

Name: Kathryn Carmine Dao

Program: Doctoral Program in Organizational Leadership

Dissertation Title: From Manager to Coach: How Managers Change Through a Managerial Coaching Model Implementation

Committee Chair: Jennifer Cuddapah, Ed.D.

Program Director: Kathleen Bands, Ph.D.

### **Statement of Academic Integrity**

I certify that I am the author of the work contained in this dissertation and that it represents my original research and conclusions. I pledge that apart from my committee, faculty, and other authorized support personnel and resources, I have received no assistance in developing the research, analysis, conclusions, or text contained in this document, nor has anyone written or provided any element of this work to me.

Signed:

---

Kathryn C. Dao

---

Date

HOOD COLLEGE



**From Manager to Coach: How Managers Change Through a Managerial Coaching Model  
Implementation**

by

Kathryn C. Dao

A Dissertation Submitted to the Faculty of the  
Graduate School of Hood College  
In partial fulfillment of the requirements  
for the degree  
Doctor of Organizational Leadership

Committee Members

Jennifer Locraft Cuddapah, Ed.D., Chair  
Associate Professor of Education  
Department of Education  
Hood College

Kathleen C. Bands, Ph.D.  
Professor of Education  
Director, Doctoral Program in Organizational Leadership  
Hood College

David Esworthy, Ed.D.  
Associate Professor of Education  
Department of Education  
Hood College

March 2021

HOOD COLLEGE



From Manager to Coach: How Managers Change Following Managerial Coaching Model  
Implementation

A DISSERTATION

Submitted to the Faculty of the  
Graduate School of Hood College  
In partial fulfillment of the requirements  
for the degree  
Doctor of Organizational Leadership

by

Kathryn C. Dao

Frederick, Maryland

March 2021

©  
Copyright 2021

by

Kathryn C. Dao  
All Rights Reserved

## DOCTORAL COMMITTEE

The members of the committee appointed to examine the dissertation of Kathryn C. Dao find that this dissertation fulfills the requirements and meets the standards of the Hood College Doctoral Program in Organizational Leadership and recommend that it be approved.

---

Jennifer Cuddapah, Ed.D., Chair Date

---

Kathleen Bands, Ph.D., Committee Member Date

---

David Esworthy, Ed.D., Committee Member Date

# From Manager to Coach: How Managers Change Through a Managerial Coaching Model Implementation

by

Kathryn C. Dao, D.O.L.

Jennifer Locraft Cuddapah, Ed.D., Chair

## **Abstract**

This qualitative case study explored changes and developments of managers behaviors, skills, and beliefs following the implementation of a managerial coaching model the lens of Riboldi's (2009) principles of change. Participants included 18 (78%) managers and 21 (70%) individual contributors within one small pharmaceutical organization in the mid-Atlantic region. Prior to data collection, all participants completed the managerial coaching training and were practicing the tools and techniques. The methodology utilized for manager participants included one 60-minute virtual focus group session and two virtual one-on-one, semi-structured interviews comprised of open-ended questions, self-anchoring scale, and ranking activity. Demographic data was also collected from manager participants. The individual contributors completed a survey about the changes in their manager's. The overarching findings of this study were: 1) shared purpose, 2) effective conversations, 3) enriching relationships, and 4) safe environment. Several implications for further research and practice resulted from the study. For research, implications include the exploration of: 1) manager participants' visions of their ideal coaching self and practices being utilized towards that end, 2) how focus groups could facilitate embedding managerial coaching cross-organizationally, and 3) adopting managerial coaching

behaviors in response organizational directed implementation, rather than desire to change and develop. For practice, implications include, 1) incorporating visioning into managerial coaching training, 2) encouraging managers to establish goals with well-defined measurements, and 3) considering ranges of beliefs, skills, and behaviors implementing a managerial coaching model.

## Table of Contents

Abstract .....	ii
List of Tables .....	ix
List of Figures .....	xi
Chapter 1: Introduction .....	12
Statement of the Problem.....	17
Purpose of the Study .....	20
Conceptual Framework.....	20
Managerial Coaching Model Implementation .....	21
Changes in Behaviors, Sills and Beliefs.....	23
Effective Managerial Coach .....	24
Research Questions.....	26
Significance of the Study.....	27
Overview of Methodology.....	27
Researcher Positionality .....	30
Boundaries .....	31
Definitions of Terms.....	31
Summary.....	33
Chapter 2: Literature Review .....	34
Managerial Coaching as a Paradigm Shift.....	35
Managerial Coaching Evolution.....	36
Managerial Coaching and Change.....	39

Principles of Change.....	43
Change Models.....	46
Change and Managerial Coaching.....	47
Becoming an Effective Managerial Coach.....	64
The Rise of Managerial Coaching.....	68
Catalysts for Developing Effective Managerial Coaching Behaviors, Skills, and Mindsets.....	70
What Does This Mean for Managers?.....	74
Summary.....	77
Chapter 3: Methodology.....	79
Methodology Rationale.....	80
Research Setting.....	82
Researcher Positionality.....	84
Participants and Sampling Process.....	87
Data Collection Instruments and Procedures.....	89
Online Survey Protocols.....	93
Focus Group Protocols.....	93
Interview Protocols.....	94
Triangulation.....	96
Data Analysis.....	99
Delimitations.....	104
Conclusion.....	106
Chapter 4: Findings.....	108

The Participant Demographics .....	108
Participant Profiles .....	115
Data Analysis Process.....	125
Deductive Analysis Process .....	126
In Vivo Analysis Process.....	127
Presentation of Data and Findings of the Analysis.....	132
Approach to Data Analysis .....	135
Theme 1. Shared Purpose .....	135
Vision.. .....	136
Focus on Learning .....	137
Developing Trust .....	138
Alignment of Purpose.....	138
Theme 2. Effective Conversations.....	139
Giving and Receiving Feedback.....	140
Asking Effective Questions .....	141
Listening .....	141
Reflectivity .....	142
Theme 3. Enriching Relationships.....	143
Positive Interactions .....	144
Knowing Self and Others .....	145
Inspiring Others .....	146
Improving Results .....	147
Theme 4. Safe Environment .....	148

Consistent, Ongoing Managerial Coaching Sessions .....	149
Consistent, Ongoing Practice of Tools and Techniques.....	150
Accountability .....	152
Findings Summary.....	153
Chapter Summary .....	157
Chapter 5: Discussion of Findings.....	159
Summary of Findings .....	159
Discussion of Findings .....	162
Theme 1. Shared Purpose .....	163
Theme 2. Framework for Having Effective Conversations.....	165
Theme 3. Developing Stronger Connections and Enriching Relationships .....	170
Theme 4. Inspiring a Safe Environment .....	176
Conclusions Based on Findings.....	177
Chapter Summary .....	178
Chapter 6: Conclusion, Implications, and Recommendations .....	179
Overview of the Study .....	180
Significance of the Study.....	181
Limitations of the Study .....	183
Implications for Practice.....	184
Managerial Coaching Environment.....	185
Tracking Progress Over Time .....	187
Developing Resonant Relationships in a Managerial Coaching Context.....	188
Implications for Further Research .....	189

Follow-up Study on Changes and Development Findings .....	189
Study on Participant Vision of Ideal Managerial Coaching Self .....	190
Leveraging Managerial Coaching Practice Across the Organization.....	191
Conclusion .....	192
References.....	195
Appendix A.....	229
Appendix B.....	230
Appendix C.....	232
Appendix D.....	236
Appendix E.....	237
Appendix F.....	238
Appendix G.....	244
Appendix H.....	248

## List of Tables

Table 1	Accountability with Care System™ Tool Components.....	22
Table 2	Riboldi (2009) Change Model Overview .....	24
Table 3	Managerial Coaching Categorization Evolution.....	36
Table 4	Definitions of Managerial Coaching Found in Literature .....	37
Table 5	Riboldi (2009) Principles of Change Overview .....	49
Table 6	Dobzinski (2012) Accountability Meetings Overview.....	51
Table 7	Riboldi (2009) Steps for Making Wise People Choices Contributing to Increased Capacity .....	56
Table 8	Dobzinski (2012) Tools for Increasing Capacity.....	57
Table 9	Summary of Effective Managerial Coaching Behaviors and Skills .....	65
Table 10	Data Collection Categories with Rationale.....	92
Table 11	Alignment of Categories, Research Questions, and Data Sources .....	100
Table 12	Participant Exposure to Managerial Coaching Prior to The Implementation.....	112
Table 13	Support of Initial Themes From Managerial Coaching Literature .....	126
Table 14	Thematic Definitions and Descriptions from Riboldi’s (2009) Principles of Change	128
Table 15	Overview of Changes Regarding Type, Common Purpose, and Clear Direction Linked to Riboldi’s (2009) Principles of Change .....	129
Table 16	Overview of Changes Regarding Increased Capacity and Inspired Commitment Linked to Riboldi’s (2009) Principles of Change .....	130
Table 17	Overview of Changes About Better Results Linked to Riboldi’s (2009) Principles of Change .....	131
Table 18	Definition of Changes in Beliefs, Behaviors, and Skillset Themes in Stage One .....	133
Table 19	Definition of Changes in Beliefs, Behaviors, and Skillset Themes in Stage Two .....	134

Table 20 Managers Responses to Changes in Beliefs About Role of a Manager Coach Since Implementation – Top Six ..... 154

Table 21 Pre- and Post- Implementation Comparison of Manager/Direct Report Environment ..... 154

Table 22 Principles of Change Weighted Mean ..... 156

## **List of Figures**

Figure 1 Theoretical Basis for Becoming an Effective Managerial Coach Through the Lens of Riboldi's (2009) Principles of Change .....	26
Figure 2 Themes and Sub-Themes found from Stage One and Stage Two of Analysis .....	133
Figure 3 Findings of the Change Process .....	163

## Chapter 1: Introduction

In 2004, Boudreau and Ramstad, recognized talent as a key resource for organizations. In 2012, Drucker echoed, “The most valuable asset of a 21st-Century institution, whether business, or nonbusiness, will be its knowledge workers and their productivity” (p. 135). The concept of the knowledge worker or knowledge society began in the early to mid-1940s with Drucker (2012). Drucker (2012) defined knowledge worker as differentiating unskilled and low-wage positions from those positions that required skill (Clott, 2020). Research also shows that knowledge workers can be found in high-tech and global manufacturing and high-tech, competitive industries, such as pharmaceuticals and biotechnology (Surawski, 2019) due to specialized skillsets (e.g., business acumen, global and multicultural fluency, and technological literacy; Clott, 2020). According to Clott (2020), “knowledge workers with specific skills are being supplanted by ‘learning workers’ with skills to learn and adapt to changing workplace environments,” referred to as “dynamic talent” (p. 101). The term *talent* is used to represent the concept of learning workers for the purpose of this paper.

As the complexity, pace, and change in talent needs evolve, so should organizational leaders’ approaches to attracting, developing, and retaining talent, which is true in all sectors of today’s society (Salas et al., 2012). The ability to attract and retain talented people with necessary expertise and in-demand skillsets is critical to an organization leader’s ability to compete and remain competitive (Ott et al., 2018; Pandita & Ray, 2018). Leaders of high-tech organizations, such as pharmaceuticals and biotechnology, face even more challenges of attracting and retaining talent for several reasons. According to Mohan et al. (2015), leaders of

pharmaceutical and biotechnology industries require rigorous scientific knowledge, experience high attrition rates, and employ monetary offerings to attract and retain talent. Organization leaders have recognized that beyond the monetary offerings, nonmonetary offerings (e.g., personal, professional, and developmental opportunities to help talent achieve potential) may be more effective methods for attracting and retaining desired talent in today's work environment (Ott et al., 2018). Mohan et al. (2015) shared that candidates considering changing organizations often contemplated the opportunity to realize growth toward their full potential. According to Salas et al. (2012), organizational opportunity for this act is "to ensure employees are motivated to learn" and that learning is a "process of acquiring new knowledge and behaviors because of practice, study, or experience" (p. 77).

Salas et al. (2012) stated that the goal of training was to acquire new knowledge, skills, and behaviors. Company leaders invest billions of dollars and hours in developmental processes, training, and performance appraisal systems to help employees achieve their full potential and improve organizational performance for better outcomes (Beer et al., 2016; Buckingham & Goodall, 2015). However, the investments in these processes are not obtaining the return on investment or the organizational performance results needed (Beer et al., 2016; Buckingham & Goodall, 2015). Conventional training and developmental models include identifying training needs, designing the training, and delivering the training (Salas et al., 2012). Conventional training and development efforts are problematic for several reasons: (a) goals of the training tend to lack clarity and are unlinked to business objectives (Khorrami et al., 2019); (b) senior leadership fails to model the desired behaviors expected from employees; (c) forthright and

honest feedback about performance is a struggle; (d) lack of effectiveness and consistency across levels and departments of the organization; (e) lack of leadership interest in talent issues; (f) fear by employees to discuss obstacles to effectiveness, such as behavioral norms; and (g) lack of learning transfer from classroom to practice (Gilpin-Jackson & Bushe, 2007; Salas et al., 2012). Additionally, training and development budgets are the first to be cut in tough economic times (Khorrani et al., 2019); many times, there is no assessment or evaluation of the training effectiveness.

Conventional performance appraisals are designed to assess employees' performances annually against established job duties and responsibilities to evaluate competencies, developmental needs, promotional readiness, and to reward employees (Kaushik & Arora, 2020). Conventional performance appraisals are problematic as well because leaders tend to focus on individual weaknesses, complete the appraisals at one point in time annually, depend on the manager's perception of the individual's performance, assume individuals are driven by extrinsic motivators, and focus on the organizational system rather than the individual employee (Grint, 1993; Grubb, 2007; Kaushik & Arora, 2020). Additionally, performance appraisals are flawed due to unconscious or implicit bias by the manager assessing the employee (Schrage et al., 2019), leading to difficulties in objectively and accurately defining and measuring performance. According to Buckingham and Goodall (2015), annual performance review ratings typically result in what the manager thinks of the direct report(s) performance. Researchers found that ratings were less about the direct report and more a measure of the manager's "unique rating tendencies" (Buckingham & Goodall, 2015, p. 6), encouraging the performance management

process's output. Often, this situation leads to an environment of distrust and conflict at various levels of the organization (Grint, 1993; Latham et al., 2005). Researchers view performance appraisals as an unfair and an ineffective method to assess and improve performance and developmental needs (Teckchandani & Pichler, 2015; Swanepoel et al., 2014). Additionally, performance reviews are not effective means of developing desired behaviors (Frankel & Otazo, 1992). Some may wonder why organization leaders continue to utilize annual performance reviews with so many weaknesses.

Scholars agree that performance reviews are irrelevant, legacy processes that do little to improve performance or develop employees (Schrage et al., 2019). Kaushik and Arora (2020) postulated that the information obtained through the annual review process was used to inform compensation, remedial actions, and other compliance related activities. Their research indicates that a digital approach automates the process for more objectivity. However, other scholars also recommend implementing new approaches altogether. According to Drucker (2012), today's challenges for organizations can only be resolved through talented leaders, categorizes as a rare organizational resource. Schrage et al. (2019) opined that organization leaders serious about competing in today's environment should implement new approaches to develop employees and manage talent. In 1996, Schneider et al. affirmed employees "desire growth and development" (p. 13). The support, experience, and resources provided through their managers is essential to realize this growth and development (Pandita & Ray, 2018).

One innovative approach being utilized by organizations to develop and manage talent is managerial coaching. Managerial coaching is a leadership practice that facilitates learning,

development, and motivation to improve performance (David & Matu, 2013; Park et al., 2008). Researchers suggested, “Internal coaching programs can also help to develop the leadership skills of managers” (Gormley & Nieuwerburgh, 2014, p. 94) and to improve performance (Ladyshevsky, 2010; McLean et al., 2005; Seemann et al., 2020). Managerial coaching may drive action that engages and responds to the professional and development goals and needs of employees in an organization effectively, efficiently, and impactfully (Ellinger et al., 2011). Scholars theorize the value managerial coaching brings to organizations as being linked to employee engagement, growth, and developmental needs (Ellinger et al., 2011; Ellinger et al., 2006; Hamlin et al., 2007), and a pathway for meeting organizational performance demands in today’s complex workplace environment (Fatien & Otter, 2015).

Organization leaders utilizing a managerial coaching approach distinguish this important shift in focus of *how* resources are devoted to attracting, developing, retaining, and rewarding talent in the workplace to optimizing organizational performance (Khorrami et al., 2019). Scholars suggest that managerial coaches can do this by serving as a facilitator of learning by enacting behaviors which enable the learning and development of their direct reports’ skills and abilities (Ellinger et al., 2011). This approach stems from the social capital theory (Ellinger, et al., 2011). Fukuyama (1995) defined social capital as a set of values shared by members of an organization to facilitate cooperation and collaboration. The essence of social capital theory is that relationships are key to promoting trust, understanding, concern, and support. Researchers reported these elements have positive work-related outcomes, such as work-related performance, commitment to service quality, and organizational citizenship behaviors (Prusak & Cohen,

2001). According to Ellinger et al. (2011), these attributes can be understood as strategic assets to an organization. Researchers propose that gaining a deeper understanding of how to translate these assets into practice is important to realizing value. Steelman and Wolfeld (2018) propose that the responsibility for realizing value and optimizing performance is placed on the manager. Managerial coaching is an approach to help managers gain a deeper understanding and as Graham et al. (1994) suggests, managerial coaching has the potential to lead to the ability to effectively lead others. However, a manager's behaviors, skills, and beliefs about managerial coaching influences their capability to translate this into practice (Gregory & Levy, 2009).

### **Statement of the Problem**

Approaching employee performance, engagement, and development from a managerial coaching lens highlights differences from the conventional management styles of command, control, impersonal interactions, and remedial approach focused on “goals, procedures, and systems” (Berg & Karlsen, 2012, p. 5). Managerial coaching skills are vital leadership skills; however, these skills do not come naturally to most (Grant & Hartley, 2013). Managers play a critical role in this realization through engaging, developing, and maintaining a high-performance (Farley, 2005; Sikora & Ferris, 2014; Pandita & Ray, 2018). According to Ellinger et al. (2011), for managerial coaching to be effective, managers must first be willing to take on the role of managerial coaching. This change in approach for managing performance requires managers (*coaches*) to develop alternative skillsets than what may not be comfortable, understood, or engrained in their behaviors.

Implementing a managerial coaching model in an organization is challenging because it requires change (Cox et al., 2014). Change is difficult because change is “disruptive, chaotic, and complicated” (Chaudary et al., 2014, p. 526). According to Senge et al. (1999), change is difficult because it requires time, guidance, and support; a clear and compelling reason for the change; and the ability for the manager coach to espouse expected principles and behaviors of a coaching model. Change requires managerial coaches to learn and have an open mindset (Matthews, 1999). For managers to be effective coaches, managers must first be willing to take on a managerial coach's role (Ellinger et al., 2011). Additionally, even if managers wanted to take on the role of a managerial coach, it was unclear whether these managers had proficient levels of knowledge, skill, and ability to understand, apply, and practice managerial coaching effectively with their direct reports “in a way that is consistent with the organization’s strategy and address the strategic implications for talent” (Lewis & Heckman, 2006, p. 150).

Change requires manager coaches to continuously think and act differently (Schneider et al., 1996) continuously until new behaviors are ingrained (Grant & Hartley, 2013). For that to occur, certain dimensions, such as mutual sharing, trust, participative decision making, challenging roles, availability of appropriate resources, shared goals, values of quality, and warm and friendly interactions, need to be present in the workplace environment (Schneider et al., 1996). Ongoing support will help embed managerial coaching at all levels of the organization. Even when managers are enthusiastic and open to developing new coaching and leadership skills, they may go “back into old command-and-control leadership behaviors patterns” (Grant & Hartley, 2013, p. 102). Additionally, although managerial coaching represented a one-on-one

relationship to enhance performance and add value, the effects of implementing such an approach on the new managerial coach were unknown. From a theoretical perspective, very little has been written about how managers change and develop as a result of practicing this approach (Ellinger, et al., 2006; Wheeler, 2011).

Change in organizations means a change in the beliefs and behaviors of people within the organization (Folz, 2016; Townsend et al., 2012). With the shrinking of the talented labor pool, organizations rely on retraining to meet today's competitive demands (Hill & Elias, 1990). The survival and adaptability of today's talent are dependent on the ability to learn continuously, requiring consistent development and refining of skills to match ever-changing requirements in the workplace (Molloy & Noe, 2010). Kerns (2019) stated, "Leaders who can understand and manage learning style preferences and encourage learning identities/growth-oriented mindsets, in particular, will likely be affording themselves and their organization a competitive advantage by helping to create a culture of learning" (p. 12). According to Foltz (2016), the culture of an organization represents the beliefs and behaviors practiced by employees within the organization and a major factor in the organization's ability to compete. Folz provides several ideas for changing beliefs and behaviors: 1) defining desired values and behaviors, 2) aligning culture with strategy and processes, 3) connecting culture and accountability, 4) ongoing leadership support of a change initiative, 5) defining those aspects of the culture that should stay intact, 6) desired culture must resonate with employees, 7) employing measurements to assess effectiveness of an initiative, and 8) understanding that changes in the culture take time.

## **Purpose of the Study**

The purpose of this qualitative case study was to examine how managers change through the implementation of a managerial coaching model through the lens of Riboldi's (2009) principles of change. If AWC is effectively implemented, accountability and learning facilitation in the relationship between the manager and direct report will be established. Edmondson (2018) asserted that creating an environment of accountability enhances learning and development, increasing the organization's ability to compete and innovate. The implementation of AWC was designed to alter management and leadership behaviors, skills, and beliefs to develop talent in the organization and manage the performance of direct reports. Exploring managers' experiences and perspectives as well as direct reports' input highlighted what about these managers in this organization changed as they implemented a managerial coaching model.

## **Conceptual Framework**

Following a leadership and culture survey, a small pharmaceutical organization located in the mid-Atlantic region recognized the need to move away from the annual performance reviews towards the adoption of managerial coaching to support performance and development. Feedback from the organization's leadership and culture survey confirmed what research shows, that performance reviews were ineffective, a source of mistrust and misplaced appreciation of the organization's talent, often leading to increased tension, fear, and retention issues. In addition to mistrust, the leadership and culture survey results indicated several issues, including lack of leadership skills, empowerment, and manager accountability. Focus groups were conducted following the results of this survey, where all employees had the opportunity to contribute their

ideas on what should be done with the results. The decision to implement a managerial coaching approach stemmed from feedback in those focus groups and as a result of positive changes in one senior executive working with an external executive coach using this model. It was believed that the changes seen in one senior executive could help other executives, managers, and individual contributors learn a new way of managing their direct reports' performance.

### ***Managerial Coaching Model Implementation***

As the selected managerial coaching model, Accountability with Care System™ ('AWC') was implemented. As part of the implementation, all employees in the organization went through training. The training for managers lasted two full days, and for individual contributors, the training was one full day. Managers learned the principles, tools, and techniques of the AWC. Additionally, managers learned managerial coaching behaviors and communication styles, such as asking open-ended questions and giving and receiving feedback. Throughout the training, managers practiced the tools and techniques of giving and receiving feedback and asking open-ended questions with other managers in the training. Appendix A Provides an overview of the accountability with care process.

Individual contributors attended a one-day training to understand the model's principles and practices and what to expect from their supervisors because of the implementation. Dobzinski (2012) facilitated the training as the creator of AWC and author of *The Buck Starts Here*. Dobzinski (2012) taught leaders how to "create a culture of accountability" (p. 63), demonstrate a "genuine interest and enthusiasm for what's going on" (p. 65), and "feel

responsible for their own success and the success of the company” (p. 65). Table 1 summarizes the tool’s components and specific results the study organization hoped to achieve.

**Table 1**

*Accountability with Care System™ Tool Components*

Category	Accountability with Care System™
Principles of tool	<ul style="list-style-type: none"> <li>• Leader’s performance is based on the performance of their followers</li> <li>• Small behavioral changes in a leader’s behavior can influence big changes in follower outcomes</li> <li>• Follower “performance improves with regular, ongoing, accountability meetings” (p. 32)</li> </ul>
Promises of tool	<ul style="list-style-type: none"> <li>• Improved morale</li> <li>• Improved productivity</li> <li>• More time focused on development of followers</li> <li>• Meaningful and rewarding assessment of performance</li> </ul>
Expected results	<ul style="list-style-type: none"> <li>• Embody Organizational Core Values</li> <li>• Deliver on responsibilities, expectations, and commitments</li> <li>• Create a culture of accountability</li> <li>• Meet or exceed established goals</li> <li>• Develop self and others</li> <li>• Ask versus tell</li> <li>• Work with compassion and support</li> <li>• Encourage and inspire others</li> <li>• Transparent actions</li> <li>• Honor differences</li> <li>• Cultivate inclusion and collaboration</li> <li>• Honor commitments</li> <li>• Assume positive intent</li> </ul>

The AWC is a managerial coaching framework that provides managers with tools and techniques for engaging, communicating, and supporting their direct reports. These tools and techniques are also intended to facilitate and strengthen appropriate behaviors, decisions, and actions aligned with the organization’s core values and culture. This managerial coaching

framework focuses on developing accountability and commitment to enhance individual, departmental, and organizational performance. Additionally, this framework is intended to influence behaviors by focusing on the relationship, asking thoughtful questions, and providing constructive feedback.

### ***Changes in Behaviors, Skills and Beliefs***

Training alone on the tools and techniques of a managerial coaching model does not inform or measure how managers are delivering effective managerial coaching behaviors, skills, and beliefs. Many times, what goes unnoticed in a managerial coaching model implementation is changes and development of the manager (Boyatzis, Smith & Blaize, 2006). Regarding research, “very little has been written from an empirical or theoretical perspective” about how managers develop and become effective managerial coaches (Ellinger et al., 2006, p. 2). In *The Path of Assent*, Riboldi (2009) provides principles for assessing and measuring changes and development. Riboldi’s (2009) principles stem from grounded theory studies about indicators of personal change initiative successes and failures. Riboldi’s (2009) change model is really a road map that provides a method to understand how behaviors, skills, and beliefs lead to changes and development as an effective managerial coach. It also provides indicators along the change path to further guide direction along the way, much like a compass, to becoming an effective managerial coach as managers begin and continue cognitive restructuring and sense making of a change. Riboldi’s (2009) principles of change act as levers to inform how beliefs, behaviors, and skills lead to successful change. Juan Riboldi’s (2009) five principles of change, envision,

evaluate, empower, engage, and evolve, guides leadership development principles of mastering change:

Seeing the pattern of change requires an objective view of the overall trend. We need to step back from the moment and notice the cause-and-effect relationships weaving seemingly insignificant actions into a solid pattern of conduct. The emerging picture describes the likely course of events (Riboldi, 2009, p. 14).

Table 2 highlights the steps of the Riboldi (2009) principles of change and provides indicators of success and failure of an implementation:

**Table 2**

*Riboldi (2009) Change Model Overview*

Process	Principle	Outcome	Indicators of success	Indicators of failure
1 Envision	Create success stories	Purpose	Common purpose	Lack of trust
2 Evaluate	Seize opportunity for change	Direction	Clear direction	Lack of focus
3 Empower	Develop strengths	Ability	Building strengths	Poor capability
4 Engage	Inspire teamwork & commitment	Motivation	Teamwork & commitment	Weak commitment
5 Evolve	Better results	Results	Increased progress	Delayed results

These principles are further explored in Chapter 2.

***Effective Managerial Coach***

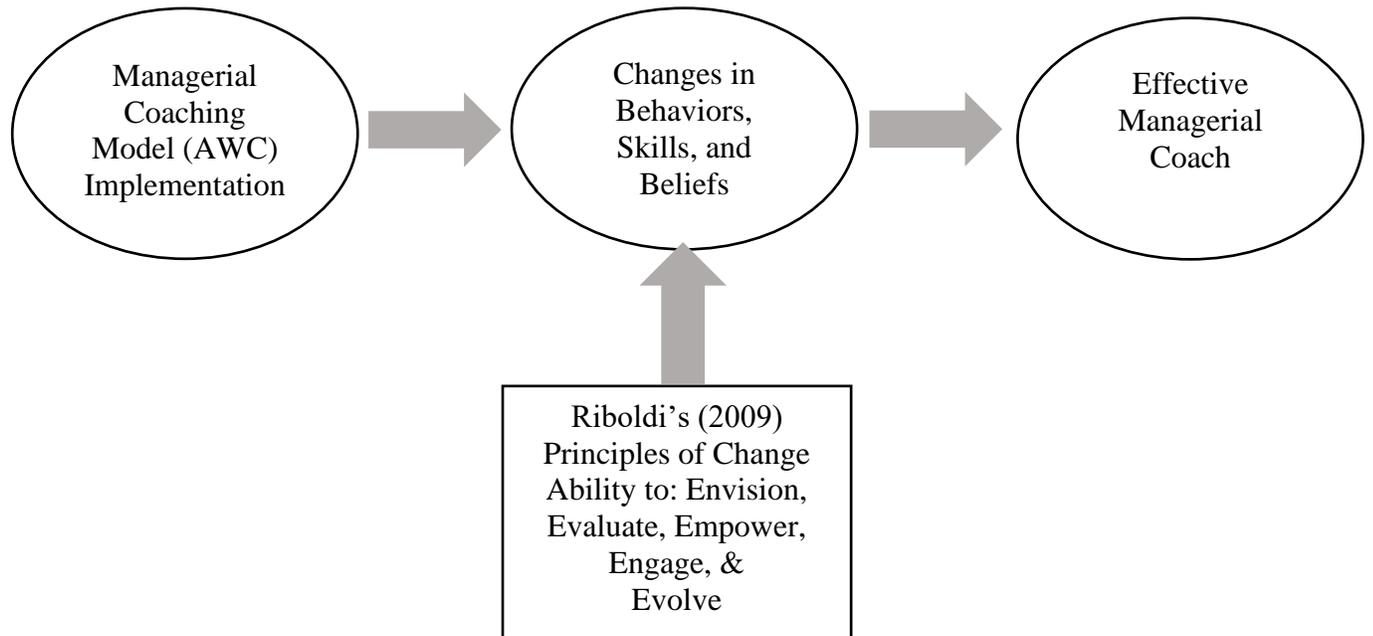
When done well, a managerial coaching approach develops engaging, empowering, and trusting relationships (Geller, 2008; Simons, 2005). Objectives of a managerial coaching program include improving the manager's ability to analyze and influence behavior using

performance-based leadership tools, delivering and receiving constructive feedback, understanding the impact of their behaviors, and applying insights gained from practicing a managerial coaching approach to improve communications and interactions with their direct reports and teams.

Figure 1 provides a high-level overview of this framework.

**Figure 1**

*Theoretical Basis for Becoming an Effective Managerial Coach Through the Lens of Riboldi's (2009) Principles of Change*



### **Research Questions**

The research questions guiding this case study were developed based on the review of literature, particularly Riboldi's (2009) research on evaluating levels of success and failure of implementing change:

1. How do managers change through a managerial coaching model implementation?
  - a. What are the changes in their management and coaching skills and behaviors?
  - b. What are the changes in their beliefs about managing and coaching?

### **Significance of the Study**

The implementation of a managerial coaching model for this organization began a year prior to this dissertation study research. The study provided organizational leadership with information about manager's perceptions of their experiences with the AWC coaching model and the usefulness and applicability of how managers changed and developed. Organizational leadership can use this information to ascertain if the intended outcomes of the managerial coaching model implementation have been realized. Where desired outcomes are inconsistent with manager perceptions, leadership can address in future leadership development programs with managerial coaching at its core. Additionally, organizational leadership can utilize the findings to gauge whether the findings align with the organization's vision of the managerial coaching program. Based on the findings of the study, organizational leadership can design and develop future programs to ensure alignment with the vision and the leadership development needs of the managers. Regardless of the tools and techniques implemented, managers should feel confident and competent in their abilities to be effective managerial coaches. Lastly, the information gathered in the study can be utilized to improve leadership development of managers. Improved leadership skills of managers should have an impact on the individual contributors' development and growth.

### **Overview of Methodology**

According to Baxter and Jack (2008), qualitative case studies provides an approach to research which allows for the exploration of a phenomenon within a particular context. Scholars, Stake (1995) and Yin (2003) provide two approaches to exploring a phenomenon, both stemming

from a constructivist approach. A constructive approach is built on an inquiry and meaning making process. It is appropriate to utilize a case study approach when the study seeks to understand “how” questions where the phenomenon of study is in a bounded context (Baxter & Jack, 2008).

This qualitative case study examined changes in and development of managerial coaching behaviors, skills, and mindset following the implementation of a managerial coaching model using Riboldi’s (2009) principles of change model for evaluating levels of change success. Qualitative research was utilized for this study because its ability to capture rich, descriptive data about what and how a phenomenon occurs (Merriam & Grenier, 2019; Patton, 2015). Miles et al. (2020) defined a case study “as a phenomenon of some sort occurring in a bounded context” (p. 28). In this case study, the bounded context consisted of managers and individual contributors employed at a small pharmaceutical organization in the mid-Atlantic region who completed the managerial coaching training. According to Miles et al. (2020), boundaries also include sampling operations, meaning decisions about who to observe as part of the study and which settings are appropriate and applicable to the case study. I found it appropriate and applicable to conduct the qualitative study within this organization where participants work and are engaged in managerial coaching activities. Prior to COVID-19, managers practiced the coaching activities in person and during the pandemic, managerial coaching sessions have been conducted virtually, via Microsoft Office Teams.

The participants in this study were current employees of the small pharmaceutical organization in the mid-Atlantic region. All participants completed the AWC managerial

coaching model training and were practicing the tools and techniques of AWC at the time of this study. Of the 23 managers, 23 had completed the AWC managerial coaching training, and 18 volunteered to participate. One manager participant dropped out of the study due to unassociated personal reasons. Managers were invited to participate in the study via email, beginning with a focus group via MS Teams. A copy of the invitation to participate can be found in Appendix B. Three focus groups were conducted. In the focus groups, managers were asked about shifts in how direct reports were managed in the organization, experiences with the AWC, and what support they needed to further managerial coaching training and skill development.

Following the focus groups, managers were invited to participate in two in-depth semi-structured one-on-one interviews via MS teams. In the interviews, managers were asked about the exposure and extent of relevant coaching training outside of the AWC managerial coaching training provided and the AWC model's experiences following the training. Additionally, participants were asked to complete a self-anchoring scale activity. They had the opportunity to reflect on changes in their behaviors, skills, and mindset as a managerial coach following the AWC training and practice of the tools and techniques. For the self-anchoring scale activity, managers described a traditional command and control manager with the idea of an ideal managerial coach. A scale from 1 (*traditional command and control manager*) to 10 (*ideal managerial coach*) was formed. From there, managers were asked where they saw themselves on that scale today, two years ago, and two years from now. Managers also provided insights into why and how the changes occurred along the scale.

In the interviews, managers were asked to assess their ability to achieve purpose, direction, capability, commitment, and results while utilizing a managerial coaching approach. The Likert-type scale was designed to collect fruitful detail about ability or gaps in ability based on Riboldi's (2009) principles of change as indicators of success in their approach, behaviors, and skills utilized following the training. In addition, 30 individual contributors were invited to participate in an anonymous survey that included questions about their manager's ability in these same areas as another measure to triangulate manager self-assessment data in this area. Twenty-one individual contributors participated in the survey. In addition to the methodological triangulation that occurred with the survey and interviews, various data collection forms enhanced validity checks (Patton, 2015). Appendix C contains the focus group protocols and interview protocols and Appendix E contains the individual contributor protocol.

### **Researcher Positionality**

I am connected to this study based on my professional background in the profession of human resources in various industries. I have held positions in human resources in talent acquisition, performance management, workforce planning, operations, compensation, employee relations, and training and development. Being a life-long learner myself, I am passionate about learning and development. These experiences, along with working in privately held, publicly traded, and government contracting environments, and various industries, such as international hospitality, global engineering, construction, and project management; biotechnology research and development; and pharmaceutical organizations, have shaped my views about managing and leading in organizations. My human resources background in working with individual

contributors, managers, senior leaders, and executives provided first-hand experiences of challenges in managing performances and developing employees. As I continue to grow in my profession and as a result of this doctorate experience, I remain interested in and optimistic about embedding managerial coaching as a leadership approach to address performance and development in the workplace. As a believer in this approach's effectiveness, I undertook this research to understand how examined changes in and development of managerial coaching behaviors, skills, and beliefs as a leadership approach improves employee performance and development.

### **Boundaries**

According to Miles et al. (2020), boundaries help qualitative researchers define the scope of the case study and what is not. Miles et al. (2020) defined a case study “as a phenomenon of some sort occurring in a bounded context” (p. 28). In this case study, the bounded context consisted of managers and individual contributors employed at a small pharmaceutical organization in the mid-Atlantic region who have completed the managerial coaching training. According to Miles et al. (2020), boundaries also included sampling operations, meaning decisions about who to observe as part of the study and which settings are appropriate and applicable to the case study. I found it appropriate and applicable to research within this organization where participants worked and were engaged in managerial coaching activities.

### **Definitions of Terms**

The following terms are defined to help the reader understand the context of each term in this research.

*Accountability with Care:* “The ability and willingness to follow through on your own promises and commitments” .... by “by someone who cares about commitments, cares about relationships, and cares enough about his or her own integrity to follow through” (Dobzinski, 2012, p. 61).

*Change:* Constant adaption and sustainable improvement achieved through the objective recognition of choice patterns (Riboldi, 2009).

*Direct Reports (individual contributors):* Role or identity in an organization who operates as a team member or works independently, typically responsible for a defined set of responsibilities to which goals are attained through their own efforts and are held accountable for completing assigned tasks and projects as directed by their manager (Tiffan, 2009).

*Managerial coaching:* Researchers have defined managerial coaching helping relationship where the direct report was at the center of the manager’s focus of dyadic interactions and communications (Passmore and Lai, 2020).

*Manager-as-coach:* Researchers have defined this process as a developmental activity in which an employee works one-on-one with his or her direct manager to improve current job performance and enhance his or her capabilities for future roles and/or challenges, the success of which is based on the relationship between the employee and manager, as well as the use of objective information, such as feedback, performance data, or assessments (Gregory & Levy, 2010, p. 111).

## **Summary**

Chapter 1 presented an introduction that suggests managerial coaching brings value to organizations. Chapter 1 also presented the problem, the research questions, the significance of the study, key terms, and limitations of the study. Chapter 2 offers a critical presentation of the literature on the Managerial Coaching as a Paradigm Shift, Principles of Change, and Effective Managerial Coaching Behaviors, Skills, and Beliefs. Chapter 3 describes the research methodology to be used in the study. Chapter 4 analyzes the data collected and presents findings. A discussion of the findings appears in Chapter 5, and conclusions, implications, and recommendations to this study are included in Chapter 6. Lastly, this study concludes with references, tables, and appendices.

## Chapter 2: Literature Review

Cronin et al. (2008) described the literature review as “an objective, thorough summary and critical analysis of the relevant available research and non-research literature on the topic being studied” (pp. 38–39). This review's objective was to provide literature that frames the phenomenon of changes and development of managerial coaching behaviors, skills, and beliefs of managers through the implementation of a managerial coaching model using Riboldi's (2009) principles of change. This literature review is organized into three main sections: 1) Managerial Coaching Implementation as a Paradigm Shift, 2) Principles of Change, and 3) Effective Managerial Coaching Behaviors, Skills, and Beliefs. Several research databases, such as Google Scholar and EBSCOhost, were used to identify conceptual and empirical research on change, managerial coaching, and managers as coaches. The following keywords were used to guide searches in the databases: *change, coaching and organizational change, managerial coaching, managerial coaching implementation, supervisor coaching, managerial coaching efficacy, catalysts for managerial coaching, coaching skills, coaching behaviors, coaching competencies, organizational climate for coaching, implementing a coaching model, and value of coaching, coaching effectiveness, development, engagement, talent management, and performance management*. As Grant (2016) suggests, the literature search should include multi-disciplinary, peer-reviewed articles to directly and indirectly inform the research to answer the research question.

## **Managerial Coaching as a Paradigm Shift**

Managerial coaching is a process and developmental activity in which an employee works one-on-one with his or her direct manager to improve current job performance and enhance his or her capabilities for future roles and/or challenges. The success of which is based on the relationship between the employee and manager, as well as the use of objective information, such as feedback, performance data, or assessments (Gregory & Levy, 2010, p. 111). Managerial coaching is a common workplace developmental intervention to improve performance and manage behaviors (Ellinger and Bostrom, 1999; Ellinger, Ellinger & Keller, 2003; Hamlin, Ellinger & Beattie, 2008) and a method utilized more and more in the workplace to manage performance.

Managerial coaching requires a different skillset than traditional management approaches. “Very little has been written from an empirical or theoretical perspective” about how managers are developing and changing from manager to coach (Ellinger et al., 2013, p. 2). Coaching, however, is not a new trend and has been widely discussed in various fields, such as sport behavior and psychology, youth and adult education, counseling, clinical psychology, family therapy, industrial and organizational psychology, and management (McLean et al., 2005). Gorby (1937) conducted the earliest research on coaching through an impact study in the manufacturing industry, which offered potential that coaching was good for organizations, although at the time coaching was considered a remedial effort to improve performance (Passmore and Fillery-Travis, 2011).

### *Managerial Coaching Evolution*

Previous In 1950, Mace conducted a study on the relationship between manager-as-coach and their direct report(s) and the importance the role the manager plays in developing employees. Seminal research in the field continued to focus on the relationship (Mills, 1986; Stowell, 1988; Terry, 1977). Additionally, research focused on managerial coaching behaviors and skillsets (Frankel & Otazo, 1992). As such, the categorization of managerial coaching continued to evolve (Ellinger et al., 2010). By 1989, coaching was established as a vital managerial activity and a subset of leadership (Evered and Selman, 1989) and the categorization of managerial coaching continued to evolve. Table 3 shows examples of this evolution.

**Table 3**

#### *Managerial Coaching Categorization Evolution*

Researcher(s)/timing	Managerial coaching categorization
Kraut, Pedigo, McKenna, & Dunnette, 1989	Instructing others
Evered & Selman, 1989	Master-apprentice type of relationship
Yukl, 1981/1994	Training-coaching
Morse & Wagner, 1978; Yuki, 1989, 1981/1994	Providing growth and development
Passmore and Fillery-Travis, 2011	Equipping others with tools, knowledge, and opportunities to develop themselves
Bozer & Jones, 2018	Triadic nature of this developmental intervention (coach, coachee, organization)

In the 1990s, researchers continued the conversation around managerial coaching in the workplace, with much of the research focused on defining it (Passmore & Fillery-Travis, 2011). There continues to be no agreed-on definition of managerial coaching; however, it is noted that managerial coaching involves consideration of behavior, cognition, and emotion as indicators to

help and guide the process of learning and change (Passmore & Fillery-Travis, 2011). Table 4 highlights examples of definitions found in the literature on managerial coaching.

**Table 4**

*Definitions of Managerial Coaching Found in Literature*

Researcher(s)/timing	Managerial coaching categorization
Grant & Stober, 2006	Open and collaborative relationship-based process of setting and achieving goals, which also fosters learning and growth.
Kilburg, 2000.	Helping relationship whereby manager utilizes behavior techniques to mutually set goals, improve performance, and elevate professional performance and personal satisfaction of direct report.
Ellinger et al., 2011	A supervisor or manager serving as a facilitator of learning by enacting behaviors that enable employees to learn and develop work-related skills and abilities.
Gregory & Levy, 2010, p. 111	Process as a “developmental activity in which an employee works one-on-one with his or her direct manager to improve current job performance and enhance his or her capabilities for future roles and/or challenges, the success of which is based on the relationship between the employee and manager, as well as the use of objective information, such as feedback, performance data, or assessments.
Sonesh et al., 2015	The relationship between two individuals facilitates development and goal achievement.
Frick, 2019	Behavioral change, self-awareness, learning, and consequently, individual success and organizational performance.

In the early 2000s, several researchers debated the nature and definition of managerial coaching, how it connected to leadership development and other disciplines such as counseling, psychology, learning, and consulting. According to Passmore and Fillery-Travis (2001), this progression is typical in how new research areas go through stages as knowledge grows. After defining the topic, researchers began exploring the phenomena through practitioner experiences, building parameters around the field of inquiry, developing theories, methods, protocols, measurements, analysis, and variance (McLean et al., 2005; Gregory & Levy, 2010). With this

progression, qualitative case studies resulted in hopes of understanding the new research and its contribution to what already exists in the field. Passmore and Fillery-Travis (2001) reviewed the coaching literature and shared that between 1937 and 1999, there were 93 articles, dissertations, and empirical studies published on managerial coaching; most were published in the 1990s. These publications indicated “some signs of growth” (Passmore & Fillery-Travis, 2001, p. 73) that managerial coaching in the workplace was utilized to practice skills learned in training. Additionally, in a qualitative study utilizing semi-structured interviews, Holoviak (1982) found that organization leaders providing training, including managerial coaching, increased productivity.

Following this study, research in managerial coaching began to bloom. Forty-one published papers showed that managerial coaching was a way to enhance feedback (Hillman et al., 1990), managerial coaching contributes to leadership (Popper & Lipshitz, 1990), and management (Graham et al., 1993, 1994). Additionally, triangulation was achieved in a study on managerial coaching efficacy where coaching programs were found to improve effectiveness by “.85 standard deviations” (Peterson, 1993, p. 74). In 1997, Olivero et al. conducted a milestone action research study of 31 managers who had been through a managerial training program and eight weeks of internal one-on-one coaching to understand the influence of coaching on behavioral change. Although Passmore and Fillery-Travis (2011) noted significant weaknesses in the methodology, the researchers found a 22.4% increase in productivity after training and 88% increase after one-on-one coaching. Knowledge evolution until this point helped to identify, validate, and make meaning of coaching within organizations (Passmore & Fillery-Travis, 2011).

From 2000 to 2010, managerial coaching research began examining how managerial coaching could promote positive individual and organizational changes (Grant, 2014). As managerial coaching gained popularity, a plethora of practitioner-based literature began to emerge (Gilley et al., 2010). Managerial coaching became the next way to address organizational changes and developmental needs (Ellinger et al., 2006; Green et al., 2006; Hamlin et al., 2007). More current research on managerial coaching has focused on an effective managerial coach (Grant, 2014). In reviewing the early research on coaching, Kampa-Kokesch and Anderson (2001) noted limitations in methodology, sample size, and inadequate data as issues in coaching research. As research in managerial coaching continues to evolve, theory development and testing have entered the field. Although practitioner-based literature is plentiful, empirical studies continue to lag (Grant & Cavanagh, 2007; Passmore & Fillery-Travis, 2011). Passmore and Fillery-Travis (2011) requested qualitative studies utilizing interpretative phenomenological analysis, grounded theory, and discourse analysis to provide deeper understandings of human interactions related to coaching.

### ***Managerial Coaching and Change***

More and more organizations are embracing managerial coaching as a means of managing and developing effective leadership behaviors, skills, and beliefs (DiGirolamo & Tkach, 2019; Ladyshevsky, 2010; McLean et al., 2005) because the traditional command, control, and compliance approach of 20th-century organizations are antiquated and ineffective in today's workplace environment (Adler, 2010). Passmore and Lai (2020) defined managerial coaching as a helping relationship where the direct report was at the center of the manager's

focus of dyadic interactions and communications. Managerial coaching requires a different approach than traditional command and control and involves more than passing along knowledge, skills, and abilities to less experienced team members or direct reports (Ibarra & Scoular, 2019). Additionally, recent research in the area of coaching supports the notion that coaching others provides significant personal and professional development experiences and opportunities for the coaching managers (Egan & Hamlin, 2014; Goldman et al., 2013; Mukherjee, 2012).

Managerial coaching is a shift in paradigm in how managers manage performance in the workplace. Managerial coaching requires leadership and change management skills (Burnes, 2003). Coaching skills do not come naturally to all managers (Graham et al., 1994, p. 83). Cox et al. (2010) defined coaching as at the heart of change; according to Cameron and Green (2019), “individual change is at the heart of everything that is achieved in organizations” (p. 9). Managers are critical to implementing a managerial coaching model within an organization because it requires a shift in how managers lead their employees (Cox et al., 2014). This paradigm shift requires managers to act and lead in different ways, such as going from a management style of command, control, and compliance to a coaching style of empowerment and development (Leslie & Palmisano, 2014).

According to Grant (2010), key elements influencing a manager’s adoption of coaching behaviors, skills, and beliefs boils down to the perceived usefulness of a change, the managers' confidence in their ability to perform, and increased level of manager coaching behaviors, skills, and beliefs of the manager. Developing new skillsets require change. Cox et al. (2010) defined

coaching as at the heart of change, with difficulties from change being “disruptive, chaotic, and complicated” (Chaudary et al., 2014, p. 526). Change requires managerial coaches to learn and have an open mindset (Matthews, 1999). Change takes time. This time commitment to coach and develop direct report coachees can be exhaustive and distractive from operational work tasks, especially when managers have several direct report coachees (Ellinger & Bostrom, 1999). Additionally, managers with more direct reports to coaching demonstrate fewer managerial coaching behaviors than those with fewer direct report coachees (Graham et al., 1993; McLean et al., 2005). Even when managers are enthusiastic and open to developing new coaching skills, it is easy to slip “back into old command-and-control leadership behaviors patterns” (Grant & Hartley, 2013).

Like Grant (2010), Hussain et al. (2018) viewed change as altering beliefs and behaviors as a transitioning from the unknown to the known through learning. Evered and Selman (1989) and Hunt and Weintraub (2002) viewed this learning as a core activity of management and leadership. As managers contemplate managerial coaching, there is an assessment of the benefits and consequences of doing so or not doing so. If the manager believes such a change is not relevant, there is no pressure to change (Truss et al., 1999). The desire to change may not exist, a manager’s belief in their ability to make such a change may not come into play, and managers may not be willing to commit themselves to such change (Senge et al., 1999). Another significant inhibitor of change is fear and anxiety (Senge et al., 1999). Managers' fear and anxiety can be alleviated by supportive mechanisms that engage and encourage others, sustain will, motivation, and continued effort towards the desired outcome.

Emotional indications also impact a manager's belief in their ability to change. Fear and anxiety are frequent occurrences in the change process. According to Senge et al. (1999), fear and anxiety are likely the *most* common barrier encountered in a change initiative and are difficult to subjugate. Therefore, addressing fear and anxiety issues is critical to initiating and sustaining change initiatives and developing self-efficacy. If learning anxiety is the resisting force, addressing and overcoming fear is the way through this resistance to help gain confidence through what Schein (1996) referred to as putting psychological safety measures into place.

Managers play a key role in the change process (Engle et al., 2017). Managerial coaching approaches are rooted in early learning and behavioral change research. Managerial coaching began as a master-apprentice relationship (Evered & Selman, 1989), which infers learning from others more seasoned, knowledgeable, and skilled. In a comparative empirical study, Hamlin et al. (2004) focused on new behaviors needed by managers to empower, develop, and facilitate learning. Hamlin et al. (2004) and others that supported these findings (Hamlin, Ellinger, & Beattie, 2004; Joo & Shim, 2010; Longenecker & Neubert, 2005; Mills, 1986) requested new facilitative behaviors, getting to know the strengths and weaknesses of direct reports, accurately assessing performance, coaching for improvement, improving working relationships, and understanding pressures others go through in the roles. According to Ellinger et al. (2011), these behaviors are based on a study of 225 managers in 45 focus groups. The study concludes that to be effective in helping others improve, learn, and grow, a managerial coach must have or be able to develop these facilitative behaviors. Managerial coaching skills and development usually occur as part of on-the-job practice (McLean et al., 2005).

## **Principles of Change**

Change is commonplace in the dynamic workplace environments (Burnes, 2003; Todnem By, 2005). Change is expected and is happening faster in today's world (Goodstone & Diamante, 1998). Change is continuous (Van Oosten, 2006). Several researchers view change as a process (Boyatzis & Boyatzis, 2006; Burnes, 2004; Holten & Brenner, 2015; Schein, 1996) of learning and unlearning. Holten and Brenner (2015) describe change as mechanisms such as antecedents, reactions, and consequences. Boyatzis and Boyatzis (2006) described a change as a complex system of tipping points, equilibrium and disequilibrium, structure, multileveled, and discontinuous perceptions. According to Barnett and Carroll (1995), change can be categorized from both a process or how change occurs and content or what changes are brought about, perspective.

Fullan (2001) described a change as a “complex, unclear, and often contradictory” (p. 31) process. Change takes many forms for individuals. Change in organizations can be dramatic in response to a crisis or, more frequently, incremental for continuous improvement and adjustment to policies and procedures, and developmental because of organization leaders seeking ways to increase competitiveness (Gilley et al., 2009). Forces or pressures for change can be initiated externally or internally (Aninkan, 2018; Armenakis & Bedeian, 1999) and can be reactive or proactive. External forces include technological advances, governmental regulations imposed on organizations, competitors, and customers. Internal pressures stem from shareholders, managers, employees, and processes.

Change has been described as difficult because its nature tends to be “disruptive, chaotic, and complicated” (Chaudary et al., 2014, p. 526). According to Senge et al. (1999), change is difficult because change requires time, guidance, and support; a clear and compelling reason for the change; and the manager coach's ability to espouse expected principles and behaviors of a coaching model. Change requires learning and an open mindset (Matthews, 1999). Even if there is enthusiasm and willingness to develop new skills, “it is easy to slip back into old patterns, in this case, back into old command-and-control leadership behavioral patterns” (Grant & Hartley, 2013, p. 102). Change requires different thinking and acting ways continuously until new behaviors are ingrained (Grant & Hartley, 2013; Matthews, 1999; Schneider et al., 1996).

Many researchers share that change is important to organizations for several reasons (Aninkan, 2018; Hussain et al., 2018; Rosha & Lace, 2016; Todnem By, 2005). For organizations in growing and highly competitive industries, change is critical (Hussain et al., 2018). Organization leaders need to adapt to change to survive and thrive, remain profitable, and increase effectiveness (Aninkan, 2018). The more agile an organization is to change, the more success in competing, adding or increasing capabilities, and reaching desired goals (Hussain et al., 2018; Leslie & Palmisano, 2014; Todnem By, 2005). Appelbaum et al. (2012) suggested that the continuous occurrence of a change in organizations would lead to developing and adopting learning and agile cultures. Cox et al. (2010) stated, “The concept of change, which is at the heart of coaching, is also inherent in the concept of learning” (p. 6). Change in organizations usually affects employee behaviors, skills, and beliefs because change creates a situation from the known to the unknown (Hussain et al., 2018). Whether enthusiastic or not about participating

in change initiatives, change can lead to confusion, chaos, and role ambiguity (Matthews, 1999) because predominant behaviors get disrupted (Isabella, 1990).

Change in organizations means a change in the people within the organization (Ford & Ford, 1995). Many organization leaders make strategic investments in retraining managers to facilitate change. With the shrinking of the talented labor pool, organizations rely on retraining to meet today's competitive demands (Hill & Elias, 1990). The survival and adaptability of today's talent are dependent on the ability to learn continuously, requiring consistent development and refining of skills to match ever-changing requirements in the workplace (Molloy & Noe, 2010). Kerns (2019) stated, "Leaders who can understand and manage learning style preferences and encourage learning identities/growth-oriented mindsets, in particular, will likely be affording themselves and their organization a competitive advantage by helping to create a culture of learning" (p. 12).

In a study within the pharmaceutical industry, Leslie and Palmisano (2014) studied what leadership competencies would be needed for managers and organizations to navigate complex, challenging, and ever-changing environments. Managers make many continuous learning choices as they navigate the ever-changing workplace and are under the constant pressure of change (Inskip & Hall, 2009). As change continues as an ongoing component of organizational life as we know it today, managers will continue to be tasked with making sense, communicating, and implementing changes. This task often comes with shifts in expectations and causes some form of struggle for managers (Lüscher & Lewis, 2008). Changes can trigger confusion, anxiety, and stress. Managers must cope with constantly shifting organizational

expectations that alter cognitive and behavioral interactions with others (McKinley & Scherer, 2000). For some, these types of challenges may be easily navigated and, for others, extremely tough.

### ***Change Models***

Change management models are also considered mechanisms for questioning current practices, processes, structures, and cultures (Boyatzis & Boyatzis, 2006). Change models highlight what to do rather than explaining or predicting the change process (Cameron & Green, 2019). Change models or theories in literature act as constructive mechanisms to help guide change and address language, emotion, and reactions. Like explorers of the past, “maps and guides have been among mankind’s most treasured artifacts” (Senge et al., 1999, p. 4). Change models and theories are much like maps developed by explorers that provide detailed and coherent images or markers for making sense of change. Hussain et al. (2018) shared Moran and Brightman's (2001) definition of change as "the process of continually renewing an organization's direction, structure, and capabilities to serve the ever-changing needs of the external and internal customers" (p. 124). Change theories show how organizations and individuals can manage, evaluate, and plan for changes and navigate that change to reach desired outcomes (Hussain et al., 2018; Van Oosten, 2006).

Change management models are also considered mechanisms for questioning current practices, processes, structures, and cultures (Boyatzis & Boyatzis, 2006). Change models show what to do rather than explaining or predicting the change process (Cameron & Green, 2019).

Barnett and Carroll (1995) suggested that change models that researchers used to address content and process had the most potential for success.

### ***Change and Managerial Coaching***

Previous uses of managerial coaching were to facilitate change in individual employees (Grant, 2010). However, managerial coaching is increasingly more commonly used as a tool to drive organizational change. Grant and Cavanagh (2007) ascertain the reason is that a managerial coaching approach offers a platform for open and transparent conversations. This platform provides the space and time for coachees to talk about needs, wants, and desires with their manager (as coach). Therefore, this platform is also used to develop managerial coaching behaviors, skills, and beliefs. According to Lüscher and Lewis (2008), sense-making can be confusing and difficult, requiring reframing situations. As managers begin and continue cognitive restructuring, reframing, and sense-making of a change, Riboldi's model helps to inform how changes and developments are being realized in their beliefs, behaviors, and skillset.

Change and development hinges on the choices we make (Deaton & Williams, 2014; Riboldi, 2009). These choices represent values and beliefs that lead to behaviors and distinct ways of doing things (Verplanken & Holland, 2002), many times subconsciously. As we operate and interact with others, we become aware of that certain behaviors lead to desired results and other behaviors do not. "Seeing the pattern of change requires an objective view of the overall trend. We need to step back from the moment, and notice cause-and-effect relationships weaving seemingly insignificant actions into a solid pattern of conduct. The emerging picture describes the likely course of events" (Riboldi, 2009, p. 14).

Coaching literature has established skill development, learning, performance enrichment, job satisfaction, commitment, and well-being as benefits to a managerial coaching approach (Grant et al., 2010; Kombarakaran et al., 2008; Theeboom et al., 2013). Riboldi (2009) provides principles for assessing degrees of developments and changes. Riboldi's (2009) principles stem from grounded theory studies about indicators of personal change initiative successes and failures. The underlying principles of this theory is aligned with adult learning theories, which posit that changes and developments are closely related to experiences and reflection, or in a managerial coaching implementation, the practice of the tools and techniques of the coaching model to increase proficiencies as a managerial coach and reflection on performance of the practices (Kolb, 1984). Riboldi's (2009) change model is really a map providing a pathway to understand how behaviors, skills, and beliefs that lead to desired changes and developments. This model also provides indicators along the change path to further guide direction along the way, much like a compass, to becoming an effective managerial coach as managers begin and continue cognitive restructuring and sense making of a change.

Table 5 highlights the steps of Riboldi (2009) principles of changes and developments in a managerial coaching implementation experience:

**Table 5***Riboldi (2009) Principles of Change Overview*

Process	Principle	Outcome	Indicators of Change and Developments	Indicators No Change Occurred
1 Envision	Create success stories	Purpose	Common purpose	Lack of trust
2 Evaluate	Seize opportunity for change	Direction	Clear direction	Lack of focus
3 Empower	Develop strengths	Ability	Building strengths	Poor capability
4 Engage	Inspire teamwork & commitment	Motivation	Teamwork & commitment	Weak commitment
5 Evolve	Better results	Results	Increased progress	Delayed results

### Developing a Common Purpose

Common purpose is the creation of shared vision by groups of people, whether teams or the collective organization (Riboldi, 2009; Skendall et al., 2017). The concept of common purpose is connected to the individual commitment and personal identity perception (Skendall et al., 2017). According to Skendall et al. (2017), commitment is the level of engagement where serving and leading others contributes to the broader purpose beyond the individual level. Identity perceptions contribute to engagement levels because engagement is how time, energy, and emotion are spent achieving the common purpose. Riboldi (2009) stated, “As we envision, we create the thoughts, words, and actions to produce what we want to happen” (p. 50). Riboldi’s (2009) principles of change offer insight into developing a common purpose, beginning with envisioning.

Managers who can develop and articulate a strong vision that cannot sensibly be debated can also change the hearts and minds of nay-sayers (Kotter, 1996), especially when that vision is

based on the needs of others. “Inspired by the work of Dr. William Edwards Deming (Markle, 2000), the Catalytic Coaching methodology was adopted in 1999 by Gary Markle, a retired human resource professional” (Frazier, 2016, p. 35). Markle’s (2000) purpose for adopting this model was to create a method for developing a common purpose that centered around open-dialogue (Frazier, 2016), like Riboldi (2009), using thoughts, words, and actions to create what we want and AWC tools and techniques, developing mutually agreed upon goals (Dobzinski, 2012). The Markle (2000) model recommends three stages for managerial coaches to develop common purpose with their direct reports: 1) self-reflection, 2) managerial coach’s assessment, and 3) co-creation of a learning and development plan. To facilitate reflection in the first stage, the coachee is asked a series of questions for the purpose of reflection on areas of accomplishments, concerns, and aspirations. The managerial coach and coachee discuss this reflection and then the managerial coach provides the coachee with their assessment. The last stage is for the managerial coach and coachee to establish a mutually agreed upon learning and development plan. The development plan becomes the shared vision between the managerial coach and the direct report for which actions can be developed and discussed to create that reality (Ribold, 2009).

Achieving the learning agenda and high levels of performance is a primary source of power and to keep it alive, it must be lived (Riboldi, 2009). Markle (2000) recommends ongoing check-in meetings to discuss progress towards the desired outcomes. Ongoing check-in meetings are also tools and techniques of AWC managerial coaching model participants of this study are utilizing. Dobzinski (2012), refers to the ongoing check-in meetings as accountability meetings.

Dobzinski describes these ongoing meetings as conversations between manager and direct report to “create a climate of action and mutual accountability” (p. 114) about the direct report. Table 6 provides an overview of an accountability or managerial coaching sessions under AWC.

**Table 6**

*Dobzinski (2012) Accountability Meetings Overview*

Accountability Meetings ARE:	Accountability Meetings ARE NOT:
Regularly scheduled and ongoing	Infrequent or when there is an issue
A structured conversation between coach-manager and employee	Informally catching up or getting together to socialize
Working toward goals and priorities	Working on list of tasks
Developing strengths of direct report(s)	Managing for immediate results
Empowering direct report to take better actions	Controlling the employee's actions
Empowering mutual upfront agreements	Dictating rules for compliance
The direct report owning the responsibility	The manager saying, "it's your job" (p. 117)

### Establishing a Clear Direction

The GROW model was developed in the late 1980s by John Whitmore and Graham Alexander (Frazier, 2016). The acronym GROW stands for Goals, Reality, Options, and Will. According to Whitmore (2017), this model is akin to planning a journey. The first step in the planning is establishing the goal. In this model the *goal* that should be defined is one that is motivating, inspiring, and drives success. The next step is the examining the *reality* of obtaining the goal. According to Fine and Merrill (2010), this exploration examines barriers or things out of one’s control to prevent the goal from coming to fruition. This stage also considers what

resources, strengths, and qualities may be needed to help towards completion. The next step explores *options* for action and methods for tackling the goal, such as time, reports, and accountability. From there, with the plan in place, commitment is made, and the individual utilizes *will* to achieve the goal. This model is dependent on the managerial coach's ability to be genuinely inspiring, all options are considered, and full commitment exists. According to Stewart-Lord, Baillie, and Woods (2017), 49 leadership coaching studies using the GROW model approach revealed that the success is dependent on the interaction between the managerial coach and the coachee.

For Riboldi (2009), establishing a clear direction is putting the common purpose into action. By this Riboldi suggests reflecting on the common purpose and putting those thoughts into words and developing actions around those words to achieve the learning agenda. Similarly, Senge et al. (1999) suggested articulating the current reality and developing a vision of what a change could bring. This idea is furthered by suggesting a compelling story to motivate others that includes vivid images of the desired outcome (Riboldi, 2009). Kotter (1996) suggested that the clearer and more vivid the vision is, direction cannot sensibly be debated.

The CLEAR coaching sheds light on how to do this. The CLEAR model in the early 1980s (Bates, 2015; Frazier, 2016). The CLEAR acronym stands for Contract, Learn, Explore, Action, and Review. Beginning with the *contract*, desired outcomes, scope, and process are established. At this stage, the managerial coach is encouraged to *listen* and only engage to guide or steer the conversation about the contract. From there the managerial coach and coachee *explore* how the coachee will be shaped by the pursuit and achievement of the goal and what

may be necessary to complete the goal. Next is the commitment to *action*. Lastly in this model, a *review* is conducted to identify and assess how things are progressing. Riboldi (2009) defined this strategy as clarifying direction and evaluating how to put the common purpose into action.

### Building Capacity

Developing new skillsets requires change. As Senge et al. (1999) stated, “Every successful learning initiative requires people to allocate hours to new types of activities: reflection, planning, collaborative work, and training” (p. 67). The more disconnected current behaviors are to the behaviors necessary to reach the desired outcome, the more time managers spend in learning and building new capabilities. Senge et al. (1999) further stated, “The greater the investment in learning initiatives, the higher the development of learning capabilities, which (through different types of “results” and through informal networks) boosts people's enthusiasm and willingness to commit to new initiatives” (p. 68). Even when managers are enthusiastic and open to developing new coaching skills, it is easy to slip “back into old command-and-control leadership behaviors patterns” (Grant & Hartley, 2013, p. 102), especially in times of stress. Change requires manager coaches to think and act differently (Matthews, 1999; Schneider et al., 1996) by putting the tools and techniques into practice to become an effective managerial coach. These new ways of thinking and acting must continue until the new behaviors are ingrained, which takes time (Grant & Hartley, 2013). Time could be a factor that inhibits change in behaviors, skills, and mindset. Through support and emphasis that change takes time, managers and direct reports may be more understanding and realistic in expectations around adopting managerial coaching behaviors, skills, and mindset (Grant, 2010). Based on previous studies,

Grant (2010) provided that as these new behaviors, skills, and mindsets become more ingrained in the manager's behaviors over time, their confidence grows. Therefore, so does managerial coaching self-efficacy.

Several challenges to changes and developments can be gleaned from the literature on managerial coaching building capacity and learning. In a qualitative study on managerial coaches, Ellinger and Bostrom (1999) found that learning is associated with managers' identities as coaches and their coaching self-efficacy. This study indicates that manager's beliefs about their ability influences their behaviors. In a study of 113 midcareer managers faced with retraining, beliefs and perceptions of self-efficacy were pivotal in the retraining's success or failure (Hill & Elias, 1990). According to Hill and Elias (1990), "research on self-efficacy has consistently found that people with higher self-efficacy more readily perceive novel situations as opportunities (as opposed to threats) and are willing to expend effort despite initial setbacks and discouragement" (p. 200).

Bachkirova (2010) defined cognitive development as a "complex, overlapping, nonlinear affair, following no set sequence whatsoever" (p. 134). Cognitive-developmental theorists seek to understand, explain, describe changes, and identify others' developmental stages (Cameron & Green, 2019) as a means for reinforcing desired behaviors (Locke, 2009). Cameron and Green (2019) suggest affirmations, visualizations, reframing, and rationalizing as methods for reinforcement. This theory closely aligns with Bandura's (1977) self-efficacy model which examines mastery experiences, vicarious experiences, verbal persuasion, emotional and physiological states, and imaginal experiences on the development of a person's self-efficacy.

Latham's (2009) techniques align with Bandura's (1977) model on self-efficacy and provides the framework methods for achieving goals through the concepts of success through small wins, role models, significant others, and optimism.

According to Riboldi (2009), several components contribute to developing capacity through empowerment. Kotter (1996) defined empowerment as a positive leadership practice that increases participation in a change and attitudes toward the change. Empowerment provides autonomy, supports others, is a cooperative approach, and can sustain extraordinary efforts towards the desired state (Dunn et al., 2012). Riboldi (2009) stated, "Empowerment comes from using our strengths. We grow by using our existing strength to develop new capacity" (p. 51). Empowering behaviors are also motivating behaviors (Manikutty, 2005). Empowerment increases participation in change and attitudes towards the change, leading to generating short-term wins. Seeing changes provides inspiration and confidence to continue the path. Taking the time to celebrate these small wins helps remove resistance to change and reinforces that change activities are working towards the vision. Managers must never give up; small wins are just small wins. Change implementation requires persistence of action. Without persistence, a regression could sneak into the change progress. Continuing with required resources, including energy, to sustain the momentum is important to change implementation. The outcome of empowerment is the increased capacity (Riboldi, 2009, p. 51).

Change and development hinges on the choices we make (Deaton & Williams, 2014; Riboldi, 2009). These choices represent values and beliefs that lead to behaviors and distinct ways of doing things (Verplanken & Holland, 2002). Riboli (2009) posits that making wise

choices is dependent on the capacity to do so. Riboldi shares common pitfalls for making wise choices, include courage, difficulty in assessing, external pressure, and avoidance of pain.

Riboldi also provides five steps for building capacity. Table 7 outlines these steps.

**Table 7**

*Riboldi (2009) Steps for Making Wise People Choices Contributing to Increased Capacity*

Step	Description
Get real	Get to know the direct report and reveal appropriate information about yourself
Probe deeply	Be genuinely curious and appropriately inquisitive about the direct report
Get a second take	Touch base with others about the direct report for outsider comparison views
Take your time	Be thorough and systematic when making decisions, as appropriate
Keep it open	Maintain open lines of communication, don't let things fester, strengthen the relationship through ongoing performance discussions and the impact of performance on others

Dobzinski (2012) provides further detail about how to accomplish increased capacity in the context of a managerial coaching sessions. First, Dobzinski suggests gathering in a neutral space with your direct report and suggests an in-person-meeting helps to increase and maintain trust in the relationship. Second, deciding whether to engage in small talk as the coaching session begins, should be left to the coachee. Following their lead indicates the managerial coach's ability to be flexible, which is an indicator of increased capacity (Riboldi, 2009). Third, according to Dobzinski (2012), the managerial coaching materials are the relevant documents and information accessible during the coaching session. Dobzinski includes materials such as the company mission, vision, and values, the employee's job description, feedback on performance, current goals, and notes from previous coaching sessions. Fourth, in order to grow capacity,

there are activities to be completed between the coaching sessions. The first is what Dobzinski (2012) refers to as “the 48/24” (p. 122). Forty-eight hours after the coaching session, the manager will review the recap of the coaching session by the coachee. The 48 recap consists of a summary of what was discussed, what will be accomplished between now and the next coaching session, and any questions that emerged since the session. Twenty-four hours prior to the scheduled coaching session, the manager will review what the coachee accomplished since the last session and what the coachee would like to discuss in the upcoming coaching session. A summary of Dobzinski (2012) tools for increasing capacity as a managerial coach can be found in Table 8.

**Table 8**

*Dobzinski (2012) Tools for Increasing Capacity*

Activity	Description
Meeting location	Select a neutral location for the one-on-one coaching session
To engage in small talk (or not)	Follow the coachee’s lead
Materials for coaching sessions	<ul style="list-style-type: none"> <li>• Company mission, vision, and values</li> <li>• Employee’s job description</li> <li>• Current goals</li> <li>• Current development plan</li> <li>• Leadership assessments</li> </ul>
Work between coaching sessions	<ul style="list-style-type: none"> <li>• The 48-hour recap</li> <li>• The 24-hour recap</li> </ul>

### Gaining Commitment

Research shows that accessing and engaging commitment is possible. According to Boyatzis and Boyatzis (2006), one may “access and engage deep emotional commitment and psychic energy if we engage our passions and conceptually catch our dreams in our ideal self-image” (pp. 613–614). Riboldi (2009) referred to this process as the fourth step of his principles of change. Motivation increases performance, and efforts to engage others are critical to motivation. Riboldi (2009) stated, “Engagement is the voluntary dedication and commitment to doing our very best work” (p. 52). The key to gaining commitment is to bring others along is to listen to their concerns, appeal to aspirations, and clarify gaps in understanding (Kouzes & Posner, 2012; Riboldi, 2009).

Successful change leaders are fearless in committing themselves to the change to unite others (Kouzes & Posner, 2012) effectively. Increasing capacity involves leveraging strengths to close the gap to the ideal self by creating a learning environment, developing new and existing talents, sharing and assimilating new skills and knowledge, and adjusting processes and behaviors to support the changing needs and requirements of the organization and stakeholder base associated with effective managerial coaching skills (Boyatzis & Boyatzis, 2006; Ellinger et al., 2010). The key to discovery is to keep practicing the managerial coaching tools and techniques of the managerial coaching approach until the manager finds success in application. Riboldi (2009) stated, “Engagement is the voluntary dedication and commitment to doing our very best work” (p.52).

According to Cameron and Green (2019), several techniques exist to help bolster commitment and include a list of positive qualities, affirmations, visualizations, reframing, pattern breaking, detaching from a state of mind, and anchoring oneself in positive experiences, and rationalizing. Riboldi (2009) interpreted these changes as “seeing the pattern of change requires an objective view of the overall trend. We need to step back from the moment and notice the cause-and-effect relationships weaving seemingly insignificant actions into a regular pattern of conduct” (p. 14). Unlike focusing on observable behaviors, the cognitive approach to change seeks to understand a person’s mindset (Cameron & Green, 2019). When managers’ thought processes about the managerial coaching change, how they respond to various situations changes. Within the cognitive approach, emotions and problems are an output of thinking (Cameron & Green, 2019).

The literature on cognitive-development stems from three areas of research in reasoning and meaning-making by Piaget (1954) and include moral reasoning (Kohlberg, 1969), intellectual development (Perry, 1970), and reflective judgment (King & Kitchener, 1994). Cognitive-developmental theorists seek to understand, explain, describe changes, and identify others' developmental stages (Cameron & Green, 2019). Bachkirova (2010) defined cognitive development as a “complex, overlapping, nonlinear affair, following no set sequence whatsoever” (p. 134). Within the cognitive approach, managers would need to reflect and examine limiting thoughts about adhering to traditional management and replacing those ideas with new ways of utilizing the managerial coaching approach. This approach “suggests we pay attention to how we talk to ourselves about results” (Cameron & Green, 2019, p. 28). According

to Cameron and Green (2019), several techniques exist to help bolster cognitive change and include a list of positive qualities, affirmations, visualizations, reframing, pattern breaking, detaching from a state of mind, and anchoring oneself in positive experiences, and rationalizing.

The greater a manager's capabilities are, the greater they can influence the coaching process for increased commitment. The reasoning for this can be seen through Kegan's (1994) theory. Under this theory, adaptation is a constant play between oneself and others' views, recognizing differentiating beliefs, perceptions, and values between self and others while allowing for awareness of beliefs, attitudes, and values embedded or implicit within a person to become explicit. Such experiences can lead to vision, examination, and action. In turn, new meanings of experiences are created, and change has occurred (Kegan, 1994). Any noticeable behavioral changes indicate that learning has taken place (Cox et al., 2010). According to Bachkirova (2010), this type of change is slow and takes quite a bit of time.

#### Achieving Results

Riboldi (2009) stated, "Hard work alone does not necessarily lead to successful change" (p. 8). Managers need help in understanding a change initiative as it is rolled out to get used to new ways and to have others help to reinforce their learning (Senge et al., 1999). The more learning becomes explicit, the more the initiative can be embedded, and the more sense employees can make, which leads to the development of alternative beliefs regarding the change (Senge et al., 1999). Like Holten and Brenner (2015), Atwater et al. (2000) defined constructive mechanisms as necessary to help others learn so that perseverance through a change is possible

and that just any behavior “may not be sufficient to motivate individuals to change behavior” (p.275).

Riboldi (2009) used the principles of change to evaluate 50 companies, many of which are well-known, such as Intel, Apple, General Electric, IBM, McDonald’s, 3M, Ford, and The New York Times. What Riboldi (2009) found is that the degree of success or failure of a change initiative is directly related to their ability to practice envisioning, evaluation, empowerment, engagement, and evolving. This model's contribution is a predictive method of outcome based on Riboldi’s practices, principles, and practices. In addition, utilizing this method allows for continued improvement based on established desired outcomes. If indicators of failure are present, managers have an avenue to address the indicator as described above. If indicators of success are present, managers can encourage continuance.

Ways to encourage continuance and sustain results or changes; the intentional change theory suggests that a network of supportive and trusting relationships is critical to achieving and sustaining results. These ongoing relationships help identify trends, measurements for improvements, and success indicators (Riboldi, 2009). Boyatzis et al. (2019) suggested, “Although emotional and social intelligence is needed at every stage in coaching, establishing and maintaining resonant relationships is perhaps the most crucial .... these relationships keep the change process alive” (p. 43). Intentional influence is needed to inspire continuous action. Inspiring action comes from the resonant relationships that positively encourage others through understanding, helping, and kindness or compassion. Resonant relationships help to hold others

accountable. Within managerial coaching and intentional change theory, the coaching manager remains as the reality check of perception.

Intentional change theory refers to a “process of desirable, sustainable change in one's behavior, thoughts, feelings, and perceptions” or a progressive pathway to obtain the desired state (Boyatzis & Boyatzis, 2006, pp. 608–609). The intended or desired state with intentional change theory (ICT) maintains a focus on aspirations, competencies, behaviors, feelings, or perceptions. Boyatzis and Boyatzis (2006) ascertained that intentional change theory is a complex system because of an individual's independent acts are based on one's competencies, values, and habits. Within the intentional change theory, the “creation of a learning agenda” (Boyatzis et al., 2019, p. 20) is a required discovery for sustained change. Riboldi (2009) referred to the agenda as a critical decision impacting a manager's ability to change and the quickest way to move in the desired direction.

Boyatzis and Boyatzis (2006) described this awareness as a trigger towards an altered state or where people begin to pursue that desired state or self. An intended or desired state with intentional change theory (ICT) maintains a focus on aspirations, competencies, behaviors, feelings, or perceptions (Boyatzis & Boyatzis, 2006). ICT refers to a “process of desirable, sustainable change in one's behavior, thoughts, feelings, and perceptions” or a progressive pathway to obtain the desired state (Boyatzis & Boyatzis, 2006, pp. 608–609). According to Hussain et al. (2018), Lewin's (1947) change model involves increasing forces that propel desired behavior and decreasing hindering forces, which restrain movement from the current state to the desired state (Burnes, 2004), with the understanding that disruption is necessary to

unlearn (p. 985). Schein (1996) noted that inhibiting or constraining forces are much more challenging to address throughout change initiatives due to personal and group mental models and norms of behavior, which are deeply embedded in individuals and groups that can increase resistance and defensiveness.

It is in this last step of Riboldi's (2009) principles of change where the managerial coach can focus on results. As change and growth occur sequentially, managers can draw on previous learnings to be more reflexive and capable. Learning and growth move sequentially through stages from ego-centric or self-centric to personal environment and relationships to a broader worldview (Wilber, 2007). No two people change and grow at the same pace. According to Bachkirova (2010), "Because all two dozen of them develop relatively independently, overall growth and development is a massively complex, overlapping, nonlinear affair, following no set sequence whatsoever" (p. 134). The higher the growth in any of these areas, the more viewpoints a manager can understand.

Sensemaking attempts to create understanding, clarity, and order around the change in response to the disruption (Maitlis & Christianson, 2014). Cognitive restructuring is a necessary element in sensemaking (Busch et al., 2020) and requires managers to develop new beliefs, views, and perceptions (Schein, 1996). According to Neenan & Palmer (2006), cognitive restructuring is required to develop new views, alternative viewpoints, and behaviors. It is through the examination of current behaviors and beliefs that alternatives can be explored. Riboldi's (2009) principles of change provide that a way to make sense of beliefs and behaviors, to explore new or alternative viewpoints. To do so, Riboldi (2009) suggests reflecting on the

results being achieved under the five principles of change to assess, address challenges, and fine-tune or clarify beliefs towards becoming an effective as a managerial coach.

### **Becoming and Effective Managerial Coach**

Although empirical research on effective managerial coaching behaviors, skills, and beliefs remain limited, several researchers could draw on themes. Wheeler (2011) discussed Graham et al.'s (1994) study of sales managers, proposing that communication, feedback, offering suggestions, and developing and maintaining *warm* relationships behaviors represent effective coaching behaviors. Hamlin et al. (2004) expanded on these ideas by using other empirically derived studies (Beattie, 2002; Ellinger & Bostrom, 1999; Hamlin, 2003a, 2003b). Hamlin et al. (2004) examined manager coaching and facilitation of learning behaviors and further support early research that managerial coaching behaviors were an essential core activity of management and leadership (Evered & Selman, 1989; Hunt & Weintraub, 2002). In each of these qualitative case studies, the researchers used grounded theory for data collection from subordinates', peers', and superiors' perspectives. Managers provided examples of critical incident observations of other managers. A meta-level analyses from three studies on the managerial effectiveness criteria revealed a "high degrees of sameness, similarity, coincidence and congruence of meaning" (Hamlin et al., 2004, p. 574).

More recently and consistent with previous studies mentioned above, behaviors and skills have been identified in the literature as effective for managerial coaching. For example, Ellinger et al. (2014) developed a list of behaviors and skills an effective managerial coach should model. These behaviors and skills include listening, reasoning, asking questions, observing, giving and

receiving feedback, establishing and communicating expectations, and creating an environment where effective managerial coaching behaviors, skills, and beliefs can occur. Ellinger et al. (2010) described it as a way of creating an environment as a “way of being, enabling them to become a different and more powerful observer of themselves, others and how they can constructively engage in the world” (p. 139). Table 9 summarizes effective managerial coaching behaviors and skills.

**Table 9**

*Summary of Effective Managerial Coaching Behaviors and Skills*

Thematic Code Number	Label	Source(s)
1	Listening	Hamlin et al., 2004; Wheeler, 2011
2	Asking Questions	Dobinski, 2012; Echeverri, 2020; Ellinger et al., 2014; Hamlin et al., 2004; Wheeler, 2011
3	Giving and receiving feedback	Hamlin et al., 2004; Wheeler, 2011
4	Establishing and communicating expectations	Ellinger et al., 2014; Hamlin et al., 2004; Wheeler, 2011
5	Facilitating learning	David & Matu, 2013; Ellinger et al., 2006, 2011; Hamlin et al., 2004; Grant & Hartley, 2013; Ladyshewsky, 2010
6	Creating a safe environment	Gormley and van Nieuwerburg, 2014; Gregory & Levy, 2011
7	Focusing on the Relationship	Dobinski, 2012; Echeverri, 2020; Hamlin et al., 2004; Parker et al. (2015); Wheeler, 2011
8	Collaborating	Scoular, et al., 2020; Wheeler, 2011

Kouzes and Posner (2012) posited that modeling the way is a terrific way to pass along knowledge to help others gain confidence because modeling the way shows others congruency in what is said and done. Senge et al. (1999) suggested that modeling the way includes modeling

skills needed and the behaviors of openness to suggestions and criticisms from others and expression of diverse viewpoints. As managers ask for and receive feedback, other managers learn to do the same. Dunn et al. (2012) defined modeling of desired behaviors as important to building norms of behaviors.

One way to do this is through enhanced belief in one's ability can be achieved through verbal persuasion, which involves encouraging and persuading people that they can succeed at a particular task. Kerns (2019) stated, "Leaders who can understand and manage learning style preferences and encourage learning identities/growth-oriented mindsets, in particular, will likely be affording themselves and their organization a competitive advantage by helping to create a culture of learning" (p. 13). According to Holten and Brenner (2015), research indicates that where managers and others engage and encourage others, motivation and continued effort toward the desired outcome continue. These transformational leaders continuously build trust and confidence, innovate, empower, and encourage others to work toward their best selves. Inspiring action comes from acting intentionally to encourage others positively through understanding, helping, and kindness. Fullan (2001) defined inspiring action as motivating actions through moral purpose.

The intrinsic barriers to a manager's learning and adoption of coaching skills and behaviors should also be reviewed, as continuance effort is related to self-efficacy (Grant, 2010). Zimmerman and Bandura's (1994) concept of self-efficacy is considered a potential internal hindrance facing managers' development of coaching behaviors and skillsets. Managers must have some belief in their ability and capability to accomplish a particular goal or to be able to

competently perform at a particular level (Bandura, 1997). Accordingly, managerial coaches can do this through mastery of experiences, vicarious experiences provided through social role models, social persuasion, and a decrease in the stress and anxiety of the challenge at hand. Perceived self-efficacy influences one's behavioral choices.

Developing coaching behaviors and skills are influenced by internal or external forces (Zimmerman, 2000). Outcomes tend to be determined by a manager's internal locus of control. Zimmerman (2000) described how Rotter (1966) discussed perceived control of behaviors outcome expectancy as internally or externally driven. Zimmerman (2000) provided that when a manager's locus of control for change is externally driven, change is discouraged. When a change is based on an internal drive, self-directed support provides the manager with the drive towards a desired action and change. According to Bandura (1997), past experiences and levels of performance gained through change is the greatest indicator of a manager's willingness to take on new behaviors. People tend to avoid threatening situations they believe exceed their coping skills.

In contrast, managers get involved in activities and assuredly behave when they judge themselves capable of handling situations that would otherwise be intimidating. High levels of self-efficacy possessed by an individual would indicate a higher likelihood of success in any undertaken task or endeavor. Zimmerman (2000) described self-efficacy as a manager's effort to perform, which is closely related to the extent to which they will persevere a particular challenge (Bandura, 1977; Grant, 2010). Effort and persistence are related to the manager's belief in their

ability to learn and change; managers who have greater belief in their ability will set higher and more challenging goals for themselves (Zimmerman, 2000).

Having awareness and understanding of oneself is required to shape others' behaviors (Brown, 2009). Discovering the desired self is often achieved through the facilitation of a process, such as a managerial coaching model implementation.

### ***The Rise of Managerial Coaching***

Behind the implementation of a managerial coaching model, managers are developing and changing to nurture and champion individual and organizational change (Grant, 2010). Consistent with early research on coaching, managers experience motivations and readiness for change, acting as a catalyst for change, spurred or influenced by domains of ontology, language, emotion, and body (Ellinger et al., 2010). Ellinger et al. (2010) defined linguistic acts as “a major feature in coaching methodology, these being: assertions, declarations, assessments (a subset of declarations), requests, offers and promises .... provide insight to a person’s ‘internal reality’” (p. 133).

Managerial coaching models are on the rise because there is empirical evidence that managerial coaching brings value to employees and organizations (Kim, 2010). Managerial coaching is emerging as an effective organizational development and intervention strategy to improve performance and drive action that engages and responds to the organization's needs (Ladyshevsky, 2010; McLean et al., 2005). This approach is becoming more popular because previous command and control methods of managing performances have not shown the necessary results. Additionally, Leslie and Palmisano (2014) studied the pharmaceutical

industry, using benchmark data to assess the effectiveness of manager leadership competencies based on years of research by the Center for Creative Leadership. These competencies consisted of 94 behavioral questions to assess how manager skillsets matched the 16 leadership competencies. Leslie and Palmisano pointed out that managers should develop and utilize leadership competencies for organization leaders to meet a complex, challenging, and competitive environment. Leslie and Palmisano (2014) stated that technically knowledgeable and skilled employees who showed promise early on in their career and those promoted to leadership or managerial roles faced derailment unless they cannot only leverage their technical abilities but also develop others utilizing coaching and leadership skills and competencies such as building collaborative relationships up, down, and across the organization, ability to adapt and change, meet business goals and objectives, and approach opportunities to effectively meet challenges that encourage and motivates others. The competencies identified in this study within the pharmaceutical industry highlight competencies other researchers associate with effective managerial coaching approaches.

In a qualitative case study approach, Ladyshewsky (2010) found that managerial coaching can facilitate learning and development, engage employees, and build trusting relationships through frequent feedback, something traditional performance management cannot offer. According to Ellinger et al. (2006), although scholars suggested the following:

The benefits of coaching are enormous and associated with producing long-lasting learning, contributing to high levels of motivation, and improving and enhancing employee performance, working relationships, job satisfaction, and organizational

commitment.... overall, limited empirical research has been conducted that has examined the impact of managers' coaching behaviors on performance outcomes (Ellinger, 2003, p. 6).

Ellinger et al. (2006) also found that both coach or coachee, referred to as a learner, benefited from the managerial coaching approach because both developed and learned skills about one another. For the manager, growth occurs by developing personal coaching and leadership skills, as well as self-awareness. The direct reports are developing skills, knowledge, and abilities.

According to Ellinger et al. (2006), managerial coaching is the preferred approach to leading and managing employees in a small to midsized organization based on Shaw and Knights (2005).

***Catalysts for Developing Effective Managerial Coaching Behaviors, Skills, and Mindsets***

Organizational Initiatives

Burnes (2003) stated, "Perhaps the two greatest challenges facing organizations today are leadership and change: recruiting, retaining, and—most importantly—development of managers, and successfully managing organizational change" (p. 627). Organization leaders have increasingly set expectations that managers coach their employees because of a paradigm shift in how employees are managed. Managers are positioned in the organization between individual contributors and senior leaders; thus, they may "influence innovation implementation in positive or negative ways" (Engle et al., 2017, p. 15).

Passmore and Lai (2020) defined managerial coaching as a dyadic relationship between a manager and direct report to improve knowledge skills to achieve desired performance. Recent studies have focused on the outcomes of managerial coaching on innovation (Engle et al., 2017)

and change (Gormley & van Nieuwerburgh, 2014). Other researchers focused on the influence of managerial coaching on performance behaviors (Kim, 2014; Kim & Kuo, 2015) and trusting relationships (Batson & Yoder, 2012; Filsinger, 2014; Ladyshevsky, 2010; McCarthy & Milner, 2013; Prusak & Cohen, 2001). There are several implications of the research conducted to date. This trend in the literature highlights the need for organizations to focus on the learning and development of employees and places managers at the center of a successful implementation (Engle et al., 2017).

The manager's role has evolved over the past two decades. Managers handle not only day-to-day supervision of direct reports (Renwick & MacNeil, 2002), but they also have increasing responsibilities for operationalizing change initiatives, developing their direct reports, and managing the day-to-day practices (Brewster & Larsen, 2000; Child & Partridge, 1982; Currie & Proctor, 2001; Gratton & Truss, 2003; Guest & Bos-Nehles, 2013; Thunnissen, 2016; Ulrich, 1997, 1998). Managers must act and lead in different ways due to this paradigm shift by going from a management style of command, control, and compliance to a coaching style of empowerment and development (Joo & Shin, 2010). Managers in today's organizations are focused on adapting, changing, and building relationships up, down, and across the organization to meet business objectives (Leslie & Palmisano, 2014). Effective managerial coaching behaviors enhance employee organizational citizenship behaviors (Raza, et al., 2018). Ali, et al. (2020) shared Organ's (1988) definition of organizational citizenship behaviors

*“individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the*

*organization. By discretionary, we mean that the behavior is not an enforceable requirement of the role or the job description, that is, the clearly specifiable terms of the person's employment contract with the organization; the behavior is rather a matter of personal choice, such that its omission is not generally understood as punishable” (p. 4).*

#### Desire to Develop Self and Others

Researchers of managerial coaching have confirmed connections between managers' coaching, employee satisfaction, and achievement of performance and goals (Ellinger et al., 2011; Wheeler, 2011). Stemming from social capital research, findings from empirical studies suggest leveraging manager capabilities help shape relationships with direct reports (Ellinger et al., 2011). Prusak and Cohen (2001) contend managers' decisions and behaviors incrementally impact relationships with others. Research on managerial coaching also indicates that managers develop because managerial coaching provides managers the opportunity to apply and integrate leadership concepts, decisions, and behaviors into their management repertoire to achieve desired goals and objectives (Anderson et al., 2009; Hagen, 2010; Kinicki et al., 2011; Longenecker & Neubert, 2005). Hamlin et al. (2004) concluded,

Further empirical support for the soundness, validity and generalizability of the Hamlin (2003a, 2003b), Ellinger (1997) and Ellinger and Bostrom (1999), and Beattie (2002) models that indicate effective managers/leaders are those who embed effective coaching behaviors and learning facilitation into the heart of their management practice (p. 578).

Evered and Selman (1989) established coaching as a vital managerial activity and a subset of leadership. Implementing a managerial coaching model provides managers with the

opportunity to develop necessary leadership skills. Leadership requires that managers insert themselves to evolve the values of those they work with, develop others by supporting and coaching to move the other beyond their current interests and viewpoints (Bass, 1999). The type of exchanges among managers influences what gets accomplished and the value derived from that accomplishment or output (Kuhnert & Lewis, 1987). Managers can use this opportunity to develop themselves and others, creating a mutual dependence so that both derive what they want from the relationship (i.e., achieving goals in exchange for bonus or positive performance review; Kuhnert & Lewis, 1987). Anderson (2013) suggested that such leadership behaviors could positively influence continued improvement following “transformed levels of motivation and purpose amongst followers” (p. 6).

#### Coachee Perceptions

The quality of the coaching relationship between manager and direct report significantly influences the effectiveness of the same relationship (Gregory & Levy, 2011). As defined by Gregory and Levy (2010), a manager-coach relationship is a working partnership between a manager and direct report that addresses the performance and development needs of the direct report. Coachee perceptions of a manager’s ability to lead and manage effectively influences the relationship between the manager and direct report. While the practice of managerial coaching continues to evolve in practice, there is little research about the dyadic relationship between manager-as-coach and direct report relationship (Pousa & Mathieu, 2015).

Ellinger et al. (2006) shared a study by Mills (1986) that assessed managerial coaching behaviors on their direct reports. The study consisted of 25 items, adapted from Mahler and

Wrightnour (1973; as cited in Ellinger et al., 2006), associated with managerial coaching practices for drawing out their managers' perceptions by their direct reports. The study consisted of five categories of perceptions: development of the individual, work environment, attributes of the coach, task assignment, and information sharing. The researchers concluded that direct reports perceived their manager as “sometimes or seldom using certain coaching practices” (Ellinger et al., 2006, p. 6). Other researchers supported this study regarding the frequency of formal coaching sessions and behaviors (Baron & Morin, 2009; Ellinger et al., 2003; Morgeson, 2005). De Haan et al. (2016) also shared, via a large-scale study of executive and workplace coaching, that coaching effectiveness is strongly related to the relationship between manager coach and coachee, as well as coachee self-efficacy.

### ***What Does This Mean for Managers?***

Managers face increasing expectations of engaging and developing their employees in a way that creates value for the organization (Ellinger et al., 2010). Joyce and Slocum (2012) defined value creation as building organizational capabilities and skills difficult to replicate and are specific to organizational strategy. Managers are positioned within organizations to respond to direct reports in an immediate and localized fashion (Ergeneli et al., 2007; Gilbert et al., 2011). As such, managers play a critical role in engaging and developing employees and maintaining a high-performance workplace (Farley, 2005; Pandita & Ray, 2018; Sikora & Ferris, 2014). Managerial coaching is undoubtedly evolving as a characteristic of future workplaces (McCarthy & Milner, 2013).

Research on managerial coaching suggests that managers develop themselves through coaching others because managerial coaching provides the manager with the opportunity to apply, practice, and integrate leadership concepts into their coaching (Longenecker & Neubert, 2005). Developing managers to develop others helps create a system-wide model in which managers share responsibility (Trullen et al., 2016) of leadership. Managerial coaching skills are vital leadership practices that facilitate learning, development, and change to improve performance (David & Matu, 2013; Ellinger et al., 2006, 2011; Grant & Hartley, 2013). According to Ellinger et al. (2011) and Wheeler (2011), research confirms that effective coaching, employee satisfaction, performance, and goal achievement are positive.

This study has significant implications for the learning and development of managers. By learning and developing effective managerial coaching behaviors, skills, and beliefs, managers can effectively increase understanding and practice of “purpose, direction, ability, motivation, and results” (Riboldi, 2009, p. 47) with their direct reports. In a study by Leslie and Palmisano (2014), managers who could not develop and apply the requisite leadership skills faced demotion, early retirement, or loss of jobs (Leslie & Palmisano, 2014). This finding indicates that developing leadership skills is critical for the managerial skills of the future workforce. As such, managers who have the coveted technical skills that organizations desire are also required to develop requisite leadership skills to effectively engage, motivate, and develop those around them in today’s competitive organizational landscape. David and Matu (2013) aimed to develop an assessment and validation of coaching skills managers need to facilitate others' learning and development. This study was grounded in two types of models found in literature, behavioral

(Beattie, 2002; Ellinger & Bostrom, 1999; Graham et al., 1994) and skills/attitudes (McLean et al., 2005; Park et al., 2008). According to David and Matu (2013), behavioral findings consist of actions that empower and facilitate desired behaviors are necessary coaching skills, including effective communication, feedback, assessment, challenging, and delegating (Ellinger & Bostrom, 1999).

Additionally, skills/attitude findings consist of abilities and beliefs that support coaching mental models, valuing direct reports, accepting ambiguity, and appreciation are necessary for effective coaching (Park et al., 2008). Ellinger et al. (2011) added that managers should view and treat direct reports as partners rather than resources to obtain organizational objectives, which was a missing element in McLean et al.'s (2005) coaching instrument study. Based on Bozer and Jones's (2018) systematic review of 117 quantitative and qualitative empirical studies on workplace coaching, self-efficacy, coaching motivation, goal orientation, trust, interpersonal attraction, feedback intervention, and supervisory support, major theoretical constructs around managerial coaching skills occurred in the workplace.

Managers must adapt to change continuously when developing and applying leadership behaviors and managerial coaching skills. Managers today make many continuous learning choices as they navigate the ever-changing workplace and are under the constant pressure of change (Inskeep & Hall, 2009). According to a study in the pharmaceutical industry, Leslie and Palmisano (2014) found that managers needed several change management skills to be effective, including adaptability, optimism, and the ability to engage others and manage resistance to help others navigate change effectively. As change continues as an ongoing component of

organizational life today, managers will continue making sense, communicating, and implementing changes. This task often comes with shifts in expectations and causes some form of struggle for managers (Lüscher & Lewis, 2008). Changes can trigger confusion, anxiety, and stress. Managers are expected to cope with constantly shifting organizational expectations that alter cognitive and behavioral interactions with others (McKinley & Scherer, 2000). According to Grant (2010), key elements influencing a manager's adoption of coaching behaviors, skills, and change management practices boil down to the perceived usefulness of such change, the managers' confidence in their ability to perform, and increased levels of coaching behaviors and skills to the manager.

### **Summary**

This chapter provided an overview of the literature and research related to a managerial coaching paradigm shift, principles of change, and becoming an effective managerial coach. The importance of adopting managerial coaching behaviors, skills, and beliefs cannot be emphasized enough. The adaptability of today's talent are dependent on continuous learning, requiring consistent development and refining of skills to match the ever-changing requirements in the workplace (Molloy & Noe, 2010). Managerial coaching skills are vital leadership skills for engaging, developing, and maintaining high performance (Farley, 2005; Sikora & Ferris, 2014; Pandita & Ray, 2018). These skills, however, do not come naturally to most (Grant & Hartley, 2013). Examining changes and develops of managers through the lens of Riboldi's (2009) principles of change because the framework provided a method for identifying changes in managerial coaching behaviors, skills, and beliefs. Managerial coaching models are not designed

as a transactional or mechanistic process where checkboxes ensure a manager's success as an effective managerial coach. Managerial coaching models instead provide a framework of tools and techniques to improve conversations and relationships.

In the next chapter, the methods for examining and collecting data on how managers change when implementing a managerial coaching model, what factors bolster their abilities to stay with a managerial coaching approach, and what factors inhibit their abilities to stay with a managerial coaching approach.

### **Chapter 3: Methodology**

The literature has shown the benefits of implementing managerial coaching models to manage performance; however, literature is limited in how managers change and develop management and leadership behaviors, skills, and mindsets. Stack (1995) and Yin (2014) described a case study as an in-depth empirical inquiry conducted within a bounded context to answer the question(s) of how or why. Merriam (2001) suggests that case studies are a form of interpretive research whereby understanding of this phenomenon stems from the perceptions of the participants. Therefore, this case study method is best suited to answer the research questions of this study, as it offers the opportunity to understand, from the managerial coaching perspective, how of changes and developments in beliefs, behaviors, and skillset occur because of the implementation. In doing so, I addressed the following research questions:

1. How do managers change through a managerial coaching model implementation?
  - a. What are the changes in their management and coaching skills and behaviors?
  - b. What are the changes in their beliefs about managing and coaching?

This chapter details the methods and procedures that guided this study. Chapter 3 is organized as follows: (a) Methodology Rationale, (b) Research Setting, (c) Researcher Positionality, (d) Research Questions, (e) Participants and Sampling Process, (f) Data Collection Instruments and Procedures, (g) Data Analysis, (h) Delimitations, (i) Trustworthiness, and (j) and Conclusion. I conducted this study in response to COVID-19 research practices virtually, with nonface-to-face data collection occurring using Microsoft Office Teams and Survey Monkey.

## **Methodology Rationale**

The purpose of this qualitative case study was to understand how managers change and develop managerial coaching behaviors, skills, and mindset through a coaching model implementation using Riboldi's (2009) principles of change. Qualitative research methods were utilized for an in-depth examination of the data to understand this phenomenon. There are several reasons why taking a qualitative approach was beneficial for this type of research. First, a quantitative approach to research typically seeks an explanation, hypothesis testing, statistical analysis, while qualitative methods focus on collecting and analyzing data in a particular context and unique peculiarities and, at the same time, forming a rich and holistic understanding of a phenomenon being studied (Miles et al., 2020). Second, qualitative research seeks to understand the meaning of a particular phenomenon (Merriam & Grenier, 2019). Third, qualitative research invites a different way to make meaning of a phenomenon (Stanford, 2017). Fourth, qualitative research utilizes multiple methods for collecting descriptive and interactive data (Merriam & Grenier, 2019). Additionally, Miles et al. (2020) "define a case as a phenomenon of some sort occurring in a bounded context" (p. 28). The approach to this qualitative case study is relevant because it seeks an understanding of the phenomenon of change and makes meaning of how managers change through the implementation of a managerial coaching model (Bates, 2004; Kirkpatrick & Kirkpatrick, 2006).

A literature review was conducted to gain an understanding of current research in managerial coaching and change. Riboldi's (2009) principles of change were used to frame data collection. I selected Riboldi's work because his principles of change provide a model for

evaluating success levels or failure of change and development towards becoming an effective managerial coach. Riboldi examined the five principles' (envisioning, evaluating, empowering, engaging, and evolving) validity and appropriateness by analyzing data from more than 50 studies of companies that experienced success levels during change implementation. These studies concluded and validated that a relationship exists between the practice and application of these five principles and successful change levels. Riboldi indicated that approach is an important factor in obtaining desired change. The criteria used in these studies' findings show that "sustainable progress initiates from the inside-out, from individuals who improve themselves and then influence their environment for the better" (Riboldi, 2009, p. 221).

Additionally, the five principles of change highlight the importance of a holistic approach. According to Riboldi (2009), when applying each of the change principles, patterns of change emerge as a visual of what is to come when staying the path. This visual also provides the opportunity to alter behaviors towards desired outcomes. As gaps present, these can be areas of focus to continue the path towards a successful change. For example, within evaluation, the second principle of change, Riboldi's (2009) highlights abilities of evaluating priorities, setting goals, defining responsibilities, and delegating effectively. If a manager is lacking in their ability in one of these subcategories, their ability to provide clear direction in the managerial coaching relationship will not be successful. All five principles must be applied to facilitate individual change necessary to facilitate team and organizational change and development, according to Riboldi (2009). Utilizing a qualitative case study methodology provided insight into the phenomenon through the exploration of participants' perceptions of changes and developments in

their beliefs, behaviors, and skills. Qualitative research is characterized by a concern for how participants are perceiving their meaning-making (Merriam & Grenier, 2019; Miles, et al., 2020).

### **Research Setting**

The purpose of the study was to understand how managers change and develop managerial coaching behaviors, skills, and mindset through a coaching model implementation through the lens of Riboldi's (2009) principles of change. With this purpose in mind, the research setting was comprised of the organization, the participants within the organization, and AWC, the managerial coaching model. The organization was the research site, albeit virtually, for this study. The small, privately held pharmaceutical organization is comprised of 70 employees. This Mid-Atlantic region organization's focus is on research, development, and distribution of novel and effective therapies to patients with rare diseases. Following a leadership and culture survey, the organization moved away annual performance reviews and implemented a managerial coaching approach, AWC, to support performance and development of employees. Feedback from the survey showed that employees did not have confidence in the review process and was a source of mistrust and misplaced appreciation of the organization's talent, often leading to increased tension, fear, and retention issues. In addition to mistrust, the survey results indicated a lack of empowerment, employee development, and manager accountability.

The focus of this study was the implementation of a managerial coaching model, specifically AWC. AWC was implemented to help managers develop effective behaviors and skills of a managerial coach. Areas of focus of training on the tools and techniques for this model included: (a) a clear understanding of accountability, (b) developing mutually agreed-on goals

with their direct reports, (c) strengthening managerial and leadership skills, (d) increasing commitment to learning and development, and (e) focusing on desired results. The tools and techniques taught in the training are mechanistic; therefore, the degree of change and development of managerial coaching behaviors and skills reside within the individual manager. As Deaton and Williams (2014) put it, "...the process of change and development that happens inside each leader in the moment of choice while she or he is leading" (p. 1). Choices are based on beliefs or values of the individual (Stelter, 2017).

The participants this study included employees in this organization who have completed the AWC coaching model training and had been practicing managerial coaching at the time of the study. This study took place virtually, with non-face-to-face data collection via Microsoft Office Teams, of employees within a small pharmaceutical organization located in the mid-Atlantic region. This organization was selected for three reasons: (a) This organization implemented a managerial coaching model within the past year prior to the start of this study; (b) my role within the organization was to manage the implementation; and (c) as a researcher, this is the population I have access to conduct such a study. The training for managers lasted two days where managers learned the principles and practices of the AWC. The participant group represented 78% of the study pool within the organization. Such a high participation rate demonstrates their desire to change and improve and suggests buy-in of the managerial coaching approach. This qualitative research paradigm was appropriate for the study due to this study's exploratory nature focused on making meaning of a lived experience (see Creswell, 2017).

## **Researcher Positionality**

As a qualitative researcher, I am the instrument of this study (see Patton, 2015), and the credibility of applied methods was based on my knowledge, skills, and abilities as a researcher. I have provided information about my background, my qualifications to conduct research, any biases I may have related to the research, and how I planned mitigate those biases.

I am connected to this study as a human resources leader in this small pharmaceutical organization in the mid-Atlantic. I have participated in all the initial managerial coaching training sessions of managers and associated direct reports. Therefore, I understand the degree to which managers and direct reports are adopting managerial coaching behaviors, skills, and mindset. My professional background in human resources includes areas of talent acquisition, performance management, employee relations, workforce planning, operations, compensation, and training and development. Adding further context, my professional experiences in human resources span industries, such as international hospitality; global engineering, construction, and project management; biotechnology research and development; and pharmaceuticals. These experiences have shaped my values and understanding in the areas discussed in the study.

I have noticed that overtime how work gets done has evolved and what employees want and need from their managers and leader has changed as well. Managers and leaders in organizations need to be able to adapt and evolve with the changing workforce as well to continue to effectively engage, develop, and manage the performance of others (Adler, 2010; Berg & Karlsen, 2012). One innovative approach being utilized by organizations today to address this is managerial coaching. Managerial coaching is a leadership practice that facilitates

learning, development, and motivation to improve performance (David & Matu, 2013; Park et al., 2008) not only for the employees, but also is a mechanism for developing leadership skills of managers (Gormley & Nieuwerburgh, 2014).

I have been fortunate to experience the benefits of manager competence and capability in coaching employees and the outcomes of poor leadership and ineffective coaching. For example, some managers practice the approach just as the training suggested, while others do not follow the principles. Those who do not are missing out on an opportunity to learn and grow. That is the loss of opportunity to learn and grow themselves. Over my career as a human resources leader, I have been involved in numerous employee relations matters. Many of the situations could have been attributed to toxic, dysfunctional, or underdeveloped leadership behaviors by managers.

My professional background in human resources strengthened my role as the researcher in this study because I participated in the managerial coaching model implementation. The experience and knowledge in this field informed how I processed data and information from this study. Knowing this provided the opportunity to ask better follow-up questions or make judgments based on this experience. These vantage points provided appropriate context to study such a phenomenon. As I have grown in my profession and through this research, I remain intrigued and drawn to study how others continuously change and develop to achieve desired goals or outcomes. Being a human resources leader and utilizing the approach with my direct reports allowed me to relate to the participants.

Being a doctoral candidate provide me with opportunities to conduct qualitative studies. During my Hood College doctorate experience, I had several opportunities to practice and

improve my research skills. Examples of coursework that helped to improve my research skills included developing a conceptual framework for research, learning to code and analyze data, establishing a study protocol, and increased critical reading and writing skills.

Additionally, because of my role, participants were willing to openly discuss their experiences and perceptions of adopting a managerial coaching approach. With the implementation of a managerial coaching model, I had the opportunity to evaluate change and development through a structured qualitative research process. The managerial coaching model's clear principles and practices coupled with the structured research approach informed how changes were experienced through Riboldi's (2009) principles of change. Riboldi's principles of change provided me with a lens to assess changes and developments towards becoming an effective managerial coach. As Maruyama and Ryan (2014) detailed, operationalizing research in this way helped to inform connections between constructs rather than observable behaviors.

Berger (2015) stated, "Reflexivity is commonly viewed as the process of a continual internal dialogue and critical self-evaluation of researcher's positionality as well as active acknowledgement and explicit recognition that this position may affect the research process and outcome" (p. 220). Therefore, I maintained mindfulness of how my position as a researcher and human resources leader could affect participants' responses and influence research questions, data collection, interpretation, and analysis. My background influenced how findings and conclusions got filtered. I maintained objectivity by critically examining my hunches about others' behaviors and seeking ways of refuting those hunches (see Maruyama & Ryan, 2014). I remained on alert for making conclusions based on bias. Maruyama and Ryan (2014) suggested

gathering additional supporting data and information in this area as a means of ensuring objectivity. Additionally, by gathering additional data and information, I refuted my hunches with participants, lessened biased or chance data and information, and increased triangulation and consensus. Lastly, I constantly toggled between the theoretical framework, hunches, and observations while I kept a critical eye and skepticism alive, to minimize bias and lessening chance data (Maruyama & Ryan, 2014).

### **Participants and Sampling Process**

Qualitative research is useful for exploring a small sample group (Creswell & Creswell, 2017; Rowley, 2002; Sorin-Peters, 2004). I selected the identified organization participants and included managers and individual contributors via convenience sampling. Miles, et al. (2020) define convenience sampling as having immediate access to a participant group based on proximity. Therefore, the sample selection stemmed from managers and individual contributors within the organization who have completed the managerial coaching training. The sampling process was initiated during a scheduled Virtual Café meeting. At the beginning of the session, I informed potential participants that I would be researching as part of my dissertation. I invited managers to voluntarily participate in a focus group and two one-on-one interviews via Microsoft Office Teams. I also invited individual contributors to participate in an anonymous survey voluntarily.

For those participants who expressed interest in voluntarily participating, either verbally or via email, I followed up by sending them the informed consent via email. Appendix G contains a copy of the informed consent for managers, and Appendix H contains a copy for

individual contributors. This criterion was developed to ensure that participants self-selected to participate, did so willingly, and maintained physical separation in response to COVID-19 research practices. According to Creswell and Creswell (2017), when participants are willing and able to participate in a study, a convenience sampling method is utilized.

Twenty-three prospective manager participants were invited to participate in the study and asked to confirm they met the eligibility criteria listed in the informed consent form attached in Appendix G. Of the 23 managers in the participant pool, 18 managers indicated their interest to participate and 18 agreed to voluntarily participate by completing informed consent. There were nine female managers and nine male managers who participated in the study. Additionally, there were 6 senior leaders, 6 mid-level managers, and 6 new people managers. One manager, new to people management and leadership, began the study, but was not able to complete the second one-on-one semi-structured interview. This high degree of participation rate (78%) indicates organizational commitment, as well as manager commitment in their desire to change and improve leadership skills.

Forty-four prospective individual contributors were invited to complete an anonymous survey about changes and developments in managers beliefs, behaviors, and skills as a managerial coach. Individual contributor population pool consisted of employees who did not have people responsibilities. Twenty-one individual contributors expressed their interest either verbally or via email. Following receipt of that interest, the informed consent was emailed to those who expressed interest. Twenty-one individual contributors completed informed consent form attached in Appendix H.

## **Data Collection Instruments and Procedures**

Merriam and Grenier (2019) and Patton (2015) connected several data collection factors for interacting with participants in a qualitative study to provide sufficient and meaningful information about what and how experiences occur. In this study, several data sources were utilized to gather and extract data, information, and details of the participants' perceptions and experiences. Multiple data source collection methods strengthen the study (Denzin & Lincoln, 2005; Hilger, 2007; Merriam & Grenier, 2019; Sorin-Peters, 2004). Data collection comprises one manager focus group, two one-on-one interviews with each manager participant, and one anonymous survey with individual contributor participants. All data collection was done virtually, with non-face-to-face data collection via Microsoft Office Teams in response to COVID-19 research practices. Potential participants of the study were invited to participate verbally during a scheduled Virtual Café meeting and then a follow-up email was sent to inform potential participants about how to express their desire to voluntarily participate.

Throughout the study, I remained mindful of the rights of participants. Additionally, in response to COVID-19 research practices, this study was conducted virtually, with non-face-to-face data collection via Microsoft Office Teams. A research proposal was submitted to the institutional review board (IRB) of Hood College (Appendix F) and the small pharmaceutical organization in the mid-Atlantic for review and approval. Procedures outlined in the research proposal were followed. All participants received a copy of the signed informed consent and a summary of my findings. The focus groups' manager participants were informed that their identity, names, and comments were not guaranteed to remain confidential. In order to maintain

participants' anonymity of manager participants from data collected in the one-on-one interviews, each participant selected a pseudonym. Additionally, the data collected during these individual sessions will not be shared with this organization. The identities of the individual contributor survey participants will remain anonymous. All data collected from this study will not be shared with this organization.

The informed consent process ensured conduct expectations are shared with participants (Creswell & Creswell, 2017). The invitation to participate in the study contained a copy of the informed consent form. The voluntary informed consent contained (a) the name, association, and address of Hood College; (b) the study purpose; (c) the eligibility criteria for participation; (d) truthful and straightforward description of the benefits and risks of the study; and (e) whom to contact for additional information (see Creswell & Creswell, 2017). During the study's initial consent phase, participants were selected to participate voluntarily (Creswell & Creswell, 2017). The informed consent outlined privacy protection and confidentiality, protentional benefits and risks, and what would happen with study results to ensure participants chose to participate voluntarily (Maruyama & Ryan, 2014).

The invitation to participate in the research also informed the manager participants that the study would involve one focus group and two one-on-one semi-structured interviews lasting approximately 60 minutes each. I stated that the interview sessions were to be conducted virtually, with nonface-to-face data collection via Microsoft Office Teams. I audio recorded and transcribed the interviews. The invitation to participate in the research informed individual contributor participants that the study consisted of one anonymous online survey consisting of 14

questions. The informed consent included a statement that participation in the study is voluntary, and participants could withdraw at any time with no consequences. In addition, the informed consent included a statement that participating in the study would in no way impact their employment status.

The formal process of data collection began upon successful defense of this proposal and permission from Hood College' IRB in August 2020. Data were gathered from August 2020 to October 2020. Initial stages of data collection was to identify categories of information that would be necessary to inform the research questions that addressed the purpose of exploring how managers change and develop managerial coaching behaviors, skills, and mindset through a coaching model implementation using Riboldi's (2009) principles of change. In this study, there were four overarching categories of information and five sub-categories pertaining to these principles that were sought through various data collection points. These categories and the rationale for including them are depicted in Table 10.

**Table 10***Data Collection Categories with Rationale*

Data collection Category	Rationale for Collecting
(1) Demographic	Demographic information to describe and better understand participants.
(2) Contextual	<p>Prior training and experiences as a managerial coach were key for:</p> <ul style="list-style-type: none"> <li>• Getting to know participants better</li> <li>• Being able to explain the context of the case</li> <li>• Understanding mindset and frame of reference</li> </ul>
(3) Manager indicators of their changes and developments	
(4) Evidence of changes and developments	Understand participant perspectives on their changes and developments.
(4a) Ability to envision a common purpose	Multidimensional category was the theoretical lens framing the study data collection and analysis
(4b) Ability to evaluate and define a clear direction	To know if this decisive factor of intent exists and perceptions of managers to focus on the needs of their direct reports, shared values, and desired outcomes.
(4c) Ability to develop capacity from strengths	To know how managers are able to define actionable objectives for their direct reports.
(4d) Ability to inspire commitment through engagement	To know how managers are able to define and assess actionable performance and development objectives and be able to identify gaps.
(4e) Ability to achieve increasingly better results	To know how managers are engaging by tapping into hearts and minds.
	To know how managers are able to achieve desired results. Riboldi's (2009) principles of change suggest that ability to track progress and reflect on performance is necessary for continuous improvement.

### ***Online Survey Protocols***

Following the completion of the informed consent, individual contributors were sent the link to the survey in Survey Monkey. Prior to the start of the manager focus groups, 21 individual contributor participants completed an online survey consisting of 14 questions. In the survey, individual contributor participants had the opportunity to share their perceptions of the manager's change via an anonymous survey. According to Maruyama and Ryan (2014), questionnaires provide low-cost, low-pressure responses. Additionally, questionnaires provide anonymity to the respondents. Questionnaires are appropriate in research on sensitive topics such as sharing perceptions of their managers' coaching ability and changes in their managers' behavior, skills, and mindsets. Maruyama and Ryan also stated that participants must be motivated to provide accurate and complete responses; therefore, making the purpose clear in the survey was important to sparking that motivation. In addition to the rich detail collected as part of the interactions with participants during the focus groups and interviews, the questionnaires enhanced understanding while contributing to the triangulation of the data, thereby increasing the findings' credibility (Anfara et al., 2002). These data collection methods were consistent and dependable methods for qualitative studies, leading to an objective, credible, and repeatable study.

### ***Focus Group Protocols***

Focus groups provided details from the lens of shared characteristics. Maruyama and Ryan (2014) defined focus groups as beneficial to data collection. The information obtained

consists of insights and revelations of group members and ideas can be explored, concerns and perspectives can be shared on the topic. As recommended by Maruyama and Ryan, the focus groups consisted of six members and lasted one hour. The focus group questions developed for this study were based on the research question related to change in behaviors, skills, and mindset. Appendix C contains a copy of the focus group protocol. Participants attended one focus group. In total, three focus groups were conducted with seven managers in the first group, seven managers in the second group, and four managers in the third focus group. Each focus group lasted 60 minutes. Interviews of the participants informed their own managerial coaching beliefs, skills, and behaviors as a managerial coach.

### ***Interview Protocols***

According to Maruyama and Ryan, individual interviews are considered valid data collection instruments when in-depth responses are required. Interviews are an important component of a successful qualitative research project commonly used as a data collection method. The key to “being a good interviewer requires knowing what kind of information the study needs and being able to help the respondent provide it” (Weiss, 1994, p. 66). Interview questions were developed and became the basis of the virtual semi-structured interviews. According to Longhurst (2003), “a semi-structured interview is a verbal interchange where one person, the interviewer, attempts to elicit information from another person by asking questions” (p. 143). These predetermined questions guided the interview sessions with participants to draw out participant perspectives to inform the research questions and sub-questions (Anfara et al., 2002). Anfara et al. (2002) stated, “In-depth interviewing as a method of gathering information is

a way to correlate etic issues ... with emic issues” (p. 28). Being able to deviate in semi-structured interviews provided the opportunity to ask clarifying questions and supplementary questions for a better understanding of the participants' perceptions and responses. Miles et al. (2020) shared that predetermined questions can and should be revised as information begins to emerge in subsequent future interviews. Thus, I deviated as necessary to capture data and information I believed, as the researcher, to be appropriate and applicable to this research study.

The interviews for this study were conducted virtually and were recorded and transcribed. Manager participants were informed that the interviews will be conducted virtually and recorded to capture the details of the conversation. Participants provided consent to record the interviews, which was captured on the informed consent. In addition, recording the interviews provided the space and time to take notes and observations about participant behaviors and non-verbal cues such as facial expressions, emotions, and body language (Creswell & Creswell, 2017). According to Bolderston (2012), virtual interviews provide participants a more comfortable environment to express their thoughts and ideas. Additionally, provided these sessions were conducted via video, I had access to more personal information about the participant that I may not have been privy to in an office setting (e.g., pictures on the wall, colors and décor style, animals present, etc.). Once the participants agreed to participate, the informed consent was shared with them via email requesting completion and return before the scheduled interview. Appendix C contains a copy of the preestablished interview questions for managers.

I conducted virtual interviews to uncover constructed knowledge, experiences, and perceptions around change and development as a managerial coach following the

implementation of a managerial coaching model. Each participant attended two one-on-one semi-structured interviews lasting 60 minutes. In the interviews, participants completed a self-anchoring scale and ranking activity about the changes and developments in their behaviors, skills, and mindset as managerial coaches, and provided demographic data. These instruments provide an opportunity to clarify, probe for further detail, and obtain meaningful responses.

Appendix E contains the survey for individual contributors. The survey asked individual contributors questions to gain perceptions of changes in their managers' behaviors, skills, and mindsets.

### **Triangulation**

In qualitative studies, validity and reliability can be described through trustworthy strategies (Myburgh et al., 2009). Several strategies have been applied to develop trustworthiness in this qualitative case study—triangulating data from multiple data collection sources increase credibility, transferability, dependability, and confirmability. Triangulation occurs between data sources, study participants, methods, and descriptions (Creswell & Creswell, 2017; McLean, 2005). Triangulation helped to ensure the reliability of themes that emerged as part of the data analysis (Creswell & Creswell, 2017; Oliver-Hoyo & Allen, 2006)—providing a detailed, descriptive context of what is being interpreted from the data so that a reader can understand the data accurately. Taking steps to provide study participants with the opportunity to check, retract, change or clarify data and information shared also increased credibility (Mertens, 2005).

Creating and maintaining an audit trail of the process utilized in the analysis increases trustworthiness because others can follow the data collection and analysis process logically and

see themselves in what is being shared. These strategies will increase reader assurance that this study is credible and an accurate description of what is provided in the data. In this study, triangulation was achieved through focus group discussions, in-depth individual interviews, and an anonymous survey. These multiple data sources were utilized to understand how managers change through the implementation of a managerial coaching model. According to Lincoln and Guba (1986), a corroboration of findings can be achieved and tested for validity. For more details and complete understanding, triangulation helped corroborate the data collected through consistency of findings via various methods, such as focus groups, individual contributor surveys, and in-depth interviews (Lincoln & Guba, 1986). Additionally, triangulation occurred by utilizing priori constructs and propositions found in literature and through In Vivo data analysis (Miles et al., 2020).

In addition to trustworthiness in collecting and analyzing data, trustworthiness between researcher and participants is critical. Miles et al. (2020) discussed three ways that researchers could increase trust with participants. The first is privacy. Researchers are obligated to describe how the information will be preserved throughout the research to participants, what information will be shared, and who will access the data and information. All participants were informed about how the information would be preserved. The second was confidentiality. Miles et al. (2020) defined confidentiality as the explicit discussion of what could not be done with participant data and information in qualitative research. The participants were informed about what would be done with the data and information provided. The third was anonymity. Miles et al. (2020) defined anonymity as how the researcher intended to protect participant identifiers

related to who shared what data and information. For this study, manager participants of one-on-one interviews were asked to select a pseudonym. Data collected from the focus groups, individual interviews, and the survey are stored on a password-protected drive on a computer associated with research only, not the organization.

On another note, closely related to trustworthiness in qualitative research are validity and reliability. Miles et al. (2020) defined the researcher-as-instrument as requiring certain skills to be credible. The skills noted include the need to be familiar with the study's phenomenon, have good people and investigative skills, and careful attention to detail. Other skills include resiliency, empathetic engagement, and a heightened sense of awareness (Miles et al., 2020). My background and experience showed alignment with these concepts.

Although these skills are important, member checking adds to the study's credibility (Anfara et al., 2002). Researchers can use member checks to maintain anonymity (Miles et al., 2020). I used member checking to review the interpretations from the groups of people from whom the data were collected. According to Lincoln and Guba (1985), this process can also be done during the conversations, through observation, and following the study. Examples of member checking during the conversations with participants included recapping what participants said and providing the participants with an opportunity to correct, challenge, and summarize interview comments. Another example utilized was an observation of nonverbal body language to confirm or question what was being said.

## **Data Analysis**

Multiple data collection methods are important to ensure that triangulation of the data gathered is achievable, creating rigor and added trustworthiness to the study (Sorin-Peters, 2004). This process was accomplished through data collection from multiple participants virtually. The approaches utilized to access the categories referenced in Table 5 included an anonymous survey, focus groups, interviews, self-anchoring scale, and ranking activity as was to triangulate the responses to understand changes in behaviors, skills, and mindset of participants as they adopted a managerial coaching approach. Table 11 shows the alignment between categories of information, the research questions, and data sources.

**Table 11***Alignment of Categories, Research Questions, and Data Sources*

Data collection Category	Research Question	Data Source			
		Individual Contributor Online Survey	Manager Focus Groups	Manager Interview 1	Manager Interview 2
(1) Demographic	1			Questions	
(2) Contextual	1		Questions	Questions Self-Anchoring Scale	Questions
(3) Manager indicators of their changes and developments	1, 2, 3	Questions	Questions	Likert-Type Scale	Questions
(4) Evidence of changes and developments	1, 2, 3	Likert-Type Scale	Questions	Likert-Type Scale	Questions
(4a) Ability to envision a common purpose	1, 2, 3	Likert-Type Scale	Questions	Likert-Type Scale	Questions
(4b) Ability to evaluate and define a clear direction	1, 2, 3	Likert-Type Scale	Questions	Likert-Type Scale	Questions
(4c) Ability to develop capacity from strengths	1, 2, 3	Likert-Type Scale	Questions	Likert-Type Scale	Questions
(4d) Ability to inspire commitment through engagement	1, 2, 3	Likert-Type Scale	Questions	Likert-Type Scale	Questions
(4e) Ability to achieve increasingly better results	1, 2, 3	Likert-Type Scale	Questions	Likert-Type Scale	Questions

Following data collection via Microsoft Office Teams, the recordings were transcribed. Halcomb and Davidson (2006) stated, “Transcription refers to the process of reproducing spoken words, such as those from an audiotaped interview, into written text” (p. 38). From there, the coding process began. Data from researcher notes, observation, and document reviews were utilized in the analysis. Stake (1995) stated, “Analysis is a matter of giving meaning to first impressions as well as to final compilations” (p. 71). Data analysis is a process that should be concurrent with the collection (Miles et al., 2020). As data is collected and reviewed, I thought about what other data might be needed ongoing. A consistent, thorough review and reflection of the data captured in the survey, non-face-to-face focus groups and interviews were necessary for making meaning and synthesizing (Stake, 1995).

Coding of the data was achieved by working with the data to identify emerging and related concepts (Hilger, 2007; Holton, 2007). Coding is an inductive process for interpreting descriptive and inferential data requiring a deep dig into the data to identify meanings and patterns (Miles et al., 2020). Ideas evolved throughout the coding process (see Auerbach & Silverstein, 2003). Miles et al. (2020) describe coding as labels of similar chunks of data and information. Labels can be words, phrases, and metaphors. Coding involves analyzing data (Miles et al., 2020).

Analyzing the data involved a series of steps. When coding, the smallest unit of meaning was pulled out of the data by organizing word choices, tone and inflections, and other verbal and nonverbal cues interpreted from the coding. Body language, tone, and inflection captured in the

field notes were added to meanings and patterns (see Creswell & Creswell, 2017). Codes stemmed from the research questions, conceptual framework, literature review, theoretical framework, interactions between people, conversations, and nonverbal body language.

Miles et al. (2020) shared several additional examples of coding that should be utilized to analyze data and information in this case study. Evaluation coding creates judgment “about the merit, work, or significance of programs or policy” (Miles et al., 2020, p. 76). Descriptive and In Vivo coding are complimentary to evaluation coding, according to Miles et al. (2020).

Descriptive coding was utilized to summarize the meaning of responses shared by participants and assign words or phrases to the descriptions. These codes later became an inventory of topics (see Miles et al., 2020). Process coding captured observable actions, interactions, and consequences. Examples of process coding from this study include “knowing what you said” and “spreading rumors” (Miles et al., 2020, p. 74). Emotion coding labeling of the emotion expressed by participants (Huberman & Saldaña, 2014). Values coding capturing participants’ values (importance), attitudes (thoughts and feelings), and beliefs (compilation of opinions, experiences, values, and perceptions).

The following process was utilized for coding data. A code index captured codes, code definitions, code abbreviations, quotes, and data frequency across the focus groups, interviews, and individual contributor survey responses. Definitions were developed throughout the study so that clear operating definitions could be applied consistently across the study. Initial coding, or first cycle coding, included rereading transcripts and listening to the audio recording to see what

was emerging, stood out, to capture initial ideas. From there, a line-by-line coding took place to characterize what I saw in the data. I remained open to what emerged from the data.

I began by organizing each interview question and activity by research question and activity according to the participants' transcribed responses to code and index the data. After organizing the data and information, I listened to all the responses. I tracked words or phrases that could be used as codes for the research questions, such as 'conversations' and 'safe environment. After I coded the transcriptions, I developed an index to quantify codes. I then used the index to identify patterns within the codes to determine which codes could be combined. For example, I combined "communicate" and "conversations" because usage for both involved sharing ideas. These codes became the themes, and the initial themes established patterns and frequency (see Creswell & Creswell, 2017; Merriam & Grenier, 2019; Mertens, 2005).

From there, a second cycle or iteration coding took place (Anfara et al., 2002). Themes, categories, and constructs were re-coded into smaller categories. Words, phrases, and other verbal and non-verbal indicators were batched into ideas and patterns. Pattern coding or code mapping (Anfara et al., 2002) helps to batch data into analytic units, develop a map of understandings and interactions, and threads begin to evolve. Throughout the data collection process, I continuously sought triangulation (see Anfara et al., 2002). I reviewed data, phrases, and interactions collected based on words, phrases, and themes from multiple data sources, such as interviews, documentation, and member checks.

Once I compiled the index, I wrote an executive summary of each response/activity and summarized the themes that emerged based on what participants shared with me. Indexing was

used to examine the data and discover patterns, which were then used to develop themes for answering the research questions. Themes from the data set determined the concepts, explained what was happening, and explained why something was done a particular way based on the participants' words. With this understanding, I then organized the themes of each of Riboldi's (2009) five principles of change to this study's research questions. I identified whether the change was associated with a belief and behavior/skill. Tables 11 to 13 contain a summary of major themes from the data discussed in more detail in Chapter 4, Summary of the Major Themes from the Data.

### **Delimitations**

Queirós et al. (2017) stated, "Qualitative methodology intends to understand a complex reality and the meaning of actions in a given context" (p. 20). Several delimiting factors have been identified for this case study. Although small sample sizes are appropriate for a qualitative case study design, larger sample sizes can reinforce the findings (Creswell & Creswell, 2017). Second, although it is appropriate in a qualitative case study design to explore a particular phenomenon using one organization or setting, the results may or may not be generalizable to other organizations (Madill & Gough, 2008; Piekkari et al., 2009). The study's scope is narrow because it focused on employees of one pharmaceutical organization and, therefore, cannot be generalizable or representative of other pharmaceutical organizations or organizations implementing managerial coaching models (Miles et al., 2020).

Additionally, participants might have been apprehensive about fully or truthfully responding to interview questions; thus, they might have omitted or selectively distort data for

many reasons (see Miles et al., 2020), including that I worked in the human resources department at the organization. I collected data from individual contributors using an anonymous survey so that participants' identities were maintained to minimize these limitations. Additionally, in alignment with Miles et al. (2020), I checked strategies for minimizing limitations using fact checks, checks against altering accounts, looking beyond the obvious, sharing personal stories with participants, and remaining transparent in sharing thoughts about actions seeing the reaction from the participants.

Also, all employees began working remotely for about six months when the study began in response to COVID-19 research practices. All interactions were conducted electronically via email, phone calls, and virtual Microsoft Office Teams. The organization leaders expected that employees would continue with the AWC coaching model sessions remotely. All employees remotely working could access electronic conference and interaction platforms, such as Microsoft Teams and Zoom. The virtual platform allowed for video, audio, and electronic document sharing. Conducting remote interviews might have influenced findings because utilizing a virtual platform, I learned more about the participants through what I could observe the background of the virtual meeting. I recorded other factors of their personal lives for the data collection. Examples of this included pets, children, the environment of their virtual spaces, and what could be gleaned from what could be observed in their background. Additionally, non-verbal cues may not have fully noted through the virtual collection.

In contemplating other limitations that could exist when collecting data virtually, I used Gaiser (2008) for several suggestions. Online virtual formats create concerns about maintaining

participant confidentiality in focus groups and one-on-one manager interviews, where hacking is possible. In response, a secured Wi-Fi network with login identification and password protection was utilized. Additionally, a personal virtual tool for collecting data in a survey was utilized, rather than one provided by the organization, to eliminate the organization leaders' abilities to gain access to the data and information collected. Additionally, data and information have been stored on a password-protected electronic file on my personal computer to protect participants' privacy. Further, synchronous discussions took place because this type of discussion can be most reflective of a face-to-face discussion, as Gaiser (2008) suggested. Asynchronous virtual discussion is where participants can jump into the conversation as desired, where an asynchronous discussion is more akin to email interaction (see Gaiser, 2008).

## **Conclusion**

This study's data collection was designed to gather participant perspective about changes in managers change through a coaching model implementation. The participants included employees in a small pharmaceutical organization who completed the managerial coaching training and were practicing managerial coaching at the study time. Thus, I conducted virtual focus groups, virtual one-on-one interviews of managers via Microsoft Office Teams, and online surveys of individual contributors to provide insights and triangulation of data provided by the focus groups and interviews. Appendix C contains the focus group and interview protocols for managers, and Appendix E contains the survey protocol for individual contributors.

Managers who voluntarily participated in this study shared their experiences of adopting a managerial coach approach in focus groups and one-on-one interviews. During the in-depth

semi-structured interviews, participants completed a self-anchoring scale, providing managers the opportunity to reflect on their development as a managerial coach following training on the approach. Additionally, managers shared what they attributed the changes to, whether great or small. Managers also participated in a ranking activity that included Riboldi's (2009) principles of change. I triangulated the data from the individual contributor survey. Individual contributor participants shared their views on managers' changes since the managerial coaching model implementation, the coded semi-structured interviews, the self-anchoring scale activity, and ranking activity. Triangulation was completed to find commonalities in the participant's responses and strengthen the credibility, reliability, and dependability of this study's findings. In the next sections, Chapter 4 analyzes the data collected and presents findings. A discussion of the findings, implications, and conclusions appears in Chapter 4.

## **Chapter 4: Findings**

This chapter presents the findings of this qualitative case study, guided by the research question: How have managers changed through a managerial coaching implementation? There were two specific sub-questions: What are the changes in their management and coaching skills and behaviors? What are the changes in their beliefs about managing and coaching? The findings supported degrees of changes and developments of managers' behaviors, skills, and mindsets as a managerial coach. Just as important as what changed for manager participants, was how these changes contributed to their development as a managerial coach. For some participants in this study, how they changed was closely tied to how they practiced the tools and techniques of the AWC coaching model. When asked about changes and developments as a managerial coach, many participants responded by describing how they practiced behaviors of the approach, rather than changes in skillset or beliefs about the approach.

Chapter 1 presented the introduction to this qualitative study. Chapter 2 presented a review of the literature and theoretical orientation. Chapter 3 presented the research methodology rationale, and Chapter 4 presents the findings of the study. Chapter 4 is organized as follows: (1) Participant Demographics, (2) Data Analysis Methodology, (3) Data Analysis and Findings, and (4) Chapter Summary.

### **The Participant Demographics**

Participants in this study included employees of the small pharmaceutical organization in the mid-Atlantic region. Of the 23 managers, 23 had completed the AWC managerial coaching training, and 18 (78%) volunteered to participate, with one manager dropping out partially

through the data collection. Additionally, there were twenty-one individual contributors who completed an anonymous survey. All participants who participated signed the informed consent prior to data collection. Additionally, each manager participant was given a pseudonym to protect their identity. Although all participants had completed the AWC managerial coaching training, participants included four new to managing people since the training and implementation of this managerial coaching model. Seven managers had various levels of experience managing others, and six identified as senior-level managers. One manager participant could not complete participation in the study. The total number of participants that completed the research study was 39 or 70% of the study population meeting the criteria.

Demographic data were collected during the one-on-one semi-structured interviews and a follow-up call. The participants were asked to share information about previous coaching experiences, the comfort level of sharing the information under the assigned pseudonym. In the one-on-one, semi-structured interviews, participants were asked about their preparation and managerial coaching experiences before the internal AWC managerial coaching training. They shared information about demographic information, such as education, ethnicity, gender, and age.

Of the 17 participants, nine are women, and eight are men. Eleven of the participants, five males and six females identified themselves as Caucasian. Of the 11 participants who identified as Caucasian, three males reported an Italian heritage and one reported a French heritage. Five participants identified themselves as Asian. One participant identified herself as Hispanic/Latino. In terms of current age ranges, the almost half of participants (7 out of 18)

reported they were between 40 and 49 years old. Of the others, five were between 50 and 59 years old, four were over than 60 years of age, and one was between 30 and 39 years of age.

When asked, all manager participants were able to share prior managerial coaching experiences or interest in the approach outside the AWC training as part of the managerial coaching model implementation. In terms of previous training and experiences as a managerial coach, 11 of 17 managers participated in other internal managerial coaching training or programs, such as peer coaching. Nine of 17 participants are currently or have worked with an executive coach. Seven of the 17 took courses, workshops, and other leadership development programs they associate with coaching experiences. Four of 17 participants indicated managerial coaching training from a previous organization. Lastly, two of 17 manager participants indicated their interest in the approach stems from personal fit. All but one manager has a four-year college degree. Seven of the 17 participants have a graduate level of education, and three have a terminal degree.

Seven of 17 managers are considered mid-level managers. For context, mid-level managers include those who hold a director level role in the organizations. Typically, these managers have at least five years of experience managing others. Six of 17 managers are considered senior level managers because they are a member of senior leadership. Four of the 17 participants are considered entry level managers because they are new to the role of managing others. In general, these managers have less than five years of experience managing others and may not have had people management experience in other organizations in which they previously worked.

The manager participants were representative of all departments within the study organization. Areas where there is more than one manager participant include two scientists, two information technology managers, two management and operations managers, three supply chain managers, and two finance managers. Of the 17 participants, six have been with this study organization for five to nine years, four have been with the organization for 10 to 14 years, three have been with the for 15 to 19 years, three have been with the organization for 20 or more years. Of the 17 participants, just one has been with the organization less than five years at the time of the study.

Table 12 is a summary of the demographic data by participant. These data were important for describing and contextualizing the participants' profile in terms of where they are in their managerial coaching development journey.

**Table 12***Participant Exposure to Managerial Coaching Prior to The Implementation*

Participant pseudonym	Ethnicity	Age range	Gender	Preparation	Coaching experiences/interest prior to AWC training	Career area / Time at current organization	Mgmt level in organization
Trish	Caucasian	50-59	Female	MBA BS - Food & Nutrition	Previous employer training and practice, workshops, courses, personal fit	Sales / 5-9	Mid
Crystal	Caucasian	60+	Female		Internal peer group coaching cohort, leadership workshops, personal fit	Medical Affairs / 15-20	Mid
Steve	Hispanic / Latino	40-49	Male	JD	Currently Working Executive Coach and previously worked with another executive coach.	Legal / 10-14	Senior
Samuel	Caucasian / Italian	60+	Male	PhD – Pharm. Chemistry	Previously worked with executive coaches.	Scientist / 20+	Senior
Camille	Caucasian / French	40-49	Female	PhD – Biology	Internal peer group coaching cohort.	Scientist / 5-9	Mid
Peter	Asian	40-49	Male	MS	Internal peer group coaching cohort.	Info Tech / 15-19	Mid
Sophie	Caucasian	40-49	Female	MS - Marketing	Internal peer group coaching cohort.	Proj Mgmt / <5	Entry

Participant pseudonym	Ethnicity	Age range	Gender	Preparation	Coaching experiences/interest prior to AWC training	Career area / Time at current organization	Mgmt level in organization
John	Caucasian	60+	Male	International MBA	Executive coaching programs; Myers Briggs; Pharmacia Executive Management Training; European Management Center courses, such as 6 thinking hats, negotiations training, Lead the Field courses, public speaking courses and workshops, and teaching at university. Internal peer group coaching cohort; currently working executive coach; currently taking courses through The Life Coach School Scholars program.	Mgmt & Operations / 5-9	Senior
Patty	Caucasian	50-59	Female	HS Degree	Worked with executive coach; internal peer group coaching cohort. Previous executive coaching; One-on-One Training; other active coaching in previous roles in other companies; mentoring others after completing mentoring courses; leadership training retreat with previous global organization.	Supply Chain / 15-19	Mid
Catherine	Asian	50-59	Female	MSc – Taxation MBA	Internal peer group coaching cohort.	Finance / 10-14	Mid
Thomas	Caucasian	60+	Male	MBA	Internal peer group coaching cohort.	Supply Chain / 10-14	Senior
Leanne	Caucasian	40-49	Female	BS - Business Mgmt.	Internal peer group coaching cohort.	Marketing / 20+	Mid

Participant pseudonym	Ethnicity	Age range	Gender	Preparation	Coaching experiences/interest prior to AWC training	Career area / Time at current organization	Mgmt level in organization
Sue	Asian	40-49	Female	BS - Accounting	Internal peer group coaching cohort.	Finance / 5-9	Entry
George	Caucasian / Italian	50-59	Male	MBA; BA - Languages	Worked with executive coaches (two); Previous coaching model in the 1990s; 3-day workshop.	Clinical / 20+	Senior
Kada	Asian	40-49	Male	BS - Engineering	3-day management training; internal peer group coaching cohort.	Info Tech / 10-14	Entry
Celine	Asian	30-39	Female	MBA	Internal peer group coaching cohort, working with executive coach currently	Supply Chain / 5-9	Entry
Mario	Caucasian / Italian	50-59	Male	BS - Economics	Previous company training, Internal coach at previous organization, Working with executive coach	Mgmt & Ops / 5-9	Senior

### ***Participant Profiles***

The following section introduces the participant profiles. These profiles are a brief description of each participant demographic as further context to demographic information provided above.

**Trish.** Trish was female, and she reported her age to be between 50 and 59 and works in the sales field. She said that she got into coaching from a previous employers' manager coaching training, workshops, and AWC training. She also reported managerial coaching aligns with her personality, sees it as a good approach to share ideas and thoughts, and that the approach is in alignment with adult learning theories. Because of employee coaching, Trish described her managerial coaching role acting as a guide, creates teaching moments, find strengths, asking questions, giving feedback, getting feedback. Trish reported changes in clarity of strengths and increased information sharing, accountability, and structure. When responding where she would place herself on a self-anchoring scale ranging from one, a command-and-control approach, to a 10, the ideal managerial coach, Trish responded that today she would place herself as a six to seven, two years ago as a five, and two years from now a nine. Trish reported her changes and developments following the implementation have been somewhat successful. Additionally, Trish took on more people manager responsibilities and as a result of the implementation experienced improvements in the quality of her coaching relationship with her direct reports. When asked about her ability, Trish reported strengths as building capacity based on individual strengths, facilitate teamwork and establish trust. Trish reported her ability to track progress towards desired results as an opportunity for development.

**Crystal.** Crystal was female, and she reported to be over the age of 60. Crystal works in the medical affairs group and has worked for the organization between 15 and 20 years. She said that she got into coaching from as a result of the AWC managerial coaching program implementation. She responded that the AWC training influenced her beliefs about managing others. The approach helped Crystal create a connection with her direct reports. Through practice, the conversations began to change, and Crystal noticed changes in her direct report's perception of Crystal's managerial coaching approach. When responding where she would place herself on a self-anchoring scale ranging from one, a command-and-control approach, to a 10, the ideal managerial coach, Crystal responded that today she would place herself as a seven, two years ago as a three to four, and two years from now a nine or ten. Crystal reported her changes and developments following the implementation have been successful so far. Additionally, Crystal feels as though she is doing less telling direct reports and more of getting their thoughts, ideas, and input. Crystal reported strengths as helping others learn and understand, sharing experience, and reflection to improve.

**Steve.** Steve was male and reported his age to between 40 and 49. Steve works in the legal and compliance field. He said that he got into coaching from previous workshops and working with an executive coach. Steve described his managerial coaching role as opportunities for teaching moments, guiding others, establishing trust, and tracking progress. Steve reported changes in conversations because the environment feels safer to have discussions without fear. Steve attributes these changes to increased trust. When responding, where Steve would place himself on a self-anchoring scale ranging from one, a command-and-control approach, to a 10,

the ideal managerial coach, Steve responded that today he would place himself as a seven to eight, two years ago as a six, and two years from now a nine. Steve reported changes and developments following the implementation have been successful. Additionally, Steve reported strong ability provide clear guidance, develop common purpose, and establish trust.

**Samuel.** Steve was male reported to be over the age of 60. Samuel is a scientist and senior leader. Prior to the implementation, Samuel said that he got into coaching by working with an executive coach. Steve described his managerial coaching role as developing, influencing, listening, and providing and receiving feedback. Samuel reported that his purpose is to leave a legacy so that others understand he was a good person and to share personal and professional learnings so that others can benefit much more quickly. When responding, where Samuel indicated he would place himself on the self-anchoring scale at an eight. Samuel went on to share that he attributes this level to him working with an executive coach wherein their relationship was useful due to the direct, open, and transparent nature of their conversations. Samuel responded that managerial coaching, for him, is a way of making decisions, influencing, and listening.

**Camille.** Camille was female, and she reported to between the age of 40 and 49. Camille is a scientist and has worked for the organization between five and nine years. She said that she got into coaching from a previous internal peer coaching program and as a result of the AWC managerial coaching program implementation. She responded that the AWC training influenced her beliefs about managing others. The approach helped Camille create a connection with her direct reports. Through practice, the conversations began to change, and Camille noticed positive

changes in how her direct reports responded to her coaching. Camille sees her role as a managerial coach as one of a teacher and guide to help others learn and develop. Camille reported changes and developments in her ability to reflect on the process and practice to improve her behaviors and skills. One example of a behavior change reported by Camille is a change in her tone and usage of words.

**Peter.** Peter was male and reported his age to be between 40 and 49. Peter works in the Information Technology field. He said that he got into coaching from a previous internal peer coaching program and as a result of the AWC managerial coaching program implementation. Peter described the influencers of his beliefs, behaviors, and skills as a managerial coach as knowing of self and others, means of connecting with others, and modeling the behaviors you want to see in others. Peter also reported changes in conversations due to practicing the AWC tools and techniques. Peter attributes increased trust to the improved conversations. Additionally, Peter reported the approach helped him to become more open minded.

**Sophie.** Sophie was female and reported her age to be between 40 and 49. Sophie works in the product development group and has worked for the organization less than five years. She said that she got into coaching from previous internal coaching training, and as a result of the AWC managerial coaching program implementation. Sophie responded that the AWC training influenced her beliefs about managing others in that the approach helped her to become others focused. The approach helped Sophie create a connection with her direct reports. Through practice, the conversations began to change, and her direct reports were becoming receptive of Sophie's approach. Sophie attributes this to her ability to know self and others. Sophie responded

that today she would place herself on the self-anchoring scale as a seven to eight, two years ago as a five to six, and two years from now a ten. Sophie reported her changes and developments following the implementation have been successful so far. Additionally, Sophie responds that implementing a managerial coaching approach has been a learning process in the areas of identifying strengths, asking questions, giving feedback, and influencing. Sophie reported changes in perspectives, such as thinking in terms of placing herself in the shoes of the other person and a focus on the person in front of her.

**John.** John was male and reported his age to be over the age of 60. John works in management operations and is a senior leader. John reported the most extensive training in the area of managerial coaching. He said that he got into coaching through executive coaching programs, executive trainings, international industry training, leadership courses, workshops, and training. John described his managerial coaching role as developing self and others through identifying strengths, asking questions, and giving and receiving feedback. John reported changes in conversations due to a focus on the other person and receptiveness of his direct report. When responding, where John would place himself on a self-anchoring scale ranging from one, a command-and-control approach, to a 10, the ideal managerial coach, John responded that today he would place himself as a 10 and two years ago an eight to nine. John reported shifts in capacity to ask open-ended questions for increased clarification. Additionally, John reported strong ability to facilitate teamwork and build synergy with team members.

**Patty.** Patty was female and she reported to be between the age of 50 and 59. Patty works in the supply chain group and has worked for the organization between 15 and 19 years. She said

that she got into coaching from previous internal coaching training, working with an executive coach, as a result of the AWC managerial coaching program implementation, and is currently taking life coaching courses. Patty responded that the AWC training influenced her beliefs about managing others in that the approach helped her to increase awareness about strengths and weaknesses of herself and others, develop connections with her direct report, and become others focused. Through practice, the conversations began to change. Patty attributes improved conversations to the structure of the approach, the ongoing check-ins, and increased ability to hold others accountable based on the changes in the conversations. When responding where she would place herself on a self-anchoring scale ranging from one, a command-and-control approach, to a 10, the ideal managerial coach, Patty responded that today she would place herself as a six, two years ago as a four, and two years from now, ideally, a ten. Patty reported strengths as her ability to establish trust. Patty reported areas of improvement include developing others based on their strengths, facilitating teamwork, and tracking progress.

**Catherine.** Catherine was female and reported to between the age of 50 and 59. Catherine works in the finance group and has worked for the organization between 10 and 14 years. She said that she got into coaching from previous internal coaching training, working with an executive coach, and as a result of the AWC managerial coaching program implementation. Catherine responded that the AWC training influenced her beliefs about managing others in that the approach helped to create a safe space for connecting with her direct reports. Catherine reported a shift in focus to the other person and understanding the value of adapting to their needs and strengths. Through practice, the conversations began to change. When responding

where she would place herself on a self-anchoring scale ranging from one, a command-and-control approach, to a 10, the ideal managerial coach, Catherine responded that today she would place herself as a seven, two years ago as a three or four, and two years from now, ideally, an eight or nine. Additionally, Catherine reported that the eight or nine represented the idea that the approach becomes engrained in who you are as a manager and leader.

**Thomas.** Thomas was male and reported his age to be above 60. Thomas works in the supply chain group and is a senior manager. He said that he got into coaching from previous executive coaching training, courses, and workshops, mentoring programs, being a mentor and managerial coach previously, and leadership development programs. Thomas described his managerial coaching role acting as a way of making decisions, influencing, and listening. Thomas reported changes in connections with others, communication, and reflection. Additionally, Thomas reported decreased fear. When responding, where Thomas would place himself on a self-anchoring scale ranging from one, a command-and-control approach, to a 10, the ideal managerial coach, Thomas responded that today he would place himself as an eight or nine, two years ago as a six or seven, and two years from now a nine or ten. Thomas attributed the changes from today versus two years ago to documenting the process and gaining buy-in, participation, and acceptance of the approach. Thomas reported that continued growth and development is required to achieve the ideal of nine or ten, implicitly reporting that without intentional efforts to grow, it is possible to slip back into old behaviors. Thomas reported strong ability build capacity based on strengths and establishing trust.

**Celine.** Celine reported to be between the age of 30 and 39. Celine works in the supply chain group and has worked for the organization between five and nine years. She said that she got into coaching from previous internal coaching training, working with an executive coach, and as a result of the AWC managerial coaching program implementation. Celine responded that the AWC training influenced her beliefs about managing others in that the approach helped to create a safe space for connecting and gaining an appreciation of the other person.

**Mario.** Mario reported to be between the age of 50 and 59. Mario works in the management operations group and is a senior manager. He said that he got into coaching from previous executive coaching training, courses, and workshops, mentoring programs, being a mentor and managerial coach previously, and leadership development programs. Mario described his managerial coaching role acting as a way of making decisions, influencing, and listening. Mario reported changes in connections with others, communication, and reflection. Additionally, Mario reported decreased fear. When responding, where Mario would place himself on a self-anchoring scale ranging from one, a command-and-control approach, to a 10, the ideal managerial coach, Mario responded that today he would place himself as a seven, two years ago as a seven, and two years from now a seven. Mario reported that the consistency in rating, showing no change and development, is because he does not see himself growing and developing beyond a seven. Mario reported gratification in his role as a managerial coach. He also reported changes in the ability to focus on the direct report. Mario reported strengths in his ability to facilitate teamwork and build synergies with teammates.

**Leanne.** Leanne reported to be between the age of 40 and 49. Leanne works in the marketing group and has worked for the organization for more than 20 years. She said that she got into coaching from previous internal coaching training, and as a result of the AWC managerial coaching program implementation. Leanne responded she views the approach as a learning process, a means to develop others, identify strengths, give feedback, and hold others accountable. Leanne reported a shift in tone and word usage in conversations, increased safe spaces for having better conversations and building relationships. Another shift reported by Leanne is the support of this implementation by senior management. Leanne reported increased confidence in her ability to manage and lead direct reports using this approach. When responding where she would place herself on a self-anchoring scale ranging from one, a command-and-control approach, to a 10, the ideal managerial coach, Leanne responded that today she would place herself as a four to five, two years ago as a two, and two years from now, an eight or nine. Additionally, Leanne reported strengths as her ability to establish trust and common purpose.

**Sue.** Sue reported to be between the age of 40 and 49. Sue works in the finance group and has worked for the organization between five to nine years. She said that she got into coaching from previous internal coaching training, and as a result of the AWC managerial coaching program implementation. Sue responded that the AWC training influenced her beliefs about managing others in that as she practiced the tools and techniques, her direct reports began to be receptive of the approach. Sue reported that the approach helped her to build a connection focused on the other person. Sue reported that at first, she was resistant to try the approach and that as she learned from practicing and began to see the results of her efforts, her resistance

decreased. Additionally, Sue stated that this was her first management role, that she had been promoted because of her technical skills, and desired to grow her leadership skills.

**George.** George reported his age between 50 and 59. George works in the product development group and is a senior manager. He said that he got into coaching from working with executive coaches, participating in a previous coaching model, and attending leadership workshops. George described his managerial coaching role as a means to develop others, gaining clarity on strengths, influence others, establish priorities, and listen. George reported changes in listening skills, ability to reflect for improvement, conversations, and confidence. George reported in his ability to build trust and attributes this to demonstrating his own vulnerability. George also reported that he was working on his ability to help others develop based on their strengths.

**Kada.** Kada was male and reported his age to be between 40 and 49. Kada works in the information technology group. He said that he got into coaching from previous executive coaching training, courses, and workshops, mentoring programs, being a mentor and managerial coach previously, and leadership development programs. Kada described his managerial coaching role acting as a way of making decisions, influencing, and listening. Kada reported changes in connections he has made with others, communication, and reflection. Additionally, Kada reported decreased fear and increased trust. When responding, where Kada would place himself on a self-anchoring scale ranging from one, a command-and-control approach, to a 10, the ideal managerial coach, Kada responded that today he would place himself as a five, two years ago as a two, and two years from now a seven to eight. Kada reported that the growth from

two years ago is due to practicing the tools and techniques and through observation of others practicing the approach. Additionally, Kada believes that continued frequency in communications will improve his behaviors and skills two years from now. Kada reported strengths in his ability to listen.

### **Data Analysis Process**

Qualitative research methods were utilized for an in-depth examination of the data to understand this phenomenon. There are several reasons why taking a qualitative approach was beneficial for this type of research. First, a quantitative approach to research typically seeks an explanation, hypothesis testing, statistical analysis, while qualitative methods focus on collecting and analyzing data in a particular context and unique peculiarities and, at the same time, forming a rich and holistic understanding of a phenomenon being studied (Miles et al., 2020). Second, qualitative research seeks to understand the meaning of a particular phenomenon (Merriam & Grenier, 2019). Third, qualitative research invites a different way to make meaning of a phenomenon (Stanford, 2017). Fourth, qualitative research utilizes multiple methods for collecting descriptive and interactive data (Merriam & Grenier, 2019). Miles et al. (2020) suggest using a deductive and inductive approach to analyzing data to build causal networks. Miles et al. describe causal networks as a linear chain that “deliberately uses the positivist construct of “cause and effect” because the display design is linear” .... showing how participant mental maps of how one significant variable leads to another (p. 236-7). Constructing causal networks is a step-by-step approach and has been tackled in two ways. The deductive approach

uses a theory-based method for analyzing data. The inductive data analysis utilizes a data-driven approach for analyzing recurring patterns in the data.

### *Deductive Analysis Process*

I began by developing a coding template consisting of priori constructs and propositions found in literature (Miles et al., 2020). In this study, I identified and listed 8 predetermined theoretical constructs from existing literature on effective managerial coaching skillsets to initially organize the raw dataset. The coding template with the predetermined thematic codes provided the opportunity to clearly structure the dataset and ensure the aspects were captured. Tables 13 presents the initial thematic codes from the literature on managerial coaching.

**Table 13**

#### *Support of Initial Themes From Managerial Coaching Literature*

Thematic Code Number	Label	Source(s)
1	Listening	Hamlin et al., 2004; Wheeler, 2011
2	Asking Questions	Dobinski, 2012; Echeverri, 2020; Ellinger et al., 2014; Hamlin et al., 2004; Wheeler, 2011
3	Giving and receiving feedback	Hamlin et al., 2004; Wheeler, 2011
4	Establishing and communicating expectations	Ellinger et al., 2014; Hamlin et al., 2004; Wheeler, 2011
5	Facilitating learning	David & Matu, 2013; Ellinger et al., 2006, 2011; Hamlin et al., 2004; Grant & Hartley, 2013; Ladyshevsky, 2010
6	Creating a safe environment	Gormley and van Nieuwerburg, 2014; Gregory & Levy, 2011
7	Focusing on the Relationship	Dobinski, 2012; Echeverri, 2020; Hamlin et al., 2004; Parker et al. (2015); Wheeler, 2011
8	Collaborating	Scoular, et al., 2020; Wheeler, 2011

### *In Vivo Analysis Process*

Considering focus group, interview, and survey questions were framed according to Riboldi's principles of change, I also began by developing a coding template consisting of words and phrases shared by participants. Miles et al. (2020) contend this as an appropriate approach for "virtually all qualitative studies but particularly for beginner qualitative researchers learning how to code data, and studies that prioritize and honor the participant's voice" (p. 74). I began organizing the data by listening to the transcriptions, tracking words and phrases activity according to the participants' transcribed responses that could develop into themes, such as 'conversations' and 'safe environment. Compiling such an index allowed me to categorize responses and understand when the thematic code is applicable during analysis. Once I compiled the index, I wrote an executive summary of each response/activity to develop a working definition and description of the codes. Themes from the data set determined the concepts, explained what was happening, and explained why something was done a particular way based on the participants' words. I then used the index to identify patterns within the codes to determine which codes could be combined. For example, I combined "communicate" and "conversations" because usage for both involved sharing ideas. From there, I organized the thematic codes into Riboldi's (2009) principles of change to further group concepts, definitions, and descriptions. Table 14 presents examples of the definition and description of thematic codes from each of Riboldi's (2009) five principles of change.

**Table 14**

*Thematic Definitions and Descriptions from Riboldi's (2009) Principles of Change*

Theme Code Number	Label	Definition	Description
1	Common Purpose	Shared vision, a focus on the relationship, and aligning of common intention.	Illustration of the success story.
2	Clear Direction	Seizing the opportunity for change.	Defining objectives; listening to stakeholder feedback; clarifying plan; communicating plan.
3	Increased Capacity	Developing strengths.	Developing competencies; assessing risk and resistance; empowering others.
4	Inspire Commitment	Engagement, teamwork and collaboration.	Identifying engagement drivers; creating an environment for engagement; leading by example; coaching for high performance.
5	Achieve Results	Achieving increasingly better results.	Identifying desired results; establishing specific goals to achieve results; reporting on key indicators of success and conducting reviews.

With this understanding, I then synthesized the responses from participants into each of the themes of Riboldi's (2009) five principles of change to quantify participant response in a particular category. As part of this process, I identified whether the change was associated with a belief and behavior/skill. Tables 15 to 17 contain a summary of the thematic codes based on participant responses.

**Table 15**

*Overview of Changes Regarding Type, Common Purpose, and Clear Direction Linked to Riboldi's (2009) Principles of Change*

Who	Type		Common purpose				Clear direction			
	Behavior/skill	Belief	Shared vision	Focus on the other person	Trust	Alignment	Evaluate priorities	Set goals	Define responsibilities	Delegate effectively
Trish	x	x	x	x	x	x	x		x	x
Crystal	x	x		x	x				x	x
Steve	x		x		x	x	x		x	x
Samuel	x	x	x	x		x			x	x
Camille	x					x			x	x
Peter	x	x	x	x	x	x				
Sophie	x	x		x	x				x	x
John	x	x	x	x	x	x			x	x
Patty	x		x	x	x				x	x
Catherine	x	x		x					x	x
Thomas	x	x	x			x			x	x
Leanne	x					x			x	x
Sue	x					x				
George	x		x	x						x
Kada	x	x	x		x					
Celine						x				
Mario	x			x						

**Table 16**

*Overview of Changes Regarding Increased Capacity and Inspired Commitment Linked to Riboldi's (2009) Principles of Change*

Who	Increased capacity				Inspire commitment			
	Right person for the job	Required resources	Open communication	Process improvement	Collaboration	Teamwork	Recognition	Reward
Trish	x		x	x	x	x		x
Crystal	x	x	x	x				
Steve	x	x	x	x	x			x
Samuel	x	x	x	x	x	x		
Camille	x	x	x	x	x	x		x
Peter	x	x	x	x	x	x		x
Sophie	x	x	x	x				
John	x	x	x	x				
Patty	x	x	x	x				
Catherine	x	x	x	x				
Thomas	x	x	x	x		x		
Leanne		x	x	x				
Sue		x	x	x	x			x
George		x	x	x		x		
Kada		x	x	x				
Celine		x	x		x		x	
Mario		x	x	x				x

**Table 17**

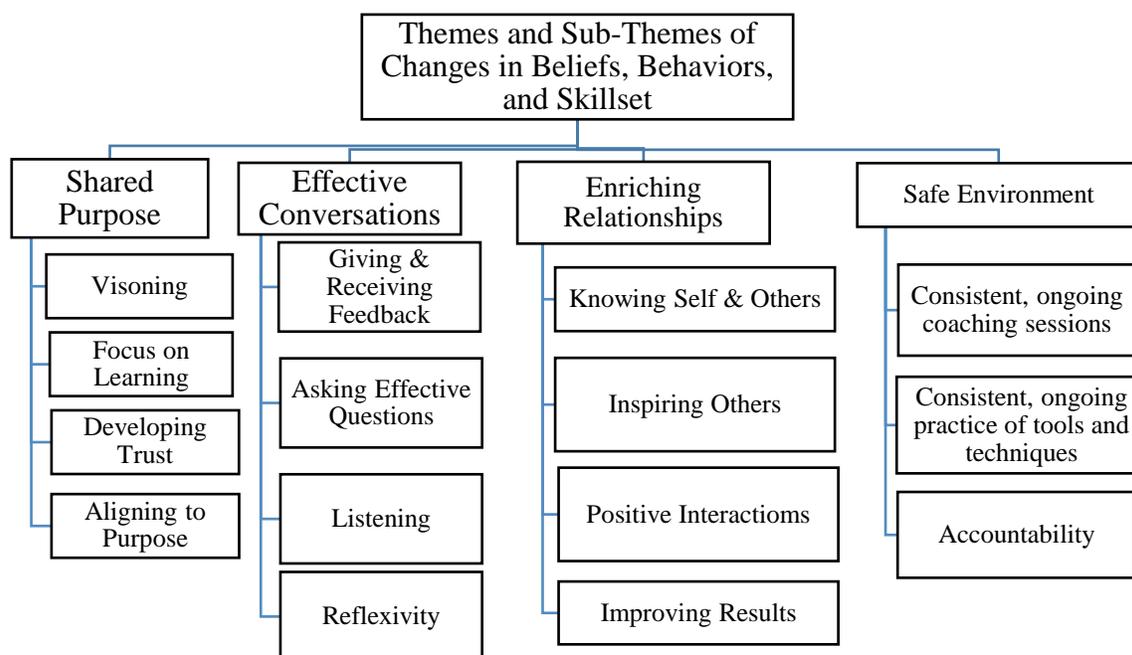
*Overview of Changes About Better Results Linked to Riboldi's (2009) Principles of Change*

Who	Better results			
	Results focused	Feedback from direct report	Performance measures	Accountability
Trish	x			x
Crystal	x	x		
Steve		x		
Samuel				x
Camille		x		x
Peter	x	x		
Sophie	x			
John				
Patty		x		
Catherine	x			x
Thomas				
Leanne	x			x
Sue				x
George		x		
Kada	x			
Celine	x			
Mario				

### **Presentation of Data and Findings of the Analysis**

As discussed previously in the participant demographic section, I conducted three focus groups, two one-on-one semi-structure interviews via MS teams. Additionally, I collected survey data from 21 individual contributors to collect qualitative and contextual data to answer the research questions. The focus group and interview protocols allowed me to collect rich data by using open-end probing questions, a self-anchoring scale, and Likert-type rating scales. The thematic analysis included two stages of analysis. The first was a deductive approach and the second was using In Vivo coding. These methods provided the pathway for answering the research questions.

Four overarching themes and 15 sub-themes were found during the deductive and In Vivo analysis stages. The results delivered a comprehensive description of the changes and developments of participants' beliefs, behaviors, and skillset. Figure 2 portrays a summary of the organization of themes and sub-themes. Additionally, Tables 18 and 19 present the definitions of all the themes found in the study.

**Figure 2**

*Themes and Sub-Themes found from Stage One and Stage Two of Analysis*

**Table 18**

*Definition of Changes in Beliefs, Behaviors, and Skillset Themes in Stage One*

Theme	Definition
Effective Conversations	Information exchanges between managerial coach and direct report (Wheeler, 2011).
Shared purpose	A shared focus on learning, the relationship, and value creation (Wheeler, 2011)
Safe Environment	Methods employed to develop and maintain conditions of trust (Gormley and van Nieuwerburg, 2014; Gregory & Levy, 2011).
Enriching Relationships	Enhanced levels of trust, encouragement, and transparency (Parker et al., 2015)

**Table 19***Definition of Changes in Beliefs, Behaviors, and Skillset Themes in Stage Two*

Sub-Themes	Definition
Consistent, ongoing coaching sessions	Regularly scheduled and ongoing structured conversations between managerial coach and direct report (Dobzinski, 2012).
Consistent, ongoing practice of tools and techniques	Time, energy, and effort spent developing core managerial coaching competencies (Riboldi, 2009).
Visioning	The power to create the future (Riboldi, 2009).
Reflexivity	Critical review of thinking, behaviors, and results to facilitate change and growth (Cameron & Green, 2019; Matsuo, M., 2018).
Accountability	“Ability and willingness to follow through on your own promises and commitments” (Dobzinski, 2012)
Giving and Receiving Feedback	Communication of performance outcomes (Matsuo, M. (2018).
Asking Questions	Method for collective and individual reflexivity and learning (Matsuo, M., 2018).
Listening	Essential component of learning communication skills that requires purposeful and positive disposition towards the other to understand (Ku et al., 2020).
Focusing on Learning	Methods employed by managerial coach to help develop others (providing resources, check-ins, storytelling) (McCarthy & Milner, 2020).
Knowing Self & Others	Understand learning styles of self and others to increase managerial coaching effectiveness (Turesky-& Gallagher, 2011).
Aligning to Purpose	Setting ground rules of relationship (Dobzinski, 2012)
Inspiring Others	The ability to act intentionally to encourage others in a positive way through understanding, helping, and kindness (Fullan, 2001)
Improving Results	Achieving desired outcomes (Riboldi, 2009).
Positive Interactions	A helping relationship where the direct report is at the center of the manager’s focus of dyadic interactions and communications (Passmore & Lai, 2020).
Developing Trust	Developing and maintaining credibility, demonstrating integrity, intent, capabilities, and results (Covey & Merrill, 2006).

## **Approach to Data Analysis**

As previously mentioned, four themes were found from the data analysis. These four themes were *shared purpose*, *effective conversations*, *enriching relationships*, and *safe environment*. In this section, results of the analysis are presented in order of the major themes and sub-themes. Rich examples from focus groups and interviews of the themes and sub-themes are also provided. Definitions for the sub-themes, their frequencies, and percentages based on the data collected throughout the study is presented.

### **Theme 1. Shared Purpose**

A shared or common purpose was a major theme found in the analysis. The following are common elements under shared purpose: (1) learning, (2) the relationship, and (3) value creation (Wheeler, 2011). Through the interviews, the participant managers expressed a greater understanding of and better alignment with the common purpose. Participants believe the managerial coaching approach has provided a practice-based common language for applying effective management and leadership skills. For example, Peter, a strong proponent of the managerial coaching approach, described a common purpose as being inclusive, wanting to change, and progress. For Peter, this has been:

a “very radical change, is that from command and control type of management to more inclusive, not by being forced. A lot of people have seen the changes, that they have changed on their own. That is a better way to manage. It's not just command and control. And I've seen that as a trend across several departments and several managers. And then

seeing that it's not some sort of a reaction right. When you see it, it's not just sort of change; it's a transformation as I saw" (Focus Group 3, p. 1).

### ***Vision***

The power to create the future (Riboldi, 2009). Several managers described the alignment in common purpose as bringing value worthy of continued pursuit. Steve defined the managerial coaching approach as a leadership development mandate that stuck because it works within this organization's culture. Steve, a senior manager in the organization who shared that an implementation as a mandate from the CEO would be disastrous if folks did not believe in the approach, shared that "We knew it would work .... If you have a good, respectful relationship where you care about the person, you know, and they know that, and they feel that" (Interview 1, p. 5). Steve shared his belief that the approach is a good fit for managers in this organization. Leanne, a manager who has worked for this organization for many years, saw this implementation as a gift from the organization and believes that people see the value of it because of the way people behave. Leanne was comparing post-implementation behavior to pre-implementation behavior. (Interview 1)

Crystal, a seasoned manager, embraced the model as she believed it to be a 'fit' to her management and leadership style because of the open opportunity to talk with people to find out how they are doing. (Interview 1, p. 1). Although Crystal felt like it was a fit in terms of how she prefers to manage and lead, being open to what direct reports had to say, the implementation provided the opportunity for Crystal to help her direct reports advance and excel in areas where they could. George, a senior manager in the organization, expressed and appreciation of the

value of the managerial coaching brought to the organization. However, he continued to struggle to make sense of the connections between such an approach and actual performance:

I totally think people appreciate and recognize that value, but this is coming back to the company culture a little bit or more to the fact that, uh, not always can we address all the issues at hand and most importantly, you know, when you do go back to the performance issue I have with this model, using that for that particular aspect.

### ***Focus on Learning***

Methods employed by managerial coaches to help develop others included providing resources, check-ins, and storytelling (McCarthy & Milner, 2020). Sophie described the managerial coaching implementation as a learning experience. Through the interviews, other managers expressed increased capacity as well. Riboldi (2009) describes capacity as the ability to develop core competencies, overcome resistance, and define more effective processes by utilizing individual strengths. Mario described capacity, in practical terms, as the following: “Listening, asking questions, trying to gather information ... being honest, transparent, and not being afraid of admitting mistakes” (Interview 1, p. 13). When asked in the interviews, 12 managers described changes in their capacity as a process improved through practicing the AWC tools and techniques. The responses from managers included focusing on the person’s strengths and asking effective questions. Eight managers responded their capacity to learn, understand, and utilize others' strengths to pursue goal accomplishment had increased. Although Sophie believes she has a lot to learn, her increased ability to utilize the tools have provided the structure to help

her think about how to start a conversation so that she can steer the conversation and express what she needs.

### *Developing Trust*

Developing and maintaining credibility, demonstrating integrity, intent, capabilities, and results (Covey & Merrill, 2006). In the area of building mutual trust, participants responded that implementing the AWC model is an approach worthy of pursuit because it is based on mutually agreed upon commitments, the common purpose, between the manager and direct report. Additionally, practicing the tools and techniques of the AWC model promoted success stories such as increased confidence in managing others. Thomas discussed that this approach has been helpful in building trust, perspective shift about coachee, and greater connection to direct reports. In addition to the frequency and consistency of meetings, six managers in the focus groups responded by describing changes in the environment as a safe space, no fear, comfortable, and trust to describe this change in their belief about the environment. Catherine expressed the following:

We really share because I feel safe to share my true opinion, no matter work or other things. So that's my feeling and bringing people closer, and the trust level is increased, and it does feel more to unite as a department (Focus Group 1, p. 7).

### *Alignment of Purpose*

According to Riboldi (2009), coaching for high performance involves inspiring teamwork and collaboration. At times this may mean putting others' needs first, and, at times, sacrificing needs to accomplish the goal. For example, Mario responded,

Our contribution as managers is vital and how we can do it together. I think overall people are doing it anyway and a manager's style should be engaging the team and the coachee should feel some sense of accomplishment. Personally, engaging the people makes them open to a conversation. Yes, we ask ourselves how we can make it happen, what can we do better, and at the end of the day we succeed, I succeed. (Interview 1)

Riboldi (2009) described the ability to provide clear direction through defining strategic objectives, listening to stakeholder feedback, and clarifying and communicating a strategic plan. Steve's response summarizes his practice of aligning to purpose as, "providing clear direction is setting the tone, the big picture, discussing priorities, teaching what to look for and what's important" (Interview 1, p. 6).

## **Theme 2. Effective Conversations**

Effective conversations involve exchanging information between managerial coach and direct report (Wheeler, 2011). Through the interviews, 15 managers expressed a shift in the types and quality of conversations contributing to change and adding to others' connections. Some referred to these shifts as more open, honest, transparent, and deeper discussions. Many attribute this change to asking open-ended questions and providing an environment that is safe to have some hard conversations. For example, Catherine shared the changes in conversations with a focus on the other person and the relationship.

In the coaching sessions, managers are practicing a questioning mindset and Patty believes "there probably is a lot more growth and change based on just those conversations" (Interview 1, p. 2). This belief is due to the space and time to ask questions for better

understanding. Sophie agreed with Valerie. Changes in conversations also improved managers' ability to provide clear direction. More specifically, participants responded that asking open-ended questions, being honest and transparent, and listening contributed to increased capacity to overcome resistance and tailor the approach to the coachee's strengths. Although it can take from six to 12 months of practice before perceived benefits of quality conversations are realized (Grant, 2010; Dobzinski, 2020), managers recognize positive shifts from coaching conversations.

### ***Giving and Receiving Feedback***

Giving and receiving feedback involves communicating performance outcomes (Matsuo, 2018). Through the interviews, 14 managers expressed their improved ability to provide timely, positive, and action-oriented feedback. Additionally, through the interviews, managers responded that having better conversations has improved their ability to provide clear direction and increased or decreased levels of direction and feedback. For example, Samuel's responds that when ongoing conversations are had around expectations and the progress of a goal or project is communicated, he feels less direction is required:

I know kind of on and off for relationship in the sense that I gave you this project and I would like to receive updates. I would like to see that things are moving forward. I would like to see that you come here with a solution of the problem and not just with the problem. I want to see that things are organized and moving in the right direction. I don't want to hear the excuses. (Interview 2, p. 1)

In reviewing survey responses from individual contributors, four individual contributors specifically mentioned feedback, constructive and frequent, as opportunity for manager

development. For those gaining traction, putting an upfront agreement in place that discusses mutually agreed-on interactions between the manager and direct report has helped guide expectations and direction of effort and the ability to challenge one another's thinking and hold each other accountable for promises made. Within the AWC managerial coaching model, this is the learning agenda.

### *Asking Effective Questions*

Asking questions is an effective method for collective and individual reflexivity and learning (Matsuo, M., 2018). Five managers responded that open-ended questions helped with clarification, helping the direct report to think for themselves, and, as one manager responded, to challenge the other person's thinking. Kada responded that he has been practicing asking open-ended questions to not provide direct reports with the solution: "The one thing that can be said is that a lot of questions are being asked instead of providing or giving the solution" (Interview 2, p. 2).

### *Listening*

The importance of good communication is common knowledge. An essential component of learning communication skills that requires purposeful and positive disposition towards the other to understand (Ku et al., 2020). Sue's practice of this is ongoing, as she considers ways to improve communication and one of those ways is to listen for understanding, "I try to understand the other, from their perspective or, sometimes when you express yourself, you want to make sure it does not create any confusion" (Interview 2, p. 3). One of the tools Sue uses to help is something call recapping to ensure both are on the same page. The AWC model includes

recapping as one of the tools and techniques. Recapping is a demonstration of active listening in that the managerial coach verbally expresses understanding from listening back to the direct report (Dobzinski, 2012). Another way to demonstrate active listening is through asking questions. Asking questions is how Mario framed listening. He places listening in the same category as asking questions to try and understand what is being said. The use of questions helps to facilitate the process of understanding by being honest and transparent. Similar to Mario, Crystal views listening as a means to be helpful to others by understanding what they are thinking.

### ***Reflectivity***

Reflectivity is the critical review of thinking, behaviors, and results to facilitate change and growth (Cameron & Green, 2019; Matsuo, M., 2018). For Sophie, the skills developed included reflecting on areas in need of clarification, preparing for upcoming coaching sessions, and developing questions in advance: “Prepping for the next session and make sure to set the conversation in a way that things can be clarified” (Interview, p. 8). Steve’s example of reflection is about behavior modeling and the characteristics of great bosses he has had. “What made them great?” (Interview 1, p. 5).

Steve goes on to share how he reflects on the practices of those ‘great’ managers and puts those practices into place based on feel and instinct as opposed to really thoughtfully doing it. So, I think that, that's the biggest thing for me, you know? (Interview 1, p. 5)

Patty’s thinks about reflection in terms of what could be done better next time and why the other person may not be on the same page, and shared this example:

I have wondered how, when I think I am being really clear in my ask of someone else.

Months later, I asked this same person for information on the same expectations, and she did not believe that was her job duties. (Interview 1, p. 8)

Cynthia tends to reflect on conversations and, as a result, shared that at times she recognizes a need to make to make better word choices. Cynthia basis this on the body language, “you see it in other people” (p. 3). Cynthia goes on to share an example of reflection based on observation of interactions by others, that “you can tell when the person is talking a little bit slower to think, “Okay, I'm going to say it in a gentle way” (Focus Group 1, p. 3).

### **Theme 3. Enriching Relationships**

Enriched relationships consist of enhanced levels of trust, encouragement, and transparency (Parker et al., 2015). Participants expressed that the tools and techniques helped to increase connection with others, improve the understanding of self and others, and maintain a focus on the other person. More specifically, the tools and techniques provided a framework to create an environment appropriate to cultivating effective relationships. In interviews, 11 of 18 manager participants responded that a focus on the relationship, as opposed to a focus on the task, is a change. Of these 11 managers, nine responded that changes in relationships helped increase connection with others. They also stated it improved the understanding of self and others, while maintaining a focus on the other person (i.e., the direct report).

Through the interviews, nine managers responded about changes in their perspectives on the importance of building and maintaining a positive working relationship. Based on these

responses, focusing on the relationship, and developing people goes beyond the immediate focus of goal achievement. As Mario responded, focus on goal achievement is short-term, whereas focusing on the relationship extends beyond today's goals and contribute to a higher purpose, which is focusing on developing solid working relationships to increase long-term performance:

Performance and development of performance are intertwined. It is about bringing people's thinking along for continued future performance. Current performance is a by-product of "a bigger, larger thing," but without that development, you might have that performance in the short-term, but not in the long term. (Interview 1, p. 12)

In the survey, respondents were asked about the nature of the coaching relationship with their manager. 72.22% of individual contributor respondents stated that the relationship included reciprocal interactions and communications. One respondent referred to communication as professional, respectful, and honest without any retribution. Another respondent described it as collegial and friendly, where questions and concerns can be discussed to come up with better solutions together.

### ***Positive Interactions***

Through the interviews, managers also expressed noticed changes in the conversations outside of those conversations with direct reports. For example, Camille shared that she has observed other managers having conversations that focused on the other person with mindfulness of tone and word usage:

“I've seen some people being gentler with each other. When people communicate with each other, I feel that there is much more listening and also people are more careful with their words.”

George responded that the change in behaviors and skills involved fine-tuning words, tone, and questions: “Skills I think have been slightly fine-tuned. I think the coaching has made me think more on how to interact with my direct reports and how to bring more out of them” (Interview 2, p. 2).

Additionally, Steve responded that focusing on maintaining a good and respectful relationship is modeling desired behaviors, which helped increase manager commitment: “The fundamental thing is just, you know, a good and respectful relationship with people and just having that rapport ... everything else will follow” (Interview 1, p. 8). For Steve, without a good and respectful relationship, the commitment would fail.

### ***Knowing Self and Others***

Understanding learning styles of self and others increases managerial coaching effectiveness (Turesky & Gallagher, 2011). Nine managers responded that changes in perspective through managerial coaching conversations helped improve their understanding of themselves and others. It was following the training that Trish became responsible for a group of employees and was learning about their skillsets. For Trish, “the conversation was about figuring it out, what is being said, what is not being said, and asking the right questions to figure out what my needs are in this” (p. 9). Trish attributes the ability to figure it out to self-awareness and gut feeling of emotion about what is and what is not when speaking with others. It also requires

noticing certain characteristics that stand out. Trish reported that developing such an understanding is a stark difference between say, the list of questions provided when interviewing someone and being able to adapt questions based on the needs of the individual (Interview 1, p. 9).

John is a bit more practiced in his approach to understand others. When coaching for high performance and the desired outcome of commitment, John responded that showing interest in the other person would frame the relationship, levels of responsibility, and provide guidance to the person based on the following, “Knowing where their interests, talents, commitments, and passions are, so feed those passions” (Interview 2, p. 4).

### ***Inspiring Others***

The ability to act intentionally to encourage others in a positive way through understanding, helping, and kindness (Fullan, 2001). Sue believes she is making progress in this area and sees this as a skill to practice. Sue contemplates ways to get direct reports talking more about their strengths and areas they may need help to use these happenings as opportunities to inspire. Sue fully acknowledges this is an area where work still needs to be done. (Interview 2, p. 7) Thomas associates inspiring with listening and reported observing more and more of that happening in the environment, “listening, listening, a lot of listening skills, you know, like I could act as a sounding board to hear some frustrations and try to keep them motivated. Hmm. Interesting. there's a, there's quite a bit of that right now” (Interview 1, p. 5).

### *Improving Results*

Managers also shared that their confidence levels in the skills and ability to manage others have increased. Leanne noted increased levels of her confidence and described the managerial coaching approach as a process that gets worked. What Sue means by this is by practicing the tools and techniques, she believes that she her behaviors and skills have provided increased confidence. Sue, a new manager, who shared that she was promoted because she was good at her job technically and had no experience managing others. The managerial coaching model helped to build her confidence through learning the AWC model tools and techniques and putting them into practice. Sue also learned that evolving as a manager is understanding that it is not enough to grow individually that success for me includes the success of my direct reports, that they have what is needed for them to grow confidence and competence (Interview 2, p. 1).

For Leanne, improving results is all about gaining confidence and being able to express expectations. This implementation has allowed Leanne to look at different ways of approaching and communicating with direct reports. This implementation has given her permission, in a sense, to communicate wants and desires, whereas previously was concerned about offending or hurting feelings. As Leanne puts it, “I think I am getting more confident in my own skin in this position and being able to do that” (Interview 1, p. 3). George, a senior leader viewed the changes in conversations as a means to understand others. George considers the managerial coaching program to have merit and addresses issues more efficiently. Additionally, he believes that when used properly, the managerial coaching approach can provide a lot of insight about manager coaches. For example, the conversation changes provide a better idea about who is

engaging and interacting, what they are feeling, and how a coach could truly help a coachee (Interview 1, p. 6). Other managers had similar experiences to Leanne. Three managers expressed increased confidence in their roles as manager coaches. Sue responds in this way: “As a new manager ... I'm getting more and more confident, how to communicate with my coachee and help him be more effective” (Interview 2, p. 1).

Although managers are experiencing increased confidence in their abilities, tracking results proves to be difficult. For example, Trish finds this to be one of the most difficult areas and other managers agreed. Trish's response shares reasons for the difficulty:

I can put things on paper, and I know exactly where they are ... but you also have to match that up on, is it their skillsets that are helping ... or is it another influence? And if it's another influence, then how do you compliment the skillset? And so that's something I work through all the time ... And to me, you know, right now able to sit as our least focused, but I think it's the hardest to sell because your skillsets have to be so varied (Interview 1, p. 11).

#### **Theme 4. Safe Environment**

Creating a safe environment required employing methods to develop and maintain conditions of trust (Gormley and van Nieuwerburg, 2014; Gregory & Levy, 2011). Through the interviews, seven managers responded that with the implementation and practice of the AWC model, a safe space was created where people feel comfortable expressing concerns and being vulnerable. This change increased commitment levels for these respondents. According to Riboldi (2009), commitment is developed through engagement. As a managerial coach,

facilitation of teamwork involves by identifying engagement drivers, creating engagement conditions, and engaging others by modeling desired behaviors. Like Valerie and Sophie, Thomas, a seasoned manager with quite a bit of training and experience in the area of coaching, mentoring, teaching, and leading, more so than others in the workplace, attributes the format or structure of the AWC approach to provide the space and time for "... a deeper discussion and a more openness ... you can raise those concerns or questions, and have those types of conversations" (Interview 1, p. 2). Thomas compared this observation to conversations with less connection to people, such as business reviews.

### ***Consistent, Ongoing Managerial Coaching Sessions***

Consistent, ongoing managerial coaching sessions is defined as conducting and participating in regularly scheduled and ongoing structured conversations between managerial coach and direct report (Dobinzki, 2012). The AWC approach and structure align with Riboldi (2009) in that frequent, consistent, ongoing accountability sessions help provide the space and time to practice these principles. Through the interviews, thirteen managers expressed increased learning and development results that occurred through practicing managerial coaching in these regularly scheduled coaching sessions. The participants responded that the implementation was a positive experience leading to a vision of the future by using this common language, which increases the likelihood meetings will be held regularly. Through coding and data analysis, it became clear that the managerial coaching program acted as a common language for applying effective management and leadership skills, which helped to increase understanding of a common purpose. Participant managers perceive an increased ability to inspire commitment and

base this perception on consistent and frequent managerial coaching meetings where their focus is on the coachee's needs and wants. Crystal responded in the following way:

I think we're all agreeing that this is a management style and, and this is really engaging the, you know, your team and, and engaging your coachee into, you know, reaching that objective in a way that gives satisfaction ... So, personally, I think that our way of doing it engaging the people ... to make them the best that they can help them to be the best that they want to be. (Focus Group 2, p. 7).

In the anonymous survey, two individual contributors specifically referred to commitment as the main change in their manager seen through increased communications through consistent, ongoing coaching sessions. Individual contributors mention in the survey that it was obvious through observations that others across the organization were having similar ongoing, consistent meetings because of how people were treating each other.

### ***Consistent, Ongoing Practice of Tools and Techniques***

Regularly scheduled and ongoing structured conversations between managerial coach and direct report (Dobzinski, 2012). There was consistency in responses from interviews that the tools and techniques of the AWC model were utilized as an approach to communicating with their direct reports was effective. In the focus groups, seven of managers responded that shifts in communication included mindful use of words, transparent conversation, open communication, listening, and creating a safe environment. People feel comfortable expressing concerns and raising questions without fear; for example, Sophie stated the following:

You use those tools to frame that message to express yourself... That's often, to me, you stop for a second and just think, I have a person in front of me... So, at least for me, it's those tools helped me ... I had them there and help me think about how I can start the conversation and the way I can steer during the conversation, knowing that there's a person that maybe thinks differently from me, or he or she has been through a different day or different time (Focus Group 1, p. 4).

In the interviews, 14 managers responded that practicing the AWC managerial coaching model helped change their perceptions of their role as manager coach. As Mario responded, Oh, you just have to practice, practice ... So, it's continued through actions with people, try to get everything that you can out of that experience, try to stay open and try to get as much as you, you know, again, take it in and, and try to listen and try to just work and work and work and work more with people and yourself, people and yourself, you know, open to that interaction (Interview 1, p. 8).

Tish is one of our more experienced managers in the area of managerial coaching. When discussing demographic data, Trish expressed trainings from previous companies contributed to her ability to adopt AWC. Trish noted that, although managers were trained on managerial coaching, the model at the previous organization was more directive and prescriptive in terms of what managers were to discuss with direct reports, whereas the AWC tools and techniques is applied to the individual and the contextual conversations.

### *Accountability*

Regularly scheduled and ongoing structured conversations between managerial coach and direct report (Dobinzki, 2012). According to Riboldi (2009), the ability to track progress over time for increasingly better results includes setting goals with milestones, conducting a review, and reporting progress on key indicators. In the interviews, managers responded that this area is a limited area of change. In survey responses, individual contributors reported an increase level of accountability by their managers and explicitly called out in the upfront agreement that helps them keep the promises they made to each other to put in the effort, professionally and emotionally, to challenge one another's thinking and hold each other accountable. According to Riboldi (2009), holding each other accountable is keeping mutually agreed-on commitments and promises, clarifying responsibilities, and following through on progress (p. 158).

Trish sees the managerial coaching program as a means for managers to hold themselves accountable to their direct reports. Trish shared that often, managing others is a one-way street. The direct reports are accountable to the manager and the company; however, managers do not have to be accountable to their people. Now, with the managerial coaching program, managers must hold themselves accountable to direct reports. Six other managers agreed with Trish and responded that being able to hold themselves and others accountable contributed to results. For example, Thomas responded that accountability ensured people progressed toward established goals: "I want to make sure they're moving along... They're not getting bogged down. They're not going off on a different tangent. I want to make sure their path is progressing and that they're, you know, not, not trouble" (Interview 1, p. 4).

Trish and Sue specifically referenced the upfront agreement as a means of holding others accountable and the permission to frame the conversation. The upfront agreement contributed to building a safe environment. Trish described this this way:

The upfront agreement gives you the ability to hold people accountable and permission to say to the direct report, “we talked about this and we agreed up front” .... and commitments are being made to one another and those promises are kept, trust is built. Sometimes you need that piece of paper and for others, trust comes more natural , and some people are naturally trusting, and some aren't, but that's one of the things I feel like, with my team, if I know I put it in writing or if they put it in writing, then we can share and feel more comfortable to say, we made this commitment and now we're going to hold each other accountable (Focus Group 1, p. 4).

### **Findings Summary**

The focus group and semi-structured interview protocols involved asking managers how their philosophy, role, and understanding of being a managerial coach has changed. There was variability in terms of these changes experienced and shared by managers. Table 20 summarizes participants' most frequent responses to changes in their beliefs.

**Table 20**

*Managers Responses to Changes in Beliefs About Role of a Manager Coach Since Implementation – Top Six*

Changes in beliefs noted from respondents	Count of managers responding ( <i>N</i> = 15)
Beliefs in the tools and techniques practiced	14
Value of asking questions / open-ended questions	12
Ability to modulate direction based on direct reports' needs/abilities	11
Value of focusing on strengths	8
Their role in improving relationships	8
Want to (rather than have to) utilize approach	8

When managers were asked to compare beliefs, behaviors, and skills about the manager/direct report environment pre- and post-implementation, responses support changes and developments. All the managers expressed an appreciation for the managerial coaching model implementation. Table 21 provides an overview of participant responses about perceptions of the changes and developments:

**Table 21**

*Pre- and Post- Implementation Comparison of Manager/Direct Report Environment*

Pre-implementation	Post-implementation
Tell how to manage	Increased communication
Health warning signs	Guidance/Questions
Don't want to	Integration/unifies/includes
Control every step	Confidence
Manage to goal only (not personal)	Accountability
Top-down directing	Fair/positive
Fear/Intimidation/Abrasive/Arrogant	Learning
Frustration/Anxiety/Stressed	Trust
Fault/blame	Understanding

Additionally, charting of individual contributor responses was done to organize the data about how they saw changes and developments in their managers. The survey responses from individual contributors, who are direct reports of manager participants, were compared to focus group and interview data collected to see how perceptions shared by managers aligned to individual contributor responses to triangulate data, patterns, and themes. Survey responses confirmed levels alignment of perceptions about changes in managers, helping to validate the concepts and happenings of change. Through the online survey platform SurveyMonkey, I asked individual contributors to indicate the degree to which they agreed with each statement, ranging from 7 (*strongly agree*) to 1 (*strongly disagree*). I asked the managers these same questions about their abilities to build mutual trust, facilitate teamwork, provide clear direction, grow capacity, and track progress over time. Table 22 displays the weighted mean of the responses of each participant group.

**Table 22***Principles of Change Weighted Mean*

Responses to Riboldi's Principles of Change Scale ranges from 7 ( <i>strongly agree</i> ) to 1 ( <i>strongly disagree</i> ).	Individual contributor response weighted mean (N=21)	Manager response weighted mean (N=12)
Your manager's ability to build mutual trust, create and promote success stories, envision the future, and find a Common Purpose.	5.83	6.04
Your manager's ability to facilitate teamwork by identifying engagement drivers, creating engagement conditions, engage others by example, and coach for high performance with the desired outcome of Commitment.	5.79	5.83
Your manager's ability to provide Clear Direction through defining strategic objectives, listening to stakeholder feedback, and clarifying and communicating a strategic plan.	5.74	5.92
Your manager's ability to deploy change champions, develop core competencies, assess risk and resistance, and define more effective processes by utilizing your strengths to grow your Capacity.	5.62	5.71
Your manager's ability to track your progress over time for increasingly better results by setting goals with milestones, conducting a review and reporting progress on key indicators.	5.57	5.29

Based on survey responses, as indicated in the chart above, individual contributors slightly agree that managers are applying Riboldi's (2009) principles of change. In every category, except for one, managers responded with higher levels of abilities compared to

individual contributor responses. To further add contextual understanding, 88.89% of the organization's employee base are participating in one-one-one AWC coaching sessions on a consistent, ongoing basis. Based on manager perception, managers *agree* that they have applied Riboldi's (2009) principles that "lead to successful personal and organizational change" (p. 215), which is slightly higher than how individual contributors responded regarding changes in their managers. Additionally, managers responded that their ability to provide clear direction and communicate their strategic plan was more developed than engaging others for a strong commitment. Direct reports perceived their manager's ability to inspire collaboration and teamwork as being more developed than their ability to seize the opportunity for change. Individual contributors' responses indicated that they perceive their manager's ability to track progress over time is slightly more developed than managers indicated. Manager participants' perceptions was that tracking progress as a managerial coach was an area of opportunity for further development. Table 17 highlights this finding as it is the lowest weighted mean response by both individual contributors and manager participants.

### **Chapter Summary**

This chapter presented detailed findings of the qualitative data and results from a deductive and In Vivo data analysis process. Chapter 4 also summarized the study findings collected from three focus groups, two semi-structured interviews from 18 managerial coaches, and survey results from individual contributors, who are direct reports and coachees of the managerial coaches.

Considering the conceptual framework for this study, levels of reflection on their behaviors, skills, and beliefs as a managerial coach are required for managers to become truly effective managerial coaches. Riboldi's (2009) principles of change provided a method assessing their changes and developments. Based on the significant data presentation and analysis, manager participants demonstrated changes and developments of managerial coaching beliefs, skills, and behaviors towards becoming an effective managerial coach. To answer the research question, a total of four themes were identified as changes and developments in managerial coaches: (1) a *shared purpose*, (2) a framework for having *effective conversations*, (3) stronger connections and *enriching relationships* focused on the direct report(s), and (4) a *safe environment*. Chapter 5 includes a summary of the results from Chapter 4, a discussion of the results, a comparison of findings with the conceptual framework and previous literature, limitations of the study, implications for practice, recommendations for future research, and conclusion.

## **Chapter 5: Discussion of Findings**

Chapter 5 presents the overall evaluation and interpretation of the study findings. The purpose of this qualitative case study was to examine changes in managers' behaviors, skills, and beliefs following the implementation of a managerial coaching model, AWC. A small pharmaceutical organization in the mid-Atlantic invested in this implementation to nurture and champion individual and organizational change by empowering managers to manage and lead their direct reports utilizing a managerial coaching approach rather than a command-and-control approach. Organizations can utilize these findings to implement an effective managerial coaching model that may assist in recruitment and retention of valued talent, spark learning and development design with managerial coaching principles at its core, and create positive outcomes for managing and leading performance and development. The purpose of this chapter is to evaluate and discuss the findings and offer recommendations for future research. This chapter is organized as follows: (1) Summary of Findings, (2) Discussion of Findings, (3) Conclusions Based on Findings, and (4) Chapter Summary.

### **Summary of Findings**

The way we work is changing. Although professional relationships have always been important in organizations, “the changing composition of the workforce, rapid shifts in technology, and the changing nature of careers, organizations, and work itself seem likely to alter the relational aspects of work” (Heaphy, et al., 2018, p. 2). In light of COVID-19, the nature of our work is also changing because many are working remotely and interacting, connecting, and communicating via online platforms such as MS Teams or Zoom. Approaching employee

performance, engagement, and development from a managerial coaching lens is a stark difference from the conventional management styles of command, control, impersonal interactions, and remedial approach focused on “goals, procedures, and systems” (Berg & Karlsen, 2012, p. 5). Managerial coaching skills are vital leadership skills; however, these skills do not come naturally to most (Grant & Hartley, 2013). Managers play a critical role in this realization through engaging, developing, and maintaining high-performance (Farley, 2005; Sikora & Ferris, 2014; Pandita & Ray, 2018). According to Ellinger et al. (2011), for managerial coaching to be effective, managers must first be willing to take on the role of managerial coaching. This change in approach for managing performance requires managers (*coaches*) to develop alternative skillsets than what may be comfortable, understood, or engrained in their behaviors.

This study was significant because of the data collected about the changes and developments including behaviors, attitudes, and skillsets of becoming an effective managerial coach for two reasons. First, managers are key to an effective managerial coaching implementation. In fact, being able to successfully build relationships, positively influence and motivate others, facilitate growth and development, and hold others accountable are not skills that come natural to most, yet are critical capabilities for managerial coaches (Leslie & Palmisano, 2014). Second, managers’ behaviors and abilities in these areas impact individual, team, and organizational performance. From a theoretical perspective, very little has been written about how managers change and develop as a result of practicing such approach (Ellinger, et al., 2006; Wheeler, 2011). Therefore, this study sought a deeper understanding of how managers

change and develop as a result of such an implementation through the lens of Riboldi's (2009) principles of change.

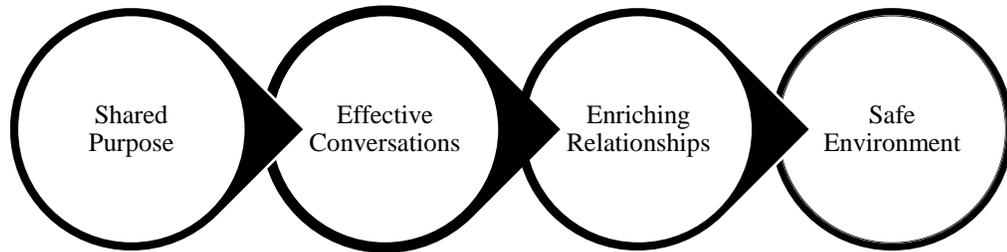
As a result of the implementation, some levels of change and development of effective managerial coaching behaviors, skills, and beliefs have occurred; however, variances in levels of change and development exist. The conceptual model that guided this study's design was Riboldi's (2009) principles of change. The premise of Riboldi's (2009) five-step model is "doing something for the well-being of others, including ourselves" (p. 179). These principles outline action steps leading to a successful change and a framework for measuring the degree of success or failure towards that desired change. The five principles include a manager's ability to (a) build a common purpose, (b) clarify direction, (c) develop capacity, (d) inspire commitment, and (e) achieve results.

Detailed findings of the qualitative data and findings from a deductive and In Vivo data analysis approach is discussed in Chapter 4. The data collected is a result of three focus groups, two semi-structured interviews from 18 managers who completed the AWC managerial coaching training, a 78% participation rate. Additionally, there were 21 individual contributors who completed an anonymous survey. Although all participants had completed the AWC managerial coaching training, participants included four new to managing people since the training and implementation of this managerial coaching model. Seven managers had various levels of experience managing others, and six identified as senior-level managers. One manager participant did not complete the participation in the study due to personal reasons.

## Discussion of Findings

This discussion includes the researcher's interpretation and discussion of this study's findings in the context of the research questions, literature review, and conceptual framework. The interpretation of the findings was based on the unique participant responses. Manager participant perceptions about their changes and developments were the main sources of data interpretation. Additionally, Riboldi's (2009) principles of change framework was utilized as the theoretical foundation for data interpretation. My knowledge and experience in the field of human resources also influenced the interpretation of the findings. Direct quotes support the analysis of these findings.

Additionally, this discussion is based on this exploratory case study in one organization, focused on manager participants. Therefore, what is true for this participant group cannot be generalized. Yet, there are interesting learnings which can be extrapolated to apply for other, similar organizations and participants. This discussion of findings is organized into the four major themes of the findings in this study: (1) a *shared purpose*, (2) a framework for having *effective conversations*, (3) Developing Stronger Connections and *Enriching Relationships* focused on the direct report(s), and (3) Inspiring a *Safe Environment*. Figure 3 is a depiction of the changes and developments for these manager participants, beginning with a shared purpose. Through the implementation, manager participants found that utilizing a managerial coaching approach provided a shared purpose.



**Figure 3**

*Findings of the Change Process*

**Theme 1. Shared Purpose**

The small pharmaceutical organization implemented AWC coaching model to change and develop current management practices from command and control to a managerial coaching approach. With the AWC training, intent of the implementation were to help managers develop: 1) a clear understanding of what accountability is, 2) the ability to develop mutually agreed upon performance goals with direct reports, 3) develop strengths as a manager and leader, 4) increase commitment levels, and 5) a focus on desired results. Previous research on effective behaviors, skills, and beliefs of effective managerial coaches did not provide a specific structure or step-by-step processes for achieving effectiveness. This really is due to the specific nature of focus in the studies of research, mostly focused on what effective behaviors, skills, and beliefs are rather than how to develop these capabilities.

Throughout the interviews, all managers reported changes in their ability to develop a common purpose. Within the ability to build a common purpose, there is the ability to create a shared vision, focus on the other person, build trusting relationships, and align shared values. According to Riboldi (2009), a common purpose is becoming better at doing what brings the most value for one's self and others. The leadership and culture survey that preceded the implementation of AWC provided managers with a clear and compelling reason to embrace a new approach into their leadership repertoire.

All managers responded that implementing such an approach has been a positive experience and were grateful to the organization for integrating such an approach. Leadership support of the implementation provided managers the space and time to practice the tools and techniques, and the opportunity to work with a professional coach for ongoing support of developmental needs. As managers expressed, the managerial coaching approach helped to improve conversations, the AWC tools and techniques provided necessary structure needed to have effective conversations, resulting in improved relationships with direct reports. Additionally, manager participants provided examples of changes pre- and post- implementation. Managers responded changes in the environment, going from fear, intimidation, and controlling to understanding, trust, confidence, and better conversations. These experiences contributed to an environment of learning, accountability, and unification. Table 9, Pre- and Post- Implementation Comparison of Manager/Direct Report Environment found in Chapter 4, summarizes these experiences.

Common purpose is the shared vision by groups of people, whether teams or the collective organization (Riboldi, 2009; Skendall et al., 2017). The concept of common purpose is connected to the individual commitment and personal identity perception (Skendall et al., 2017). According to Skendall et al. (2017), commitment is the level of engagement where serving and leading others contributes to the broader purpose beyond the individual level. Identity and perceptions of self-contribute to engagement levels because engagement is how time, energy, and emotion are spent achieving the common purpose. Therefore, achieving a common purpose at a group or organizational level would require work at the individual level. Boyatzis (2006) pointed to complexity theory and intentional change theory to understand this phenomenon.

## **Theme 2. Framework for Having Effective Conversations**

In order for managers to influence their employees, managers must first believe it is their responsibility as a manager to implement changes (Hales, 2005). According to Grant (2010), key elements influencing a manager's adoption of coaching behaviors, skills, and change management practices boil down to the perceived usefulness of a change, the managers confidence in their ability to perform, and increased level of manager coaching behaviors and skills. Managers who believe in the approach inspire their direct reports to set, work towards, and accomplish established goals, model desired behavior, and meet regularly to provide coaching and feedback to support achievement of the goal(s) (Dahling, Taylor, Chau & Dwight, 2016). This according to Riboldi (2009) "this is the single most important decision affecting the direction of change" (p. 125) and the quickest way to get moving in the desired direction. When individual contributors were asked in a survey, 88% indicated that they practiced AWC coaching

sessions with their managers and that the quality of the conversations improved. This reflects evidence of changes in beliefs, skills, and behaviors by manager participants.

Managers indicated that scheduling ongoing, consistent meetings where these concepts could be practiced improved their behaviors, skills, and mindset. Through the interviews, the 14 managers expressed a shift in the types and quality of conversations contributing to change and adding to others' connections. Some referred to these shifts as more open, honest, transparent, and deeper discussions. Many attribute this change to asking open-ended questions and providing an environment that is safe to have some hard conversations, which are indicators of skill development and changes in beliefs and behaviors. Riboldi (2009) associates a safe environment with the ability to create engagement conditions.

Through the interviews, 11 managers expressed increased ability to provide direction and attribute this change to the improved conversations in the coaching sessions, clarifying direction as evaluating how to put the common purpose into action. The ability to provide clear direction is an indicator of effective conversations. Manager participants shared that this action involved defining goals and objectives and how, where, and when these will be accomplished, how these provide value to stakeholders, and what each person's role is in successfully executing the common purpose. Within AWC, establishing a clear understanding of how a manager and direct report will work together begins with developing the upfront agreement. At the organizational level, this includes delivering projects on time and within budget, achieving established and agreed-on goals, developing self and others, and giving and receiving constructive feedback.

Riboldi (2009) stated that one could communicate a clear message successfully about the direction and intended position was critical to a successful change.

In this study, increased capacity was found to be an area of manager participants' strength following the implementation. Through the interviews, 16 managers expressed improvements in listening, asking questions, and giving and receiving feedback. All but one manager attributed their increased capacity to the changes in behaviors and skills practiced. Eight of those managers also attributed changes in the capacity to their beliefs. The ability to develop and grow new skillsets in capacity is the most frequent response from manager participants. Riboldi (2009) points out that increased capability is associated with empowerment. Coding of interview transcripts showed that managers could articulate changes in this area most frequently, as Riboldi indicates. Empowerment increases participation in a change and attitudes towards the change. According to Riboldi (2009), several components contribute to developing capacity through empowerment: 1) encouragement to accomplish established goals, 2) meeting regularly, and 3) provide coaching and feedback to support this accomplishment.

Empowerment is a positive leadership practice that, according to Kotter (1996), increases participation in a change and attitudes towards the change. The reason for this is that empowerment provides autonomy, supports others, is a cooperative approach, and has the potential to sustain extraordinary efforts towards the desired state (Dunn, Dastoor and Sims, 2012). "Empowerment comes from using our strengths. We grow by using our existing strength to develop new capacity" (Riboldi, 2009, p. 51). Empowering behaviors are also motivating

behaviors (Manikutty, 2005). Empowerment increases participation in change and attitudes towards the change. This leads to the generation of short-term wins. Seeing changes provides inspiration and confidence to continue on the path. Taking the time to celebrate these small wins helps to remove resistance to change and provides reinforcement that change activities are working towards the vision. Managers must never let up; small wins are just small wins. Change sustainability requires persistence of action. Without persistence, a regression could sneak into the change progress. Continuing with required resources, including energy, to sustain the momentum is important to change implementation.

Fifteen managers reported changes in their interactions with direct reports and attribute this change to conducting regular, ongoing coaching sessions to be an improvement for managing performance and development over the previous annual review process. In addition to practicing ongoing and consistently, sixteen manager respondents shared that their increased capacity stems from better and more open conversations and communications with their direct reports. Riboldi's (2009) principle of empowerment is placing the right people in the right roles. As previously shared by Mario, one manager participant, shared that the organizational leaders' intent of implementing a managerial coaching model is empowering its managers to develop into better versions of themselves as leaders. Under the principle that managers are key to any successful implementation, capacity is applying the skills learned to engage, develop, and retain talent and impact team performance.

Eight manager participants who expressed having the right people for the job attributed understanding to practicing the managerial coaching behaviors and skills. Of the eight, five managers referenced a change in beliefs about having the right people in the right roles because of practicing AWC. Additionally, managers expressed strengths in improving processes, communication, and resource allocation because of practicing AWC tools and techniques. These areas are the most frequent responses by managers.

Riboldi (2009) described the ability to provide clear direction to evaluate priorities, set goals, define responsibilities, and delegate effectively. When coding the interview transcripts, all managers expressed ability and strengths to define responsibilities and delegate effectively. Responses included a gap in a manager's ability to evaluate priorities and establish goals. Only two managers responded that clear direction included their ability to evaluate priorities and attribute this to managerial coaching behavior and skill. No managers responded that the ability to set goals was included in their thought process of providing clear direction. The gap should become a focus area for change and development because this impacts effective conversations. Riboldi's principles of change indicated that managers could benefit from a greater focus on understanding their intended direction. They must also be able to communicate this intended direction to the common purpose clearly and consistently to be effective.

Helping and supporting in the managerial coaching relationship is establishing new practices, measures, and behaviors that effectively move towards the desired outcome. At times, this means the managerial coach is helping direct reports move beyond their current comfort zone to meet new practices and behaviors (Kouzes & Posner, 2012). Within the intentional

change theory, the “creation of a learning agenda” is a required discovery for sustained change (Boyatis, Smith, & Oosteen, 2019).

### **Theme 3. Developing Stronger Connections and Enriching Relationships**

The manager’s role has evolved over the past two decades. Managers handle day-to-day supervision of direct reports (Renwick & MacNeil, 2002), and they have increasing responsibilities for operationalizing change initiatives, developing their direct reports, and managing the day-to-day practices (Brewster & Larsen, 2000; Child & Partridge, 1982; Currie & Proctor, 2001; Gratton & Truss, 2003; Guest & Bos-Nehles, 2013; Thunnissen, 2016; Ulrich, 1997, 1998). Managers must act and lead in ways that empower and develop others (Hamlin et al., 2004). Mario, a senior leader in the organization, shared that his beliefs about this stem from the changes he saw in himself before bringing the organization's managerial coaching model. Mario, the catalyst for implementation, introduced the AWC managerial coaching model to the organization described its intent as the following:

If you want to build a relationship, you want to really have that long-term relationship with the individual ... it's caring about the manager, caring about what really matters to that individual ... help support them in achieving what they really want to achieve.

In the study, 11 of 18 managers expressed their improved relationships were based on consistent, ongoing managerial coaching sessions and improved conversations. The findings suggest that manager participants developed and changed. Just as important to what they changed in their behaviors as a managerial coach (i.e., practicing the tools and techniques of the AWC model) was how the manager participant’s beliefs changed because of the practice. For

example, when manager participants were asked how their role as a managerial coach had changed because of practicing the tools and techniques of the AWC model, several participants responded that the practice helped shape their perception of their direct report(s) and to understand their strengths. One participant, Sophie, expressed, “I am talking to thinking people; I am not talking to a machine where I input command and press enter” (Interview 1, p. 1).

Through the interviews, about half of the managers responded with changes in commitment to the managerial coaching approach. The key to gaining commitment is to bring others along, listen to their concerns, appeal to their aspirations, and clarify gaps in understanding (Kouzes & Posner, 2012). Under Riboldi’s (2009) principles of change, increased commitment also comes from collaboration, teamwork, recognition, and rewards. Engagement’s output is collaboration and teamwork (Riboldi, 2009). Based on survey responses, individual contributors believed their manager’s ability to inspire collaboration and teamwork was perceived as more developed than their ability to provide clear direction. This indicates that managers are spending more time on collaboration and teamwork. It also indicates that managers should be spending time or providing more clarity.

Successful change leaders are fearless (Kouzes & Posner, 2012) in committing themselves to the change so that they can effectively unite others. Increasing capacity involves leveraging strengths to close the gap to the ideal self by creating a learning environment (Boyatis, 2006). Developing new and existing talents, sharing and assimilating new skills and knowledge, adjusting processes and behaviors to support the changing needs and requirements of the organization and stakeholder base, and are associated with effective managerial coaching

skills (Ellinger, Beattie, and Hamlin, 2010). Cognitive-developmental theories seek to understand, explain, describe changes, and identify developmental stages of others (Cameron & Green, 2019). Bachkirova (2010), sees cognitive development as a “complex, overlapping, nonlinear affair, following no set sequence whatsoever” (p. 134). According to Cameron & Green (2019), several techniques exist to help bolster cognitive change and include list of positive qualities, affirmations, visualizations, reframing, pattern breaking, detaching from a state of mind, anchoring self in positive experiences, and rationalizing. Riboldi’s (2009) interprets these changes as “seeing the pattern of change requires an objective view of the overall trend. We need to step back from the moment and notice the cause-and-effect relationships weaving seemingly insignificant actions into a regular pattern of conduct” (p. 14).

Levels of commitment are essential to continue the practice until mastery has been achieved. Collaboration and teamwork are two of the four elements of Riboldi’s (2009) principles of change. The other two elements include recognizing and rewarding employees. In interviews, six managers expressed the idea of rewarding employees to increase commitment, and only one manager responded more recognition is needed to increase commitment. According to Riboldi’s principles, the ability to increase commitment is related to a manager’s ability to tap into their workers' hearts and minds. Based on the limited responses in this area, additional engagement is necessary to understand others' motivational needs. Riboldi (2009) described engagement as “a contagious positive attitude about our work” (p. 134).

This gap should become a focus area for change and development. AWC tools and techniques in this area suggest increasing open-ended questions. In interviews, some managers expressed their low capacity to ask powerful and open-ended questions and an area where further development is needed. AWC tools and techniques offer a series of open-ended questions that managers could apply. Edmondson (2018) suggested further work on creating a psychological space, especially in culturally diverse populations like this organization, for managers and direct reports to ask powerful open-ended questions to improve in this area as an effective managerial coach.

Nine managers responded that changes in perspective through managerial coaching conversations helped improve their understanding of themselves and others. Some individual contributors agree, representing an opportunity for managers. For those gaining traction, putting an upfront agreement in place that discusses mutually agreed-on interactions between the manager and direct report has helped guide expectations and direction of effort and the ability to challenge one another's thinking and hold each other accountable for promises made. Within the AWC managerial coaching model, this is the learning agenda.

Managerial coaching involves supporting direct reports to establish new practices, measures, and behaviors that effectively move towards the desired change. Managerial coaches do this by empowering direct reports to move beyond their comfort zone to meet new practices and behaviors (Kouzes & Posner, 2012). Managers who can do this realize better results. In the interviews, seven managers defined themselves as results-focused, and six managers responded that holding themselves and others accountable increased results. These are two of the four

categories, which are focusing on results, obtaining feedback from direct reports, developing performance measures, and increasing accountability. Riboldi (2009) shared as elements of measuring success or failure towards better results. Only one manager responded with the importance of obtaining feedback from the direct report on their performance. No manager respondents mentioned establishing performance measures for themselves as a managerial coach or their direct reports as a coachee. When coding responses, measuring results was an area where change and development were limited compared to other areas because of AWC implementation.

Within the AWC coaching model, managers are encouraged to seek feedback from direct reports on their behavior, what the coachee needs more of, less of, or different in their behaviors. Within the Riboldi (2009) model, measuring results shows the detail needed to understand and greater clarity in this area. In this sense, results are more about continuous improvement towards goal achievement. In interviews, managers referenced the coachee's acceptance as important to their development, which indicates some level of reflection on the manager's real self. The managers' perceptions of their real selves were captured in the anonymous survey, with 72.22% stating that the managerial coaching relationship included reciprocal interactions and communications of a professional, respectful, and honest nature without fear of retribution. In alignment with Riboldi's principles of change and AWC tools and techniques, this positive energy or use of strengths can be leveraged to measure progress toward desired results for self as a managerial coach and others' development. Managers tuned in to the direct reports' feedback can assess whether the current direction has moved toward desired results. Based on responses from individual contributors, managers are making strides in this area.

According to the intentional change theory, managerial coaches foster commitment when they encourage others to try new behaviors even if the intended outcome is not achieved at first or at all. The key to this discovery within the intentional change theory is to keep trying until the manager finds something that works. Riboldi (2009) refers to this as engagement. “Engagement is the voluntary dedication and commitment to doing our very best work” (Riboldi, 2009, p.52). To gain commitment, managers must bring others along, listen to their concerns, appeal to their aspirations, and clarify gaps in understanding (Kouzes & Posner, 2012; Riboldi, 2009).

Developing new skillsets require change. As Senge et al. (1999) states, every successful learning initiative requires people to allocate hours to new types of activities: reflection, planning, collaborative work, and training” (p. 67). The more disconnected current behaviors are to the behaviors necessary to reach the desired outcome, the more time managers are required to spend in learning and building new capabilities. “The greater the investment in learning initiatives, the higher the development of learning capabilities, which (through different types of “results” and through informal networks) boosts people's enthusiasm and willingness to commit to new initiatives" (p. 68). Even when managers are enthusiastic and open to developing new coaching skills, it is easy to slip “back into old command-and-control leadership behaviors patterns,” (Grant & Hartley, 2013) especially in times of stress. Change requires manager coaches to think and act in different ways (Matthews, 1999; Schneider, Brief, and Guzzo, 1996). These new ways of thinking and acting must continue until the new behaviors are ingrained (Grant & Hartley, 2013). This takes time. Through support and emphasis that change takes time,

managers and direct reports may be more understanding and realistic in expectations around adopting managerial coaching behaviors, skills, and mindset (Grant, 2010). Additionally, based on previous studies, Grant (2010) provides that as these new behaviors, skills, and beliefs become more ingrained in the manager's behaviors over time, their confidence grows, and therefore, so does managerial coaching self-efficacy. Confidence is hugely important in a managerial coaching approach because otherwise, managers may revert to a command-and-control approach.

#### **Theme 4. Inspiring a Safe Environment**

More than half of the manager participants responded changes in beliefs about the environment contributing to increased collaboration and teamwork. One of the changes in the environment specifically mentioned by manager participants was trust. Additionally, changes included increase communication, guidance, confidence, accountability, learning and understanding. This is a stark difference in how managers described the environment prior to the implementation. Pre- implementation examples of the environment described by manager participants included telling, controlling, directing, fear, intimidation, frustration, fault, and blame.

Managers expressed how they intentionally worked on word usage and tone to create that safe space and decrease fear. According to organizational research, this effort pays off in terms of collaboration and teamwork (Shvardak, 2021). This research area has identified that psychological safety is very important to employees being willing to share information and try new behaviors to achieve goals (Edmondson, 2018). Fifteen managers attribute managing others

with this approach as an improvement over the previous annual review process. In addition to practicing ongoing and consistently, sixteen manager respondents shared that more open conversations and communications with their direct reports are because of changes in approach, which led to an environment more conducive for productive discussions. Riboldi's (2009) principle of empowerment is placing the right people in the right roles. Change Ellinger et al. (2010) described it as a way of creating an environment as a "way of being, enabling them to become a different and more powerful observer of themselves, others and how they can constructively engage in the world" (p. 139).

### **Conclusions Based on Findings**

"Seeing the pattern of change requires an objective view of the overall trend. We need to step back from the moment, and notice cause-and-effect relationships weaving seemingly insignificant actions into a solid pattern of conduct. The emerging picture describes the likely "course of events" (p. 14). Sensemaking attempts to create understanding, clarity, and order around the change in response to the disruption (Maitlis & Christianson, 2014). Armenakis et al. (2007) define change as making sense of what is heard, seen, and experienced. Throughout the interviews, managers were able to articulate how they were making sense of this initiative, how this approach fits their strengths, how they were putting the tools and techniques into practice, and how conversations and relationships were changing and improving.

As previously shared by Mario, Samuel and John, the organization leaders' intent of implementing a managerial coaching model is empowering its managers to develop into better versions of themselves as leaders. Change and development hinges on the choices we make

(Deaton & Williams, 2014; Riboldi, 2009). These choices represent values and beliefs that lead to behaviors and distinct ways of doing things (Verplanken & Holland, 2002). As we operate and interact with others, we become aware of that certain behaviors lead to desired results and other behaviors do not. Cox et al. (2010) stated, “The concept of change, which is at the heart of coaching, is also inherent in the concept of learning” (p. 6).

### **Chapter Summary**

Finally, Chapter 5 discussed change levels towards changing and developing managerial coaching behaviors, skills, and mindset based on Riboldi’s (2009) five principles of change, following managers openly dialogue about their AWC managerial coaching model implementation experiences. This chapter discussed themes that emerged about changes and developments: (1) a *shared purpose*, (2) a framework for having *effective conversations*, (3) stronger connections and *enriching relationships* focused on the direct report(s), and (3) a *safe environment*. In Chapter 6, I offer conclusions from this study, implications based on this research, and recommendations for future research.

## **Chapter 6: Conclusion, Implications, and Recommendations**

Approaching employee performance, engagement, and development from a managerial coaching lens is a stark difference from the conventional command and control approach, which focuses on “goals, procedures, and systems” (Berg & Karlsen, 2012, p. 5). Managerial coaching places the focus on the coachee and the relationship, skills that are vital to effective leadership; however, these skills do not come naturally to most (Grant & Hartley, 2013). Developing managerial coaching behaviors, skills, and beliefs are not innate, do not come naturally to most, and must be developed over time. The implementation of a managerial coaching approach for the study organization was designed to modify how employee performance is managed by developing managerial coaching behaviors, skills, and beliefs. The purpose of this qualitative case study was to examine how managers changed and developed through the implementation of the managerial coaching model, AWC, through the lens of Riboldi’s (2009) principles of change. Exploring managers’ experiences and perspectives as well as the experiences and perspectives of direct reports’ highlighted changes in manager participants. According to Boyatzis et al. (2019), research has shown that new behaviors become second nature between 18 and 254 days of practicing. This organization had been practicing the tools and techniques of the ACW model.

The research questions guiding this case study were developed based on the review of literature, particularly Riboldi’s (2009) research on evaluating change, on becoming an effective managerial coach:

1. How do managers change through a managerial coaching model implementation?
  - a. What are the changes in their management and coaching skills and behaviors?

- b. What are the changes in their beliefs about managing and coaching?

Chapter 6 will present my final thoughts on this study. This chapter is divided into four sections: (a) overview of the study, (b) significance of the study, (c) implications for practice, and (d) recommendations for future research. The implications and recommendations discussed in this chapter are intended to support managers' future development as managerial coaches in this organization.

### **Overview of the Study**

The purpose of this qualitative study was to explore changes in managers' behaviors, skills, and beliefs following the implementation of a managerial coaching model, AWC. A small pharmaceutical organization in the mid-Atlantic invested in this implementation to nurture and champion individual and organizational change by empowering managers to manage and lead their direct reports utilizing a managerial coaching approach rather than a command-and-control approach. Participants in this study included employees of the small pharmaceutical organization in the mid-Atlantic region. Of the 23 managers, 23 had completed the AWC managerial coaching training, and 18 (78%) volunteered to participate in this case study research. Such a high participation certainly serves as an indicator of the organizational commitment to developing manager leadership skills as well as managers' desire to change and improve. There were nine females and nine male managers, as well as twenty-one individual contributors who completed an anonymous survey, that comprised this study's participant sample. All participants in this study completed the AWC managerial coaching training. Although all participants had completed the AWC managerial coaching training, participants included four who were new to

managing people since the training and implementation of this managerial coaching model, seven managers with various levels of experience managing others, and six senior-level managers. The one manager who was not able to complete participation in the study participated in a focus group and one one-on-one interview.

The theoretical model that guided this study's design was Riboldi's (2009) principles of change. The premise of Riboldi's (2009) five-step model involves "doing something for the well-being of others, including ourselves" (p. 179). These principles outline action steps leading to a successful change and a framework for exploring change and developments as an effective managerial coach. The five principles are the manager's ability to (a) build a common purpose, (b) clarify direction, (c) develop capacity, (d) inspire commitment, and (e) achieve results. As a result of the managerial coaching model implementation, some levels of changes and developments of effective managerial coaching behaviors, skills, and beliefs have occurred; however, variances in levels of change and development exist. Based on the method employed, the following changes have been discussed: (1) a *shared purpose*, (2) a framework for having *effective conversations*, (3) stronger connections and *enriching relationships* focused on the direct report(s), and (3) a *safe environment*.

### **Significance of the Study**

Managers are *key* to an effective managerial coaching implementation within an organization. Successfully implementing a managerial coaching model is a process of becoming an effective managerial coach through the lens of Riboldi (2009). Following the implementation of a managerial coaching model, it is important to explore managers' changes and development

for several reasons. First, such an analysis provides insight into where managers are developing managerial coaching competencies and critical skillsets required in today's workplace. This is an important aspect of notation because regardless of the benefits noted in terms of a managerial coaching approach, these shed light on what is still needed in terms of planning and executing such an implementation. Second, researchers can use this study's findings to inform the design and implementation of future development programs with managerial coaching at its core. When implementing a managerial coaching model, considerations should include various levels of experiences of internal managers. Because this research involved managers in one small pharmaceutical organization, findings from this study can be used to improve managerial coaching model implementations that meet new managers' needs. Third, this research could help other organizations seeking an alternative method for managing people's performance and development. Those interested can benefit from a better understanding of how managers change and develop due to a managerial coaching implementation because this understanding informs what managers need to change, adapt, and grow successfully. Managers whose needs are being met are more likely to stay with an organization and effectively contribute to achieving organizational objectives, gaining benefits on their direct reports' development and intent to stay with the organization. In addition to the ability to retain talented employees, organizations that utilize such an approach can use this as a recruiting tool to attract desired talent to the organization. This approach also has implications for higher education and programs of study. Lastly, research relating to change, managerial coaching models, and Riboldi's (2009) principles

broadens the approach to leading successful change by connecting what is known about each topic and adding to the field of research in this area.

### **Limitations of the Study**

Although Riboldi's (2009) model provided a framework for studying and analyzing managers perceptions of changes in their behaviors, skills, and beliefs in managing and developing the performance of others, several limitations can be noted from this study. First, Riboldi's (2009) framework shaped how data were gathered and analyzed. Another framework may offer other insights. Second, the study was limited to managers in one small pharmaceutical organization that implemented a specific managerial coaching model. There are many variables that would be considered in other organizations in terms of size, industry, and organization culture. The specific managerial coaching method or model implemented could also influence changes and developments of managers as managerial coaches. Fourth, Therefore, findings cannot be generalized. Fifth, manager participants might have provided responses they believed the researcher wanted to hear and might not have shared what occurred. Examples may include their interpretation of the coaching model, how they implement their interpretation, and the results they think they want versus what they are sharing. Reasons may include that as the researcher of this study, I was also a colleague of the interviewees. As a researcher, one can only express and display interest in the topic, the person, and objective purpose to understand the phenomenon. As a colleague, my previous and current interactions to build an environment of trust may have influenced responses. Lastly, time is a limiting factor for becoming an effective managerial coach. Research shows that the greater the belief in a managerial coaching approach,

the more time managers spend on becoming an effective coach because they see it as an essential business activity, they enjoy helping others develop, they are curious, and they are interested in building solid working relationships (Weintraub and Hunt, 2015).

Before digging further into the limitations, it is important to recognize that data collection and analysis took place during the COVID-19 pandemic. The data collection for this study started and ended during COVID-19 quarantine. All participants in the study have been working remotely throughout this study. It is important to note that understanding implications of the pandemic on this research is not understood at this time. Therefore, I made a conscious decision to bracket the pandemic situation and conduct the data collection according to the methodology established. Participants did not discuss changes in their practices of the managerial coaching approach as a result of COVID-19.

### **Implications for Practice**

Given this qualitative study was designed to explore how managers changed through a managerial coaching model implementation and how these changes connected to Riboldi's (2009) principles of change, generalizations were neither valid nor warranted. Yet, four implications for practice can be gleaned from the rich experiences of participants who opened themselves for this analysis. The implications for practice will be discussed in three categories: 1) Developing a Managerial Coaching Environment, 2) Tracking Progress Overtime, and 3) Developing Resonant Relationships in a Managerial Coaching Context.

### ***Managerial Coaching Environment***

The first area of implication this study has for practice is connected to creating a managerial coaching environment. In the interviews, the highest response included a manager's ability to establish a common purpose, and the lowest response was mutual trust. Based on the responses from manager participants, alignment is the common understanding of the approach and the value a managerial coaching approach brings to the organization. The finding of lower levels of trust is not remarkable as the literature on managerial coaching also suggests that significant amounts of trust are required in this type of relationship. According to Riboldi (2009), a lack of trust can be attributed to the manager's lack of personal vision or a lack in ability to communicate their vision, leading to mistrust.

The AWC tool and techniques were implemented in the site organization and all study participants were trained on the tools and techniques. The intended outcomes of the implementation develop management and leadership skills in alignment with a managerial coaching approach rather from a command-and-control approach. In a managerial coaching sense, the AWC tools and techniques are the mechanical processes to be followed. What should be considered in future implementations and trainings is the manager's vision of their ideal self as a managerial coach. Riboldi (2009) referred to this vision as choosing to step onto the path of ascent and then contrasts this idea with being stuck on a roller coaster that goes around and around, where the initial rise in success may lead "to overconfidence, arrogance, and ultimately, poor choices" (p. 16). As described by Riboldi (2009), the managerial coach, in this sense, may be trying to impose change on others so that the manager gets what they want out of that person

or relationship. This behavior in extremes is merely command-and-control veiled as managerial coaching.

Riboldi (2009) suggested establishing a personal vision for managers to ascend towards their best managerial coaching self. This choice is “the first wave of trust – self-trust – is all about credibility. It’s about developing the integrity, intent, capabilities, and results that make you believable, both to yourself and others” (Covey & Merrill, 2006, p. 20). At this stage, the managerial coach considers who they are as a coaching manager, and many times have no vision of an ideal manager coach or that vision is not clear. When well explored, managerial coaches can develop an ideal version of themselves. For this vision to be realized, it must be applied and put into action. However, the action is not enough to realize the ideal and must be applied in the right ways and at the right time to influence clarity and commitment. How well a managerial coach can do this action influences trust levels.

Clarity and commitment are important elements of increasing trust and understanding. According to Riboldi (2009), breakthroughs of clarity and commitment come from setting developmental goals that are positive and helpful in the managerial coaching relationship. Managers can do this within the managerial coaching approach by developing an upfront agreement with their direct report. According to the AWC model implemented, upfront agreements should be established at the beginning of a coaching relationship. It should be an ongoing conversation with a mutual understanding of goals, means of communicating, and expectations each person has for the other. The upfront agreement, common in managerial coaching relationships and a mechanical tool within the AWC model, can be strengthened by

embedding personal vision goals. This clarification and understanding in a managerial coaching relationship are decisive factors that build trust when done in alignment with a common purpose. According to Boyatzis et al. (2019), a managerial coaching relationship influences the future relationship quality.

### ***Tracking Progress Over Time***

The second area of implication this study has for practice is connected to setting development goals towards becoming an effective managerial coach. In the study, no managers discussed their ability to establish managerial coaching developmental goals and tracking their progress as an influence on their changes and developments. According to Riboldi (2009), the inability to establish performance measures leads to ambiguity and a lack of the ability to discover insights about progress or successes towards their ideal self. The literature on self-exploration and change has shown that the ability to reflect on a desired state or outcome is crucial for cultivating a new reality (Elston & Boniwell, 2011). Riboldi (2009) suggested a “focus on the 20% that impacts 80% of the outcome” (p. 155). Reflection is the space created for thinking and being, simmering in the discomfort of not knowing, exploring implicit biases, and developing self and others' awareness and identity (Cilliers, 2019). Cox et al. (2014) supports this idea because whether we are aware nor not, our behaviors impact and influence direct reports, teams, and organizations. Now that the tools and techniques of a managerial coaching model are being utilized, future practice of the AWC would include that reflective practice towards ones ideal managerial coaching self. Small changes lead to transformation incrementally (Riboldi, 2009).

### *Developing Resonant Relationships in a Managerial Coaching Context*

According to Boyatzis, Smith, and Oosten (2019), managers in organizations today are focused on development as a reason to stay with an organization and desire to grow themselves through others' development (pp. 168–169). Through the survey, focus groups, and interviews, three distinct themes became apparent regarding development: (a) Individual contributors perceived the role of their managers in the coaching process as developers of the individual contributor's skills and abilities; (b) managers viewed their roles as developing themselves as a managerial coach to develop someone else effectively; and (c) senior leaders viewed their roles as giving back to others and the managerial coaching process as a way to do so. Researchers have remained uncertain about the most effective elements that contribute most to a managerial coaching approach, the tools and techniques that are most effective, and how the managerial coaching approach contributes to improving leadership. However, resonant leadership skills can bring clarity in this area, and these skills are relevant and important to effective managerial coaching relationships. In literature, resonant leadership is associated with emotional intelligence. Boyatzis et al. (2019) suggested that building resonant relationships served several purposes in developing an effective managerial coach: (a) providing support to direct reports, (b) conducting reality testing, and (c) developing increased trust.

Resonant leaders recognize that people in organizations need different things. The literature on competency-based leadership models, such as emotional intelligence, suggests that effective leadership cultivates a resonant environment because effective leaders know their followers (Bruni et al., 2018). In the context of this study, managerial coaches remain in tune

with the varying needs of each direct report. However, it was not clear from the interviews how managers tailor their approach because they are in tune with the individual's specific needs in front of them. The AWC tools and techniques are foundational. Now that managers have been practicing these tools and techniques, managers can further strengthen their skills by tailoring their approach to meet the needs of their direct report.

### **Implications for Further Research**

This qualitative study's findings and conclusions indicate a few implications for future research on managerial coaching and change. Recommendations for future studies are based on the use of Riboldi's (2009) principles of change as a gauge for assessing change and of trying to discern indicators of 'change' over an 18-month period and in a virtual environment. As such, three implications are discussed: 1) Study on Participant Vision of Ideal Managerial Coaching Self, 2) Leveraging Managerial Coaching Practice Across the Organization, and 3) Follow-up Study on Changes and Development Findings.

#### ***Follow-up Study on Changes and Development Findings***

First, future researchers can take a deeper dive into the participants' perceptions and analysis. One could send a draft of this entire dissertation to each participant and then have a focus group with all of them about where they saw themselves in this analysis and where they felt disconnected from it. I would be interested in learning more about their perceptions of what has changed within them through a structured reflection to help them further their development, insight, and clarity about them as a managerial coach. Second, although this research project's

purpose and title were shared with participants, background about Riboldi's (2009) principles of change and intentional change theory was brief and not fully described to participants.

Third, this study focused on managers' changes in the context of being a managerial coach to direct report(s). It would be fascinating to explore how the tools and techniques learned in the AWC training can be leveraged across departments to embed a managerial coaching approach in everyday interactions with others across the organization. In this study, feedback from manager participants is that an interest exists in utilizing a managerial coaching approach in interactions with others at all levels across the organization. Future leaders can ask the following:

1. Through the practice of the AWC tools and techniques, would there be similar experiences when applied to relationships that do not have a direct reporting relationship?
2. In what ways might Riboldi's (2009) principles of change connect to these experiences as well?

### ***Study on Participant Vision of Ideal Managerial Coaching Self***

Although I shared this research project's purpose and title with participants, the background about Riboldi's (2009) principles of change theory was brief and not fully described to participants. Also, the participants' experiences of change were made during the analysis; For future studies, it would be beneficial to discern change by exploring manager participants' visions of their ideal managerial coaching self using Riboldi's (2009) principles of change to explore practices being utilized through a managerial coaching approach. Cox et al. (2014) suggested that "a significant layer in our coaching interaction which is mainly beyond our

conscious grasp but may influence individual behavior or teamwork or organizational dynamics (p. 139).

Reflection is the space created for thinking and being, simmering in the discomfort of not knowing, exploring implicit biases, and developing self and others' awareness and identity (Cilliers, 2019). The literature on self-exploration and change has shown that the ability to reflect on a desired state or outcome is crucial for cultivating a new reality (Elston & Boniwell, 2011). Developing such an ideal vision and strategy demonstrates an understanding of results or desired states. Riboldi (2009) stated, "As we envision, we create the thoughts, words, and actions to produce what we want to happen" (p. 50). Vision is a strategy to develop direction and roadmap of needed steps and activities to the desired state or outcome. Managers who can develop and articulate a strong vision are credible and can change hearts and minds (Kotter, 1996).

### ***Leveraging Managerial Coaching Practice Across the Organization***

Third, this study focused on managers' changes in the context of being a managerial coach to direct report(s). It would be fascinating to explore how the tools and techniques learned in the AWC training can be leveraged across departments to embed a managerial coaching approach in everyday interactions with others across the organization. In this study, feedback from manager participants is that an interest exists in utilizing a managerial coaching approach in interactions with others at all levels across the organization. Future leaders can ask the following:

1. Through the practice of the AWC tools and techniques, would there be similar experiences when applied to relationships that do not have a direct reporting relationship?

2. In what ways might Riboldi's (2009) principles of change connect to these experiences as well?

Riboldi (2009) stated, "Changing deeply entrenched personal habits is tough enough; changing the culture of an entire organization is exponentially more difficult .... Hard work alone does not necessarily lead to successful change" (p. 8). In focus groups, a common theme that emerged is that managers really found value in the focus group interactions during this study and are interested in continuing quarterly focus group sessions. The reasoning most frequently mentioned is the opportunity to hear how other managers in the organization are implementing the AWC model tools and techniques. According to Ladyshevsky (2010), where peers gather in a coaching context, trust and confidentiality issues can be tackled, attributes this to interacting with others with similar role responsibilities and duties within an organization. In this latter role, managerial coaches are responsible for developing others while cultivating a constructive environment for developmental and organizational success. Browne (2006) ascertained that "peer coaching is key to transformation" (p. 36).

## **Conclusion**

Organizational learning environments have been defined as the manager's ability to develop new and existing talents, share and assimilate new skills and knowledge, adjust processes and behaviors to support the organization and stakeholders' changing needs (Ellinger et al., 2010). I explored changes in and development of managers' behaviors, skills, and beliefs following the implementation of a managerial coaching model, AWC, through the lens of Riboldi's (2009) principles of change theory. Conducting focus groups and in-depth, semi-

structured interviews with 18 managers at a small pharmaceutical organization was an enriching and valuable experience. Throughout the qualitative study, I had the chance to listen to managers' experiences practicing the managerial coaching approach. Data were analyzed for manager participants across the participant sample, and findings showed changes and development as a managerial coach.

The rare dedication managers expressed in support of the approach, their direct report's development, and their growth as an effective managerial coach was easily conveyed by participants. In the focus groups, manager participants voiced how the focus group session provided managers with a platform to learn about how their peers interpreted, adopted, and practiced the approach. Moreover, varying degrees of understanding and competency existed because of the AWC training, tools, and techniques provided to managers as part of the implementation, regardless of managerial level. What was apparent based on the managerial level was what the individual manager wanted from the implementation themselves. New people managers were interested in becoming effective managerial coaches. Middle managers were interested in developing their managers. Senior managers (senior leadership) were interested in leaving a legacy.

It was very inspirational to hear how each participant connected to the approach throughout the study. Conducting this study helped bring awareness to my behaviors, skills, and mindset as a managerial coach. This study acted as an icebreaker for me into my new role within the organization. I could get to know others within the organization on a deeper level than I would have had I not conducted this study. The conversations helped to initiate and build

relationships with employees at all levels of the organization. Boyatzis et al. (2019) suggested that building resonant relationships served several purposes in developing an effective managerial coach: (a) providing support to direct reports, (b) conducting reality testing, and (c) developing increased trust. Finally, I conveyed changes in managers practicing a managerial coaching approach. This study shows insights into the challenging and rewarding roles that managers play in organizations and key change initiatives. That change is a process that happens in steps and stages, which are not always linear. Kouzes and Posner (2007) posited that encouraging the heart was a way to shape a learning environment. Managerial coaching is an approach to encourage the heart by placing the command and control into their coachee's hands to shape an environment of learning and development.

## References

- Adler, R. (2010). *Leveraging the talent-driven organization*. Aspen Institute.  
<https://www.aspeninstitute.org/content/uploads/files/content/docs/pubs/TalentReportFINAL.pdf>
- Anderson, V. (2013). A Trojan horse? The implications of managerial coaching for leadership theory. *Human Resource Development International*, 16(3), 251–266.  
<https://doi.org/10.1080/13678868.2013.771868>
- Anderson, V., Rayner, C., & Schyns, B. (2009). *Coaching at the sharp end: the role of line managers in coaching at work*. CIPD Publications.
- Anfara, V. A., Jr., Brown, K. M., & Mangione, T. L. (2002). Qualitative analysis on stage: Making the research process more public. *Educational Researcher*, 31(7), 28–38.  
<https://doi.org/10.3102/0013189X031007028>
- Ali, M., Ali, F. H., Raza, B., & Ali, W. (2020). Assessing the Mediating Role of Work Engagement Between the Relationship of Corporate Social Responsibility with Job Satisfaction and Organizational Citizenship Behavior. *International Review of Management and Marketing*, 10(4), 1-10. <https://doi.org/10.32479/irmm.9714>
- Aninkan, D. O. (2018). Organizational change, change management, and resistance to change—an exploratory study. *European Journal of Business and Management*, 10(26), 109–117.  
<https://www.iiste.org/Journals/index.php/EJBM/article/view/44159/0>

- Appelbaum, S. H., Habashy, S., Malo, J. L., & Shafiq, H. (2012). Back to the future: revisiting Kotter's 1996 change model. *Journal of Management Development*, 31(8), 764–782.  
<https://doi.org/10.1108/02621711211253231>
- Armenakis, A. A., & Bedeian, A. G. (1999). Organizational change: A review of theory and research in the 1990s. *Journal of Management*, 25(3), 293–315.  
<https://doi.org/10.1177/014920639902500303>
- Armenakis, A. A., Bernerth, J. B., Pitts, J. P., & Walker, H. J. (2007). Organizational change recipients' beliefs scale: Development of an assessment instrument. *The Journal of Applied Behavioral Science*, 43(4), 481–505.  
<https://doi.org/10.1177/2F0021886307303654>
- Atwater, L.E., Waldman, D.A., Atwater, D., Cartier, P. (2000). An upward feedback field experiment: supervisors' cynicism, reactions, and commitment to subordinates. *Personnel Psychology*, 53, 275–297. <https://doi.org/10.1111/j.1744-6570.2000.tb00202.x>
- Auerbach, C. F., & Silverstein, L. B. (2003). *Qualitative data: An introduction to coding and analysis*. New York University Press.
- Bachkirova, T. (2010). The cognitive-developmental approach to coaching. In E. Cox, T. Bachkirova & D. Clutterback (Eds.), *The complete handbook of coaching* (pp. 132–145). Sage.
- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215. <https://doi.org/10.1037/003-295X.84.2.191>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman & Company.

- Barnett, W. P., & Carroll, G. R. (1995). Modeling internal organizational change. *Annual Review of Sociology*, 21(1), 217–236. <https://doi.org/10.1146/annurev.so.21.080195.001245>
- Baron, L., & Morin, L. (2009). The coach-coachee relationship in executive coaching: A field study. *Human Resource Development Quarterly*, 20(1), 85–106. <https://doi.org/10.1002/hrdq.20009>
- Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology*, 8(1), 9–32. <https://doi.org/10.1080/135943299398410>
- Bates, R. (2004). A critical analysis of evaluation practice: the Kirkpatrick model and the principle of beneficence. *Ethics, Evaluation and For-Profit Corporations*, 27(3), 341–347. <https://doi.org/10.1016/j.evalprogplan.2004.04.011>
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544–559.
- Beattie, R. S. (2002). *Developmental managers: Line managers as facilitators of workplace learning in voluntary organizations* (Doctoral dissertation, University of Glasgow). University of Glasgow Repository. <https://theses.gla.ac.uk/id/eprint/73687>
- Beer, M., Finnström, M., & Schrader, D. (2016). Why leadership training fails—and what to do about it. *Harvard Business Review*, 94(10), 50–57.
- Berg, M. E., & Karlsen, J. T. (2012). An evaluation of management training and coaching. *Journal of Workplace Learning*, 24(3), 177–199. <https://doi.org/10.1108/13665621211209267>

- Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research, 15*(2), 219–234.  
<https://doi.org/10.1177/1468794112468475>
- Bolderston, A. (2012). Conducting a research interview. *Journal of Medical Imaging and Radiation Sciences, 43*(1), 66–76. <https://doi.org/10.1016/j.jmir.2011.12.002>
- Boudreau, J. W., & Ramstad, P. M. (2004, September). *Talentship and human resource measurement and analysis: From ROI to strategic organizational change*. (CEO Publication G 04-17 (469)) Center for Effective Organizations. University of Southern California. [2004\\_17-g04\\_17-Talentship\\_and-HR\\_Measurement\\_Analysis.pdf](#)
- Boyatzis, R., & Boyatzis, R. E. (2006). An overview of intentional change from a complexity perspective. *Journal of Management Development, 25*(7), 607–623.  
<https://doi.org/10.1108/02621710610678445>
- Boyatzis, R., Smith, M., & Van Oosten, E. (2019). *Helping people change*. Harvard Business Review Press.
- Bozer, G., & Jones, R. J. (2018). Understanding the factors that determine workplace coaching effectiveness: A systematic literature review. *European Journal of Work and Organizational Psychology, 27*(3), 342–361.  
<https://doi.org/10.1080/1359432X.2018.1446946>
- Bransford, J., Brophy, S., & Williams, S. (2000). When computer technologies meet the learning sciences: Issues and opportunities. *Journal of Applied Developmental Psychology, 21*(1), 59-84. [https://doi.org/10.1016/S0193-3973\(99\)00051-9](https://doi.org/10.1016/S0193-3973(99)00051-9)

- Brewster, C., & Larsen, H. H. (Eds.). (2000). *Human resource management in northern Europe: Trends, dilemmas and strategy*. Blackwell.
- Brown, S. (2009). *Technology acceptance and organizational change: An integration of theory* [Doctoral dissertation, Auburn University]. Auburn University. Electronic Theses and Dissertation. <http://etd.auburn.edu/handle/10415/1991>
- Buckingham, M., & Goodall, A. (2015). Reinventing performance management. *Harvard Business Review*, 93(4), 40–50.
- Burnes, B. (2003). Managing change and changing managers from ABC to XYZ. *Journal of Management Development*, 22(7), 627–642. <https://doi.org/10.1108/02621710310484768>
- Burnes, B. (2004). Kurt Lewin and the planned approach to change: A re-appraisal. *Journal of Management Studies*, 41(6), 977–1002. <https://doi.org/10.1111/j.1467-6486.2004.00463.x>
- Busch, T., Richert, M., Johnson, M., & Lundie, S. (2020). Climate inaction and managerial sensemaking: The case of renewable energy. *Corporate Social Responsibility and Environmental Management*, 27(6), 2502–2514. <https://doi.org/10.1002/csr.1972>
- Cameron, E., & Green, M. (2019). *Making sense of change management: A complete guide to the models, tools and techniques of organizational change*. Kogan Page.
- Chaudary, A., Fatima, A., & Zafar, F (2014). Strategic change: The influence of managerial characteristics and organizational growth. *International Journal of Scientific & Engineering Research*, 5(3). <https://doi.org/10.1.1.428.9820>.

- Child, J., & Partridge, B. (1982). *Lost managers: Supervisors in industry and society* (Vol. 1). CUP Archive. Cambridge University Press.
- Cilliers, E. J. (2019). Reflecting on green infrastructure and spatial planning in Africa: The complexities, perceptions, and way forward. *Sustainability, 11*(2), Article 455.  
<https://doi.org/10.3390/su11020455>
- Clott, C. (2020). The changing nature of work: A global perspective. In B. J. Hoffman, M. K. Shoss, & L. A. Wegman (Eds.), *The Cambridge handbook of the changing nature of work* (pp. 101–150). Cambridge University Press.
- Covey, S. R., & Merrill, R. R. (2006). *The speed of trust: The one thing that changes everything*. Simon and Schuster.
- Cox, E., Bachkirova, T., & Clutterbuck, D. (Eds.). (2010). *The complete handbook of coaching* (2nd ed.). Sage.
- Cox, E., Bachkirova, T., & Clutterbuck, D. (2014). Theoretical traditions and coaching genres: Mapping the territory. *Advances in Developing Human Resources, 16*(2), 139–160.  
<https://doi.org/10.1177/1523422313520194>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5<sup>th</sup> ed.). Sage.
- Cronin, P., Ryan, F., & Coughlan, M. (2008). Undertaking a literature review: A step-by-step approach. *British Journal of Nursing, 17*(1), 38–43.  
<https://doi.org/10.12968/bjon.2008.17.1.28059>

- Currie, G., & Procter, S. (2001). Exploring the relationship between HR and middle managers. *Human Resource Management Journal*, 11(3), 53–69.  
<https://doi.org/10.1111/j.1748-8583.2001.tb00045.x>
- Dahling, J. J., Taylor, S. R., Chau, S. L., & Dwight, S. A. (2016). Does coaching matter? A multilevel model linking managerial coaching skill and frequency to sales goal attainment. *Personnel Psychology*, 69(4), 863–894. <https://doi.org/10.1111/peps.12123>
- David, O. A., & Matu, S. A. (2013). How to tell if managers are good coaches and how to help them improve during adversity? The managerial coaching assessment system and the rational managerial coaching program. *Journal of Cognitive & Behavioral Psychotherapies*, 13 (2a), 259-274.
- Deaton, A.V., & Williams, H. (2014). *Being coached: Group and team coaching from the inside*. MAGUS Group LLC.
- de Haan, E., Grant, A. M., Burger, Y., & Eriksson, P. O. (2016). A large-scale study of executive and workplace coaching: The relative contributions of relationship, personality match, and self-efficacy. *Consulting Psychology Journal: Practice and Research*, 68(3), 189–207. <https://doi.org/10.1037/cpb0000058>
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2017). *Handbook of qualitative research*. Sage Publications.
- DiGirolamo, J. A., & Tkach, J. T. (2019). An exploration of managers and leaders using coaching skills. *Consulting Psychology Journal: Practice and Research*, 71(3), 195.  
<https://psycnet.apa.org/doiLanding?doi=10.1037%2Fcpb0000138>

- Dobzinski, A. (2012). *The buck starts here. Why leadership accountability is the key to less stress, more time and a better bottom line.* Alan Dobzinski.
- Drucker, P. (2012). *Management challenges for the 21st century.* Routledge.
- Dunn, M. W., Dastoor, B., & Sims, R. L. (2012). Transformational leadership and organizational commitment: A cross-cultural perspective. *Journal of Multidisciplinary Research*, 4(1), 45–59.
- Dyck, L. R. (2017). Coaching with distinctive human strengths for intentional change. *Journal of Leadership, Accountability, and Ethics*, 14(2), 43-55.
- Echeverri, P. (2020). Value-forming micro-practices of managerial coaching. *Coaching: An International Journal of Theory, Research and Practice*, 13(2), 191-208.  
<https://doi.org/10.1080/17521882.2019.1707245>
- Edmondson, A. C. (2018). *The fearless organization: Creating psychological safety in the workplace for learning, innovation, and growth.* Wiley & Sons.
- Ellinger, A., Beattie, R., & Hamlin, R. (2018). The manager as coach. In E. Cox, T. Bachkirova & D. Clutterbuck (Eds.), *The Complete Handbook of Coaching* (pp. 262-278). Sage Publications.
- Ellinger, A. D., Beattie, R. S., Hamlin, R. G., Wang, Y., & Trolan, O. (2006, May). *The manager as coach: A review of empirical literature and the development of a tentative model of managerial coaching.* [https://www.ufhrd.co.uk/wordpress/wp-content/uploads/2008/06/18-1\\_ellinger\\_beattie\\_hamlin\\_wang\\_trolan.pdf](https://www.ufhrd.co.uk/wordpress/wp-content/uploads/2008/06/18-1_ellinger_beattie_hamlin_wang_trolan.pdf)

- Ellinger, A. D., & Bostrom, R. P. (1999). Managerial coaching behaviors in learning organizations. *Journal of Management Development*, 18(9), 752–771.  
<https://doi.org/10.1108/02621719910300810>
- Ellinger, A. D., Ellinger, A. E., Bachrach, D. G., Wang, Y. L., & Elmadağ Baş, A. B. (2011). Organizational investments in social capital, managerial coaching, and employee work-related performance. *Management Learning*, 42(1), 67–85.  
<https://doi.org/10.1177/1350507610384329>
- Ellinger, A. D., Ellinger, A. E., & Keller, S. B. (2003). Supervisory coaching behavior, employee satisfaction, and warehouse employee performance: A dyadic perspective in the distribution industry. *Human Resource Development Quarterly*, 14(4), 435–458.  
<https://doi.org/10.1002/hrdq.1078>
- Ellinger, A. D., Ellinger, A. E., Bachrach, D. G., Wang, Y. L., & Elmadağ Baş, A. B. (2011). Organizational investments in social capital, managerial coaching, and employee work-related performance. *Management Learning*, 42(1), 67-85.
- Ellinger A.D., Hamlin R.G., Beattie R.S., Wang YL., McVicar O. (2011) Managerial Coaching as a Workplace Learning Strategy. In: Poell R., van Woerkom M. (Eds.) *Supporting Workplace Learning*. Professional and Practice-based Learning, vol 5. Springer, Dordrecht. [https://doi.org/10.1007/978-90-481-9109-3\\_5](https://doi.org/10.1007/978-90-481-9109-3_5)
- Elston, F., & Boniwell, I. (2011). A grounded theory study of the value derived by women in financial services through a coaching intervention to help them identify their strengths

and practice using them in the workplace. *International Coaching Psychology Review*, 6(1), 16–32.

Engle, R. L., Lopez, E. R., Gormley, K. E., Chan, J. A., Charns, M. P., & Lukas, C. V. (2017).

What roles do middle managers play in implementation of innovative practices? *Health Care Management Review*, 42(1), 14–27.

<https://doi.org/10.1097/HMR.0000000000000090>

Ergeneli, A., Arı, G. S., & Metin, S. (2007). Psychological empowerment and its relationship to

trust in immediate managers. *Journal of Business Research*, 60(1), 41–49.

<https://doi.org/10.1016/j.jbusres.2006.09.012>

Evered, R. D., & Selman, J. C. (1989). Coaching and the art of management. *Organizational*

*Dynamics*, 18(2), 16–32. [https://doi.org/10.1016/0090-2616\(89\)90040-5](https://doi.org/10.1016/0090-2616(89)90040-5)

Farley, C. (2005). HR's role in talent management and driving business results. *Employment*

*Relations Today*, 32(1), 55–61. <https://doi.org/10.1002/ert.20053>

Fatien, P., & Otter, K. (2015). Wearing multiple hats? Challenges for managers-as-coaches and

their organizations. *International Leadership Journal*, 7(3), 24–35. [http://campussuite-](http://campussuite-storage.s3.amazonaws.com/prod/1280306/3a32f069-629b-11e7-99ef-124f7febbf4a/)

[storage.s3.amazonaws.com/prod/1280306/3a32f069-629b-11e7-99ef-124f7febbf4a/1690367/f4b4d712-0190-11e8-9324-0a82f7566178/file/ILJ\\_Fall\\_2015.pdf#page=25](http://campussuite-storage.s3.amazonaws.com/prod/1280306/3a32f069-629b-11e7-99ef-124f7febbf4a/1690367/f4b4d712-0190-11e8-9324-0a82f7566178/file/ILJ_Fall_2015.pdf#page=25)

Fine, A., & Merrill, R. R. (2010). You already know how to be great: A simple way to remove

interference and unlock your greatest potential. Penguin.

- Folz, C. (2016). How To Change Your Organizational Culture. The first step is defining what values and behaviors you're seeking. <https://shrm.org/hr-today/news/hr-magazine/1016/pages/how-to-change-your-organizational-culture>
- Ford, J. D., & Ford, L. W. (1995). The role of conversations in producing intentional change in organizations. *Academy of Management Review*, 20(3), 541-570.  
<http://www.laurieford.com/wp-content/articles/1995.Role%20of%20Conversations.pdf>
- Frankel, L. P., & Otazo, K. L. (1992). Employee coaching: The way to gain commitment, not just compliance. *Employment Relations Today*, 19(3), 311-320.  
<https://doi.org/10.1002/ert.3910190308>
- Frazier, K. L. (2016). *Planning, implementing, and evaluating manager-as-coach programs in business: a Delphi study*. [Doctoral dissertation, Pepperdine University]. Pepperdine Digital Commons. <https://digitalcommons.pepperdine.edu/etd/743>
- Frick, S. E. (2019). *Why does coaching work? An examination of inputs and process variables in an employee coaching program* [Doctoral dissertation, University of South Florida]. Scholar Commons. <https://scholarcommons.usf.edu/etd/7789/>
- Fukuyama, F. (1995). *Trust: The social virtues and the creation of prosperity*. Free Press.
- Fullan, M. (2001). *Leading in a culture of change*. Jossey-Bass.
- Gaiser, T. J. (2008). Online focus groups. In N. Fielding, R. N. Lee & G. Black (Eds.) *The SAGE handbook of online research methods* (pp. 290–306). Sage.
- Geller, E. S. (2008). People-based leadership enriching a work culture for world-class safety. *Professional Safety*, 53(29-36).

- Gilbert, C., De Winne, S., & Sels, L. (2011). The influence of line managers and HR department on employees' affective commitment. *The International Journal of Human Resource Management*, 22(8), 1618–1637. <https://doi.org/10.1080/09585192.2011.565646>
- Gilley, A., Gilley, J. W., & Kouider, E. (2010). Characteristics of managerial coaching. *Performance Improvement Quarterly*, 23(1), 53–70. <https://doi.org/10.1002/piq.20075>
- Gilley, A., Gilley, J. W., & McMillan, H. S. (2009). Organizational change: Motivation, communication, and leadership effectiveness. *Performance Improvement Quarterly*, 21(4), 75–94. <https://doi.org/10.1002/piq.20039>
- Gilpin-Jackson, Y., & Bushe, G. R. (2007). Leadership development training transfer: A case study of post-training determinants. *Journal of Management Development*, 26(10), 980–1004. <https://doi.org/10.1108/02621710710833423>
- Goodstone, M. S., & Diamante, T. (1998). Organizational use of therapeutic change: Strengthening multisource feedback systems through interdisciplinary coaching. *Consulting Psychology Journal: Practice and Research*, 50(3), 152–163. <https://doi.org/10.1037/1061-4087.50.3.152>
- Gorby, C. (1937). Everyone gets a share of the profits. *Factory Management & Maintenance*, 95, 82-83.
- Gormley, H., & van Nieuwerburgh, C. (2014). Developing coaching cultures: A review of the literature. *Coaching: An International Journal of Theory, Research and Practice*, 7(2), 90–101. <https://doi.org/10.1080/17521882.2014.915863>

- Graham, S., Wedman, J. F., & Garvin-Kester, B. (1993). Manager coaching skills: Development and application. *Performance Improvement Quarterly*, 6(1), 2–13.  
<https://doi.org/10.1111/j.1937-8327.1993.tb00569.x>
- Graham, S., Wedman, J. F., & Garvin-Kester, B. (1994). Manager coaching skills: What makes a good coach? *Performance Improvement Quarterly*, 7(2), 81–94.  
<https://doi.org/10.1111/j.1937-8327.1994.tb00626.x>
- Grant, A. M. (2010). It takes time: A stages of change perspective on the adoption of workplace coaching skills. *Journal of Change Management*, 10(1), 61–77.  
<https://doi.org/10.1080/14697010903549440>
- Grant, A. M. (2014). The efficacy of executive coaching in times of organisational change. *Journal of Change Management*, 14(2), 258–280.  
<https://doi.org/10.1080/14697017.2013.805159>
- Grant, A. M. (2016). What can Sydney tell us about coaching? Research with implications for practice from down under. *Consulting Psychology Journal: Practice and Research*, 68(2), 105-117. <http://dx.doi.org/10.1037/cpb0000047>
- Grant, A. M. (2017). The third ‘generation’ of workplace coaching: Creating a culture of quality conversations. *Coaching: An International Journal of Theory, Research and Practice*, 10(1), 37–53. <https://doi.org/10.1080/17521882.2016.1266005>
- Grant, A. M., & Cavanagh, M. J. (2007). Evidence-based coaching: Flourishing or languishing? *Australian Psychologist*, 42(4), 239–254. <https://doi.org/10.1080/00050060701648175>

- Grant, A. M., & Hartley, M. (2013). Developing the leader as coach: Insights, strategies and tips for embedding coaching skills in the workplace. *Coaching: An International Journal of Theory, Research and Practice*, 6(2), 102–115.  
<https://doi.org/10.1080/17521882.2013.824015>
- Grant, A. M., & Stober, D. R. (2006). *Evidence based coaching handbook: Putting best practices to work for your clients*. Wiley.
- Gratton, L., Hailey, V. H., Stiles, P., & Truss, C. (1999). *Strategic human resource management: Corporate rhetoric and human reality*. Oxford University Press.
- Gratton, L., & Truss, C. (2003). The three dimensional people strategy: Putting human resource policies into action. *Academy of Management Executive*, 17(3), 74–86.  
<https://doi.org/10.5465/ame.2003.10954760>
- Green, L. S., Oades, L. G., & Grant, A. M. (2006). Cognitive-behavioral, solution-focused life coaching: Enhancing goal striving, well-being, and hope. *The Journal of Positive Psychology*, 1(3), 142–149. <https://doi.org/10.1080/17439760600619849>
- Gregory, J.B., & Levy, P. E. (2010). Employee coaching relationships: Enhancing construct clarity and measurement. *Coaching: An International Journal of Theory, Research and Practice*, 3, 109–123. <https://doi.org/10.1080/17521882.2010.502901>
- Grint, K. (1993). What's wrong with performance appraisals? A critique and a suggestion. *Human Resource Management Journal*, 3(3), 61–77. <https://doi.org/10.1111/j.1748-8583.1993.tb00316.x>

- Grubb, T. (2007). Performance appraisal reappraised: It's not all positive. *Journal of Human Resources Education*, 1(1), 1–22.  
[https://www.researchgate.net/publication/228653738\\_Performance\\_Appraisal\\_Reappraised\\_It's\\_Not\\_All\\_Positive](https://www.researchgate.net/publication/228653738_Performance_Appraisal_Reappraised_It's_Not_All_Positive)
- Guest, D. E., & Bos-Nehles, A. (2013). HRM and performance: The role of effective implementation. In D. E. Guest, J. Paauwe, & P. Wright (Eds.), *HRM and performance: Achievements and challenges* (pp. 79–96). Wiley & Sons.
- Hagen, M. (2010). The wisdom of the coach: A review of managerial coaching in the Six Sigma context. *Total Quality Management*, 21(8), 791–798.  
<https://doi.org/10.1080/14783363.2010.487657>
- Halcomb, E. J., & Davidson, P. M. (2006). Is verbatim transcription of interview data always necessary? *Applied Nursing Research*, 19(1), 38–42.  
<https://doi.org/10.1016/j.apnr.2005.06.001>
- Hales, C. (2005). Rooted in supervision, branching into management: Continuity and change in the role of first-line manager. *Journal of Management Studies*, 42(3), 471–506.  
<https://doi.org/10.1111/j.1467-6486.2005.00506.x>
- Hall, L., & Torrington, D. (1998). Letting go or holding on - - the devolution of operational personnel activities. *Human Resource Management Journal*, 8(1), 41–55.  
<https://doi.org/10.1111/J.1748-8583.1998.TB00158.X>

- Hamlin, R. G. (2002a). *Towards a generic theory of managerial and leadership effectiveness: a meta-level analysis from organisations in the UK Public Sector*. Microsoft Word - 02 WP006-02 Hamlin.doc (psu.edu)
- Hamlin, R. G. (2002b). *Towards a Universalistic Model of Leadership: a comparative study of British and American empirically derived criteria of managerial and leadership effectiveness*. Wolverhampton Business School, Management Research Centre. <http://hdl.handle.net/10068/405311>
- Hamlin, R. G., Beattie, R. S., & Ellinger, A. D. (2007). What do effective managerial leaders really do? Using qualitative methodological pluralism and analytical triangulation to explore everyday 'managerial effectiveness' and 'managerial coaching effectiveness.' *International Journal Management Concepts and Philosophy*, 2(3), Article 255. <https://doi.org/10.1504/IJMCP.2007.015001>
- Hamlin, R. G., Ellinger, A. D., & Beattie, R. S. (2004, March 5-7). *In support of coaching models of management and leadership: A comparative study of empirically derived managerial coaching/facilitating learning behaviors*. [Paper presentation]. *Academy of Human Development*. <https://files.eric.ed.gov/fulltext/ED492290.pdf>
- Hamlin, R. G., Ellinger, A. D., & Beattie, R. S. (2006). Coaching at the heart of managerial effectiveness: A cross-cultural study of managerial behaviors. *Human Resource Development International*, 9(3), 305–331. <https://doi.org/10.1080/13678860600893524>

- Hamlin, R. G., Ellinger, A. D., & Beattie, R. S. (2008). The emergent 'coaching industry': A wake-up call for HRD professionals. *Human Resource Development International, 11*(3), 287–305. <https://doi.org/10.1080/13678860802102534>
- Harris, L., Doughty, D., & Kirk, S. (2002). The devolution of HR responsibilities—perspectives from the UK's public sector. *Journal of European Industrial Training, 26*(5), 218–229. <https://doi.org/10.1108/03090590210424894>
- Heaphy, E. D., Byron, K., Ballinger, G. A., Gittell, J. H., Leana, C., & Sluss, D. M. (2018). Introduction to special topic forum: The changing nature of work relationships. *Academy of Management Review, 43*(4), 558-569. <https://doi.org/10.5465/amr.2018.0222>
- Hilger, P. (2007). In search for criteria: The state of qualitative media research. *Forum: Qualitative Social Research, 8*(3). <https://doi.org/10.17169/fqs-8.3.298>
- Hill, L. A., & Elias, J. (1990). Retraining midcareer managers: Career history and self-efficacy beliefs. *Human Resource Management, 29*(2), 197–217. <https://doi.org/10.1002/hrm.3930290206>
- Hillman, L. W., Schwandt, D. R., & Bartz, D. E. (1990). Enhancing staff members' performance through feedback and coaching. *Journal of Management Development, 9*(3), 20–27. <https://doi.org/10.1108/02621719010135110>
- Holoviak, S. J. (1982). The impact of training on company productivity levels. *Performance and Instruction, 21*(5), 6–8. <https://eric.ed.gov/?id=EJ265934>

- Holten, A. L., & Brenner, S. O. (2015). Leadership style and the process of organizational change. *Leadership & Organization Development Journal*, 36(1), 2–16.  
<https://doi.org/10.1108/LODJ-11-2012-0155>
- Holton, J. A. (2007). The coding process and its challenges. In A. Bryant & K. Charmaz (Eds.), *The Sage handbook of grounded theory* (pp. 265–289). Sage.
- Hunt, J. M., & Weintraub, J. (2002). How coaching can enhance your brand as a manager. *Journal of Organizational Excellence*, 21(2), 39–44. <https://doi.org/10.1002/npr.10018>
- Hussain, S. T., Lei, S., Akram, T., Haider, M. J., Hussain, S. H., & Ali, M. (2018). Kurt Lewin's change model: A critical review of the role of leadership and employee involvement in organizational change. *Journal of Innovation & Knowledge*, 3(3), 123–127.  
<https://doi.org/10.1016/j.jik.2016.07.002>
- Ibarra, H., & Scoular, A. (2019). The leader as coach. *Harvard Business Review*, 97(6), 110–119.
- Inskip, N. A., & Hall, B. C. (2009). Aligning efficacy beliefs and competence: A framework for developing technical knowledge. *Issues in Informing Science & Information Technology*, 6. <https://doi.org/10.28945/1091>
- Isabella, L. A. (1990). Evolving interpretations as a change unfolds: How managers construe key organizational events. *Academy of Management Journal*, 33(1), 7–41.  
<https://doi.org/10.5465/256350>
- Joo, B. K., & Shim, J. H. (2010). Psychological empowerment and organizational commitment: The moderating effect of organizational learning culture. *Human Resource Development International*, 13(4), 425–441. <https://doi.org/10.1080/13678868.2010.501963>

- Joyce, W., & Slocum, J. (2012). Top management talent, strategic capabilities, and firm performance. *Organizational Dynamics*, 41, 183–193.  
<https://doi.org/10.1016/j.orgdyn.2012.03.001>
- Kampa-Kokesch, S., & Anderson, M. Z. (2001). Executive coaching: A comprehensive review of the literature. *Consulting Psychology Journal: Practice and Research*, 53(4), 205–228.  
<https://doi.org/10.1037/1061-4087.53.4.205>
- Kegan, R. (1994). *In over our heads: The mental demands of modern life*. Harvard University Press.
- Kerns, C. D. (2019). Managing leader learning preferences at work: A practice-oriented approach. *Journal of Leadership, Accountability and Ethics*, 16(5), 10–27.  
<https://doi.org/10.33423/jlae.v16i5.2650>
- Khorrami, H., Arasteh, H., Navehebrahim, A., & Abdollahi, B. (2019). Identifying total rewards from the perspective of knowledge workers, with emphasis on learning and development strategies. *Iranian Journal of Educational Sociology*, 2(2), 154-162. <http://iase-idje.ir/article-10610-ir.html>
- Kilburg, R. R. (2000). *Executive coaching: Developing managerial wisdom in a world of chaos*. American Psychological Association. <https://doi.org/10.1037/10355-000>
- Kim, S. W. (2010). *Managerial coaching behavior and employee outcomes: A structural equation modeling analysis*. (Publication 3436806). [Doctoral dissertation, Texas A&M University] ProQuest Dissertation Publishing.

- Kim, S., & Kuo, M. H. (2015). Examining the relationships among coaching, trustworthiness, and role behaviors: A social exchange perspective. *The Journal of Applied Behavioral Science*, 51(2), 152-176. <https://doi.org/10.1177/0021886315574884>
- King, P. M., & Kitchener, K. S. (1994). *Developing reflective judgment: Understanding and promoting intellectual growth and critical thinking in adolescents and adults*. Jossey-Bass.
- Kinicki, A. J., Jacobson, K. J., Galvin, B. M., & Prussia, G. E. (2011). A multilevel systems model of leadership. *Journal of Leadership & Organizational Studies*, 18(2), 133–149. <https://doi.org/10.1177/1548051811399445>
- Kirkpatrick, D.L., & Kirkpatrick, J.D. (2006). *Evaluating training programs: The four levels* (3rd ed.). Berrett-Koehler Publishers.
- Kohlberg, L. (1978). Revisions in the theory and practice of moral development. *New Directions for Child and Adolescent Development*, 1978(2), 83–87. <https://doi.org/10.1002/cd.23219780207>
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall
- Kombarakaran, F. A., Yang, J. A., Baker, M. N., & Fernandes, P. B. (2008). Executive coaching: It works!. *Consulting Psychology Journal: Practice and Research*, 60(1), 78-90. <https://doi.org/10.1037/1065-9293.60.1.78>
- Kotter, J. P. (1996). *Leading change*. Harvard Business School Press.

- Kouzes, J. M., & Posner, J. B. (2007). *The leadership challenge*. Jossey-Bass.
- Kraut, A. I., Pedigo, P. R., McKenna, D. D., & Dunnette, M. D. (1989). The role of the manager: What's really important in different management jobs. *Academy of Management Perspectives*, 3(4), 286–293. <https://doi.org/10.5465/ame.1989.4277405>
- Ku, Y. L., Wu, C. C., & Tseng, H. W. (2020). Developing a listening, empathy, presence (LPE) trait scale.
- Kübler-Ross, E. (2011). *Questions and answers on death and dying: A companion volume to on death and dying*. Simon and Schuster.
- Kuhnert, K. W., & Lewis, P. (1987). Transactional and transformational leadership: A constructive/developmental analysis. *Academy of Management Review*, 12(4), 648–657. <https://doi.org/10.5465/amr.1987.4306717>
- Ladyshevsky, R. K. (2010). The manager as coach as a driver of organizational development. *Leadership & Organization Development Journal*, 31(4), 292–306. <https://doi.org/10.1108/01437731011043320>
- Latham, G. P., Almost, J., Mann, S., & Moore, C. (2005). New developments in performance management. *Organizational Dynamics*, 34(1), 77–87. <https://doi.org/10.1016/j.orgdyn.2004.11.001>

- Leslie, J. B., & Palmisano, K. (2014). *The leadership challenge in the pharmaceutical sector: What critical capabilities are missing when it comes to leadership talent and how can they be developed [White paper]*. Center for Creative Leadership.  
<https://cc/innovation.org/wp-content/uploads/2020/03/leadership-challenge-pharmaceutical-center-for-creative-leadership.pdf>
- Lewin, K. (1947). Frontiers in group dynamics: II. Channels of group life; social planning and action research. *Human Relations, 1*(2), 143–153.  
<https://doi.org/10.1177/001872674700100201>
- Lewis, R. E., & Heckman, R. J. (2006). Talent management: A critical review. *The New World of Work and Organizations, 16*(2), 139–154. <https://doi.org/10.1016/j.hrnr.2006.03.001>
- Lincoln, Y. S., & Guba, E. G. (1986). But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. *New Directions for Program Evaluation, 1986*(30), 73–84.  
<https://doi.org/10.1002/ev.1427>
- Locke, E. (Ed.). (2009). *Handbook of principles of organizational behavior: Indispensable knowledge for evidence-based management*. John Wiley & Sons.
- Longenecker, C. O., & Neubert, M. J. (2005). The practices of effective managerial coaches. *Business Horizons, 48*(6), 493–500. <https://doi.org/10.1016/j.bushor.2005.04.004>
- Longhurst, R. (2003). Semi-structured interviews and focus groups. In N. Clifford, M. Cope, T. Gillespie, & S. French (Eds.), *Key methods in geography* (3rd ed., pp. 143–156). Sage.

- Lowe, J. (1992). Locating the line: The front-line supervisor and human resource management. In P. Blyton, P. Turnbull, P. Blyton, & P. J. Turnbull (Eds.), *Reassessing human resource management* (pp. 148–168). Sage.
- Lüscher, L. S., & Lewis, M. W. (2008). Organizational change and managerial sensemaking: Working through paradox. *Academy of Management Journal*, *51*(2), 221–240.  
<https://doi.org/10.5465/amj.2008.31767217>
- Mace, M. L. (1950). The growth and development of executives. Harvard Graduate School of Business Administration.
- Madill, A., & Gough, B. (2008). Qualitative research and its place in psychological science. *Psychological Methods*, *13*(3), 254–271. <https://doi.org/10.1037/a0013220>
- Maitlis, S., & Christianson, M. (2014). Sensemaking in organizations: Taking stock and moving forward. *Academy of Management Annals*, *8*(1), 57–125.  
<https://doi.org/10.5465/19416520.2014.873177>
- Manikutty, S. (2005). Manager as a trainer, a coach, and a mentor. *Vikalpa: The Journal for Decision Makers*, *30*(2), 57–64. <https://doi.org/10.1177/0256090920050205>
- Markle, G.L. (2000). *Catalytic coaching: The end of the performance review*. Quorum Books.
- Maruyama, G., & Ryan, C. S. (2014). *Research methods in social relations* (8<sup>th</sup> Ed.). Wiley & Sons.
- Matsuo, M. (2018). How does managerial coaching affect individual learning? The mediating roles of team and individual reflexivity. *Personnel Review*, *47*(1), 118-132.  
<https://doi.org/10.1108/PR-06-2016-0132>

- Matthews, P. (1999). Workplace learning: Developing an holistic model. *The Learning Organization*, 6(1), 18–29. <https://doi.org/10.1108/09696479910255684>
- McCarthy, G., & Milner, J. (2013). Managerial coaching: Challenges, opportunities and training. *Journal of Management Development*, 32(7), 768–779. <https://doi.org/10.1108/JMD-11-2011-0113>
- McCarthy, G., & Milner, J. (2020). Ability, motivation and opportunity: managerial coaching in practice. *Asia Pacific Journal of Human Resources*, 58(1), 149-170.  
<https://doi.org/10.1111/1744-7941.12219>
- McCauley, C. D., Drath, W. H., Palus, C. J., O'Connor, P. M., & Baker, B. A. (2006). The use of constructive-developmental theory to advance the understanding of leadership. *The Leadership Quarterly*, 17(6), 634–653. <https://doi.org/10.1016/j.leaqua.2006.10.006>
- McKee, A. (2014). *Management: A focus on leaders*. Pearson Education.
- McKinley, W., & Scherer, A. G. (2000). Some unanticipated consequences of organizational restructuring. *Academy of Management Review*, 25(4), 735–752.  
<https://doi.org/10.5465/amr.2000.3707703>
- McLean, G. N. (2005). Examining approaches to HR evaluation: The strengths and weaknesses of popular measurement methods. *Strategic HR Review*, 4(2), 24–27.  
<https://doi.org/10.1108/14754390580000591>

- McLean, G. N., Yang, B., Kuo, M. H. C., Tolbert, A. S., & Larkin, C. (2005). Development and initial validation of an instrument measuring managerial coaching skill. *Human Resource Development Quarterly*, *16*(2), 157-178. <https://doi.org/10.1002/hrdq.1131>
- Merriam, S. B., & Grenier, R. S. (Eds.). (2019). *Qualitative research in practice: Examples for discussion and analysis*. Jossey-Bass.
- Mertens, D. M. (2005). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (2nd ed.). Sage.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2020). *Qualitative data analysis: A methods sourcebook* (4<sup>th</sup> ed.). Sage.
- Mills, J. (1986, August). Subordinate perceptions of managerial coaching practices. In *Academy of management proceedings*, (1), 113–116. <https://doi.org/10.5465/ambpp.1986.4980215>
- Molloy, J. C., & Noe, R. A. (2010). Learning a living: Continuous learning for survival in today's talent market. In S. W. J. Kozlowski & E. Salas (Eds.), *Learning, training, and development in organizations* (pp. 333–361). Routledge.
- Moran, J. W., & Brightman, B. K. (2001). Leading organizational change. *Career Development International*, *6*(2), 111–119. <https://doi.org/10.1108/13620430110383438>
- Morgeson, F. P. (2005). The external leadership of self-managing teams: Intervening in the context of novel and disruptive events. *Journal of Applied Psychology*, *90*(3), 497–508. <https://doi.org/10.1037/0021-9010.90.3.497>
- Morse, J. J., & Wagner, F. R. (1978). Measuring the process of managerial effectiveness. *Academy of Management Journal*, *21*(1), 23–35. <https://doi.org/10.5465/255659>

- Myburgh, C. P., Poggenpoel, M., & Maritz, J. E. (2009). Core competencies necessary for a managerial psycho-educational training programme for business team coaches. *SA Journal of Human Resource Management*, 7(1), 1–8. <https://doi.org/10.10520/EJC95895>
- Neenan, M., & Palmer, S. (2006). Cognitive behavioural coaching. *Excellence in coaching: The industry guide*, 91-105. [https://www.psyling.com/wp-content/uploads/Neenan-Palmer\\_CBT\\_Coaching.pdf](https://www.psyling.com/wp-content/uploads/Neenan-Palmer_CBT_Coaching.pdf)
- Oliver-Hoyo, M., & Allen, D. (2006). The use of triangulation methods in qualitative educational research. *Journal of College Science Teaching*, 35(4), 42–47.
- Olivero, G., Bane, K. D., & Kopelman, R. E. (1997). Executive coaching as a transfer of training tool: Effects on productivity in a public agency. *Public Personnel Management*, 26(4), 461–469. <https://doi.org/10.1177/009102609702600403>
- Organ, D.W. (1988), A restatement of the satisfaction-performance hypothesis. *Journal of Management*, 14(4), 547-557. <https://doi.org/10.1177/014920638801400405>
- Organ, D. W., & Ryan, K. 1995. A meta-analytic review of attitudinal and dispositional predictors of organizational citizenship behavior. *Personnel Psychology*, 48: 775–802. <https://doi.org/10.1111/j.1744-6570.1995.tb01781.x>
- Ott, D. L., Tolentino, J. L., & Michailova, S. (2018). Effective talent retention approaches. *Human Resource Management International Digest*, 26(7), 16–19. <https://doi.org/10.1108/HRMID-07-2018-0152>

- Pandita, D., & Ray, S. (2018). Talent management and employee engagement—a meta-analysis of their impact on talent retention. *Industrial and Commercial Training*, 50 (4), 185-199.  
<https://doi.org/10.1108/ICT-09-2017-0073>
- Park, S., McLean, G. N., & Yang, B. (2008, February 20-24). *Revision and validation of an instrument measuring managerial coaching skills in organizations*. [Paper presentation]. Academy of Human Resource Development International Research Conference in the American Panama City, FL, United States. <https://files.eric.ed.gov/fulltext/ED501617.pdf>
- Parker, P., Wasserman, I., Kram, K. E., & Hall, D. T. (2015). A relational communication approach to peer coaching. *The Journal of Applied Behavioral Science*, 51(2), 231-252.  
<https://doi.org/10.1177/0021886315573270>
- Passmore, J., & Fillery-Travis, A. (2011). A critical review of executive coaching research: A decade of progress and what's to come. *Coaching: An International Journal of Theory, Research and Practice*, 4(2), 70–88. <https://doi.org/10.1080/17521882.2011.596484>
- Passmore, J., & Lai, Y. L. (2020). Coaching psychology: Exploring definitions and research contribution to practice. In J. Passmore & D. Tee (Eds), *Coaching Researched: A Coaching Psychology Reader*, (3–22). Wiley.  
<https://doi.org/10.1002/9781119656913.ch1>
- Patton, M. Q. (2015). *Qualitative research and methods: Integrating theory and practice*. SAGE.

- Perry, J. W. (1970). Emotions and object relations. *Journal of Analytical Psychology*, *15*(1), 1–12. <https://doi.org/10.1111/j.1465-5922.1970.00001.x>
- Peterson, D. B. (1993). *Skill learning and behavior change in an individually tailored management coaching and training program*. [Unpublished doctoral dissertation, University of Minnesota]. <https://psycnet.apa.org/record/1995-72891-001>
- Piaget, J. (1954). Le langage et la pensée du point de vue génétique. *Acta Psychologica*, *10*, 51–60. [https://doi.org/10.1016/0001-6918\(54\)90004-9](https://doi.org/10.1016/0001-6918(54)90004-9)
- Piekkari, R., Welch, C., & Paavilainen, E. (2009). The case study as disciplinary convention: Evidence from international business journals. *Organizational Research Methods*, *12*(3), 567–589. <https://doi.org/10.1177/1094428108319905>
- Popper, M., & Lipshitz, R. (1992). Coaching on leadership. *Leadership & Organization Development Journal*, *13*(7), 15–18. <https://doi.org/10.1108/01437739210022865>
- Pousa, C., & Mathieu, A. (2015). Is managerial coaching a source of competitive advantage? Promoting employee self-regulation through coaching. *Coaching: An International Journal of Theory, Research and Practice*, *8*(1), 20-35. <https://doi.org/10.1080/17521882.2015.1009134>
- Prusak, L., & Cohen, D. (2001). How to invest in social capital. *Harvard Business Review*, *79*(6), 86–97.

- Queirós, A., Faria, D., & Almeida, F. (2017). Strengths and limitations of qualitative and quantitative research methods. *European Journal of Education Studies*, 3(9).  
<http://doi.org/10.5281/zenodo.887089>
- Renwick, D., & MacNeil, C. M. (2002). Line manager involvement in careers. *Career Development International*, 7(7), 407–414. <https://doi.org/10.1108/13620430210449939>
- Riboldi, J. (2009) *The path of ascent: The five principles for mastering change*. Ascent Advisor.
- Rosha, A., & Lace, N. (2016). The scope of coaching in the context of organizational change. *Journal of Open Innovation: Technology, Market, and Complexity*, 2(1), Art. 2.  
<https://doi.org/10.1186/s40852-016-0028-x>
- Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs: General and Applied*, 80(1), 1–28.  
<https://doi.org/10.1037/h0092976>
- Rowley, J. (2002). Using case studies in research. *Management Research News*, 25(1), 16–27.  
<https://doi.org/10.1108/01409170210782990>
- Schein, E. H. (1996). Kurt Lewin's change theory in the field and in the classroom: Notes toward a model of managed learning. *Systems Practice*, 27–47.  
<https://doi.org/10.1007/BF02173417>
- Schiemann, W. A. (2014). From talent management to talent optimization. *Journal of World Business*, 49(2), 281–288. <https://doi.org/10.1016/j.jwb.2013.11.012>

- Schneider, B., Brief, A. P., & Guzzo, R. A. (1996). Creating a climate and culture for sustainable organizational change. *Organizational Dynamics*, 24(4), 7–19.  
[https://doi.org/10.1016/S0090-2616\(96\)90010-8](https://doi.org/10.1016/S0090-2616(96)90010-8)
- Scoular, C., Duckworth, D., Heard, J., & Ramalingam, D. (2020). Collaboration: Definition and structure. Australia Council for Education Research.  
[https://research.acer.edu.au/ar\\_misc/43](https://research.acer.edu.au/ar_misc/43)
- Senge, P., Roberts, C., Ross, R., Smith, B., Roth, G., & Kleiner, A. (1999). *The dance of change: The challenge of sustaining momentum in learning organizations*. Doubleday.
- Shaw, S., & Knights, J. (2005, 25-27 May ). Coaching in an SME: an investigation into the impact of a managerial coaching style on employees within a small firm. [Paper presentation]. In R. Holden et al., (Eds), *Proceedings of the sixth International Conference on HRD Research and Practice across Europe, Leeds, England*.
- Shvardak, M. (2021). Coaching Technology to Prepare Candidates for Leadership Roles in a Variety of Educational Settings. *Postmodern Openings*, 12(1), 201-222.  
<https://doi.org/10.18662/po/12.1/255>
- Sikora, D. M., & Ferris, G. R. (2014). Strategic human resource practice implementation: The critical role of line management. *Human Resource Management Review*, 24(3), 271–281.  
<https://doi.org/10.1016/j.hrmmr.2014.03.008>
- Simoneaux, S., & Stroud, C. (2015). A meeting of the minds: The art of planning productive meetings. *Journal of Pension Benefits: Issues in Administration*, 22, 22–27.  
[https://www.scs-consultants.com/docs/SCS\\_JPB\\_Winter15.pdf](https://www.scs-consultants.com/docs/SCS_JPB_Winter15.pdf)

- Skendall, K. C., Ostick, D. T., Komives, S. R., & Wagner, W. & Associates (2017). *The social change model: Facilitating leadership development*. Jossey-Bass.
- Skinner, B. F. (1984). *The evolution of behavior*. *Journal of the Experimental Analysis of Behavior*, 41(2), 217-221. <https://doi.org/10.1901/jeab.1984.41-217>
- Sonesh, S. C., Coultas, C. W., Marlow, S. L., Lacerenza, C. N., Reyes, D., & Salas, E. (2015). Coaching in the wild: Identifying factors that lead to success. *Consulting Psychology Journal: Practice and Research*, 67(3), 189–217. <https://doi.org/10.1037/cpb0000042>
- Sorin-Peters, R. (2004). The case for qualitative case study methodology in aphasia: An introduction. *Aphasiology*, 18(10), 937–949. <https://doi.org/10.1080/02687030444000453>
- Stake, R. E. (1995). *The art of case study research*. Sage.
- Stanford, B. H. (2017). *Conducting qualitative research: Your mini study* [Personal communication]. Guest Session, Hood College.
- Stelter, R. (2017). Working with values in coaching In T. Bachkirova, G. Spence, & D. Drake (Eds.), 2016. *The SAGE handbook of coaching*, 331-344. Sage.
- Stewart-Lord, A., Baillie, L., & Woods, S. (2017). Health care staff perceptions of a coaching and mentoring programme: a qualitative case study evaluation. *International Journal of Evidence Based Coaching and Mentoring*, 15(2), 70-85.  
<http://oro.open.ac.uk/49368/15/vol15issue2-paper-05.pdf>
- Stowell, S. (1988). Coaching: A commitment to leadership. *Training & Development Journal*, 42(6), 34-38.

- Sue-Chan, C., Chen, Z., & Lam, W. (2011). LMX, coaching attributions, and employee performance. *Group & Organization Management, 36*(4), 466–498.  
<https://doi.org/10.1177/1059601111408896>
- Surawski, B. (2019). Who is a “knowledge worker”—clarifying the meaning of the term through comparison with synonymous and associated terms. *Management, 23*(1), 105–133.  
<https://doi.org/10.2478/manment-2019-0007>
- Swanepoel, S., Botha, P. A., & Mangonyane, N. B. (2014). Politicisation of performance appraisals. *SA Journal of Human Resource Management, 12*(1), 1–9.
- Teckchandani, A., & Pichler, S. (2015). Quality results from performance appraisals. *Industrial Management, 57*(4), 16-20.
- Terry, G. R. (1977). Speaking from experience: “The supervisor of the (near) future.” *Training and Developmental Journal, 31*, 41-43. (EJ154524). ERIC.
- Theeboom, T., Beersma, B., & van Vianen, A. E. M. (2013). Does coaching work? A meta-analysis on the effects of coaching on individual level outcomes in an organizational context. *The Journal of Positive Psychology, 9*(1), 1–18.  
<https://doi.org/10.1080/17439760.2013.837499>
- Thunnissen, M. (2016). Talent management: For what, how and how well? An empirical exploration of talent management in practice. *Employee Relations, 38*(1), 57–72.  
<https://doi.org/10.1108/ER-08-2015-0159>
- Tiffan, B. (2009). Best job fit: manager or individual contributor? *Physician Executive, 35*(6), 92-96.

- Todnem By, R. (2005). Organisational change management: A critical review. *Journal of Change Management*, 5(4), 369–380. <https://doi.org/10.1080/14697010500359250>
- Townsend, K., Wilkinson, A., Allan, C., & Bamber, G. (2012). Mixed signals in HRM: the HRM role of hospital line managers. *Human Resource Management Journal*, 22(3), 267–282. <https://doi.org/10.1111/j.1748-8583.2011.00166.x>
- Trullen, J., Stirpe, L., Bonache, J., & Valverde, M. (2016). The HR department's contribution to line managers' effective implementation of HR practices. *Human Resource Management Journal*, 26(4), 449–470. <https://doi.org/10.1111/1748-8583.12116>
- Turesky, E. F., & Gallagher, D. (2011). Know thyself: Coaching for leadership using Kolb's experiential learning theory. *The Coaching Psychologist*, 7(1), 5-14.
- Ulrich, D. (1997). *Human resource champions: The next agenda for adding value and delivering results*. Harvard Business School.
- Ulrich, D. (1998). A new mandate for human resources. *Harvard Business Review*, 76, 124–134.
- Van Oosten, E. (2006). Intentional change theory at the organizational level: a case study. *Journal of Management Development*, 25(7), 707–717. <https://doi.org/10.1108/02621710610678508>
- Verplanken, B., & Holland, R. W. (2002). Motivated decision making: effects of activation and self-centrality of values on choices and behavior. *Journal of Psychology*, 82(3), 434-447. <https://doi.org/10.1037/0022-3514.82.3.434>

- Weintraub, J. R., & Hunt, J. M. (4). 4 Reasons Managers Should Spend More Time on Coaching. *Harvard Business Review*. Harvard Business School Publishing, 29, 2015. [4 Reasons Managers Should Spend More Time on Coaching \(thebusinessleadership.academy\)](#)
- Weiss, R. S. (1994). *Learning from strangers: The art and method of qualitative interview studies*. Free Press.
- Wheeler, L. (2011). How does the adoption of coaching behaviours by line managers contribute to the achievement of organizational goals? *International Journal of Evidence Based Coaching & Mentoring*, 9(1), 1-15.). <http://ijebcm.brookes.ac.uk/documents/vol09issue1-paper-01.pdf>
- Whitmore, J. (2017). *Coaching for performance: The principles and practice of coaching and leadership* (5th ed.). John Murrey Press.
- Wilber, K. (2007). *Integral spirituality: A startling new role for religion in the modern and post modern world*. Integral Books.
- Yuki, G. (1994). *Leadership in organizations* (3rd ed.). Prentice Hall.
- Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25(1), 82–91. <https://doi.org/10.1006/ceps.1999.1016>
- Zimmerman, B. J., & Bandura, A. (1994). Impact of self-regulatory influences on writing course attainment. *American Educational Research Journal*, 31(4), 845–862. <https://doi.org/10.3102/00028312031004845>

## Appendix A

### Accountability with Care™ Managerial Coaching Process Overview

The steps listed below outlines the process of AWC managerial coaching model. The step are broken out into two categories, getting started and maintaining the managerial coaching relationship with direct reports.

Process Step	Description
Setting Up, Step 1: Prepare for 1st AWC Meeting	<ul style="list-style-type: none"> <li>•Schedule Meeting with Direct Report (45 minutes)</li> <li>•Provide Coachee with Upfront Agreement Conversation Starter (Coachee version)</li> <li>•Coach completes Upfront Agreement Conversation Starter (Coach version)</li> </ul>
Setting Up, Step 2: Conduct 1st AWC session to Design and Complete the Upfront Agreement	<ul style="list-style-type: none"> <li>•Coach brings AWC binder (includes tabs for each direct report, RAMM progress reports, note taking paper)</li> <li>•Coach Kicks-off Meeting with Upfront Agreement Script for Coach</li> <li>•Review together Upfront Agreement Conversation Starter (Coach &amp; Coachee)</li> <li>•Establish ground rules for productive meetings</li> <li>•Coach &amp; Coachee capture notes of what is discussed and agreed upon</li> <li>•Recap the conversation</li> <li>•Schedule next Regularly-Scheduled Accountability and Motivational Meetings (RAMM session) with Direct Report (bi-weekly, 1 Hour)</li> <li>•Upfront Agreement drafted by Coachee and sent to Coach before next RAMM session</li> </ul>
Maintenance, Step 3: Coachee completes the 24 Coaching Prep	<ul style="list-style-type: none"> <li>•Coachee sends Coaching Prep email to Coach 24 hrs prior to next session (what was accomplished since last session and what the Coachee would like to discuss in the next session)</li> </ul>
Maintenance, Step 4: Conduct Bi-Weekly RAMM Session with Direct Report	<ul style="list-style-type: none"> <li>•Recap previous meeting discussion, actions, deliverables, etc.</li> <li>•Establish/review Goals (Destination &amp; Journey)</li> <li>•Review Performance, Attitude, and Development</li> <li>•Coach &amp; Coachee completes RAMM Progress Report &amp; take</li> </ul>

notes

- Recap the conversation
- Schedule next Bi-Weekly RAMM Session

Maintenance, Step 5: Coachee completes the 48 Coaching Recap	•Coachee sends session recap email to Coach 48 hrs after the session (what was discussed/decided, what Coachee will accomplish before the next session)
--	---

---

### **Appendix B**

#### Manager Study Invitation Communication

June 2020

Dear, Manager –

I am a doctoral student at Hood College, Education Department. For my dissertation, I am conducting a qualitative study to understand how managers change through the implementation of a managerial coaching model. I want to talk with managers within our organization to understand specific individual experiences and perceptions about coaching and managing. There is much literature available that discusses the benefits of managerial coaching and the increased expectations that managers utilize a coaching approach to manage performance, rather than a traditional command and control method. What is not found in literature is how managers gain effective managerial coaching behaviors, skills, and mindset. Improved knowledge in this area may help leaders and practitioners develop talent programs to address gaps in the development of managers as coaches, and the integration and linkage of coaching outcomes on organizational performance.

If you are interested in informing my work, send an email to [kd16@hood.edu](mailto:kd16@hood.edu) or call me at 240-405-9887. I would like to conduct a 30 to 45-minute focus group discussion. Following the focus group discussion, I plan on conducting one-on-one interviews with managers. If at the end of the focus group, you remain interested in the topic, please let me know so that we can connect via MS Teams to chat with you on two different occasions—each about 45-60 minutes. Each discussion will focus on your experiences as a managerial coach and your thoughts about how your approach to coaching has changed over time. Enclosed is an informed consent form that details the purpose the study, your role, the potential risks, and the benefits for completing the interview process.

All participants will receive a copy of the signed informed consent and summary of my findings. The identity, names, and comments of manager participants in the focus group cannot be guaranteed to remain confidential. Manager participants in the one-on-one interviews will be asked to provide a pseudonym in the event their data is used in the dissertation. The pseudonym will be used in any sort of report that is published or presentation that is given to maintain anonymity of manager participant's data collected during the one-on-one interviews, and data collected during this individual session will not be shared with this organization.

Thank you for your time and I hope you will consider taking part in this research study. If you have any questions, please feel free to contact me at 240-405-9887 or email me at [kd16@hood.edu](mailto:kd16@hood.edu).

Sincerely, Kathryn Dao, Doctoral Candidate

## Appendix C

### Manager Focus Group and Interview Protocols

#### Focus Group

- I want to hear about changes that might have been made in managing practices in our organization over time. What shifts have you seen our organization make in the last year or so related to managing direct reports?
- How have you experienced the AWC program? What improvements have you noted and what's been problematic?
- As we continue to progress to a managerial coaching model, what should be done to support your work/efforts? What do you need in terms of training or skill development?

#### Interview 1

Note: Prior to the beginning of the interview, the researcher will review the consent form for the study, including permission to record the interview. Interview 1 will focus on the participant's background, education, training and development as a managerial coach, and experiences potentially influencing managerial coaching behaviors.

1. Self-anchoring scale to understand manager's baseline in relation to how they see themselves managing others prior to AWC. How would you describe a traditional manager? On an imaginary ladder of 10, where do you yourself today? On what ladder/what number? What number were you two years ago? Where do you see yourself in two years from now? What accounts for the shifts? Will probe around these changes.
2. I want you to talk a little bit about any coaching experiences you have had, as either the coach or the one being coached whether in work or in your leisure activities. How did you get into coaching?
  - a. Past professional experiences, training, certification, key influences?
3. How would you define your role in terms of coaching (i.e., where/when)?
4. Talk about your current managing/coaching philosophy and how you implement this with your direct reports. How would you say your philosophy, role and understanding of coaching has changed over time?
5. What was your experience of the AWC?
  - a. What outcomes did you expect from the managerial coaching model? How effectively are these outcomes being realized?
6. What do you use that contributes most to your approach to coaching? For example, what skills/competencies, processes, assessments and other tools or techniques?
  - a. (Probe: What influenced these practices (experiences or trainings)?)
  - a. What/Who have you found to be most helpful to your development as a managerial coach? On the flip side, what/who has hindered your managerial coaching?

On a scale

Likert-Type Rating Exercise (following completion of Demographic Information):

Please rate how much you agree with the following statements on a 7-point scale  
(strongly disagree = 1 through strongly agree = 7):

With my direct reports, I:

1. Establish common purpose.
2. Provide clear direction and guidance.
3. Work to build individual capacity based on the person's strengths.
4. Facilitate teamwork.
5. Track individual progress over time.

With my direct reports, I:

1. Establish mutual trust.
2. Establish focused effort.
3. Build on individual strengths and abilities.
4. Build synergy among team members.
5. Track and document individual progress over time.

Thank the participant for their time.

## Interview 2

The goal of this interview is to examine in detail your experiences as a manager coach.

1. On a scale of 1 to 10, how much would you say your managing style has changed over the last 2 years? (probe: what has influenced these changes?)
2. When you reflect on the idea of change, how would you say your skills and behaviors as a manager have changed? What about changes in your beliefs about managing and coaching?
3. Tell me about a recent memorable coaching experience you have had with a direct report.
  - a. What made the experience memorable?
  - b. What were you thinking about during that experience?
  - c. How did you feel during that experience?
  - d. How did you respond to the experience so that you could continue on with the coaching session?
  - e. What skills did you use to help during that coaching experience?
    - i. How did you know what skills to use?
    - ii. How did you change because of that experience?
  1. What did you do after the experience?
  2. What else about this experience could be useful in your future coaching sessions?
  3. If you could recommend a way in which a managerial coach might prepare for a similar, memorable coaching experience, what would you recommend?
4. Can you tell me about how you go about developing yourself as a managerial coach?
  - a. Why did you seek the development?
  - b. What did you base your need for development or change on?
  - c. How did it help you with coaching?
5. Now think of a recent memorable coaching experience you have had with a direct report that produced the opposite feeling.
  - a. What made the experience memorable?
  - b. What were you thinking about during that experience?
  - c. How did you feel during that experience?
  - d. How did you respond to the experience so that you could continue on with the coaching session?
  - e. What skills did you use to help during that coaching experience?
    - i. How did you know what skills to use?
    - ii. How did you change because of that experience?
  - f. What did you do after the experience?
  - g. What else about this experience could be useful in your future coaching sessions?
  - h. If you could recommend a way in which a managerial coach might prepare for a similar, memorable coaching experience, what would you recommend?

6. Is there anything else you would like to share about change and transition to a managerial coaching approach?

Thank you for your time.

## Appendix D

### Individual Contributor Study Invitation Communication

June 2020

Dear, Individual Contributor –

I am a doctoral student at Hood College, Education Department. For my dissertation, I am conducting a qualitative study to understand how managers change through the implementation of a managerial coaching model. I would like to invite you to participate in an anonymous survey to understand specific individual experiences and perceptions about coaching and managing. There is much literature available that discusses the benefits of managerial coaching and the increased expectations that managers utilize a coaching approach to manage performance, rather than a traditional management approach, which tends to include command and control. What is not found in literature is how managers gain effective managerial coaching behaviors, skills, and mindset following a managerial coaching intervention. Improved knowledge in this area may help leaders and practitioners develop talent programs to address gaps in the development of managers as coaches, and the integration and linkage of coaching outcomes on organizational performance.

If you are interested in informing my work, please email me at [kd16@hood.edu](mailto:kd16@hood.edu) or call me at 240-405-9887. I would like to send you a link to a voluntary, anonymous survey. Enclosed is an informed consent form that details the purpose the study, your role, the potential risks, and the benefits for completing the interview process. The identities of survey participants will remain anonymous, and the data collected will not be shared with this organization.

Thank you for your time and willingness to share your thoughts and perceptions on this topic. If you have any questions, please feel free to contact me at 240-405-9887 or email me at [kd16@hood.edu](mailto:kd16@hood.edu).

Sincerely, Kathryn Dao, Doctoral Candidate

## Appendix E

### Individual Contributor Anonymous Survey Protocol

1. What is the coaching relationship like with your manager (i.e., nature of interaction, things said, who decides what and how things get discussed, time spent)? (free fill)
2. How has the relationship with your manager changed since the implementation of AWC? (free fill)

#### Likert-Type Rating Exercise:

Please rate how much you agree with the following statements on a 7-point scale (strongly disagree = 1 through strongly agree = 7):

With my manager's ability to:

3. Create success stories around a common purpose.
4. Provide clear direction through setting mutually agreed upon objectives and goals.
5. Utilize my strengths to grow my capacity.
6. Facilitate teamwork.
7. Track individual progress over time for increasingly better results.

With my manager's ability to:

8. Establish mutual trust.
9. Establish focused effort.
10. Build on my strengths and abilities.
11. Build synergy among team members.
12. Track and document my progress over time.

13. What are the main changes in terms of what your manager says and does?
14. What do you think influenced these changes?

Thank you for your time.

## Appendix F

Institutional Review Board (“IRB”)

### Hood College Institutional Review Board

#### Research Proposal

1. **Title of Proposal:** From Manager to Coach: How Managers Change Through a Managerial Coaching Model Implementation
2. **Principal Investigator (PI):** Kathryn Dao
3. **PI Department:** Doctorate in Organizational Leadership
4. **PI Contact Information:** [kd16@hood.edu](mailto:kd16@hood.edu); 240-405-9887
5. **Faculty Sponsor and Contact Information (if PI is a student):** Dr. Kathleen Bands; [bands@hood.edu](mailto:bands@hood.edu); Dr. Jennifer Cuddapah, Committee Chair; [cuddapah@hood.edu](mailto:cuddapah@hood.edu); Dr. David Esworthy, Committee Member, [esworthy@hood.edu](mailto:esworthy@hood.edu).
6. **Other Investigators:** none
7. **Date of this Submission:** June 14, 2020
8. **Proposed Duration of the Project:** June 2020 - February 2021
9. **Background Information and Research Questions/Hypotheses:**

The purpose of this qualitative case study is to understand how managers change through a managerial coaching model implementation. Participants of the study will include employees in a small pharmaceutical organization who have completed managerial coaching training over the past year and are now practicing managerial coaching.

The implementation of a managerial coaching model was initiated following the organization’s decision to do away with annual performance reviews following a leadership and culture survey of the organization. Most employees felt as though performance reviews did not add value or help employees develop. The executive leadership team decided to implement a managerial coaching model in an effort to

provide employees with the developmental experiences and to evolve from traditional, command and control management style.

The implementation of the managerial coaching model began with mandatory training of all employees on the managerial coaching model, Accountability with Care System™. As a human resources leader in the organization, I attended the training sessions for both managers and individual contributors. For managers, the training was a full, two-day training. For individual contributors, the training was one full day. Employees were trained on the principles and practices of the Accountability with Care System™. The training included introducing managerial coaching behaviors, skills, and approaches. In the training, managers had the opportunity to role play, practice asking open-ended questions, and giving and receiving feedback. Managers and individual contributors learned what to expect from the managerial coaching model implementation.

The table below summarizes the training.

Table 1: Summary of the Training on Accountability with Care System™ (Dobzinski, 2012), a Managerial Coaching Model.

Why	<ul style="list-style-type: none"> <li>• Defining Accountability</li> <li>• What is in it for the Manager and for the Individual Contributor</li> <li>• Why a Managerial Coaching Approach Important</li> </ul>
Who	<ul style="list-style-type: none"> <li>• Being an Accountability with Care Coach-Manager</li> <li>• Introduction to Model on Accountability</li> <li>• The Art of Listening and Asking Open-ended Questions</li> <li>• Ask vs. Tell, neutral communications</li> </ul>
What	<ul style="list-style-type: none"> <li>• Tools Increasing Accountability</li> <li>• Regularly Scheduled Coaching and Feedback Session</li> <li>• Establishing Mutual Upfront Agreements Around Expectations</li> <li>• Personal and Professional Destination and Journey Goals</li> </ul>
When	<ul style="list-style-type: none"> <li>• Managerial Coaching Model Framework</li> <li>• Managerial Coaching Documentation and Accountability</li> <li>• Conducting a Managerial Coaching Session (for managers)</li> </ul>
How	<ul style="list-style-type: none"> <li>• Demonstration of Coaching Session</li> <li>• Practice of Coaching Session to Include Asking Open Ended Questions and Giving and Receiving Feedback</li> </ul>

It is important to explore how implementing a managerial coaching model within an organization leads to changes in behaviors, skillsets, and mindset to managing, leading, and developing others. Improved knowledge in this area may help leaders and

practitioners develop talent management strategies and practices to address gaps in developing managers as coaches and in integrating and linking coaching outcomes on organizational performance. The more a managerial coaching behaviors, skills, and approaches are practiced, the better managers are able to effectively and credibly facilitate the learning and development of others, model desired behaviors, share knowledge, provide feedback, motivate and inspire others, and build trusting relationships.

The study seeks to add value to conceptual and empirical understanding of how managers change and develop managerial coaching approaches for managing the performance of their direct reports through a managerial coaching model implementation. How managers change and develop managerial coaching behaviors, skills, and mindset is seldom discussed in the literature; therefore, this study seeks to provide insight into how this happens.

## **10. Human Participants:**

- A. the participants?** Employees in a small pharmaceutical organization in the mid-Atlantic region who have participated in the mandatory managerial coaching training one year ago will be invited to participate in this study during regularly scheduled virtual meeting.
- B. How many participants do you plan to have in your study?** Potential participants include 20 managers and 45 individual contributors. This pool of employees has been selected because these employees attended the original mandatory managerial coaching training one year ago. Those employees who did not attend the original managerial coaching training are not part of the participant pool and include employees who started after the initial mandatory training sessions.
- C. How will the participants be contacted or recruited?** Participants will be invited to participate in this study during a regularly scheduled virtual organizational meeting, called Virtual Café. The Virtual Café platform is where employees share and receive updates, socialize with others about topics of interest, and have the opportunity to ask questions. During this meeting, I will share the purpose of the study, ask for volunteers, and inform the participant pool that, as a follow-up, I will send an email to the two participant pools, managers and individual contributors, providing my Hood College email address and telephone number for volunteers to contact me to participate in the study. A copy of the invitation for managers can be found at Appendix B, Manager Study Invitation Communication, and the invitation for individual contributors can be found at Appendix D, Individual Contributor Study Invitation Communication.

The reasoning for socializing the opportunity to voluntarily participate in this study via the Virtual Café platform is to 1) let employees know that the organization's executive leadership team is aware that I am conducting such as study, 2) the executive leadership team has agreed to partner with me on this project, 3) allows me access to relevant employees for the study, and 4) approves of me using internal meetings for data collection.

**D. Will the participants be compensated for participating?** The organization has agreed to offer participant managers a \$50 gift card because of the 2.5-3 hour time commitment.

- 11. Procedures:** An invitation to participate in the study will be provided verbally during a scheduled Virtual Café meeting, with a follow-up email to inform potential participant how to go about expressing their desire to voluntarily participate. If participant agrees to participate voluntarily in this study, they will be asked to do the following things:

**Managers:** Participate in one focus group and two one-on-one interviews to explore the research questions. Researcher will inform participants that the focus group session will be recorded and obtain permission from participants to record them on the informed consent. Researcher will seek permission to record the one-on-one interviews with participants and if permission is granted, participants will be asked to sign the informed consent agreeing to be recorded. Otherwise, one-on-one interviews will not be recorded. The recordings will be stored as indicated below in Section 14., Privacy and Storage of Data.

**Individual Contributors:** Participate in one anonymous survey to explore the research questions.

In response to COVID-19 research practices, I will be conducting this study virtually, with non-face-to-face data collection via Microsoft Office Teams.

Note: the interview protocols are complete and part of this submission.

- 12. Consent:** Participants who voluntarily choose to participate will show their interest by sending an email to me at [kd16@hood.edu](mailto:kd16@hood.edu) or calling me at 240-405-9887. Following that, each participant will be sent the appropriate informed consent to participate. An informed consent has been created for the manager participant pool and the individual contributor participant pool. Participants will sign and return consent forms prior to participation. I will provide a copy of the fully-signed consent form for the participant to keep.

### 13. **Risks and Debriefing:**

As an employee with a leadership role in the human resources department, conducting this study within my own organization potentially creates a dual relationship or conflict of interest (either real or perceived) in the following ways: (1) requests for participation in the study may not be viewed as neutral by potential participants, as the head of human resources may have disproportionate influence (real or perceived) over employee participation; and (2) as both the principal investigator, and head of human resources, I will be observing and discussing employee behaviors in a setting where I have a deep level of context to which true objectivity will be difficult to achieve. There exists the potential to interpret my observations subject to confirmation bias. I will make my best efforts to remain as objective as possible in this qualitative study and ensure separation of these functions. Further, I will attempt to challenge and refute any possible bias so that observations and interpretations are pressure tested. All notes, data, and observations from the study will be kept confidential\*. Finally, I will disclose potential dual relationship in the informed consent so that maximum transparency is achieved when employees are deciding whether to participate or not.

**Managers:** By explicitly providing information to study subjects in the informed consent regarding conflicts/dual relationship, confidentiality\*, anonymity, and privacy and storage of data in the informed consent form, managers will be able to have a complete set of information in order to decide whether to participate or not.

**Individual Contributors:** By creating an anonymous, confidential\* survey for individual contributors, the case study minimizes risk of adverse employment action to the study subjects.

Additionally, the executive leadership team supports this project and participation is truly voluntary. All participants have the ability to withdrawal at any time for any reason.

\* To the greatest reasonable extent possible and as permissible by law.

- 14. **Privacy and Storage of Data:**** Data and recordings will be stored on researcher's password-protected personal computer in a folder that is also password-protected specifically reserved for this study. Manager participants will be asked to select a pseudonym in the one-on-one interviews in the event they are quoted in the dissertation. At no time will their name be used or any identifying information be used in the study. Data and recordings collected for this study will be stored for a period of two years and then destroyed. This organization will not be informed about your individual responses.



## **Appendix G**

### **Informed Consent - Manager**

#### **HOOD COLLEGE**

#### **INFORMED CONSENT FORM**

#### **From Manager to Coach: How Managers Change Through a Managerial Coaching Model Implementation**

#### **Consent Form**

#### **1. INTRODUCTION**

You are invited to be a participant in a research study about how managers change and develop managerial coaching behaviors, skills, and approaches through a managerial coaching model implementation. Participants of the study will include employees in a small pharmaceutical organization who have completed managerial coaching training over the past year and are now practicing managerial coaching. You have been selected as a possible participant because you have participated in the training and implementation of the managerial coaching model, AWC. We ask that you read this document and ask any questions you may have before agreeing to be in the study. We require that participants in this study be at least 18 years old. The study is being conducted by Kathryn Dao as part of her dissertation research as a doctoral candidate at Hood College.

#### **2. BACKGROUND AND PURPOSE OF THE STUDY**

It is important to understand how managers change through the implementation because managerial coaching approaches have been noted in literature as having positive outcomes. The literature is plentiful in discussion of the benefits of implementing managerial coaching models as a way to manage performance; however, literature is scarce in how managers change and develop managerial coaching behaviors, skills, and approaches as a result of such implementation. Improved knowledge in this area may help leaders and practitioners develop programs to address gaps in the development of managers as coaches, and the integration and linkage of managerial coaching outcomes on organizational performance.

The research questions for this study are:

1. How do managers change through a managerial coaching model implementation?
  - a. What are the changes in their managing and coaching skills and behaviors?
  - b. What are the changes in their beliefs about managing and coaching?

2. What factors bolster and what factors inhibit the manager's ability to stick with managerial coaching approaches?

3. **DURATION**

The length of time commitment involved with this study is approximately 2.5-3 hours, which include a 30-45-minute focus group and two one-on-one interviews lasting approximately 45-60 minutes each.

4. **PROCEDURES**

If you agree to be in this study, we will ask you to participate in one focus group and two virtual one-on-one interviews to explore the research questions. In response to COVID-19 research practices, I will be conducting this study virtually, with non-face-to-face data collection via Microsoft Office Teams.

The focus group will be recorded. Please acknowledge your permission to be recorded by signing where indicated below. Additionally, I would like to record the one-on-one interviews. If you agree to having the one-on-one interviews recorded, please sign where indicated below.

5. **RISKS/BENEFITS**

This study has the following risks: Participating in this study may produce discomfort in discussing the managerial coaching relationship, behaviors, skillsets, and approaches.

Additionally, it is important for me, the researcher and employee of this organization, to disclose a potential dual relationship so that maximum transparency is achieved when you are deciding to participate in the study. As an employee with a leadership role in the human resources department, conducting this study within my own organization potentially creates a dual relationship or conflict of interest (either real or perceived) in the following ways: (1) requests for participation in the study may not be viewed as neutral by potential participants, as the head of human resources may have disproportionate influence (real or perceived) over employee participation; and (2) as both the principal investigator, and head of human resources, I will be observing and discussing employee behaviors in a setting where I have a deep level of context to which true objectivity will be difficult to achieve. There exists the potential to interpret my observations subject to confirmation bias. I will make my best efforts to remain as objective as possible in this qualitative study and ensure separation of these functions. Further, I will attempt to challenge and refute any possible bias so that observations and interpretations are pressure tested. All notes, data, and observations from the study will be kept confidential\*. This organization will not be informed about your individual responses.

\* To the greatest reasonable extent possible and as permissible by law.

The benefits of participation are: contributing to the change and development of managers as coaches in a small pharmaceutical organization helps to inform research about how this actually happens. Additionally, your participation is important and can contribute to potential improvement in this program and managerial coaching behaviors, skills, and approaches.

## 6. CONFIDENTIALITY

**The records of this study will be kept private.** Data and recordings will be stored on the researcher's computer with a password access, plus a password-protected file reserved this study (i.e. no additional files on the drive). Data and recordings collected for this study will be stored for a period of two years and then destroyed. This organization will not be informed about your individual responses.

The identity, names, and comments of manager participants in the focus group cannot be guaranteed to remain confidential. Manager participants in the one-on-one interviews will be asked to provide a pseudonym in the event their data is used in the dissertation. The pseudonym will be used in any sort of report that is published or presentation that is given to maintain anonymity of manager participant's data collected during the one-on-one interviews.

## 7. VOLUNTARY NATURE OF THE STUDY

Your participation in this study is completely voluntary. Your decision whether or not to participate will not affect your current or future relations with Hood College or any of its representatives. If you decide to participate in this study, you are free to withdraw from the study at any time without affecting those relationships. To withdraw, participant should inform Kathryn Dao, via email at [kd16@hood.edu](mailto:kd16@hood.edu). Participants responses will be destroyed and will not be included in the study results.

## 8. CONTACTS AND QUESTIONS

The researcher conducting this study is Kathryn Dao. You may ask any questions you have right now. If you have questions later, you may contact the researchers at 240-405-9887.

If you have questions or concerns regarding this study and would like to speak with someone other than the researcher(s), you may contact Dr. Joy Ernst, Institutional Review Board Chair, Hood College, 401 Rosemont Ave., Frederick, MD 21701, [ernst@hood.edu](mailto:ernst@hood.edu).

## 9. STATEMENT OF CONSENT

You will be given a copy of this form to keep for your records.

The procedures of this study have been explained to me and my questions have been addressed. The information that I provide is confidential and will be used for research purposes only. I am at least eighteen years old. I understand that my participation is voluntary and that I may withdraw anytime without penalty. If I have any concerns about my experience in this study (e.g., that I was treated unfairly or felt unnecessarily threatened), I may contact the Chair of the Institutional Review Board or the Chair of the sponsoring department of this research regarding my concerns.

Participant signature:

\_\_\_\_\_ Date \_\_\_\_\_

Participant Acknowledgement and Permission to be Recorded During the Focus Group:

\_\_\_\_\_ Date \_\_\_\_\_

Participant Acknowledgement and Permission to be Recorded During the One-on-One Interviews:

\_\_\_\_\_ Date \_\_\_\_\_

Signature of Person Obtaining Consent:

\_\_\_\_\_ Date \_\_\_\_\_

## **Appendix H**

Informed Consent – Individual Contributor

### **HOOD COLLEGE**

#### **INFORMED CONSENT FORM**

From Manager to Coach: How Managers Change Through a Managerial Coaching Model Implementation

#### **Consent Form**

##### **1. INTRODUCTION**

You are invited to be a participant in a research study about how managers change and develop managerial coaching behaviors, skills, and approaches through a managerial coaching model implementation. Participants of the study will include employees in a small pharmaceutical organization who have completed managerial coaching training over the past year and are now practicing managerial coaching. You have been selected as a possible participant because you have participated in the training and implementation of the managerial coaching model, AWC. We ask that you read this document and ask any questions you may have before agreeing to be in the study. We require that participants in this study be at least 18 years old. The study is being conducted by Kathryn Dao as part of her dissertation research as a doctoral candidate at Hood College.

##### **2. BACKGROUND AND PURPOSE OF THE STUDY**

It is important to understand how managers change through the implementation because managerial coaching approaches have been noted in literature as having positive outcomes. The literature is plentiful in discussion of the benefits of implementing managerial coaching models as a way to manage performance; however, literature is scarce in how managers change and develop managerial coaching behaviors, skills, and approaches as a result of such implementation. Improved knowledge in this area may help leaders and practitioners develop programs to address gaps in the development of managers as coaches, and the integration and linkage of managerial coaching outcomes on organizational performance.

The research questions for this study are:

1. How do managers change through a managerial coaching model implementation?
  - a. What are the changes in their managing and coaching skills and behaviors?
  - b. What are the changes in their beliefs about managing and coaching?
2. What factors bolster and what factors inhibit the manager's ability to stick with managerial coaching approaches?

### 3. **DURATION**

The length of time commitment involved with this study is approximately 20 minutes in order to answer 14 survey questions.

### 4. **PROCEDURES**

If you agree to be in this study, we will ask you to participate in one anonymous online survey to explore questions.

### 5. **RISKS/BENEFITS**

This study has the following risks: Participating in this study may produce discomfort in discussing the managerial coaching relationship, behaviors, skillsets, and approaches.

Additionally, it is important for me, the researcher and employee of this organization, to disclose potential dual relationship so that maximum transparency is achieved when you are deciding to participate in the study. As an employee with a leadership role in the human resources department, conducting this study within my own organization potentially creates a dual relationship or conflict of interest (either real or perceived) in the following ways: (1) requests for participation in the study may not be viewed as neutral by potential participants, as the head of human resources may have disproportionate influence (real or perceived) over employee participation; and (2) as both the principal investigator, and head of human resources, I will be observing and discussing employee behaviors in a setting where I have a deep level of context to which true objectivity will be difficult to achieve. There exists the potential to interpret my observations subject to confirmation bias. I will make my best efforts to remain as objective as possible in this qualitative study and ensure separation of these functions. Further, I will attempt to challenge and refute any possible bias so that observations and interpretations are pressure tested. All notes, data, and observations from the study will be kept confidential\*.

By creating an anonymous, confidential\* survey for individual contributors, the case study minimizes risk of adverse employment action to the study subjects.

\* To the greatest reasonable extent possible and as permissible by law.

Additionally, all participants have the ability to withdrawal at any time for any reason.

The benefits of participation are: contributing to the change and development of managers as coaches in a small pharmaceutical organization helps to inform research about how this actually happens. Additionally, your participation is important and can contribute to potential improvement in this program and managerial coaching behaviors, skills, and approaches.

## 6. CONFIDENTIALITY

**The records of this study will be kept private.** Survey data will be stored on the researcher's computer with a password access, plus a password-protected file reserved this study (i.e. no additional files on the drive). Data collected for this study will be stored for a period of two years and then destroyed. This organization will not be informed about your individual responses.

## 7. VOLUNTARY NATURE OF THE STUDY

Your participation in this study is completely voluntary. Your decision whether or not to participate will not affect your current or future relations with Hood College or any of its representatives. If you decide to participate in this study, you are free to withdraw from the study at any time without affecting those relationships. To withdraw, participant should inform Kathryn Dao, via email at kd16@hood.edu. Participants responses will be destroyed and will not be included in the study results.

## 8. CONTACTS AND QUESTIONS

The researcher conducting this study is Kathryn Dao. You may ask any questions you have right now. If you have questions later, you may contact the researchers at 240-405-9887.

If you have questions or concerns regarding this study and would like to speak with someone other than the researcher(s), you may contact Dr. Joy Ernst, Institutional Review Board Chair, Hood College, 401 Rosemont Ave., Frederick, MD 21701, ernst@hood.edu.

## 9. STATEMENT OF CONSENT

You will be given a copy of this form to keep for your records.

The procedures of this study have been explained to me and my questions have been addressed. The information that I provide is confidential and will be used for research purposes only. I am at least eighteen years old. I understand that my participation is voluntary and that I may withdraw anytime without penalty. If I have any concerns about my experience in this study (e.g., that I was treated unfairly or felt unnecessarily threatened), I may contact the Chair of the Institutional Review Board or the Chair of the sponsoring department of this research regarding my concerns.

Participant signature:

---

Date\_\_\_\_\_

Signature of Person Obtaining Consent:

---

Date\_\_\_\_\_