am **giving him more knowledge.** I am helping him more. So that for the days that I am maybe not here, **that he is not going to have such a big strain on himself.** That he is going to be able to **do all the stuff that I am doing as well.** Because I **want him to move forward.** I don't want him to stay where he is right now. But that also means that if he moves forward, I will move forward as well.

J I will say strong personality, good person,

F Okay, come on, I am going to interview you for a job. And you are going to tell me this is what I am good at. What is that?

J I am good at what I do.

F Okay, what is that? Tell me more? I know you, but I want you to tell me as if I don't know. Be more specific.

J Okay. I have not even really, really thought about it. About all the things that I can do. It is just to put it into words.

F Okay, think about it. What is a day look like, Carin does in a particular way from the moment she gets up to maybe the moment she leaves here? If she was not here, it would not have been happening? Maybe.

J **I am someone sorting out everything.** Yes, sometimes I go a little bit into someone else's job, but that is what I do.

F And what kind of reaction do you get?

J I never get a bad one. It is a thank you. I always go a little bit further. Try and see what I can do. Where I can help.

F Give me an example.

J Hmm, let me think of one that happened now recently. Maybe let's take the service department. Something they maybe struggling with, yes I don't know their ... stuff, but customer wise, something **that the service advisor could not sort out, I spoke to the customer.** I got everything from the customer. **I got the details and I sorted it out.** And **I explained to him, okay, if this happens again, this is all you do.** You can ask me if I am here. You can ask me, but remember you can always ask someone.

F So, you are not directly responsible, but you will help. I think that is a nice example.

J For me it does not mean because I am a parts manager, I am just going to be a parts manager. I just do parts. So if there is something else, I am going to pull up my shoulders and say, but that is not in my job description? That is not how it works. **If you can help someone else, help someone else. At the end of the day, it is not going to kill you.** It is also just going to help you. And you got another person on your side as well.

F Exactly. What about, let's take another attack? Is there any time that you felt where you worked, that you were anxious about something or you were fearful about something in your work or around your work?

J The only thing I am usually very worried about, is specifically with the parts, **is dead stock.**

J **If you, it worries me,** because at the end of the day **you got that amount of money that you write** off, every single month. That you can't do anything with. **They you can't move it**

anywhere else. But then you must also think, that worries me, but at the end of the day, you have to think to yourself, okay, what can you do with that?

F Sure, that is a solution focus, but I am more talking about the fact that you feel that way. Let's say you make a mistake, it can be a real big amount of money if you ordered the wrong stuff? How do you feel if you do it?

J It frustrates me, yes, if there is a lot of money that has to be written off.

F How fearful are you?

J The first thing I am going to see, if I can't get rid of it. Can't get it somewhere else, because that is something I worry about a lot of times.

F Let's say you can't sort it out. How do you feel then? Let's just say it is going to be a write off.

J Extremely, depressed.

F Okay.

J Because it is costing money. It is costing the company money.

F How do you think the company will react?

J Well, it has happened, okay not big amounts, but the company will stand by me, because it does not happen often.

F Did you always feel that way, or what about the beginning? When you were still sorting this place out. How did you feel then?

J In the beginning I was not really focused on that. I was more focused on my stock. I had to have stock. I had to have a large amount of stock. I can't run out of it. And then all of a sudden that started biting me and then I realised, you can't just go left right and center and do what you want to do. You have to start focusing and making sure if you order a part, if it is the right part. Yes, unfortunately even with us, with phones, when the customer says the left-hand side, the left-hand side, but then the customer said, no, the right-hand side. I can't argue with them. It is that he said, she said kind of scenario. The only thing we can do in that case, is to tell the customer I apologized. Supply the correct part and see if you can't sell the other one. Try and get rid of some of the mistakes.

F How does Brent reacts when you make mistakes?

J Lot of times I try to sort it out before that. But he does not really have a problem, because I don't sit with a lot of stuff.

J I will get it sorted out before it becomes a massive problem and a big amount for the company to lose.

F Why would you say you are well suited to your job?

J Because I can do the job. I am suited for the position, because I can take everything on?

F So you are proactive. Heads on as you call it. But it is quite a technical job, is it not?

J It is technical.

F So what attributes do you have that makes you well suited for the job? Let me put it another way. What do you think a parts manager needs to be able to do or have or have what skills that you have?

J Okay I can't say I am technical. That is training I still need to get. But learning is the big part. I have taught myself you need to know your systems.

J And that is how I started knowing more or less where the parts go. Now I don't know everything. That is why I also have the help of my technicians. I can always ask, spare me one moment and please help me with this part, because I can't find it anywhere.

J Not that much. For me it is nice, because Gerry is skilled. He use to be a mechanic. So he is more clued up. Lots of times I will be with him working on the phone counter. If I get stuck then he helps me. Sometimes he gets stuck and then I help him. You don't really have to be technical. It is an advantage, because it helps you a lot, but technical and working on the system itself, is two different things, because it will say it is on the gear box on your system, but it is not going to show you it is on the gear box. So you physically have to go and look for it every time. If I do struggle, my other helpers is also my importers. I always have someone that I can rely on and ask for help.

F So you strike me as ...and I think you are quite resourceful. You get the help that you need. You will ask the questions when you got stuck. You are proactive. You believe in team play. You all seems to me what you have told me.

J It is because I am going to struggle now to find a part and I am going to hesitate and then I am going to order the part and then the part is wrong. I can rather just go, ask for help. So, I am looking for this. I can't find it. Is it the correct part, is it not. I get the help from the importers and get it the first time right.

J Then I don't need to even frustrate the customer and say, I am so sorry, I got it wrong. I need you to wait another 3 days., or 3 weeks for another part.

F Is there anything that the company could provides you with or give to you that would make your job easier? That you don't currently have?

J Maybe faster internet. That is something we really struggle with. Because the system takes so long. It really frustrates and at the moment we are looking at getting another person in.

J Yes. Systems and at the moment, especially because we are growing, and we want to grow more, but at the moment we can't, because me and Gerry, we can only do that much.

F What percentage of your frustration that you will have, is tied up between those 2 things, the system and maybe personal issues?

J From my side actually, mostly my frustration, is my admin, because it takes a lot of my day.

J 80% of my work is paper, is admin work.

J My frustration with the system, is when I am busy with customers and they are on the counters. When the customer has to stand. So let's say that is about 50% frustration.

F So it is quite a lot of frustration around those things that affect you. It is about getting your admin done + doing your job and then of course the time it takes to solve a customer issue, because the system maybe slow?

F So give me a score from 1 to 10, 10 you are ecstatic again, you said 100, but I based

J On those ones, I would give it a 70.

F 70 With the frustrations. So on a bad day, those things just go through the roof. So it would be the perfect job if you get those things sorted out.

J Definitely.

J It is small things, but it makes a big difference.

F Now let's talk about information. What do you think, information you need to get your job done well? What kind of information?

J For us it is a lot of times frustrating, especially with the systems we work on, to work it accurate. We only need a ... number. It is a very simple thing, but it gets frustrating when a customer tells you, but I do not have it at the moment. Yes, we can still do our job, but then we can't order the part for the customer, because I can work on a plus-minus price, plus-minus part number, not accurate and then of course the customer needs to supply. We don't always need a lot of information.

J Certainly that is the main information that we need.

F Anything else? And from the company itself? Or information you need from management? Or from senior management? Your own management? That you think is important that you may or may not be getting?

J At the moment I don't have any frustrations. I get all my feedback from the accountant, from my other managers. At the moment I don't really lack any information from higher up.

F That is perfect. Let me ask you, how does management compliment you or recognize you for what you do, for good work done?

J I must say, for the first time in my job, I actually do get it. Where I get told, you are doing really good. Or it is just that passing by.

F Okay, so sometimes informally.

J Yes. You don't have to come to me and tell me. Even if it is a pass?..., it can be really good or what is going on this month, it is just the little bit of recognition that I get, that I appreciate.

J It does happen.

F Okay. How would you characterize management's attitude towards the employees, here in this dealership, what you have become aware of? What would you say is the general attitude of management towards its employees

J What I have seen, is unfairness sometimes towards some of the staff. A small example, maybe fuel. This one gets more than that one, but this one stays closer than that one. It is small little things, but you need to keep everything fair.

J It frustrates me, because I can't do anything about that, because it is another manager's department. I don't want that manager to come to me and telling me, but why are you interfering in my department?

J I have seen it. Maybe I can say something, but it is small little things. The attitudes of the managers towards their staff, I don't have a problem with that. I have never really seen any manager mistreat their staff or anything like that, but it is just small little things that in my eyes are not always very fair.

J Yes, it is. To me you need to treat all your people fair.

F Okay. Now, if you have a personal issue, something that maybe is affecting your job, maybe not, would you be comfortable to share it with somebody at work?

J Yes.

J Yes. There are certain people in the company that I can go to. I won't let that interfere with my work, but if it does, sometimes it is just in the back of your head. You are doing your work and it just sticks there and you really need to talk to somebody and yes, I do have people to whom I can speak.

F That is nice. Besides this fairness thing, is there anything else that characterizes the behaviour of management towards work

J What we do, is that every Tuesday we got a management meeting. Then we learn a little bit more about the other departments and they learn more about us and it is the interaction between all of us. We actually sit and we can sort out all our problems. If I have a problem with a certain manager, I am not scared to say it. But why are you not giving me work? Why are you pushing everything away there.

F Yes.

J I must say, with all of the managers, we got a good relationship. I would hope that they feel the same about me. Sometimes I might come forward as a someone that you can't talk to, but maybe because I am a strong person.

J No, sometimes.

F Sometimes?

J ;'Laugh'.

F Thank you very much for your honesty and the feedback. I think it is very useful and very helpful. Well done. It is very nice to see how you come to work.

4.2 Example 2: After coaching

Example of transcribed interview 'John' coding interview two (after coaching)

John

F John, it is our final interview, after we have done the coaching and so on. So I want to get an idea, how is John doing, how is she going at the moment. How is the work going?

J Good actually. A lot of things have improved. I am going to get a lot of stress off my back now.

F Tell me why?

J Jamie is going to start helping me out in the parts.

F Okay.

J Because next year I am going on maternity leave

F Oh yes, that is good.

J And we need someone to help there a little bit.

F Okay.

J But other than that, everything has actually been picking up a bit. It is going better with all the frustrations we had, except of course the system is still a bit slow. But we have been managing with that and I send Gary a bit for training up to JHB

F Yes.

J Which is actually also helping a bit.

F The whole situation with Jamie coming across and help be preparing you for the time when you are on maternity leave and so on, how did that come about?

J Well I was actually asking him to get me someone to help me with my admin.

F Yes.

J Really I have been struggling to get on top and trying to sort everything out.

F Okay.

J So we first thought, well, he is not so busy at the moment.

F Yes.

J He is not productive, so I might as well start getting someone. **Instead of employing another person, get somebody who is already in the company and just give them a little bit work.** He is mostly going to be working with my warranties as well.

F Okay.

J **Which is nice, because he knows the warranty process.**

F And was this as a result of something you might have brought up in coaching as well, did you discuss the challenge and the problem that you had here?

J I have been talking to Cornelle and Jamie and them about the struggles I have, because you know, I can't get to all my work.

F Okay.

J **So all of the talking and everything, well Cornelle actually came up with the idea and said, but why don't we use Jamie?**

F And did you initiate that discussion?

J Well, I have been asking him about it a lot and just out of the blue Cornelle actually told me, listen, because **JP? Told me it is actually about time now to get another person.** Otherwise I never am going to go over 200 thousand which I am really aiming for.

F Yes.

J With just me and Gary, the most we have made now, is 190, and that is the most ever. And it is just so difficult to just push for that extra thousand just to make the 200 thousand mark.

F So let's talk specifically about the changes that may have come about as a result of coaching or in this time that the coaching has happened, because I am interested to hear about what impact, if anything, it has had on you, on the way you operate on the way you are doing, can you reflect on that?

J Well, **there is a lot of things that started that I was looking at a bit different,** the way I approach it.

F Yes.

J That I was thinking, along, the way I approach it, **I actually starting changing a little bit. Especially the way that I have communicated with Gary as well, which I was not really I was not communicating enough.**

F Okay.

J **And that was also frustrating him.**

F Okay.

J **So I am communicating a little bit more with him.** And my frustrations with ...that is also slowly but surely busy sorting that out.

F Really and how did that come about? I mean what did you do specifically differently that is helping those two situations.

J **Just the way of communication.** I just started **instead of just throwing it out there and getting angry about it, just approach it different.** And say, listen, I do have this problem **and please just try, let's resolve it together.** Can you maybe try this. Just to try this and **not to always give problems. Give a solution as well.**

F Okay.

J You know, for a lot of time people are eager to, I got this problem and this problem, but nobody thinks about but why did you not try this maybe and that will help.

F And are those the kind of things you brought up in your coaching discussions? That you were able to work through? How did you go about that? You brought up the challenges? How did you approach it in the coaching?

J **I just started to talk a bit more to Simon.** The frustrations I had, the deliveries or and that type of stuff and it actually helped a bit more, the more I spoke to him. **Because it does not always help that I just leave it and get angry about it.**

F And did that have any impact, did it improve things for you?

J It has really changed. **A lot of things have changed.** From now...yes, there is still some hiccups, but at least I just don't always gets the hands up and listen, it is not my problem.

F So **they have changed their behaviour towards you.**

J **It has most definitely changed.**

F How does that make you feel?

J Oh, it really makes a person feels good, if you know you are actually going to solve something and you can sort something out.

F Yes. Okay. When you are faced with some of the difficulties, for instance now, you mentioned that the system is still slow, something that you have brought up previously and it have not seemed to changed much,

J **Not really, no. But I think we are actually busy working on that, because we getting YFi for the workshop as well.**

F Okay. I think there is stuff on the Vodacom thing that will help.

J Yes.

F But would you say you have changed in terms of your **reaction to frustrations now**? Or are they still the same?

J Well, I think **I have actually changed**.

F And what have you changed?

J The thing is, I always used to get too much frustrated, instead of just taking a step back, looking at it different **and see if maybe you can't approach it in a different way**.

F Yes.

J **And I have actually just stepped a bit back, looked at it**, because now, in a way I am I am taking a little bit of strain off the frame? Counter as well, **because my systems are up and running in my office. So I can also, I can help a bit more, Gary a bit more than I use to.**

F Which made you do that? I mean you have said you have changed the way you do thing, what has helped you so to approach things in this way now, what was it? I presume and I don't want to put words in your mouth, but the coaching had probably something to do with it? What is it about the coaching or whatever it is that helped you, so that you suddenly realized that stepping back is important?

J Actually, the whole **coaching helped me a bit to be a bit more positive.**

F Okay. Elaborate more.

J Just to try and, I don't know, like with the whole thing with Gary. **Instead of always pushing everything and, I actually stepped a bit away from my admin**, even though I am struggling with it. I stepped away from that and okay, wait, **I am going to help Gary at the front**. So I had a little bit of the sales away from him, trying to get a bit through to customers a bit easier, yes we are struggling at the moment, this month, it is really quiet.

F Okay

J So just **trying to help a bit quicker** and then eventually, because **we are open now Saturdays as well**, that gives me an advantage **to actually catch up with my admin**.

F So you have told me about a whole lot of things you have done. But I am pushing you, because obviously I am not asking the question correctly, but let me try again: what is it that has made you decide to do that? What has made you to step back? What has made you go 'back'?

J **I think it is actually the way that Steven was talking.**

F Okay, tell me about that? That is what I am interested in.

J The questions he was asking me.

F Yes.

J How do you approach this? And how do you handle this? And there was a scenario that he had and it was the same thing, but he did it in different stages. More or less the same thing, but then he asked me what would you do with this and would you do this first or that and that actually made me starting to think different about everything. Instead of just going heads on onto the one thing, just think about it first, because you can always have more than one option. I don't know, it is just all the questions that he had asked and it made me think a little bit more.

F That is nice.

J Instead of going heads on into it.

F And so you saw it from a different angle.

J I just started to see it a bit different. Instead of always just looking at it straight on.

F So the advantage for you in the coaching environment particularly was?

J It really opened up my eyes. I am seeing a different approach now than I use to. It almost is as if I always had this parrot example, just doing everything like a parrot which now I am just going a little bit and doing stuff a bit different.

F Now, it is nice to hear. And I mean that is kind of I suppose what the approach to coaching was meant to be. And it is good to hear that some of that is happening. Communication in general? You have alluded to the fact that you communicated. Have you seen a shift in the communication around you? People communicating with you maybe, maybe management, any management communicating with you?

J I must actually say that communication also is starting to get a little bit better. I don't know how it happened, but

F Do you got any examples you can think of? Or just situations?

J Like that I said, with the forms that we had, we never really use to sit with Cornelle before the time just cannot go through everything and we are actually doing it now.

F Okay.

J Which is nice, because sometimes it just makes me feel as if, I am just there, I am in the parts. But Brent, a lot of times he is with Cornelle. But it is just always as if I am out of the loop.

F Okay.

J But it is just that I am on this side. **And it is actually starting to change a bit.** .

F And was it something you instituted or was it happening from somebody else's side that have changed it?

J I think it has **actually just changed.**

F That is interesting.

J Maybe it was the way that communication and everything was running, and then all of a sudden, I don't know, it just changed.

F So there is an opportunity there for you to maybe give certain feedback? What could you do different to reinforce, that is one of the questions I could ask you, what could you do if you like that behaviour, and you have seen that come through, how does management know that that's behaviour that is working for you?

J I think **you must just be open and actually just talk to everybody.** That is the only way it is going to happen.

F You see, that is the thing we don't always do. I am now stepping into a coaching role here for a moment. But is it not one of those things, where we go back and said, we have seen behaviour we like. How will they know that it is something we really want more of? You got to tell me.

J **If you don't tell them, they will never know.**

F And that is it and I think throughout this cycle, those are one of the things you guys need to think about. You know. The right off situation? Is that okay? You have not had to right off? Remember, you told me that is one of the stresses in your life?

J That is actually going a lot better now. We **start getting other controls, sorted,** ...

F And you had that for a while or what?

J No, **we are actually a bit more strict on Gary especially.** It is something where we always are going to have a customer saying I ordered this and you know for a fact the customer ordered differently. Which is your word against his. But you get those small situations, it is not always a major thing, but most of them has actually been, I did not really have hassles.

F And you say with Gary you are a lot stricter with him. How has he responded to that?

J He actually, I did not have a bad response from him. **If he has a problem, he tells me this, I am sorry, I did made a mistake. Then I will say, okay I will give you this amount of time to actually sell the part.**

F Okay. So if he has ordered the wrong part for example. And in terms of being stricter with him, how did you approach that?

J Well I am being stricter with him with what he is ordering and especially with deposits. Because at the end of the day you are going to sit with a lot of stuff and you don't really have money to cover it.

F Does he know why you are being stricter?

J I have explained to him the whole situation. At the end of the day you are going to sit with a lot of stuff that is in your stock that you have ordered for people and there is not that you can actually get rid of it. So you need to manage your money as well. So if it is just lying there, you are losing money. But if you got the deposit for it, then you can actually cancel it out.

F Sure.

J Even if you have to do it cost for cost, that is fine. Getting rid of it. It is not just lying there. And the interest and everything for the deposit going out. And the other thing I have also started doing with him now, I am giving him a little bit more responsibility. And I think he actually appreciates that.

F And that is also a recent development?

J Yes. Giving him a little bit more work to do. Although he is busy, but I am teaching him a lot more stuff. Which I think he is appreciating, because now he thinks okay, he is not just good enough to do this one thing. He can do more and I know he can do more. He just needs coaching. He just needs somebody to actually help him.

F And is that something you only recently kind of discovered and stumbled on to making different changes in the last few months or was it the months since we have been busy with this?

J I cannot say how it actually started. I was thinking about it, but then but it ...put my mind there. I did not really think about it. The more, with the coaching, the more I really started thinking about it. Why, yes, I am the manager, but that does not mean that a little bit of responsibility can't go to your sales person and the responsibility of the stock, is actually his responsibility as well. Because it is getting, picking, packing, all that about stock, so he needs to be able to manage the whole process as well.

F And from what I gather, his responses has been quite good.

J No, it is definitely helping. Even, his attitude, everything is different.

F And how does that make you feel?

J It really makes me feel good. And the other thing is also salary wise, I mean fighting now for a while for him to get more money and now eventually I got it right which also, even there, changed his attitude. .

F And how did you go about that? You had to tackle management?

J Yes I spoke to I actually spoke to Cornelle a while ago, but then I think everybody forgot about it. Then I spoke to Daniela about what the process is and then I tackled it a bit and just nagged a little bit.

F And you did that also quite recently

J Yes. Everything was finalized now in this week.

F Well. So that is also another feather in your cap. Well done.

J If I can get him to be happy, then his performance will be good as well.

F Yes.

J And he even knows now that Jamie is coming in, Jamie is not always just going to be doing the warranties and stuff. So if I am going to start teaching Jamie to do sales, it is going to affect Gary's pocket and he is not going to like that. So he will be a bit more aggressive, not aggressive, but more aggressive towards his ...so he will push for more sales.

F Yes. Well, that is good thinking. It sounds like your world has changed quite a lot. So if I ask you to summarize for me, give me an impression, give me an overall kind of feel of how you experience the coaching in general, what would you say?

J Well, to summarize it up, I am really I don't know, it is really in a way changed me as a person, the way I think about stuff, because now I am not just doing it at work. I am doing it with every situation that I got. It really has made me more positive and I see a solution in everything now where instead of just giving up, and leaving that, I try a little bit harder and just try and solve it.

F That is magic and you seem to be getting the returns for it.

J Oh, definitely. The way everything is going now, everything is just getting positive.

F And you know what is an interesting observation I would make? That in spite of you having a tough month, I have seen you more stressed before. Somehow you seem to be coping and absorbing it better. Is that right?

J ...The frustration is getting a bit better. All of a sudden I just got a very short temper, but besides that, everything is actually going a bit better. I don't have that much tension. I think

the guys in the workshop, they just tempt me most. They just want to see how angry I can get. That is mostly joking, but most of all pressure, it is not really that bad.

F The training..issue, we talked about that before? From your personal point of view?

J Me personal, our training runs smooth and everything, that I have done already. But for me in the future, definitely, and if there is anything that JP and them, and I know they will tell us, if there is anything in the future that I can do, I definitely would like to do it. Just to improve myself.

F So my message to you, if they don't come to you,

J I will definitely go to them. I definitely don't want to sit on just the one

F Before coaching, Carin today

J Different.

F Describe to me the differences? Carin today. How was Carin today different from Carin from before this process?

J Well, Carin today is definitely more positive. I think of the words now.

F As jy dit in Afrikaans wil sê, kan jy.

J No, I am actually better in English. 'Laughter'. Everything is actually just a lot better. The communication that I got back from the workshop now, the teamwork that I got.

F But I am asking more about how you feel?

J That is all because of that, that it has changed my way of thinking and my way of doing everything. So the whole coaching has changed my personality or the way I am working with all the people from not really coping, or struggling a little bit to cope, to actually coping now and seeing stuff different. It is just giving me a little bit of a boost.

F Yes.

J To actually help a bit.

F And I understand that. In a stressful environment, which you were in, having that extra bit of capacity of just seeing or tackling a problem differently and it does help, does it not?

J It is just as if I am actually getting more done now than I use to and I think everything is about attitude.

F I have not asked everybody this question, but one or two people I have asked, if you had to take this thing called coaching and you looked at it beforehand you know, what were your expectations in general? Was it quite different to what you expected. What was it that you

would be a lasting kind of thought about what coaching is now? That you have been through?

J For me before I did it, to be honest, I thought I am going to bore myself with it. That it is going to be a bunch of nonsense. It is not going to help me at all. So I am going to sit there, boringly, if he ask questions, answer. It is going to go that way the whole time. But it is totally the opposite of what I thought. I mean I never thought of someone, and it is not that someone tells me, listen, this is an exam or we are going to do this and this. It is just the way of the questions that were asked that helped. Because even just a small situation, me being put in a small situation and to think about it and to just changing the question a little bit, but it is exactly the same thing, gives you a different answer every time.

F There is power in that is there not?

J Yes, I must really say I really never thought that this would have changed anything that I do, but ever since we have started with this, up till now, I had more results than anything else. The only thing I am actually saying, is why did I not do this earlier.

F The ball is in your court.

J And I must also say, thank you very much. This has really, really help me.

F You are welcome. It is a great pleasure. Thank you. All the best with the baba.

J thank you.

APPENDIX 5

SUPPORTING DOCUMENT FOR ETHICS SCREENING CHECKLIST

5.1 Ethical checklist

Ethical checklist Signed by Matthias Roberg.

1



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**DEPARTMENTAL ETHICS SCREENING COMMITTEE
(DESC)
CHECKLIST**
To be completed by applicant (researcher)

DEPARTMENTAL ETHICS SCREENING COMMITTEE (DESC) CHECKLIST (DATA COLLECTION)		
To be prepared by the researcher (student researcher in consultation with supervisor/promotor) and attached to the actual research proposal, and submitted to your Departmental Chair		
Name of researcher: Prof/Dr/Mr/Ms/Other	MR MATTHIAS ROBERG	
Department of Researcher:	DEGREE IN MASTERS OF BUSINESS ADMINISTRATION	
Title of research project:	COACHING AND ITS INFLUENCE ON EMPLOYEE ENGAGEMENT WITHIN A SERVICE DEPARTMENT OF A MOTOR DEALERSHIP	
If a registered SU student, degree programme:	MPHIL IN MANAGEMENT COACHING	
SU staff or student number:	16798988	
Supervisor/promoter (if applicable): Prof/Dr/Mr/Ms	Dr RUTH ALBERTYN	

	Yes	No
1. Does the research involve direct interaction with, or data gathering from (this includes completion of surveys) human participants as individuals, members of a group, organisation or institution?	X	
2. Does the research involve access to institutional/organisational information that is not in the public domain?	X	
3. Does the research involve accessing information from a database that contains information linked to personal identifiers (Names, ID numbers, student numbers etc.)? OR the database contains coded information but the researcher has access to the code that links the information to identifiers?		X
4. Does the research involve information that is in the public domain but that could be regarded as sensitive, or potentially sensitive?		X

One or more YES answers? Complete this DESC form and submit it with the research proposal and other supporting explanations and information to DESC.

Only NO answers? The project probably presents a minimal ethical risk. **Confirm with your supervisor** and sign the form at the back and submit it with the research proposal to DESC.

NB! Please ensure that all required 'permissions' are obtained, if applicable, before starting the study even if the study is regarded as minimal risk.

A. Familiarity with ethical codes of conduct

I have familiarised myself with the Policy for responsible research conduct at Stellenbosch University available at http://www0.sun.ac.za/research/assets/files/Policy_Documents/POLICY%20FOR%20RESPONSIBLE%20RESEARCH%20CONDUCT%20AT%20STELLENBOSCH%20UNIVERSITY.pdf

- Yes
 No *If no, do so before proceeding*

I have familiarised myself with the professional code(s) of ethics and/or guidelines for ethically responsible research relevant to my field of study

- Yes *If yes, please specify the professional code(s) of ethics and/or guidelines which were consulted:*
 FRAMEWORK POLICY FOR THE ASSURANCE AND PROMOTION OF ETHICALLY ACCOUNTABLE RESEARCH AT STELLENBOSCH UNIVERSITY (Approved: Senate 20 March 2009)
- No *If no, do so before proceeding*

Has data collection already commenced?

- Yes *If yes, REC referral is required with an explanation as to why ethics approval is being sought after data collection has commenced.*
 No

B. Nature of the proposed research

1. Is it linked to or part of a bio-medical research project?

- Yes *If yes, REC referral is required*
 No

2. A, multi-site international, externally-funded project?

- Yes *If yes, REC referral is required. DESC to decide if other multi-site collaborative projects require review and approval by a full REC. Caution is advised.*
 No

C. Does the proposed research intentionally involve the collection of data on people in the following categories?

1. Minors

- No
 Yes *If yes REC referral is required.*

2. People living with, or affected by HIV/AIDS

- No
 Yes *If yes: REC referral may be required; DESC to decide, based on whether ethical risk is assessed as medium or high (see Glossary and Addendum 3 in REC SOP)*

3. Prisoners

- No
 Yes *If yes: REC referral is required*

4. People living with disabilities

- No
 Yes *If yes: REC referral may be required DESC to decide, based on whether ethical risk is assessed as medium or high (see Glossary and Addendum 3 in REC SOP)*

5. Other category deemed vulnerable (*see Glossary in REC SOP*)

- No
 Yes *If yes: Specify:* _____

REC referral may be required; DESC to decide and motivate its decision based on whether ethical risk is assessed as medium or high (*see Glossary and Addendum 3 in REC SOP*)

6. Stellenbosch University staff, students, or alumni

- No
 Yes *If yes: Permission will be required from the faculty or the Division Institutional Research and Planning; REC referral may be required: DESC to decide and motivate its decision*

D. The proposed research involves processes regarding the selection of subjects/participants in the following categories: (tick all that apply)

- Subjects/ participants that are subordinate to the person doing the recruitment for the proposed research
 Third parties are indirectly involved because of the persons being studied } REC referral may be required; DESC must assess and advise
(Examples: family members of HIV patients; parents or guardians of minors; friends)

F. Steps to ensure established ethical standards are applied (answer regardless of risk assessment)

1. Has appropriate provision been made for informed consent (either written or oral)?

- Yes *If yes, document clear processes in the research proposal and clear with DESC*
 No *If no, attach justification and refer proposal to DESC for further assessment and advice*

2. Will subject(s)/participant(s) be informed that they have the right to refuse to answer questions?

- Yes *If yes, document clear processes in the research proposal and clear with DESC*
 No *If no, attach justification and refer proposal to DESC for further assessment and advice*

3. Will subject(s)/participant(s) be informed that they have the right to withdraw from participation at any time?

- Yes *If yes, document clear processes in the research proposal and clear with DESC*
 No *If no, attach justification and refer proposal to DESC for further assessment and advice*

4. Will steps be taken to ensure personal data of informants will be secured from improper access?

- Yes *If yes, document clear processes in the research proposal and clear with DESC*
 No *If no, attach justification and refer proposal to DESC for further assessment and advice*

5. Will confidentiality of data be maintained?

- Yes *If yes, document clear processes in the research proposal and clear with DESC*
 No *If no, attach justification or explicitly waiver of confidentiality by subject(s)/participant(s), and refer proposal to DESC for further assessment and advice*

6. Will steps be taken to ensure personal data of participants will be secured from improper access?

- Yes *If yes, document clear processes in the research proposal and clear with DESC*
 No *If no, attach justification and refer proposal to DESC for further assessment and advice*

7. Will research assistants or fieldworkers be used to collect data?

- No
 Yes *If yes, will ethics awareness be included in their training?*
 Yes
 No *If no, attach justification & refer proposal to DESC for further assessment and advice*

8. What is the likelihood that mitigation of risk of harm to participants will be required?

- Low
 Medium / high *If medium/high, will appropriate steps (e.g. referral for counselling) be taken?*
 Yes *If yes, develop and document clear processes in the research proposal and submit to DESC. Where necessary, identify suitable persons or organisations that are able to offer counselling or assistance to subject(s)/participant(s) during or after the research*
 No *If no, attach justification & refer proposal to DESC for further assessment and advice*

9. Is institutional permission required to gain access to subjects/participants?

- No
 Yes *If yes:*

Has institutional permission been applied for?

- Yes *If yes: Specify from whom:*

MR ROSS BARLOW MD MOTOR RETAIL
 MR MARTIN FRIEDERICH REGIONAL
 MANAGER AMH MOTOR RETAIL
 WESTERN CAPE

Is/Are (a) permission letter(s) available?

- Yes *If yes, submit to DESC*
 No *If no, indicate to DESC when it will be expected*
 No *If no, develop application for permission, clear with DESC and apply*

Does institutional permission pose an obstacle to conduct the research?

Yes *If yes, refer proposal to DESC for assessment and advice*
 No

10. Will (an) existing instrument(s) be used to gather data?

No
 Yes

If yes, is/are it/they available in the public domain (i.e. without permission)?

Yes
 No

If no, obtain permission to use the instrument(s) and submit letters of permission with the proposal to DESC for assessment and advice

11. Is/are the instruments that will be used to gather data classified by law as psychological tests?

No
 Yes

If yes, provide the following details of the person who will administer these tests:

Name: _____

Registration number: _____

Professional body: _____

13. If unexpected, unsolicited data is revealed during the process of research, will data be kept confidential and only revealed if required by law?

No *If no, consult on this matter with DESC*
 Yes

14. If an unexpected emergency situation is revealed during the research, whether it is caused by your research or not, will it immediately be reported to your supervisor/promoter and/or Departmental Chair for further advice?

No *If no, consult on this matter with DESC*
 Yes

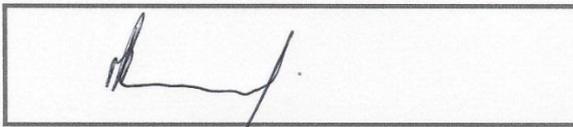
16. Are you aware of any actual or potential conflict of interest in proceeding with the proposed research?

No
 Yes

If yes: Identify concerns, attach details of steps to manage them, and refer to DESC for assessment and advice

E. Assessment of risk of potential harm as a result of the proposed research
(see Glossary and Addendum 3 in REC SOP; tick only one):

<input type="checkbox"/>	Minimal	} established ethical standards apply
<input checked="" type="checkbox"/>	Low	
<input type="checkbox"/>	Medium	} REC referral required
<input type="checkbox"/>	High	



Student Signature Needed Above



Supervisor or Promoter Signature Needed Above

5.2 Letter of permission

Letter of permission by Ross Barlow MD AMH Motor Retail Division

13th March 2014

AMH Motor Retail Division
5 Herman Rd
Corner Dick Kemp
Meadowdale

Dear Ross

Re: Consent to conduct research in the Service departments in Multifranchise dealerships

As you are aware I am currently completing my master's thesis towards my MPhil in Management Coaching through the University of Stellenbosch's Business School. My supervisor is Dr. Ruth Albertyn and Dr. Salome van Coller is the head of our faculty.

I would like permission to conduct research as part of completing the requirements for my Master's degree. This research aims to establish the relationship, if any between employee engagement and coaching. I will be selecting front line staff from the workshop in Martin's region as subjects for the study.

As part of this research I intend to collect information from interviews. Participating individuals will be coached as part of the research.

All information gathered from individuals will be kept confidential. Each interviewee will sign an informed consent form where they will be assured of confidentiality, that there are no identified risks from participating in this research, that participation in this research is completely voluntary and participants may refuse to participate without consequence.

Pseudonyms will be used in the research report to protect the identity of the participants. All data will be stored in a secure computer file accessible only to the researcher until published, at which point the files will be erased from the computer.

Any information that is obtained in connection with this study and that can be identified with participant will remain confidential and will be disclosed only with the express permission of the participant or as required by law. Confidentiality will be maintained by means of replacing the subjects name with a code and by securing the files in which this data will be stored.

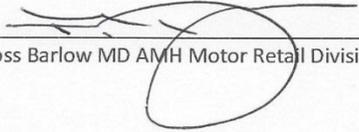
No personal information will be released to Management, supervisors, participant's peers, or the university. Interviews will be recorded and the participants will have the right to review tapes and transcripts. Only the researcher and the participants will have access to these recordings and transcripts. On the completion of the research and according to university requirements all recordings and transcripts will be erased.

Any questions about study participation may be directed to Matthias Roberg at fritz@amhgroup.net.
Any ethical concerns about the study may be directed to Matthias Roberg (fritz@amhgroup.net) or Dr.
Ruth Albertyn (rma@sun.ac.za)

Thank you

Matthias Roberg

Approved



Ross Barlow MD AMH Motor Retail Division

5.3 Letter of permission

Letter of permission by Martin Friederich - regional general manager Western Cape multi.

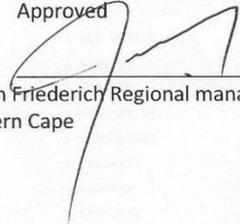


Any questions about study participation may be directed to Matthias Roberg at fritz@amhgroup.net.
Any ethical concerns about the study may be directed to Matthias Roberg (fritz@amhgroup.net) or Dr.
Ruth Albertyn (rma@sun.ac.za)

Thank you

Matthias Roberg

Approved



Martin Friederich Regional manager AMH_Motor Retail
Western Cape

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APPENDIX 6

INFORMED CONSENT

6.1 Stellenbosch University Forms



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STELLENBOSCH UNIVERSITY

Participant consent form

CONSENT TO PARTICIPATE IN RESEARCH TITLED:

‘Coaching and its influence on employee engagement within a service department of a motor dealership’.

You are asked to participate in a research study conducted by Matthias Roberg, from the University of Stellenbosch Business School. This study will contribute to a dissertation towards my master’s degree. You were selected as a possible participant in this study because you are part of the service team in the _____ workshop.

1. PURPOSE OF THE STUDY

The purpose of the study is to gain insight into how coaching influences motor dealership service employee engagement.

2. PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

1. Complete a questionnaire, (approximate time 30 minutes)

2. Engage in an interview with the researcher. (approximate time 50 minutes)
3. Participate in two individual coaching sessions. (maximum time 2 hours)
4. Complete a final questionnaire (approximate time 30 minutes)
5. Engage in a final interview (approximate time 30 minutes)

3. POTENTIAL RISKS AND DISCOMFORTS

The time required for participation has been agreed with your manager and will take place in work time. Times chosen will not impede your ability to complete your work.

Interviews, completion of questionnaires and coaching will take place in a private area on site and at the most convenient time for yourself and the company

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

By your participation in this research I hope to gain some insight into what the role of coaching can potentially play in the services industry.

PAYMENT FOR PARTICIPATION

There will be no remuneration for participating in this study

5. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of replacing your name with a code and by securing the files in which this data will be stored.

No personal information will be released to Management, supervisors, your peers, or the university.

Interviews will be recorded you will have the right to review tapes and transcripts. Only the researcher and you will have access to these recordings and transcripts. On the completion of the research and according to university requirements all recordings and transcripts will be erased.

Should this work be published, details of participant and institutions will not appear in the research paper.

6. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so

7. IDENTIFICATION OF INVESTIGATORS

The principal investigator is: Matthias Roberg 082 7792684 C; 304 'The Bridge' Durban Rd Bellville

8. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have any questions or concerns about the research, please feel free to contact Matthias Roberg (fritz@amhgroup.net, 082 7792684), Dr. Ruth Albertyn

(rma@sun.ac.za) the supervisor of this research project (lecturer: Research Methodology- Stellenbosch University)

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described to _____ by Matthias Roberg in English and I am in command of this language or it was satisfactorily translated to me. I was given the opportunity to ask questions and these questions were answered to *my* satisfaction.

I hereby consent voluntarily to participate in this study I have been given a copy of this form.

Name of Subject/Participant

Date

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____.
_____ was encouraged and given ample time to ask me any questions.
This conversation was conducted in English and no translator was used.

Signature of Investigator

Date

6.2 Ethical acceptance by HOD at Stellenbosch University



Matthias Roberg Approved letter 18 Jun 2014

Dear Matthias

Re: Ethical screening application: Matthias Roberg (BD044/Approved)

Research title: Coaching and its influence on employee engagement within a service department of a motor dealership

Supervisor: Dr Ruth Albertyn

The Departmental Ethics Screening Committee of the University of Stellenbosch Business School (USB DESC) reviewed your application for the above-mentioned research. The research as set out in the application has been approved.

We would like to point out that you, as researcher, are obliged to maintain the ethical integrity of your research, adhere to the ethical guidelines of Stellenbosch University, and remain within the scope of your research proposal and supporting evidence as submitted to the USB DESC. Should any aspect of your research change from the information as presented to the USB DESC, which could have an effect on the possibility of harm to any research subject, you are under the obligation to report it immediately to your supervisor. Should there be any uncertainty in this regard, you have to consult with the USB DESC.

2/...

University of Stellenbosch Business School
 Address: PO Box 910 Bellville 7535, Call Centre Drive Bellville 7530
 Tel: +27 (0)21 918 4111 Fax: +27 (0)21 918 4668
 Email: usbcom@usb.ac.za Website: www.usb.ac.za



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2011-2012

- 2 -

We wish you success with your research, and trust that it will make a positive contribution to the quest for knowledge at the USB and Stellenbosch University.

Sincerely



Prof Basil C. Leonard

Chair: USB Departmental Ethics Screening Committee

021 918 4250

Please note: Should any research subject, participating organisation, or person affected by this research have any query about the research, they should feel free to contact any of the following:

Researcher : fritz@amhgroup.net; 082 779 2684

Supervisor : rma@sun.ac.za

USB DESC Chair : Basil.Leonard@usb.ac.za

..fritz@amhgroup.net